IUPUI Institutional Portfolio

IUPUI portfolio

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institutional portfolio

IUPUI Vision, Mission, and Values

Revised February 6, 2002

Context for Planning at IUPUI

Every great city has a great university. Universities advance the skills of the urban workforce, enhance intellectual and cultural vitality, support the health and well-being of the citizenry, and expand the city's economic base through research and development. Great universities are magnets that attract business, industry, and well-educated people to a city.

To ensure a vibrant future for Indiana, Indianapolis must be a great city. This goal will be realized only if the city's colleges and universities collaborate with the community and with each other and if Central Indiana's system of private and public higher education is anchored by an urban public campus located at the very heart of the population and accessible to the largest range of students. For Indianapolis, that public campus is IUPUI, fast emerging as one of the nation's leading urban universities and supplying critical educational and cultural resources, professional expertise, and health services to the city, the state, the nation, and the world.

IUPUI's growing prominence draws on the inherent assets of the IUPUI model, which blends the great traditions of Indiana University and Purdue University to bring higher education to the state's largest urban community. A corridor of higher education, research, advanced technology, patient and client services, and economic and cultural growth runs from Lafayette in the north to Bloomington in the south, with the state's capital—and IUPUI—at the center. From this central position, IUPUI draws on and enhances the resources of the city and region through teaching and learning, research and scholarship, and civic engagement.

Providing educational opportunity to Indianapolis and Central Indiana is at the core of IUPUI's mission. Our diverse student body evidences our dedication to extending this opportunity to students of every race, age, income level, and background. The campus serves students' wide-ranging needs through innovative student life initiatives, resources and environments designed to support learning, faculty professional development, and ongoing assessment and improvement to ensure excellent teaching and learning. Our wide array of undergraduate and graduate programs includes nationally recognized interdisciplinary programs that are among the first in their fields. IUPUI faculty, staff, and students work extensively with P-12 programs in Indianapolis to prepare students for college by offering the academic support they need to accomplish their educational goals.

Excellence in research and scholarship is another hallmark of IUPUI. New knowledge generated by research enhances students' opportunities to learn and work at the frontiers of their fields and supports the university's commitment to educational opportunity and productive engagement with communities in Indianapolis, Central Indiana, and beyond. As the state capital's research university, set in Indiana's largest population center, IUPUI supplies vital support to the city's economic development, health care and professional services, and cultural growth. In turn, the city offers the university opportunities for research and development through collaboration with business and industry, government, and cultural institutions. The partnership of IU, Riley, and Methodist Hospitals, nationally recognized as a successful collaboration providing outstanding health care for its region, expands opportunities for students and the university's capacity to conduct cutting-edge research. Our robust research programs forge regional, national, and international connections that are strengthened by our collaborations with IU and Purdue University and have earned us a place in global networks of advanced research and practice.

IUPUI's faculty, students, and staff strive to be good citizens of the surrounding community. The university's range of community collaborations and of patient and client services builds on the resources and expertise of both university and community to improve the quality of life in Indianapolis and Central Indiana. Civic engagement, informed by community needs and resources, both serves the community and informs the disciplines and professions. As an engaged institution, IUPUI stands as a national model for effective, mutually beneficial collaboration of students, faculty, staff, and community.

Indiana University Purdue University Indianapolis
Vision, Mission, and Values

IUPUI is an urban research university created in 1969 as a partnership by and between Indiana and Purdue Universities, with IU as the managing partner. Thus IUPUI is a campus of Indiana University that grants degrees in some 185 programs from both Indiana University and Purdue University. IUPUI offers the broadest range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education. This campus ranks among the top fifteen in the country in the number of first professional degrees it confers and among the top five in the number of health-related degrees. IUPUI is the home campus for state-wide programs in medicine, dentistry, nursing, allied health, and social work and extends its program offerings through IUPU Columbus. Internet II and TransPAC are located here. IUPUI's University Library provides regional leadership for developing digital resources and making them available throughout the community. Building upon a tradition of excellence in higher education, IUPUI provides access for committed learners to quality education that conveys the skills, intellectual framework, and values necessary for life-long learning. Its programs and services influence thinking and practice throughout the state, across the country, and around the world. IUPUI serves as a catalyst for collaboration in teaching, research, and service among its faculty, students, and staff, and among the state's educational institutions, including colleges, universities, and schools of the Indianapolis region, and other learning organizations. IUPUI is home to dozens of interdisciplinary research centers and in the next century expects to become one of the nation's leading centers of interdisciplinary teaching and learning.

The VISION of IUPUI is to be recognized as one of the best urban universities.

The MISSION of IUPUI is to provide 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

IUPUI's mission is derived from and aligned with the principal components--Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices--of Indiana University's **Strategic Directions Charter**.

Statement of Values

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, providing

educational programs, working with a wide array of community partners that serve Indianapolis and Central Indiana, offering expert care and assistance to patients and clients, and engaging in field research spanning virtually every academic discipline. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of a diverse campus community of students, faculty, and staff; to continuous improvement of its programs and services; and to building a strong, welcoming campus community for all.

Goals for Implementing IUPUI's Mission

Excellence in Teaching and Learning
I. Attract and support a better prepared, 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 and creative activities relevant to Indianapolis, the state, and beyond
II. Provide support for scholarly activity and external funding
III. Enhance infrastructure for research and creative activities

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

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Message from the Chancellor

I am very pleased to make the report of IUPUI's accreditation review team available on the Web within the IUPUI institutional portfolio. In selecting our team members, the Higher Learning Commission of the North Central Association (NCA), drew from the ranks of colleagues at colleges and universities from across the North Central region and the entire country. We at IUPUI are grateful to our colleagues on the team and at NCA for developing and carrying out such a valuable review process.

The report you are about to read follows a standard format devised by NCA that includes two main sections: an Assurance Section, which addresses IUPUI's fulfillment of five Criteria for Accreditation; and an Advancement Section, which responds to questions asked of the team in the campus's two special emphasis self-studies and also provides additional advice and suggestions for the campus. Like most such reports, this one refrains from effusive praise, but I could not be more pleased with the conclusions reached by the review team members. They found that IUPUI met all of the Criteria for Accreditation and recommended that the campus be fully accredited for the next ten years. It is highly unusual for an accreditation team report to include no directives, sanctions, or recommended follow-up visits.

In fact, the report strongly supports the many efforts and initiatives in which the campus has been engaged, especially in the areas of teaching and learning and civic engagement. I am grateful to everyone in the IUPUI community who contributed to the work that resulted in such a positive accreditation review. I wish especially to thank the many faculty and staff members who contributed to IUPUI's ground-breaking Web-based self-study. And I wish to pay special tribute to Jerry Bepko, who led IUPUI as Chancellor during the ten years since our last accreditation review in 1992.

The next steps in the process are review and approval of the report by a Readers' Panel, also made up of colleagues from the North Central region, and then final action by the Higher Learning Commission. In connection with these last steps, please note that the Stipulations on Affiliation Status at the very end of the report are not yet in final form. We anticipate that some of these stipulations will be adjusted at the April 2003 meeting of the Commission and will post the final version of these to this Web site as soon as we are notified of them.

Sincerely,

William M. Plater
Interim Chancellor

NCA Team Report (PDF 415K)

Accreditation Self-Study

This page is the entry point to IUPUI's accreditation self-study for the

Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). To the left of the page, you will find links to the narrative sections of the self-study, which will guide you through the relevant materials in the portfolio. Additional links will take you to our Mission, Vision, Values and Goals statement, a list of the members of our NCA Review Team, minutes of committees that worked on the self-study, and resources, including a search function for the portfolio, a glossary of IUPUI acronyms, a list of important IUPUI Web sites (with links to those sites), and a "Questions/Comments" feature.

To begin reading the self-study, click "Introduction" or any other part of the self-study you wish to see. To simply explore the materials in the portfolio, click on one of the portfolio sections at the top of this page and use the menus, resources, and navigational aids within the portfolio to view the pages you are most interested in.

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Performance Indicators

Performance indicators have been an integral part of IUPUI's accountability practices for the past seven years. Since 1996, campus performance indicators have been published as part of the Annual Campus Performance Report. Over the past three years, the indicators have been undergoing a substantial revision in parallel with the refinement of the campus mission, vision, values and goals.

The latest iteration of IUPUI's Performance Indicators is being developed with extensive input from a broad range of faculty, staff, and members of our local community. Review panels have been established 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 taken 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.
	Incomplete - insufficient information available
P	Pending - voting is in process with results soon available
	(blank) Not yet reviewed

Current Status

As of December 31, 2003, the process has been completed for five of the ten core mission indicators, specifically, those most closely related to the IUPUI accreditation self-study focuses: Support and Enhance Effective Teaching; Enhance Undergraduate Learning and Success, and all the indicators for Civic Engagement. In addition, the Chancellor's Diversity Cabinet has evaluated IUPUI's Campus Climate for Diversity as reflected in the relevant indicators.

Core Mission Activities

Teaching and Learning

- Attract and support a well-prepared and diverse student population
- Support and enhance effective teaching
- Enhance undergraduate student learning and success
- Provide effective professional and graduate programs

Civic Engagement

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

Research, Scholarship, and Creative Activity

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

Campus Climate & Effectiveness

Diversity Indicators

- 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 (indicators not yet implemented)

- Quality of services
- Student, faculty, and staff satisfaction with services
- Diversification and growth of revenue streams
- Net fund balance
- Efficient use of fiscal and physical resources
- Minimizing administrative overhead
- Improvement and expansion of physical plant

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- 2002 Performance Report
- 2001 Performance Report
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Toward a Vision for 2010: A World-Class Urban Research University for Indiana

A signal year for IUPUI, 2003-2004 saw the installation of new campus leadership that has set aggressive goals for the future, building on the unique partnership of two major universities in a vibrant city. In his inaugural address to the IUPUI community, "The Power of Two," Chancellor Charles Bantz committed IUPUI to doubling its accomplishments in its three main mission areas: teaching and learning; research, scholarship, and creative activity; and civic engagement. Over the course of the year, three "doubling" task forces translated this commitment into specific goals for increasing retention and graduation, continuing to lead Indiana´s universities in external research funding, and working with community partners to ensure that Indianapolis fulfills its potential to be one of the world´s best places to live, to work, and to learn.

The year was also marked by substantial progress toward these goals, as we renewed our efforts to serve our local community, while becoming a world-class urban research university. Landmark accomplishments included:

- Record enrollments of almost 30,000 students.
- The most highly qualified entering freshman class since we began tracking entering qualifications in the late 1980s.
- The opening of a new "front door" to the university, the IUPUI Solution Center, which matches businesses and non-profits with relevant campus resources, including faculty expertise, research collaborations, student interns, and a Community Venture Fund supported by the Lilly Endowment.
- An increase of 19 percent in research funding over the previous year, for a total of $256 million in grants and contracts.
- Innovative new degree programs, including the world´s first Ph.D. in Philanthropic Studies.
- Continued national leadership in health and life sciences, engineering and information technology, and a broad range of interdisciplinary fields.
- Opening of new campus apartments for students and approval of a campus center that will energize student life on campus.
- A "Campaign for IUPUI" that had neared the $1 billion mark by the end of the academic year, affirming the importance of IUPUI to the future of the Indianapolis community.

In this annual Performance Report, published in both print and Web versions, we provide details on these and other accomplishments of our dynamic campus over the past year. Organized around our key mission areas, strategic goals, and performance indicators, the report also includes sections on best practices and

notable faculty awards. The "Profile of Progress" in the final section provides data on our students, programs, and fiscal health. This report is for you, the stakeholders in the future of IUPUI and Indianapolis.

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Excellence in Research, Scholarship, and Creative Activity

Research is a crucial component of IUPUI´s mission and culture. In 2003-2004, IUPUI researchers generated $256 million in external research funding, an increase of 19 percent over 2002-2003 (excluding a one-time $50 million Lilly Endowment grant to the Indiana Genomics Initiative in 2002-2003). This increase puts us well on track to achieve our goal of doubling external research dollars by 2010 and to continue leading Indiana universities in external grant awards.

IUPUI recognizes that urban research universities have a unique responsibility to the future of their states. To serve our state as effectively as possible, we have identified five thematic emphases for research that will support Indiana´s economic development over the coming years: life and health sciences; information and communication technologies; 21st century logistics; advanced manufacturing; and nonprofit organizations. While these will never be our only research activities, they represent areas of demonstrated strength that are central to the continued momentum of IUPUI and Indianapolis.

The highlights below are organized around our three major goals for research, scholarship, and creative activity.

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

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Excellence in Civic Engagement

Civic engagementâ€”professional service, community-based learning, and other collaborations with the local, state, national, and international communitiesâ€”is one of IUPUI´s distinguishing characteristics. The camps has gained national recognition as one of America´s most civically engaged universities. Our faculty and students are extensively involved in professional and public service in Central Indiana. With our high concentration of professional programs, we rely on the local community for clinical placements in fields ranging from health, public administration, and education to social work and technology. Community contributions to the Campaign for IUPUI affirm the importance of civic engagement at IUPUI to the future of Indianapolis.

In his installation address, "The Power of Two" Chancellor Bantz committed the campus to expanding civic engagement efforts at home and abroad even further. For example, we aim to double the number of students participating in internships and service learning experiences and to establish a campus-wide expectation that all graduates will participate in a reflective experience that enhances citizenship. In addition, we will work to double initiatives to transfer research into technologies that will boost Indiana´s economy. The new IUPUI Solution Center is a centerpiece of our strategy for expanding student and faculty involvement with business, government, and nonprofit organizations in Indianapolis and for helping to energize Indiana´s economy. Acting as a "front door" to the university, the Center matches the needs of local organizations with relevant campus resources to benefit both community and campus.

The highlights below are organized around our three main campus goals for civic engagement.

- Enhance capacity for civic engagement
- Increase civic activities, partnerships, and patient and client services
- Intensify commitment and accountability to Indianapolis, Central Indiana, and the state
  - Life Sciences
  - Information and Communication Technologies
  - 21st Century Logistics
  - Nonprofit Organizations
  - Educational Outreach
  - Arts and Humanities

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Excellence in Teaching and Learning

Teaching and learning are at the core of IUPUI´s mission. As one of Indiana´s three principal sites for graduate and graduate professional education, we provide every region of the state with health professionals, lawyers, social workers, educators, artists, engineers, and scientists. Our partnerships with IU and Purdue make it possible for us to offer a wide range of learning opportunities and to respond quickly to emerging interdisciplinary fields with new degree offerings in areas like Forensic Science, Biotechnology, and Philanthropic Studies. Strong campus linkages among professional studies and the arts, humanities, and sciences help ensure an educated citizenry for the future of Indiana.

At the undergraduate level, IUPUI has redoubled its nationally recognized efforts to provide innovative programs to improve retention, attract a better prepared and more diverse student body, energize student life on campus, and produce outstanding athletes who excel academically. We are making progress in these areas, with the aim of helping all of our students succeed to their full potential. These students include the more than 10,000 adults enrolled through the Community Learning Network in our credit and non-credit Continuing Education Programs and the growing number of students who transfer to IUPUI after beginning their undergraduate studies elsewhere.

Our efforts in these and other areas are detailed below, with items organized around our four principal goals for teaching and learning.

- Attract and support a well-prepared and diverse student population
- Support and Enhance Effective Teaching
- Enhance Undergraduate Student Learning
- Provide effective graduate and professional programs.

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About IUPUI

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About the Portfolio

IUPUI and the Indianapolis community have grown together over the past 35 years. We have worked in partnership to turn the challenges of modern American urban life into opportunities for growth and development. This institutional portfolio takes stock of that progress. It shows what we are doing well, where we need to improve, and how we can respond to the changing needs of our diverse student population and our dynamic metropolitan community.

Our portfolio was begun as part of the Urban Universities Portfolio Project (UUPP), a three-year (1998-2001) national collaboration that included six large urban public universities and the American Association for Higher Education (AAHE) and that was funded by The Pew Charitable Trusts. Visitors to this site who are interested in additional background on the development of the portfolio or in online institutional portfolios developed at other institutions are invited to visit the UUPP web site.

Designed as a report to stakeholders, the IUPUI institutional portfolio (iPort) includes all of the information contained in the print version of IUPUI's annual Performance Report, along with a wealth of detailed information and examples of the work carried out by IUPUI students and faculty. We have attempted to exploit the capabilities of the web to present this work in a range of media, with links to other relevant information and web sites, so that visitors to iPort will find a true window into the campus. In addition, iPort served as the vehicle for IUPUI's accreditation self-study for our re-accreditation review in November 2002. The Accreditation Self-Study section of the portfolio includes all of the materials developed for that review.

The iPort is organized around the mission of IUPUI to provide for our stakeholders excellence in:

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement

To date, our work on iPort has concentrated mainly on Teaching and Learning and on Civic Engagement. The Teaching and Learning section of the portfolio includes examples of and information about teaching and learning activities, initiatives, and outcomes. The Civic Engagement section links to a database on IUPUI's civic engagement initiatives (the Civic Engagement Inventory). We are working to develop all of the sections more extensively, with additional examples, links, and other information. If you have suggestions about work that might be included in or linked to iPort, please use the "Questions/Comments" link in the menu to the left to e-mail the iPort staff.

For detailed information on navigating iPort, please consult the "Guide to the IUPUI Portfolio" in the menu to the left of this screen. We invite you to explore the portfolio and to send us your questions and comments by clicking on "Questions/Comments," also on the menu to the left.

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What is a Portfolio?

Portfolios play a major role in the working lives of artists, financiers, writers, photographers, and many others. For all of them, a portfolio is a collection of items selected for the purpose of achieving an explicit goal.

Our goal in this portfolio is to demonstrate to a wide range of people and communities that IUPUI is not only achieving its mission but has strategies, policies, and procedures in place to continue improving its level of achievement. In that sense, this portfolio involves more than collection and selection of its contents; it also includes reflection and evaluation, with a view to assuring quality in the three major themes of the campus goals for IUPUI: effective student learning, excellent research and scholarship, and exemplary civic engagement.

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The iPort is organized around the mission of IUPUI to provide for our stakeholders excellence in:

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement

To date, our work on iPort has concentrated mainly on Teaching and Learning and on Civic Engagement. The Teaching and Learning section of the portfolio includes examples of and information about teaching and learning activities, initiatives, and outcomes. The Civic Engagement section links to a database on IUPUI's civic engagement initiatives (the Civic Engagement Inventory). We are working to develop all of the sections more extensively, with additional examples, links, and other information. If you have suggestions about work that might be included in or linked to iPort, please use the "Questions/Comments" link in the menu to the left to e-mail the iPort staff.

For detailed information on navigating iPort, please consult the "Guide to the IUPUI Portfolio" in the menu to the left of this screen. We invite you to explore the portfolio and to send us your questions and comments by clicking on "Questions/Comments," also on the menu to the left.

IUPUI Portfolio Home About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Report Performance Indicators Accreditation Self-Study

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How does the Portfolio relate to other IUPUI web sites?

The purpose of the IUPUI Web site is primarily informative. It has a wealth of information about schools, programs, student support services, and so on. You can probe both widely and deeply to find just about anything you want to know about what goes on at IUPUI.

The purpose of the IUPUI portfolio is to assure different interested people that these programs, support services, and campus activities are constantly evaluated to demonstrate the extent of their effectiveness and to determine where improvement is needed. It also shows what strategies, processes, and policies are in place to enable that improvement to occur. It links frequently to the information provided on the Web site, but always in the context of evaluating effectiveness and indicating plans for improvement. In that sense, it is similar to a persuasive argument, making the case that IUPUI is dedicated to constantly improving its levels of achievement in terms of student learning, research and scholarship, and community engagement.

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Teaching and Learning

Focus on Mission:
Excellence in Teaching and Learning

This section of the IUPUI portfolio is a Web-based special emphases self-study for the campus's November 2002 accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools. In it, we discuss and critically review the main concepts, strategies, and initiatives that have driven our efforts to support effective learning and teaching at IUPUI; examine the impact of our strategies and structures; identify strengths and challenges, and recommend actions for improvement. We conclude with several questions to our accreditation review team members on how we might further improve the impact and effectiveness of our approaches.

Throughout this section, you will find menus and text linked to portions of this portfolio or other IUPUI Web sites that include:

- Detailed information on topics, programs, initiatives, and offices referenced in the narrative
- Policy and planning documents, reports, and statistical information
- Statements of learning objectives including our Principles of Undergraduate Learning (PULs), and findings from direct and indirect assessments of student learning
- Representative examples of student and faculty work presented to demonstrate specific teaching and learning practices and outcomes
- Indicators of our effectiveness in teaching and learning.

We hope this self-study will be of interest to visitors beyond our accreditation review team members themselves: our many stakeholders in the Indianapolis community and the state of Indiana, colleagues at other higher education institutions and organizations, and our own students, staff members, and faculty members at IUPUI, so many of whom have contributed to the work represented here.

Go on to: Focuses of the Self-Study

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Focuses of the Self-Study. IUPUI's newly revised mission statement re-affirms the IUPUI commitment to excellence in teaching and learning, within the context of our role as the urban public university in Indiana's largest city and with a strong emphasis on professional education and the health sciences. The new strategic plan further defines four key performance objectives within this commitment:

- Attract and support a better prepared and a more diverse student population

- Support and enhance effective teaching
- Enhance undergraduate student learning and success
- Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

This special emphasis self-study focuses on the second and third of these strategic goals: "Support and Enhance Effective Teaching" and "Enhance Undergraduate Student Learning and Success." While newly restated, these goals emerge from commitments integral to our mission from the institution's founding.

These commitments bring with them significant challenges. IUPUI's students and campus environment bear scant resemblance to traditional paradigms of higher education. We are a commuter institution serving largely working, first-generation, financial aid-eligible students in a state ranked 50th in the proportion of adults over age 25 with bachelor's or higher degrees. Many students arrive on campus without any clear sense of what to expect from college. While admission and enrollment statistics show that our beginning students' preparation for college is rapidly improving, more than half of entering freshmen in Fall 2001 and slightly less than half in Fall 2002 were "conditional admits." That is, they were considered under-prepared for college-level work by virtue of class rank, SAT/ACT scores, or high-school coursework. Moreover, most students are extensively engaged in pursuits other than college study; a majority work 30 or more hours a week, for example, and many have family and community commitments outside school.

Research on higher education shows that academic preparedness for college and time and attention devoted to college studies are among the most influential predictors of undergraduate retention and performance. From this perspective, IUPUI faces even greater challenges than our peer urban universities do. According to research carried out in collaboration with peer institutions, the dual challenges of student under-preparation and significant off-campus work commitments are substantially greater at IUPUI. For example, our undergraduates, on average, spend almost twice as many hours working off-campus as students at peer institutions. In addition, they enter higher education with comparatively lower scores on standardized tests and fewer college preparatory courses completed in high school.

Alexander Astin has noted that for many students at commuter campuses like IUPUI, higher education is a disruption in their lives, in contrast to students at residential institutions, whose lives and identities are focused on their student status. Our student satisfaction surveys confirm this; for example, availability of parking ranks higher among our students' pre-eminent concerns than many academic issues, such as being able to take courses in the appropriate sequence or the availability of library materials. Family needs, job pressures, and other responsibilities not faced by full-time, residential students make it more

difficult for commuter students to focus on learning the skills required for success in college.

In addition, the "New Majority" students who typify IUPUI undergraduates rarely follow traditional college attendance patterns or timelines; most attend multiple higher education institutions successively or even simultaneously. According to the most recent study of "Degrees Conferred" at IUPUI, approximately two-thirds of our baccalaureate degree recipients begin their undergraduate studies at another institution; our most recent "Enrollment Analysis" report tells us that about one-third of non-returning students transfer to other institutions. (Two-thirds of students transferring out go on to non-IU institutions and are counted as "non-retained.")

Given these circumstances, it is both critically important and extremely difficult for IUPUI to engage students deeply in learning, provide them with intellectually coherent educational experiences, and retain them through graduation. Much of our work on teaching and learning has focused on developing, implementing, and assessing strategies for addressing these multiple challenges in order to serve our student population and the Central Indiana region as well as possible. This special emphasis self-study takes stock of these strategies with an eye to revising or augmenting them where evidence indicates a need for change. Ultimately, our purpose is to chart a course for pursuing Excellence in Teaching and Learning in ways that will best serve our particular student body and our particular mission as Indiana's urban public university.

Teaching and Learning at IUPUI: A Historical Perspective. By virtue of the campus's mission and student demographics, effective teaching and learning have historically been at the forefront of IUPUI's concerns. Much of the focus of the campus's early years, however, was on merging IU and Purdue academic and administrative units and on gaining IUPUI faculty control over academic matters for undergraduate students. Since the early to mid-1980s, however, and especially over the past ten years, our strategies for pursuing effectiveness in teaching and learning with our student population have evolved rapidly. The document on Milestones in teaching and learning at IUPUI provides a condensed overview of the development of major initiatives and offices supporting teaching and learning over the campus's 33-year history.

Our early efforts and strategies aimed to encourage improvement and innovation in teaching. During the mid-1980s, the campus established an Office of Faculty Development, which, among other activities, encouraged faculty, through internal grants and other mechanisms, to experiment with innovative approaches to teaching that would be effective with IUPUI's urban, career-oriented student body. As a campus, IUPUI was also an early adopter of the use of instructional technologies to promote access and improved teaching and learning in higher education. The 1988 *IUPUI Development Plan: 1988-2000* envisioned uses of technology to provide more individual attention to students, tailor teaching to

students' learning styles, and allow for asynchronous learning. That report also sketched a vision for a new University Library that would exploit the potential of technology to support wide access to library materials and the development of academic community.

In the late 1980s, IUPUI established the Council on Undergraduate Learning (CUL) to provide campus-wide leadership for student learning in our predominantly decentralized campus environment and with our specific student population. The founding of CUL was part of a shift in focus from teaching to learning and, over a period of years, led to the development of the Principles of Undergraduate Learning, which encapsulate the campus's vision for general education.

Campus work on both teaching and learning accelerated in the early 1990s with the opening of an Undergraduate Education Center (UEC), a merger of three advising centers: the University Division, serving primarily traditional-aged students; the Adult Education Coordinating Center, serving mainly returning adults; and the University Access Center, serving under-prepared students. Many of the efforts of the UEC were designed to implement recommendations made in the *Involvement in Learning* report issued in 1984 by the U.S. Department of Education. That report stressed the importance of engaging students in their learning and with one another, an idea strongly supported by research on undergraduate learning.

Other efforts of the late 1980s and early 1990s also focused on serving the needs of nontraditional learners both on and off the campus. During this period, IUPUI developed articulation agreements with Ivy Tech State College, becoming the first four-year institution in the state to accept Ivy Tech credits, and started a campus chapter of Alpha Sigma Lambda, the national honorary society for part-time adult college students. A Community Learning Network project, initially funded by the Annenberg Foundation, has since evolved into a major community outreach unit serving individual learners, community groups, and corporate clients through online and correspondence courses, programs offered at sites throughout the Indianapolis area, customized training packages for local businesses, and a Weekend College.

Another key development was the 1993 opening of the new University Library (UL) described in the 1988 development plan. At the time, the library was probably the most technologically sophisticated academic library in the country; it has since served as a model for many other academic library buildings. It was among the first academic libraries to deploy large numbers of computers (and now includes nearly 250 public machines), to combine library resources with word processing and other productivity software, and to use World Wide Web protocols as the basis for the interface to library resources. It was a pioneer in use of electronic reserves and deployment of full-text electronic resources. Its catalogue currently includes records for nearly 8,000 electronic books.

Teaching and Learning at IUPUI: A Current Perspective. Today, many of these fledgling initiatives of the late 1980s and early 1990s have been institutionalized as key campus-wide and school-based academic units, offices, and features of IUPUI, as we continue working to address the challenges of providing effective teaching and learning for our New Majority students. For example, the 1998 establishment of University College (UC), which grew out of the work of the UEC, CUL, and other earlier initiatives, represented a major commitment of resources to an effort to enhance new students' engagement with their education, to increase and centralize support for learning, and, ultimately, to improve student persistence and academic achievement.

The Center for Teaching and Learning (CTL), initially a collaboration between University Information Technology Services (UITS) and University Library, was founded in 1995 to help faculty develop and use pedagogically sound applications of technology to higher education. Subsequently, the CTL broadened its focus to include innovation and good practice in teaching and learning more generally.

A more recent milestone was the 1999 reorganization of faculty development efforts and initiatives, including the CTL, under the umbrella of a new Office for Professional Development (OPD), one of the most extensive such offices in the country, offering programs and faculty forums on teaching and learning, assisting faculty in using technology to enhance learning, and, with UC, providing campus-wide leadership in addressing such key challenges as helping our students succeed in large introductory courses. A new Office of Student Life and Diversity (SLD), also initiated in 1999, seeks to expand co-curricular learning opportunities, to promote an inclusive, accessible campus community, and, working with OPD, UC, and other units, to improve the physical environment for learning on campus.

The development of these new offices and initiatives has been accompanied and shaped by systematic campus-wide planning, assessment, and improvement processes spearheaded by the Office of Planning and Institutional Improvement (PAII), established in 1992. Under the auspices of PAII, a campus-wide Program Review and Assessment Committee (PRAC) was launched in 1993 with faculty representation from every IUPUI school, as well as from administrative units with responsibility for supporting student learning and success. PRAC oversees campus-wide and school-based assessment of student learning, focusing especially on the core abilities defined by the PULs. It is the principal campus group working on the development of this special emphasis self-study, which is based in part on the assessment work in which the PRAC representatives and their schools or offices have been engaged over the past ten years.

With the advent of the Community College of Indiana (CCI) in 2000, IUPUI has very recently begun to see changes in enrollment patterns and student

demographics. CCI has assumed responsibility for part of IUPUI's access mission and draws on a portion of our customary student base; in turn, IUPUI has tightened its admissions requirements. Over the past two years, the proportion of traditional-aged and full-time students has increased, preparation of entering students has improved, and overall enrollment has increased, due in part to growth in retention. It was in anticipation of such changes that the Future Group was formed in 1999 to consider the impact of CCI on IUPUI's mission, priorities, and goals. In 2000, the Future Group began work on revising IUPUI's Mission, Vision, and Values statement and developing a new strategic plan for the campus.

This special emphasis self-study emerges from the Future Group's campus-wide planning effort, examining the efficacy of current practices and initiatives and identifying areas where our efforts may need to be enhanced or rethought. It begins by considering student learning at IUPUI and goes on to address the ways in which we have sought to ensure that teaching effectively advances learning.

Enhance Undergraduate Student Learning and Success

The past decade at IUPUI has been marked by a series of initiatives that have mobilized the campus to address the challenges of effectively educating our "New Majority" students. These efforts have targeted enhanced learning and retention among all students, with a strong focus on improving the persistence of first-time, full-time freshmen—a cohort that makes up only about a third of new students entering IUPUI, but that is emphasized by most measures of educational effectiveness. Accordingly, the campus has worked to develop and implement strategies for encouraging deeper student engagement with learning and with the campus, improving the facilities and resources that comprise the physical environment for learning, and improving approaches to academic planning and assessment to ensure that all students develop the higher-order skills expected of college graduates.

Our efforts to enhance undergraduate student learning and success can be seen as falling into three broad "themes" or categories:

- Fostering Student Engagement for Effective Learning
- Creating a Supportive Environment for Effective Learning
- Planning and Assessing for Effective Learning.

Our discussion of undergraduate student learning is organized around these themes.

Fostering Student Engagement in Learning

Research on higher education has demonstrated that prior academic success and residential status are among the strongest predictors of student retention and performance. As noted in the introduction to this self-study, both factors present challenges for IUPUI and our undergraduate students. First, a large proportion of new freshmen at IUPUI continue to enter with deficits in preparation and readiness for college-level work. Second, our students' circumstances—commuter status, accompanied by heavy off-campus work and family commitments—constrain their involvement in learning and in campus life. For them, simply finding the time and energy to devote attention to college study is difficult; at the same time, their attachment to the campus may be weak in comparison to that of students at residential campuses.

To address these challenges to effective learning and persistence, IUPUI has invested substantial energy and resources in encouraging student engagement with learning and with the campus. Through a number of initiatives, we have worked to develop students' sense of community on campus, make academic support programs readily accessible to them, and ensure that they experience a range of active learning pedagogies.

University College. A primary locus of these activities is University College, the academic home for new students at IUPUI. UC opened in 1997 and was dedicated in 1998, following several years of experimentation, sponsored by the Undergraduate Education Center, aimed at creating first-year experiences that would ease students' transition to college-level work and provide them with strong connections to the learning process, to their peers, and to faculty. This work emerged initially from the higher education literature, particularly the literature on learning communities of the late 1980s and early 1990s, which suggested that such communities might be an especially effective strategy for retaining commuter students (see, for example, Tinto, *Leaving College*: *Rethinking the Causes and Cures of Student Attrition*, 1993). More recent UC efforts have focused on using assessment findings to refine models originally imported from elsewhere to make them as effective as possible for IUPUI's specific student population.

UC currently has 64 appointed faculty members, drawn from all undergraduate units on campus. This group makes key policy decisions and develops UC programs and initiatives. UC also includes a large advising staff, who work actively with students. Thus, while its offerings span a wide range of disciplines, UC is a true school, not an administrative unit.

A central element of the UC model is a first-year seminar—known as a "learning community"—intended to provide an intensive orientation to IUPUI, to the skills needed for college-level study, and to the many support resources available within UC and across the campus. Taught by an instructional team that includes a faculty member, a librarian, an advisor, and a peer mentor, the seminar provides new students with easy access to advising and mentoring and helps them learn to "navigate" the IUPUI campus at the outset of their academic careers.

Following a number of pilots and much restructuring based on assessment findings, the first-year seminar program was extended across the entire campus in the late 1990s. (For a detailed analysis of this history, see the RUSS Self-Study.) Currently, first-year seminars are offered by all undergraduate units and enroll 65 percent of entering freshmen. (The aim is ultimately to enroll all entering freshmen.) UC retains a central coordinating role through the First-Year Studies Committee and the IUPUI Learning Community Network.

All first-year seminars introduce students to the critical elements of success in college, with the discipline-based ones adding an introduction to the discipline or department for students already admitted or planning to seek admission to those schools. An important feature of the seminars is their strong emphasis on active and collaborative learning, as well as on development of skills in critical thinking and information literacy. A template developed by UC for the first-year seminars includes anticipated learning outcomes, recommended pedagogical strategies,

and required curriculum components, in order to ensure that all new students are exposed to key information, resources, and learning experiences in their first semester. (Click here to see several examples of First-Year Seminars offered by UC and other units.)

A second critical feature of UC is that it brings together crucial student support resources and programs in a single physical location. UC is home to such units as the Advising Center, the Career Center, the Learning Center, the Mathematics Assistance Center, and a branch of the University Writing Centers. In addition, UC sponsors a number of IUPUI's pre-college programs, such as SPAN and Upward Bound, new student orientation, and a summer bridge program for new students. UC also houses other important campus-wide programs, such as the University Honors Program and the IUPUI Center for Service and Learning. Thus, new students can find most of the help and information they need in one building that is designed to provide a welcoming, student-friendly environment. Equally important, the efforts of the various centers and programs can be coordinated, and assessment findings and good practices can be quickly disseminated among key units. (Click here for an online tour of UC.)

UC also serves as the administrative home and coordinator for a number of major campus initiatives to improve undergraduate education, such as the Gateway Program (where UC works in collaboration with the Office for Professional Development), and for IUPUI's participation in a number of national initiatives, including the Greater Expectations project, sponsored by the Association of American Colleges and Universities, and the Restructuring for Urban Student Success Project (RUSS). Placing these campus improvement initiatives under one administration helps to ensure that they are integrated with one another and with UC's academic offerings and support services. For example, Greater Expectations focuses on core collegiate learning outcomes, such as critical thinking and written and oral communication. At IUPUI, these outcomes are encapsulated in the Principles of Undergraduate Learning, which most students initially learn about in the first-year seminar. Bringing Greater Expectations under the same administration as the first-year seminars allows coordination between the two programs. (Click here to link to a brief report on the Greater Expectations Web site on IUPUI's work with the project.)

Similarly, a core component of the Gateway Program, discussed in detail later in this self-study, is Structured Learning Assistance (SLA), which is offered under the aegis of UC's Learning Center. The Writing Center and the Mathematics Assistance Center also play critical roles in the Gateway Program. The fact that these programs are under one administration and one roof makes it easier for them to align efforts to achieve the goals of the Gateway initiative.

Assessment of UC Programs. Because UC's mission directly targets enhanced student learning of core collegiate learning outcomes and improved retention of first-year students—priorities critical to IUPUI's effectiveness as an

institution—assessment has been intrinsic to its operations from the outset. Substantial resources are committed to UC assessment: in addition to assessment work conducted by UC's own staff, the Office of Information Management and Institutional Research (IMIR) includes a staff member assigned to support UC assessment efforts, while OPD and UC share a staff member whose role includes qualitative assessment of UC programs. In addition, a UC Faculty Fellows Program has supported a range of special, targeted assessment projects. (For a summary of UC assessment approaches and initiatives, click here.)

During UC's first several years, assessment efforts focused broadly on the program's overall impact on student grades and retention, comparing new students who participated in UC programs with non-participants. (Click here for a report on initial UC assessment efforts.) As UC programs expanded and were refined, based on early assessment findings, assessment efforts became more focused, examining the impact of specific interventions, such as SLA or the use of peer mentors, for example. (For an overview of this more focused approach, see Part 2 of the Fall 2000 Enrollment Report.) UC assessment methods include both quantitative and qualitative approaches and are intended to serve both formative and summative purposes, so that findings yield information not only on program impact, but on the reasons for that impact, and on unmet needs. Using a range of approaches, including focus groups and personal interviews, to tease out information on **why** certain outcomes do or do not result, as well as on **what** outcomes result, is especially important for improving the effectiveness of the programs as they mature.

Ongoing UC assessment processes use a three-phase approach:

- Needs assessment, conducted via an entering student survey, student satisfaction surveys, non-returning student surveys, and through special task forces and Faculty Fellowships.

- Process assessment, which examines alignment between program concept and implementation, using focus groups, interviews, questionnaires, and special studies, such as the RUSS self-study.

- Outcomes assessment, focused on determining how well programs are meeting their goals, using information on the impact of specific interventions on retention and academic performance, survey results, and students' self-reported learning gains.

In addition to these ongoing assessments, UC has conducted and sponsored a number of special assessment initiatives, including the RUSS Project, the Learning Center Task Force, the Gateway Program, the Transitional Education Task Force, and the various projects carried out by the Faculty Fellows.

Assessment at UC has led to substantial refinement of its approaches to working with first-year students. For example, the initial pilot experiments with first-year seminars used a broad-stroke, "one size fits all" approach, where course content and activities were more or less interchangeable among seminar sections. More recently, information gathered through assessment has led to the development of seminar sections tailored to student interests and needs—e.g., seminars for honors students, non-traditional-aged students, students with interests in specific majors, and students with particular learning needs.

Other examples of changes made by UC as a result of assessment findings include:

- The addition of a set of new UC courses, "Critical Inquiry" (CI). These are reading-intensive sections linked to department-based content courses and designed to support the readings in those courses. CI uses a specific approach to helping students read and critically analyze difficult texts. In a Fall 2000 pilot, beginning freshmen enrolled in CI sections earned higher course grades in the content course and were less likely to withdraw from the course than non-CI students. These results have continued to hold true as the program has expanded in subsequent semesters.

- Adoption of the "Structured Learning Assistance" (SLA) model for high-risk-for-failure Gateway courses (i.e., introductory-level courses with high enrollments of new students). Early experiments with Supplemental Instruction in Gateway courses at IUPUI showed benefits for students who participated, but suggested that many students who would most benefit were not taking advantage of the program. SLA is a specific form of Supplemental Instruction that mandates student attendance at weekly directed study and practice sessions. The sessions provide enhanced background on course content and assistance in specific study skills required to master course material. Experience with SLA over the past two years has shown that students in SLA sections withdraw from those courses at significantly lower rates than students in non-SLA sections.

- A 2001-2002 pilot of a proposed "Administrative Withdrawal" policy, whereby students who miss more than half of a class's meetings during the first four weeks of the semester are automatically withdrawn from the course. The pilot resulted in significantly increased retention in participating courses. As a result of the pilot's success, the administrative withdrawal policy is in effect this fall for selected courses in the departments of English, Mathematics, Psychology, and Communication Studies, as well as in UC courses. Discussions about applying the policy campus-wide are currently underway.

- Revision of the learning communities mentor program, as a result of a Faculty Fellow's analysis of the program. Changes included

enhancements to mentor training and supervision, greater faculty involvement in mentor recruitment, and clearer definition of peer mentor roles and responsibilities.

- Block scheduling of linked courses. The learning communities model at IUPUI, until recently, did not include the course blocks usually associated with learning communities, in part because of the formidable logistics of block scheduling at a commuter campus. We have just recently begun a major initiative to develop course blocks, with support from a grant by the Lumina Foundation for Higher Education. Twenty blocks were piloted in Fall 2001 and additional blocks are under development, making our efforts in this area among the most comprehensive in the nation among urban commuter institutions. Two task forces are currently addressing a range of issues related to this initiative, from curriculum integration to scheduling logistics.

Impact of UC Programs. The years of work and intensive campus-wide effort invested in UC and related learning and retention initiatives have begun to yield tangible benefits in the form of a 3.4 percent increase over the previous year in retention of new freshmen from Fall 2000 to Fall 2001 and a 3.2 percent increase from Fall 2001 to Fall 2002. Our analysis indicates that approximately half of a percentage point of the increase from 2000 to 2001 is attributable to changes in admission standards and that half of the total change from 2001-2002 is attributable to these changes. A good portion of the remaining increases can be attributed to the program interventions discussed here. In addition, while fewer new students have enrolled for the current semester than for the Fall 2001 semester, improved retention has led to a 2.4 percent increase in overall enrollments at IUPUI, which reached an all-time high this semester of over 29,000 students.

The work of UC has led to less quantifiable, but perhaps no less beneficial, changes as well. UC has provided a highly visible model in which respected, senior faculty members, drawn from academic units across the campus, have collaborated with one another and with other staff members to address difficult teaching and learning issues. Other schools and departments have followed suit; for example, the departments of Mathematics, Psychology, Sociology, English, and Speech Communications, among others, have adopted the practice of appointing senior faculty as coordinators of large, multi-section courses and collaboratively determining desired learning outcomes for these courses and criteria for assessment of those outcomes. (Click here for examples of large, introductory classes with common learning outcomes for all sections.)

These and other departments have also initiated or augmented their own efforts to encourage community and engagement among their students, particularly new students, and have enhanced advising, mentoring, and resources for student support. (Click here for several examples of these efforts.) While IUPUI faculty

certainly were dedicated to student learning prior to the existence of UC, UC's visibility and success have provided encouragement and direction to efforts based in other campus units, supplied a prominent model of senior faculty collaboration to enhance student learning, and created a centralized location for dialogue about first-year student learning and success and for coordinating related campus-wide improvement initiatives.

UC has also been recognized as a national model: the Association of American Colleges and Universities selected IUPUI for the Greater Expectations project on the basis of UC's accomplishments; and IUPUI was recently named a recipient of a First-Year Experience award from the national Center for the First-Year Experience. (Click here to read our applications materials for Greater Expectations and here for our First-Year Experience materials.) *US News and World Report* this year cited IUPUI's learning communities as an example of "programs that really work" to enhance student learning.

Active Learning Across the Campus. IUPUI seeks to make active, collaborative, and experiential forms of teaching and learning a hallmark, not only of UC, but of the campus as a whole, as we work to promote student engagement and success. The predominance of professional schools at IUPUI and the strong professional orientation of our students mean that hands-on, real-life learning opportunities are especially important for them—both to keep them engaged and motivated to learn and to prepare them for the challenges they will face in their post-graduate, professional lives. Moreover, IUPUI's urban setting and engagement with the Indianapolis community provide a wealth of opportunities and resources for service learning, internships, clinical experiences, field work, and hands-on research.

Our approaches to helping faculty incorporate these pedagogies into their teaching are discussed in the teaching portion of this self-study. It is worth noting here, however, that in the most recent IUPUI faculty survey, 92 percent of faculty report using class discussion as a teaching approach "often," "frequently," or "very frequently," 72 percent report assigning group projects "often" or more, and 65 percent report asking students to make in-class presentations "often" or more.

Results of student surveys, including student satisfaction surveys and the National Survey of Student Engagement (NSSE), also suggest that IUPUI students are active learners. For example, on the NSSE, approximately 59 percent of freshmen and 70 percent of seniors responded that they "often" or "very often" ask questions in class or contribute to class discussions. More than 35 percent of freshmen and 58 percent of seniors report making class presentations often or very often. In addition, 68 percent of seniors indicated that they had completed or planned to complete an internship, practicum, or field experience, while 54 percent had participated or planned to participate in community service or volunteer work while in college.

In addition, 26 percent of seniors reported working with faculty on research outside their regular coursework, whether through our three-year-old Undergraduate Research Opportunities Program (UROP) or through other campus, school, or department programs. This percentage is the same as the average for doctoral intensive universities and above the average for our urban peer institutions.

These results are not surprising, given that virtually every professional program at IUPUI and many programs in the liberal arts and sciences require or provide opportunities for field work, internships, or clinical experiences, while all students can take advantage of a campus-wide internship program offered through the IUPUI Career Center. In addition, a number of undergraduate professional programs, including Education and Dentistry, have instituted curricula designed to ensure that students are involved in clinical experiences from the outset of the program. Capstone courses, required by most undergraduate majors, whether in professional disciplines or in the liberal arts and sciences, typically incorporate significant final projects in which students are asked to apply what they have learned either in a real-world setting or a close simulation of one, often working with one another in groups.

Other survey results related to student engagement are less encouraging; for example, in the NSSE, students reported relatively little interaction with faculty outside the classroom. While we might expect less student-faculty interaction outside class than would be typical at a residential campus, a number of current initiatives, including UROP, are seeking to foster higher levels of academic engagement of students with faculty outside class. For example, the Office of Student Life and Diversity is working to expand co-curricular activities that bring students and faculty members together around shared academic and professional interests. Plans for improving the physical environment for learning at IUPUI and for new student residences on campus, discussed elsewhere in this self-study, are likewise intended, among other things, to create increased opportunities for student-faculty interaction outside class.

Technology and Enhancement of Student Learning. Over the past decade, IUPUI has placed a high priority on innovative uses of technology to increase access and student engagement and to improve teaching and learning. For example, *OnCourse*, an online course management system developed by IUPUI's Cyberlab and now in use at all eight IU campuses, gives faculty the ability to create Web sites for each course they teach, to involve students in online interaction and collaboration, and to supplement print-based course readings with multi-media materials; about 70 percent of IUPUI faculty used this resource in 2001-2002. Our Center for Teaching and Learning provides faculty with a technology-rich environment and access to expertise to help them incorporate technology into courses and curricula in ways that enhance and enrich the learning environment. University Library has developed extensive electronic resources to support learning and teaching, both on-site and at a

distance, including Web access to the catalogue, as well as to indexes and abstracts, reference materials, electronic journals, and over 4,500 electronic books.

One of the aims of IUPUI's current Student Electronic Portfolio initiative, discussed elsewhere in this self-study, is to engage students more deeply in learning through online reflection and integration of knowledge and skills across courses. In addition, a joint project conducted in 2000-2001 by the Departments of Sociology and English, funded by the Pew Center for Academic Transformation, provides a compelling model for using technology to reduce the costs of offering a large introductory course, while realizing significant gains in student learning.

Assessment of the Impact of Technology on Student Learning. IUPUI has several initiatives underway both to assess the impact of technology on learning in various contexts and to develop sound methods and approaches for such assessments. Along with the rest of IU, we are participating in the national Flashlight Program, a project of the Teaching, Learning, and Technology (TLT) Group. The TLT Group, IUPUI, and five other institutions have collaboratively developed an assessment instrument called the Current Student Inventory (CSI) that includes an item bank of over 500 questions from which faculty can choose. The instrument is now part of the TLT Group's suite of assessment tools.

A number of IUPUI schools, departments, and faculty members are experimenting with the CSI. Among other examples, the English Department used the instrument to compare teaching practices in networked composition classrooms with those in non-networked composition classrooms. Their findings stimulated a re-examination of how computer-networked classrooms are used in the composition program. The School of Nursing participated in the project as well, conducting a study of best practices in Web-based nursing courses. (Articles on this study will be available in the Resource Room.)

The IU-wide Technology Assessment Group (TAG) sponsors a Technology Assessment Grant Program intended to encourage faculty to study the impact of educational technology on their practices and on student, course, or program outcomes. Information on current projects funded at IUPUI is available on the TAG Grant Program Web site. In addition, many IUPUI schools, departments, and faculty members are carrying out their own individual technology assessment projects. The Center for Teaching and Learning routinely works with faculty teaching technology-based or technology-enhanced courses to help them devise appropriate assessment strategies for determining the impact of technology applications on learning. (To view several examples of technology-related assessment projects, click here.)

IUPUI Online. A new initiative, *IUPUI Online*, launched this fall, is bringing together what IUPUI has learned from these and other experiences with

technology with the results of a series of incubator projects to implement expanded use of technology-enabled learning and student services over the next ten years. Ultimately, the initiative aims to realize both greater efficiency and enhanced learning through technology-based tools, allowing the campus to alleviate strains on campus resources and facilities while improving the learning environment. A January 2002 concept paper for *IUPUI Online* envisions "development of learning experiences that use technology to improve learning by using class and laboratory time differently, by using more active and student-inquiry pedagogies, and by differentiating roles in the teaching process."

IUPUI Online will be implemented in stages. Activities and plans for 2002-2003 include:

- A series of focused campus-wide conversations featuring leading thinkers—from both on- and off-campus—on the topics of learning technologies and change. These conversations will examine possibilities for alternative modes of learning, cost savings, and the future of higher education generally.

- A set of "incubator" projects, supported by the Center for Teaching and Learning and the Digital Media Services Lab in the Division of University Information Technology Services (UITS). Six projects are in progress during the current semester, with additional ones to be added in Spring 2003. Both the development process and learning outcomes from these courses will be carefully assessed, with findings shared across the campus and nationally.

- Work on identifying the types of courses the initiative will focus on and on addressing intellectual property issues.

- Development of a variety of business plans that reflect the varying contexts of schools and departments across the IUPUI campus, in order to gain a better understanding of how we can expand our use of technology-enabled learning at costs we can afford.

- Identification of unmet student service needs and development of plans for improving or expanding services.

- Appointment of a Board of Directors representing contributing units, faculty governance, and deans, along with development of advisory groups and other committees, as needed.

Diversity, Learning, and Success. Diversity is a core value of IUPUI, reflected in the *Vision for Diversity* laid out by the Chancellor in 2000, in our revised mission statement and strategic plan, in the performance indicators emerging from that plan, and in the structures and initiatives we have put in place to

support diversity across the work of the institution. Accordingly, all of the initiatives to enhance student learning, engagement, and persistence already discussed in this self-study have included a strong emphasis on supporting academic success among students from traditionally underserved groups. For example, UC's Mathematics Assistance Center, while established to support all students, has helped to attract additional funding for initiatives focused on nontraditional students, including a grant from the Nina Mason Pulliam Trust designated to assist minority, low-income, and first-generation college students. Programs like SLA, the UC learning communities mentor program, Critical Inquiry, and the Gateway Program are in part designed to meet the needs of our students of color, who are disproportionately represented among the ranks of under-prepared and first-generation college students at IUPUI and have already benefited from the enhanced academic support these programs provide.

Assessment of Diversity. Approaches to assessing academic success among students of color and related areas like campus climate have included focus groups, surveys, and analysis of student profiles and of retention and graduation rates. A *Campus Climate for Diversity Review*, commissioned by the Chancellor in 1997, and including a self-study and evaluation by two outside consultants, contributed substantially to current campus strategies and initiatives to support diversity efforts. The Chancellor's Diversity Cabinet oversees and monitors these efforts, while the Chancellor reports annually on diversity to the IUPUI and Indianapolis communities in his annual IUPUI State of Diversity Address.

Major issues we are addressing as a result of assessment findings include these:

- Retention and graduation rates among African American students, by far the largest minority group on campus, are lower than those for "all other" students. To some extent, this result is predictable, because a higher percentage of our new African American students are considered under-prepared for college work. Comparisons between "regularly" admitted African American beginning students and "all other" regularly admitted students, however, still show a significant disparity in graduation rates, as do comparisons between "conditionally" admitted African American and all other students. The fact that African American students at IUPUI have significantly heavier outside work commitments than other students may partly explain this gap, but assessment findings suggest that other factors also play a role. (While the Latino student population at IUPUI is growing rapidly, reflecting the demographics of Indianapolis and Central Indiana, the number of Latino students has been too small to make meaningful comparisons of their graduation rates and those of other groups.)

- One-year retention rates for African American students have risen recently, with retention of regularly admitted African American beginners reaching parity with that of all others in Fall 2001. Retention of

conditionally admitted African American students, however, remained seven percentage points lower than retention of all others.

- Student satisfaction survey results show that students feel moderately positive about the campus climate for diversity and believe that race relations on campus are good. But results of the NSSE suggest that, compared to students from other urban universities and from large public research universities, fewer IUPUI students feel that the campus encourages interaction among students from different backgrounds or that they graduate with an understanding of different cultures and ideas. (Since many of our peer urban institutions are on the East and West Coasts, the less diverse Midwest context should be taken into account in interpreting this finding.)

- The Campus Climate for Diversity self-study and consultants' report suggest that some units have begun to realize the campus's *Vision for Diversity*, but that other units lack clear plans for incorporating diversity into their core activities of teaching, research, and service. The external consultants' report observes that these units need to mount "a sustained set of activities, motivated by a coherent philosophy and action agenda" and tied to ongoing planning and reporting.

Diversity Initiatives and Actions Taken in Response to Assessment Findings. IUPUI's new mission statement and strategic plan include a set of goals, indicators, and strategies for diversity. Beginning in 2001-2002, schools have been encouraged to include in their annual reports information about their progress in each area of the campus's strategic plan, including diversity.

In addition to the many student support and engagement efforts already discussed, IUPUI has undertaken a range of initiatives at the campus, school, and department levels to support academic success among diverse undergraduates. These programs fall into several broad categories:

- Pre-college programs geared to encouraging students of color to consider IUPUI and to help prepare them to succeed in college and in various areas of specialization. Such programs are sponsored by a number of units at IUPUI, including UC and the Schools of Education, Medicine, and Science.

- Financial aid programs designated for students of color. Many IUPUI schools fund scholarships, assistantships, and other financial aid targeted to these students. For example, the Minority Research Scholars Program provides tuition rebates for students in science, engineering, and health professions.

- Academic support programs tailored to the needs of diverse undergraduates. For instance, the Schools of Nursing and Science offer peer mentoring for students of color. The Minority Engineering Advancement Program combines pre-college work with promising minority students in grade 6 and up, help in obtaining financial aid to attend college, and academic support during college to provide students in the program with hands-on instruction and summer work experiences in their chosen field.

- Co-curricular organizations and programs. Many schools, including the Schools of Nursing, Science, and Engineering and Technology sponsor co-curricular organizations and activities that bring minority students together with one another and with successful professionals in their fields.

- Initiatives to improve the campus climate for diversity. The role and mission of the Office of Student Life and Diversity are strongly focused on improving the campus climate for diversity. Since its inception, the office has conducted a number of student focus groups and campus-wide forums on diversity issues. Their new strategic plan has emerged, in large part, from student input gathered through these activities.

In addition to these efforts, school-based and campus-wide offices and groups like the Office for Multicultural Faculty Development (OMFD) and the Diversity Inquiry Group (DIG) plan and sponsor faculty and staff development programs aimed at ensuring that diversity issues are incorporated into curricula and that faculty are sensitive to and able to manage issues of classroom climate. The Office for Multicultural Faculty Development also provides support programs for faculty and staff of color and consults with departments on recruitment and retention of faculty and staff of color. These aspects of our diversity efforts are discussed more fully in the teaching portion of this self-study.

Creating a Supportive Environment for Effective Student Learning

IUPUI's efforts to support student retention and success through academic program-based initiatives and the development of co-curricular opportunities have been accompanied by a series of long-term building and renovation projects intended to create more welcoming and "learner-friendly" physical facilities and environments on the campus. These projects have been among the campus's highest planning and budgeting priorities over the past decade. The changes and improvements underway and planned for the next few years are motivated, in large part, by our focus on engaging students more deeply with learning and with the campus: for commuter students, especially, an environment conducive to spending time on campus before and after classes and engaging in activities outside the formal classroom is likely to strengthen their connection with the institution and with faculty and fellow students.

Redesigning Existing Learning Spaces. Some of the renovations are meant to support changes in instructional approaches, which are placing increased emphasis on the pursuit of active, experiential, and group learning, as well as on the use of instructional technologies. Such approaches call for new ways of conceiving learning spaces originally designed to accommodate lecture/presentation-based pedagogies. As an August 2000 concept paper of the IUPUI Learning Environments Committee explains,

> No longer is the traditional classroom space, most suited to a presentational format, the only kind of facility we need to pursue our goals of better learning and affiliation; many other kinds of spaces are required to achieve these goals. We need to support spaces that enable interchange between students and students as well as between students and faculty, spaces that allow students to stay engaged between class meetings, spaces that encourage use of instructional technology in learning. The campus must be rich in instructional spaces of many kinds.

Among IUPUI's first experiments with creating new kinds of learning spaces and facilities was the construction of the new University Library and the renovation of the old library building for University College. UL marked the first of these efforts, providing approximately 1,800 comfortable study spaces and technology resources that are especially important for commuting students and students who do not have access to technology at home. All carrels and study rooms are wired and IUPUI's wireless network is available in the building. UL's gate count was over 1,000,000 in 2001-2002 and continues to rise, counter to national trends toward declining library use.

UC was envisioned as an academic "home" for entering students. Accordingly, the UC building includes a variety of areas designed to support group learning and technology-assisted learning, as well as spaces where students can relax, study, and socialize. A redesign and upgrade of the UC food services area this year is intended to make the building an even more inviting environment for students to spend time in. (Click here for an online tour of UC.)

Similar upgrades are underway or planned throughout the campus, with the Learning Environments Committee, launched in 1999, playing a central role in conceptualizing the redesigned spaces, prioritizing spaces for renovation, and developing standards for both classroom and informal learning spaces. Working with task groups of students, faculty, and architectural planners to analyze needs and generate ideas for specific campus locations, the committee has developed a concept paper calling for "the creation of clustered seating, work tables, outdoor benches, additional pocket cafes, stand-up Internet kiosks or wireless clusters throughout connectors, in lobbies, and other public spaces" to make visible "the culture of learning that we are promoting at IUPUI." When plans are fully implemented, all classrooms will be wired for voice, data, and video connectivity, and many will include temporary or permanent partitions, work

surfaces for use by groups of eight or fewer people, and moveable furniture to facilitate small-group learning.

To date, a redesign of several informal learning spaces in the Lecture Hall has been completed. Plans for the future call for classroom upgrades and the development of informal learning spaces in the Business/SPEA Building, Cavanaugh Hall, the Education/Social Work Building, the School of Nursing, and the Science, Engineering and Technology Building. Tentative locations for wireless computing environments include the Lecture Hall, the Education/Social Work connector, and Cavanaugh Hall.

New Buildings to Foster Student Engagement with Campus Life. Even more ambitious plans call for the development of a 173,000 square foot Campus Center by 2005 and for staged completion of student residences, which will increase our total student housing capacity from 350 to 3,000 students. Construction of Phase I of the residences has been, with completion expected as early as 2007. The Campus Center, which will be centrally located at the southwest corner of Michigan Street and University Boulevard, is slated to include student gathering places and lounges, food services, meeting and event spaces, student academic assistance services and resources, performance space, a computer lab, and a range of auxiliary services. The Center, which will begin construction in 2003 with completion anticipated in 2005, is a cornerstone of IUPUI's plan to create a welcoming campus environment and encourage stronger academic and social connections to the campus among students.

Equally important, the student residences, which will house approximately 3,000 students, are being carefully planned as learning communities for students able to devote full attention to their educational experience at IUPUI. It is anticipated that adding a core group of residential students to IUPUI will strongly influence the student culture on campus, encouraging deeper engagement in learning among all students and, with the help of the Campus Center, strengthening and expanding co-curricular activities and student life. Planning for the residences is geared to accomplishing these key objectives for the campus. The residences will include an Honors House, an International House, first-year only student housing, and other special interest housing. UC is working closely with the Office of Student Life and Diversity to develop programming that will bring residential students together in UC first-year seminars, involve them in service learning projects and campus organizations, and create opportunities for student-faculty interaction outside class.

As part of its strategic planning process, SLD is developing approaches to assessing the impact and success of the student residences and Campus Center through surveys, a student advisory council, and benchmarking of best practices at peer urban institutions. (Click here to view an interactive timeline of IUPUI building projects, past and future.)

Planning and Assessing for Effective Learning

Planning for General Education: The Principles of Undergraduate Learning. No campus-wide planning initiative at IUPUI can afford to ignore the highly decentralized culture of the campus. This culture originated with IUPUI's founding as a loose confederation of professional schools, each with its own distinct history and identity. In 1969, when IUPUI was established, its academic units ranged from the School of Medicine, which had become part of Indiana University in the early twentieth century, to the School of Physical Education, which had been founded elsewhere in the mid-nineteenth century and subsequently relocated to Indianapolis, to extension divisions of IU and Purdue that had no mandate to operate autonomous undergraduate programs in the liberal arts and sciences.

The campus thus lacked the "arts and sciences core" that traditionally provides the common curriculum for general education on university campuses. Each school at IUPUI had its own distinct and separate academic requirements and expectations. As the campus grew and added new schools and programs, primarily in professional areas, this decentralized approach to undergraduate education continued.

By the late 1980s, many at IUPUI recognized the problems inherent in this approach: students had difficulty transferring from one major to another and the university lacked a common, campus-wide articulation of expectations for baccalaureate degree recipients to guide curricular and pedagogical approaches. To develop strategies for addressing these problems, the campus established the Council on Undergraduate Learning in 1988. In 1991, a subgroup of CUL, the Commission on General Education, was charged with developing recommendations on general education.

In 1993, the Commission introduced an initial draft of the IUPUI Principles of Undergraduate Learning, proposing their adoption campus-wide. Rather than attempting to prescribe specific common course requirements for students in all IUPUI schools, the draft defined a set of higher order abilities and skills that all IUPUI undergraduates would be expected to master; course requirements to support student learning of the PULs were to be determined by each individual school. Winning approval of the proposed list of PULs at a large, complex campus like IUPUI was no easy task, but following a number of iterations and extensive discussion at the department, school, and campus levels, the current version of the PULs was adopted by the IUPUI Faculty Council in 1998.

The PULs provide a focused, common statement of expectations for all students, whatever their particular major may be, as well as a common framework for assessing and evaluating academic programs. They include a set of core skills in communication, quantitative reasoning, and information literacy, as well as higher-order intellectual abilities to think critically, integrate and apply knowledge,

and understand the diversity of human cultures, societies, and perspectives, among others. Emphasizing liberal learning across the curriculum, the PULs are intended as a blueprint for equipping graduates with the higher-order skills and dispositions that characterize effective citizens, professionals, and leaders.

Using the PULs as a foundation, general education at IUPUI is built around a set of common cognitive experiences and deliberately sequenced intellectual development, continuing from the freshman year through the major to graduation. Teaching and learning of the PULs thus is not expected to be "completed" by the time a student enters a major, but rather to continue within the context of the discipline and/or profession. Capstone courses, required by many majors across the campus, for example, are designed to integrate the six PULs with the content of the major or profession.

Each school at IUPUI that grants baccalaureate degrees is free to determine the specific course requirements that will best enable its students to achieve the PULs. In practice, an "empirical core" curriculum has emerged, as degree programs have reached similar conclusions about the kinds of courses most likely to contribute to student learning of the PULs. This empirical core includes:

- A first-year seminar/learning community (1 course/1-3 hours)
- College writing (English W131/3 hours)
- Speech/communications (Speech Communications R110/3 hours)
- Mathematics competence (3 hours or demonstrated competence)
- Arts and humanities (2 courses/6 hours)
- Social sciences (1 course/3 hours)
- Science (1 or 2 courses/3-6 hours)
- Capstone (number of hours varies)
- TOTAL: 24-27 hours

The empirical core extends across most baccalaureate degree-granting units at IUPUI. In addition, the IU School of Liberal Arts and the Purdue School of Science formally adopted a common core curriculum in 1998. This common core represents the culmination of a lengthy effort, parallel to, but somewhat separate from, the work of CUL, by the Council of Liberal Arts and Sciences (CLAS). Now renamed the Common Core Curriculum Committee, CLAS, a joint committee of the Schools of Liberal Arts and Science, based its "Principled Curriculum" on the PULs. It is intended to strengthen liberal arts and science students' preparation for the major, to expand student options for choosing a major or pursuing a double degree, and to foster faculty collaboration and interdisciplinary ties across the two schools. The strongest single emphasis in the curriculum is on writing; the design of the curriculum is meant to ensure that substantial writing is required of all Liberal Arts and Science students throughout their undergraduate education. The specific elements of the common core curriculum are described on the Web site of the Common Core Curriculum Committee.

Assessment of the PULs. Since campus-wide adoption of the PULs in 1998, a number of campus-level committees and offices—principally the Program Review and Assessment Committee, the Office of Planning and Institutional Improvement, and the Office for Professional Development—in addition to the individual schools themselves, have worked to ensure that they are firmly embedded into curricula and pedagogical approaches and into our ongoing assessment programs. University College and the first-year seminars, in particular, have played a prominent role in introducing the PULs to new students. Currently, assessment of student learning of the PULs takes place primarily at the school level. Assessment of the PULs at the campus level has occurred primarily through surveys of students, alumni, and employers carried out by the Office of Information Management and Institutional Research and through a series of special studies and initiatives. Perhaps the most ambitious of these initiatives, the Student Electronic Portfolio, is currently under development.

Based on evidence derived from assessment efforts to date, we believe that our students are achieving the PULs to some degree, but not to the extent that we would like. In addition, we need to continue our efforts to ensure that faculty and departments are working systematically and effectively to improve and assess student learning of the PULs. The performance indicators page for Teaching and Learning reflects this judgment. Below, we discuss our approaches to gathering evidence related to teaching and learning of the PULs at the school and campus levels and strategies underway for improving these approaches.

Assessment of the PULs at the Department and School Level. Each academic program at IUPUI is responsible for developing statements of learning expectations for its majors and assessing for accomplishment of those expectations. Most undergraduate programs have either incorporated the PULs into these statements or explicitly mapped the PULs to elements of their expected learning outcomes. (To see several examples, click here). Processes and results of assessment of the PULs, as well as of the major, are synthesized in the annual reports submitted by each school to PRAC and posted to the PAII Web site.

To supplement the annual school reports, and as part of IUPUI's work on the Urban Universities Portfolio Project, the Dean of the Faculties funded a special study in 2000-2001 that examined teaching, learning, and assessment of the PULs in each IUPUI school that grants baccalaureate degrees. Conducted by three Faculty Associates under the leadership of the Director of the Office of Campus Writing, the study produced a major report, *Phase I of a Study of Student Learning*, which provides a cross-cutting analysis of how the PULs are integrated into school curricula and assessed across the campus. This analysis found that integration and assessment of the PULs, as well as faculty and student understanding of the principles and their purpose, vary both across and within schools. Results of the report are summarized in a set of matrices that provide information on how each PUL is addressed by each individual school;

these matrices have been updated, drawing on information from the annual school assessment reports, to reflect changes and improvements implemented in 2001-2002.

As an outgrowth of the Faculty Associates' study, the Office for Professional Development at IUPUI has sponsored several major programs intended to increase faculty and student understanding of the PULs and to disseminate good practices for teaching and assessing for the skills and abilities the PULs represent. Specific examples of how various PULs are taught, learned, and assessed can be found on the "Examples" page of this section and are highlighted in the "Inside IUPUI" call-outs throughout this self-study.

Assessment of the PULs Campus-Wide. In 2000, the campus embarked on an even more ambitious effort to embed the PULs explicitly and firmly in undergraduate curricula through the development and implementation of student electronic portfolios organized around student learning of the PULs over the course of their undergraduate studies at IUPUI. The student portfolios, currently in the pilot phase, include samples of student work demonstrating achievement of the PULs over time, along with reflective essays by students focused on their intellectual growth in college within the framework of the PULs. We anticipate that by 2006, all undergraduate students at IUPUI will be required to develop and maintain a portfolio over the course of their undergraduate studies. Courses and programs across the campus will incorporate assignments explicitly designed for inclusion in the portfolios as demonstrations of achievement in one or more of the PULs.

As part of the student portfolio initiative, a broad campus-wide effort is currently underway to develop rubrics, defined by faculty, that describe introductory, intermediate, advanced, and exemplary levels of competence for each PUL. All portfolios will be assessed at several points in each student's progress through the curriculum, using these rubrics to determine how effectively the PULs are taught and learned across departments, schools, and the entire campus and over the course of each undergraduate student's education.

We expect these efforts to enhance awareness of and focus on the PULs among both students and faculty and to yield insights into more and less effective approaches to supporting student achievement of the outcomes encapsulated in the PULs. We thus see the student portfolio initiative as an important step in a long-term process of integrating, assessing, and improving our strategies for helping students achieve the key general education outcomes they will need in order to work, learn, and contribute to their professions, communities, families, and beyond.

Planning for and Assessing Student Learning in the Major. Since the late 1980s, each degree program at IUPUI has had responsibility for defining expected learning outcomes for its majors and assessing for those outcomes.

Support, information, and oversight for these activities are provided by PRAC, which includes faculty representation from each school. Detailed information on department and school assessment approaches and findings can be found in the annual school assessment reports submitted to PRAC.

Approaches to assessment vary widely both among and within schools, ranging from use of portfolio assessment, capstones, common examinations for multi-section courses, and other course- and curriculum-embedded methods to standardized tests, licensure examinations where relevant, and surveys of current and former students. Based on evidence from assessment, we conclude that, in most majors, student learning of the major field is improving, but is not yet as effective as it might be. The performance indicators page for Teaching and Learning reflects this appraisal and includes links to additional detailed information and supporting evidence.

A Special PRAC Study of Assessment in the Schools. Over the 2001-2002 academic year, in preparation for this Learning and Teaching special emphasis self-study, PRAC undertook a study of assessment practices across IUPUI schools through a series of oral reports presented at the monthly PRAC meetings. Amplifying and extending the written reports submitted annually by the schools, the oral reports considered assessment findings in relation to key learning outcomes, uses being made of those findings, and needs for improvement, including improvement of assessment approaches and support for assessment work. The reports revealed both ongoing progress in implementing effective assessment practices across the campus and a need for continued advocacy, faculty development, and support to encourage the spread of more sophisticated and ongoing assessment practices. Based on consideration of the entire set of reports, PRAC developed a list of recommendations that address the following areas:

- Building faculty and student commitment to and participation in assessment
- Improving incentives and rewards for faculty involved with assessment
- Enhancing administrative support for assessment
- Strengthening the campus infrastructure for assessment.

This year, PRAC has begun working with relevant campus committees, groups, and offices to implement these recommendations.

Using Surveys in Assessing Student Learning. IUPUI makes extensive use of surveys at both the school and campus levels to gather indirect evidence of student learning that supplements and fleshes out evidence gathered through other assessment activities. Campus-wide survey efforts began in earnest in 1993, following the inception of the Office of Information Management and Institutional Research (IMIR) the previous year. The first student satisfaction survey focused on needs for additional student support resources, including

student housing. Over the next four years, IMIR developed annually administered surveys of continuing and non-returning students, recent alumni, faculty, and staff. These instruments were designed specifically to serve campus and school improvement efforts, focusing on support service issues and using satisfaction and importance ratings to determine support needs and perceived service quality.

In the late 1990s, as the campus focused increasingly on student learning, the student and faculty surveys were revised to include more items relevant to teaching and learning improvement efforts. The continuing student and alumni surveys were refocused around students' self-reported learning gains in relation to the PULs. A new reporting format, quadrant maps, was developed to help portray responses to these items. A survey of alumni employers, conducted in 2000, also focused on PUL-related learning outcomes.

In 1997, as part of the Restructuring for Urban Student Success Project, IMIR staff worked with colleagues from Portland State University and Temple University to develop a common entering freshman survey. Items from this RUSS survey were subsequently combined with items from the ACT, Inc. Student Information Survey, conducted as part of the ACT/COMP placement testing process, to form IUPUI's current entering student survey. The survey instrument queries new students about their academic goals, perceived learning needs, expectations about college, and outside obligations, such as work and family commitments.

IUPUI also participated in the National Survey of Student Engagement (NSSE) in 2000 and 2002. In collaboration with colleagues from other urban universities, we developed a set of common additional items specifically relevant to the urban student context. Our collaboration with peer campuses allowed for comparison of our survey results with those of our peers. We plan to participate in the NSSE every other year, administering our own Continuing Student Satisfaction and Priorities Survey in alternate years. In 2002, a set of NSSE items was adapted for use in the Faculty Survey, so that faculty perceptions of the learning environment at IUPUI could be compared with those of students.

Current IUPUI surveys are linked closely to campus diversity initiatives. The 1998 editions of the continuing student and faculty surveys and the 1999 staff survey included items related to the campus climate for women and minorities. These items are now being revised to correlate more closely with the latest performance indicators for diversity.

IMIR has incorporated several features into its survey program intended to promote the use of results for program assessment. Stratified random samples are used to ensure the availability of reliable school-level results. Students enrolled in programs scheduled for academic program review are over-sampled the year prior to the review so that program-level results can be included in the

program's self-study. For small programs, results from several years' worth of surveys are combined to create a sufficient sample size. IMIR staff also provides programs the opportunity to customize the alumni survey instrument to serve departmental assessment purposes. In addition, when schools undergo professional accreditation reviews, special surveys tailored to self-study needs are conducted.

Indicators and trends from the range of IUPUI surveys are included in annual reports to support the annual campus planning and budgeting process. Deans and Vice Chancellors are expected to respond to survey findings in their annual plans. Survey results are also incorporated into our performance indicators and annual *Campus Performance Report*. Presentations of survey results are featured yearly at PRAC meetings and at numerous faculty and administrative department meetings. Units ranging from the University Library to academic programs, departments, and schools, the Registrar's Office, and many support programs monitor survey results to determine the impact of improvement initiatives on student, faculty, and staff perceptions.

These surveys include both in-house and national instruments. At the campus level, surveys of entering and continuing students, of non-returning students, of graduates and of employers of graduates yield valuable information on student expectations, satisfaction, and perceived learning outcomes that helps faculty and programs plan curricula and pedagogical approaches that engage students and fit their needs.

The various student surveys have been especially important tools in our efforts to improve student retention, helping to illuminate the challenges our students face as they work to continue and complete their education. For example, comparing our results on the NSSE to those of participating peer urban public campuses, we learned that, on average, IUPUI students spend twice as much time working at outside jobs than students at our peer institutions—a statistic that may help explain why our retention rates have been lower than those of peer campuses. NSSE and other survey results were used extensively in developing the Gateway Program's strategies for improving retention of first-year students, as discussed in depth in the "Teaching" portion of this self-study.

Support and Enhance Effective Teaching

IUPUI's effectiveness and, indeed, our survival as an institution depend on our ability to meet the learning needs of an unusually diverse, nontraditional student body with whom the "tried and true" approaches to college teaching are less than successful. The work on enhancing undergraduate student learning and success discussed in this self-study could not have been accomplished without sustained institution-wide effort to create a campus environment that fosters teaching excellence and innovation. Key strategies in this effort have included creation of meaningful rewards and incentives for teaching achievements, development of resources that support active, student-centered pedagogies and encourage reflective, informed teaching practices, and a series of highly visible campus-wide initiatives (including campus participation in national initiatives) focused on seeking solutions to the particular teaching challenges IUPUI faces as a large, urban, commuter university.

The success of these strategies relies, in turn, on our ability to understand and address teaching and learning as collective responsibilities that can be most effectively carried out through evidence-based, coordinated action. This understanding of teaching as a collaborative activity runs counter to many traditions of the academy and, at IUPUI, to the decentralized structure of the campus itself. An effort to cultivate a sense of shared responsibility for teaching has thus been woven throughout the various strategies and initiatives we have pursued. Just as our work on learning has concentrated, to a great extent, on creating community among our students, our teaching efforts seek to develop a sense of community and shared purpose among faculty and staff. An extended example of such an effort is presented at the end of this "teaching" portion of the self-study.

This portion of our special emphasis self-study focuses on three major themes that have informed our initiatives to support and enhance effective teaching:

- Ensuring Rewards and Incentives for Effective Teaching
- Developing People, Programs, and Resources for Effective Teaching
- Collaborating forTeaching Innovation and Success

Ensuring Rewards and Incentives for Effective Teaching

Over the past ten years, IUPUI faculty and administrative leaders have sought to develop policies and practices that ensure that teaching is as highly valued and as well-rewarded as research and professional service. Efforts have focused specifically on enhancing the role of teaching in faculty recruitment, tenure, promotion, and salary determinations, expanding other incentives and rewards for teaching excellence, and building a system of rewards and incentives for part-time faculty (informally called "associate faculty" at IUPUI). A December 2000

Interim Report on Teaching Effectiveness at IUPUI provides a detailed summary of these and other efforts.

The Role of Teaching in Faculty Recruitment and Hiring. Attention to rewarding and recognizing teaching accomplishments begins with the recruitment and hiring process. Prospective faculty hires are required to provide documented evidence of teaching effectiveness. Following IUPUI's participation in the "Peer Review of Teaching Project," sponsored by the American Association for Higher Education (AAHE), many schools and departments have adopted the practice of asking candidates for faculty positions to conduct a pedagogical seminar or to teach a sample class observed by peers. Each department recommending appointment of a candidate to a full-time faculty position must certify that the candidate has presented evidence of teaching effectiveness. Candidates for tenured initial appointments must, in addition, present evidence of teaching effectiveness from external peers. (Click here to link to the policies that include these requirements.)

The Role of Teaching in Annual Reporting. Once hired, all faculty members are required to submit an annual report that includes evidence of teaching effectiveness and detailed information on activities related to teaching and learning, including advising and mentoring of students, work related to such areas as retention, service learning, assessment, and the scholarship of teaching, and innovations in teaching and learning with technology. Since 2000-2001, when our post-tenure review policy (formally titled "Faculty/Librarian Review and Enhancement") took effect, these reports, including evaluation of teaching effectiveness, have been mandatory for tenured, as well as non-tenured, faculty members. Each unit makes use of these reports to set individual salaries, in accordance with its own policies and with IU and campus guidelines. While emphases on teaching, research, and professional service may vary for individuals over time and both within and across units, teaching effectiveness is considered a fundamental responsibility of all members of the faculty.

The 2000 *Interim Report on Teaching Effectiveness* recommended conducting a longitudinal study of the salaries of teaching award winners to determine whether excellence in teaching is, in fact, rewarded commensurately with excellence in research in salary determinations. IMIR is exploring the possibility of carrying out such a study in collaboration with a member of the Department of Economics.

The Role of Teaching in Promotion and Tenure. IUPUI Promotion and Tenure Guidelines require all promotion and tenure candidates to submit extensive documentation of teaching effectiveness. Candidates must also identify and document at least one area of "excellence"—i.e., teaching, research, or professional service. Those who offer evidence of excellence in teaching are encouraged to present a range of documentation of impact at the classroom, unit, campus, and national levels, but must base the case for excellence primarily on demonstrated student learning. Such evidence might include "documentation

that students have met specified learning objectives" for the course or degree program, evidence that courses and scholarship of teaching reflect the PULs, and evidence of learning outcomes resulting from the innovative use of technology or other new teaching approaches.

Over the last several years, approximately one third of candidates for promotion and tenure and one-third of faculty actually promoted and tenured at IUPUI have offered teaching as their area of excellence. These results are documented in an annual *Report on Promotion and Tenure Actions*, which is distributed to all faculty to demonstrate that teaching effectiveness is a proven basis for seeking and gaining promotion and tenure. This information is also presented at new faculty orientations, workshops on preparing for promotion and tenure, and other venues.

Other Incentives and Rewards for Teaching. In addition, special awards are made each year to faculty for teaching excellence. Awards include the Trustees' Teaching Award (TTA), newly instituted in 2000-2001, the Chancellor's Award for Teaching Excellence, which has been granted for many years to one full-time faculty member and one part-time faculty member, and the Chancellor's Professorship, newly instituted in 1999-2000. These awards range from a one-time cash supplement of $2,500 for the TTA to a base salary adjustment of $5,000 for faculty named as Chancellor's Professors. IUPUI has also developed a number of internal grant programs related to teaching. Some programs, such as OPD's Faculty Fellows program, are ongoing; others, such as the Gateway Grants, aim to address current campus priorities. Depending on the program and nature of the specific grant project, awards may be made to individual faculty members or to groups of faculty collaborating on an initiative.

Recognition and Rewards for Part-Time (Associate) Faculty. Associate faculty members play an important role at IUPUI, not only because of their number, but because they often bring to the campus critical expertise based on practice in their fields. To the greatest extent feasible, they are included in the policies and practices summarized here. For example, while associate faculty are often hired without a full search, the chair or dean responsible is expected to conduct an interview that includes an assessment of teaching. Once hired, first-year associate faculty members must undergo a peer review of their teaching by at least one full-time faculty member; in subsequent years, periodic peer reviews continue, in addition to reviews through student evaluations. (Click here for detailed information on evaluation policies for part-time faculty.) Like full-time faculty, associate faculty are required to submit an annual report.

Other teaching awards are likewise available to associate faculty. For example, while the TTA initially excluded clinical faculty, lecturers and part-time faculty, an IUPUI proposal persuaded the IU Board of Trustees to expand eligibility to these categories of faculty beginning in 2001-2002. The Chancellor's Award for Teaching Excellence has always been granted to one associate faculty member,

in addition to one full-time faculty member, each year. Associate faculty members are eligible for teaching grants and are encouraged to participate in IUPUI's wide range of professional development opportunities, which include a full set of programs geared to their specific development needs offered by the Associate Faculty Office. (Professional development for faculty at IUPUI is discussed more fully later in this self-study.) Associate faculty who complete Dialogues for First-Year Student Success, a workshop/discussion series focused on the needs of first-year students, receive a stipend for participating. An online version of this series is under development, with the first six modules expected to be ready by October 2002.

Trustee Lecturer Initiative. In 2001, the IU Board of Trustees created a three-year initiative to replace part-time faculty positions with full-time lecturer positions. Two percentage points of IUPUI's tuition increase this year is dedicated to funding that conversion of part-time positions to full-time ones. During 2001-2002, IUPUI used Trustee Lecturer Initiative funds to hire 35 lecturers in the Schools of Liberal Arts and Science (including two faculty at IUPU Columbus). This year, the program has been expanded to other schools on campus, adding a total of approximately 43 new full-time faculty members.

The Dean of the Faculties has directed schools and departments to take all possible steps to ensure that we hire only highly effective teachers able to contribute to undergraduate retention through effective student learning for these new positions. Accordingly, candidates are required to submit a personal statement of teaching philosophy and evidence of peer evaluation of teaching or peer assessment of a pedagogical colloquium. Each new lecturer is assigned a mentor responsible for helping the new appointee adjust to the department and school and for ensuring the new appointee's participation in orientation, programs and discussions on Gateway course issues, and other activities aimed at helping new faculty be effective teachers and contributors to retention in the IUPUI environment. In addition, full-time lecturers new to the IUPUI campus must complete a series of sessions orienting them to teaching at IUPUI.

Since the purpose of this initiative is to expand the number of course sections taught by full-time faculty, new full-time lecturers may not be used to reduce the participation of full-time tenured or tenure-track faculty in teaching undergraduate courses. In Fall 2001, 52 percent of undergraduate course sections were taught by full-time faculty as opposed to 47 percent the previous fall. Data for this year's full-time lecturer hires and class sections are currently being analyzed.

Evaluation of Incentives and Rewards for Teaching. A range of committees and offices play roles in evaluating incentives and rewards for teaching, including the Faculty Affairs Committee of the IUPUI Faculty Council, various committees associated with the Office for Professional Development, ad hoc committees charged with selecting faculty for teaching awards, the Office of the Dean of the Faculties, and the Office of Academic Policies, Procedures, and Documentation.

The campus-level Promotion and Tenure Committee, which includes a representative from each school, three faculty members elected at large, and the Dean of the Faculties, annually assesses each year's work, reviews guidelines for promotion and tenure dossiers, and recommends needed revisions. In addition, the campus conducted a self-study and developed the *Interim Report on Teaching Effectiveness* for the Office of the President of IU in 2000.

The Office of Information Management and Institutional Research also surveys all IUPUI faculty members every other year on a variety of topics, including satisfaction with rewards and recognition for their teaching, research, and service activities. Results of the three most recent surveys, conducted in 1996, 1998, and 2000, show a small trend toward greater satisfaction with rewards for teaching and a slightly larger trend toward less dissatisfaction. Over the same period, faculty have become more neutral in their assessment of rewards and recognition for research and scholarship and professional and institutional service. The TTA, which can be awarded to up to six percent of the faculty in a given year, was instituted in part to enhance the reward structure for teaching IU-wide.

Developing People, Programs, and Resources for Effective Teaching

As part of our effort to cultivate a campus environment that promotes effective teaching and learning, IUPUI devotes substantial resources to supporting teaching through faculty development. We view professional development and growth as essential for every faculty member, as we move to a more complex conception of teaching that emphasizes effective learning experiences over transmission of content and reflective practice over quick fixes and "teaching tips."

Faculty development at IUPUI occurs in a wide variety of settings and takes many different forms. Departments and schools have the major responsibility for professional development of faculty and some larger schools sponsor programs and offices with formal faculty development responsibilities. (Click here for several examples.)

The Office for Professional Development. At the campus-wide level, the Office for Professional Development, created in 1999 through a merger of the Center for Teaching and Learning and the Office of Faculty and Senior Staff Development, carries the main responsibility for faculty development to enhance teaching and learning. With a staff of approximately 40 people, OPD brings together the CTL, which works with faculty on instructional design and development, instructional technology, and instructional research and assessment; the Office for Women, the Office for Multicultural Faculty Development, and the Associate Faculty Office, which focus on programs and advocacy for their target populations; the Office of Campus Writing, whose programs help faculty across disciplines incorporate writing into their courses and

use writing assignments to enhance student learning; and other programs, including the Copyright Management Center and the Scholarly and Creative Activity Program.

OPD programs and services focus on student-centered learning informed by research-based practice. They range from individual consultation to workshops, conferences, and seminar series, to leadership of groups and initiatives addressing important campus teaching and learning issues, including the Gateway Program (discussed in detail later in this self-study), the Learning Environments Committee, and the Preparing Future Faculty Program. A new Faculty Learning Communities Program, funded by FIPSE, convenes small faculty groups over the course of an academic year to explore areas like problem-based learning and the capstone experience and to provide support for classroom experimentation. We have found that forming ongoing, collaborative faculty groups focused on exploring specific teaching and learning issues and challenges can be a powerful tool for faculty development and institutional change—a topic explored in greater depth later in this self-study.

A key resource within OPD is the Office for Multicultural Faculty Development and the Diversity Inquiry Group sponsored by that office. OMFD supports the career advancement of faculty and staff of color through career consultation, faculty development grants, symposia, and work with academic departments. It also works to promote good practices in multicultural teaching and learning and works with faculty on curricular and classroom climate issues. Through the Diversity Inquiry Group, OMFD offers workshops, Diversity Enhancement Grants, and other programs on inclusive teaching and curricula and works with the Gateway Program to enhance attention to multicultural teaching in Gateway courses. A new Web site developed by DIG provides a resource for faculty at IUPUI and beyond on multicultural curriculum and pedagogical issues. DIG, like other OPD initiatives and programs, seeks to situate its work in the context of the scholarship of teaching and learning, emphasizing proven good practices and encouraging research and experimentation to adapt existing practices to the IUPUI environment and discover new ones that are effective for our students and faculty.

Other Campus-Wide Resources. In addition to school/campus efforts and OPD, a number of other offices and committees play roles in faculty development to enhance teaching and learning. IUPUI's nationally recognized Office of Service Learning, for example, provides resources for and assists faculty in incorporating community service learning experiences into courses and curricula. University College leads initiatives like the RUSS Project, and, in collaboration with OPD, the Gateway Program. The Office of Planning and Institutional Improvement consults with academic units on assessing student learning. The IU-wide Faculty Colloquium on Excellence in Teaching (FACET), housed at IUPUI, sponsors multi-campus forums and institutes to develop faculty leadership for teaching and learning and to support relevant institution-wide change efforts. These units, along with the committees associated with them, work together to

help ensure that our various campus initiatives to enhance teaching and learning are integrated and closely tied to the institution's mission and priorities.

Assessment of Programs and Resources for Effective Teaching. Ultimately, the final test of the effectiveness of our faculty development programs is student learning; our approaches to assessing student learning and many of our findings are reported in the student learning portion of this self-study and in the annual assessment reports from the individual schools. Another indicator of the impact of faculty development efforts is the number of faculty who report using the kinds of active, experiential, and collaborative learning strategies emphasized by these programs and the number of students who report active engagement in learning; those findings are also summarized in the student learning section of the self-study. Assessment of impact is incorporated into significant campus initiatives, such as the RUSS Project and the Gateway Program. In addition, major offices and programs responsible for faculty development, such as OPD, conduct a range of needs assessments and self-assessments and report annually on performance. One indicator of OPD's success is faculty participation in its programs, which increased by a third in 2001-2002, bringing total instances of faculty participation to 4,441. (To view OPD's most recent annual report, click here.)

Collaborating for Teaching Innovation and Success

Major institution-wide, collaborative initiatives undertaken by IUPUI faculty and staff have become a significant feature of the campus teaching and learning environment; the specific initiatives change and develop, but our engagement with such efforts is ongoing as we seek continuous improvement of teaching and learning. Recent and current initiatives include the Restructuring for Urban Student Success Project, the Urban Universities Portfolio Project, Greater Expectations, and Faculty Learning Communities.

As discussed earlier in this self-study, we have found that the campus-wide collaboration on teaching and learning that such initiatives encourage has been among the most powerful strategies available for developing faculty, improving student learning, and effecting genuine campus change. In this section, we discuss one of the campus's current efforts, the Gateway Program, as an example of collaborative work that supports teaching innovation and student success.

Background. The Gateway Program is a two-year-old collaboration among the Office for Professional Development, University College, other administrative units, and many IUPUI departments and schools aimed at improving student success in IUPUI courses with the highest enrollments of first-year students. We have termed such courses "Gateway Courses," because students' success or failure in them is critical to retention in the first year. As this report discusses elsewhere, retention has been a key challenge for IUPUI and retention of first-

year students has been a particularly intractable problem. Enhancing students' persistence and success in Gateway courses thus has the potential for significant impact on our overall retention rates.

By the end of the 1990s, IUPUI was in a strong position to undertake an initiative to retain first-year students. Several years of especially disappointing performance and pressure to improve from the IU Board of Trustees had placed the issue of first-year retention front and center for upper administrators at IUPUI. At the same time, the recent inception of University College and the Office of Professional Development had created more coordinated support structures for both students and faculty than had previously existed. Both the Dean of University College and the Associate Dean of the Faculties for Professional Development had been charged with making first-year student success the priority of their units and coordinating the responses of other units. Bringing together UC, responsible for helping newly-enrolled undergraduates succeed, and OPD, responsible for working with faculty to enhance teaching effectiveness, made possible strategies that supported the needs of both learners and teachers.

Strategies and Approaches. Coordinated by a broad-based team that includes faculty, the Associate Dean of the Faculties for Professional Development, the Dean of UC, and an undergraduate student, the Gateway Program has emphasized widespread grass-roots participation and collaboration across campus units. The program began in 1999-2000 with a series of well-attended Gateway Forums for faculty, students, and staff. Held in a town hall meeting format, the forums focused on defining the dimensions of the first-year retention problem and on brainstorming solutions. Crucial assistance at the forums was provided by the Office of Information Management and Institutional Research, which presented data on the numbers of students enrolled in first-year courses and on DFW rates in these courses (i.e., the rates at which students received grades of D or F or withdrew). These data made public and specific what had previously been, for most faculty, only a vague awareness of overall poor undergraduate retention at IUPUI.

IMIR also helped the campus community to identify reasons for the low retention rates by supplying analyses of the IUPUI student profile drawn from existing institutional data. To flesh out the definition of the problem, faculty and staff added information drawn from their own experiences. Students discussed their perceptions and needs. The quest for more and fuller information stimulated enhanced institutional and faculty efforts, including course exit surveys, in-class discussions, and formal data modeling.

The various components of the Gateway Program were designed to respond to the information gathered through these efforts. Data on poor student preparation for college led to such UC initiatives as linkage of Critical Inquiry sections with Gateway courses and adoption of the Structured Learning Assistance model. Information about the amount of time IUPUI students spend on commuting and

on their lack of identification with the campus led to enhanced support for beginning students through learning communities, tutoring, and advising and to pilots that experimented with the use of course blocks and an Administrative Withdrawal policy in key departments. Data on the percentage of Gateway course sections taught by associate faculty led to the creation of incentives for these faculty to participate in faculty development experiences, changes in the scheduling of key events to accommodate their schedules, and creation of new office space and communication tools for them.

To support the needs of faculty teaching Gateway courses, OPD established a series, Dialogues for First-Year Student Success, that examined basic teaching topics like course design, classroom management, active learning, multicultural teaching, and others to identify effective practices. Full- and part-time faculty across disciplines enrolled in the year-long series of eight three-hour discussions. Series leaders and participants developed tip sheets and exchanged strategies on such topics as improving student attendance and motivating students; these were subsequently made available to all instructors of first-year students.

A second approach used by the coordinating team, which has come to be known as the "Gateway Group," includes regular meetings with representatives of each department that offers Gateway courses. At these meetings, the department chair, faculty teaching Gateway courses, and representatives of OPD and UC discuss the courses—problems encountered, experiments and changes underway, what has been learned about the effectiveness of various strategies and approaches, and what progress has been realized. These inquiry-based sessions create occasions for group dialogue and problem-solving within departments, helping to make what was formerly a private enterprise to each faculty member a matter of departmental conversation and concern. After the first iteration of this process, the Gateway Group compiled a working document called "Principles of Effective Gateway Courses," which now serves as a discussion resource. Chairs and faculty are urged to share supporting evidence, including statistical and anecdotal information, for conclusions they draw about effective practices.

Gateway Grants make up a third faculty development strategy. The grants fund projects in four categories: inquiry, course development, dissemination of effective practices, and integration of activity across course sections. Proposals must represent collaborative, rather than individual, efforts. Examples of successful Gateway Grant projects include development of a Web site on effective practice in Gateway courses, an initiative by faculty in the writing program to collaborate on establishing standards for assessing student portfolios, and revision of key Gateway courses and course sequences, including the freshman writing course, W131, Introduction to Literature, and introductory courses in psychology, Spanish, chemistry, computer technology, and anthropology. In addition, an online version of Fundamentals of Speech Communication, R110, which introduces students to public speaking has been

developed. In a related effort, funding from the Pew Center for Academic Transformation has supported a joint course project linking introductory writing and sociology courses.

The Call for Proposals for the current year's Gateway Grants identified four priority areas: planning orientation activities for faculty teaching in multiple-section Gateway courses; coordinating approaches to assessing student performance across sections of a Gateway course; understanding how instructional technology can help support student retention in Gateway courses; and integrating activities across "learning blocks" of Gateway courses. Again, the intent is to foster collaboration among faculty working with these courses. Consultants from the Center for Teaching and Learning work with faculty groups conducting projects to foster productive conversations and inquiry. (Click here to see a list of Gateway Grants funded for 2002-2003.)

Grant activities, programming, and findings are reported at Gateway Forums, which continue to be held twice each semester and focus on problem areas, effective practices, and perceptions of both Gateway students and faculty members about the purposes of these courses. Topics in 2001-2002 included "Sustaining Innovations for Student Success," "Connecting with Professional Schools and Upper Division Courses," "Integrating Residential Communities," and "Enhancing the Climate for Diversity." As an ongoing feature of the forums, faculty members discuss their experiments with new practices in a scholarship of teaching format, outlining their diagnosis of a learning problem in a Gateway course and describing the approach they took to addressing the problem, the results they observed, how they are now teaching, and questions they plan to explore in the future. Ideas generated in the forums and in other venues for discussion of Gateway course issues are prioritized for action by the Gateway Group and relevant offices, units, or departments.

The forum format has thus created a set of occasions for exchange among faculty and students and a vehicle for proposing new ideas, questioning assumptions, and modeling inquiry into teaching through collection of assessment data and reflective analysis of the results. Put another way, the forums bring together people interested in a common problem to work with information that will help them to understand key issues and arrive at more effective practices.

Diversity. Retention rates for students of color at IUPUI have been particularly poor. The Gateway effort has thus worked closely with the Diversity Inquiry Group, charged with promoting inclusive teaching and multicultural curriculum development at IUPUI. DIG is housed within the Center for Teaching and Learning and receives its resources from that unit. Early on, DIG identified the success of first-generation students, particularly students of color, as its main goal, linking it with the retention effort. The DIG faculty coordinator is a member of the Gateway Group and DIG activities have been closely coordinated with the

Gateway initiative. As a by-product of DIG involvement, a report by one of the DIG members focusing on the sense of community needed for the retention of students of color resulted in engagement of the Office of Student Life and Diversity in the Gateway discussions. Had this emphasis not been raised by DIG, the Gateway effort might not have sought this collaboration.

Impact on Students. As noted earlier in this self-study, first-year retention rates increased from Fall 2000, when changes emerging from Gateway efforts began to be implemented, to Fall 2001 by 3.3 percent and from Fall 2001 to Fall 2002 by 3.9 percent. We attribute a large part of this improvement to the Gateway Program. In some contexts where there has been a major emphasis on Gateway courses, retention gains have been even more substantial. For example, in the Sociology and Writing Program, the DFW rate for first-time, full-time students in the enhanced sections, which linked the introductory writing course to the introductory sociology course, was 25 percent, compared with 52.3 percent in traditional sections. First to second year retention rates improved from 68.6 percent for students in traditional sections to 84.1 percent for students in the linked, enhanced sections. Students in the linked, enhanced sections also performed better on common exams and received higher course grades. (Click here for a report on this program.)

Impact on Faculty. The Gateway Program attracted extensive faculty participation. To date, participation rates among faculty, staff, and students in the forums alone have exceeded 500 instances and over 81 faculty have completed the Dialogues for First-Year Student Success series or attended workshops relevant to Gateway courses. Follow-up studies from the Dialogues have indicated that recommended practices have been incorporated into courses and that models of teaching explored through the series have altered prior assumptions about effective teaching.

More broadly, the Gateway Program is serving as a highly visible campus example of how faculty development and institutional change can occur as faculty collaborate to define problems, arrive at solutions, and learn to alter practice accordingly. By involving faculty and academic units in these processes, focused on an issue central to the vitality of the campus, the program has enhanced faculty inquiry, dialogue, and engagement at IUPUI and taken advantage of the creativity of the entire campus community. Gateway's strategy of combining theoretical knowledge about student learning and teaching with front-line realism has generated both grounded solutions and buy-in, producing a broad campus-wide coalition that holds the promise of producing lasting change.

The Gateway Program also stands as a model that has already exerted strong influence on subsequent faculty development efforts. For example, OPD plans to base future initiatives on community dialogue informed by the scholarship of teaching—i.e., ongoing collective assessment, reflection, and reconceptualization of strategies. A recent forum held by the School of Science to share best

practices in first-year courses was termed a “first of its kind” by one faculty member and is an indication of the spread of the Gateway approach. The program has also garnered national recognition as a model for faculty development from the Hesburgh Award competition sponsored by TIAA-CREF. (A report on Gateway Program activities and accomplishments in 2001-2002 in included in Appendix B of OPD’s annual report for that year.)

Just as we have come to understand the importance of the social context of learning for students, the Gateway Program has helped us come to envision teaching, at its best, as a collaborative activity, not an individual and private one. Indeed, it is a truism that student learning is most likely to be enhanced when teaching is viewed as a collective responsibility, a set of intentional coherent strategies that span the curriculum, not a collection of separate, unrelated courses or experiences. While earlier initiatives at IUPUI certainly evidenced the power of collaboration around real teaching and learning challenges, the Gateway Program and its impact have provided IUPUI with perhaps the most persuasive campus example to date of the impact of a broad-based campus-wide program of inquiry, dialogue, and support.

Milestones

Teaching and Learning at IUPUI
Milestones

1979	IUPUI Honors Program established (incorporated into UC in 1998)
1984	Network for Excellence in Teaching (NET) grants established
1985	Adult Education Coordinating Center established
	Office of Faculty Development established
1988	*IUPUI Development Plan 1998-2000*
	IUPUI Assessment Committee formed
	Council on Undergraduate Learning established
1990	Undergraduate Education Center. Formed when the Adult Education Coordinating Center, University Division and the University Access Center were merged.
	Zeta Chi chapter of Alpha Sigma Lambda - national honorary society dedicated to part-time adult students
	IVY Tech - IUPUI agreement initiated (Passport Program)
1991	Community Learning Network project funded by Annenberg/Corporation for Pubic Broadcasting
1992	Office of the Vice Chancellor for Planning and Institutional Improvement established
	Information Management and Institutional Research (IMIR) and role in research related to student services
1993	Program Review and Assessment Committee (PRAC) established
	Office of Service Learning established (now part of Center for Service and Learning)
1994	University Library dedicated
1995	Center for Teaching and Learning established (now part of Office for Professional Development)
1997	University College established
	Restructuring for Urban Student Success (RUSS Project) begun
	Faculty/Librarian Review and Enhancement

1998	Urban Universities Portfolio Project
	Principles of Undergraduate Learning approved by Faculty Council
1999	Office of Faculty Development restructured to form the Office for Professional Development
	Office of Student Life and Diversity established
2000	Trustees' Teaching Award
	Diversity Cabinet established
	Gateway Program begun
2001	Center for Service and Learning formed as merger of The Office of Service Learning, The Office of Community Service, and The Office of Neighborhood Resources.
	Trustees' Lecturer Initiative begun
	New reporting format aligns unit goals with campus goals

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Honors Program

The IUPUI Undergraduate Honors Program offers highly motivated and qualified students the chance to enrich their university education through opportunities to enroll in special Honors sections and classes, collaboration with faculty in independent study and research projects, and other features. Housed in University College, the program aims to improve student academic achievement, increase intellectual vitality campus-wide, and attract highly qualified students to IUPUI. To accommodate the varying needs and circumstances of IUPUI students, the program maintains multiple points of access for full- and part-time students, beginning and returning students, and nontraditional students. The development of Honors learning communities, interdisciplinary Integrator courses, and Honors capstone experiences by schools and departments across the campus ensures that Honors opportunities are available to students, whatever their major field may be.

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- Special Emphasis (PDF)
- Milestones
- Civic Engagement Task Force

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For more information about the IUPUI Portfolio, please click on one of the links above.

IUPUI Portfolio Home > Accreditation Self-Study

Civic Engagement

"Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission."

Civic Engagement Inventory

- A foundation for cataloging civic engagement at IUPUI.
- Allows IUPUI administrators and staff to enter programs and activities.
- Allows internal and external stakeholders to search the inventory.

Click here to visit the CE Inventory

There is growing recognition that institutions of higher education are called to be good citizens in their surrounding communities. The role of citizen engenders both rights and responsibilities. As one of the nation's leading urban universities, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its responsibility to relate its academic work to communities in ways that are mutually beneficial. Collaborative work in and with communities, including scholarly work, is consistent with the goal that IUPUI be a model urban university, provide leadership to others in all facets of integrating service with teaching and research, and engage educators, staff, and students in activities that benefit their communities as well as themselves. As articulated in the campus Mission, Values, and Goals (PDF), "IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community", and "IUPUI serves as a catalyst for collaboration in teaching, research, and service among its faculty, students, and staff."

Go on to: Introduction

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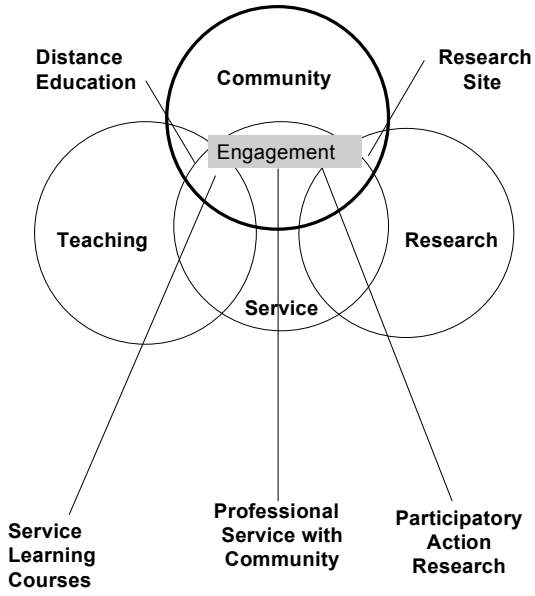
Focus on Mission:
Excellence in Civic Engagement

Introduction and Background Information

There is growing recognition that institutions of higher education are called to be good citizens in their surrounding communities. The role of citizen engenders both rights and responsibilities. As one of the nation's leading urban universities, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its responsibility to relate its academic work to communities in ways that are mutually beneficial. Collaborative work in and with communities, including scholarly work, is consistent with the goal that IUPUI be a model urban university, provide leadership to others in all facets of integrating service with teaching and research, and engage educators, staff, and students in activities that benefit their communities as well as themselves. As articulated in the campus Mission, Vision, Values, and Goals, "IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community", and "IUPUI serves as a catalyst for collaboration in teaching, research, and *service* among its faculty, students, and staff."

In order to fulfill this vision, IUPUI has allocated campus resources and created campus infrastructure to support civic engagement. These Milestones represent a significant level of campus commitment to this effort. Executive Vice Chancellor and Dean of the Faculties William Plater appointed a Civic Engagement Task Force in November 2000, involving faculty representation from most schools, to prepare for the NCA Self-Study. This task force defined ***civic engagement as active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission.*** The definition of civic engagement indicates that this work encompasses teaching, research, and service (including patient and client services) not only ***in*** but also ***with*** the community. The scope of this work is captured in the following diagram of civic engagement. Civic engagement includes university work in all sectors of society: nonprofit, government, and business.



Engagement of Faculty Work In and With Community

Through civic engagement, IUPUI can distinguish itself in creating interdisciplinary approaches to generating and communicating knowledge that meaningfully contribute to the well being of society. Such scholarship informs the disciplines and professions, engages students in active and relevant learning, builds upon community assets, and provides a means by which higher education can apply knowledge and resources to address civic issues.

A. Purpose of the Self-Study

There are multiple purposes for the campus to select civic engagement as a Special Emphasis of the NCA Self-Study. As a result of campus participation in the Urban Universities Portfolio Project (UUPP), civic engagement was identified as a distinctive aspect of urban universities. Participation in the UUPP also demonstrated the value of documenting campus work in a Web-based portfolio as a means of public accountability to a wide range of constituents. Focusing on civic engagement for the NCA Self-Study is valued as a way to build upon lessons learned from the portfolio project and to improve the work of civic engagement, which is an area of high priority for the campus. The civic engagement section of the IUPUI Portfolio represents a new model for understanding this aspect of university work within higher education. Other campuses will be able to access the IUPUI Portfolio and learn from this model so that they, too, will be able to represent civic engagement more accurately to internal and external constituents.

The civic engagement section of the IUPUI Portfolio is comprised of two parts: (a) NCA Special Emphasis Self-Study, and (b) Civic Engagement Inventory. Both contribute to documenting current campus involvement and promoting further collaboration to strengthen campus-community partnerships. One important purpose of the Self-Study is to systematically document the current level of civic engagement activities. The Civic Engagement Inventory is an interactive feature that allows deans, directors, faculty, and staff to continuously update information on civic engagement activities through this Web-based inventory. Having the Civic Engagement Inventory is a significant institutional accomplishment because, until recently, there has been no uniform compilation of civic engagement activities across the campus. Annual IUPUI Performance Reports have compiled much of this information in recent years via annual reports completed by deans for the Vice Chancellor for Planning and Institutional Improvement. In 1998 and 1999, the Center for Service and Learning distributed a pilot survey to dean, chairs, and directors that became the basis for the Web-based portfolio format (1998 Community Service Survey). In addition, since 1997, the Center for Service and Learning has supplied an annual report to Indiana University on the number of students, faculty, and staff involved in service learning and voluntary service activities (Indiana University Annual Report on Community Service and Service Learning). However, these activities represented only a portion of all civic engagement activities across campus.

Another purpose of the NCA Self-Study is to increase understanding of the wide variety of campus-community collaborations. The NCA Self-Study provides information on civic engagement activities of campus units, campus resources, examples of successful projects, plans to improve the work, and strengths and challenges that currently exist. The Civic Engagement Inventory provides a means for representing civic engagement activities to internal and external audiences by organizing these activities along key dimensions: department/school, types of civic engagement activities, social issues, keywords, community partners, and geographic location. Campus-community activities can be searched on particular issues (e.g., homelessness, crime prevention) or searched to identify who on campus is involved with which community agency (e.g., Hawthorne Community Center). The data base will also allow the community additional access to campus resources associated with civic engagement activities. Members of the campus community can understand how civic engagement is manifested in teaching, research, service, and combinations of these activities. Increased understanding can promote further campus-community collaboration, support the development of interdisciplinary projects, and increase the likelihood that civic engagement is documented and valued as scholarly work.

In addition, the IUPUI Portfolio provides recognition to those students, faculty, staff, and community partners who participate in civic engagement activities. These practitioners provide examples of how academic activities can provide mutual benefits to multiple constituencies inside and outside the campus. The

IUPUI Portfolio will also serve the purpose of providing an ongoing mechanism for accumulating information about the quality and impact of this work. Knowing how well these activities are being performed provides a basis for establishing the quality of the work, gives feedback about specific strengths and areas that need improvement, and provides benchmarks for monitoring progress. The IUPUI Portfolio on civic engagement provides sources of evaluation evidence, when available, for civic engagement activities.

B. History and Current Organization

Civic engagement is part of the history and current organization of IUPUI. As a campus built upon practice-based education in professional schools (e.g., Dentistry, Education, Medicine, Nursing, Public and Environmental Affairs, Social Work), civic engagement at IUPUI is a valued aspect of undergraduate and graduate education programs. Campus Mission Statements (1990, 1995) contain clear statements about how IUPUI must define its work by applying its knowledge for the improvement of society and communities. The history of IUPUI demonstrates that many faculty, staff, and students have found innovative ways to relate community work to their teaching, research, and service. IUPUI's professional schools each have longstanding heritages of working in and with the community, including patient and client services. The availability of technology means that there are no geographic boundaries to the reach of civic engagement, although IUPUI has a special interest in its immediate surroundings.

During the past decade, IUPUI has distinguished itself nationally as a campus that values the importance of integrating community service into the educational culture of the campus. Institutional leadership (State of the Campus speech by Chancellor Bepko, scholarly work by Dean Plater) has provided a clear vision for the importance of community involvement and institutional funds have been allocated to support this vision. As a result, the IUPUI campus and central Indiana communities have benefited from the leadership of Chancellor Bepko and Dean Plater and their vision for how IUPUI could enhance its civic engagement. The Office of Service Learning was established in 1993 to support the development of service learning classes. The Office of Community Service was established in 1994 to promote voluntary service among students, faculty, and staff. The Office of Neighborhood Resources was established in 1995 to work strategically to build campus-community partnerships with neighborhoods in close proximity to IUPUI. The Center for Service and Learning was created in 2000 to combine the work of these three offices. As the central unit on campus to promote all forms of service (i.e., to the institution, discipline/profession, community) among students, faculty, and staff, the CSL provides important centralized leadership for the IUPUI campus, as is evidenced in the Milestones associated with civic engagement. Further information about the mission, values, and goals of the Center for Service and Learning are available in the CSL 5-Year

Strategic Plan**.** The Center for Service and Learning coordinates the following campus activities:

- service learning classes
- community service scholarships
- community-university partnerships (Office of Neighborhood Resources)
- community based Federal Work Study programs
- scholarship on service and service learning
- campus-wide days of service

Many civic engagement activities are developed and sustained through the work of campus Centers. Under the leadership of William Plater, the Executive Vice Chancellor and Dean of the Faculties, Center directors and their staffs from the Center on Philanthropy, Center for Service and Learning, Center for Urban Policy and the Environment, Indiana Business Research Center, the Polis Center, and Public Health are meeting to determine how their work can be better coordinated and to learn from one another about using effective strategies in budget management, sustaining campus-community partnerships, collaborating on community issues and grant proposals, and representing work to internal and external audiences. Each of these campus Centers, through the involvement of students, staff, and faculty, contributes in important ways to central Indiana, the region, and international constituencies.

The executive leadership of IUPUI has also played a leadership role regionally and nationally. Chancellor Bepko is past chair of the Joint Commission on the Urban Agenda for the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges. He is also a member of the NASULGC Board of Directors. Dean Plater has participated in numerous activities associated with civic engagement that have focused on the critical role of chief academic officers through Indiana Campus Compact, Minnesota Campus Compact, the national Campus Compact, and national conferences.

C. Previous and Ongoing Initiatives to Examine Civic Engagement Practices at IUPUI

During the past decade, campus administrators have intentionally placed IUPUI in regional and national forums related to the public purposes of higher education. Beginning in 1993, the campus sent a team to the third Campus Compact Summer Institute on Integrating Service Into Academic Study. A Campus Action Plan was formulated, and an early action step was to create the Office of Service Learning.

In 1994, the IUPUI Task Force on Service, jointly appointed by the Dean of the Faculties and the President of Faculty Council, was charged to develop a concept paper on service as a campus responsibility and as a component of the

IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic administrators, and second, to help IUPUI make collaborative decisions about recognizing service within the formal advancement structure. During 1997-1998, an Indiana University Strategic Directions Initiative project expanded the campus work of the IUPUI Task Force on Service to the entire Indiana University system. Service @ Indiana University: Defining, Documenting, and Evaluating summarizes the three-year project, presents a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, provides examples of faculty documentation of professional service, and provides resources for conducting campus-based workshops to assist faculty in preparing documentation. This work has also resulted in significant changes in the campus Promotion and Tenure Guidelines and the campus format for the Faculty Annual Summary Report completed each year by all faculty.

In Fall 2000, the IUPUI Civic Engagement Task Force, involving faculty and staff representing most schools on campus, was formed to examine methods to plan for the NCA Self-Study, to consider how to document civic engagement activities (e.g., reports, Web displays of information), to evaluate the quality of civic engagement activities, and to envision a civic engagement agenda for the campus and its surrounding communities.

Barbara Holland (Director of the National Service Learning Clearinghouse, appointment as Senior Scholar with the IUPUI Center for Service and Learning) developed a matrix identifying key organizational factors that promote civic engagement. In summer 2002, Deans from each school were asked to complete a rating form adapted from her work to assess the level of emphasis in their units on civic engagement in mission, promotion and tenure, organizational structure, student involvement, faculty involvement, community involvement, and publicity. The ratings (1 through 4, with 4 reflecting greater centrality) were obtained for current status and for where the unit would expect to be in 3-5 years. The following table averages across the component parts of the Holland survey for the responding schools:

Emphasis on Civic Engagement at IUPUI
(Responses by Deans to the Holland Survey – Summer, 2002)

School	Current Status of CE	Projection for 3-5 Years
Allied Health	2.5	3.17
Business	2.83	2.83
IUPU Columbus	2.4	2.97
Dentistry	3.0	4.0
Education	3.08	3.75
Engineering & Technology	2.92	3.08
Herron	2.42	3.17
Journalism	2.17	2.33
Law	2.67	2.67
Liberal Arts	3.08	3.08
Library & Information Sci	1.33	2.67
Nursing	4.0	4.0
Physical Education	2.71	3.29
Science	2.17	2.17
Social Work	3.67	4.00
SPEA	3.00	4.00
University College	3.17	3.83

IUPUI has been an active participant in deliberations in higher education on the nature of various aspects of civic engagement. Presentations at academic and disciplinary conferences and consultation with other colleges and universities have provided faculty and staff with opportunities to reflect on IUPUI's work, describe and explain program developments, and exchange information that contribute to program development in civic engagement. These forums have included:

- Colloquium on National and Community Service
- American Association for Higher Education Conferences (National Conference, Forum on Faculty Roles and Rewards, Assessment Forum)
- Campus Compact National Gatherings
- National Society for Experiential Education
- Governor's Caucus on Education
- Association for Research on Nonprofit Organizations and Voluntary Action
- Freshman Year Experience Conference
- Best Practices in Outreach and Public Service: The Scholarship of Engagement Conference
- Campus Compact's Advanced Institute on the Engaged Campus
- International Conference on the University as Citizen
- First Annual International Conference on Service-Learning Research

- Campus-Community Partnerships in Health
- HUD's Community Outreach Partnership Centers National Conference

In addition, journal publications, books, manuals, and other resources have described components of campus work and conceptually explored and extended that work beyond local accomplishments. The results of campus initiatives in service learning and civic engagement have also been published in academic journals. Topics of these publications include (Center for Service and Learning publication page)

- establishing an office of service learning (Bringle & Hatcher, 1996),
- theoretical underpinnings of service learning (Bringle & Velo, 1998; Hatcher,1997),
- faculty recruitment and development for service learning (Bringle et al., 2000; Bringle & Hatcher, 1995; Bringle, Hatcher, & Games, 1997; Hatcher, 1999; Foos & Hatcher, 1999),
- reflection in service learning classes (Bringle & Hatcher, 1999; Hatcher & Bringle, 1997),
- campus-community partnerships (Bringle & Hatcher, 2002),
- institutionalization of service learning (Bringle & Hatcher, 2000),
- research on service learning (Bringle & Hatcher, 2000; Bringle, Phillips, & Hudson, 2001),
- community service for entering students (Hatcher, Bringle, & Muthiah, in press)
- disciplinary perspectives on service learning (Bringle & Duffy, 1998; Bringle & Kremer, 1993; Magjuka, Bringle, Hatcher, & McIntosh, 2001).

In addition, as a result of collaboration with Indiana Campus Compact on the Universities as Citizens project, a critical exploration of Boyer's vision of the engaged campus resulted in *Colleges and Universities as Citizens* (Bringle, Games, & Malloy, 1999). IUPUI is the institutional home of *Metropolitan Universities*, a journal edited by Barbara Holland. This journal highlights intellectual work that demonstrates new knowledge to further collaboration between campus-community partnerships in addressing metropolitan problems through teaching, research, and service. A number of staff in University College provide the necessary institutional support and resources for the quarterly publication of *Metropolitan Universities.*

This academic work has positioned IUPUI as a collaborator in regional projects (e.g., Midwest Consortium, K-12 Partnerships Conference), national projects (e.g., National Review Board for Civic Engagement, National Research Advisory Board of Campus Compact, Campus Compact/AAHE Consulting Corps, Kellogg Peer Review of Professional Service), and international projects (e.g., Community-Higher Education-Service Partnership project in South Africa, Indiana University's work on South East European University in Macedonia). As a participant in these activities about service learning and civic engagement,

IUPUI's relationships to other organizations and associations (e.g., Campus Compact, American Association for Higher Education) has been enhanced.

The institutional commitment and intellectual work on service learning and civic engagement have gained the campus numerous distinctions. Most recently, in September 2002, U.S. News and World Report ranked the service learning program at IUPUI as the 8th best program in the nation among all colleges and universities. Accomplishing this high level rating after only eight years of work is a demonstration of the national recognition the campus work has had towards furthering service learning and civic engagement in higher education. Other awards and recognition have included the following:

- In 1998, American Association of Higher Education, Campus Compact, and the National Society for Experiential Education surveyed 27 colleges and universities nominated by community service and service learning experts to better understand service learning on campuses. The service learning program at IUPUI was one identified as a Model of Good Practice.
- IUPUI was one of four campuses selected to participate in the Kellogg Peer Review of Professional Service project. Under the direction of the Dean of the Faculties, four IUPUI faculty members were selected to participate in the Kellogg project, along with faculty from Michigan State University, Portland State University, and University of Memphis. Michael Cohen (Education), Sandra Burgener (Nursing), Florence Juillerat (Science), and Roger Jarjoura (SPEA) worked during 1996-1998 to prepare documents on community service projects that appear in Making Outreach Visible, A Guide to Documenting Professional Service and Outreach, published by the American Association for Higher Education.
- In 1999, the IUPUI Office of Service Learning was selected as one of eight U.S. campuses to be part of the Community-Higher Education-Service Partnership (CHESP) program in South Africa. IUPUI hosted a delegation from the University of the Free State in 1999. Professor Bringle and Julie Hatcher were appointed Associate Faculty members in the Leadership Center at the University of Natal to teach in a unique graduate program designed to build leadership capacity for community-university engagement. Apart from contributing to the overall conceptualization of the program, they taught three of the modules: one module using IUPUI as a case study for community-university engagement, one on the process of higher education transformation in terms of community-university engagement, and one on the development of service-learning curricula.
- In 2001, the American Association of State Colleges and Universities selected IUPUI as a campus that demonstrated a high level of commitment to civic engagement and a team of researchers conducted a site visit on campus to gather information for a strategic guide to inform others about civic engagement in higher education.

Self-Study

Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission. This definition of civic engagement, which was developed by the IUPUI Civic Engagement Task Force, indicates that this work encompasses teaching, research, and service (including patient and client services) not only ***in*** but also ***with*** the community**.** Civic engagement encompasses three fundamental building blocks: (a) the professional and institutional ability to carry out this special work; and (b) the resources to collaborate with community during all phases of the work to ensure appropriate outcomes. In addition, although civic engagement occurs without geographic boundaries, (c) IUPUI is ideally situated as a public institution in a metropolitan setting to involve communities in Indianapolis, central Indiana, and the entire state in shaping an agenda for what IUPUI is and should be doing in the area of civic engagement.

The Civic Engagement Task Force created the framework and outline for the Self-Study during 2000-2002 in consultation with the Future Group, the Chancellor's Advisory Council, the steering committee for the NCA review, and faculty in various units. This narrative is organized according to the following outline and includes goals for each area, a summary of previous and current activities, and a summary of plans to further the work.

I. Enhance Capacity for Civic Engagement
- A. Demonstrate advocacy and support for civic engagement in all aspects of institutional work.
- B. Expand internal resources and infrastructure for civic engagement
- C. Secure external funding for civic engagement
- D. Document the quality and impact of civic engagement activities.

II. Enhance Civic Activities, Partnerships, and Patient and Client Services Locally, Statewide, Nationally, and Globally
- A. Offer academic community-based learning opportunities
- B. Engage in community-based research, scholarship, and creative activities in both public and private sectors at local, state, national, and global levels.
- C. Provide professional services to local, state, national, and global communities.
- D. Create opportunities for community service at local, state, national, and global levels.

III. Intensify Commitment and Accountability to Indianapolis, central Indiana, and Indiana.
- A. Establish widespread community participation in development, implementation, and evaluation of civic engagement.
- B. Establish widespread campus participation in development, implementation, and evaluation of civic engagement.

C. Conduct regular forums on the campus community agenda for central Indiana.

IV. Strengths and Challenges

I. Enhance Capacity for Civic Engagement

A. Demonstrate advocacy and support for civic engagement in all aspects of institutional work.

1) **Goal:** ***Give sustained voice*** through publicity, speeches, publications, editorials, and other public representations for the academic importance of civic engagement as a means for fulfilling campus and unit mission.

Previous and current activities: IUPUI understands the central role that civic engagement plays in its institutional identity. As Indiana's only institution with a designation as a metropolitan university, IUPUI continues to respond to the call in higher education to strengthen and deepen commitments to civic engagement. At the same time, IUPUI has been at the forefront of developing new models for how this engagement takes place. Communicating this good work both internally and externally is important to having others understand its significance and to obtaining feedback to improve its effectiveness.

Civic engagement activities are regularly reported in IUPUI's Performance Reports. These annual reports highlight the most significant work of the campus and provide an extensive portrait to external audiences that demonstrates the importance of civic engagement to IUPUI's identity. These reports present strong evidence that IUPUI is an engaged campus. The nature of the presentation of civic engagement in these reports also demonstrates the aspiration for civic engagement to have the same stature as (a) teaching and student learning and (b) research, scholarship, and creative activity.

Chancellor Bepko consistently represents the importance of civic engagement in presentations and publicity to internal and external audiences. For example, in his 1998 State of the Campus message, he emphasized how the following themes presented opportunities that are particularly well suited for IUPUI: (a) economic growth related to health; (b) economic growth related to information technology; (c) partnerships in arts and culture; and (d) a continuing obligation to advance public service and civic involvement. In the 2000 Performance Report, he states

> Exemplary civic engagement is a fundamental part of urban campuses. At IUPUI, this emphasis on engagement stems from a long tradition of practice-based education and community-responsive research agendas. While engagement often is associated with workforce and economic development, it means much more at IUPUI. It is a fundamental part of our institutional ethic that a key responsibility of a public urban university

> campus is to help our regional partners achieve success on a wide range of issues—including helping our community understand its strengths, priorities, and needs better; developing educational resources that respond to the community's agenda for progress; and enhancing the quality of life by linking with cultural institutions.

Under the direction of Cheryl Sullivan, Vice Chancellor for External Affairs, the Office of External Affairs manages city, state, and federal government relations, community outreach, and special events that build relationships and increase awareness among Indianapolis residents about IUPUI. The Vice Chancellor regularly convenes the campus-wide External Affairs Committee to gain input on priority areas for campus involvement in the community. Under Vice Chancellor Sullivan's leadership, the Office of Communications and Marketing provides information to the community and its leaders through press releases and publicity on how IUPUI faculty, students, and staff are conducting work that contributes to communities. In 1999, the new IUPUI gateway home page was redesigned with crosslinks to provide a more effective site for prospective students, community leaders, and policy makers.

The Office of Alumni Relations provides continuing education, service, and social programming opportunities for over 110,546 living graduates from the IUPUI campus, including 71,302 in Indiana and 50,159 living in central Indiana. During 2001-2, over 14,826 alumni and friends participated in 130 alumni events, 39 class reunions, and 84 alumni board of directors meetings through the country.

The IU Foundation launched IUPUI's first comprehensive campaign to raise $700 million, the largest by a public university campus in Indiana. The event brought together over 600 honors, university administrators, staff, faculty, and community leaders. The IU Foundation established three non-monetary goals for the Campaign: (a) strengthening IUPUI's relationship with central Indiana and its alumni, (b) moving into a major gift campaign, and (c) increasing fundraising on the IUPUI campus.

Publications from numerous other offices on campus describe the civic engagement of IUPUI. The Summer 1999 issue of *IUPUI Partnerships*, a publication of the IU Office of Alumni Relations, was devoted to "University Community Engagement." The issue describes projects in health, the arts, public service, and technology to friends and alumni of IUPUI. The Summer 2001 issue of *IUPUI Partnerships* provided portraits of Diane Arnold and Daniel Fugate, two community leaders and IUPUI alumni who have worked with the Office on Neighborhood Resources for over 5 years to develop the IUPUI Community Outreach Partnership Center in the WESCO neighborhoods of Indianapolis. The January 2000 issue of *Research & Creative Activity* was devoted to "Philanthropy, Volunteerism, and Service Learning." Five articles highlighted the work of IUPUI scholars.

Many IUPUI schools, departments, and centers provide information about civic engagement through newsletters, publicity, and Web pages. These provide important evidence for the alignment of civic engagement activities with the missions of these units. For example, the Center on Philanthropy, School of Liberal Arts, fielded 377 media inquiries, 141 of which dealt directly with giving in the aftermath of the September 11th attacks. The School of Engineering and Technology expanded collaborations with business and industry partners through the Dean's Industrial Advisory Council and departmental/program advisory groups.

Plans to further the work: IUPUI must continue to emphasize the importance of civic engagement to internal and external audiences. Surveys by Indiana Campus Compact found that there is significant support in the Indiana general public for higher education to play a role in the civic education of students and for improving the quality of life. However, the public must understand the educational nature of civic engagement, the integrity with which the work is being accomplished, the degree of community interaction that shapes civic engagement and the positive benefits for the community. All members and units of the campus community must participate in letting the public know that civic engagement is a unique and noteworthy aspect of IUPUI's identity, mission, work, and stature. The IUPUI Portfolio and the database generated by the Civic Engagement Inventory will be an important means through which an even stronger voice can be provided to the community for the civic engagement activities of the campus. To be a useful resource, focus groups should be conducted to gain community feedback to ensure that the IUPUI Portfolio is valuable to potential users.

2) **Goal:** ***Increase community awareness of and access*** to campus assets, including persons (students, staff, faculty), facilities, knowledge (e.g., Web sites, databases, libraries), and events (e.g., educational, cultural, recreational).

Previous and current activities: IUPUI presents a diverse and perplexing organization that has not been well understood by members of the immediate community. The partnership between Purdue University and Indiana University is confusing, some of the constituent units have maintained identities that are not clearly linked to the IUPUI campus, and the size of the campus presents a daunting puzzle to someone wanting to access campus resources.

The Office of Neighborhood Resources was designed to provide a means through which the community could access campus resources. The Office of Neighborhood Resources (ONR) promotes the sharing of knowledge and resources with the community by strengthening and increasing interaction between IUPUI and its surrounding neighborhoods. ONR is a single "point of entry" or first point of contact for neighborhood groups unfamiliar with IUPUI who are interested in accessing the educational and research resources of the

campus. Rather than providing direct services, ONR can help broker and facilitate connections with other IUPUI offices or departments. If a community organization is interested in making a link with IUPUI but does not know how, ONR is a good place to start. ONR has a long-term commitment to the WESCO neighborhoods of Haughville, Stringtown, and Hawthorne to create opportunities for wider campus involvement.

The prominence of the IUPUI campus in downtown Indianapolis provides the opportunity for the campus to host a variety of civic events. The Office of External Affairs planned and coordinated 39 events in 1999 for 2,090 community members. The IUPUI Conference and Sports facilities were made available to a larger national audience through a new business partnership with Harrison Conference Centers. Events such as Race for the Cure, United Way Tennis, Indy Jazz Fest, RCA Tennis Championships and many other events bring large groups of persons to the IUPUI campus. The School of Music hosted over 7,300 audience members at concerts, recitals, and music events.

IUPUI Centers, departments, and schools also provide important resources for community access to the IUPUI campus. Collaboration with community agencies to develop programs related to teaching, research, and service improves the understanding that the general public has of IUPUI. Student Life and Diversity began Campus Community Partnerships, which is a new initiative to establish relationships with the Madame Walker Theatre Center, El Centro Hispano, and the Urban League. Inspired by the success of successful collaboration with Eteljorg Museum, an expanded plan was developed to cultivate these four partnerships. The School of Medicine supports community learning through the Sound Medicine radio broadcast and through Mini-Medical School.

The Community Learning Network (CLN) offers weekend courses at a number of sites and has established learning centers at Glendale Mall and in Carmel to provide better community access to degree and non-degree courses, ranging from microcomputers certification programs to photography. In addition, the CLN offered over 1,000 courses and 17 certificate programs to adult learners seeking certification, professional development, or enrichment activities. With marketing closely integrated with the campus marketing plan, four catalogs were released in 2001-02 that increased outreach, IUPUI brand awareness, and market visibility. The Teacher's Resource Center associated with the CLN continues to develop relationships with P-12 learners and their parents and teachers. Over 8,000 student and 98 youth-serving organizations received math and science materials during 2001-02.

Most majors now incorporate some online learning and entire programs offer online masters degrees in Nursing, Nonprofit Management, and Business.

ConnectTech provided a forum at IUPUI that brought together university specialists in technology and members of the Indiana business, industry,

technology, manufacturing, and biomedical communities for a day of information sharing to encourage the development of subsequent partnerships. In addition, the Department of Computer and Information Science started a Computer Science Summer College for local middle and high school students with a grant from D.J. Angus Scientech Foundation. Dean Stocum, School of Science, and Dean Brater, School of Medicine, hosted Governor Frank O'Bannon in the Center for Regenerative Biology and Medicine to support the 21st Century Research and Technology Fund.

Many of the facilities at IUPUI are accessible to the community. For example, in contrast to most university libraries in the nation, IUPUI's University Library is accessible to the general public. Over 10 percent of library usage (i.e., 100,000 persons who borrowed 25,000 items) is by the general public. The libraries of Indiana University offer borrowing privileges to all residents of Indiana and University Library has recently arranged to accept the Indiana Marion County Public Library's card for borrowing. The professional school libraries (i.e., Dentistry, Law, and Medicine) all have a special mission to support the practice communities in Indiana.

Plans to further the work: IUPUI is an undervalued community resource in Indianapolis and central Indiana and must continue to educate the public about the assets that reside on campus. Geographically situated among cultural, recreational, and civic treasures of the city, IUPUI must become as easily accessible to the public as other community facilities. The University Library, Natatorium, University Place Conference Center, and health clinics are well-used public facilities. However, the community and the campus would benefit from community residents developing a stronger sense of familiarity and understanding for the diverse resources that exist on campus. The inauguration of Explore IUPUI in October 2002, which will be a day of learning and discovery for alumni, prospective students, and community residents, will be another important event for bringing the community to the campus and heightening awareness of campus resources. The day will feature more than 200 events, ranging from robots to Frankenstein, from an MBA online program to Informatics, from Pilates to floral arrangements, and from the physics of Star Trek to examining the reaches of outer-space through a solar telescope. Explore IUPUI will be a significant event for IUPUI because it will bring new groups of persons to campus to interact with those resources in friendly and informal ways. Developing Explore IUPUI beyond the first year into a significant community event can pay large dividends to IUPUI. This must be complemented with a broad spectrum of centralized and decentralized initiatives that continue to educate central Indiana about how and why IUPUI should be more highly regarded as a community asset.

The Informatics and Communications Technology Complex (ICTC), which is now under construction, will make integrated technology resources, services, and expertise more readily accessible to the IUPUI community and for partnerships

that can benefit local economic development. Similar projects should be initiated to develop appreciation among the general public for IUPUI's many assets.

3) **Goal:** ***Provide effective faculty and professional development activities*** (e.g., workshops, incentives grants, release time, sabbaticals, seminars) focused on civic engagement and public leadership skills.

Previous and current activities: The IUPUI Office for Professional Development (OPD) supports the professional development of those working to achieve IUPUI's academic mission of providing excellence in teaching and learning; research, scholarship and creative activity; and civic engagement. OPD provides a full range of professional development services for the convenience of faculty and academic staff by collaborating with University Information Technology Services, University Libraries, the Center for Service and Learning, University College, and others.

Most relevant to civic engagement, OPD has worked with the Center for Service and Learning to offer 4-8 workshops per year related to research, teaching, and professional service in the community. Over the past eight years, these workshops have covered topics such as:

- How to Design a Service Learning Course
- How to Design Reflection Activities for Service Learning
- Assessment and Research on Service Learning
- Service Learning in Freshman Courses
- Planning One-time Service Projects for Student/Staff/Faculty Groups
- Designing Service Learning for Large Gateway Courses
- Exploring Campus Community Partnerships in WESCO
- Building Campus Community Partnerships through Service Learning
- Faculty Community Engagement Opportunities on the Near Westside
- Service Learning Credit Option Workshop
- Documenting and Evaluating Professional Service

During 1994-95, the Office of Service Learning offered campus funded course development stipends to support faculty in redesigning a course to include a service learning component. Since then, faculty have applied to Indiana Campus Compact (ICC) for "Scholarship of Engagement" grants, which support faculty integrating community service with teaching, research, or service. Additionally, IUPUI faculty have participated in the ICC Faculty Fellows program, which extends the professional development of engaged faculty. Over $250,000 has come from ICC to IUPUI for faculty and institutional development since 1995. Staff from the OSL consult one-on-one with faculty on course design, implementation, and evaluation, and collaborate with faculty on scholarly publications and grant proposals.

Plans to further the work: Anecdotal and systematic evidence, both from IUPUI and from campuses nationally, supports the assertion that service learning stimulates significant outcomes among each stakeholder (i.e., community partner, recipient of service, student, faculty member). Promoting the understanding of service learning on campus, collaborating with departments, targeting increased participation in service learning, and improving the practice of service learning so that it prepares students for active participation in a diverse democracy must remain among the highest priorities of IUPUI.

Additional initiatives must approach this work in ways that are compatible with the existing academic culture. Civic engagement and service learning are most beneficial when they assist faculty, departments, and schools to reach current goals and explore how they can enhance their academic agenda. CSL and OPD must continue to work with deans and chairs to determine how the curricular goals of courses, majors, certificates, and degrees are enhanced through civic engagement and service learning. For example, Communication Studies faculty members are deliberating on the integration of service learning into their major. Because members of the faculty are central to academic life, the role that service learning can play in their professional development must be established, developed, and supported. Therefore, resources for faculty must be secured to facilitate the development of service learning classes.

New faculty orientation is an important event in the life of an institution because (a) it is the starting point of the relationship between the campus and a faculty member, (b) it sets the expectations for professional development, and (c) it introduces faculty to campus resources to support their professional development. In 2002, the Center for Service and Learning along with Research and Sponsored Programs and the Office of Professional Development developed an innovative approach to new faculty orientation that encourages each new faculty member to develop an individual plan for professional development in teaching, research, and professional service and provides information on resources to fulfill the plan. A comprehensive notebook and Web-based resources provides information on campus resources to support a professional development plan.

4) **Goal:** ***Sponsor public forums and discourse*** with community partners that focus on civic engagement.

Previous and current activities: The academy is traditionally a venue for discourse through which analysis provides insights and sets the course for action. Civic engagement by IUPUI must provide opportunities for effective discourse that include the mainstream and the marginalized in society. One strength of any campus, including IUPUI, lies in the pervasive assumption by the general public that the campus provides a climate for fair, open, and productive discussion. Although this applies to most classrooms in higher education, the agenda for civic engagement presents the challenge of creating forums with

these attributes that are public and include community partners from various sectors of the community.

There are numerous examples of highly successful forums at IUPUI. Three excellent examples reside in the School of Liberal Arts: the Keith Bulen Symposium on American Politics, a community forum to examine timely political issues, most recently focused on redistricting; the Joseph T. Taylor Symposium, which provides a forum for timely urban issues, most recently focused on communication as a tool for community building; and the Spirit and Place Festival, sponsored by the Polis Center, provides a collaboration of religious, educational, social, and arts organizations. The Polis Center focuses on urban issues, primarily in Indianapolis and other Indiana cities, with particular interests in neighborhoods, community planning, economic development, education, religion, and culture. Their goal is to develop knowledge that will serve the common good and invigorate the sense of community in this city and beyond. Their preferred method in pursuing projects is to form partnerships with others, including community groups, governmental agencies, businesses, not-for-profits, foundations, religious organizations, media and cultural institutions, and schools. Their project on religion and urban culture provides an excellent example of forming partnerships in order to promote public inquiry, public teaching, and public expression to understand the role of religion in mid-sized U.S. communities.

University College, and faculty in English, Science, and Math, have entered into structured dialogue and activities with high school teachers to promote successful student transitions between high school and college education by closing gaps that exist between the secondary and post-secondary curricula in math, language arts, and the sciences. Funded by Lilly Endowment, Project SEAM holds high potential for informing high school educators and superintendents from 11 school districts in the metropolitan area about college course expectations, informing faculty about high school curriculum, and developing future collaboration projects with mutual benefits.

The Office of Neighborhood Resources has sponsored community forums, town hall meetings, and Study Circles in the community to enhance deliberation on educational issues in WESCO. These forums have focused on the implications of the city's federal desegregation order being overturned, reopening George Washington Middle School, and establishing a new elementary school in WESCO. The Center for Service and Learning hosted the Second Annual Indiana University Conference on Civic Engagement and two National Gatherings for educators interested in service learning and civic engagement.

The Center on Philanthropy, School of Liberal Arts, sponsored the 15th Annual Symposium, "Taking Fundraising Seriously: Faith and Philanthropy." The symposium brought 200 participants together to explore the interactions between religious belief and practice and charitable giving.

Plans to further the work: Deans, chairs, faculty, staff, and students of IUPUI must continue to demonstrate their willingness to create forums that provide opportunities for them to have deliberations with members of the community. Each unit at IUPUI should be able to identify at least one example of how they have created public forums that examine issues related to their mission and community issues. Structured and ongoing deliberation is an important way through which meaningful civic engagement and campus-community partnerships will grow in a way that is consistent with the mission of the unit.

5) **Goal:** ***Recruit faculty, staff, and students*** who advocate for the role of civic engagement in the mission and life of the campus.

Previous and current activities: Civic engagement is a part of the life of a campus when it is represented and renewed through recruitment of new faculty, staff, and students. The Mission, Values, and Goals of IUPUI have clearly stated the civic mission of the campus. The creation and support for the Center for Service and Learning (CSL) is a manifestation of that mission. Paralleling the Center for Teaching and Learning, the CSL provides a centralized unit that advocates for the importance of civic engagement through community service. However, understanding among all campus constituents for IUPUI's civic mission is not guaranteed.

In summer 2002, 17 deans assessed the centrality of civic engagement to the mission of their respective units and indicated a commitment to civic engagement (3.06 on a 4.0 scale; 3.0 indicating that civic engagement is "an element" of the mission), with the aspiration that the commitment of their school will increase during the next 3-5 years (3.44 across all reporting schools). In addition, there are examples in many schools for how the civic agenda has influenced the recruitment of faculty and staff. Faculty have been hired specifically because of a disciplinary specialization that supports a civic mission (e.g., museum studies, applied anthropology, public history, community dentistry, community health, community nursing, expertise in the nonprofit sector, public affairs, social work). The Center on Philanthropy has collaborated with departments to hire faculty members in many disciplines who have philanthropic studies and the nonprofit sector as areas of special interest. In addition, The Efroymson Chair in Philanthropy in the Center on Philanthropy was established to work closely with central Indiana nonprofit agencies to identify and study challenges the organizations face and to propose solutions and good practices to address those challenges.

In addition, staff members have been hired to support educational activities in departments (e.g., directors of internships), schools, and administrative units. For example, the following staff members have recently assumed roles to support civic engagement:

- Karen Yoder, Director of the Division of Community Dentistry, School of Dentistry
- Kelly Young, Director of Community Outreach, Office of External Affairs
- Nicole Oglesby, Coordinator for Community Partnerships, Student Life and Diversity Programs
- John Guare, Director of Internships, Psychology Department, School of Science
- Russell Vertner, Director of Internships, School of Business
- Patricia Keener, M.D., Assistant Dean for Medical Service Learning, Director of the Office of Medical Service Learning, School of Medicine
- Rose Mays, Associate Dean for Community Affairs, School of Nursing
- Kirsten Eamon, Coordinator for Community Work Study, Center for Service and Learning and University College
- Lorrie Brown, Coordinator for Voluntary Community Service, Center for Service and Learning and Student Life and Diversity Programs

A survey conducted by the Center for Service and Learning of entering IUPUI students found that the vast majority of students had previously been involved in community service (75% in the past five years) and that these students expressed a strong desire to help others (Bringle, Hatcher, & McIntosh, 1999). These entering students also indicated that the biggest impediment to participating in community service was lack of time and their inflexible schedules. This suggests that one of the best ways in which to involve IUPUI students in community service is through the classroom, since they have little time for extra-curricular involvement.

Prospective students also find that IUPUI has many excellent educational opportunities that support civic engagement while they are students and as a part of their career preparation. A Freshman Service Scholars program through the Center for Service and Learning recognizes the past service of prospective students and engages the recipients in educationally meaningful community service during the term of the scholarship. Service learning classes provide students with opportunities to connect community service to their classes and to become involved in activities that meet community needs. IUPUI students can also enroll in an American Humanics certificate program or an Applied Citizenship Program Certificate through the School of Public and Environmental Affairs, and can study the nonprofit sector, philanthropic studies, and many disciplines from the perspective of civic issues in ways that are not available at other institutions in the state. In addition to curricular civic engagement, the appointment of a Coordinator for Community Service, a joint position between the Center for Service and Learning and Student Life and Diversity Programs, promotes increased student participation in co-curricular service.

The Jane Addams Fellows program has brought high quality post-baccalaureate students to campus, all of whom engage in community work as part of their

studies. In addition, some of these students remain at IUPUI for graduate studies in Philanthropic Studies and Non-Profit Management.

Plans to further the work: IUPUI is well positioned to develop more examples of "public scholars" who can demonstrate the benefits of high quality academic work that benefits the public. A site visit to University of Missouri St. Louis provided the campus with further information on the Des Lees Faculty Scholars program. Departments and schools at IUPUI must continue to explore how to intentionally identify faculty positions that fulfill their civic mission and contribute to other aspects of their mission. For example, the partnership between IUPUI and the Eiteljorg Museum is developing plans for a joint faculty position, possibly in public history. In a similar fashion, job descriptions for some staff positions in each unit need to reflect how the hire can support the civic mission of the unit.

IUPUI needs to continue to promote the civic agenda to prospective and continuing students. Our students provide a largely untapped resource for civic engagement. Opportunities must be expanded for community-based instruction (e.g., service learning, internship, practice-based instruction), co-curricular activities (e.g., one-time service, service clubs like Habitat for Humanity), and community service employment programs (e.g., America Reads Tutoring Program, Math Counts Tutoring Program, Community Work Study).

6) **Goal:** ***Create an effective means for documenting*** and representing the civic contributions of faculty, students, and staff, including best practices (e.g., Web-based portfolios).

Previous and current activities: The Center for Service and Learning has maintained information on the number of service learning classes that are developed and offered. In 1995-96, a total of 15 service learning classes were offered. Since 1997, the Center for Service and Learning has supplied an annual report to Indiana University on the number of students, faculty, and staff involved in service learning and voluntary service activities (Indiana University Annual Report on Community Service and Service Learning).
In 2001-02 semesters, 56 faculty offered 37 service learning classes that enrolled 1,913 students. These students worked with 71 community partners and contributed 19,675 hours of community service.
A pilot survey of civic engagement activities was conducted by the Center for Service and Learning in 1998 and 1999 (1998 Community Service Survey). Designed to collect more detailed information about civic engagement activities (e.g., number of participants, grant support, number of hours of service), the survey became the basis for the Web-based Civic Engagement Inventory. This inventory is an improvement over previous activities, allowing for entries to be added, updated, and expanded at any time.

The Career Center gathered information from across campus about internships and other forms of experiential education in 2000.

Plans to further the work: The IUPUI Portfolio's Civic Engagement Inventory provides a powerful tool through which the campus can document civic engagement activities. Entries can be added, updated, and expanded at any time. Using the Web, anyone will be able to search the IUPUI Portfolio database using dimensions such as department, faculty, level of student involvement, social issues, keywords, community partners, and geographic location. When Geographic Information Services information is added, it will be possible to answer more refined questions focused on geographic location of civic engagement activities. These tools will facilitate collaboration to improve civic engagement in the future and better inform residents and civic leaders of the many ways in which IUPUI is engaged in communities in central Indiana. Coordinating the Civic Engagement Inventory with other campus reporting mechanisms (e.g., faculty annual summary reports, planning processes) will be an important element of a coherent system that presents minimal obstacles.

B. Expand Internal Resources and Infrastructure for Civic Engagement

1) **Goal:** ***Commit resources to support civic engagement activities*** at the campus level and according to the mission of each campus unit.

Previous and current activities: In November 1993, the Office of Service Learning was established in Academic Affairs to support the integration of community service into the academic curriculum. In August 1994, the Office of Community Service was created in Student Life and Diversity to foster co-curricular community involvement. In 1997, the Office of Neighborhood Resources, which reported directly to the Chancellor, began to form strategic campus-community partnerships with neighborhoods in close proximity to the IUPUI campus.

The Center for Service and Learning (CSL), formed in August 2000, incorporates the work of the Office of Service Learning, the Office of Community Service, and the Office of Neighborhood Resources. The merger of these campus units provides an opportunity to leverage campus resources and focus programs to build and sustain campus-community partnerships. By providing campus leadership in promoting service in all aspects of campus work, the CSL can enhance and sustain IUPUI students, faculty, and staff in a variety of forms of community engagement. The CSL has the capacity to build multi-faceted community partnerships in a way that will create a national model for urban universities and higher education.

The Center for Service and Learning and its precursors have demonstrated significant progress in many program areas that include:

- Service learning classes
- America Reads Federal Work-Study Tutoring Program

- Community Service Scholarship program
- Campus-wide days of service
- Community Outreach Partnership Center
- Volunteer listserv and clearinghouse
- Scholarship and research on service and service learning
- Campus Task Force on Professional Service
- Campus Civic Engagement Task Force
- Campus-wide Civic Engagement Survey

These programs have been developed primarily through campus resources and secondarily with external grant funds.

In the past 5 years, other campus units have developed programmatic commitments to civic engagement and have reallocated internal resources to support faculty and staff positions designated to promoting civic engagement. These positions include:

- School of Dentistry, Division of Community Dentistry, Karen Yoder, Director
- School of Medicine, Office of Medical Service Learning, Dr. Pat Keener, Director and Assistant Dean for Medical Service Learning
- School of Nursing, Community Affairs, Rose Mays, R.N.
- Office of External Affairs, Director of Community Outreach, Kelly Young
- Student Life and Diversity Programs, Coordinator for Community Partnerships, Nicole Oglesby
- School of Business, Community Internship Coordinator, Russell Vertner
- Student Life and Diversity (with CSL), Coordinator for Community Service, Lorrie Brown
- University College and the Career Center (with CSL), Coordinator of Community Work Study, Kirsten Eamon

Plans to further the work: IUPUI provides a high level of institutional infrastructure to support civic engagement. Significant return on investment has been realized through the development of centralized infrastructure in the Center for Service and Learning. The returns include curricular development of service learning classes, professional development of faculty and staff, program development for service-based scholarships, additional community service activities, a collection of resources for service learning and civic engagement, community-based employment programs, enhanced community relations, a focused partnership in WESCO, research and scholarly work, and an additional source of national recognition for IUPUI. Almost every institution of higher education aspires to excellence in teaching, excellence in research, or both. The IUPUI commitments to civic engagement provide a strong foundation from which to continue developing it as a unique and distinctive aspect of the institutional identity of IUPUI.

When deans of academic units completed Holland's matrix on key organizational factors, 12 of the 17 responding academic units indicated that they aspired to increase the presence of civic engagement (four expected to stay at their present level of commitment and one was at the top of the scale with the highest level of commitment). The success of the centralized model can provide an example that can be adopted and adapted in appropriate ways within units that view civic engagement as an underdeveloped facet of their work and are interested in making additional commitments in the future. The degree to which individual units now take responsibility to act upon this aspect of their mission will be critical for the future growth of civic engagement.

2) **Goal:** ***Establish promotion and tenure guidelines*** and annual administrative reviews that assert the legitimacy of scholarship based on community engagement.

Previous and current activities: Supporting faculty through institutional change of reward systems is promising, but often slow. Equally important is the availability of intellectual models with which faculty can present their work and have it evaluated. Under the direction of the Dean of the Faculties, the Promotion and Tenure Guidelines and the Faculty Annual Summary Report have regularly been revised to encourage applicants to produce good documentation for successful review and to encourage administrators and review committees to honor civic engagement activities that possess scholarly qualities. In addition, all members of the all-university promotion and tenure committee receive Glassick, Huber, and Maeroff's (1997) criteria for scholarly work on their working form; presentations about professional service have been made to the all-university promotion and tenure committee; and *Service at Indiana University: Defining, Documenting, and Evaluating* has been distributed to its members.

Encouraging civic engagement activities must be accompanied by institutional work that supports faculty who become professionally engaged in communities. One benefit of convening the Task Force on Service, the Strategic Directions project on Defining, Documenting, and Evaluating Service, and the Civic Engagement Task Force is creating multiple adjunct deliberations, activities, and products that result in a critical examination of the role of professional service, including community service and civic engagement, in the mission, culture, and practice of the campus. For example, presentations on documenting professional service and civic engagement have been made at the campus-wide Moore Symposium on teaching. During 1995-1996, four workshops were conducted to assist faculty and librarians to prepare documents on professional service. Across the workshop sessions, documents from the Task Force on Service provided a basis for discussing the nature of service, its documentation, and criteria through which service can be evaluated. Participants prepared sample documentation of service projects for peer review and discussion. In spring 1998, Eugene Rice, Director of the AAHE Forum on Faculty Roles and Rewards, made a presentation on professional service to deans of IUPUI schools. Lorilee

Sandmann, then Director of University Outreach at Michigan State University (currently at the University of Georgia), participated in a spring workshop on service for members of school promotion and tenure committees.

To provide models for documenting civic engagement, four IUPUI faculty members participated in the Kellogg *Peer Review of Professional Service* project, along with faculty members from Michigan State University, Portland State University, and University of Memphis. This project resulted in meetings at IUPUI with the all-university promotion and tenure committee and a group of key campus leaders about the role of service in personnel decisions, the nature of evidence to support cases, and the preparation of documentation for civic engagement. The Kellogg project also produced a book by Driscoll and Lynton (1999), which is a companion book to Lynton (1995) that provides a more intensive examination of how to document professional service, including sample documents. Finally, the National Review Board for the Scholarship of Engagement (Driscoll, 2000), which has three members from IUPUI (W. Plater, R. Bringle, F. Juillerat), is designed to provide a cadre of peers to review and evaluate the scholarship of engagement.

Advancement in rank associated with excellence in service is an imperfect indicator of the degree to which the campus has the capacity to honor civic engagement because (a) service might be toward the institution or the discipline and (b) civic engagement might be put under the heading of teaching (e.g., excellence in developing and delivering service learning classes) or research (e.g., excellence in participatory research with the community). Nonetheless, it does indicate a willingness on the part of faculty review committees and administrators to consider that service, a non-traditional area for faculty advancement, can have scholarly qualities. During the past five years, the Office of Faculty Records provided the following percentages of Promotion and Tenure cases that have had service as an area of excellence: 34%, 29%, 35%, 37%, and 26%, for a five-year average of 32.4%.

Although it is difficult to achieve consensus on mission at a highly diverse institution the size of IUPUI, deliberation has been stimulated on civic engagement and professional service that increases awareness among key persons (deans, chairs, faculty governance, members of promotion and tenure committees).

Plans to further the work: All of the activities focused on civic engagement, professional service, and service learning are important because they increase the salience and literacy about an area of faculty work that is not well understood in higher education. These activities must be sustained, in part, because the audience changes (e.g., turnover in administrative positions, turnover on committees) and because multiple presentations are necessary to inform and remind key individuals about the manner in which civic engagement can be the basis for scholarly work and how it aligns with institutional mission.

Work must continue to increase campus understanding that service learning, civic engagement, and professional service are legitimate areas of faculty work that can aspire to being scholarly activities and appropriately evaluated and recognized as scholarly. The campus has demonstrated a responsiveness to different types of interventions (e.g., workshops, faculty recruitment and development, faculty roles and rewards, scholarship and research, campus-level task forces, student scholarship programs), discourse on many related topics (civic skills, institutional culture, institutional change to support high quality service learning course development, importance of community voice in developing community relationships, developing institutional infrastructure), and developing resources for the campus (Center for Service and Learning).

3) **Goal:** ***Establish campus administrative policies and practices*** (e.g., planning, assessment, budgeting) that strengthen civic engagement.

Previous and current activities: The Office of the Vice Chancellor for Planning and Institutional Improvement has structured a process for all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus. As a result, units detail their accomplishments related to civic engagement. The results are detailed for each unit in Planning and Budgeting Summaries and summarized in IUPUI Performance Reports**.**

Plans to further the work: These reporting mechanisms are tied to planning and budgeting activities conducted each year with schools. Their importance is that they represent the institutional capacity to remind each unit about the entire mission of IUPUI and to make budget recommendations based on how well each unit fulfills the full campus mission, including civic engagement. Responsibility Center Management requires that each unit be responsible for resource allocation and management. An important strategy will be the capacity to assess the impact of new and existing positions, programs, and commitments to civic engagement so that their role in meeting campus and unit missions can be determined.

4) **Goal:** ***Develop strategic campus-community partnerships*** consistent with campus and unit mission.

Previous and current activities: The mission of the IUPUI Office of Neighborhood Resources (ONR) is to promote the sharing of knowledge and resources with the community by strengthening and increasing interaction between IUPUI and its surrounding neighborhoods. The IUPUI Office of Neighborhood Resources engages the expertise of faculty and staff in resolving issues and concerns facing neighborhoods surrounding the campus. ONR assists community organizations in establishing linkages with IUPUI schools, departments, and centers.

In order to develop a strategic partnership with neighborhoods close to IUPUI, ONR initiated a relationship with the WESCO neighborhoods of Stringtown, Haughville, and Hawthorne. ONR obtained a grant from the US Department of Housing and Urban Development in January 1998 to form a Community Outreach Partnership Center (COPC) with WESCO as the community partner. The COPC grant initially focused the work on the areas of economic development, education policy and programming, and organizational development initiatives and included the IUPUI departments/offices of the Center for Service and Learning, Small Business Development Center, School of Nursing Institute for Action Research in Community Health, and the School of Public and Environmental Affairs. Examples of COPC projects that have increased the presence of IUPUI in WESCO include an America Reads Tutoring Program, Education Forum and Task Force, WESCO-IUPUI Job Links, and Westside Business Alliance.

The School of Medicine is one of the key planning groups involved in the Life Sciences Initiative for Central Indiana. This initiative is designed to promote economic development in the life sciences in central Indiana by coordinating the strategic planning activities of the School of Medicine, IUPUI, area employers, the city of Indianapolis and the State of Indiana.

In addition, the School of Medicine has developed important links with local neighborhoods through projects such as Spring House Calls, Greenways Rounds, the homeless shelter clinic program, Laptop Kids, The Little Red Door Cancer screen, the Westside Health Fair, and the annual Thanksgiving food drive. The School has also developed a comprehensive and ongoing partnership with the global community through the Indiana University-Moi (Kenya) University Partnership. This partnership combines research, teaching, and service as teams of faculty and students conduct research on AIDS, provide medical training in Kenya, and host students from Moi University for studies at IUPUI.

The School of Dentistry has collaborated for 10 years with the School of Medicine, the County Health Department, and the Indiana Tobacco Prevention and Cessation Agency to offer the Indiana University Nicotine Dependence Program to train health care professionals on methods to help smokers quit.

The Shalom Health Care Center, under the direction of Su Moore, School of Nursing, serves patients in two primary care clinics and students in three school-based clinics.

At the Center for Urban Policy and the Environment, faculty, staff, and students are active in a wide variety of client-supported projects. As of Fall 2002, the Center's inventory of work included projects for the City of Indianapolis, the Indiana Advisory Commission on Intergovernmental Relations, the Indiana Land Resources Council, the State Gaming Commission, the Indiana Association of Cities and Towns, the Ford Foundation, the Points of Light Foundation, the South

Shore Heritage Foundation, and the Central Indiana Corporate Partnership. All of the Center's work is aimed at informing particular decisions or illuminating the context for decision-making. For example, faculty and staff research and public forums on the issue of annexation led to changes in statutes that authorize municipalities to annex land.

Plans to further the work: After 3 years, an evaluation of COPC found reasonable success in the targeted program areas. In addition, however, the study found that a significant campus-community relationship had developed that established the community's confidence that it could access the university and vice versa. The success of establishing a COPC provides the basis for expansion of more civic engagement in these WESCO neighborhoods and in other neighborhoods by students, faculty, and staff.

The challenge will be for ONR to stimulate the development of additional participation in WESCO in a manner that reflects good practice of civic engagement. Dean W. Plater has convened the directors and their staffs from the Center on Philanthropy, Center for Service and Learning Center for Urban Policy and the Environment, Indiana Business Research Center, the Polis Center, and Public Health to determine how their work can be better coordinated and to learn from one another about effective strategies in budget management, sustaining campus-community partnerships, and representing work to internal and external audiences. Each of these campus Centers, through the involvement of students, staff, and faculty, contributes in important ways to central Indiana, the region, and international constituencies. Focusing their expertise and that of other units, faculty, and staff will be an important step in further developing the COPC strategic partnership.

In addition, each academic unit should develop a strategic campus-community partnership that reflects teaching, research, and service activities and that demonstrates reciprocity, interdependency, and mutual influence.

C. Secure External Funding for Civic Engagement

1) **Goal:** ***Acquire external funds*** for collaborative, interdisciplinary projects with and in communities.

Previous and current activities: The Center for Service and Learning has successfully supported planning, development, and evaluation of civic engagement and service learning activities. Sources of revenue have included:

- Indiana University Strategic Directions Initiative
- Federal Work Study program
- Pacers Foundation
- National Bank of Detroit
- Indianapolis Public Schools Educational Foundation

- Kroger Foundation
- Bursar's Office
- VISA
- Alumni Association, sale of IUPUI license plates
- Kellogg Foundation
- G-Tech
- US Department of Housing and Urban Development, Office of University Partnerships
- Indiana Campus Compact Faculty Fellows
- Indiana Campus Compact Universities as Citizens Summer Institute (4 teams)
- Indiana Campus Compact Universities as Citizens Institutional Development grant
- Indiana Campus Compact Universities as Citizens Scholarships of Engagement (4 grants awarded to IUPUI faculty)
- Indiana Campus Compact Universities as Citizens Higher Education Series
- Indiana Campus Compact Indiana Reading Corps
- Indiana Campus Compact University Dialogue Grant
- Indiana Campus Compact Partnership in Action Grant
- Indiana University Center on Philanthropy
- Campus Compact Integrating Service into Academic Study
- HUD Hope VI
- Annie E. Casey Foundation
- University of Pennsylvania, CNS subgrant

In addition to these funds for centralized projects, schools and departments have demonstrated an impressive capacity to attract external funds to support civic engagement activities. Because the traditional external funding categories of teaching, research, and service do not align with the definition of civic engagement, detailing the extent of external funding that supports civic engagement will await more extensive use of the Civic Engagement Inventory. Some examples are:

The School of Medicine has acquired external funds for civic engagement from:

- Educational Commission for Foreign Medical Graduates
- Bill and Melinda Gates Foundation
- National Institutes of Health Regenstrief Moi Medical Informatics Fellowship
- Mother to Child Transition Plus Initiative
- USAID
- Community-Campus Partnerships

The Annual Symposium from the Institute of Psychiatric Research, School of Medicine, has received support from:

- Mental Health Association
- Eli Lilly
- The Saturday Evening Post

The Center on Philanthropy has received funding from a number of sources, some of these include:

- Thurgood Marshall Scholarship Fund to provide a 4-course Certificate in Fundraising Management for 30 senior development officers at public Historically Black Colleges and Universities
- Lilly Endowment for a number of program initiatives including scholarships for graduate students,
- Kellogg Foundation, for “Building Bridges Initiative” and “Habits of the Heart”
- Fund for American Studies has funded a Summer Institute on Philanthropy and Voluntary Service for outstanding undergraduates from across the country. Participants in the Institute enroll in summer classes in philanthropic studies and complete internships at non-profits in Indianapolis.
- Atlantic Philanthropies for research

The Aftercare at IUPUI through Mentoring (AIM) program in the School of Public and Environmental Affairs received funding from the Corporation for National and Community Service for AmeriCorps members to serve as aftercare coordinators at nine Department of Correction juvenile facilities in Indiana.

The Center for Earth and Environmental Science in the School of Science, joined as a research partner with the City of Indianapolis and U.S. Filter Corporation to investigate watersheds and improve water quality for the city with a contract for research and infrastructure to support the work over a 20-year period.

The Center for Urban Policy and the Environment operates with an annual budget of approximately $2.5 million, and currently employs 12 professional staff, three support staff, and more than 12 graduate students who work on projects for state and local government agencies, nonprofit organizations, and businesses. The Center for Urban Policy and the Environment in the School of Public and Environmental Affairs received a new grant from the Lilly Endowment to support its work.

Plans to further the work: IUPUI has demonstrated the ability to fund good work in communities. No other campus in Indiana receives more funds for grants and contracts than IUPUI. The future for funding civic engagement is encouraging and will be enhanced when more interdisciplinary and collaborative projects are developed. Strategic plans should be identified with Research and Sponsored Programs and the Indiana University Foundation to provide faculty with ready access to external funding sources who are interested in funding campus-community partnership programs.

D. Document the quality and impact of civic engagement activities

Previous and current activities: IUPUI faculty and staff provide an impressive record for how the application of knowledge can inform practice and benefit communities. The Civic Engagement Inventory currently requests evidence of impact and quality, which might be a report, a publication, or research outcomes. Thus, at the level of individual projects, it is possible to identify tangible and intellectual outcomes that demonstrate the value of the work.

However, at the institutional level, the objective of documenting quality and impact of civic engagement activities presents a formidable task. At present, there are few intellectual models for guidance and fewer examples of campuses that have even attempted to accomplish this goal in a systematic way. The roots of IUPUI's work reside in the Urban Universities Portfolio Project (UUPP), which brought together six leading urban public universities to develop a new medium: electronic portfolios that demonstrate the universities' effectiveness to various groups of stakeholders. A related project, the Urban University Statistical Portrait Project, seeks to articulate the contributions of urban universities to their communities. This work stems, in part, from a deficiency among current measures of higher education effectiveness, most of which focus on traditional notions of the quality of incoming students and the amount of available resources rather than on the contributions colleges and universities make to student, community, and societal development.

A third area of work is the Comprehensive Assessment of the Scholarship of Engagement (CASE), which is based on 50 ratings focused on the institutionalization of service learning and civic engagement (Bringle & Hatcher, 1999). CASE is based on the assumption that service learning is a necessary component of effective civic engagement and, if one cannot measure and evaluate every aspect of civic engagement, then service learning is the most important critical indicator of the maturity of a campus's civic engagement. The conceptual model for CASE serves as a planning and implementation model for service learning and was used in a research study of the institutionalization of service learning at 174 campuses (Bringle & Hatcher, 1999). CASE asks a campus working group to compile a portfolio of supporting information and evidence including surveys of students, faculty, staff, and community partners in order to assess the institutionalization of service learning.

Plans to further the work: Higher education faculty have spent a great deal of time and effort determining how to evaluate scholarly work. In addition, evaluating the quality of teaching and learning has become more familiar territory. However, assessing the quality and impact of civic engagement activities is a new frontier in the discussions of thinking about the civic mission of higher education. Although there are some models that have transportable elements (e.g., evaluation of extension services, program review and evaluation),

determining institutional effectiveness of civic engagement will need to draw on some unique types of evidence.

The staff and faculty at IUPUI have devoted significant intellectual work to the task of assessing civic engagement. Barbara Holland, a Senior Scholar in the IUPUI Center for Service and Learning and Director of the National Clearinghouse, was commissioned by Campus Compact to address state of the art models for assessing civic engagement. The work to date at IUPUI was one of a few that was mentioned. With one or two possible exceptions, no other institution in the nation has IUPUI's resources, personnel, expertise, and infrastructure to contribute to developing models and operations for how this assessment task can be accomplished. Preliminary work is underway to identify primary and secondary performance indicators for the components of civic engagement that are identified in the IUPUI Portfolio. The IUPUI Portfolio will need to continue to evolve so that it can effectively capture, present, and evaluate the work of IUPUI faculty, staff, and students in communities in a manner that permits evaluation of the scholarly outcomes, the instructional outcomes, and community outcomes. An evaluation procedure that feeds back relevant information so that subsequent work is improved will be the most central criterion for an effective evaluation system. In addition, developing benchmarks that allow comparisons from year to year and among peer institutions will also be an important component of this work.

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

A. **Offer academic community-based learning opportunities in varied settings, including community agencies and organizations, as well as business and industry**.

1) Goal: ***Support the development*** of community-based learning opportunities, including service learning classes.

Past and current activities: The central mission of IUPUI focuses on creating effective learning environments. Opportunities for learning are not limited to the classroom; central Indiana communities offer rich resources for teaching, research, and service. IUPUI has a strong tradition, particularly in the professional schools, of designing practice-based educational experiences in the communities for students (e.g., practica, internships, pre-professional training).

At IUPUI, internships can be arranged by the Career Center, a centralized unit reporting to University College, or through individual departments. The IUPUI Career Center offers internships to any IUPUI student on a self-directed basis. Students from every major may utilize the Internship Program in conducting non-credit internships. In addition, many schools and departments offer students opportunities for internships and practica experiences. In 1999, 13 schools and

departments reported 859 students participated in internships. Some units combined student internships, clinicals, and other forms of experiential education, so these numbers represent an underestimate. Examples of community-based instruction include:

- Students in the School of Liberal Arts created Web sites for nonprofit agencies in Indianapolis.
- Practicum students in the Indiana Center for Intercultural Communication, School of Liberal Arts, are placed in local businesses and nonprofit agencies to provide English instruction to nonnative English speaking adult and child populations.
- The Center on Philanthropy, in the School of Liberal Arts, coordinated internships and graduate assistantship placements in more than twenty community nonprofit agencies. Students in the M.A. degree in Philanthropic Studies and undergraduates in the summer Institute on Philanthropy and Voluntary Service provided approximately 13,000 hours of service to the greater Indianapolis region.
- Statewide some 250 clinical sites in communities are utilized for School of Nursing students' practice experiences; during 2000 more than 20 new sites were made available in the Indianapolis area.
- As part of their community health experience, baccalaureate Nursing students teach either breast self-exam or testicular self-exam practices to every IPS high school student.
- IUPUI students participate in the School of Public and Environmental Affairs' Washington Leadership Program, which combines undergraduate internships in government and nonprofit agencies in Washington, DC with related academic courses offered on-site. SPEA students also intern in state and local government agencies in Indianapolis.
- The School of Public and Environmental Affairs, with the leadership of Professors Kennedy and Krauss, established the William H. Hudnut III Scholarship in Public Leadership. The scholarship will be available to an undergraduate SPEA student majoring in urban affairs or public policy and will include an internship with the City of Indianapolis. In addition, Larry Borst, Indiana State Senator and Chairman of the Senate Finance Committee, is funding an internship for SPEA students in civic leadership in which the interns will serve the Senate Finance Committee.
- Students in the School of Journalism intern with local broadcast stations.
- A course on Community Journalism was developed at the request of the Hoosier State Press Association; students worked on assignments for community newspapers in smaller communities.
- Museum Studies students participate in internships with local museums.
- Engineering and Technology has received industry support for senior design projects, including the redesign of a Jeep for a child with a disability.
- Herron School of Art collaborated with Thomson Consumer Electronics on a design course for students.
- School of Social Work offers undergraduate and graduate practica.

- School of Medicine collaborated with Indy Parks Greenways on an academic-based program during the School's 2002 first-year orientation. During Greenway Rounds the 280 incoming first-year medical students spent one morning working with upper-class students, professors, and Indy Parks Greenways to help expand public walkways in Indianapolis.
- School of Medicine's Indiana University-Moi University Partnership continues to be one of the strongest and longest running collaborations between medical schools in post-industrial and emerging societies. Hundreds of IU faculty, scientists, residents, and medical students have traveled to Kenya and many Moi faculty and students come to the United States to study.

The IUPUI Graduate Certificate Program in Community Building and Urban Education is an excellent example of a community-based instructional program that targets professionals in urban planning, criminal justice, community development, and social services (e.g., social work, public health, child welfare, and nursing). Offered through the School of Education, the certificate program of 18 credit hours offers project-based professional development using an innovative, comprehensive approach to understanding and intervening in school-community issues in urban settings. The program offers a wide variety of community assessment, organizational management, curriculum development, and critical thinking tools necessary for improving school-community relations.

Service learning has been identified as an effective way to enhance student involvement in the community in educationally meaningful ways. The value added by promoting service learning is that it provides both excellent educational and civic outcomes. Since 1993, the Office of Service Learning has demonstrated that a centralized unit on campus can stimulate the development of high quality service learning courses that extend the existing practice-based educational curricula. The OSL has worked with the Office of Professional Development to provide workshops, grants, publicity, information, recognition, curricular resources, consultation, and presentations that have had a positive effect on recruiting faculty to develop and implement service learning courses. OSL staff members have been active participants in campus conversations that have resulted in enhanced understanding and appreciation for service learning among faculty, staff, and students. In addition, the OSL staff has published important resources to support the professional development of faculty in the area of civic engagement. In 1995-96, 15 service learning classes were offered at IUPUI. During 2001-02 semesters, 56 faculty offered 37 service learning classes that enrolled 1,913 students. These students worked with 71 community partners and contributed 19,675 hours of community service. During 2000, IUPU Columbus students provided 1,560 service learning hours to the community.

Three examples of service learning classes on the IUPUI campus are:

- Wan-ning Bao, Sociology, taught *R346 Control of Crime*, a course in the School of Liberal Arts partnering with the Indianapolis Police Department,

Westside Unit. Service learning projects placed 22 students in a neighborhood west of the IUPUI campus where the university has established a Community Outreach Partnership Center. Two student teams canvassed the neighborhood areas helping to establish crime watch programs, while other student groups worked with youth in physical training and nutrition, as well as a daycare program. IPD officers and community liaison personnel worked closely with the students, introduced them to community leaders, and explained the history involved in neighborhood crime.

- Lenore Tedesco, Department of Geology and Director of the Center for Earth and Environmental Science (CEES) advocates for service learning and civic engagement through the Lilly ARBOR project, a reforestation along the banks of the White River. Dr. Tedesco facilitates the participation of five faculty in environmental service learning courses relating to the ARBOR Project (Geography G107, G115 and Geology 107). In Fall 2001, 370 students contributed 2,310 hours of service through these service learning courses. Community partners include Indianapolis Parks Department, Indiana Department of Natural Resources, as well as Butler University and Marian College. Additionally, several local companies have worked side-by-side with service learning students: Eli Lilly corporate volunteers, Indianapolis Rotary, and the Children's Museum.
- Pam Carlisle and Marla Zimmerman, School of Nursing, created a three-credit service learning course, B104 Learning Community for Pre-Nursing Students, for entering students. During 2001-02, 31 students contributed time to 6 community agencies (i.e., Damien Center, Dayspring Center, Alzheimer's Association, Crossroads Rehabilitation Services, Julian Center, Girls Inc.). These agencies represented a broad cross section of diversity based on health issues, age, race, sexual orientation, illness, ability, socioeconomic status, etc. Students participated in volunteer work at an agency as individuals, and also as part of a group.

The Center for Service and Learning also provides Service Learning Assistant (SLA) scholarships to faculty who identify students to contribute to civic engagement in teaching (e.g., assistant in a service learning class), research (e.g., working with the community to execute a mutually beneficial research project), and service (e.g., students helping faculty use their professional skills to benefit the community). During 2001-02, 15 students received SLA awards of $750 or $1,500 per semester to support the civic engagement of faculty in teaching, research, or service.

Many IUPUI faculty have received numerous Indiana Campus Compact grants that support the development and improvement of service learning classes and that promote faculty development. Eight faculty have participated as Faculty Fellows (receiving $35,000 in faculty development funds), and ten faculty have received Scholarship of Engagement Grants (totaling $22,000 in curricular development funds).

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to increase the number of service learning classes:

- Conduct campus-wide faculty development workshops.
- Conduct activities for new faculty (e.g., participation in new faculty orientation, community tours in WESCO, welcome letter)
- Consult regularly with staff in the Center for Teaching and Learning (e.g., faculty development support, teaching fellowships, program leader meetings, publicity, workshops, handbooks, faculty awards).
- Conduct surveys of service learning faculty to gain input on programming goals and priorities.
- Increase funding to faculty for Service Learning Assistant Scholarships.
- Provide training for Service Learning Assistants.
- Assist faculty members to secure external funding for developing service learning classes.
- Expand the availability of the Service Learning Option each year.
- Create a teaching fellowship post-doctoral program or masters program with service learning endorsement.

2) Goal: ***Increase understanding and support*** for community-based instruction, including service learning, among administrators in each academic unit on campus.

Past and current activities: Promoting the understanding of community-based instruction and service learning on campus, collaborating with departments, targeting increased participation, and improving the quality of instruction so that it prepares students for active participation in a diverse democracy must remain among the highest priorities of the Center for Service and Learning.

The staff of the Center for Service and Learning has met with administrative staff, deans, and chairs to discuss the nature of community-based instruction. Gene Rice, American Association for Higher Education, led a discussion about civic engagement as scholarly work with the deans. Presentations on civic engagement, service learning, and documentation have been made at many campus meetings and forums (e.g., Moore Symposium on teaching, IU Conference on Civic Engagement, the Retention Forum, Dean's Council on Community Affairs).

Plans to further the work: The Center on Service and Learning has the following objectives identified in its 5-year Strategic Plan to increase the understanding of civic engagement and community-based instruction among administrators:

- Host a luncheon for service learning faculty and their department chairs.
- Conduct departmental/school faculty development workshops.

- Send information semi-annually to all department chairs.
- Meet with department chairs.
- Identify academic units and establish alignment between professional competencies for accreditation and service learning.
- Collaborate with department or school to secure external funding for discipline specific service learning program.

In addition, the campus needs to assess the learning outcomes for students in internships and community-based instruction.

3) Goal: ***Collaborate with campus teaching and learning initiatives*** to provide resources (e.g., workshops, sample syllabi, course development grants) to increase the types of community-based instruction, including service learning.

Previous and current activities: The Center for Service and Learning has been a regular collaborator with the Office of Professional Development and the Teaching and Learning Center. CSL has sponsored 4-8 workshops each academic year on topics related to civic engagement, community-based learning, service learning, research, professional service in the community, and community partnerships. It has also sponsored workshops by leading experts, including:

- Tim Stanton, Stanford University
- Ernest Lynton, University of Massachusetts-Boston
- Rick Battistoni, Providence College
- Tom Ehrlich, San Francisco State and Stanford University
- Donna Duffy, Middlesex Community College
- Kathleen Maas Weigert, University of Notre Dame
- Ken Reardon, University of Illinois,
- Lorilee Sandmann, University of Georgia
- Amy Driscoll, Portland State University, CSU Monterey Bay
- Ira Harkavy, University of Pennsylvania
- Barbara Holland, Portland State University, University of Northern Kentucky
- Ed Zlotkowski, Bentley College, American Association of Higher Education

In addition, staff from the Center for Service and Learning have regularly participated in and contributed to campus activities focused on teaching and learning, including:

- retention
- first-year experience of IUPUI students
- research on teaching
- assessment of learning outcomes
- general education and the Principles of Undergraduate Learning

- First-year Success Seminar
- University College
- Undergraduate Research Opportunities Program
- Honors
- Future Faculty Program
- New Faculty Orientation
- New Student Orientation
- Moore Symposium on Teaching

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to increase the collaboration on campus with other teaching and learning initiatives.

- Collaborate with faculty and staff to develop service learning in Gateway courses for undergraduates.
- Collaborate with faculty and staff to develop service learning in Honors courses.
- Collaborate with faculty and staff to develop service learning Capstone/integrator courses for seniors.
- Collaborate with faculty and staff to develop service learning in Learning Block courses for entering students.

4) Goal: ***Increase student enrollment*** in community-based instruction, including service learning classes.

Previous and current activities: Research on entering students at IUPUI indicates that the two strongest motives they have for getting involve in community service are (a) altruistic concern for others and (b) the desire to have new learning experiences and to use knowledge, skills, and abilities. Because IUPUI students (a) work more than students at peer institutions, (b) report that lack of time is a major obstacle, and (c) are strongly motivated by empathic concern and the desire to learn through community service, using the classroom as the vehicle for community service fits an urban commuter campus like IUPUI.

Service learning classes are now scattered across schools and levels of the curriculum. Strategies must be developed to increase the awareness and appreciation for service learning among students so that they look for these opportunities and support them. Student enrollment in service learning classes has been helped by dual-listing classes under their home department and “Service Learning” in each semester’s Schedule of Classes. Course descriptions provide information about the nature of the course and the community service that is expected. Brochures listing service learning classes have been distributed on campus and newspaper articles have presented portraits of service learning classes, instructors, and students. Presentations about service leaning are also made to students in First Year Success Seminars.

In 1992, the School of Medicine initiated a process of curriculum review, faculty development, and curriculum planning, known as the Primary Care Initiative. The process was characterized by faculty ownership and based in a strong faith in the quality of their undergraduate medical education program and students. This vision and plan were researched by various teams and detailed in the seminal 1996 document, "The Indiana Initiative: Physicians for the 21st Century." This document suggested the implementation of curricular revisions to include nine "competencies", which were chosen to enhance graduating physicians' ability to effectively practice medicine. In academic year 1999/2000, the School of Medicine adopted the competency-based curriculum and the class of 2003 was the first to graduate under this system. Competency VI, The Social and Community Contexts of Health Care, is defined as follows:

> The competent graduate recognizes the diverse factors that influence the health of the individual and the community; identifies the sociocultural, familial, psychological, economic, environmental, legal, political and spiritual factors impacting health care and health care delivery; and responds to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

Plans to further the work: The Center for Service Learning has identified the following objectives in a 5-year Strategic Plan to increase student enrollment in service learning classes:

- Increase publicity for service learning classes (e.g., electronic schedule of classes, JagNews, brochures, Sagamore, admissions literature, orientation, Learning Communities presentations, Web pages, campus Bulletin).
- Promote service learning to key student groups (e.g., American Humanics, SPEA Nonprofit Management majors, undergraduate Philanthropic Studies classes, student organizations).
- Host biannual workshop for all academic advisors.
- Expand use of the Service Learning Option.
- Have all Community Service Scholarship recipients use the Service Learning Option.
- Establish external funding for fee reimbursement for completion of Service Learning Option.

Although creating service learning classes is typically faculty work, in order to increase student access to service learning, the CSL developed a Service Learning Option that allows a student to contract one-on-one with an instructor to complete a service learning component in a course. A resource packet provides the student with information about selecting types of community service that are appropriate for service learning, the types of reflection activities to be completed, and a service learning contract to be completed with the instructor and a community agency supervisor. The packet also contains information to help

faculty understand and structure a service component. Information about the Service Learning Option was disseminated to all instructors of the 25 classes with the largest enrollment and a workshop to discuss the option was offered. Successful use of the option not only provides students with the flexibility to extend their service learning experiences but it also provides a means of faculty recruitment because instructors can become familiar with service learning on a limited basis. Students in the CSL Community Scholarship Program are asked to use the Service Learning Option in one of their courses during the Spring semester.

B. Engage in community-based research, scholarship, and creative activities in both public and private sectors at local, state, national, and global levels.

Past and current activities: IUPUI continues to compile a stellar record of accomplishment for research, scholarship, and creative activities. National rankings of schools and departments, grants and contracts to fund scholarly work, and faculty recognition and achievement confirm IUPUI's performance. Because IUPUI is the state's center for graduate professional training, many of the research, scholarship, and creative activities have eventual impact on communities and their quality of life. However, civic engagement is particularly focused on scholarly activities that are conducted **in** and **with** the community. The research, scholarship, and creative activities are summarized elsewhere in the IUPUI Portfolio. However, some of the highlights of scholarly civic engagement will be provided.

- The Center on Philanthropy's Philanthropic Giving Index, which serves as a consumer confidence index indicating the current and future climate for charitable giving, is a valuable tool for nonprofit fundraisers and was cited in 2000 in the national news media, including the front page of the *Wall Street Journal*.
- Research by economists and analysts at the Indiana Business Research Center explores a wide range of business and demographic issues, some of which are published in the Indian Business Report or IN Context and shown on the weekly television show Inside Indiana Business.
- The Division of Mental Health for the State of Indiana asked that the School of Social Work faculty serve as the primary resource in conducting a series of mandated program assessments of services provided by community mental health centers throughout the state; two such studies are related to the Dawn Project and Adult Protective Services.
- Eileen Udry, School of Physical Education, received a grant to study the psychological profiles of chronic pain/injury patients at the Methodist Sports Medicine group practice.
- An evaluation of the AIM program, which pairs IUPUI students with young men at the Plainfield Juvenile Correctional Facility, revealed mentored youth had a significant drop in the recidivism rate, were more likely to continue their

education, and were more likely to get a job versus those who were not in the program.

- Many of the research questions pursued by Polis's Project on Religion and Urban Culture derive from the close working relationship with neighborhood groups, religious organizations, congregations, governments, not-for-profits, and social agencies. The findings, while academically sound, have practical application. For instance, they have studied faith-based partnerships between government and congregations and have both published their findings and served as evaluator for many of these programs.
- Under the leadership of Jim Perry and Laura Littlepage, the Center for Urban Policy and the Environment established a research and advisory relationship with the national Points of Light Foundation to conduct evaluations and monitor outcomes for the Foundation.
- The Indiana Center for Intercultural Communication, School of Liberal Arts, and the Center for International Business Education and Research, Kelley School of Business, wrote *Language and the Global Workplace. A Handbook for Indiana Businesses*.
- John Kirlin, School of Public and Environmental Affairs, is supplying research support to the Marion County Tax Alliance to identify short- and long-term strategies to re-design the fiscal structures of Marion County and Indianapolis.
- The Land Use in Central Indiana (LUCI) Model by the Center for Urban Policy and the Environment will increase understanding of the region and inform decision-makers about the array of options for improving quality of life for central Indiana residents.
- The Center for Urban Policy and the Environment served as administrative agency for the Indiana Gambling Impact Study Commission, appointed by Governor O'Bannon, and also assembled a team of researchers to complete technical work. They have organized five public-issue forums around Indiana and multiple meetings of the commission.
- The Center for Urban Policy and the Environment assists the Indianapolis-Marion County Public Library in making decisions on major capital improvements and assessing the value of its activities; the Center measured the value of services provided by the Central Library and all branch libraries using advanced techniques developed to assess the value infrastructure and recreational projects.
- The Center for Urban Policy and the Environment provided analyses of housing demand for the Indianapolis Neighborhood Housing Partnership in the region in order to enhance capacity of fifteen Community Development Corporations.
- The School of Social Work partners with (a) Ladders for Success and (b) the Indiana Consortium of Family Organizations to provide timely research information to state policy makers.
- Under a $4 million award of general support, the Center for Urban Policy and the Environment has launched an applied research initiative on the theme of investment in Central Indiana. This initiative, which is being carried out in

consultation with numerous organizations, has resulted in publication of more than 25 monographs that have been distributed to more than 1000 decision makers in the region during the past three years.

Plans to further the work: The campus is well positioned to become a research center on service and civic engagement in higher education, with the resources of the Payton Philanthropic Studies Library, the Center on Philanthropy, faculty expertise in research on community service and service learning in the Center for Service and Learning, and a high degree of commitment to institutional research.

C. **Provide professional services to local, state, national and global communities.**

Professional service is the least understood and respected aspect of the tripartite description of faculty and university work. In 1994, the IUPUI Task Force on Service, jointly appointed by the Dean of the Faculties and the President of Faculty Council, was charged:

> to develop a concept paper on service as a University responsibility, and specifically as a component of the IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic administrators, and second, to help us make collaborative decisions about recognizing service within the formal advancement structure.

The Task Force on Service conducted research on the roles and rewards associated with service in each academic unit, gathered information from peer institutions, and studied the extant literature on professional service. Task Force members met twice with Ernest Lynton, University of Massachusetts-Boston and author of *Making the Case for Professional Service*, and invited the IUPUI community to open forums to discuss its work. The *Task Force on Service Report* was received by the IUPUI Faculty Council in Fall 1996.

In order to increase campus understanding about professional service as a component of mission, the Dean of the Faculties asked each Dean to designate two faculty to attend a series of five workshops during 1996-1997. Participants

- Read the *Task Force on Service Report* and Lynton's *Making the Case for Professional Service* and discussed the implications within their academic units
- Analyzed documents from participants' units that dealt with defining, documenting and evaluating professional service
- Reviewed and evaluated sample documentation of professional service
- Evaluated claims about quality based on participants' own written documentation of professional service

- Developed suggestions for future steps at IUPUI to increase understanding and consensus about the value of professional service and ways to document and evaluate professional service.

A 3-year Indiana University Strategic Directions Initiative project expanded the discussion of the IUPUI Task Force on Service to the Indiana University system. During 1997-1998, two representatives from each campus met to discuss the nature of professional service, its documentation, and criteria for its evaluation. This work resulted in a draft document. Eleven faculty members from 7 campuses were selected as Indiana University Faculty Service Fellows to document their campus, community, disciplinary, and professional service projects during the second year of the project. A presentation on the work was made to the chief academic officers of all 8 Indiana University campuses, in Fall 1997. *Service @ Indiana University Defining, Documenting, and Evaluating* summarizes the three-year project, presents a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, provides examples of faculty documentation of professional service, and provides resources for conducting campus-based workshops to assist faculty in preparing documentation. This work on extending the understanding of the nature of professional service provides a basis for subsequent development of the institutional capacity to recognize and acknowledge excellence in service when it is warranted.

Many faculty members serve as members of boards, commissions, and task forces in the community. Faculty draw upon expertise as educators and as a member of a discipline or professional in many ways to contribute to the quality of life in communities.

- The School of Dentistry provides outpatient clinic services to 20,000 patients annually, including dental care for the homeless and those in shelters for domestic violence.
- More than 150 teachers participated in Click 2000, a project in which School of Education staff and graduate students provided on-line development for teachers who want to incorporate technology in their classrooms.
- The Indiana Center for Intercultural Communication, School of Liberal Arts, participated in the Purdue University project to reconstruct Kabul University in Afghanistan. ICIC's role is to develop English language teaching and teacher training for Kabul University.
- Informatics faculty provided Saturday School for IPS students to acquaint them with the fields of informatics and new media.
- The Shalom Health Care Center, under the direction of Su Moore, School of Nursing, served 7,057 patients in its two primary care clinics and 1,935 students in its three school-based clinics.
- The School of Nursing's MOM project served 913 families and made 5,043 home visits. The MOM-mobile made 1,915 ultrasounds available.

- The School of Dentistry offers dental service learning experiences by treating underprivileged children in Mexico and Haiti and offering continuing education for Haitian dentists.
- Law students and faculty provide legal assistance clinics for indigent clients.
- Allied Health faculty staff weekly MS swims and volunteer counselors for the Fall Stroke Camps.
- Center on Philanthropy, School of Liberal Arts, partnered with the Indiana Youth Institute to offer 10 classes of training in fundraising and nonprofit management for about 400 nonprofit managers and volunteers in 9 Indiana Cities.
- School of Engineering and Technology faculty participate in a Technical Assistance Program that provides expert advice and technical information to hundreds of Indiana companies.
- The Indiana Center for Intercultural Communication, School of Liberal Arts, offers three-week intensive English for Specific Purposes Training Institute for local teachers and volunteers wanting to teach English to the local workforce. They also provided an intercultural training seminar for 1,500 service workers for the 2000 U.S. Grand Prix Hospitality Committee.
- The Indiana Center for Intercultural Communication and the Center on Philanthropy, both in the School of Liberal Arts, has compiled the world's largest corpus of philanthropic fundraising materials (e.g., direct mail letters, grant proposals, case statements, and annual reports). The material is available to fundraising professionals and scholars in compact disc form.
- Professor Steinmetz, Liberal Arts, provides pro bono mediations for local organizations.
- Division of Labor Studies faculty members provided technical assistance to the Indiana State Building and Construction Trades Council Hispanic Organizing Project.
- Professors P. Sullivan and B. Van Voorhis, School of Social Work, chaired subcommittees and helped write the city's "Blueprint to End Homelessness" for the Coalition for Homelessness Intervention and Prevention.
- The Institute of Psychiatric Research in the School of Medicine has partnered wit the Mental Association to offer an Annual Symposium on state of the art treatment and research in psychiatric disorders. Geared for the layperson, it attracts members of the Mental Health Association, consumers, family members, legislators, and the general public.
- School of Medicine faculty and students provide health services at Moi University in Eldoret, Kenya. One of the missions of the IUSM faculty is to provide medical care to the less fortunate citizens of Indianapolis.
- School of Medicine is the exclusive provider of health care at Wishard Memorial Hospital and its affiliated community health centers. In 2001, Wishard and its community health centers had 737,314 visits from patients. In that year 42% of Wishard patients had no health insurance.
- The School of Law partnered with the Women and the Law Division of the Indianapolis Bar Association, the Marion County Family Advocacy Center, Inc., Breaking Free, Inc., and the Domestic Violence Network of Greater

Indianapolis to establish the Protective Order Pro Bono Project to assist victims of domestic violence in Marion County.

- Professor Hardy, School of Law, and her students worked as part of the Innocence Network to win the release of inmates wrongly convicted of a crime, including one inmate of 21 years.
- The Office of Alumni Relations provided continuing education activities to the community, including Fall and Spring Medical Alumni Weekends, the Fall Dental Weekend, the Dean's Day for Liberal Arts, and the Frontiers of Science.
- The Kelley School of Business, in partnership with the Indianapolis Black Chamber of Commerce and the Indianapolis Chapter of the National Black MBAs, began Community Business Partner, which provides discounted consulting services for selected minority businesses in order to increase their efficiency and productivity.

D. Create opportunities for community service at local, state, national, and global levels.

Promoting community service activities as part of the educational culture of IUPUI is an important way for traditions, celebrations, and civic habits to develop among students, faculty, and staff. The Center for Service and Learning (CSL) plays an important role in coordinating programs, organizing campus-wide community service activities, and recruiting and recognizing participants. The CSL collaborates with individual schools, departments, student organizations, and athletic teams that have established community service traditions.
A successful community service program will involve students, faculty, and staff in various forms of community service and provide multiple opportunities to broaden the nature of their participation and deepen the integrity of their involvement in communities. This will be best achieved when resources are identified that can continue to support program development, promote community service activities, and recognize campus volunteers for their service contributions.

1) Goal: ***Develop and secure resources*** to support involvement in community service.

Previous and current activities: The Center for Service and Learning coordinates a comprehensive Community Service Scholarship program (i.e., Freshman Service Scholars, Community Service Scholars, Community Service Leaders, America Reads Team Leaders, Service Learning Assistants) to recognize students for their previous involvement in community service and to facilitate their continued involvement in the community. These service-based scholarships are funded through $125,000 of campus-based scholarship funds.

The CSL organizes many community service events that contribute to creating and sustaining an educational culture that promotes service. These include a series of annual Campus Wide Days of Service:

- 2001 IUPUI-United Way Day of Caring: For the seventh year, 128 IUPUI students, faculty, and staff volunteered over 780 hours at eleven community sites for the United Way Day of Caring, September 2001.
- 2001 "Jam the Jaguar's Bus" Food Drive: This is the third year for this campus-wide food drive, organized by the IUPUI Communications and Marketing Community Outreach Office and assisted by CSL. Several tons of food and $700 were collected by departments and campus centers. Thirty volunteers helped pick up food on campus and deliver the boxes and bags by busloads to 13 community sites.
- 2001 Holiday Assistance Program: For the fifth year, the Center for Service and Learning coordinated the annual Holiday Assistance Program in December 2001. Sixteen families from three community agencies including Hawthorne Community Center, the Christamore House, and Our Redeemer Church were sponsored by 19 campus groups of faculty, staff and student organizations.
- 2002 Dr. Martin Luther King, Jr. Day Service Initiative: For the third year, the Center for Service and Learning coordinated the annual MLK "Day On" of Service in January 2002. 228 IUPUI staff, faculty and students volunteered at 14 community sites across the city.
- 2002 "Into the Parks": For the fourth year, CSL organized "Into the Parks" outreach project during the Spring Semester. The April 19th event at Dr. Martin Luther King, Jr. Park involved 46 IUPUI participants and community members who prepared spring landscape beds, planted bushes, mulched around trees and cleaned up the park. The event was held in partnership with Indy Parks Department, Citizens Neighborhood Coalition, Keep Indianapolis Beautiful, and the Indiana Pacers.
- 2002 IUPUI-NPower Virus Vaccination Day: A new campus service day was piloted in June in collaboration with Npower, United Way of Central Indiana, and many campus units. Staff, faculty, and students (estimated 80 volunteers) with technology expertise were recruited to provide virus vaccination for 35 community agencies. This program is modeled after similar programs in Seattle and Atlanta.
- 2002 Komen Race for the Cure, Coordinated by the Office of External Affairs, attracted 894 IUPUI team members who joined 27,000 runners and walkers on the IUPUI campus. The IUPUI team raised $16,000 for breast cancer research.
- The Back Pack Attack event, coordinated by the Office of External Affairs, collected 404 back packs and school supplies for students in Indianapolis Public Schools #14, 15, 54, and 28.
- IUPUI student-athletes contributed 1,400 hours in community service through skill clinics, speaking engagement, and awareness programs.

Volunteer Activities

CSL continues to find ways for individuals to use their talents and explore interests by becoming involved in one-time, short-term, or on-going community service experiences.

- Volunteer Listserv: CSL maintains a Volunteer Listserv for students, staff, and faculty who are alerted to community and campus volunteer opportunities.
- Volunteer Opportunities Notebook: CSL maintains a Volunteer Agency Reference book for students, faculty, and staff that lists agencies and volunteer services needed in the community. CSL continues to field requests by local agencies for one-time volunteers for special events and posts this information and recruits students, faculty, and staff via campus e-mail, listserv, bulletin boards, and word of mouth.
- Volunteer Fair: Thirty-eight community agencies took part in the Volunteer Fair at IUPUI during Student Welcome Week, August 2001. The agencies recruited volunteers from staff, faculty, and students, distributed literature, educated and informed about their work, and exhibited agency activities.
- A Service Planning Notebook was created for students to create, publicize, recruit, and complete one-time service projects on campus or through a specific course.
- Under the guidance of a new staff member, Lorrie Brown, Coordinator of Student Life and Community Service, a Habitat for Humanity Campus Chapter and College Mentors for Kids! were formed on campus during the 2001-02 academic year.

The School of Medicine, through the Office of Medical Service Learning, sponsors Spring House Calls, a day-long activity that teams medical students with homeowners in the Haughville and Blackburn areas who have requested assistance to clean up their yards and properties. Teams of students plant flowers and provide minor exterior property maintenance. Since 1996, nearly 500 students have contributed 5,000 hours of service. The Office of Medical Service Learning also sponsors a medical mission to Calnali, Mexico, a community leadership mentoring program, and doctor camp for youth from WESCO neighborhoods.

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to attain resources to support community service.

- Create a video for students to be used in summer orientation sessions and class presentations.
- Create a student information center in the basement of University College building to inform students about short- and long-term service opportunities, including AmeriCorps, VISTA, and international service programs.
- Collaborate with Staff Council and units to identify, support, and recognize staff who serve as Team Leaders to recruit volunteers for campus wide service events.

- Create a brochure to use in student recruitment that promotes community service involvement of the campus.
- Increase number of campus teams that participate in one-time service events.
- Integrate service as a vital program component of new student housing.

2) Goal: ***Increase ways to recognize*** those involved in community service activities.

Previous and current activities: Each year, the CSL hosts a campus wide reception that recognizes and honors faculty, staff, students, and community agencies personnel who have partnered throughout the academic year with the IUPUI campus in various ways. Groups were invited for their involvement in voluntary service, tutoring programs, community outreach, and service learning activities. Approximately 50-75 guests participate in each year's recognition reception. Last year, the recognition reception was titled "Service is a Sound Investment." Each guest wrote letters of encouragement and decorated a bookmark that were placed in 150 music portfolios and donated to the George Washington Community School Marching Band.

The CSL has regularly identified external opportunities for faculty, staff, and students to be recognized for their civic engagement. The following faculty have received recognition associated with their civic engagement:

- Dr. Patricia Keener, IU School of Medicine received the Ernest Lynton Award for Faculty Professional Service and Academic Outreach, a national award given at the American Association for Higher Education Faculty Roles and Rewards Conference, 2002.
- Roger Jarjoura, School of Public and Environmental Affairs, received the Brian Hiltunen Faculty Award from Indiana Campus Compact, 2001.
- Jose Rosario, School of Education, was selected to be Senior Faculty Fellow by Indiana Campus Compact
- Robert Bringle, School of Science, Director Center for Service and Learning, received the Brian Hiltunen Faculty Award from Indiana Campus Compact and the Thomas Ehrlich Faculty Award for Service Learning from Campus Compact and the American Association for Higher Education.
- Robert Bringle was selected to be a member of the AAHE/Campus Compact Consulting Corps
- Dean William Plater, Florence Juillerat, and Robert Bringle were selected for the National Review Board for the Scholarship of Engagement
- Greg Lindsey (School of Public and Environmental Affairs), Bob Osgood (Education), Marie Watkins (Social Work), Sanjiv Gokhale (Engineering and Technology), Roger Jarjoura (Criminal Justice), and Jose Rosario (Education) were selected as Faculty Fellows by Indiana Campus Compact

The following IUPUI students have also been recognized for their community service:

- The Richard C. Wood Community Service Award recognizing outstanding students in Indiana for their community service. Juana Watson won the statewide award in 1997, Shannon Tompkins won the award in 2000, and Denise Smith was a finalist and runner-up in 2001.
- Cathryn Cline, a Freshman Service Scholar, Community Service Scholar, and Community Service Leader, was selected as a recipient of the Mayor's Community Service Award in 2002 for exception contributions to the Indianapolis community.
- Chandana Kakani, a Community Service Leader scholarship recipient, was chosen as one of three Outstanding Female Leaders on campus in 2002.
- The following service scholarship recipients have been recognized as Outstanding Undergraduate Students by the IUPUI Alumni Advisory Council. 2002: Cathryn Cline, Rachel Gilmour, LaLakesha Holmes, Amy Kirsch, Erin Kramer, Deborah Marshall, Linda Martin, Elisha McCulloh, Jennifer Shumaker, Angela Taylor. 2001: Michael Coatney, Jacob Manaloor, John Sullivan, Patricia Taylor-Cooke, Shannon Tompkins, and Rita Trafford.
- Rachel Gilmour and Angela Taylor, Community Service Scholarship recipients, were chosen among the top ten outstanding undergraduate women on campus in 2002.
- President's Student Service Award recognizes student volunteers with at least 100 hours of service to the community. The following IUPUI students have received this award: Julie Evans, (250 hours, Youth Physical Activity), Annamarie Gorman (150 hours, Literacy and Education), Christopher Murray (150 hours, Health Services) and Shannon Tompkins (290 hours, Literacy and Education, Youth Serving Youth).

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to recognize those involved in civic engagement.

- Host annual spring recognition event.
- Provide recognition shirts to all Community Service Scholarship recipients.
- Provide publicity to Sagamore, Indianapolis Star, and Communications Office to highlight Freshman Service Scholars, Community Service Scholars, and Community Service Leaders.
- Host spring recognition event at each America Reads tutoring site for families of youth.
- Publish semi-annual newsletter for CSL and distribute to campus and community stakeholders.
- Recognize staff Team Leaders who have organized volunteers from their units to participate in campus community service activities during the year.
- Reward volunteers throughout the year with tokens of appreciation (e.g., small boxes of candy, certificates, and ribbons at Volunteer Fair).

3) Goal: ***Expand Community Service Scholarship program*** to increase student participation in service activities.

Previous and current activities: The Community Service Scholarship program was initiated as the License to Learn Scholarship funded by the sale of IUPUI license plates. The original two scholarships were awarded to students who had been active in community and campus service. The scholarship was subsequently modified to have the recipients engage in community service during the term of the scholarship. With additional funding from the Bursar's Office, Visa, businesses, and banks, the scholarship amount was increased and student recipients enrolled in a service learning class during the fall semester and continued their community service during the spring semester. The program has been expanded with campus funds and 2001-2002 marked the ninth year that IUPUI offered a service-based scholarship program. During the 2001-2002 academic year, $106,000 was awarded to 46 students who demonstrated a commitment to community service, **making it one of the largest service-based scholarship programs in the nation**. The program acknowledges students for previous service to their high school, campus, or community, and supports their continued outreach activities of in educationally meaningful service and leadership. The scholarship program has the following components:

- *Freshman Service Scholarships (11 @ $2000)* recognize entering students who have successfully demonstrated a commitment of service to their high school and/or community. Students enroll in a service learning class (B104 Psychology as a Social Science), contribute three hours of service at a community agency in the Spring, attend monthly meetings, and participate in group service projects.

- *Community Service Scholarships (7 @ $3000)* recognizes continuing IUPUI students who have demonstrated service to the campus or community. Students commit to volunteer 6 hours each week at a community agency and enroll in a service learning class (P330 Community Service Seminar).
- *Community Service Leader Scholarships (7 @ $3000)* recognize upper-class students for their academic achievement and exemplary service to the community and campus. They attend a bi-weekly seminar with faculty and staff and organize other IUPUI students to participate in service projects.
- *Service Learning Assistantships (15@ from $750-$1500 per semester)* recognize students who have successfully completed a service learning class and are chosen by a service learning professor as an assistant to implement a service learning class.
- *America Reads Scholars (8 @ $1000-$2000)* recognize America Reads tutors as site leaders at tutoring sites where they serve as team leaders, schedule meetings with other site tutors, and attend monthly meetings with program coordinators.
- *Service Associates Scholarships (2 @ $3500 total)* recognize students for community outreach and liaison positions between the university and neighborhood organizations.

In addition,

- *Slemenda Scholar Program (2-4 @ approximately $4000)* recognizes outstanding first-year medical students and provides an opportunity to understand health problems and medical education in a developing country. Recipients spend the summer following their first year of medical school at Moi University in Eldoret, Kenya.

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to expand the Community Service Scholarship program.

- Conduct annual retreat for Service Scholars.
- Collaborate with Community Service Leaders to organize group service projects annually, increasing participation of student volunteers.
- Co-sponsor an academic-based spring break service trip and offer three annual service trips for students.
- Secure external funding to increase Community Service Scholarship program funds.
- Offer presentations at national conferences on Community Service Scholarship program.

III. Intensify Commitment and Accountability to Indianapolis, Central Indiana, and Indiana

This section of the Self-Study is the least well developed and the most visionary. Although elements of a campus civic agenda exist at IUPUI, a comprehensive

and coherent plan to develop and implement the infrastructure and operations for a civic agenda forged by the central Indiana communities and IUPUI is yet to be developed. All of the documentation that has preceded this section has established that, through its schools, departments, centers, and administrative units, **IUPUI is an engaged campus**. Although the topography across the units is not even, there is pervasive evidence that civic engagement is a significant part of the campus's identity and work. This is important because it lays the foundation upon which an appropriate, enduring, and effective civic agenda can be put into place. The vision for developing a civic agenda is predicated on:

- IUPUI has demonstrated the capacity for effective civic engagement.
- The work has been largely isolated projects.
- IUPUI can play a leadership role in defining a process that draws upon the community and the campus to regularly define a civic agenda.
- State, civic, private, university, and campus resources can be identified to support the implementation of a civic agenda.
- The civic agenda can have a demonstrable impact on targeted aspects of the quality of life in Indianapolis and central Indiana and the core mission of the IUPUI campus.

A. **Establish widespread community participation in the development, implementation, and evaluation of IUPUI's civic engagement in Indianapolis, central Indiana, and the entire state.**

There are many ways in which there is community voice in the civic engagement activities at IUPUI. The Chancellor's Community Advisory Board and various Boards of Visitors and advisory groups in individual schools and departments offer input. However, in order for the community to participate in defining and shaping a civic agenda as a centralized aspect of IUPUI's work, additional mechanisms will need to be implemented.

1. Promote to civic leaders and residents through publicity, forums, and speeches.
2. Obtain commitment of resources.
3. Establish community participation in a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and central Indiana.

B. **Establish widespread campus participation in the development, implementation, and evaluation of IUPUI's civic engagement in Indianapolis, central Indiana, and the entire state.**

1. Promote civic engagement through publicity, forums, and symposia to faculty, staff, and students.
2. Conduct faculty and staff development workshops focused on the local agenda.
3. Provide technical assistance.

4. Establish faculty, staff, and student participation on a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and central Indiana.
5. Engage student leadership and organizations.
6. Link to community-based learning classes.
7. Promote civic engagement through community advisor boards in schools and units.

C. **Conduct regular forums on the campus-community agenda for Indianapolis, central Indiana, and the entire state.**

1. Involve IUPUI campus (e.g., centers, faculty, staff, and students) and community (e.g., residents, businesses, elected policy makers, nonprofit agencies) in planning, implementation, and evaluation.
2. Develop the capacity to attend to long-term community issues and acute, unexpected issues.
3. Provide regular reports, recognition, and publicity on outcomes for Indianapolis and central Indiana.
4. Create ongoing opportunities for feedback from the community on IUPUI's progress in civic engagement.
5. Develop an IUPUI/Indianapolis and central Indiana agenda for
    a. P/K-12 education and life-long learning
    b. Career and professional competencies
    c. Business and economic development
    d. Arts, humanities, and culture
    e. Urban and environmental partnerships
    f. Health, social sciences, and human services
    g. Information technologies
    h. Science and technology

IUPU COLUMBUS
Focus on Mission:
Excellence in Civic Engagement

Vision

The vision of Indiana University-Purdue University Columbus is to be the recognized source of Indiana University and Purdue University degrees and programs in southeastern Indiana.

Mission

The mission of IUPU Columbus is to identify and respond to post-secondary education needs and enhance the quality of life of the residents of our 10-county service area by providing Indiana University and Purdue University degrees, programs, courses, and faculty expertise.

To achieve this mission, we deliver high quality courses and degree programs of IU and Purdue; encourage student achievement in a supportive and caring environment by providing small classes, academic advising, mentoring programs, preparatory courses, learning labs, student clubs, social activities, and service learning; provide university access in a cost-effective manner at Columbus and other commuter locations; provide support for research by faculty and students through release time, facilities, equipment, and travel assistance, opportunities for undergraduate research, presentations, and publications, and faculty development grants and interdisciplinary scholarship; work in partnership with community institutions, organizations, and businesses; and broaden the perceptions, knowledge base, and understanding of area residents by providing access to library and learning resources, presentations and public forums, international exchange programs, continuing education courses, in-house training, and speakers for outside groups.

Values

IUPU Columbus values honesty and integrity, achievement and excellence, collegiality and cooperation, creativity and innovation, entrepreneurship and community support, and inclusivity and diversity. These values are expressed by the commitment of students to learning and academic integrity; faculty to the highest standards of teaching, scholarship, and service; staff to the highest standards of service; and the campus to provide access and appropriate assistance for all who demonstrate the ability to benefit from higher education; personalized attention; recognition of diversity in learning styles; faculty and staff development; continuous improvement of its programs and services; an environment conducive to learning; service to the community by students, faculty, and staff.

Campus Community Partnerships

IUPU Columbus has many partnerships in the community. A brief description of several follows.

Community Education Coalition

The Community Education Coalition (CEC) is an umbrella organization working to create a "Community Learning System," a "seamless" system that supports learning from the beginning to the end of life. It seeks to integrate and align existing educational systems so that students are able to move smoothly from one to the other without having to cross barriers that impede their educational progress. Organizations involved include ArvinMeritor, the Bartholomew Consolidated School Corporation (BCSC), City of Columbus, Columbus Area Chamber of Commerce Foundation, Columbus Aviation Commission, Columbus Economic Development Board, Cummins Inc., the Heritage Fund of Bartholomew County, Indiana University-Purdue University Columbus, Irwin Financial Corporation, Ivy Tech State College, the Purdue University School of Technology, and WorkOne. Also lending guidance and support are State Senator Robert Garton and State Representative David Yount, a member of the Indiana Commission on Higher Education. IUPU Columbus has played a very active part in this organization.

The Community Education Coalition has been recognized with a 2002 Distinguished Performance award from the National Alliance of Business.

The Center for Teaching and Learning

The Center for Teaching and Learning, one of many initiatives of the Community Education Coalition, is a collaborative effort of community partners to support all learners and those who teach them. Programs supported by the Center for Teaching and Learning include Resources for Teaching, Student Programs and Resources, and Libraries and Information Services. The Center for Teaching and Learning is currently supported through funds from a Lilly CAPE Grant awarded to the Community Education Coalition in 2000. Descriptions of CTL programs supporting learners from birth through age 99 and beyond and those who teach them can be found here.

IUPUC is a major partner in the CEC and the CTL. Faculty have contributed to

- CTL vision, mission and goals
- Learning Center Design
- P-12 professional development programs
- Curriculum Resource Center for Teachers and Teacher Candidates
- Certification of the CTL as a Mentor Teacher Training Site granted by the Indiana Professional Standards Board

Columbus Learning Center (CLC)

The Columbus Learning Center is a community-driven initiative designed to provide a one-stop educational facility. The building of approximately 124,000 square feet will facilitate the delivery of education to learners of all ages, utilize the most current and appropriate technology to enhance learning and expand career offerings, and facilitate the planning for and improvement of the Community Learning System by co-locating Columbus-area educational leaders. Included in the building will be 16 classrooms, 6 computer labs, 10 conference rooms and a 220-seat lecture hall, as well as other workstations and testing areas. The Center for Teaching and Learning that is described above will also be located in the CLC.

Careers in Indiana (CII)

Careers in Indiana was created to provide career planning and placement services for students, a job posting place for employers, and another opportunity for connecting the community with its educational institutions in ways that benefit all. A board of managing partners oversees the work of a small staff whose mission is to help people make connections for life planning and career transition. The CII is a service for both job seekers and employers. To enhance delivery of these services, seven neighborhood career access centers have been created where technology is available to facilitate skill assessments, career and job searches, as well as resume and interview coaching. Information on internships is also available through the CII.

Columbus Quality Improvement Center (CQIC)

The CQIC offers specialized programs to support continuous improvement initiatives of schools and two-year colleges throughout the Midwest. The mission of the CQIC is to support the creation of individual and organizational performance excellence by providing opportunities for learning, sharing knowledge and skills, and applying quality improvement principles and techniques. To pursue this mission, the CQIC offers services based on the Baldrige system for school improvement. In addition, the CQIC offers several products or tools, including some that will assist Indiana school corporations to meet the requirement of Public Law 221, which requires all schools to have a staff development plan that meets specific requirements. Finally, the CQIC offers professional development courses on topics such as leadership, strategic planning, student and stakeholder focus, process management, and continuous quality improvement.

Other Campus Partnerships

Senior Center Services

IUPU Columbus and Senior Center Services have enjoyed a 10-year partnership in offering an Elderhostel program in Columbus, Indiana. Elderhostel, an international organization, hosts programs in conjunction with universities and offers 21 ½ hours of instruction on topics appropriate for the host organizations, as well as tours of locations of local interest. The Columbus, Indiana Elderhostel has had a waiting list for its programs for each of the 10 years since its inauguration.

Walk Through Time

Indiana University-Purdue University Columbus worked in partnership with a host of community organizations and volunteers to sponsor an exhibit titled "A Walk Through Time...from stardust to us" during the last week of September and the first week of October 2001. This traveling, outdoor, ecological exhibit, developed by the Hewlett-Packard Company, depicts the history of the earth in a series of 90 colorful, 3-foot x 5-foot panels of graphics and text stretching one mile in length. The panels are designed to foster a scientific understanding of the significant stages in the development of the Earth. Each foot represents one million years of the Earth's history. The focus of the exhibit is the wonderful planet on which we live and the importance of preserving it. Nearly 50 community residents and 13 companies and agencies financially sponsored the exhibit; over 100 volunteers handled all aspects of it.

Breakfast with Scholars

This series, presented at a nominal cost to the attendees, is an example of one of the many benefits provided by IUPU Columbus to community residents. The campus sponsored, for a period of 10 years, a bi-monthly series of presentations of topical interest to the community by researchers resident at universities other than IUPU Columbus. The breakfast programs were well attended, creating much interest in the community.

Brown Bag Lunch Lecture Series

This noontime speaking series is free to the public and highlights the excellent qualities of IUPU Columbus full-time and adjunct faculty. Presented once each month, the series focuses on subjects of general interest; presenters are selected from among the best of the 180 faculty members at IUPU Columbus. Like the Breakfast with Scholars series, it is an effort to reach out to the community.

American Business Seminar

This series, too, ran for a decade. The purpose of the seminar was to expose students in the third year of a business school in Chartres, France to American business practices and culture. Over 50 business leaders in the community volunteered their time to give presentations to the French students about their particular business and to interact with the class of approximately 20 students. The French young people lived in host families in Columbus, visited local elementary and high schools, and had the opportunity to interact with business owners in their businesses. The program was a campus-organized, but community-supported, effort.

Women's Conference

Sponsored by the Columbus Area Chamber of Commerce, the Women's Professional Development Conference is in its fourth year. Attracting 200-300 participants, the purpose of the conference is to provide information, insight, and stimulation to the many professional women in Columbus. This year's focus will be the many roles held by professional women. Several IUPU Columbus administrators have been and continue to be involved in the organization of this conference. IUPU Columbus faculty have been featured speakers at two of these conferences.

Leadership Bartholomew County

Leadership Bartholomew County is an organization that holds a series of monthly, day-long classes in the government, education, social service, and cultural agencies of Columbus for 25 participants each year. Begun in 1981 by three individuals, including current IUPU Columbus Dean Dr. Paul Bippen, the organization has had a huge impact on the lives of countless individuals and on the community in which they have become leaders. Faculty members and administrators have been both students and presenters in LBC over the years, and there is effective interaction between this program and the campus.

Dean's Circle

The Dean's Circle provides speakers for one or two lunchtime programs, focusing on issues of current interest, each year. In the fall of 2001, two lectures were presented on the history, politics, religion, and geography of Afghanistan. Four instructors—three from IUPUI and one from IUPUC—spoke with the aim of providing the public with research-based answers to their questions and concerns.

Program Partnerships

Division of Business and Economics

Business faculty represent IUPUC with the Connected Communities Partnership, a civic group seeking to improve the technological environment in Bartholomew County. Current initiatives include developing a network infrastructure technology plan for the county, the home-to-school connectivity project, and the Tech ReConnect Center.

The Business Programs lead the campus's involvement in an NSF grant proposal to provide entrepreneurship training and development in the state, with a special focus on start-ups and developing companies in the high tech sector, using distance education technologies and strategies.

The IUPUC Division of Business and Economics participates with the IU Kelley School of Business Economic Outlook Panel when it visits Columbus. A participant representing the local community shares an economic perspective specifically addressing the Columbus regional economic outlook.

The *Predicator*, published annually, presents the regional economic perspective.

In the first of what we anticipate will be annual meetings, the Business and Technology Programs met with local Economic Development leaders to discuss and frame the campus's involvement in regional economic development initiatives and their implementation.

Nursing

The IU School of Nursing has provided the LPN>ASN Mobility Option at IUPU Columbus since 1986. The partnership provides the access to local health care facilities necessary to educate student nurses and an opportunity for joint appointments of selected staff and administrators at these health care facilities to teach nursing curriculum. Staff and administrators from community health facilities serve as members of the IU School of Nursing Advisory Board and provide curriculum input.

In the spring of 2002, the IU School of Nursing brought the generic ASN program to Seymour, Indiana. This program, a collaboration among the IU School of Nursing, IUPU Columbus, and Seymour Memorial Hospital, will provide the Associate Degree Nursing program in its entirety to the small town of Seymour, Indiana.

In the spring of 2001, IUPU Columbus partnered with the American Red Cross to provide a First Responder course for the IUPU Columbus community. Fourteen

participants completed the course, thus improving the health and safety of the IUPU Columbus community.

Education P-16 Partnerships

The IUPU Columbus Elementary Education Program supports teaching and learning in the region through several partnerships. While many of these partnerships are in the form of emerging Professional Development School relationships, others are focused on specific community initiatives and needs. Partnerships include:

P-16 Relationship with Ivy Tech State College Early Childhood Program

- Articulation of programs
- professional development planning
- curriculum discussions

P-16 Relationships with Bartholomew Consolidated School Corporation

- Partner Teacher Preparation/Professional Development Schools: Southside Elementary School, Taylorsville Elementary School, Mt. Healthy Elementary School, Richards Elementary School, Clifty Creek Elementary School, Smith Elementary School, Fodrea Elementary School, Rockcreek Elementary School
- Service-Learning Grant application for K-16 professional development in service learning with Mt. Healthy Elementary School, Eastside Community Center
- Professional development support to the Connected Community Project

Eastside Community Center After School Program

- Senior Teacher Candidates tutor elementary students as a service learning/program experience opportunity

P-16 Relationships with Flatrock-Hawcreek School Corporation

- Partner Teacher Preparation/Professional Development Schools: Cross Cliff Elementary School, Hope Elementary School
- Professional development support to the Connected Community Project

Community-Based Service Learning Opportunities

Psychology Practicum

For over twenty years, IUPUC has offered psychology practicum courses. Students are able to select a practicum site in the community that corresponds with their personal or career interests. Learning goals are developed for the semester as a collaboration between the student, site supervisor, and course instructor. During class sessions students focus on topics such as diversity in the workplace, values/ethical concerns, professional relationships, interviewing skills and self-awareness. Course requirements include completing 120 hours at a practicum site, attending class weekly, and preparing a written paper to integrate course material with practicum experiences. Examples of practicum sites include: Head Start, Youth Services Center, Big Brothers/Big Sisters, First Call for Help, local nursing homes, public schools, a domestic abuse shelter, and a homeless shelter.

Sociology Internships

Sociology students at IUPU Columbus can complete their capstone requirement through an internship. Two IUPUC students have completed internships at First Call for Help, the comprehensive information and referral service provider for the Bartholomew County area. One intern spearheaded the creation of a directory of services available through faith-based organizations. Another intern is currently assisting with the development and production of the updated Community Resource Guide for First Call for Help. A third intern is helping the Columbus Human Rights Commission to develop an "Employing Latinos" technical assistance manual and to evaluate 2000 census data.

Business Internships

The new Business Degree Programs at IUPUC are involved with the community through Learning Communities courses linked with Business courses; through internships; through business presentations on campus; and through participation of area business and community leaders in courses, especially case discussions.

Education Service Learning

In Education, service learning occurs across the program through field placement and student teaching requirements. These have been detailed in the partnership section.

In addition, through the America Reads Program, IUPUC provides federally funded work-study opportunities to undergraduates. Students placed in nine local elementary schools receive financial support awards and gain valuable

experience working with children. IUPUC students provide elementary classroom support, with a primary focus on early literacy tutorials for children in need of extra help.

Nursing Service Learning

The LPN>ASN Mobility Option on the IUPU Columbus campus has migrated into the communities of Columbus, Seymour, and Franklin to look at societal ills. The nursing capstone course utilizes the Healthy People 2000/2010 report and the National Health Promotion and Disease Prevention Objectives developed by that body as the basis for the practicum curriculum. Students work in settings that investigate, study, and address such problems as addictive behaviors, homelessness, domestic abuse, troubled teens, obesity, and anger management for 15 consecutive weeks. There is no better way to become familiar with an issue than to become immersed in seeking solutions.

Students in the acute care class of Activity/Exercise (i.e. Cardiac, Respiratory and Hematology) are required to complete a group project that provides health information to the community. A health fair, organized and run by the students at the local mall, is held annually. This activity is seen as a way for students to give back to the community in which they live and/or work; they do not receive academic credit for the project.

IUPU Columbus Freshman Seminar

The IUPUC Freshman Seminar is required for all incoming full-time students. Each class plans and implements a community service project. Projects have included writing cards and letters for nursing home residents, assisting with Special Olympics, community mentoring, and collecting clothing and toys for shelters. Students learn to work collaboratively with each other and the community.

IV. Strengths and Challenges

In *Colleges and Universities as Citizens* (Bringle, Games, &Malloy, 1999), prominent scholars critically analyzed Ernest Boyer's ideas about the scholarship of engagement. These scholars examined key areas of the work of the academy and probed the possibilities and risks of community engagement by providing "guidance for paradigmatic change, [raising] aspirations for excellence in higher education, and [provoking] institutional change in how higher education conceptualizes its purpose and evaluates its accomplishments". On the basis of this analysis, Bringle et al. extracted a set of principles for civic engagement that provide a framework for campuses to examine their strengths and challenges in civic engagement. The following discussion of strengths and challenges for IUPUI is based on an adaptation of these principles for civic engagement.

Principle 1. The engaged campus will develop an understanding for how civic engagement is ***consistent with its mission****.*

<u>Strengths</u>

- Civic engagement, community partnerships, service in the community, and collaboration are clearly stated as central to IUPUI's campus mission.
- Campus administrators have a record of clearly and regularly articulating the importance of civic engagement in publicity and formal speeches and providing campus and community leadership in forging new partnerships.
- Civic engagement is evident in campus annual reporting and planning process. Each school reports progress and accomplishments in civic engagement and civic engagement is viewed as the responsibility of each unit. The majority of responding schools aspire to increasing civic engagement in their academic units.

<u>Challenges</u>

- Civic engagement is a *valued* aspect of campus identity; however, it is not necessarily a *valued* aspect of faculty work.
- Long-term commitment to sustained community partnerships is dependent, primarily, on the individual work of faculty who choose to incorporate civic issues in their teaching, research, and professional service. Too often, if a faculty member leaves, the civic engagement ends because there is not a wider commitment to sustainability by the home unit.

Principle 2. The engaged campus will ***involve communities*** in a continuous, authentic, and meaningful manner and will be flexible, responsive, and ***accountable to external constituencies.***

Strengths

- The campus is well positioned to articulate principles of good practice that can become a guide to improve civic engagement work. Many units on campus (e.g., Polis, Center on Philanthropy, Center for Urban Policy, Office of Neighborhood Resources) provide a strong basis for exemplifying these standards and their good work needs to be better understood by the rest of the campus.
- The central administration seeks community input in a number of ways (e.g., IUPUI Board of Advisors, IUPUI Dialogue Group, IUPUI Diversity Cabinet, IUPUI Athletics Committee, Chancellor's Circle) and schools have established mechanisms to involve external constituencies in decisions (e.g., Community Advisory Boards, Program Review, Search and Screen).
- The Civic Engagement Inventory asks for evidence of community collaboration and community impact of civic engagement programs.

Challenges

- Principles of good practice for community partnerships will need to be clearly communicated and models for evaluating good work widely disseminated in order to influence practice.
- At the central level, developing a means to accomplish community input into a civic agenda to guide future work in Indianapolis and central Indiana is a challenge.
- The formation of, charge to, and funding of the Civic Advisory Committee will be crucial in determining to what extent a civic agenda is identified for the campus and for Indianapolis and central Indiana.

Principle 3. The engaged campus will value ***community-based learning*** experiences for students and faculty.

Strengths

- With the strong presence of professional schools, community-based instruction (e.g., internships, fieldwork, clinicals, practicum, student teaching, applied programs) is central to most units.
- Service learning is a uniquely important educational intervention because it involves students, faculty, and curricular revision that can have an enduring presence on the campus and in the community.
- Through the Center for Service and Learning, the executive leadership of IUPUI has made commitments to service learning since 1993 that have resulted in an (a) increased number of service learning classes, (b) staff expertise and resources for service learning, (c) campus awareness of service learning, (d) connections of service learning to other campus initiatives (e.g., Learning Communities, retention, first-year experience,

Student Life and Diversity, student employment, reorganization of scholarships), (e) research and scholarship on service learning, and (f) regional, national, and international recognition for its good work.
- Emphasizing curricular-based interventions to increase student involvement in the community is well suited to a commuter campus where the classroom is the key point of contact with students.
- Research conducted by the Center for Service and Learning indicates that service learning contributes to student progress towards the Principles of Undergraduate Learning and that students enrolled in service learning during their first semester persist at a higher rate than students not enrolled in a service learning course.

Challenges

- Activities need to be planned within each school/department to identify ways that community-based learning is in alignment with unit mission and to come to consensus on unit goals and/or requirements for community-based learning.
- Concerted efforts must be put in place to support the integration of service learning into capstone courses, Honors, integrator courses, gateway courses, and within the major. Currently, only the School of Business requires service learning for all freshmen and only Communications Studies is considering making service learning a common experience for all majors.
- A system of documentation of community-based learning experiences needs to be improved so that the campus can gather information on the number of students involved in and the outcomes resulting from such learning experiences.
- Further campus assessment needs to take place to determine the added benefit of community-based experiences to student learning and future employment.

Principle 4. The engaged campus will reflect its commitment to civic engagement in ***strategic planning, program evaluation, allocation of resources, and administrative decisions***.

Strengths

- Civic engagement is now an integral part of annual campus reporting and planning.
- The funding of the Center for Service and Learning, with its vision to make service a distinctive aspect of the educational culture at IUPUI, is a clear indication of campus commitment to civic engagement.
- Selecting civic engagement as an area of self-study demonstrates the seriousness with which the executive leadership of the campus seeks to

improve this area of work through assessment of the work, analysis of the successes, and planning to improve future work.

Challenges

- The future work and role of the Civic Engagement Task Force is currently unclear. Will this committee enlarge to become a Civic Advisory Committee? Will there be a need for the CETF to monitor civic engagement in a similar way that PRAC monitors teaching and learning?
- Currently, there are no designated campus funds to support faculty engagement in community-based projects.
- Faculty need to have improved support for securing project funds on an ongoing basis. There needs to be a concerted effort within Research and Sponsored Programs to identify external funding sources for this type of work and a concerted effort with the IU Foundation to identify community funds for project support.

Principle 5. The engaged campus will value civic engagement in ***faculty roles and rewards.***

Strengths

- Faculty roles and rewards have demonstrated the flexibility to recognize civic engagement when it is scholarly. The Promotion and Tenure guidelines have been revised to clarify the nature of professional service and how it can be documented as a scholarly activity.
- Faculty Annual Summary Report forms ask about the development of service learning classes and service learning is mentioned in the Promotion and Tenure guidelines.
- Participation in the Kellogg Peer Review of Professional Service project provides a campus resource of examples for documenting civic engagement.
- Members of the all-university promotion and tenure committee receive Glassick, Huber, and Maeroff's (1997) criteria for scholarly work on their working form and the guidebook, *Service at Indiana University: Defining, Documenting, and Evaluating*, is distributed to its members each year.
- A *Professional Development Planner and Resource Guide* was recently created by the Center for Teaching and Learning, Research and Sponsored Programs, and the Center for Service and Learning. This resource documents campus resources to support civic engagement and the documentation of professional activities in the community.
- There are some examples of faculty positions being created for public scholars who have joint responsibilities to the university and a sector or agency within the community.

Challenges

- Each academic unit has a distinct culture regarding criteria and expectations for promotion and tenure. Although IUPUI as a campus has demonstrated the capacity to honor civic engagement activities, there is not pervasive acceptance of civic engagement as potentially scholarly activity.
- Interventions must be sustained by campus leadership, in part, because the audience changes (e.g., turnover in administrative positions, turnover on committees) and because multiple presentations are necessary to inform and remind key individuals about the manner in which civic engagement can be the basis for scholarly work and how it aligns with institutional mission.
- The potential to develop public scholars needs to be developed and supported.

Principle 6. The engaged campus will develop ***infrastructure*** that supports the complex nature of civic engagement.

Strengths

- The Center for Service and Learning, which parallels the Center for Teaching and Learning and a Center for Research and Learning that is under development, is well positioned to provide campus leadership for several aspects of civic engagement. The CSL has established itself as a campus asset that has contributed to the civic culture of the campus and has garnered significant national respect for its work.
- Having the CSL under Academic Affairs affirms the desire to promote the academic integrity of this work for students and faculty.
- A number of campus and university Centers are focused on civic engagement and are doing excellent scholarly and community work. Directors of these Centers have begun meeting on a regular basis to strengthen understanding, promote collaboration, and improve work.

Challenges

- There is still no obvious “front door” to the campus for community members to knock on in order to explore campus partnerships. The Civic Engagement Inventory will provide Web-based access to campus projects, and yet, this may not be nearly as helpful to a community organization as having a phone number to call for campus referrals.
- There is insufficient structure, funding, and leadership for promoting coordination of the various civic projects that are taking place.
- There is no mechanism for the campus to engage in discussions with the central Indiana communities and for the campus and community to forge a civic agenda.

Principle 7. The engaged campus will support ***interdisciplinary work*** on community issues.

Strengths

- Many Masters degree programs (e.g., Public Health and Law, Public Health and Nursing, Biomedical Engineering, New Media, Masters of Business and Law) demonstrate a commitment among schools to work together to prepare graduates for new fields of interdisciplinary study.
- There are some excellent examples of interdisciplinary work at IUPUI such as the "Better Together" project in the United North West Association neighborhood and the Community Development and Urban Education Certificate, sponsored by Social Work, Education, and Nursing and the cross-disciplinary work through the Center for Earth and Environmental Sciences and Center on Philanthropy.
- The Center on Philanthropy and the School of New Media collaborate with many schools to secure joint faculty appointments to contribute their disciplinary expertise within the interdisciplinary fields of study.

Challenges

- Most of the pressing issues in communities are interdisciplinary by nature; for the campus to be responsive, there must be mechanisms for interdisciplinary work to thrive. Currently, annual reviews of faculty occur primarily at their home unit and interdisciplinary work is often undervalued by colleagues in the unit. There are good institutional models for professional development and faculty roles and rewards when faculty undertake interdisciplinary work.
- A campus-wide task force on Interdisciplinary work should be convened so that its findings and recommendations can facilitate the success of interdisciplinary community-based projects.
- The campus, in structured dialogue with the community, could identify interdisciplinary themes (e.g., homeless, health care, youth, and education) and provide resources to develop community projects that address the themes. However, it is currently unclear how such a dialogue would occur and how the work would be funded.

Principle 8. The engaged campus will develop a ***culture of service*** as a distinctive aspect of campus life.

Strengths

- Campus-wide days of service (i.e., United Way Day of Caring, Dr. Martin Luther King, Jr. Day-On, Into the Parks Spring Clean-Up) and annual events (e.g., Jam the Bus Food Drive, Spring House Calls, Holiday Family

Sponsorship, Chili for Charity, Race for the Cure) have created new campus traditions of community service for IUPUI students, faculty, and staff.

- The Coordinator for Community Service, a shared position bridging Student Life and Diversity Programs and the Center for Service and Learning, has been the catalyst for the formation and support of a number of service-based student groups (e.g., College Mentors for Kids, Habitat for Humanity, Alpha Phi Omega, American Humanics). Increasing numbers of students are participating in co-curricular service.
- The Community Service Scholars program is one of the largest service-based scholarship programs in the nation and recognizes community service as a basis of merit for students.
- This fall, U.S. News and World Report recognized IUPUI as having an exemplary program for service learning (ranked 8th nationally under a new domain of "Programs that Really Matter").
- "Service learning", "civic engagement", "community-based learning", and "community partnerships" have become a part of the language of the campus.

Challenges

- The complex diversity of the campus and the demographics of our commuter students make developing a culture of service on campus quite challenging.
- The design and development of the template for student portfolios could include ways to document civic engagement activities. The degree to which students will use portfolios is uncertain.

Excellence in Civic Engagement
Questions for Review Team

1. How might we disseminate information about our own models of good practice in civic engagement to the campus, and to the community, in order to improve cross-disciplinary collaboration and commitment to civic engagement?

2. How can our campus strength in institutional assessment improve our work in civic engagement? (It is easy to conceptualize how individual projects can be assessed, but more challenging to conceptualize this on a campus-wide level. How will we know that our work is making a difference within the community?)

3. What recommendations do you have for the future campus work of the Civic Engagement Task Force upon completion of the NCA review?

4. What recommendations do you have on setting priorities for campus civic engagement (e.g., topical focus such as education, health, and youth)? What role should the proposed Civic Advisory Committee assume in this process?

5. How can our work in this self-study inform others in higher education to advance the work of civic engagement?

Milestones

Civic Engagement at IUPUI
Milestones

1993	Team attends Campus Compact Summer Institute on "Integrating Service into Academic Study"
	Office of Service Learning established
1994	United Way Day of Caring
	Office of Student Voluntary Community Service established
1995-1996	Campus Task Force on Service
1995	Campus signs America Reads Work Study Initiative
1996-1998	Kellogg Project on the Peer Review of Service (Jarjoura, Juillerat, Cohen, Burgener)
1996-1999	SDI on Defining, Documenting, and Evaluating Professional Service
1997	Office of Neighborhood Resources established
	Center for Public Service and Leadership established
1998	HUD Community Outreach Partnership Center established
	Urban Universities Portfolio Project - "Civic Engagement" defined as characteristic of urban university
1999	CPSL coordinates MLK "Day On" of service
	Campus-wide Community Service Survey
	Community Service Scholarship Program
	IUPUI selected for South Africa CHESP project
2000	Board of Advisors-Focus Group on Civic Engagement
	Strategic Planning for Center for Service and Learning
2001	Center for Service and Learning established
	Web-based Campus Survey on Civic Engagement

2002	Host for 2nd Annual IU Civic Engagement Conference
	Campus Mission, Values, & Goals - Planning Document
	Office of Medical Service Learning, School of Medicine
	Center for Urban Policy, School of Public and Environmental Affairs
	Center for Earth & Environmental Studies, School of Science
	Promotion & Tenure Guideline Approved Faculty Council
	Participant in Campus Compact Meeting on "Assessment of Civic Engagement"
	Identified by AASCU/NCHEMS as a campus with exceptional public engagement and hosted site visit

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Office of Service Learning

After attending a 1993 Campus Compact Summer Planning Institute, several campus leaders, including the Dean of the Faculties, established the Office of Service Learning (OSL) with institutional funds. The OSL was situated under the chief academic officer and within academic affairs. OSL's purpose is to encourage and support increased community involvement of faculty and students in academically-based community learning.

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For more information about the IUPUI Portfolio, please click on one of the links above.

Research, Scholarship, and Creative Activity

"Excellence in Research, Scholarship, and Creative Activity" is one of the three main components of IUPUI's mission. In carrying out this mission, we stand at the center of a corridor of higher education, research, advanced technology, and economic and cultural growth, running from Lafayette in the north to Bloomington in the south.

Currently, IUPUI is Indiana's leader in external research funding, enabling our faculty to generate new knowledge across an exceptionally broad range of academic disciplines and interdisciplinary areas. This new knowledge enhances our students' opportunities to learn and work at the frontiers of their fields and supports the university's commitment to educational opportunity and productive engagement with communities in our city, region, state, and beyond. As the state capital's research university, we support the city's economic development, health care and professional services, and cultural growth, and draw, in turn, on the opportunities that the city affords the university through collaboration with business and industry, government, and cultural institutions.

This section of the IUPUI portfolio includes information on external research funding and links to IUPUI Web sites that provide specifics on work carried out in individual schools and departments. Eventually, we plan to develop this section to include information on student research, as well as extended examples and information similar to that provided in the Teaching and Learning and Civic Engagement portions of the portfolio.

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Research at IUPUI

School Research Links

Kelley School of Business
School of Dentistry
School of Engineering and Technology
School of Informatics
School of Law *(Indiana Law Review)*
Law *(Indiana International and Comparative Law Review)*
School of Library and Information Science
School of Medicine
School of Nursing
School of Pharmacy
School of Public and Environmental Affairs
School of Science (Research and Faculty Expertise)
School of Science (Science and Community)
School of Social Work
School of Liberal Arts

- Center for the Study of Religion and American Culture
- Center for Economic Education
- The Polis Center
- Peirce Edition Project
- Public Opinion Lab
- Indiana Center for Intercultural Communications (ICIC)
- Frederick Douglass Papers
- Max Kade German-American Center
- National Council on Public History
- Santayana Edition
- Center on Philanthropy

Research Support Services

Research Computing
Office of Professional Development, Scholarly and Creative Activity Programs
Research and Graduate Education

Please suggest additional links for this Research at IUPUI page.

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IUPUI Statistical Portrait

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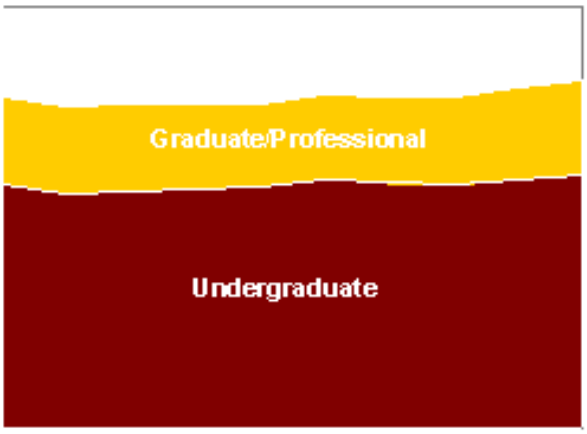
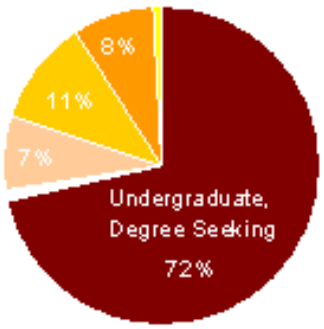
NOTE: The data contained in these tables are based on definitions most commonly used for IUPUI reports and analyses. In addition, the most current data is presented for each chart, even if the timeframe varies from one table to another. For these reasons, some data in these tables and charts may differ from those reported in the NCA Basic Institutional Data Form.

Student Enrollment

Ten Year Trend by Student Level

Following a period of stable overall enrollments, student headcount reached an all-time high in Fall 2002, led by large increases in master's level students.





State Resident Enrollment among Indiana Large Public Universities

Although signficantly smaller in overall enrollment compared to IU Bloomington and Purdue, West Lafayette, IUPUI enrolls the largest number of state residents.

Graduate/Professional Enrollment among Indiana Large Public Universities

Based on the most recently available national data (Fall 2000), IUPUI enrolls the largest percentage of graduate/professional students compared to all other large public and private Indiana universities.

Student Profile Trends

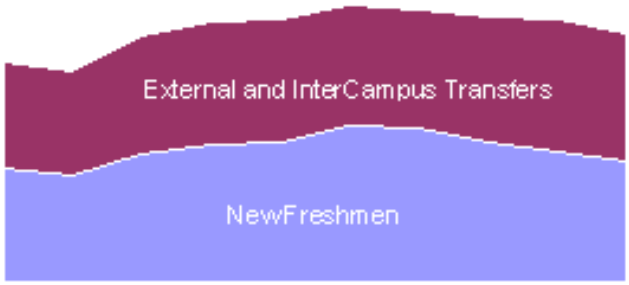
Although IUPUI has large proportions of non-traditional undergraduate students (age 25+ or part-time), recent trends are toward an increasing proportion of younger students who enroll full-time (12 or more credit hours). IUPUI's graduate and professional students include a majority of part-time students who are age 25 or older. A majority of students, and especially undergraduates, are female. Minority student representation at IUPUI has remained stable over the last five years. Parallel to the demographics of Central Indiana, African American students are the largest minority group.

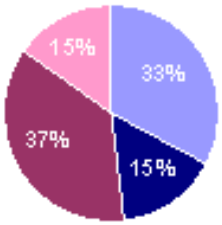
Undergraduate Admissions

Annual Admissions Activity

Student admissions at IUPUI is a year-round activity. The majority of new beginners (first-time freshmen) enroll for the Fall Semester. Transfer admissions activity is also significant in the spring and summer semesters. Temporary and Transient enrollments peak in the summer when students return to their home base from residential universities and take summer courses at IUPUI.

Despite proportional increases in recent years, only one-third of all new IUPUI undergraduate students start as first-time, full-time fall freshmen (i.e., the traditional cohort tracked for retention and graduation rate purposes).





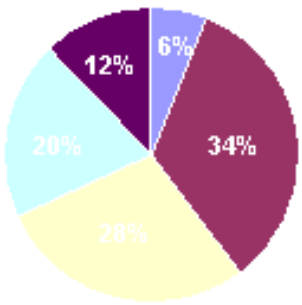
Trends in New Student Profile and Qualifications

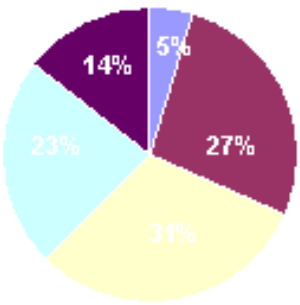
With recent changes in admissions practices related to the formation of the Community College of Indiana, IUPUI is enrolling fewer but better qualified new beginners (first-time freshmen), who are more likely to enroll with full-time course loads. There has been a slight decline in minority enrollments attendant with these changes, but efforts to recruit minorities have helped minimized these declines

Geographic Origin of New Beginners

Over the past few years, IUPUI has enrolled fewer new beginners (first-time freshmen), as part of a shift in admissions practices related to the formation of the Community College of Indiana. Independently of this change,

IUPUI has been drawing larger proportions of new beginners from the 7 counties immediately adjacent to its home county, Marion.





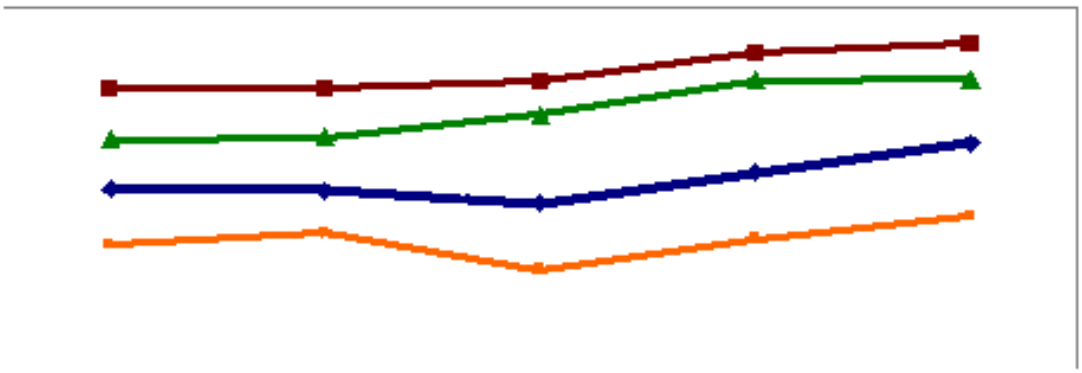
Profile of New Transfers

IUPUI's work with Ivy Tech State College (Community College of Indiana) to increase student articulation has resulted in Ivy Tech becoming the largest transfer feeder school. Relatedly, the plurality of transfers come to IUPUI as Freshmen. As with IUPUI's general population, there has been a recent trend toward an increasing percentage of transfer students enrolling with full-time course loads (12 or more credit hours). Transfers generally reflect the IUPUI population in gender and racial/ethnic distribution. However, this past year included a disproportionate number of women, and fewer minorities. NOTE: students who come to the IUPUI campus after attending IU Bloomington or any other IU campus are not considered as transfers. They are referred to internally as "Intercampus Transfers" but are treated in enrollment statistics as continuing students, unless specified otherwise.

Undergraduate Retention and Graduation Rates

Full-time Freshman One-year Retention Rates

First-time, full-time freshman one-year retention rates have increased substantially over the past two years, partly because IUPUI admits fewer students conditionally, and partly because of the impact of extensive retention initiatives.



Full-time Freshman Six-year Graduation Rates

IUPUI has a historically low graduation rate, like other Indiana commuter universities, related to the qualifications of entering students and other factors associated with the non-residential and non-traditional student populations.

Urban Peers

Other Indiana Public 4-Year Institutions

Student Satisfaction

Trends in Key Satisfaction Indicators

Between 1995 and 2001, there have been substantial increases in student satisfaction with the registration process, the amount of financial aid available, use of technology in the classroom, and relevance of courses to career goals and objectives.

Degrees Conferred

Trends by Degree Level

The number of degrees conferred at IUPUI has climbed slowly but steadily in recent years. Master's degree conferrals increased significantly for the second year in a row, reversing a recent downward trend. Degrees conferred at the bachelor's level now account for just under one-half of all degrees conferred. Graduate and professional degrees comprise roughly three of ten degrees conferred. The number of degrees earned by African American students and by all minority students increased significantly for the second year with numbers reaching a nine-year high

Alumni Outcomes

Trends in Employment/Further Education Outcomes

Recently nine of ten undergraduate degree recipients report working full time in the year after getting their degree from IUPUI. The vast majority of alumni feel that their education prepared them well for their jobs and even more agree that it more generally enhanced their future prospects.

Faculty and Staff

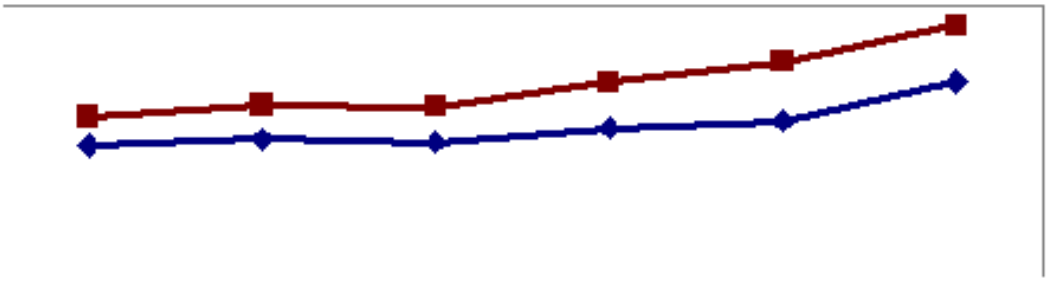
Trends in IUPUI's Academic and Non-Academic Workforce

IUPUI's academic workforce has grown in recent years with the most notable increase in the past year coming in clinical positions, visiting academics, and non-tenure eligible faculty (predominantly full-time lecturers hired as part of the Trustees' initiative to convert part-time faculty positions into full-time lecturers). The number of non-academic appointments has continued to grow following a steep decline in 1997 caused by the move of hospital employees to Clarian.

Instructional Workload

IUPUI faculty teach just under six courses per academic year, on average. This load is slightly higher than the load recommended by the American Association for University Professors for campuses with a similar program and student level mix.

The recent notable increase can be attributed, in large part, to the the Trustees' Full-Time Lecturer Initiative. A portion of tuition revenues was devoted to converting part-time into full-time lecturer positions.



The vast majority of IUPUI faculty teach undergraduate courses.

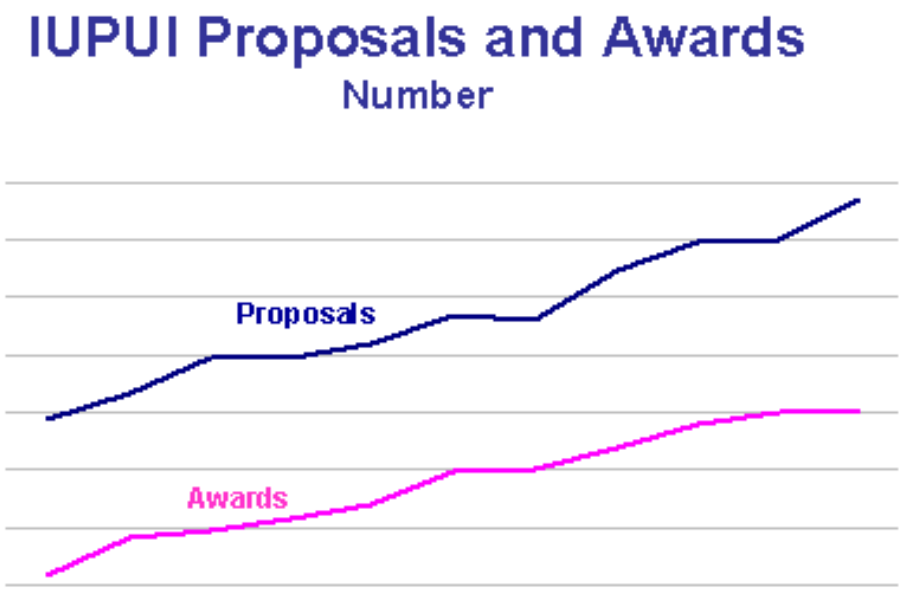
Peer Comparison of Instructional Personnel

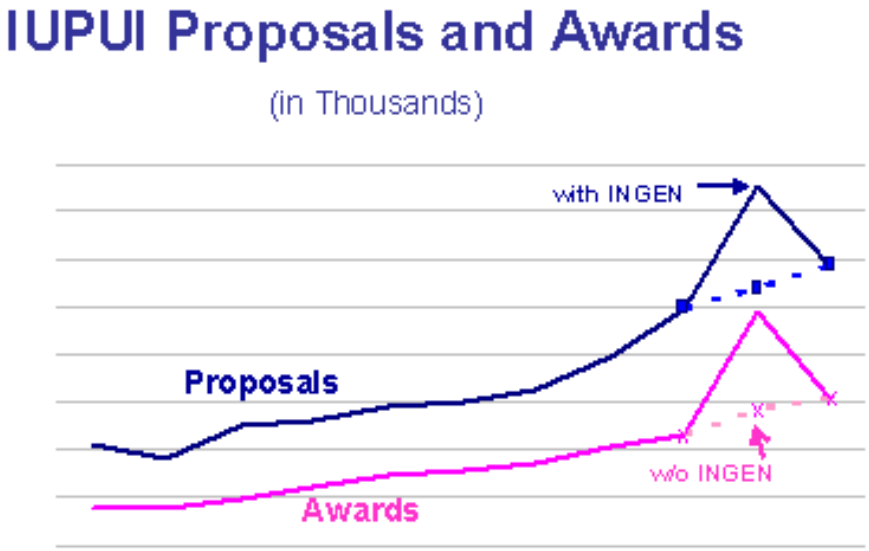
IUPUI is in the middle of its peer group in terms of overall number of faculty. Relative to that placement, IUPUI is ranked higher in proportion of non-tenure eligible faculty, as well as part-time faculty, and lower with regard to graduate assistants.

Grants and Contract Awards

Proposals and Awards for Sponsored Grants and Contracts

The number and dollar amounts of proposal and awards have climbed steadily over the last decade, even when excluding the $105 million Indiana Genomics Center award in fiscal year 2001

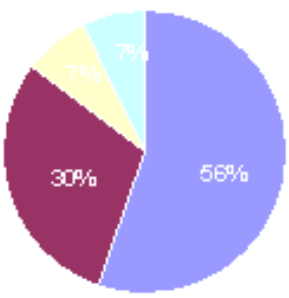


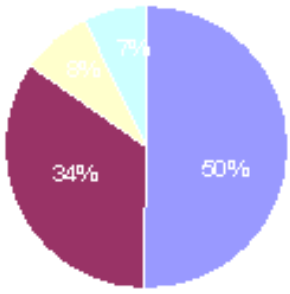


Budget & Finance

Revenue Trends

The State appropriation has declined as a percentage of IUPUI's total Education & General revenue stream over the past 5 years. Income from student fees and indirect cost recovery has increased in proportion.





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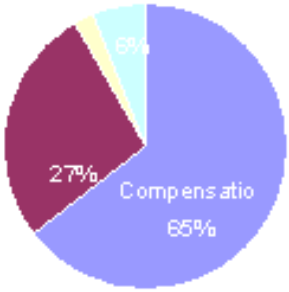
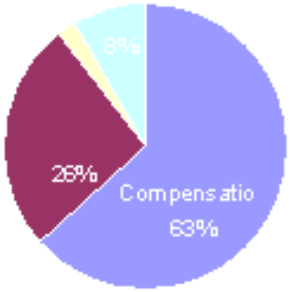
Expenditure Trends

Although still representing nearly two-thirds of all expenditures, compensation has decreased slightly as a

proportion of all expenditures over the past five years.





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Site Search

Use this search engine to find information inside of the IUPUI Portfolio.

SEARCH

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Glossary

Please use this online glossary as a reference guide for the IUPUI Portfolio. This is by no means an exhaustive listing of commonly used acronyms and nomenclatures, and it will continue to be updated on a regular basis.

AAHE	American Association for Higher Education
AAC&U	Association of American Colleges and Universities
AIM	Aftercare at IUPUI through Mentoring
APPC	Academic Policies and Procedures Committee
CASE	Comprehensive Assessment of the Scholarship of Engagement
CCI	Community College of Indiana
CEC	Community Education Coalition
CEES	Center for Earth and Environmental Science
CETF	Civic Engagement Task Force
CI	Critical Inquiry
CLAS	Council of Liberal Arts and Science
CLN	Community Learning Network
COPC	Community Outreach Partnership Center
CSI	Current Student Inventory
CSL	Center for Service and Learning
CTL	Center for Teaching and Learning
CUL	Council on Undergraduate Learning
DFW	grades of D and F and withdrawals
DIG	Diversity Inquiry Group
FACET	Faculty Colloquium on Excellence in Teaching
FFELP	Federal Family Education Loan Programs
FDRS	Financial Data Retrieval System
FIS	Financial Information System
GAC	Graduate Affairs Committee
GIRs	General Institutional Requirements
HRA	Human Resources Administration
ICC	Indiana Campus Compact
ICHE	Indiana Commission on Higher Education
ICIC	Indiana Center for Intercultural Communication
ICTC	Informatics and Communications Technology Complex
IHETS	Indiana Higher Education Telecommunication System
IMIR	Office of Information Management and Institutional Research
IRB	Institutional Review Board

IU	Indiana University
IUPUC	Indiana University-Purdue University Columbus
IUPUI	Indiana University-Purdue University Indianapolis
IUSM	Indiana University School of Medicine
JiTT	Just in Time Teaching
LUCI	Land Use in Central Indiana
MBE	Minority Business Enterprises
NCA	North Central Association for Colleges and Schools
NSSE	National Survey of Student Engagement
OMFD	Office for Multicultural Faculty Development
ONR	Office of Neighborhood Resources
OPD	Office for Professional Development
OSL	Office of Service Learning
PAII	Office of Planning and Institutional Improvement
PRAC	Program Review and Assessment Committee
PULs	Principles of Undergraduate Learning
RCM	Responsibility Center Management
RUSS	Restructuring for Urban Student Success Project
SDI	Strategic Directions Initiative
SLA	Structured Learning Assistance
SLD	Student Life and Diversity
SPEA	School of Public and Environmental Affairs
TAG	Technology Assessment Group
TLT	Teaching, Learning, and Technology
TTA	Trustees' Teaching Award
UC	University College
UITS	University Information Technology Systems
UEC	Undergraduate Education Center
UL	University Library
UROP	Undergraduate Research Opportunities Program
UUPP	Urban Universities Portfolio Project

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Important IUPUI Sites

The following list identifies IUPUI Web sites that provide essential information to support the IUPUI Portfolio.

Main Campus Web Site

- IUPUI Campus Web Site

School-Specific Information

- Annual School Assessment Reports
- Planning and Budgeting Summaries (includes schools and administrative offices)
- IUPUI Schools and Departments

More Campus-Wide Information

- Office of Academic Affairs
- Office of Academic Policies, Procedures and Documentation
- Admissions and Enrollment
- IUPUI Online
- IUPUI Online Bulletin
- Office of the Chancellor
- Class Schedule
- Community Learning Network
- Status of Distance Education at IUPUI
- IUPUI Faculty Council
- Faculty Services and Resources
- Office of Information Management and Institutional Research
- Office of Planning and Institutional Improvement
- Office for Professional Development
- Program Review and Assessment Committee (PRAC)
- Program Review and Assessment Committee Activity Report
- Office of Research and Graduate Education
- Center for Service and Learning
- IUPUI Staff Council
- Student Services and Resources
- Undergraduate Admissions
- University Information Technology Services
- University Libraries
- University Libraries and ACRL Standards

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United Way Day of Caring

Since 1994, IUPUI has collaborated with United Way of Central Indiana to engage faculty, students, and staff in an annual fall Day of Caring at United Way agencies.

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Office of Student Voluntary Community Service

The Office of Student Voluntary Community Service was created in student affairs to promote co-curricular community service.

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Campus Task Force on Service

The IUPUI Task Force on Service, jointly appointed by the Dean of the Faculties and the President of Faculty Council, was charged to develop a concept paper on service as a University responsibility, and specifically as a component of the IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic administrators, and second, to help us make collaborative decisions about recognizing service within the formal advancement structure. The Task Force on Service conducted research on the role and rewards associated with service in each academic unit, gathered information from peer institutions, and studied the extant literature on professional service. Task Force members met twice with the late Ernest Lynton, University of Massachusetts-Boston and author of *Making the Case for Professional Service*, and invited the IUPUI community to open forums to discuss its work. The Task Force on Service Report was received by the IUPUI Faculty Council in Fall, 1996.

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Kellogg Project on the Peer Review of Service

Under the direction of the Dean of the Faculties, four IUPUI faculty members participated in the Kellogg *Peer Review of Professional Service* project, along with faculty from Michigan State University, Portland State University, and University of Memphis. This project resulted in meetings at IUPUI with the all-university promotion and tenure committee about the role of service in personnel decisions, the nature of evidence to support cases, and the preparation of documentation. The Kellogg project also produced, *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach* (Driscoll & Lynton, 1999), which is a companion book to Lynton (1995), that provides a more intensive examination of how to document professional service, including sample documents.

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SDI on Defining, Documenting, and Evaluating Professional Service

A 3-year Indiana University Strategic Directions Initiative project expanded the discussion of the IUPUI Task Force on Service to the entire Indiana University system. During 1997-1998, two representatives from each campus met to discuss the nature of professional service, its documentation, and criteria for its evaluation. This work resulted in a draft document. Eleven faculty members from seven campuses were selected as Indiana University Faculty Service Fellows to document their campus, community, disciplinary, and professional service projects during the second year of the project. A presentation on the work was made to the chief academic officers of all eight Indiana University campuses, in the Fall, 1997. A publication, *Service at Indiana University Defining, Documenting, and Evaluating*, summarizes the three-year project, presents a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, provides examples of faculty documentation of professional service, and provides resources for conducting campus-based workshops to continue dialogue and assist faculty in preparing documentation.

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Office of Neighborhood Resources

The Office of Neighborhood Resources (ONR), which reported to the Chancellor, was established with institutional funds. The mission of ONR is to promote the sharing of knowledge and resources with the community by strengthening and increasing interaction between IUPUI and its surrounding neighborhoods. ONR received a HUD grant to establish a Community Outreach Partnership Center.

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HUD Community Outreach Partnership Center

Designed to extend higher education's participation in communities, a HUD Community Outreach Partnership Center grant supports IUPUI's engagement in the Near Westside neighborhoods of Indianapolis to enhance educational opportunities, economic development, and the WESCO neighborhood association. Housed in the Office of Neighborhood Resources (ONR), IUPUI partners included the Center for Urban Policy and the Environment, the Indiana University Center on Philanthropy Fund Raising School, the Indianapolis Regional Small Business Development Center, the Institute of Action Research for Community Health, and the Center for Public Service and Leadership. After three years, an evaluation of IUPUI's COPC found reasonable success in the targeted program areas. In addition, however, the study found that a significant campus-community relationship had developed that established the community's confidence that it could access the university and vice versa. The success of establishing a COPC will provide the basis for expansion of more civic engagement in these neighborhoods by students, faculty, and staff.

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CPSL coordinates MLK "Day On" of service

Since 1998, the IUPUI CSL organizes the annual Dr. Martin Luther King, Jr. "Day-On" that engages faculty, staff, and students in community service.

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Community Service Scholarship Program

The Center for Service and Learning coordinates a comprehensive Community Service Scholarship program (i.e., Freshman Service Scholars, Community Service Scholars, Community Service Leaders, America Reads Team Leaders, Service Learning Assistants) to recognize students for their previous involvement in community service and to facilitate their continued involvement in the community. These service-based scholarships are funded through $100,000 of campus-based scholarship funds that grew to $125,000 in 2002-2003.

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IUPUI selected for South Africa CHESP project

In 1999, the IUPUI Office of Service Learning was selected as one of eight U.S. campuses to be part of the Community-Higher Education-Service Partnership (CHESP) program in South Africa. IUPUI hosted a delegation from the University of the Free State in 1999. Professor Bringle and Julie Hatcher were appointed Associate Faculty members in the Leadership Center at the University of Natal to teach in a unique graduate program designed to build leadership capacity for community-university engagement. Apart from contributing to the overall conceptualization of the program, they taught three of the modules: one module using IUPUI as a case study for community-university engagement, one on the process of higher education transformation in terms of community-university engagement, and one on the development of service-learning curricula.

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Center for Service and Learning

The Center for Public Service and Leadership became the Center for Service and Learning (CSL) and subsumed the (a) Office of Service Learning, which focuses on academically-based community learning; (b) Office of Community Service, which promotes community service among staff, faculty, and students; and (c) Office of Neighborhood Resources, which provides community access to university resources and coordinates focused, interdisciplinary, multi-faceted partnerships with the community. The current organization of three offices within CSL places three distinct, yet related, aspects of civic engagement within a centralized unit that can be flexible, responsive, and innovative.

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- Special Emphasis (PDF)
- Milestones

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- IUPUC Teaching and Learning Supplement
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For more information about the IUPUI Portfolio, please click on one of the links above.

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Teaching and Learning

Focus on Mission:
Excellence in Teaching and Learning

This section of the IUPUI portfolio is a Web-based special emphases self-study for the campus's November 2002 accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools. In it, we discuss and critically review the main concepts, strategies, and initiatives that have driven our efforts to support effective learning and teaching at IUPUI; examine the impact of our strategies and structures; identify strengths and challenges, and recommend actions for improvement. We conclude with several questions to our accreditation review team members on how we might further improve the impact and effectiveness of our approaches.

Throughout this section, you will find menus and text linked to portions of this portfolio or other IUPUI Web sites that include:

- Detailed information on topics, programs, initiatives, and offices referenced in the narrative
- Policy and planning documents, reports, and statistical information
- Statements of learning objectives including our Principles of Undergraduate Learning (PULs), and findings from direct and indirect assessments of student learning
- Representative examples of student and faculty work presented to demonstrate specific teaching and learning practices and outcomes
- Indicators of our effectiveness in teaching and learning.

We hope this self-study will be of interest to visitors beyond our accreditation review team members themselves: our many stakeholders in the Indianapolis community and the state of Indiana, colleagues at other higher education institutions and organizations, and our own students, staff members, and faculty members at IUPUI, so many of whom have contributed to the work represented here.

Go on to: Focuses of the Self-Study

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Student Learning

Enhance Undergraduate Student Learning and Success

The past decade at IUPUI has been marked by a series of initiatives that have mobilized the campus to address the challenges of effectively educating our "New Majority" students. These efforts have targeted enhanced learning and retention among all students, with a strong focus on improving the persistence of first-time, full-time freshmen-a cohort that makes up only about a third of new students entering IUPUI, but that is emphasized by most measures of educational effectiveness. Accordingly, the campus has worked to develop and implement strategies for encouraging deeper student engagement with learning and with the campus, improving the facilities and resources that comprise the physical environment for learning, and improving approaches to academic planning and assessment to ensure that all students develop the higher-order skills expected of college graduates.

Our efforts to enhance undergraduate student learning and success can be seen as falling into three broad "themes" or categories:

- Fostering Student Engagement for Effective Learning
- Creating a Supportive Environment for Effective Learning
- Planning and Assessing for Effective Learning

Our discussion of undergraduate student learning is organized around these themes.

Go on to: Fostering Student Engagement for Effective Learning

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Student Learning

Fostering Student Engagement

Research on higher education has demonstrated that prior academic success and residential status are among the strongest predictors of student retention and performance. As noted in the introduction to this self-study, both factors present challenges for IUPUI and our undergraduate students. First, a large proportion of new freshmen at IUPUI continue to enter with deficits in preparation and readiness for college-level work. Second, our students' circumstances-commuter status, accompanied by heavy off-campus work and family commitments-constrain their involvement in learning and in campus life. For them, simply finding the time and energy to devote attention to college study is difficult; at the same time, their attachment to the campus may be weak in comparison to that of students at residential campuses.

To address these challenges to effective learning and persistence, IUPUI has invested substantial energy and resources in encouraging student engagement with learning and with the campus. Through a number of initiatives, we have worked to develop students' sense of community on campus, make academic support programs readily accessible to them, and ensure that they experience a range of active learning pedagogies.

- University College
- Active Learning Across the Campus
- Technology and Enhancement of Student Learning
- Assessment of the Impact of Technology on Student Learning
- Diversity, Learning, and Success

Go on to: University College

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Student Learning

Creating a Supportive Environment for Effective Student Learning

IUPUI's efforts to support student retention and success through academic program-based initiatives and the development of co-curricular opportunities have been accompanied by a series of long-term building and renovation projects intended to create more welcoming and "learner-friendly" physical facilities and environments on the campus. These projects have been among the campus's highest planning and budgeting priorities over the past decade. The changes and improvements underway and planned for the next few years are motivated, in large part, by our focus on engaging students more deeply with learning and with the campus: for commuter students, especially, an environment conducive to spending time on campus before and after classes and engaging in activities outside the formal classroom is likely to strengthen their connection with the institution and with faculty and fellow students.

Redesigning Existing Learning Spaces

Some of the renovations are meant to support changes in instructional approaches, which are placing increased emphasis on the pursuit of active, experiential, and group learning, as well as on the use of instructional technologies. Such approaches call for new ways of conceiving learning spaces originally designed to accommodate lecture/presentation-based pedagogies. As an August 2000 concept paper of the IUPUI Learning Environments Committee explains,

> No longer is the traditional classroom space, most suited to a presentational format, the only kind of facility we need to pursue our goals of better learning and affiliation; many other kinds of spaces are required to achieve these goals. We need to support spaces that enable interchange between students and students as well as between students and faculty, spaces that allow students to stay engaged between class meetings, spaces that encourage use of instructional technology in learning. The campus must be rich in instructional spaces of many kinds.

Among IUPUI's first experiments with creating new kinds of learning spaces and facilities was the construction of the new University Library and the renovation of the old library building for University College. UL marked the first of these efforts, providing approximately 1,800 comfortable study spaces and technology resources that are especially important for commuting students and students who do not have access to technology at home. All carrels and study rooms are wired and IUPUI's wireless network is available in the building. UL's gate count was over 1,000,000 in 2001-2002 and continues to rise, counter to national trends toward declining library use.

UC was envisioned as an academic "home" for entering students. Accordingly, the UC building includes a variety of areas designed to support group learning and technology-assisted learning, as well as spaces where students can relax, study, and socialize. A redesign and upgrade of the UC food services area this year is intended to make the building an even more inviting environment for students to spend time in.

Similar upgrades are underway or planned throughout the campus, with the Learning Environments Committee, launched in 1999, playing a central role in conceptualizing the redesigned spaces, prioritizing spaces for renovation, and developing standards for both classroom and informal learning spaces. Working with task groups of students, faculty, and architectural planners to analyze needs and generate ideas for specific campus locations, the committee has developed a concept paper calling for "the creation of

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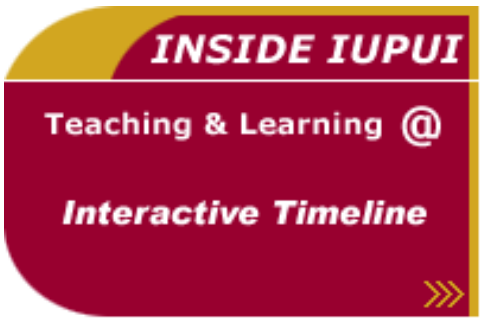
clustered seating, work tables, outdoor benches, additional pocket cafes, stand-up Internet kiosks or wireless clusters throughout connectors, in lobbies, and other public spaces" to make visible "the culture of learning that we are promoting at IUPUI." When plans are fully implemented, all classrooms will be wired for voice, data, and video connectivity, and many will include temporary or permanent partitions, work surfaces for use by groups of eight or fewer people, and moveable furniture to facilitate small-group learning.

To date, a redesign of several informal learning spaces in the Lecture Hall has been completed. Plans for the future call for classroom upgrades and the development of informal learning spaces in the Business/SPEA Building, Cavanaugh Hall, the Education/Social Work Building, the School of Nursing, and the Science, Engineering and Technology Building. Tentative locations for wireless computing environments include the Lecture Hall, the Education/Social Work connector, and Cavanaugh Hall.

New Buildings to Foster Student Engagement with Campus Life

Even more ambitious plans call for the development of a 173,000 square foot Campus Center by 2005 and for staged completion of student residences, which will increase our total student housing capacity from 350 to 3,000 students. Construction of Phase I of the residences has been, with completion expected as early as 2007. The Campus Center, which will be centrally located at the southwest corner of Michigan Street and University Boulevard, is slated to include student gathering places and lounges, food services, meeting and event spaces, student academic assistance services and resources, performance space, a computer lab, and a range of auxiliary services. The Center, which will begin construction in 2003 with completion anticipated in 2005, is a cornerstone of IUPUI's plan to create a welcoming campus environment and encourage stronger academic and social connections to the campus among students.

Equally important, the student residences, which will house approximately 3,000 students, are being carefully planned as learning communities for students able to devote full attention to their educational experience at IUPUI. It is anticipated that adding a core group of residential students to IUPUI will strongly influence the student culture on campus, encouraging deeper engagement in learning among all students and, with the help of the Campus Center, strengthening and expanding co-curricular activities and student life. Planning for the residences is geared to accomplishing these key objectives for the campus. The residences will include an Honors House, an International House, first-year only student housing, and other special interest housing. UC is working closely with the Office of Student Life and Diversity to develop programming that will bring residential students together in UC first-year seminars, involve them in service learning projects and campus organizations, and create opportunities for student-faculty interaction outside class.



As part of its strategic planning (PDF) process, SLD is developing approaches to assessing the impact and success of the student residences and Campus Center through surveys, a student advisory council, and benchmarking of best practices at peer urban institutions. (Click here to view an interactive timeline of IUPUI building projects, past and future.)

Go on to: Planning and Assessing for Effective Learning

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Student Learning

Planning and Assessing for Effective Learning

Planning for General Education: The Principles of Undergraduate Learning

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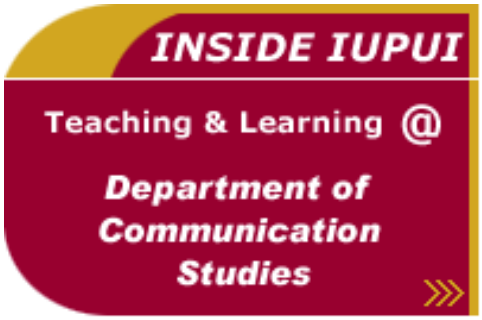
No campus-wide planning initiative at IUPUI can afford to ignore the highly decentralized culture of the campus. This culture originated with IUPUI's founding as a loose confederation of professional schools, each with its own distinct history and identity. In 1969, when IUPUI was established, its academic units ranged from the School of Medicine, which had become part of Indiana University in the early twentieth century, to the School of Physical Education, which had been founded elsewhere in the mid-nineteenth century and subsequently relocated to Indianapolis, to extension divisions of IU and Purdue that had no mandate to operate autonomous undergraduate programs in the liberal arts and sciences.

The campus thus lacked the "arts and sciences core" that traditionally provides the common curriculum for general education on university campuses. Each school at IUPUI had its own distinct and separate academic requirements and expectations. As the campus grew and added new schools and programs, primarily in professional areas, this decentralized approach to undergraduate education continued.

By the late 1980s, many at IUPUI recognized the problems inherent in this approach: students had difficulty transferring from one major to another and the university lacked a common, campus-wide articulation of expectations for baccalaureate degree recipients to guide curricular and pedagogical approaches. To develop strategies for addressing these problems, the campus established the Council on Undergraduate Learning in 1988. In 1991, a subgroup of CUL, the Commission on General Education, was charged with developing recommendations on general education.

In 1993, the Commission introduced an initial draft of the IUPUI Principles of Undergraduate Learning, proposing their adoption campus-wide. Rather than attempting to prescribe specific common course requirements for students in all IUPUI schools, the draft defined a set of higher order abilities and skills that all IUPUI undergraduates would be expected to master; course requirements to support student learning of the PULs were to be determined by each individual school. Winning approval of the proposed list of PULs at a large, complex campus like IUPUI was no easy task, but following a number of iterations and extensive discussion at the department, school, and campus levels, the current version of the PULs was adopted by the IUPUI Faculty Council in 1998.



The PULs provide a focused, common statement of expectations for all students, whatever their particular major may be, as well as a common framework for assessing and evaluating academic programs. They include a set of core skills in communication, quantitative reasoning, and information literacy, as well as higher-order intellectual abilities to think critically, integrate and apply knowledge, and understand the diversity of human cultures, societies, and perspectives, among others. Emphasizing liberal learning across the curriculum, the PULs are intended as a blueprint for equipping graduates with the higher-order skills and dispositions that characterize effective citizens, professionals, and leaders.

Using the PULs as a foundation, general education at IUPUI is built around a set of common cognitive

experiences and deliberately sequenced intellectual development, continuing from the freshman year through the major to graduation. Teaching and learning of the PULs thus is not expected to be "completed" by the time a student enters a major, but rather to continue within the context of the discipline and/or profession. Capstone courses, required by many majors across the campus, for example, are designed to integrate the six PULs with the content of the major or profession.

Each school at IUPUI that grants baccalaureate degrees is free to determine the specific course requirements that will best enable its students to achieve the PULs. In practice, an "empirical core" curriculum has emerged, as degree programs have reached similar conclusions about the kinds of courses most likely to contribute to student learning of the PULs. This empirical core includes:

- A first-year seminar/learning community (1 course/1-3 hours)
- College writing (English W131/3 hours)
- Speech/communications (Speech Communications R110/3 hours)
- Mathematics competence (3 hours or demonstrated competence)
- Arts and humanities (2 courses/6 hours)
- Social sciences (1 course/3 hours)
- Science (1 or 2 courses/3-6 hours)
- Capstone (number of hours varies)
- TOTAL: 24-27 hours

The empirical core extends across most baccalaureate degree-granting units at IUPUI. In addition, the IU School of Liberal Arts and the Purdue School of Science formally adopted a common core curriculum in 1998. This common core represents the culmination of a lengthy effort, parallel to, but somewhat separate from, the work of CUL, by the Council of Liberal Arts and Sciences (CLAS). Now renamed the Common Core Curriculum Committee, CLAS, a joint committee of the Schools of Liberal Arts and Science, based its "Principled Curriculum" on the PULs. It is intended to strengthen liberal arts and science students' preparation for the major, to expand student options for choosing a major or pursuing a double degree, and to foster faculty collaboration and interdisciplinary ties across the two schools. The strongest single emphasis in the curriculum is on writing; the design of the curriculum is meant to ensure that substantial writing is required of all Liberal Arts and Science students throughout their undergraduate education. The specific elements of the common core curriculum are described on the Web site of the Common Core Curriculum Committee.

- Assessment of the PULs
- Planning for and Assessing Student Learning in the Major
- A Special PRAC Study of Assessment in the Schools
- Using Surveys in Assessing Student Learning

Go on to: Assessment of the PULs

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Teaching and Learning - Examples

This part of the IUPUI Portfolio contains examples of student and faculty work in individual courses.

Learning Communities/First-Year Seminars

- Learning Communities (PDF) are courses offered to first-year students that help orient them to college-level work and to campus life and resources. Students in this learning community for student athletes, UCOL 110-R505, offered by University College, have been retained at an exceptionally high rate compared to "all" beginning students.

- Engineering 195, Introduction to the Engineering Profession, is a learning community for prospective Engineering majors. Read the syllabus here.

- Here is the syllabus for section R462, a first-year learning community offered by the Department of Tourism, Conventions, and Event Management.

Gateway Courses

- W131, Elementary Composition I, is part of the Department of English Writing Program. Along with the University Writing Center and the Office of Campus Writing, the program provides campus-wide support for writing as a means to improve and demonstrate student learning in all academic schools and programs. Click here to see examples and assessments of student essays written for a W131 assignment that asks students to reflect on their own writing processes.

- R110 Fundamentals of Speech Communication, taken by almost all IUPUI students, introduces students to the fundamentals of public speaking. To see what students learn in the course, click here.

- Workshop Chemistry: This PowerPoint presentation summarizes the impact of revisions made to General Chemistry I, an important Gateway course in which high proportions of students were dropping or failing the course, or not learning enough to succeed in subsequent Chemistry courses. As part of the Gateway Program and Project SEAM, a large-scale high school-to-college articulation project, the course was revised to include new features aimed at increasing students' opportunities to engage with course materials. Among other interventions, mandatory peer-led, small-group "workshop" sessions allow each student more time to work with class-peers to discover problem solutions, while improving time-on-task, leading to significantly enhanced student success in the course.

Capstone Courses

- Capstone courses typically ask students to integrate and apply their learning of the Principles of Undergraduate Learning and their major discipline by completing a significant project, often one that addresses a "real-world" issue or a close simulation of one. In TCEM 499 Operational Analysis, students majoring in Tourism, Conventions, and Event Management work in small groups over the semester to create a business plan for a new company in the field. At the end of the semester, they present the plan to classmates and invited guests from the industry. Click here to see an example of one of these projects and its assessment.

- In this capstone course for English majors, students reflect on their learning of the PULs and the extent to which their major and their IUPUI experience as a whole have contributed to this learning. Click here to see student reflections on PULs and view a video on a student's capstone project.

Teaching, Learning, and Technology

- Sociology and English: This report resulted from an experiment funded by the Pew Grant Program in Course Redesign. The project created linked sections of two key Gateway courses, R100 Introduction to Sociology and W131 Elementary Composition I, and made extensive use of technology to enhance students' interaction with one another and with course instructors, all with the aim of improving student learning and success in these courses. The experimental project is still ongoing, but this preliminary report suggests that the redesign is leading to significantly enhanced student learning and retention.

- This report (PDF), by three faculty members in the Department of Organizational Leadership and Supervision, discusses student responses and self-reported learning outcomes in an online course on "Human Behavior in Organizations" that made extensive use of small-group work.

- Here is a PowerPoint presentation by a faculty member in the English Department on the advantages and challenges of teaching writing in a Web-based distance education format.

- This report on a survey of students (PDF) enrolled in three online courses in Labor Studies provides some insight on the characteristics and experiences of students who enroll in distance education courses. It also suggests that the availability of the courses online were a key factor in motivating many students to enroll.

More Course Examples

- Honors B104 Introductory Psychology as a Social Science introduces students to critical thinking by asking them to apply it to their own lives. Read more about the course here.

- IET 104 Introduction to Industrial Organizations: A new instructor was challenged to revitalize an introductory course for majors in Organizational Leadership and Supervision, School of Engineering and Technology, that was traditionally organized around theoretical textbook-based material. Her solution was to re-focus the course around a business plan each student was required to develop, drawing as needed on the materials in the text. Click here to read a short article about the newly restructured course, view a PowerPoint presentation on the course revision, and read a business plan written by a student who went on to start his own business based on the business plan he developed.

- Engineering Ethics: A professor in the Department of Electrical and Computer Engineering has developed this Web site as an example of how engineering ethics and professionalism are taught to and learned by majors. The site includes the syllabus and related materials, assignments, and information on student course outcomes.

- A104 Cultural Anthropology: Here is an extensive Web site created for an introductory Anthropology course section that uses concepts from Anthropology to introduce students to the PULs and to college-level learning. This course is classroom-based, but the instructor makes extensive use of the Web, and, specifically, Oncourse, IUPUI's online course management system, to support student engagement in course materials and in discussing course concepts with one another outside the classroom. (Unfortunately, privacy policies do not allow us to provide access to student online discussion.)

Department and School Assessment Pages

- Several departments and schools have begun pages on their Web sites that provide information on learning outcomes for their majors, assessment strategies, assessment findings, and related information. Here are several examples:

  Department of Psychology

  Department of Mechanical Engineering

  University College

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Student Learning - Examples

UCOL 110 First-Year Success Seminar for Student-Athletes:

Course Materials

- Syllabus
- Sample Homework Assignment
- Student comments and learning outcomes
- Instructional team roles
- Student-authored cookbook
- Retention results for Fall 2001 class
- Retention statistics for Fall 2000 class

In this learning community for student athletes offered by University College, students learn about what it takes to succeed as a student athlete at IUPUI and collaborate on developing a cookbook for students living on their own. The syllabus provides detailed discussion about the purposes and contents of the course and the student comments supply insights about what students gained from the course. Students who took this class have had exceptionally high first-to-second year retention rates compared with other beginning students at IUPUI.

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Teaching and Learning - Examples

W131, Elementary Composition I - The Exploratory Essay

For an example of two different student's work and progress in the course, explore the links below.

Assignment Materials
• Course Goals • Assignment Overview • 'A' Paper Example with Instructor Comments • 'B' Paper Example with Instructor Comments

Spring 2002 Grade Distribution for ENG W131

Grade	N	Pct. Dist.
A	195	13.0%
A+	20	1.3%
A-	137	9.1%
B	160	10.7%
B+	157	10.5%
B-	128	8.5%
C	87	5.8%
C+	88	5.9%
C-	37	2.5%
D	20	1.3%
D+	26	1.7%
D-	6	0.4%
F	55	3.7%
FN	163	10.9%
FX	3	0.2%
I	7	0.5%
W	211	14.1%
Total	1500	100.0%
DFW Rate:		32.2%

Most beginning students at IUPUI are required to take English W131, Elementary Composition I, our freshman writing course, as the first step in developing college-level written communication skills. (Students who need additional help with writing are placed into the English Stretch Program, a year-long version of W131, developed as part of the Gateway Program.) W131 students create portfolios that include successive revisions of their major writing assignments over the semester and that form the basis for their final grade in the course. The materials in this course example include a list of course goals that also serves as a rubric for evaluating students' writing, an assignment that asks students to write an "exploratory essay" examining their own thinking about an issue related to writing, and essays, drawn from two student portfolios, that include links to the instructor's comments.

W131 is part of the Department of English Writing Program. Along with the University Writing Center and the Office of Campus Writing, the program provides campus-wide support for writing as a means to improve and demonstrate student learning in all academic schools and programs.

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Teaching and Learning - Examples

W131 - The Exploratory Essay: Course Goals

At the end of the semester, if you've successfully completed English W131, you will be able to:

1. pose good questions about texts, topics, purposes, and audiences
2. form and support a thesis
3. integrate others' ideas with your own and cite information correctly
4. understand and use open- and closed-form prose appropriately
5. develop planning, drafting, and revising processes
6. work productively in groups
7. edit and revise effectively

You'll demonstrate your level of accomplishment of these goals through the submission of two portfolios highlighting your finest pieces.

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Teaching and Learning - Examples

W131 - The Exploratory Essay: 'A' Paper Example with Instructor Comments

Exploratory essay formal draft

April 25, 2002

Critical Complexity

When I heard Mr. Sabol announce the topic for W131's latest assignment, an exploratory essay, I was furious. Of a world of scintillating and fascinating topics, he picked "writing" as the subject of the class's papers. Writing, of course, was not my favorite theme; I felt the topic had been so overused over the course of the semester that writing any more about it would be futile and destructive to any shred of creativity the class had left. Furthermore, I had expected to be allowed to explore the topics that interested me the most outside of class[d1] .

Regardless of my expectations, I had been stuck with an assignment I didn't want to do. I kept asking myself why on earth I should write about writing[d2] . For that matter, I didn't understand what purpose it would serve. At first I just viewed the topic as a way to give W131 students more homework. Perhaps it was a way of cruel fate driving me over the edge of sanity. Maybe it was just a matter of giving Mr. Sabol what he wanted to hear from our exploratory papers, not a matter of free thinking and the true exploration of our external and internal worlds.

However, a notion began nagging at the back of my mind – there had to be a better answer than the ones I had come up with before. They were answers to the problem that were born of frustration and impatience, not of careful thought and consideration. I decided then that, as simple and perhaps insignificant as my personal problems with the topic were, I needed to address them in some way. Addressing my problems with the assignment would make me take time to think critically about my dilemma and find the answers that could help me become more motivated with the topic[d3] . I felt it was the only way I could even begin my exploratory essay without pulling all my hair out.

Of course I didn't have the answer to my initial question yet – *What's the purpose behind writing about writing?* As I could not find the answer in a textbook or get a straight answer about it from Mr. Sabol, I had to begin thinking about it for myself. I began with what I already knew about writing. It seemed like a significant place to start; the topic of writing, after all, was something all of the students in W131 had been learning a great deal about throughout the semester. Perhaps, too, writing about writing had the purpose of helping me learn what I didn't know about writing[d4] . In order to find out what I didn't know about writing, I had to identify what I already knew.

I already knew that writing, of course, is a visual means of communication encoded in groups of letters, words, sentences, and so on. It is a record of facts, opinions, thoughts, events, and just about anything one could imagine. I also understood the importance of writing well in college. According to *The Transition to College Writing*, "About 90% of instruction in college is verbal, and the ways in which you use language...as a writer...will largely determine your levels of performance in all of your courses" (Hjortshoj 23[d5]). Many aspects of writing, such as composition, content, audience, thesis, coherence, and many other elements are important to college writing. Writing is the only reason a class like W131 even exists.

At this point, it occurred to me that the topic was chosen simply because W131 is a writing course and a paper about writing would tie in perfectly with the curriculum[d6] . However, I felt the purpose had to go deeper than that. *The Transition to College Writing* says that introductory writing courses are designed

to help students write, read, and think more effectively in other courses (Hjortshoj 28[d7]). Therefore, no assignment is without purpose; in an ideal situation, every assignment ultimately leads to the shaping of the student and the development of the learning process. I realized then that because of this nature of introductory writing courses like W131, there must have been a reason behind Mr. Sabol's choice of topic.

Continuing my previous line of thought, I tried to identify what I didn't know about the elements of a college paper, and what I could possibly learn from writing about writing. On the very surface, it appeared that I could learn answers to some of my simple problems like writer's block and lack of motivation. On a very broad level I could follow one of the main functions of college writing, "to contribute to the process of learning in a course and field of study" (Hjortshoj 81[d8]). At a practical, narrowed-down level, I could find ways to make my writing more coherent and interesting, or find a way to improve on creating a thesis[d9] .

At a deeper level, I mused that writing about writing might hold the key to improving my individual writing process itself. According to the W131 Grading Guidelines, an A portfolio demonstrates "striking evidence that you think like a writer[d10] ." To elaborate on that, I could delve into exploring my attitude and very approach to writing. I could even go as far as to try to find insights on the purpose of all writing. Ultimately, the essay could help me learn to become an all-around better writer[d11] .

Then it struck me – perhaps writing about writing fulfils a special, more specific niche in helping one write better. At this point, though, I found myself questioning what constitutes "better" in this context[d12] . "Better" usually means improved in quality. At the most basic level, students can improve a paper's quality by revising its content and composition. We have already explored the technical side of composition in W131 during this semester[d13] . Composition has generally agreed-upon rules that can be found in any of hundreds of textbooks, so there is no real need to explore the technical rules of it. However, content – individual writers' thoughts, opinions, facts, lines of reasoning, and conclusions – cannot be taught in a simple textbook.

Therefore, in writing about writing, students are practicing and adding to what they've already learned about composition, but they are primarily learning about content[d14] . However, content can take any of thousands of forms. "The quality of thought, information, and explanation" is important as far as content in writing (Hjortshoj 46[d15]). However, I felt this information was too broad for the answers I was looking for. I asked myself what *specific* kind of content I was learning about in the act of writing about writing[d16] . According to the W131 grading guidelines, good content includes "particular evidence clearly connected to points that convincingly support the thesis" as well as a "consistent ability to analyze and summarize text and experiences in a purposeful and meaningful way[d17] ."

As concrete as they were, these proposals seemed only to scratch the surface of exploratory writing. There were deeper ideas beyond that, ideas about the critical processes behind writing[d18] . According to *The Allyn and Bacon Guide to Writing*, "Writing isn't just a way to express thought; it is a way to do the thinking itself" (Ramage & Bean 6[d19]). With enigmatic ideas like these, I was sure that by now the assignment was a veritable Pandora's Box. Once unlocked by critical thinking, the exploratory essay seemed to have the potential to unleash incredible insights and deep realizations that would apply directly to important issues in my writing[d20] .

Reading over my pages of prewriting and drafts, I tried to make sense of the mangled mass of words before me[d21] . The ideas and thoughts I had been jotting down all seemed to be related in an important way; however, I was struggling with the common thread that held them together. I began toying with a small idea; perhaps complexity had something to do with it. After all, I didn't want to cut out any of my ideas, but I wanted them to make sense and fit together in a meaningful way. As a result, I needed to pick my way through my complicated line of thought in order to connect the ideas in my paper[d22] . While I worked, read, and re-read my drafts, the uncertain idea of complexity snowballed into a great realization[d23] .

Perhaps by writing an exploratory essay, we students can learn to put complexity into our work by winding our way through the branches and twists of our own complex inner thoughts and eventually come to a final conclusion at the end of the paper[d24] . A. Kimbrough Sherman described this process as "wallowing in complexity" (qtd. in Ramage & Bean: 23[d25]). Because the focus of the paper is on writing, students are likely to make connections between this assignment and other assignments. Hopefully with these connections they will also learn to apply "wallowing in complexity" to other work. This is vital to any college student; Hjortshoj claims that "at higher levels of academic work, the values of

uncertainty and complexity rise"(209[d26]).

To go a step further, some students may learn to apply this emphasis on complexity to the very thought processes recorded in the exploratory essay, therefore forming critical thinking skills so vital to insightful, powerful writing[d27] . *The Allyn and Bacon Guide to Writing* says that "Exploratory writing...invites you to see the relevance of your studies to your own life"(Ramage & Bean 29[d28]). Critical thinking is a skill students can learn to use in all aspects of life, and one that is undoubtedly significant to college and learning in general. Drawing the connections between writing and life is one of the most important aspects of complexity as well as critical thinking[d29] .

I finally came to the conclusion that writing about writing in an exploratory essay can be a very important experience to help students develop important abilities to wallow in complexity and think critically[d30] . "Wallowing in complexity" was an area I had been struggling with tremendously in my work. Until I got one idea or insight I considered valuable to my paper, I found it impossible to put any level of complexity or even flavor in my work. However, I was able to complete the exploratory essay without waiting for the right idea to come along. I finally learned to make my writing complex and interesting regardless of the topic[d31] . I also learned to deal with assignments that I don't entirely agree with – a valuable skill for someone as stubborn as I am. Through this essay, I've finally made the most important connection of all; I have discovered not only how to write from my learning, but also how to learn from my writing[d32] .

Works Cited

Bean, John C. and Ramage, John D. *The Allyn and Bacon Guide to Writing*. Boston: Allyn & Bacon, 2000[d33] .

Hjortshoj, Keith. *The Transition to College Writing*. New York: Bedford/St. Martin's, 2001[d34] .

"W131-C031 Grading Guidelines - Spring 2002." Oncourse posting. February 2002[d35] .

[d1]Student gains reader attention—relates to course goal four.

[d2]Student poses a good question—relates to course goal one.

[d3]Student explores the topic—relates to course goal one.

[d4]Student tries to understand the purpose of the assignment—relates to course goal one.

[d5]Student integrates other's idea and cites correctly—relates to course goal three.

[d6]Student continues to question the purpose—relates to course goal one.

[d7]Student integrates other's idea and cites correctly—relates to course goal three.

[d8]Student integrates other's idea and cites correctly—relates to course goal three.

[d9]Student references forming a thesis—relates to course goal two.

[d10]Student integrates other's idea and cites correctly—relates to course goal three.

[d11]Student questions text and purpose—relates to course goal one.

[d12]Student questions self as audience—relates to course goal one.

[d13]Student refers to editing and revising effectively—relates to course goal seven.

[d14]Student refers to planning, drafting, and revising processes—relates to course goal five.

[d15]Student integrates other's idea and cites correctly—relates to course goal three.

[d16]Student continues to question texts and self—relates to course goal one.

[d17]Student integrates other's idea and cites correctly—relates to course goal three.

[d18]Student references writing processes—relates to course goal five.

[d19]Student integrates other's idea and cites correctly—relates to course goal three.

[d20]Student moves closer to discovering purpose—relates to course goal one.

[d21]Student uses revising processes—relates to course goals five and seven.

[d22]Student forms the beginning of her thesis in an open-form writing format—relates to course goals two and four.

[d23]Student works with revising processes—relates to course goals five and seven.

[d24]Student relays understanding of open-form prose—relates to course goal four.

[d25]Student integrates other's idea and cites correctly—relates to course goal three.

[d26]Student integrates other's idea and cites correctly—relates to course goal three.

[d27]Student references purpose and audience—relates to course goal one.

[d28]Student integrates other's idea and cites correctly—relates to course goal three.

[d29]Student continues to form and support a thesis—relates to course goal two.

[d30]Student expresses the essay's thesis in the proper place for an open-form format—relates to course goals two and four.

[d31]Student references topic and purpose—relates to course goal one.

[d32]Student supports thesis with closing comments—relates to course goal two.

[d33]Student cites correctly—relates to course goal three.

[d34]Student cites correctly—relates to course goal three.

[d35]Student cites correctly—relates to course goal three.

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Teaching and Learning - Examples

W131 - The Exploratory Essay: 'B' Paper Example with Instructor Comments

April 10, 2002

Assignment Four: Final Draft

Audience. Just one word yet it stirs frighteningly confusing images of perplexing thoughts in my mind. The word alone is strange, but when put in context of an essay it leaves me baffled and frustrated[d1] . The questions; “What is Audience?” “Why do I need it?” and, “What purpose does it serve?” are important to my finally some day understanding the concept of Audience, but at this point I can’t answer them fully[d2] . I can grasp the understanding of all the other aspects of writing an essay, although I may not incorporate them well in my paper at least I see why they are important. Audience, to me, is not so easy to understand.

After reading *The Allyn and Bacon Guide to Writing* and the assigned chapters given to us for each writing essay in W131 class[d3] , I am still left with an unclear picture of what to do with Audience in my papers. When thinking about Audience I think of who I’m writing to, just who is my paper directed at[d4] . Is it one person? Am I writing towards a group, or society? Is my essay directed at a large Audience, perhaps an entire culture? Is it good to have a small or large Audience[d5] ? When writing towards a large audience the paper has to cover a larger base of information, since more people means more diversity, and a greater difference in opinions, you must write about enough variety that the entire Audience can understand, follow, and see your paper clearly. Large Audiences can leave the reader confused, or perhaps make them not want to finish the essay at all. For myself I think it’s best if I narrow my Audience down to a small group, or even one person when writing my essays[d6] . Although I haven’t done so in the past it’s probably the best thing to

do from here out, at least until I can more easily grasp the concept of Audience, and working your paper towards that target[d7] . The previous papers I have written have all been directed at a fairly large to vast Audience. This has been due in part to my unclear definition of what Audience was, and the importance of it. I still do not clearly see the value of a well cut clear Audience, to me one can write a very good essay with definition, character, clear thesis, high tension, and good flow with no clear Audience in mind, take the famous Stephen King and Dean Koonz[d8] .

The first two assignments I wrote for W131 I did with that in mind, I didn’t think that Audience was that important and didn’t take it to seriously[d9] . I thought that Audience would become clear as I wrote my paper, and wasn’t concerned with keeping it in mind as I wrote. When writing Assignment one I kept the goals for the paper in mind as I wrote, but really just sat down at my computer and began to write as I thought about the topic I was wrestling with[d10] . The end result to my paper was a well written paper on an unclear subject that left the reader wondering why they bothered to read it in the first place. There was no direction to my paper, there was a vagueness I couldn’t shake from it[d11] . Disturbed by my end result I moved on to Assignment two with the results from Assignment one in mind. When writing

Assignment two I still was not thinking in terms of Audience, and because of that I ended up with a paper similar to my first one. After realizing my success towards writing a better paper was not going as well as I had anticipated I began looking at other papers to see if other people incorporated Audience as an aspect of their essays[d12] .

During peer response for midterm portfolios I looked at how other people wrote their papers, and tried to pick out their intended Audience. With exception of a few I was amazed to see how much more direct and focused the papers I read were compared to my own[d13] . Taking into consideration the context, and different topics, I kept how these people wrote their papers in mind when I went back and revised my midterm[d14] . To my mild disappointment I didn't incorporate the idea of Audience in my midterm as well as I had wanted, but I was definitely closer to grasping the idea of Audience.

Audience is best described as the people I want to persuade, or educate, or whatever is the purpose of my paper[d15] . Audience are the ones I am writing for, without an Audience there can be no paper, for there is no one to write too[d16] . Writing to a specific Audience creates direction, purpose, and flavor for a paper. The type of Audience being written for determines the style/type of the paper I'm going to write[d17] . A small Audience is preferable for myself when writing, it makes it easier to keep everything in perspective then when I'm writing for a larger Audience. If I were to write about cancer and how it affects people who are diagnosed with it I would have a tremendous Audience, because there are many people who have cancer. But if I were to narrow my Audience down to say, people with bone cancer, or even further and go down to a limb with cancer, like hand, or bone marrow, etc. I would have an even more specific Audience which would allow me to get very detailed and intimate with my facts[d18] . A larger Audience would be good if I wanted to write a broad paper that gives only general ideas or facts and doesn't get to intimate in one area. This leads into the idea of mixing, it's not wise to mix an Audience, what I

mean by this is starting off with a large Audience and then getting very detailed into one aspect of that topic, this would cause the writer to lose a large number of their readers[d19] . Without an Audience one can't write a paper, it's like heading out on a trip with no destination in mind[d20] .

Work Cited

Ramage, John, John Bean. The Allyn And Bacon Guide To Writing. Massachusetts: A Pearson Education Company, 2000[d21] .

[d1]Student attempts to grab the reader's attention—relates to course goals one and four.

[d2]Student poses questions about topic and audience—relates to course goal one.

[d3]Student integrates other's idea and cites correctly—relates to course goal three.

[d4]Student could use grammatical editing more effectively in this sentence—relates to course goal seven.

[d5]Student poses good questions—relates to course goal one.

[d6]Student explores topic and audience—relates to course goal one.

[d7]Student could use some grammatical editing with this sentence—relates to course goal seven.

[d8]Student refers to topic, purpose and texts, but ideas could be better integrated through revision—relates to course goals one and five.

[d9]Student could use grammatical editing with this sentence—relates to course goal seven.

[d10]Student references planning and drafting processes of writing—relates to course goal five.

[d11]Student references a lack of thesis in previous work—relates to course goals two and five.

[d12]Student worked productively with others—relates to course goal six.

[d13]Student worked productively with others—relates to course goal six.

[d14]Student references revision—relates to course goal five.

[d15]Student references purpose and audience—relates to course goal one.

[d16]Student could use grammatical editing with this sentence—relates to course goal seven.

[d17]Student begins to form a thesis—relates to course goal two.

[d18]Student demonstrates an connection between audience, thesis, and support—relates to course goals one and two.

[d19]Student could use grammatical editing with this sentence—relates to course goal seven.

[d20]Student concludes with thesis in an open-form format—relates to course goals two and four.

[d21]Student attempts to cite correctly—relates to course goal three.

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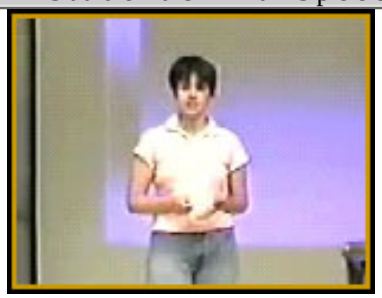
Student Learning - Examples

Core Communication and Quantitative Skills:
Fundamentals of Speech Communication (R110) a Student Example:

For an example of an individual student's work and progress in the course, watch the video clips and explore the links below.

Student's First Speech	Student's Final Speech
	
• Student's outline of first speech • Student's audience analysis for first speech • Student's self-evaluation of speech from videotape • Instructor's evaluation of speech, using the rubric	• Student's outline of final speech • Student's audience analysis for final speech • Student's self-evaluation of speech from videotape • Instructor's evaluation of the speech, using the rubric

PUL 1, Core Communication and Quantitative Skills, includes the ability "to communicate orally in one-on-one and group settings." Most IUPUI students are introduced to this PUL in the R110 course, "Fundamentals of Speech Communication," offered by the Department of Communication Studies. The course focuses on public speaking in a variety of situations and for a variety of audiences. While many sections of the course are offered in a given semester, instructors use a common syllabus, assignments, and evaluation rubrics.

The links above provide examples of teaching and learning of oral communications skills in a Fall 2002 section of R110 that was taught online. To view the syllabus and course objectives and to see how the instructor approached teaching and learning online, click here. (Note that purposes of the course include development of critical thinking and learning to draw on appropriate research resources, listen effectively and effectively, and make effective use of technology in public speaking.

Spring 2002 Grade Distribution for COMM R110

Grade	N	Pct. Dist.
A+	39	4.2%
A	134	14.4%
A-	115	12.4%
B+	116	12.5%
B	122	13.1%
B-	93	10.0%
C+	35	3.8%
C	46	5.0%
C-	21	2.3%
D+	9	1.0%
D	12	1.3%
D-	6	0.6%
F	43	4.6%
FN	33	3.6%
I	1	0.1%
W	104	11.2%
Total	929	100.0%
DFW Rate:		**22.3%**

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Student Learning - Examples

Integration and Application of Knowledge: TCEM 499 Operational Anaylsis

Instructor Materials	Final Project
• Syllabus • Comments on First Presentation • Comments on Second Presentation • Comments on Third Presentation • Comments on Fourth Presentation	• Final Business Plan • Final Project PowerPoint • Comments on Final Project • Listen to Endless Summer Vacations' radio ad

TCEM 499 Operational Analysis is the capstone course for students majoring in Tourism and Convention Management. Over the course of the semester, students work in small groups to develop a plan, from concept to proposal, for a tourism-related business. The course requires students to complete all of the work that would be necessary for a real business-i.e., examining applicable laws, filling out forms for required licences or permits, and so on. At the end of the semester, they present the plan in a public forum to which representatives of local businesses in the field are invited.

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Student Learning -Examples

English Senior Seminar, E540 All the World's a Text:

Course Materials

- Student's Personal Goals for Capstone (1:46)
- Student's Course and Program Goals (1:40)
- Student's Reflection on Principles of Undergraduate Learning (3:24)
- Syllabus
- Student Reflections on Understanding Society and Culture
- Student Reflections on Values and Ethics
- Student Reflections on Critical Thinking

In E450 All the World's a Text, a capstone for English majors, students complete a significant final project that asks them to integrate and apply what they've learned in college, as explained in the syllabus under "The Major Project." In addition, students complete a series of in-class writing exercises in which they reflect on their learning of the PULs and the extent to which their major and their IUPUI experience as a whole have contributed to this learning. Examples of these exercises and summaries of students' responses are included in the materials linked above.

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Session 2420

There Is No Substitute For Face-to-Face Learning: Or Is There?

Tim Diemer, Robert Wolter, Cliff Goodwin

Purdue University School of Engineering and Technology/IUPUI

In spring of 2000, the Department of Organizational Leadership and Supervision (Purdue School of Engineering and Technology, Indiana University Purdue University Indianapolis) offered students the option to take a sophomore level survey course fully online. The course, titled "Human Behavior in Organizations," was also offered in traditional, classroom-based sections. The challenge the authors faced as instructors went beyond the usual tasks of presenting content online. The plan was to organize students into learning groups within a "virtual classroom" (VC) and provide them with the same sort of structured learning experiences that characterize the methodology used in traditional sections of the same class. Although individual lesson plans were changed substantially to fit the online format, the intention was to retain the methodology of group discussion and group problem solving.

A primary objective of this course is the formation of productive, cohesive, learning groups. The content of "Human Behavior in Organizations" includes extensive study of the behavior of groups within organizations. In classroom-based sections of this course, instructors require students to form learning groups that remain stable over the semester. The groups are given structured exercises to encourage them to interact with textbook [5] content. Instructors also assign learning projects that require cooperation within the classroom groups over several class sessions. The intention is to provide an intense experience in group interaction so that students can examine textbook concepts about group process in the context of their own experience in the classroom groups. Can the same experiential approach to teaching group dynamics be applied successfully to a "virtual classroom"? The authors believe that their VC groups have shown that it can.

ABET requires that engineering graduates learn effective team skills. The information in this article will interest professors who desire to teach team dynamic skills within the context of one of their existing courses. Most programs do not have the flexibility to offer a team dynamic course and integrating team experiences into existing classes seems the most likely approach.

Format of Instructional Delivery

The VC sections of "Human Behavior in Organizations" included both synchronous and asynchronous instructional modes. Software developed by Indiana University at the Indianapolis campus provided the necessary interface for both modes.

Synchronous Mode

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To meet the objective of developing productive, cohesive learning groups, all participants were required to meet online once each week at specified times for 60-90 minutes in one of several virtual "chat" rooms. Each student chose one of the available chat room groups according to convenience of the individual's schedule. Several days before the beginning of each assignment week, the instructor posted a detailed schedule of structured activities. Each group was asked to assign a discussion leader to guide the group through the schedule of activities. The position of discussion leader rotated week-by-week among group members. The discussion leader was asked to use the schedule of activities as the group's agenda for that week and to use group facilitation techniques provided by the instructor. The instructor was present in many of the chat sessions either as observer or participant, but the instructor did not serve as discussion leader. The software provides complete archives for each chat session. The instructor and all class members may review the archives at any time.

Asynchronous mode

Students were required to complete online quizzes for each of 14 textbook chapters. The syllabus provided a week-by-week list of textbook readings, and the quizzes were available to students during the week of the assigned reading and for a few days afterwards. The requirement was to complete the reading and the quiz anytime during the assignment week. The quizzes were self-scoring and were intended as an open-book study guide that students would use to check their own reading comprehension.

For each textbook chapter, a study question was posted to an online bulletin board. Students were required to complete the study question any time during the assignment week. The study questions asked students to connect content of the textbook chapter to personal experience or to connect the content with an online article linked to the question. The study questions typically required answers of 1 to 3 paragraphs in length. With the bulletin board format, students were able to see the responses of other class members.

Measuring Participant Response

The data used in this report draw from the experience of 14 VC groups, representing students who enrolled in the class either in fall semester 2000, spring semester 2001, or fall semester 2001. The total of 61 respondents were asked to rate their responses to a list of 13 questions using a five-point Likert scale (Strongly agree = 1; strongly disagree = 5). Furthermore, students were regularly asked for their reactions to class procedures through questions posted to the bulletin board and questions placed among the schedule of activities for chat sessions. From time to time, students also sent unsolicited comments about the class via the internal email system. All of these responses were archived by the software.

Student Attitudes Toward the Course

What were the overall impressions of participants about the online class? Two results on the end of semester survey indicate generally favorable impressions. Using the 5-point Likert scale, the mean among 61 respondents was 1.90 in response to the statement, "Overall this course was

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equal to or better than a classroom-based course." A sample of students' comments in other formats (bulletin board, email, posts to the chat room) confirm the overall positive impression:

- I think I learned a lot from this class. I probably learned more from this virtual class than I would (have) in a traditional class.
- I thought this class would be somewhat of a "blow-off" class, but it has turned out to be just the opposite. It requires a lot of time and involvement, but at the same time I'm really learning a lot!
- I think about the group between classes and I usually don't do that in a conventional class.
- I think it was great experience; I had to get more involved with the class.
- ... I couldn't believe that we could do a group project report. I was thinking that we knew each other barely and were just learning how to do our assignments within "virtual classroom". Today I think differently. Not only we got to know each other as the time passed, but also we learned to work together and do a project together.

Social Rapport and Attention to Task

The authors were intrigued in the planning stages by a quote about virtual teams reported by Stephen Robbins [2]:

> "Virtual teams often suffer from less social rapport and less direct interaction among members... Especially where members haven't personally met, virtual teams tend to be more task oriented and exchange less social-emotional information. Not surprisingly, virtual team members report less satisfaction with the group interaction process than do face-to-face teams..."

The authors assumed that the VC groups fall under this category of "virtual teams." How then would the groups rate their satisfaction and their attention to task? The question, asked of 61 respondents on the end of semester survey, provided mixed results. The mean of 3.37 on the 5-point Likert scale indicates only slight disagreement with the statement, "There was too much attention to task in my virtual classroom group. We did not have enough opportunity to relax and talk about general subjects."

The question was also asked as part of the schedule of activities for a chat room sessions connected to the textbook chapter concerning group behavior. Students' replies in that format also showed that some did report less satisfaction and perhaps too much attention to task:

- I guess it depends on the satisfaction. If you are satisfied by just getting the job done, then they are great. If you want to get to know people, in-person groups are much more satisfying.
- The VC is hard for me because I'm a very physical talker; the VC takes my best element out of it...
- I am good at reading people in face to face meetings.... my powers are useless here!
- It is much more difficult for me to prove a point with just keys ...
- Less. I miss the face-to-face stuff as well but the convenience of being able to do this from home outweighs that for me.

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- I agree 100% with the statement on virtual groups. We are very task oriented and not very social.
- I think that having class online is a good process for learning when you can't be on campus, but it's still not a substitution for the learning while being in a classroom.
- If I could and had the time.... I would definitely take this class in a classroom setting.
- Well I know personally that I don't exchange a lot of social emotional information however I am satisfied with the group interaction.
- I think we are more task oriented but if given more social time I definitely think we would interact more.
- I'm ok with this set up, too, it's just that sometimes it is difficult to convey full meaning without facial expressions and gestures.
- If we were social we would never get the tasks done each week and that sometimes happens in a regular classroom setting.

On the other hand, some students did indicate satisfaction with the social rapport and the level of attention to task:

- I don't think we suffer, although it would be nice to meet face to face as a group. I am very satisfied and I think we are very lucky to have a cohesive group.
- I think we get to know each other somewhat here because we all share our feelings on specific issues, which probably wouldn't happen in a classroom setting.
- I'm less afraid to state my opinion as well.
- I certainly know all of you better than I know anyone in any of my other classes.
- We have less face-to-face interaction. But I have had many classes where there is no interaction between students at all!
- My satisfaction level is fine; I feel I am learning more from this web course.
- In classrooms, I tend to focus on the work and not interact with others.
- I am usually a reserved person, but I feel comfortable behind this screen.
- Give me a keyboard and I can write, put me in front of a podium and watch me clam up
- I wouldn't say it's less satisfying... it's just different.
- I think that our group is pretty cool; I don't feel I need to see you all to interact effectively.
- This group has definitely worked better than in the classroom.

Quality of Student Learning Compared to the Traditional Classroom

In general, students agreed that the quality and quantity of learning was about the same as what they had experienced in traditional classes.

Using the 5-point Likert scale, the mean among 61 respondents was 2.07 in response to the statement, " The content of this course was about equal to a classroom-based course." Showing a mean of 4.31, the respondents disagreed with the statement that, "In terms of learning, I got less from the online class than I normally do in a traditional class."

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Students also rated the workload to be about the same as they had experienced in traditional classes. The mean was 2.59 in response to the statement that, " The workload for the online class was about the same as it is for a traditional class." The mean of 3.31 in response to the statement, "The workload for this class was more difficult, compared to a traditional class," indicates a similar reaction. Finally, 61 replies fell almost directly center on the statement, "The amount of time I spent on this class was greater than the amount of time that I spend with a traditional class, with the mean being 2.95. In general, some students found the class to involve more work, while others rated the class as having less work. The resulting average is close enough to center to satisfy the authors desire to approximate the rigor of a traditional section of the same class.

Although there are no lectures and no face-to-face interaction, students reported an acceptable level of interaction with the instructor, compared to a traditional classroom. The statement, "Compared to a traditional class, I had less interaction with the instructor," resulted in a mean of 3.79 for 61 respondents. The instructor participated in many of the chat sessions and engaged most students in email dialogue by responding to the bulletin board posts with comments specific to the individual posts. Evidently, this level of interaction was viewed by many students as roughly equivalent to the experience of a traditional classroom.

Productivity of Groups

Another measure of the success of the VC was each group's self-evaluation of their development. Midway through the semester, each VC group was asked to read a description of group development as proposed by Tuckman [3,4]. Groups were given a survey [1] with questions about group interaction and a resulting score that assessed their development according to the Tuckman model. Among 14 VC groups studied, 13 rated themselves in the "performing" stage. A sample of comments from participants affirms the rating:

- It is ironic that we are studying the stages in group development while we are currently developing our own group. Though we are in the performing stage, we are still adapting to one another.
- The group really seems like we are starting to understand how to make decisions online. Well, we are making them in a much shorter time frame than before.
- The chapter over cohesiveness has really brought us to be more focused on the project and such. We have once again defined our roles and I feel that a certain shot of enthusiasm has been (instilled) in our group.
- We are working better every class. We are really starting to loosen up and joke with each other etc. We talked about the other groups and how they might be doing developmentally compared to us. We have a certain sense of pride that our group operates the best...

Term Project

During fall semester 2001 and spring semester 2002, VC groups were offered the option of a group project or a term paper. All groups selected the project. The assignment was to, "Build a Web page, Web site, or multi-media presentation that identifies, describes, and/or represents your VC group."

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The assignment was intended as measure of group cooperation and communication. Schedule conflicts among group members made face-to-face meetings impractical in all but one group. As a result, almost all communication was restricted to email and online chat sessions arranged by the groups themselves. A further constraint was the range of skills among group members. Successful groups were required to assign tasks so that members coordinated communication, technical skills, and creative contributions.

The resulting group projects met the requirements of the task in 7 of 9 groups. The authors regard the group project as a challenging assignment for virtual classroom groups and count it a measure of the success of the format that most groups turned in impressive projects that showed a cooperative effort among VC group members.

The response to survey questions about the overall success of the group affirms the success of the group project. Among 40 respondents who completed the group project, the mean on the Likert scale was 1.50 in response to the statement, "My virtual classroom group was successful in meeting learning objectives." There was also agreement with the statement, "My virtual classroom group was productive." In response to that statement, the mean among 40 respondents was 1.53.

Student Participation

One finding that the authors find surprising is the rating that students gave to their level of participation in the VC. In response to the statement, "I participated more actively in this class than I normally do in a traditional class," the mean was 1.87 on the Likert scale. Students tended to disagree with the statement, "Compared to a traditional class, I had less interaction with other students" (Mean of 3.76 among the 61 respondents). Following is a sample of comments about participation in the VC:

- I think I've already participated more in this class than I ever have in other classes...
- ...the chat environment encouraged much more participation than normally present in an ordinary classroom.
- The forced interaction (required chat room participation) has taught me much more than either the traditional classroom experience and the typical online class.
- ...It is amazing how many good ideas we have that go to waste in a regular class.
- I particularly enjoy this "classroom" environment because it provides much more feedback than a normal classroom and it is much more interactive...no one can hide at the back of the room. I admit I had my doubts at first--about the setup, about the inconvenience I thought it would be... but I've completely changed my mind.
- It's a lot of effort that we had to have put towards this class compared to a traditional, due to us having to show up and participate rather than in a traditional class you can just go and do nothing.

The authors cannot speculate on why some students would tend to participate more actively in a virtual classroom compared to a traditional classroom. Further research might explore

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differences in personality as a determinant of who might more readily participate in a virtual classroom compared to a traditional classroom.

Conclusion

For some students, the virtual classroom provides an educational experience that is roughly equivalent to the traditional classroom. Indiana University Purdue University Indianapolis is an urban campus with a large number of older students who work at least part time. The convenience of an online class is attractive to students who must balance work and study or whose work requires frequent travel. Comments from participants illustrate the advantages for students who balance work, school, and family life:

- I was able to connect to this virtual chat group all the way from Florida, which is what makes distance learning cool.
- This is my first class this way (online) and I really enjoy it ... I can manage school and family.
- I had my second child in the middle of the semester and I was able to take this class.

The university will continue to offer online classes to accommodate the growing number of students who favor this option. The authors are not prepared to argue that an online class is in any way superior to the traditional class, but the authors would maintain that it is possible to offer a creditable, rigorous class online even in courses where interaction among students is an established methodology.

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Biographical Information

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Division of Labor Studies Amended 10/2/02
Online Courses – Fall 2002 (L100, L101, L590)
Student Demographics

Enrollments / Revenues– We have a total of 53 enrollments in online courses this fall semester. Breakdown by class and campus is shown below. The 126 student credit hours on the IUPUI campus represent a 235% increase from fall of last year.
For all campuses, the online offerings represent income for the Division of approximately $22,000.

	IUPUI	IUB	IUSB	IPFW	Total
L100 (Robbins) Survey of Unions and Collective Bargaining	17 $7,112	5* $2,141			**22** **$9,253**
L101 (Thomas) American Labor History	25 $10,459	4 $1,713	1 $354		**30** **$12,526**
L590 (Modibo) Poverty, Welfare, Workfare				1 $354	**1** **$354**
TOTAL	**42** **$17,571**	**9** **$3,854**	**1** **$354**	**1** **$354**	**53** **$22,133**

* The five IUB students in L100 were moved to the online course after the IUB section cancelled due to low enrollments. Of the six registered for that cancelled section, four chose to move online and two withdrew. Subsequent to the merge, one more student in Bloomington enrolled for the class.

Demographics (L100 and L101) – 46 individuals:

- Average Age: 29
- Age Range: 18 - 62
- Number with previous Labor Studies credits: 3
- 40% Part-Time students (<12 SCH)
  60% Full-Time
- Average GPA: 2.83
- Nearly 1/3 from Business-Related fields
- Only 4 Labor Studies majors
- 22 (of 46) are juniors or seniors (48%)
- Six students taking both L100 and L101
- Most are supplementing their traditional classes

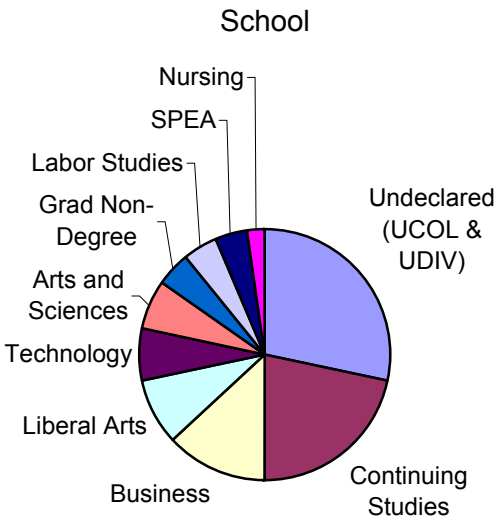
Key pieces of information from the sample demographics at left and the following charts and graphs are that the vast majority of students are coming from other disciplines. Only 4 Labor Studies majors are taking the online offerings and only 3 (of 46 individual) online students have ever taken a Labor Studies course before.
This, paired with the data that half of the students are not yet enrolled in a school (University Division/College) or list their school as Continuing Studies, holds great promise for the recruitment of our online students into Labor Studies as majors or students in our traditional – classroom based – classes.

Gender

	#
Female	18
Male	28
Grand Total	**46**

Gender – The gender split is 60% men / 40% women, a demographic mix exactly the opposite of IUPUI's student body, where 59% of all students are women. I'm not sure why this has happened, but I am checking national research to see if this phenomenon is more widespread than our two classes. I will also check strategies for attracting women and minorities to our online offerings. Just as our traditional classes help people gain access to higher education, I believe we can use our online classes similarly, and contribute to efforts to narrow the "digital divide."

School – Half the enrolled students have either not been admitted to a school (University Division at IUB – University College at IUPUI) or are in Continuing Studies.
These students are excellent candidates to become Labor Studies majors. The students will be tracked going forward to see if they apply to become majors in the future or take other Labor Studies classes – whether offered online or traditionally.



	#
Undeclared (UCOL & UDIV)	**13**
Continuing Studies	**10**
Business	6
Liberal Arts	4
Technology	3
Arts and Sciences	3
Grad Non-Degree	2
Labor Studies	2
SPEA	2
Nursing	1
Grand Total	**46**

Total SCH

Fall 2002	#	
3	4	40% PT
6	10	
7	1	
9	2	
11	1	
12	15	60% FT
13	1	
14	2	
15	7	
16	1	
18	2	
Grand Total	**46**	

Total Student Credit Hours – Sixty percent of our online students are full-time (taking 12 or more SCH in a semester). This is slightly higher than IUPUI's campus figure of 55%.

Distance Courses – There are six students taking both L100 and L101 online this semester, and six others are combining the DLS online offerings with other distance courses.

	#
One DLS	34
Both DLS	6
DLS + One (web)	4
DLS + One (tv)	1
Both DLS + One (web)	1

% Distance Courses – Forty-six percent of our online students are taking ¼ or less of their SCH as distance classes. Eighty-three percent are taking less than ½. Six of our students are taking their entire course load online or via other distance alternatives.

Range	#	%
0 - 25%	21	46%
26 – 50%	17	37%
51 - 75%	2	4%
76 - 100%	6	13%

Majors – Only four Labor Studies majors among the online students. Nearly 1/3 from Business-related majors.

Group	Major Name	#	
Other	Exploratory	4	
	English	2	
	Grad Continuing Non-Degree	2	
	Political Science	2	
	AV Technology / AV Management	1	
	Legal Studies	1	
	History	1	
	Nursing – RN to MSN	1	
	Telecommunications	1	
	Environmental Science and Health	1	
	Sociology	1	
	Economics	1	
	Criminal Justice	1	
	CIM Technology – Purdue	1	
Other Total		**20**	***43%***
Business-Related	Accounting	3	
	Business	3	
	Finance	2	
	Organizational Leadership – Supervision	1	
	Management / Administration	1	
	Human Resource Management	1	
	Management – SPEA	1	
	Marketing	1	
Business-Related Total		**13**	***28%***
General Studies	General Studies – BS	7	
	General Studies – AS	2	
General Studies Total		**9**	***20%***
Labor Studies	Labor Studies – Bachelors	3	
	Labor Studies - Certificate	1	
Labor Studies Total		**4**	***9%***
Grand Total		**46**	

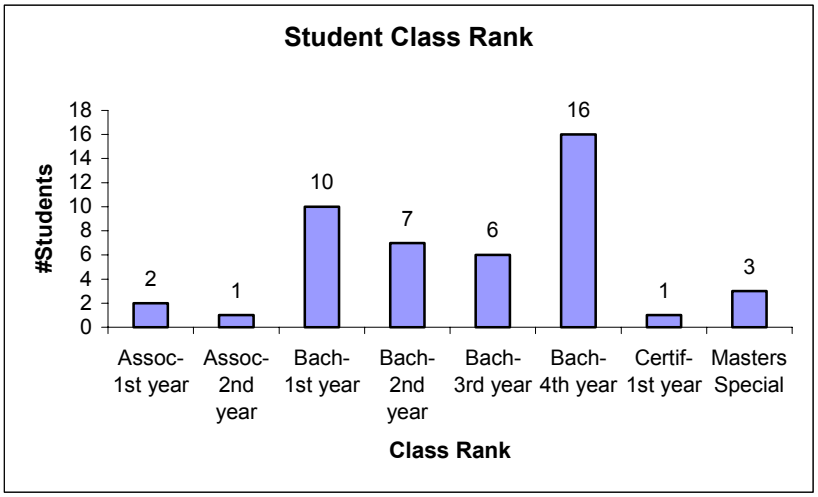
Age - The ages range from 19 to 62. Two-thirds of our online students are under 30 years old.

Range	#	
< 20	**5**	***65%***
20s	**25**	
30s	7	
40s	5	
50s	3	
60s	1	
Grand Total	**46**	

Location – In line with national trends for online programs, an overwhelming majority of our students are from within our traditional geographical "catchment areas."

City	#
Indianapolis	27
Bloomington	6
Plainfield	2
Bedford	2
Fishers	2
Rolling Prairie	1
Columbus	1
Coatesville	1
New Ross	1
New Whiteland	1
Noblesville	1
Brownsburg	1
Grand Total	**46**

Class Rank – Most students appear to be either exploring (First-year) or seeking to fill gaps in their schedule before graduation (Fourth-year).



Division of Labor Studies
Online Courses - Fall 2002 (L100 and L101)
Student Survey - Beginning of Semester

Respondents: 33 (72% response rate)
L100: 14
L101: 19

The survey was available to students in L100 and L101 during the first week of the Fall 2002 semester. The instrument was administered online and was created and analyzed using Flashlight Online, an initiative of the Flashlight Program, an international effort to "assess and improve educational uses of technology." <flashlightonline.wsu.edu>

During the past year, in a typical week how much time have you spent using a computer for any reason		40+ Hours	20-40 Hours	10-19 Hours	3-9 Hours	1-2 Hours	<1 Hour	no computer available
1.	at home?	2	2	8	16	4	1	0
2.	at work?	4	14	4	1	0	2	7
3.	in computer lab?	1	2	4	6	4	14	1

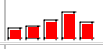
Comments:
Our online students are frequent computer users. Over half, 53%, use a computer more than 20 hours/week at their work and over one-third use a computer more than 10 hours in a typical week at home. A smaller percentage, 22%, use a computer lab more than 1(hours/week.

Rate your ability to do each of the following:		No knowledge / No ability				Expert
4.	create a word-processed document on a computer	1	2	3	17	10
5.	send and receive documents on a fax machine	1	2	6	12	12
6.	send and receive e-mail	0	0	2	15	16
7.	search for information on the Internet/World Wide Web	0	0	5	16	12
8.	electronically sending and receiving files by way of the computer (over a modem, the Internet/WWW etc.)	3	3	9	8	10

Comments:
As you'd expect with such frequent computer users, they have very high (self-reported) computer skills. A very high majority of students rated themselves expert or near-expert at computer skills fundamental to success in an online learning environment.

To what extent do you agree or disagree with each of the following statements:		Strongly Agree	Agree	Disagree	Strongly Disagree
9.	I have adequate access to library resources.	13	16	4	0
10.	I feel comfortable taking this course at home, at my place of work, or at a site away from the originating campus.	9	20	4	0
11.	It is difficult to study in my home.	0	9	19	5
12.	It is difficult to study at my place of work.	8	8	7	3

Comments:
Highlighted figures (**maroon**) show that the overwhelming majority, 88%, feel they have adequate access to library resources - countering the fear that distance students will be cut off from campus-based resources important to their learning.
More importantly, the other set of highlighted figures (**green**) indicate that at the beginning of the semester the same overwhelming majority, 88%, felt comfortable taking the course from a distance over the internet. The responses from the 12% who did not feel comfortable are explored in questions that follow.

Please indicate your perceptions of the following items:		Strongly Negative	Negative	Neutral	Positive	Strongly Positive
13.	Labor Movement in the US	0	3	11	11	8
14.	Industrial unions in the US (UAW, Steelworkers, etc.) 	3	5	7	12	6
15.	Building Trades unions in the US (Carpenters, Electricians, etc)	3	4	8	12	6
16.	Public Employee unions in the US (AFSCME, other organized public and government employees)	3	3	13	11	3
17.	U.S. Government (federal, state, and local)	4	5	11	11	2
18.	U.S. Corporations	5	7	11	6	3

Comments:
This is an interesting one - and a set of questions I'll pose at the end of the semester as well. Overall, the students have a more positiv perception of the labor movement and labor unions than they have of the US Government or US Corporations. Positives for labor ra from 42 - 58%, while positives for the US Government were 40% and for US Corporations, 27%. Similarly, negatives for labor rang from 9 - 24%, for the US Government 27% and US Corporations 36%.
This attitudinal information, coupled with the fact that most of our online students this semester are not Labor Studies students, point to an untapped pool of students sympathetic to the goals of labor movement who could find an academic home in Labor Studies, eith through more online offerings or more traditional classes.

Comments:
The following three questions (19-21) were taken from a survey that identified traits of successful online students. In each question, the top choice (marked with a *) identifies a positive trait of successful online students. The bottom choice identifies traits of students who may have trouble working successfully in an online learning environment.

19. I would classify myself as someone who:

17 - Often gets things done ahead of time. (*)
8 - Needs reminding to get things done on time.
8 - Puts things off until the last minute.

20. As a reader, I would classify myself as:

20 - Good - I usually understand the material without help. (*)
12 - Average - I sometimes need help to understand the material.
1 - Slower than average.

21. When an instructor hands out directions for an assignment, I prefer:

3 - Figuring out the instructions for myself. (*)
25 - Trying to follow directions on my own, then asking for help as needed.
5 - Having the instructions explained to me.

22. How far do you live from the nearest IU campus? (select only one response)

0-5 miles	6
6-10 miles	6
11-20 miles	15
21-50 miles	6
51-100 miles	0
100+ miles	0

Comments:
Consistent with national data about who takes online courses and the demographic information discussed above, most of our online students, 82%, live within 20 miles of an IU campus.

23. Please select the formats for distance education that you've used to take classes in the past: (select all that apply)

12 - Internet only
5 - Internet - enhanced (some classroom, some online)
5 - Independent Study (mail-based)
4 - Television
4 - Interactive Television (VIC)
4 - Other

Comments:
A little over one-third of our online students have taken another internet-only course.

24. What advantages to online courses are most important to you? (Check all that apply)

30 - Flexible schedule - work when I want
19 - Geography - can work from home/work/etc.
18 - Saves travel time
5 - Development of computer skills
5 - Other
* We care for one elderly parent, and it's important that one of us is here most of the time, unless we have someone stay with Mother-In-Law.
* Taking online classes affords me the opportunity to work online while hubby is home with his Mom at the same time.
* I really choose this due to the flexibility.
* I don't have a set work schedule therefore I cannot take a regular class except for Sat and Sun.
* One to one questions for the teacher
4 - Prefer online media to classroom-based courses

25. What disadvantages to online courses are most worrisome to you? (Check all that apply)

26 - Lack of face-to-face interaction with instructor
17 - Lack of face-to-face interaction with other students
11 - Dependence on written communication
7 - Dependence on computer skills
6 Other

* I am sometimes unable to upload homework from my home computer which is odd, since it's a cable connection. I sometimes have to send it to my work e-mail and upload from there with no problems. Afraid that may cause me to miss deadlines.
* Confusing forums
* Sometimes I feel like I can't find everything I need to complete class assignments. Some teachers put everything on a syllabus and then change it under in touch. Basically each teacher uses each section of oncourse a little different.
* I am alot older than most of the students so my ideas on the labor unions may differ quite alot.
* My computer skills are adequate if I know exactly what to do but I'm not very innovative when it comes to search arou for things. I also get frustrated fairly quickly when I can't figure out how to do something. Thankfully I have a husband a 2 teenagers who are very comfortable with computers and can answer questions. The lack of face to face interaction will also take time to get used to. I think it is hard to have a question and have to wait for the answer.
* Not able to discuss in class

26. How did you learn about this course? (Check all that apply)

14 - Insite
9 - Printed Course Schedule
9 - IUPUI Printed Materials
7 - Academic Adviser / Enrollment Center
4 - Labor Studies Faculty
3 - Friend / Union
3 - Other
1 - Flyer

27. Why did you decide to take this course?

22 - Subject matter looked interesting
16 - Offered viaOncourse
11 - Fulfill a general education requirement
7 - Fulfill a requirement for my major
7 - Offered at a convenient time
5 - Offered at a convenient location
3 - Instructor has a good reputation
2 -Other (please specify)

* Looking to minor in labor studies
* I was debating between going to college or joining the trades union

Comments:
A couple of interesting pieces here - including a verification of the above point that there is an untapped pool of students for Labor Studies classes - either online or in traditional formats. Nearly 70% are taking these classes because the subject matter is of interest to them. Also of note is the fact that nearly half are taking the class because it was offered online, viaOncourse.

28. Will you take<u>this course</u> primarily:

23 - at home
7 - at your place of employment
2 - at the main campus
1 - My dorm room

29. Would you have taken this course if it had not been available via the internet?

15 - Yes (45%)

12 - No (36%)

6 - Maybe (18%)

Comments:

This question gives an indication of what would have happened this semester if these classes had been offered traditionally, rather tha online.

Based on the survey information shown above and the first analysis shown below ("Traditional-Only Offerings"), there is a chance th only one of the classes would have run in a traditional format. For all scenarios, including that where both classes run, there would have been many students (on three IU campuses) denied access to Labor Studies classes.

Offering these two classes online gained between 29 and 38 students this semester, which translates into revenues between $12,000 a $16,000 for the Division.

Further analysis was done to explore the impact these online courses would have had on traditional offerings had these two formats been in "competition." The second analysis shown below ("Traditional and Online Offerings-Competition?") examines what would have happened if both online classes would have been offered traditionally in addition to online. Again, the survey information (Question 29) is used, as well as the percentage split between the two online courses.

Traditional-Only Offerings

	Enrollments $Revenue	Lost Enrollments Lost $Revenue
Present Offerings: 2 online courses (L100 and L101)	**52** **$21,779**	**0**
Change Situation: No online courses offered, classes taught traditionally on IUPUI's campus. **Ramifications:** Lose 10 students (IUB and IUSB) IUB L100 students told, "Class cancelled." IUSB student waits until L101 offered at IUSB	**42** **$17,571**	**(10)** **($4,208)**

Extrapolate from survey results for remaining students:

Now take the remaining 42 students and analyze how they might have enrolled in traditional classes.

Keep the Y/N ratio from the survey and pro-rate those percentages to the remaining 42 students.

Split "Maybes" evenly between No and Yes.

	Survey	Apply Y/N ratio to 42 remaining students	Split Maybes evenly	Total
Yes	15 (45%)	19 (45%)	+ 4 =	**23**
No	12 (36%)	15 (36%)	+ 4 =	**19**
Maybe	6 (18%)	8 (19%)		
Total	**33 (100%)**	**42 (100%)**		**42**

Resulting Scenarios:

Best Case: 23 "Ys" evenly split (12 / 11) and both classes run. Nineteen "Ns" don't take either class.	**23** **$9,622**	**(10+19 = 29)** **($12,157)**
Worst Case: 23 "Ys" unevenly split (14 / 9). One class runs and the other is cancelled, losing nine more students. Nineteen "Ns" don't take either class.	**14** **$5,857**	**(10+19+9 = 38)** **($15,922)**

Traditional and Online Offerings - Competition?

What if DLS had offered L100 and L101 in both online and traditional formats during Fall 2002?
Would all four sections have enough enrollments to run?
Would online offerings have "crowded out" traditional enrollments?

Data

Would you have taken the class if it had n been offered online?	**Survey Results**	**Pro-Rate for 52** (Split Maybes)
Yes	15 *(46%)*	24 *(46%)* +5= **29**
No	12 *(36%)*	19 *(37%)* +4= **23**
Maybe	6 *(18%)*	9 *(17%)*
Total	**33** ***(100%)***	**52** ***(100%)*** **52**

Fall 2002 enrollments	**Survey Respondents**
L100 – 22 (42%)	L100 – 14 (42%)
L101 – 30 (58%)	L101 – 19 (58%)
Total – 52 (100%)	Total – 33 (100%)

Analysis

		Enrollments $Revenue	**Lost Enrollments Lost $Revenue**
Using Actual % Split between two classes (42% / 58%) and Pro-Ration fo 52:			
Traditional sections – 29 total students L100 (42%) 12 students L101 (58%) 16 students	Both sections run	29 $12,132	0
Online sections – 23 students L100 (42%) 10 students L101 (58%) 14 students	Both sections run	23 $9,647	0
		52 **$21,779**	**0**
Worst Case Scenario – Uneven enrollments between sections			
Traditional sections – 29 total students L100 20 students L101 9 students	Only one section runs	20 $8,367	(9) ($3,765)
Online sections – 23 students L100 14 students L101 9 students	Only one section runs	14 $5,842	(9) ($3,805)
		34 **$14,209**	**(18)** **($7,570)**

Student Learning - Examples

Critical Thinking:
Honors B104 Introduction to Psychology as a Social Science:

Course Materials
• Syllabus • Teamwork rating sheet • Collaboratively authored book, Spring 2002 • Collaboratively authored book, Spring 2001 • "Merit pay" allocation exercise

IUPUI students tend to be most interested in courses they feel will have direct application to their lives. Honors B104 Introductory Psychology as a Social Science engages students in collaborative learning about critical thinking by asking the class to write a collaboratively authored book about applications of critical thinking to their intended majors and professions. Each student writes two chapters over the course of the semester: one chapter explains how the student will use critical thinking in his or her major and the other explains how the student will use critical thinking in his or her career. Students also work on group projects, where they assess one another's contributions through a teamwork rating sheet and a "merit pay" allocation exercise.

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Student Learning - Example

Integration and Application of Knowledge:
Organizational Leadership and Supervision (IET 104) a Student Example

Doc Duley's Industrial Strength Hot Sauce

- Course Syllabus
- Article on the course
- PowerPoint presentation on the course
- Business Plan for Doc Duley Inc.
- Professor's Evaluation of the Project

An introductory course in the Department of Organizational Leadership and Supervision in the Purdue School of Engineering and Technology was recently revised so that students would be immersed in real-world integration and application of their learning from the beginning of their studies of the field. The course, Manufacturing Organization and Management, asks students to develop their own idea for a new business and a business plan over the course of the semester. As students learn about the various functions of business organizations, they conduct related research enabling them to apply their understanding of each function to their business plan. At the end of the course, they present the plan to a "Board of Directors" made up of fellow classmates.

More information about the course and an example of a business and its application are available through the links on this page. It is worth noting that the student who developed this plan followed through, creating a small company and marketing its product, Jeff's Orange Habanero Hot Sauce, to a number of local supermarkets and gourmet shops.

IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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Teaching and Learning - Initiatives

This part of the IUPUI Portfolio contains examples of our objectives in action:

Assessment Initiatives

- 2000 - 2001 Campus-Wide Study of PULs: Phase One of a Study of Student Learning.
- The Urban Universities Portfolio Project
- The RUSS Self-Study (PDF)
- PRAC Study of Assessment in the Schools
- Interim Report on Teaching Effectiveness (PDF)

Student Learning Initiatives

- The Gateway Program
- Student Electronic Portfolio
- Undergraduate Research Opportunities Program (UROP)
- The RUSS Project
- Learning Environments Committee
- Association of American Colleges and Universities, Greater Expectations Project

Teaching Initiatives and the Scholarship of Teaching

- IUPUI Faculty Learning Communities
- Faculty Publications on Teaching and Learning

Diversity Initiatives

- Campus Climate for Diversity Self-Study and External Consultants' Report (PDF)
- Chancellor's Diversity Cabinet
- The Diversity Inquiry Group (DIG)
- Student Life and Diversity Programs

Recent Awards and Recognitions for IUPUI

- Theodore M. Hesburgh Award (Honorable Mention)
- Institution of Excellence in the First College Year
- NCAA Academic Achievement Award
- U.S. News and World Report "Programs That Really Work"

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Student Learning

2000 - 2001 Campus-Wide Study of PULs

The Principles of Undergraduate Learning (PULs) are the essential ingredients of the undergraduate educational experience at IUPUI. They form a conceptual framework for all students' general education, but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and be able to do upon completion of their degree.

In March of 2001, the campus completed ***Phase One of a Study of Student Learning*** that reported how the PULs have been integrated - and will continue to be integrated - into the work of the individual schools. Textual excerpts from the report, as well as interactive matrices summarizing the findings for each school, are available below:

- Foreword (Executive Vice Chancellor William M. Plater)
- Preface: Taking the Road Less Traveled (Vice Chancellor Trudy Banta)
- Introduction: A Brief History of the Principles of Undergraduate Learning at IUPUI (Sharon Hamilton, Director of Campus Writing)
- Meet the Faculty Associates

The textual material is summarized in the interactive "school-by-school report" on this page, which allows you to select a principle and a school and then to view a matrix that displays the relevant findings of the Phase One Study. Changes and improvements implemented since the study was conducted have been incorporated into these matrices; for more detail on developments over the past year-and-a-half, please refer to the 2001-2002 PRAC oral reports and to the annual written school assessment reports submitted for the 2001-2002 academic year.

Student Learning

- Milestones
- Sections
  - Fostering Student Engagement
  - Creating a Supportive Environment
  - Planning and Assessing for Learning
- Examples
- Initiatives
- Performance Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

School by School Report:

Select School(s):

Select Principle(s) of Undergraduate Learning:

<All Principles>
Core Communication and Quantitative Skills
Critical Thinking
Integration and Application of Knowledge
Intellectual Depth, Breadth, and Adaptiveness
Understanding Society and Culture
Values and Ethics

Ctrl-Click for multiple selections

<All Schools>
Allied Health
Business
Dentistry
Dentistry (Undergraduate Dental Hygiene Program)
Education
Engineering and Technology
Herron School of Art
Informatics
IUPU Columbus
Journalism
Liberal Arts
Nursing
Physical Education
Public and Environmental Affairs (SPEA)
Science
Social Work
University College

Ctrl-Click for multiple selections

Sort by: School Principle

Submit

School by School Narrative Overviews:

Principle 1: Core Skills
- Written Communication
- Comprehend, Interpret, and Analyze Text
- Oral Communication
- Quantitative Analysis
- Use of Information Technology

Principle 2: Critical Thinking

Principle 3: Integration and Application of Knowledge
Principle 4: Intellectual Depth, Breadth, and Adaptiveness

Principle 5: Understanding Society and Culture
Principle 6: Values and Ethics

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- Teaching and Learning
- Civic Engagement
- Research, Scholarship, and Creative Activity
- Diversity Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

For more information about the IUPUI Portfolio, please click on one of the links above.

IUPUI Portfolio Home > Performance Indicators

Performance Indicators

Performance indicators have been an integral part of IUPUI's accountability practices for the past seven years. Since 1996, campus performance indicators have been published as part of the Annual Campus Performance Report. Over the past three years, the indicators have been undergoing a substantial revision in parallel with the refinement of the campus mission, vision, values and goals.

The latest iteration of IUPUI's Performance Indicators is being developed with extensive input from a broad range of faculty, staff, and members of our local community. Review panels have been established 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 taken 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.
	Incomplete - insufficient information available
P	Pending - voting is in process with results soon available
	(blank) Not yet reviewed

Current Status

As of December 31, 2003, the process has been completed for five of the ten core mission indicators, specifically, those most closely related to the IUPUI accreditation self-study focuses: Support and Enhance Effective Teaching; Enhance Undergraduate Learning and Success, and all the indicators for Civic Engagement. In addition, the Chancellor's Diversity Cabinet has evaluated IUPUI's Campus Climate for Diversity as reflected in the relevant indicators.

Core Mission Activities

Teaching and Learning

- Attract and support a well-prepared and diverse student population
- Support and enhance effective teaching
- Enhance undergraduate student learning and success
- Provide effective professional and graduate programs

Civic Engagement

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

Research, Scholarship, and Creative Activity

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

Campus Climate & Effectiveness

Diversity Indicators

- 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 (indicators not yet implemented)

- Quality of services
- Student, faculty, and staff satisfaction with services
- Diversification and growth of revenue streams
- Net fund balance
- Efficient use of fiscal and physical resources
- Minimizing administrative overhead
- Improvement and expansion of physical plant

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Teaching and Learning

Attract and Support Diverse Students

- Academic success of new students
- Recruitment and enrollment of a diverse student body
- Retention and graduation of a diverse student body
- Alignment of student enrollment with campus capacity
- Effectiveness of student support services

Support and Enhance Effective Teaching

- 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

- Demonstration of students' general education and major-specific learning outcomes
- Quality of the learning environment
- Student academic progress and achievement
- Graduates contributions to their professions and communities, economically, socially, and culturally

Provide Effective Professional and Graduate Programs

- Demand for program admissions
- Quality of graduate and professional programs
- Student success and achievement
- Development and support of programs that fulfill community needs

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Attract and Support a Well-Prepared and Diverse Student Population

Note: Measures in gold text are in development

Academic success of new students

Key Indicator: Successful course completion rate among first-year students

Other Indicators: First-time student retention t Placement validity rates t First-year students' reports of engagement in learning t Evidence of first-year student mastery of core PUL skills

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Enrollment, retention, and graduation of a diverse student body

Key Indicator: Minority student enrollment in relation to service area

Other Indicators: Minority student retention and graduation rates t Balanced market share of area high school graduates, including IPS t Ivy Tech transfers t Student self reports of engagement in campus activities and satisfaction with academic and social experiences: minorities compared to non-minorities t Degree completion among returning adult students t Trends in participation of traditionally underserved populations t Trends in financial need and need met

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Alignment of student enrollment with campus capacity

Key Indicator: Classroom utilization rate

Other Indicators: Section size distributions t Wait list fulfillment t Course section enrollment/capacity t Campus residence occupancy rate t Student satisfaction with parking and course availability t Enrollment/program capacity t Creation and expansion of high-demand programs t Fiscal viability of programs

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Effectiveness of student support services

Key Indicator: Student satisfaction with advising

Other Indicators: Percent of transfer credits articulated to requirements t Student satisfaction with support services t Turnaround time of transfer credit articulation t Process effectiveness measures in student service areas (advising, orientation, learning resource center, admission, registration, financial aid, billing)

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

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Effective Teaching

Support and Enhance Effective Teaching

IUPUI's effectiveness and, indeed, our survival as an institution depend on our ability to meet the learning needs of an unusually diverse, nontraditional student body with whom the "tried and true" approaches to college teaching are less than successful. The work on enhancing undergraduate student learning and success discussed in this self-study could not have been accomplished without sustained institution-wide effort to create a campus environment that fosters teaching excellence and innovation. Key strategies in this effort have included creation of meaningful rewards and incentives for teaching achievements, development of resources that support active, student-centered pedagogies and encourage reflective, informed teaching practices, and a series of highly visible campus-wide initiatives (including campus participation in national initiatives) focused on seeking solutions to the particular teaching challenges IUPUI faces as a large, urban, commuter university.

The success of these strategies relies, in turn, on our ability to understand and address teaching and learning as collective responsibilities that can be most effectively carried out through evidence-based, coordinated action. This understanding of teaching as a collaborative activity runs counter to many traditions of the academy and, at IUPUI, to the decentralized structure of the campus itself. An effort to cultivate a sense of shared responsibility for teaching has thus been woven throughout the various strategies and initiatives we have pursued. Just as our work on learning has concentrated, to a great extent, on creating community among our students, our teaching efforts seek to develop a sense of community and shared purpose among faculty and staff. An extended example of such an effort is presented at the end of this "teaching" portion of the self-study.

Effective Teaching

- Milestones
- Sections
  - Ensuring Rewards and Incentives
  - Developing People, Programs, and Resources
  - Collaborating for Innovation and Success
- Examples
- Initiatives
- Performance Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

This portion of our special emphasis self-study focuses on three major themes that have informed our initiatives to support and enhance effective teaching:

- Ensuring Rewards and Incentives for Effective Teaching
- Developing People, Programs, and Resources for Effective Teaching
- Collaborating for Teaching Innovation and Success

Go on to: Ensuring Rewards and Incentives for Effective Teaching

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Effective Teaching

Ensuring Rewards and Incentives

Over the past ten years, IUPUI faculty and administrative leaders have sought to develop policies and practices that ensure that teaching is as highly valued and as well-rewarded as research and professional service. Efforts have focused specifically on enhancing the role of teaching in faculty recruitment, tenure, promotion, and salary determinations, expanding other incentives and rewards for teaching excellence, and building a system of rewards and incentives for part-time faculty (informally called "associate faculty" at IUPUI). A December 2000 Interim Report on Teaching Effectiveness (PDF) at IUPUI provides a detailed summary of these and other efforts.

Effective Teaching

- Milestones
- Sections
  - Ensuring Rewards and Incentives
  - Developing People, Programs, and Resources
  - Collaborating for Innovation and Success
- Examples
- Initiatives
- Performance Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

The Role of Teaching in Faculty Recruitment and Hiring

Attention to rewarding and recognizing teaching accomplishments begins with the recruitment and hiring process. Prospective faculty hires are required to provide documented evidence of teaching effectiveness. Following IUPUI's participation in the "Peer Review of Teaching Project," sponsored by the American Association for Higher Education (AAHE), many schools and departments have adopted the practice of asking candidates for faculty positions to conduct a pedagogical seminar or to teach a sample class observed by peers. Each department recommending appointment of a candidate to a full-time faculty position must certify that the candidate has presented evidence of teaching effectiveness. Candidates for tenured initial appointments must, in addition, present evidence of teaching effectiveness from external peers.

The Role of Teaching in Annual Reporting

Once hired, all faculty members are required to submit an annual report (PDF) that includes evidence of teaching effectiveness and detailed information on activities related to teaching and learning, including advising and mentoring of students, work related to such areas as retention, service learning, assessment, and the scholarship of teaching, and innovations in teaching and learning with technology. Since 2000-2001, when our post-tenure review policy (formally titled "Faculty/Librarian Review and Enhancement") took effect, these reports, including evaluation of teaching effectiveness, have been mandatory for tenured, as well as non-tenured, faculty members. Each unit makes use of these reports to set individual salaries, in accordance with its own policies and with IU and campus guidelines. While emphases on teaching, research, and professional service may vary for individuals over time and both within and across units, teaching effectiveness is considered a fundamental responsibility of all members of the faculty.

The 2000 *Interim Report on Teaching Effectiveness* recommended conducting a longitudinal study of the salaries of teaching award winners to determine whether excellence in teaching is, in fact, rewarded commensurately with excellence in research in salary determinations. IMIR is exploring the possibility of carrying out such a study in collaboration with a member of the Department of Economics.

The Role of Teaching in Promotion and Tenure

IUPUI Promotion and Tenure Guidelines require all promotion and tenure candidates to submit extensive documentation of teaching effectiveness. Candidates must also identify and document at least one area of

"excellence"-i.e., teaching, research, or professional service. Those who offer evidence of excellence in teaching are encouraged to present a range of documentation of impact at the classroom, unit, campus, and national levels, but must base the case for excellence primarily on demonstrated student learning. Such evidence might include "documentation that students have met specified learning objectives" for the course or degree program, evidence that courses and scholarship of teaching reflect the PULs, and evidence of learning outcomes resulting from the innovative use of technology or other new teaching approaches.

Over the last several years, approximately one third of candidates for promotion and tenure and one-third of faculty actually promoted and tenured at IUPUI have offered teaching as their area of excellence. These results are documented in an annual Report on Promotion and Tenure Actions, which is distributed to all faculty to demonstrate that teaching effectiveness is a proven basis for seeking and gaining promotion and tenure. This information is also presented at new faculty orientations, workshops on preparing for promotion and tenure, and other venues.

Other Incentives and Rewards for Teaching

In addition, special awards are made each year to faculty for teaching excellence. Awards include the Trustees' Teaching Award (TTA), newly instituted in 2000-2001, the Chancellor's Award for Teaching Excellence, which has been granted for many years to one full-time faculty member and one part-time faculty member, and the Chancellor's Professorship, newly instituted in 1999-2000. These awards range from a one-time cash supplement of $2,500 for the TTA to a base salary adjustment of $5,000 for faculty named as Chancellor's Professors. IUPUI has also developed a number of internal grant programs related to teaching. Some programs, such as OPD's Faculty Fellows program, are ongoing; others, such as the Gateway Grants, aim to address current campus priorities. Depending on the program and nature of the specific grant project, awards may be made to individual faculty members or to groups of faculty collaborating on an initiative.

Recognition and Rewards for Part-Time (Associate) Faculty

Associate faculty members play an important role at IUPUI, not only because of their number, but because they often bring to the campus critical expertise based on practice in their fields. To the greatest extent feasible, they are included in the policies and practices summarized here. For example, while associate faculty are often hired without a full search, the chair or dean responsible is expected to conduct an interview that includes an assessment of teaching. Once hired, first-year associate faculty members must undergo a peer review of their teaching by at least one full-time faculty member; in subsequent years, periodic peer reviews continue, in addition to reviews through student evaluations. (Click here for detailed information on evaluation policies for part-time faculty.) Like full-time faculty, associate faculty are required to submit an annual report.

Other teaching awards are likewise available to associate faculty. For example, while the TTA initially excluded clinical faculty, lecturers and part-time faculty, an IUPUI proposal persuaded the IU Board of Trustees to expand eligibility to these categories of faculty beginning in 2001-2002. The Chancellor's Award for Teaching Excellence has always been granted to one associate faculty member, in addition to one full-time faculty member, each year. Associate faculty members are eligible for teaching grants and are encouraged to participate in IUPUI's wide range of professional development opportunities, which include a full set of programs geared to their specific development needs offered by the Associate Faculty Office. (Professional development for faculty at IUPUI is discussed more fully later in this self-study.) Associate faculty who complete Dialogues for First-Year Student Success, a workshop/discussion series focused on the needs of first-year students, receive a stipend for participating. An online version of this series is under development, with the first six modules expected to be ready by October 2002.

Trustee Lecturer Initiative

In 2001, the IU Board of Trustees created a three-year initiative to replace part-time faculty positions with full-time lecturer positions. Two percentage points of IUPUI's tuition increase this year is dedicated to funding that conversion of part-time positions to full-time ones. During 2001-2002, IUPUI used Trustee Lecturer Initiative funds to hire 35 lecturers in the Schools of Liberal Arts and Science (including two faculty at IUPU Columbus). This year, the program has been expanded to other schools on campus, adding a total of approximately 43 new full-time faculty members.

The Dean of the Faculties has directed schools and departments to take all possible steps to ensure that we hire only highly effective teachers able to contribute to undergraduate retention through effective student learning for these new positions. Accordingly, candidates are required to submit a personal statement of teaching philosophy and evidence of peer evaluation of teaching or peer assessment of a pedagogical colloquium. Each new lecturer is assigned a mentor responsible for helping the new appointee adjust to the department and school and for ensuring the new appointee's participation in orientation, programs and discussions on Gateway course issues, and other activities aimed at helping new faculty be effective teachers and contributors to retention in the IUPUI environment. In addition, full-time lecturers new to the IUPUI campus must complete a series of sessions orienting them to teaching at IUPUI.

Since the purpose of this initiative is to expand the number of course sections taught by full-time faculty, new full-time lecturers may not be used to reduce the participation of full-time tenured or tenure-track faculty in teaching undergraduate courses. In Fall 2001, 52 percent of undergraduate course sections were taught by full-time faculty as opposed to 47 percent the previous fall. Data for this year's full-time lecturer hires and class sections are currently being analyzed.

Evaluation of Incentives and Rewards for Teaching

A range of committees and offices play roles in evaluating incentives and rewards for teaching, including the Faculty Affairs Committee of the IUPUI Faculty Council, various committees associated with the Office for Professional Development, ad hoc committees charged with selecting faculty for teaching awards, the Office of the Dean of the Faculties, and the Office of Academic Policies, Procedures, and Documentation. The campus-level Promotion and Tenure Committee, which includes a representative from each school, three faculty members elected at large, and the Dean of the Faculties, annually assesses each year's work, reviews guidelines for promotion and tenure dossiers, and recommends needed revisions. In addition, the campus conducted a self-study and developed the Interim Report on Teaching Effectiveness (PDF) for the Office of the President of IU in 2000.

The Office of Information Management and Institutional Research also surveys all IUPUI faculty members every other year on a variety of topics, including satisfaction with rewards and recognition for their teaching, research, and service activities. Results of the three most recent surveys, conducted in 1996, 1998, and 2000, show a small trend toward greater satisfaction with rewards for teaching and a slightly larger trend toward less dissatisfaction. Over the same period, faculty have become more neutral in their assessment of rewards and recognition for research and scholarship and professional and institutional service. The TTA, which can be awarded to up to six percent of the faculty in a given year, was instituted in part to enhance the reward structure for teaching IU-wide.

Go on to: Developing People, Programs, and Resources for Effective Teaching

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Effective Teaching

Developing People, Programs, and Resources for Effective Teaching

As part of our effort to cultivate a campus environment that promotes effective teaching and learning, IUPUI devotes substantial resources to supporting teaching through faculty development. We view professional development and growth as essential for every faculty member, as we move to a more complex conception of teaching that emphasizes effective learning experiences over transmission of content and reflective practice over quick fixes and "teaching tips."

Faculty development at IUPUI occurs in a wide variety of settings and takes many different forms. Departments and schools have the major responsibility for professional development of faculty and some larger schools, such as Dentistry and Nursing, sponsor programs and offices with formal faculty development responsibilities.

The Office for Professional Development

At the campus-wide level, the Office for Professional Development, created in 1999 through a merger of the Center for Teaching and Learning and the Office of Faculty and Senior Staff Development, carries the main responsibility for faculty development to enhance teaching and learning. With a staff of approximately 40 people, OPD brings together the CTL, which works with faculty on instructional design and development, instructional technology, and instructional research and assessment; the Office for Women, the Office for Multicultural Faculty Development, and the Associate Faculty Office, which focus on programs and advocacy for their target populations; the Office of Campus Writing, whose programs help faculty across disciplines incorporate writing into their courses and use writing assignments to enhance student learning; and other programs, including the Copyright Management Center and the Scholarly and Creative Activity Program.

OPD programs and services focus on student-centered learning informed by research-based practice. They range from individual consultation to workshops, conferences, and seminar series, to leadership of groups and initiatives addressing important campus teaching and learning issues, including the Gateway Program (discussed in detail later in this self-study), the Learning Environments Committee, and the Preparing Future Faculty Program. A new Faculty Learning Communities Program, funded by FIPSE, convenes small faculty groups over the course of an academic year to explore areas like problem-based learning and the capstone experience and to provide support for classroom experimentation. We have found that forming ongoing, collaborative faculty groups focused on exploring specific teaching and learning issues and challenges can be a powerful tool for faculty development and institutional change-a topic explored in greater depth later in this self-study.

A key resource within OPD is the Office for Multicultural Faculty Development and the Diversity Inquiry Group sponsored by that office. OMFD supports the career advancement of faculty and staff of color through career consultation, faculty development grants, symposia, and work with academic departments. It also works to promote good practices in multicultural teaching and learning and works with faculty on curricular and classroom climate issues. Through the Diversity Inquiry Group, OMFD offers workshops,

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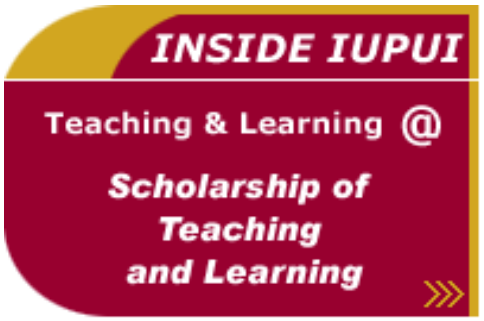
Diversity Enhancement Grants, and other programs on inclusive teaching and curricula and works with the Gateway Program to enhance attention to multicultural teaching in Gateway courses. A new Web site developed by DIG provides a resource for faculty at IUPUI and beyond on multicultural curriculum and pedagogical issues. DIG, like other OPD initiatives and programs, seeks to situate its work in the context of the scholarship of teaching and learning, emphasizing proven good practices and encouraging research and experimentation to adapt existing practices to the IUPUI environment and discover new ones that are effective for our students and faculty.

Other Campus-Wide Resources

In addition to school/campus efforts and OPD, a number of other offices and committees play roles in faculty development to enhance teaching and learning. IUPUI's nationally recognized Office of Service Learning, for example, provides resources for and assists faculty in incorporating community service learning experiences into courses and curricula. University College leads initiatives like the RUSS Project, and, in collaboration with OPD, the Gateway Program. The Office of Planning and Institutional Improvement consults with academic units on assessing student learning. The IU-wide Faculty Colloquium on Excellence in Teaching (FACET), housed at IUPUI, sponsors multi-campus forums and institutes to develop faculty leadership for teaching and learning and to support relevant institution-wide change efforts. These units, along with the committees associated with them, work together to help ensure that our various campus initiatives to enhance teaching and learning are integrated and closely tied to the institution's mission and priorities.

Assessment of Programs and Resources for Effective Teaching

Ultimately, the final test of the effectiveness of our faculty development programs is student learning; our approaches to assessing student learning and many of our findings are reported in the student learning portion of this self-study and in the annual assessment reports from the individual schools. Another indicator of the impact of faculty development efforts is the number of faculty who report using the kinds of active, experiential, and collaborative learning strategies emphasized by these programs and the number of students who report active engagement in learning; those findings are also summarized in the student learning section of the self-study. Assessment of impact is incorporated into significant campus initiatives, such as the RUSS Project and the Gateway Program. In addition, major offices and programs responsible for faculty development, such as OPD, conduct a range of needs assessments and self-assessments and report annually on performance. One indicator of OPD's success is faculty participation in its programs, which increased by a third in 2001-2002, bringing total instances of faculty participation to 4,441. (To view OPD's most recent annual report, click here (PDF).)



Go on to: Collaborating for Teaching Innovation and Success

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Effective Teaching

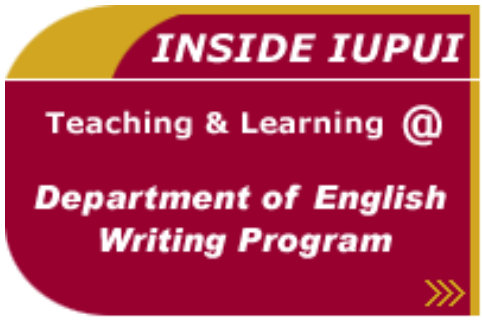
Collaborating for Teaching Innovation and Success

Major institution-wide, collaborative initiatives undertaken by IUPUI faculty and staff have become a significant feature of the campus teaching and learning environment; the specific initiatives change and develop, but our engagement with such efforts is ongoing as we seek continuous improvement of teaching and learning. Recent and current initiatives include the Restructuring for Urban Student Success Project, the Urban Universities Portfolio Project, Greater Expectations, and Faculty Learning Communities.

As discussed earlier in this self-study, we have found that the campus-wide collaboration on teaching and learning that such initiatives encourage has been among the most powerful strategies available for developing faculty, improving student learning, and effecting genuine campus change. In this section, we discuss one of the campus's current efforts, the Gateway Program, as an example of collaborative work that supports teaching innovation and student success.

Background

The Gateway Program is a two-year-old collaboration among the Office for Professional Development, University College, other administrative units, and many IUPUI departments and schools aimed at improving student success in IUPUI courses with the highest enrollments of first-year students. We have termed such courses "Gateway Courses," because students' success or failure in them is critical to retention in the first year. As this report discusses elsewhere, retention has been a key challenge for IUPUI and retention of first-year students has been a particularly intractable problem. Enhancing students' persistence and success in Gateway courses thus has the potential for significant impact on our overall retention rates.



By the end of the 1990s, IUPUI was in a strong position to undertake an initiative to retain first-year students. Several years of especially disappointing performance and pressure to improve from the IU Board of Trustees had placed the issue of first-year retention front and center for upper administrators at IUPUI. At the same time, the recent inception of University College and the Office of Professional Development had created more coordinated support structures for both students and faculty than had previously existed. Both the Dean of University College and the Associate Dean of the Faculties for Professional Development had been charged with making first-year student success the priority of their units and coordinating the responses of other units. Bringing together UC, responsible for helping newly-enrolled undergraduates succeed, and OPD, responsible for working with faculty to enhance teaching effectiveness, made possible strategies that supported the needs of both learners and teachers.

Strategies and Approaches

Coordinated by a broad-based team that includes faculty, the Associate Dean of the Faculties for Professional Development, the Dean of UC, and an undergraduate student, the Gateway Program has

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emphasized widespread grass-roots participation and collaboration across campus units. The program began in 1999-2000 with a series of well-attended Gateway Forums for faculty, students, and staff. Held in a town hall meeting format, the forums focused on defining the dimensions of the first-year retention problem and on brainstorming solutions. Crucial assistance at the forums was provided by the Office of Information Management and Institutional Research, which presented data on the numbers of students enrolled in first-year courses and on DFW rates in these courses (i.e., the rates at which students received grades of D or F or withdrew). These data made public and specific what had previously been, for most faculty, only a vague awareness of overall poor undergraduate retention at IUPUI.

IMIR also helped the campus community to identify reasons for the low retention rates by supplying analyses of the IUPUI student profile drawn from existing institutional data. To flesh out the definition of the problem, faculty and staff added information drawn from their own experiences. Students discussed their perceptions and needs. The quest for more and fuller information stimulated enhanced institutional and faculty efforts, including course exit surveys, in-class discussions, and formal data modeling.

The various components of the Gateway Program were designed to respond to the information gathered through these efforts. Data on poor student preparation for college led to such UC initiatives as linkage of Critical Inquiry sections with Gateway courses and adoption of the Structured Learning Assistance model. Information about the amount of time IUPUI students spend on commuting and on their lack of identification with the campus led to enhanced support for beginning students through learning communities, tutoring, and advising and to pilots that experimented with the use of course blocks and an Administrative Withdrawal policy in key departments. Data on the percentage of Gateway course sections taught by associate faculty led to the creation of incentives for these faculty to participate in faculty development experiences, changes in the scheduling of key events to accommodate their schedules, and creation of new office space and communication tools for them.

To support the needs of faculty teaching Gateway courses, OPD established a series, Dialogues for First-Year Student Success, that examined basic teaching topics like course design, classroom management, active learning, multicultural teaching, and others to identify effective practices. Full- and part-time faculty across disciplines enrolled in the year-long series of eight three-hour discussions. Series leaders and participants developed tip sheets and exchanged strategies on such topics as improving student attendance and motivating students; these were subsequently made available to all instructors of first-year students.

A second approach used by the coordinating team, which has come to be known as the "Gateway Group," includes regular meetings with representatives of each department that offers Gateway courses. At these meetings, the department chair, faculty teaching Gateway courses, and representatives of OPD and UC discuss the courses-problems encountered, experiments and changes underway, what has been learned about the effectiveness of various strategies and approaches, and what progress has been realized. These inquiry-based sessions create occasions for group dialogue and problem-solving within departments, helping to make what was formerly a private enterprise to each faculty member a matter of departmental conversation and concern. After the first iteration of this process, the Gateway Group compiled a working document called "Principles of Effective Gateway Courses," (PDF) which now serves as a discussion resource. Chairs and faculty are urged to share supporting evidence, including statistical and anecdotal information, for conclusions they draw about effective practices.

Gateway Grants make up a third faculty development strategy. The grants fund projects in four categories: inquiry, course development, dissemination of effective practices, and integration of activity across course sections. Proposals must represent collaborative, rather than individual, efforts. Examples of successful Gateway Grant projects include development of a Web site on effective practice in Gateway courses, an

initiative by faculty in the writing program to collaborate on establishing standards for assessing student portfolios, and revision of key Gateway courses and course sequences, including the freshman writing course, W131, Introduction to Literature, and introductory courses in psychology, Spanish, chemistry, computer technology, and anthropology. In addition, an online version of Fundamentals of Speech Communication, R110, which introduces students to public speaking has been developed. In a related effort, funding from the Pew Center for Academic Transformation has supported a joint course project linking introductory writing and sociology courses (PDF).

The Call for Proposals for the current year's Gateway Grants identified four priority areas: planning orientation activities for faculty teaching in multiple-section Gateway courses; coordinating approaches to assessing student performance across sections of a Gateway course; understanding how instructional technology can help support student retention in Gateway courses; and integrating activities across "learning blocks" of Gateway courses. Again, the intent is to foster collaboration among faculty working with these courses. Consultants from the Center for Teaching and Learning work with faculty groups conducting projects to foster productive conversations and inquiry.

Grant activities, programming, and findings are reported at Gateway Forums, which continue to be held twice each semester and focus on problem areas, effective practices, and perceptions of both Gateway students and faculty members about the purposes of these courses. Topics in 2001-2002 included "Sustaining Innovations for Student Success," "Connecting with Professional Schools and Upper Division Courses," "Integrating Residential Communities," and "Enhancing the Climate for Diversity." As an ongoing feature of the forums, faculty members discuss their experiments with new practices in a scholarship of teaching format, outlining their diagnosis of a learning problem in a Gateway course and describing the approach they took to addressing the problem, the results they observed, how they are now teaching, and questions they plan to explore in the future. Ideas generated in the forums and in other venues for discussion of Gateway course issues are prioritized for action by the Gateway Group and relevant offices, units, or departments.

The forum format has thus created a set of occasions for exchange among faculty and students and a vehicle for proposing new ideas, questioning assumptions, and modeling inquiry into teaching through collection of assessment data and reflective analysis of the results. Put another way, the forums bring together people interested in a common problem to work with information that will help them to understand key issues and arrive at more effective practices.

Diversity

Retention rates for students of color at IUPUI have been particularly poor. The Gateway effort has thus worked closely with the Diversity Inquiry Group, charged with promoting inclusive teaching and multicultural curriculum development at IUPUI. DIG is housed within the Center for Teaching and Learning and receives its resources from that unit. Early on, DIG identified the success of first-generation students, particularly students of color, as its main goal, linking it with the retention effort. The DIG faculty coordinator is a member of the Gateway Group and DIG activities have been closely coordinated with the Gateway initiative. As a by-product of DIG involvement, a report by one of the DIG members focusing on the sense of community needed for the retention of students of color resulted in engagement of the Office of Student Life and Diversity in the Gateway discussions. Had this emphasis not been raised by DIG, the Gateway effort might not have sought this collaboration.

Impact on Students

As noted earlier in this self-study, first-year retention rates increased from Fall 2000, when changes emerging from Gateway efforts began to be implemented, to Fall 2001 by 3.3 percent and from Fall 2001 to Fall 2002 by 3.9 percent. We attribute a large part of this improvement to the Gateway Program. In some contexts where there has been a major emphasis on Gateway courses, retention gains have been

even more substantial. For example, in the Sociology and Writing Program, the DFW rate for first-time, full-time students in the enhanced sections, which linked the introductory writing course to the introductory sociology course, was 25 percent, compared with 52.3 percent in traditional sections. First to second year retention rates improved from 68.6 percent for students in traditional sections to 84.1 percent for students in the linked, enhanced sections. Students in the linked, enhanced sections also performed better on common exams and received higher course grades. (Click here for a report on this program.)

Impact on Faculty

The Gateway Program attracted extensive faculty participation. To date, participation rates among faculty, staff, and students in the forums alone have exceeded 500 instances and over 81 faculty have completed the Dialogues for First-Year Student Success series or attended workshops relevant to Gateway courses. Follow-up studies from the Dialogues have indicated that recommended practices have been incorporated into courses and that models of teaching explored through the series have altered prior assumptions about effective teaching.

More broadly, the Gateway Program is serving as a highly visible campus example of how faculty development and institutional change can occur as faculty collaborate to define problems, arrive at solutions, and learn to alter practice accordingly. By involving faculty and academic units in these processes, focused on an issue central to the vitality of the campus, the program has enhanced faculty inquiry, dialogue, and engagement at IUPUI and taken advantage of the creativity of the entire campus community. Gateway's strategy of combining theoretical knowledge about student learning and teaching with front-line realism has generated both grounded solutions and buy-in, producing a broad campus-wide coalition that holds the promise of producing lasting change.

The Gateway Program also stands as a model that has already exerted strong influence on subsequent faculty development efforts. For example, OPD plans to base future initiatives on community dialogue informed by the scholarship of teaching-i.e., ongoing collective assessment, reflection, and reconceptualization of strategies. A recent forum held by the School of Science to share best practices in first-year courses was termed a "first of its kind" by one faculty member and is an indication of the spread of the Gateway approach. The program has also garnered national recognition as a model for faculty development from the Hesburgh Award competition sponsored by TIAA-CREF. (A report on Gateway Program activities and accomplishments in 2001-2002 is included in Appendix B of OPD's annual report (PDF) for that year.)

Just as we have come to understand the importance of the social context of learning for students, the Gateway Program has helped us come to envision teaching, at its best, as a collaborative activity, not an individual and private one. Indeed, it is a truism that student learning is most likely to be enhanced when teaching is viewed as a collective responsibility, a set of intentional coherent strategies that span the curriculum, not a collection of separate, unrelated courses or experiences. While earlier initiatives at IUPUI certainly evidenced the power of collaboration around real teaching and learning challenges, the Gateway Program and its impact have provided IUPUI with perhaps the most persuasive campus example to date of the impact of a broad-based campus-wide program of inquiry, dialogue, and support.

Go on to: IUPUC Teaching and Learning Supplement

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Gateway Program

The Gateway Program is a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students. It represents a collaboration among the Office for Professional Development, University College, academic departments that offer Gateway courses, and units such as the Office of Information Management and Institutional Research, the Office of Student Life and Diversity, the Diversity Inquiry Group, and the Office of Enrollment Management. The program includes faculty development offerings, a series of Gateway Forums open to all members of the campus community, a Web Forum for exchanging information on successful strategies and best practices, course and curriculum revision, and Structured Learning Assistance. The success of the two-year-old effort in improving student retention led to national recognition by the Theodore M. Hesburgh Award program in February of this year.

Information on the program is available on the Web sites linked above. To view a recent PowerPoint presentation on the program's impact on retention, click here. For a presentation on revised courses, click here (PowerPoint). For examples of revised courses, click example 1, example 2, or example 3. To read the materials on the program submitted for the Hesburgh Award, click here.

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Teaching and Learning

IUPUC Teaching and Learning Supplement

IUPU COLUMBUS
Focus on Mission:
Excellence in Teaching and Learning

Vision

The vision of Indiana University-Purdue University Columbus is to be the recognized source of Indiana University and Purdue University degrees and programs in southeastern Indiana.

Mission

The mission of IUPU Columbus is to identify and respond to post-secondary education needs and enhance the quality of life of the residents of our 10-county service area by providing Indiana University and Purdue University degrees, programs, courses, and faculty expertise.

To achieve this mission, we deliver high quality courses and degree programs of IU and Purdue; encourage student achievement in a supportive and caring environment by providing small classes, academic advising, mentoring programs, preparatory courses, learning labs, student clubs, social activities, and service learning; provide university access in a cost-effective manner at Columbus and other commuter locations; provide support for research by faculty and students through release time, facilities, equipment, and travel assistance, opportunities for undergraduate research, presentations, and publications, and faculty development grants and interdisciplinary scholarship; work in partnership with community institutions, organizations, and businesses; broaden the perceptions, knowledge base, and understanding of area residents by providing access to library and learning resources, presentations and public forums, international exchange programs, continuing education courses, in-house training, and speakers for outside groups.

Values

IUPU Columbus values honesty and integrity, achievement and excellence, collegiality and cooperation, creativity and innovation, entrepreneurship and community support, and inclusivity and diversity. These values are expressed by the commitment of students to learning and academic integrity; faculty to the highest standards of teaching, scholarship, and service; staff to the highest standards of service; and the campus to provide access and appropriate assistance for all who demonstrate the ability to benefit from higher education; personalized attention; recognition of diversity in learning styles; faculty and staff development; continuous improvement of its programs and services; an environment conducive to learning; service to the community by students, faculty, and staff.

Enhance Undergraduate Student Learning and Success

At IUPU Columbus, we work on the same model as IUPUI and attempt to implement the teaching and learning initiatives as our resources allow. For example, in our University College we provide a math assistance center, a campus writing center, and a student advising center. Core to the University College is the First-Year Seminar, or learning community.

Learning Communities

IUPU Columbus offers learning communities through University College as well as program learning communities in business, education, and psychology. Within the learning communities, we have a successful student mentor program. We have experimented with block scheduling of linked courses and are evaluating the effectiveness of the linking.

Analysis of the block schedule program for entering freshmen is ongoing. In the fall of 2001, students in 21 courses (10 part of a block schedule and 11 comparable courses) were surveyed regarding their educational plans and their experiences at IUPUC. Preliminary analysis indicates that students participating in the blocked program were more likely to develop friendships with their classmates (social engagement) that led to a higher intention to re-enroll for courses at IUPUC in the Spring 2002 and Fall 2003 semesters. The block schedule of classes did not have an impact on student learning (academic engagement). Tracking of these students is continuing.

Technology and Enhancement of Student Learning

We are encouraging our faculty to use technology in the classroom and have installed computers and projectors in almost every classroom. Every class has access to PowerPoint presentations, computer simulations and programs, and resources from the Internet. We also encourage the use of OnCourse in every class.

Principles of Undergraduate Learning

We encourage the awareness and use of the Principles of Undergraduate Learning in all of our courses. We have asked the faculty to indicate the extent to which the PULs are integrated into their courses. Based on the data collected to date, 95 percent of the courses include components of the Core Communication and Quantitative Skills; 94 percent include Critical Thinking; 81 percent Integration and Application of Knowledge; 73 percent Intellectual Depth, Breadth, and Adaptiveness; 49 percent Understanding Society and Culture; and 65 percent Values and Ethics. We have also begun to collect data from graduating students in the form of reflective statements of their growth in the Principles of Undergraduate Learning.

In addition to the campus Principles of Undergraduate Learning, the education program has developed six Principles of Teacher Education.

These principles form the conceptual framework for the Teacher Preparation Program at IUPU Columbus, as they do for the Teacher Preparation Program at IUPUI.

Principle 1: Conceptual Understanding of Core Knowledge
Definition: The ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For secondary education candidates, this means developing rich expertise within their chosen discipline. For elementary education majors, this means developing a solid understanding of the range of disciplines taught in the elementary grades. This principle is demonstrated by the ability to:

- Set learning goals that reflect command of the subject matter.
- Design and implement instruction that develops students' conceptual frameworks.
- Interact with learners, providing accurate and in-depth information.
- Improve learners' communication and quantitative skills through meaningful learning engagements.
- Model effective communication and problem solving.
- Use a variety of media and technology.
- Distinguish high-quality educational materials.
- Write and speak with clarity.

Principle 2: Reflective Practice
Definition: The ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and contexts from multiple perspectives. This principle is demonstrated by the ability to:

- Explain the principles that guide the teaching.
- Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning, and generating plans designed to support student learning.
- Entertain multiple perspectives.
- Self-assess from multiple perspectives.
- Collect information through observation of classroom interaction.
- Assess learners' development and knowledge.
- Use assessment processes appropriate to learning outcomes.

- Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.

Principle 3: Teaching for Understanding
Definition: The ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning. This principle is demonstrated by the ability to:

- Set clear goals for learning experiences.
- Establish suitable classroom routines.
- Provide learners with meaningful choices.
- Create a collaborative, supportive social environment.
- Engage learners in generating knowledge and testing hypotheses.
- Help learners articulate their ideas and thinking processes.
- Use multiple strategies that engage students in active learning.
- Encourage learners to see, question, and interpret ideas from diverse perspectives.
- Convince learners to assume responsibility for themselves and their own learning.
- Motivate all children to learn.
- Create an inviting, interactive learning environment.
- Ask questions that promote learning.
- Build on children's prior knowledge.

Principle 4: Passion for Learning
Definition: The ability of teachers continually to develop their own complex content and pedagogical knowledge and to support the development of students' habits of continual purposeful learning. This principle is demonstrated by the ability to:

- Synthesize and teach complex concepts and networks of knowledge.
- Learn about learners and teaching through reflective practice.
- Recognize and support learners' intellectual, social, and personal growth.
- Support learners with special needs.
- Engage learners in multiple ways of knowing.
- Convey reasonable, but high and positive expectations for learner achievement.
- Integrate the disciplines to create meaningful curriculum.
- Give learners opportunities to solve community problems and make authentic choices.
- Provide learners with access to learning opportunities.
- Seek help from other professionals when needed.
- Engage in personal inquiry to construct content knowledge and skills.

Principle 5: Understanding School in Context of Society and Culture
Definition: The ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities. This principle is demonstrated by the ability to:

- Act as a change agent.
- Communicate in ways that demonstrate a sensitivity to a broad range of diversity.
- Mediate when learners need help to resolve problems or change attitudes.
- Collaborate with parents, teachers, administrators, and other community members involved in the lives of students.
- Embed knowledge of community into teaching.
- Challenge negative attitudes

Principle 6: Professionalism
Definition: The ability of teachers to be active members of professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices. This principle is demonstrated by the ability to:

- Articulate the ethical principles guiding professional conduct.
- Demonstrate and document standards-based practice in the classroom.
- Stay current in terms of research on pedagogy and content areas.
- Participate in professional organizations and resource networks beyond the school.
- Dialogue with colleagues about issues that are complex and difficult.
- Give presentations for other professionals.
- Initiate activities such as teacher research, study groups, coaching, and so on to improve the teaching and learning of a school community.
- Promote positive attitudes.
- Facilitate decision-making.
- Operate on democratic principles.

Assessment of Learning

In addition to the traditional ways of assessing learning for the assignment of grades, we monitor the outcomes of our courses in several ways. For those programs that have licensing exams, we track the pass rates. For courses where there is a common final, we compare the results of our students with those in Indianapolis. For all of our courses, we compare the grades assigned with the grades assigned in the same or similar courses in Indianapolis. In addition, some of our faculty use their own research to look at student achievement. Below are examples from psychology and sociology.

In psychology, some instructors use pre-post testing and measure student knowledge at the beginning of the semester and then after completion of specific topics or the entire course. One instructor asks students to write a description of what they have learned at mid-term and checks their statements for accuracy. Instructors in the capstone courses continuously evaluate students' knowledge in a variety of psychology content areas and in research methodology, throughout the semester. One instructor is planning an initiative to compare the efficacy of different instructional formats, including live classroom interaction, videotape, and Web-based instruction. Two instructors are completing an ongoing study of predictors of success in introductory psychology.

End-of-semester surveys of students in one instructor's R100 Introduction to Sociology courses have been conducted for five semesters. The surveys request information regarding students' study habits and use of learning resources (e.g., PowerPoint lectures, partial lecture notes on OnCourse, exam review sites on the internet, and practice exams). Early analysis indicates that students who earn a B or above tend to spend almost twice as much time studying for each exam. Higher scoring students are also more likely to read the assignments, use the practice exams, and the exam review sites on the Internet.

Students in the Elementary Education Program at IUPU Columbus are evaluated at four points during their program coursework.

- Admission to the program (Praxis I Exam)
- Block I Assessment
- Block II Assessment
- Licensing (Praxis II Exam)

Support and Enhance Effective Teaching

As part of the Trustee Lecturer Initiative to hire additional full-time lecturers, IUPUC has added four lecturers in the past two years, in English, Math, Communications, and Business. As a campus, we have always emphasized and encouraged excellence in teaching. Now that we have started to implement site-specific degree programs, we are developing promotion and tenure guidelines. These guidelines will have a strong emphasis on teaching and the scholarship of teaching. We have also promoted one of our

lecturers to Senior Lecturer based on teaching. In addition to the Trustees' Teaching Award, we recognize a full-time faculty member each year with an Outstanding Full-Time Faculty award for excellence in teaching, research, or service.

Because of our heavy reliance on part-time faculty, we have a faculty development program for them that provides for mentoring and the possibility of promotion into a Merit Status.

IUPU Columbus Faculty Mentoring Program

Faculty Mentoring Program pairs new part-time faculty with experienced faculty members. One program goal is to promote excellence in teaching and increase communication and the spirit of collegiality. Another program goal is to help new faculty feel welcome and be acknowledged as an integral part of the university community during their first semester. This program encourages peer review in an atmosphere of mutual respect and exchange of information.

IUPU Columbus Merit Status Program

IUPUC Merit Status is offered to part-time faculty who have taught for three continuous years. Candidates must submit a portfolio for review by the review committee. The portfolio includes a summary of teaching philosophy, course outlines/summaries for all courses taught at IUPUC, classroom observations by three reviewers, summaries of student evaluations, a 10-minute videotape of teaching, and outcome measurements for successful teaching. The candidate should document use of the Principles of Undergraduate Learning in the coursework and use of technology. Those who achieve Merit Status will receive $100 additional stipend per credit hour and will be expected to serve as mentors to new part-time faculty.
Other Recognition and Rewards for Part-Time Faculty

For many years we have given an outstanding part-time faculty award for excellence in teaching. We also recognize part-time faculty who have taught for ten and twenty years at IUPU Columbus.

Go on to: Strengths, Challenges, and Questions

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Teaching and Learning

Strengths, Challenges, and Questions

Strengths

- Strong first-year experience programs, including University College, learning communities, and instructional teams for first-year students, and the various support services and resources offered under one roof by UC.
- The Gateway Program, bringing together faculty development and student learning, with a focus on academic achievement of beginning students.
- Substantial improvement in retention over the past two years.
- New and expanding student support resources and student life programs.
- The emphasis on assessment at UC and collaboration among UC, the Office of Information Management and Institutional Research, and the Office for Professional Development to use assessment to identify and implement those interventions most effective in enhancing first-year student learning and retention.
- The campus-wide Principles of Undergraduate Learning, which define the knowledge and skills all undergraduates should attain and which are integrated in statements of expected competence for each major.
- An agreed-upon "core" curriculum (formerly the CLAS Curriculum) for Liberal Arts and Science majors that also serves as the basis for general education in most other schools.
- Well-defined and improving structures and processes for strengthening and assessing student learning of core skills (the PULs) and of the major.
- Senior capstone courses in most major fields.
- Capstone faculty learning community to develop models for different types of capstones.
- A growing honors program, which has brought more highly qualified students to campus, and increasing undergraduate involvement in research.
- Collaboration with Ivy Tech State College and then the Community College of Indiana to support student academic achievement and articulation between CCI and IUPUI; this collaboration has resulted in a dramatic increase in transfers since 1995.
- Well-developed program of survey research to gather indirect evidence of student learning and data on student, faculty, and staff satisfaction with the working environment on campus.
- University Library, the availability of state-of-the-art technology resources to access library materials, and the quality of the library as a learning space.
- A technology-rich learning environment and resources to support faculty in developing pedagogically effective applications of technology to teaching.

- Efforts to improve the physical environment for learning and engagement on campus.
- High-quality, comprehensive professional development programs for faculty.
- Rewards and incentives for effective teaching.
- Widespread use of active learning and inquiry-based pedagogies to promote student learning and engagement.
- A strong and growing service learning program and student involvement in clinical experiences and community internships in many major fields.
- Widespread use of technology to provide access to educational resources at IUPUI and to enhance the learning environment, along with initiatives to assess the impact of technology applications in specific teaching and learning contexts.
- Collaborations among IUPUI faculty within and between departments and schools to achieve important goals like improved retention and effective student learning of the PULs and major.
- Participation in national and consortial initiatives to improve teaching and learning that provide IUPUI with opportunities to learn from successful practices at other institutions and adapt them to our context.
- Open information environment and efforts to keep stakeholders informed of the institution's effectiveness in teaching and learning through the annual Performance Report, the IUPUI portfolio, the campus Web site, and other media.

Challenges

- Implementing additional developmental programs that will promote success for IUPUI's many under-prepared students.
- Continuing to raise our undergraduate retention and persistence-to-graduation rates for all students.
- Increasing collaboration with P-12 education to increase access to and preparation for higher education, especially for graduates of the Indianapolis Public Schools.
- Strengthening planning and implementation of diversity efforts in some units.
- Continuing to improve student learning of the PULs and major.
- Continuing to improve student life, when most of our students commute to campus.
- Ensuring continuing support for the technology infrastructure and other infrastructure items to support academic programs.
- Maintaining and increasing funding for library collections and programs.
- Maintaining and expanding scholarship support for students.
- Expanding Web-based and distance education courses; bringing IUPUI Online to its full potential.
- Ensuring that every faculty member works to develop at least some of the Principles of Undergraduate Learning in every undergraduate course, that students understand the purpose of the PULs, and that students develop the expected knowledge and skills.

- Ensuring that all faculty members and administrators understand the purposes of assessment and participate in (or support) meaningful assessment and improvement efforts.

Questions for Review Team

1. How can we continue to improve the first-year experience and to help new transfer students adjust to the campus?

2. What strategies might we use to engage more faculty members in integrating the PULs into their work with students and assessing for achievement of the PULs and learning outcomes for the major?

3. How can we measure and document our progress on teaching and learning, especially on the PULs, more effectively?

4. What strategies might help us sustain the teaching and learning innovations and initiatives we currently have underway? What more can we do to ensure that the initiatives are coordinated with one another?

5. Given that IUPUI is the principal site for graduate professional education in Indiana, how can we take advantage of the concentration of professional schools on campus to benefit undergraduates?

6. The President of IU has suggested that all eight IU campuses adopt a common set of general education course requirements. How feasible and desirable is it to try to integrate all eight IU campuses in terms of common curriculum expectations and other academic issues?

7. What priorities would you suggest IUPUI focus on in the area of teaching and learning over the next five to ten years?

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REWARDING AND RECOGNIZING TEACHING EXCELLENCE AT IUPUI

INTERIM REPORT ON PERIODIC REVIEW PROCESSES

DECEMBER 2000

Teaching is a fundamental responsibility of most academic appointees at IUPUI, including tenured and tenure track faculty, clinical faculty, lecturers, and part-time faculty at all ranks. The faculty at IUPUI take this responsibility seriously, and periodically they--along with administrative officers--review and assess the policies, procedures, and practices currently in place to ensure that IUPUI is fulfilling its responsibilities and to provide for a process of continuous improvement. This review occurs under several auspices and is coordinated by the Office of the Dean of the Faculties.

The primary focus for such annual assessment is the school, where each dean considers both individual teaching effectiveness and the cumulative effects of teaching on student learning through reviewing student performance on nationally normed examinations and licensures, through exit interviews and surveys of students and alumni, and other means. Additionally, each year, in the spring following the review of candidates for promotion and tenure, the IUPUI campus-level Promotion and Tenure Committee conducts an assessment of the year's work and reviews all of the guidelines for preparing dossiers for promotion and tenure. As occasion warrants, the committee also considers the processes and forms for preparing annual reports. Consisting of at least one representative from each school plus three faculty elected at large and the Dean of the Faculties, the campus Promotion and Tenure Committee has been charged with monitoring activities related to promotion and tenure by the IUPUI Faulty Council. An Associate Dean of the Faculties maintains a full set of school policies and procedures related to promotion and tenure, annual review, post-tenure review and related matters involving teaching. These school policies are also reviewed periodically.

Other committees with assigned responsibility for monitoring various aspects of teaching include the Faculty Affairs Committee of the IUPUI Faculty Council, the Advisory Committee of the Office of Professional Development, and a number of ad hoc committees charged with selecting faculty for teaching recognitions. In addition, schools have a variety of standing and ad hoc committees which assess teaching effectiveness. During the past three years, IUPUI has also had the services of a special task force charged with advising the individual schools and the campus on the implementation of post-tenure review. The 2000-01 review of processes and procedures by the campus Promotion and Tenure Committee will occur in February or March, at the conclusion of the review of individual faculty. In the interim, this report has been prepared as a summary and will be reviewed by the noted committees during the spring 2001 semester. A special ad hoc committee with representatives from each of the standing committees will meet in the spring to assess progress in addressing the issues identified by this interim report.

Teaching at IUPUI occurs in many different venues, including graduate professional programs with very specific, practice-oriented requirements, as well as a broad range of undergraduate programs.

IUPUI has made a major commitment to distributed education and relies increasingly on electronic media for teaching and learning. Librarians have become critical members of the teaching enterprise, both through direct involvement in the classroom and through roles supportive of faculty and students--all of which have increasingly made teaching an important area of performance for librarians. Part-time faculty and lecturers play a critical role not only because of their numbers but because they bring to the campus special expertise derived from their practice of concepts in applied settings. Teaching occurs in over 30 off-campus sites, ranging from high schools to factory floors. As President Myles Brand noted in his recent Change article on "Changing Faculty Roles in Research Universities," the key to the future lies in recognizing that faculty must follow different pathways at different stages of their careers, placing greater emphasis on one aspect of faculty work at any given time. There will be increased differentiation in the work of faculty within the same unit even as the overall responsibilities of the department remain the same. As President Brand notes, "by encouraging most faculty members to concentrate on teaching with the assurance that they will receive equitable rewards and respect" we can build universities which have the diversity of expertise to be comprehensive while permitting individuals to concentrate on what they do best. In its richness, diversity and variety, IUPUI strives to match teaching effectiveness with the very highest expectations for student learning and to make teaching as highly valued as research or professional service. The following practices apply generally to all forms of teaching at IUPUI although variations necessarily occur to reflect the range of programs.

I. EVALUATION OF FACULTY IN INITIAL APPOINTMENT PROCESS

SUMMARY OF PRACTICE

All faculty are expected to provide documented evidence of teaching effectiveness as a part of the hiring process. Although not formally required, prospective faculty for tenured or tenure track positions are also expected either to conduct a pedagogical seminar (in addition to a research seminar) or to teach a sample class observed by peers. As one of the participants in the national "Peer Review of Teaching Project" sponsored by AAHE, IUPUI helped develop nationally recognized norms for peer reviews of teaching in several disciplines. As a part of its participation in the project over three years, IUPUI adopted several "best practices," including the concept of the pedagogical seminar. While not all departments or schools have found the pedagogical seminar to be useful in every hiring instance, many have. Regardless, each department recommending a full-time faculty member for appointment must certify that there is evidence of teaching effectiveness. Candidates for tenured initial appointments must also present evidence from external peers of teaching effectiveness.

Part-time faulty are often hired without the benefit of a full search. Accordingly, evidence of teaching effectiveness is not always available for part-time faculty through direct observation. However, each course chair, department chair, or dean responsible for hiring is expected to conduct an interview which includes an assessment of teaching. During the first year of appointment, all part-time faculty are observed by one or more full-time faculty in addition to being evaluated through student evaluations. Subsequent peer review of part-time faculty is required on a periodic basis. Beginning with the 2000-01 academic year, new part-time faulty have been invited to participate in a workshop on pedagogy; this pilot program is being reviewed for expansion in 2001-02 and may become mandatory.

ISSUES

IUPUI is reviewing its current form for "Approval of Offer of Academic Appointment" and may revise it to make more explicit the requirement that evidence of teaching effectiveness has been assessed by peer review as a part of the interview process. The issue of making participation in a pedagogical seminar series mandatory for new part-time faculty is under review as well.

II. ANNUAL REVIEW OF TEACHING

PRACTICE

All faculty are required to submit an annual report which explicitly includes an assessment of teaching. The annual review is the basis for both salary reviews and for post-tenure review. The report (copy appended) asks faculty to provide information about activities related to teaching and to supply information regarding student and peer reviews. In addition, faculty are asked to provide a self-assessment of effectiveness, which in turn is reviewed by the chair or dean. This annual review becomes a part of the faculty member's personnel file. Part-time faulty are required to submit student and peer evaluations as part of the retention decision.

ISSUES

The faculty annual report process appears to be effective and requires only minor adjustment. The campus is moving toward an electronic report format, and this change will enable departments, schools and the campus to conduct research on various aspects of teaching practice and performance; a pilot involving two schools is underway during the current academic year. The implementation of post-tenure review this year will provide the first mandatory assessment of the teaching effectiveness of all faculty, including tenured colleagues. The IUPUI plan places an emphasis on improvement and intervention before teaching reaches an unsatisfactory level; ameliorative actions are thus expected for faculty showing problems with teaching.

III. ROLE OF TEACHING IN SALARY DETERMINATIONS

PRACTICE

Each school sets individual salaries annually in accord with its policies, all of which are established following University and campus guidelines. Each unit considers teaching effectiveness as a fundamental responsibility of all faculty, although emphases may vary for individuals and among units with respect to the amount of time devoted to teaching, research or professional service. Teaching effectiveness is assessed in all units, however. In most cases, part-time faculty salaries are set at levels based on credentials and experience without recognizing individual merit. If Indiana University provides special funding to convert part-time lecturer positions to full-time, there will be increased opportunities to reward teaching excellence through salary determinations.

Special awards are made to faculty for teaching effectiveness. Most recently, the Trustees established TERA, which has provided cash supplements for selected recipients; the new Trustee Award which

replaces TERA has not yet been implemented, and IUPUI has requested specific modifications in the award process. IUPUI conducted the University-wide assessment of TERA, and these results led to changes which should make the award even more important (See Section VII below). In addition, IUPUI has offered for many years the Chancellor's Award for Teaching Excellence, which is granted annually to one full-time faculty member and to one part-time faculty member. The award for full-time faculty carries with it a base salary adjustment of $3,000. Due to the nature of their appointments, part-time faculty are eligible only for cash supplements. Effective in 1999-2000, IUPUI also established the Chancellor's Professor, to be awarded to 3-5 faculty each year based on criteria which include teaching effectiveness. These titled professors have a base salary adjustment of $5,000 and are expected to provide campus-wide leadership through exemplary practices--including teaching.

ISSUES

The new Trustee Teaching Award does not allow for clinical faculty, lecturers, or part-time faculty--all of whom make very significant contributions to teaching at IUPUI. The Trustees have been asked to modify the eligibility criteria to accommodate these colleagues who contribute so much to teaching and learning. Further, IUPUI has proposed that a portion of the funds reserved for TTA be set aside for collective, departmental awards for teaching effectiveness instead of being assigned solely to individuals. Based on effective programs established elsewhere, such as UC Berkeley, UW Madison, and Ohio State, IUPUI seeks to transform collective behaviors of faculty as whole units by rewarding innovative and effective practices which enhance student learning.

This review of salary determinations has raised questions about the longitudinal impact of teaching awards. Drawing on the carefully constructed salary database used last year in assessing salary equity, we will look at the salaries of teaching award winners in comparison with peers. We will include faculty promoted to full rank on the basis of excellence in teaching, Chancellor's Award recipients, and TERA recipients.

Further, this study revealed that we do not have a comprehensive campus-wide inventory of teaching awards. No systematic information about departmental or school awards is collected. Consequently, a directory of such awards will be compiled on a web site maintained by the Office of Professional Development.

Finally, the campus will complete a content analysis of school policies for salaries and for promotion and tenure to determine the value or weighting assigned to teaching for both salary setting and promotion (since promotion typically carries with it a significant salary increase).

IV. ROLE OF TEACHING IN PROMOTION AND TENURE

PRACTICE

IUPUI guidelines for promotion and tenure require extensive documentation of teaching effectiveness. No faculty member will be promoted or tenured who is found unsatisfactory in teaching. (See the attached section of the promotion and tenure guidelines outlining the requirements for documenting teaching effectiveness.) As a part of its review, IUPUI specifically identifies the

areas of excellence documented by candidates. Approximately one third of all IUPUI candidates for promotion or tenure present evidence of excellence in teaching.

Summary of Candidates Offering Excellence in Teaching

	1997-98		1998-99		1999-00		Three-Year Average	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
Tenure Related	27	31%	23	38%	14	20%	21	29%
Clinical	23	58%	25	64%	17	24%	22	50%
Total	50	40%	48	48%	31	30%	43	31%

The attached report for 1999-2000 is enclosed as a sample; this report is distributed to all faculty to demonstrate that teaching effectiveness IS a proven basis for seeking promotion and tenure. In addition, this information is presented annually at new faculty orientations and at a workshop on preparing for promotion and tenure. Given IUPUI's accomplishments in research, including over $165 million in external grants in the past year, the fact that about a third of all faculty present documented evidence of actual excellence in teaching is a strong indicator of the degree to which teaching is seriously recognized and rewarded.

ISSUES

No major issues have been identified with the current procedures, however there are growing concerns about teaching in the electronic environment. IUPUI has a long practice of encouraging faculty to innovate with distributed education and, for example, created Oncourse which is now used throughout Indiana University as the platform for distributed education. Both annual report forms and the promotion and tenure guidelines explicitly encourage faculty to report teaching through distributed education, and publication of research and teaching findings are encouraged in electronic media when they are subject to rigorous peer review. Nonetheless, issues regarding course development, periodic review of course and teaching effectiveness, and intellectual property are not yet sufficiently clear so as to lead to uniform practices or to appropriate faculty development initiatives.

As noted above, we will conduct a content analysis of school policies to determine the relative value or weight assigned to teaching. In addition, we will continue to refine the evidence presented to document effective teaching through student evaluations, peer evaluations, and student success. See section VII below regarding assessment.

V. PROFESSIONAL DEVELOPMENT

PRACTICE

As noted above, IUPUI recognizes that teaching is subject to continuous improvement both as a matter of individual responsibility and as the collective responsibility of departments and schools. To support continued improvement in teaching effectiveness, IUPUI has recently established a comprehensive Office of Professional Development to support all aspects of faculty work in teaching, research, and professional service. Within the Office, IUPUI has a large, comprehensive Center for Teaching and Learning. This unit provides seminars, assessment, training and pedagogical expertise to departments, schools, or groups of faculty working together on improving teaching. A copy of the most recent quarterly report is appended, along with the spring 2001 semester program offerings. IUPUI has developed its support programs on the premise that student learning will be enhanced most effectively when teaching is a collective responsibility, when individuals understand that their private work in separate classrooms connects to the work of others through the careers of students. Learning is not merely a collection of separate, unrelated courses. Instead, learning occurs according to a coherent program reflected in Principles of Undergraduate Learning and major requirements. It is at the aggregate level, where courses are connected, that learning takes on meaning and value related to the baccalaureate or associate degree. The shift in emphasis from individuals to groups of faculty is new in American higher education, but it clearly holds the greatest promise for impacting student learning in an age when students move from campus to campus, or from discipline to discipline, or from one period of enrollment to another months and even years later.

Within several of the graduate professional programs, a new emphasis on problem-based learning is altering traditional patterns of teaching and learning, placing new demands on faculty development. Problem based learning takes the overall IUPUI emphasis on the collective responsibility of teaching to a more focused and pragmatic level since no individual is solely responsible for a traditional course. Instead, several faculty share responsibility for preparing students to deal with real issues and problems, drawing on the experience and knowledge acquired in many different areas. Most prevalent in the health sciences, problem based learning places a new emphasis for faculty on collaboration and shared goals for student achievement.

In the current year, the Office of Professional Development (in collaboration with others) has established two initiatives to focus on the first year experiences of undergraduates as a shared responsibility across disciplines and units. A Dialogue on First Year Student Success has led to our setting aside $130,000 in faculty and course development grants for proposals which will lead to enhanced teaching and learning in gateway courses critical to student success. In addition an emphasis has been placed on teaching development for part-time faculty through a special orientation program, course development grants (conducted in partnership with a full-time faculty member), and stipends for participating in workshops and other programs designed to improve teaching.

ISSUES

Additional funds for departmental teaching awards are required, along with incentive funds for initiatives related to undergraduate retention and the preparation of future faculty. Although IUPUI has comparatively few doctoral students preparing for academic careers, there are sufficient numbers for the campus to be concerned about preparing future faculty for their roles as teachers. More importantly, IUPUI relies on large numbers of part-time faulty, including many who teach

continuously over many years. These colleagues, too, must be a part of the efforts to make teaching a collective, shared and public activity along with research and service.

There are a number of competitive campus level programs which recognize and reward teaching effectiveness. However, little attention has been given to the processes for selecting recipients. Criteria must be clear, processes fair, and rewards matched with goals. An Associate Dean of the Faculties has completed an analysis of teaching award selection processes and is presenting the results of the findings at several national meetings. These same results will be applied to refining and improving the selection processes at IUPUI.

VI. INNOVATIVE PRACTICES

PRACTICES

As an urban campus with an orientation toward professional education, IUPUI has long been a leading proponent of active learning and teaching through practice based education associated with professions such as medicine, nursing, art, social work, law, education, technology and many other disciplines. More recently, IUPUI has begun to use its urban location to develop internship programs drawing on local businesses, museums, and industries, relying on practitioners to supervise fieldwork and to collaborate with faculty awarding academic credit. The Chamber of Commerce "Brain Gain" initiative has led IUPUI to undertake a comprehensive review of its internship and work-related learning programs. Similarly, IUPUI has become a recognized national leader in service learning, which grows out of classroom practices but takes students into community and field experiences. All of these teaching practices require special preparation for faculty, who must work collaboratively with persons in the community and who must assess student performance in new ways, often drawing upon evidence of actual practice instead of tests and papers. Faculty at IUPUI expect to expand their uses of active learning and to evolve teaching practices to engage more fully with the community. The School of Education, for example, has adopted a professional practice curriculum which transports faculty and students alike to neighborhood schools, where they take university coursework and observe practicing teachers in the environment most conducive to understanding and learning. The special role IUPUI plays as the state's only metropolitan institution places a responsibility on the faculty to innovate and revise the established ways of teaching.

As another aspect of its location and mission, IUPUI must address the needs of learners who are working and engaged in other activities which place constraints on participation. As continuing education becomes increasingly important to economic and social development of the central Indiana region, the ability of IUPUI to accommodate these learners will be essential. Through distributed education and asynchronous learning, IUPUI faculty are beginning to experiment with new ways of viewing student-faculty interaction and of organizing time. These experiences, in turn, are leading faculty to think differently about the time-frame traditionally associated with semesters and years. The artificial construct of 15-week semesters and class periods of fixed time constraints no longer make as much sense pedagogically when the emphasis shifts from teaching to learning. Students learn at different rates and in different degrees, making time on task more of an independent variable. Technology and pedagogical shifts makes it possible to customize teaching to individual student learning needs while still retaining rigorous standards for student performance and documented competence. IUPUI expects to continue to innovate at an accelerating pace with respect to the use of alternative class and course times, drawing on electronic media and distributed education practices.

These changes will place an even greater emphasis on assessing teaching effectiveness and student learning.

Having recently completed a comprehensive campus-wide self study of its learning environment and having retained external consultants to assess IUPUI's ability to engage and to support under-represented students, the campus has several initiatives to improve teaching as it relates to diversity as both a means and a goal of learning. Focused in the work of the Diversity Interest Group, the campus is assessing student and faculty survey data to find out what problems exist in classroom practices and to develop specific strategies to improve teaching. Workshops and teaching to diverse classes are being offered; other training programs will follow.

ISSUES

The primary challenge remains the assessment of particular pedagogies and the dissemination of effective practices across departments, whole schools, and the campus. We have undertaken a number of highly effective single projects, but we have not yet been able to move these innovations to a level where they have had a demonstrable impact on student retention and graduation. This process continues, but it will take many years to transform the entire campus.

VII. ASSESSMENT OF TEACHING

Through IUPUI's Office of Planning and Institutional Improvement, IUPUI has developed a number of assessment activities, many of which are designed to enhance student learning through improved practices. Every major assessment activity – program reviews of departments and schools, annual surveys of students, alumni, and faculty, or special assessments such as the recent analysis of TERA – contains a central component which seeks greater understanding of how and how well IUPUI faculty are teaching. Perhaps most central are annual surveys of alumni and of currently enrolled students who are asked to evaluate teaching effectiveness. Overall, both alumni and continuing students rate teaching very highly.

Satisfaction with Instruction Among Recent Graduates and Currently Enrolled Students

	Academic Year of Graduation				
Percent of Students Satisfied or Very Satisfied	1994-95	1995-96	1996-97	1997-98	1998-99
Recent Undergraduate Degree Recipients					
Overall Quality of Education Received at IUPUI	88%	86%	89%	88%	90%
Quality of Teaching by Faculty in Major Area	80%	78%	83%	83%	85%
	Spring Semester of Survey				
	1995	1996	1997	1998	1999
Continuing Students					
Overall Quality of Instruction at IUPUI	77%	81%	81%	82%	80%
Quality of Teaching by Faculty in Major Area	77%	79%	79%	78%	78%

Source: IUPUI Surveys of Recent Undergraduate Degree Recipients and IUPUI Continuing Student Satisfaction and Priorities Survey

All of the survey reports are broken down by units and normed against campus means so each department can compare its results with others as well as track progress over time. Schools and departments use these data to guide their improvement actions with respect to pedagogy, curriculum, and academic support services.

Similarly, all schools collect student teaching evaluation data, and this information is used both for individual improvement and for unit improvement. Larger schools have adopted a common format or a shared case of evaluative elements to permit calculation of group means for comparison. These data are of increasing value when they can be compared to a group. Accordingly, they are now required in promotion and tenure deliberations, and they are typically used for other competitive teaching awards such as TERA, FACET, the Chancellor's Award and unit awards.

We survey all IUPUI faculty every other year on a variety of topics related to teaching. Among the findings from the most recent survey (not yet released) is a small but perceptible trend toward increasing satisfaction with rewards and recognition for teaching activities, as monitored through IUPUI's bi-annual survey of faculty attitudes and opinions. The table below shows this trend according to the average response on a five-point satisfaction scale (ranging from 1 = very dissatisfied to 5 = very satisfied), as well as according to the percentages choosing the two satisfaction points and the two dissatisfaction points. While faculty have become more satisfied and less dissatisfied with rewards and recognition for teaching, they have become more neutral in their assessment of rewards and recognition for research and scholarship, professional service, and institutional service.

Faculty Satisfaction with Rewards and Recognitions for Various Activities

	Average on Five-Point Satisfaction Scale		
Activity	1996	1998	2000
Teaching	3.03	3.19	3.25
Research and Scholarship	3.41	3.34	3.38
Professional Service	3.06	2.99	3.01
Institutional Service	2.91	2.95	2.98
	Percent Satisfied or Very Satisfied		
Teaching	37%	44%	43%
Research and Scholarship	57%	51%	48%
Professional Service	42%	34%	34%
Institutional Service	32%	29%	27%
	Percent Dissatisfied or Very Dissatisfied		
Teaching	30%	24%	21%
Research and Scholarship	20%	18%	16%
Professional Service	30%	30%	26%
Institutional Service	34%	29%	25%

Source: IUPUI Faculty Survey administered Spring 1996,1998, and 2000

IUPUI will continue to develop evidence of teaching effectiveness through multiple means, including a variety of surveys and assessment instruments. The impact of self-assessment by the campus is cumulative, and the greatest impact lies in the future as this "culture of evidence" becomes the culture of the campus. Already faculty at IUPUI widely practice a variety of self-improvement techniques, including "minute classroom evaluations" in each class and mid-term course evaluations. So important is IUPUI's commitment to improving student success and student learning that we have been national leaders of the Urban University Portfolio project, which is a Pew-funded landmark study of the way whole institutions can document their overall effectiveness. At the very center of institutional effectiveness is student learning and, of course, teaching.

ISSUES

IUPUI has developed a number of effective tools for assessment and is beginning to acquire a comprehensive database which will permit comparisons over time and among units. This information should give us the means to establish truly effective reward systems for effective teaching. The single greatest challenge will be affecting the salary structure.

VIII. FACET

No report on rewarding and recognizing teaching excellence would be complete without noting the importance of FACET as a campus as well as University program. IUPUI FACET participants have been active members and leaders in the University program, including the summer workshops. In addition, IUPUI FACET faculty have worked together on campus to develop a highly collaborative team approach to encouraging teaching excellence, including the creation of a mentoring program for junior colleagues and the presentation of exemplary practices through workshops. FACET members are routinely called upon to chair committees, develop reports, mentor, or lead by example. FACET has become an effective voice both for encouraging others to seek excellence in their teaching and for recognizing those who have succeeded.

ISSUES

As the leadership and form of FACET change, the next era offers an opportunity for Indiana University as a whole to take national leadership in making teaching important. As Myles Brand said in his Change article: "In the same way that no single country can achieve unilateral nuclear disarmament, no single university can reform the academy's favoritism for research. The sort of cultural change that elevates teaching to the value of research requires commitment at the national level." Indiana University cannot change the overall value associated with teaching by itself, but it can lead the nation, through activities such as FACET, to a higher level of consciousness and to a higher standard of practice. FACET links all of Indiana University's separate campuses into a single commitment to excellence in teaching and through their combined actions, these campuses can indeed reform the academy.

Appendices

I. Faculty Annual Summary Report Form

II. Promotion and Tenure Guidelines for Teaching

III. Report on 1999-2000 Promotion and Tenure Candidates

IV. Office of Professional Development Quarterly Report

V. Office of Professional Development Spring Program

INDIANA UNIVERSITY—PURDUE UNIVERSITY AT INDIANAPOLIS
FACULTY AND LIBRARIAN ANNUAL REPORT

FROM: January 1 TO: December 31, Year: 2002

NAME: _____ RANK: _____
(Last) (First) (Initial)

SCHOOL: _____ PHONE: _____

DEPARTMENT: _____ DATE SUBMITTED: _____

NOTE TO FACULTY AND LIBRARIANS: Please complete this form as a report of your professional activities during the past year. You may submit this information by electronic or paper forms. All faculty and librarians including tenured faculty of all ranks, must be reviewed annually and must be given adequate notice of the review. This report may constitute a part of an annual review, according to school policy.

The work of faculty is complex and involves many activities. However, all of these are related to learning as the fundamental mission of IUPUI. In this sense, the faculty are engaged in scholarly work, which may be characterized in terms of four overlapping functions: (1) teaching and learning, (2) research, scholarship and creative activity, (3) application of scholarly work through professional service (including patient care); and (4) integration of work across specializations and disciplines to develop a shared intellectual community. In addition, faculty contribute to the well being of their school, campus and university as citizens of the academy. The annual report form is thus organized to reflect this sense of faculty work and service. Librarians, similarly, are engaged in many overlapping activities, all based on providing high quality professional service as well as research, development of library services, and the communication of information to others. Some librarians may also teach.

I. TEACHING AND THE SCHOLARSHIP OF TEACHING AND LEARNING

A. Courses taught, Spring (II) 200__; Summers 200__; Fall (I) 200__; Other ___ (as we begin to use information technology in more sophisticated ways, courses may be offered at times which do not coincide with semesters.)

	Course Number	Term II, S I, or Other	Credit Hours	Number of Students	Total Student Cr. Hrs.	Describe your instructional responsibilities (Indicate weekly contact hours)*
Lower Division (100-200)	Example	I	3	18	54	
Upper Division (300-400)						
Graduate/ Graduate Professional (500+)						

* Please describe the nature of your teaching for each course: e.g., lecture, lecture discussion, seminar, independent study, advising, clinical supervision, electronic interaction, or a combination.

B. Note any significant evidence of student learning achievements related to course and/or curriculum goals (e.g., results of course-based assessments, performance on nationally normed tests, performance in subsequent courses):

C. Teaching Publications (e.g., texts, articles, reviews, multimedia projects software, videos). Please identify refereed works by an asterisk; indicate co-authored or joint work. Note works co-authored with students.

Published

Accepted

Submitted

D. Talks, lectures, or presentations for peers.

Off Campus

On Campus

E. Advising: Please summarize the type and extent of student advising during the year beyond that related to courses noted above. Please estimate the total hours during the year on advising.

F. Development or major revision of course(s) during the past calendar year (give title, course #, short description), including use of assessment data and learning technologies (e.g., software, interactive video, network communication). Indicate any course development grants awarded.

G. Efforts to provide a mentor relationship with students (e.g., co-author of paper, joint performance presentation, BookMarks project, independent study course).

H. Involvement of students in development and revision of teaching materials or practices.

I. Please indicate any community-based learning activities (e.g., service learning, practica, internships whether -- credit or non-credit) completed during the year:

J. Grants received related to teaching:

Title	Agency	Start Date	End Date	$ Total

K. Graduate and Undergraduate Thesis, Research, Honors, or Internship Committees (Please list student names and specify level of involvement; note – e.g., chair):

L. Teaching awards and honors (including those of your students).

M. Steps taken to improve teaching by participating in workshops, symposia, or similar programs.

N. Please summarize briefly student and peer evaluations of courses taught; this information is only for departmental use (and school use consistent with school policy). Include external evaluations of syllabi and course materials, if these have been conducted. (Note: Faculty who plan to be reviewed for promotion and/or tenure should note that a record of peer review is expected for all candidates and required for those seeking advancement based on excellence in teaching; peer review is not expected in each course every semester, but there should be periodic reviews over time.)

O. Please indicate activities that improved student retention.

P. Note any significant new uses (or significant improvements) you are making of technology to enhance student learning or increase teaching effectiveness.

Q. List any new information technology products or processes you have developed during the past year.

II. RESEARCH, SCHOLARSHIP, AND CREATIVITY

A. Research Publications (Performances, Exhibits, Databases, or Equivalent). Please identify refereed works by an asterisk *; indicate co-authored or joint work and if first, second, or third, etc. author.

Published/Performed

Accepted

Submitted

Work in Progress

Research Activity (Project development, significant data collection or analysis)

B. Lectures, papers or talks for peers

C. Grants related to research received or in progress

Title	Agency	Start Date	End Date	$Total

D. Involvement of students in research (joint publications, grant applications); were any publications noted above co-authored by students:

III. PROFESSIONAL SERVICE

A. Publications related to professional service; indicate refereed publications with an asterisk*; indicate co-authored or joint publications:

B. Service to your professional discipline:

1. Lectures, papers or talks related to professional service for peers

2. Consultancies that applied professional expertise:

3. Refereeing and reviewing (books, journals, dossiers, grants)

4. Office in professional association

5. Committee service in professional association (indicate your role or contribution)

6. Please estimate the number of hours per week that you devote on average to service activities related to your profession or discipline

C. Professional Service to Patients/Clients:

1. Type and quantity of service provided to individual patients/clients

2. Administrative service to hospitals/clinics/courts

3. Committee service to hospitals/clinics/courts

4. Innovations in services and application or expertise

5. Please estimate the number of hours per week that you devote on average to professional service to patients or clients:

Note: Faculty who may wish to base their candidacy on professional service in the community should anticipate the need to collect information about results that can be evaluated by peers some time after the activity itself may have been concluded.

D. Professional Services Related to Economic Development

1. Type and quantity of economic development activities in Central Indiana

2. Type and quantity of economic development activities elsewhere

3. Development of intellectual property, patents, or technology transfer

4. Please estimate the number of hours per week you devote to professional service which contribute to economic development

IV. INTEGRATION OF ACTIVITIES: Report interdisciplinary activities which help link separate disciplines or specializations into the larger intellectual patterns which, in turn, comprise university education (i.e., collaborative teaching and research that lead to the development of a community of scholars at IUPUI).

V. UNIVERSITY SERVICE AND INSITUTIONAL CITIZENSHIP

(Committees, administrative assignments, reports, or other activities related to the advancement of the academic community. Please indicate special committee responsibilities, e.g., chairperson, secretary.)

Departmental

School

Campus

University

Please estimate the number of hours per week that you devote on average to university service.

VI. PRO BONO PROFESSIONAL SERVICE TO THE COMMUNITY

Please record those professional services, which you provide to the community as a part of your voluntary, civic responsibilities without charge or formal assignment, but which you deem relevant to your professional work. Such activities would be subject to peer evaluation. Service to the community as a citizen rather than as a professional whose work can be assessed by peers is not considered in making promotion/tenure decisions. Please list here only services not listed elsewhere.

Please estimate the number of hours per week that you devote on average to voluntary community service which is related to your university duties.

VII. OTHER AWARDS, HONORS, DISTINCTIONS NOT LISTED ABOVE

VIII. INTERNATIONAL ACTIVITIES: Please report international activities related to academic work even if they have been reported above.

IX. PROFESSIONAL DEVELOPMENT ACTIVITIES NOT DETAILED ABOVE: Please report activities which have helped you develop yourself as a teacher, scholar, contributor to society through professional services, or more effective member of the campus academic community during the past year.

X. SUMMARY: Please provide your own personal assessment of your professional development and achievements during the past year in the areas indicated.

		Excellent	Very Satisfactory	Satisfactory	Needs Improvement	Not Applicable
A.	Teaching					
B.	Research					
C.	Professional Service					
D.	University and Campus Citizenship					

XI. SUPPLEMENTARY COMMENTS

Please attach additional pages to expand upon any topic not sufficiently covered in the sections preceding to describe new directions or goals for research or creative activity for teaching, or for professional service in which you are participating, or to make comments which you wish to bring to the attention of your Chair or the Dean of the School. If you wish to seek voluntary review and development of a personal learning plan, please note your interest.

XII. Department Chair/Dean Comment: Please provide comments and a summary evaluation of the faculty member's annual report.

XIII. Tenured Faculty and Librarian Review: In accord with the campus policy on Faculty and Librarian Review and Enhancement, the department chair, dean, or designee should note whether the overall annual performance has been satisfactory with regard to both quality and productivity.

A. Satisfactory or better, no review anticipated: ☐

B. Unsatisfactory; review needed unless significant improvement occurs; discuss with faculty member: ☐

Two or more consecutive reports which are unsatisfactory will result in an involuntary review in accord with campus policy. Faculty can voluntarily request a review and seek cooperation in developing an individual enhancement plan.

_____ _____

Signature: Faculty Member Date

_____ _____

Signature: Chair, Dean or Designee Date

NCA Evaluation Team for IUPUI

Dr. Phillip Certain (Chair) Dean, College of Letters and Science University of Wisconsin-Madison	Dr. Larry A. Braskamp Vice President for Academic Affairs Loyola University of Chicago
Dr. Roderick Chu Chancellor Ohio Board of Regents	Dr. Mark E. Clasen Professor and Chair, Department of Family Medicine Wright State University School of Medicine
Dr. Thomas F. Conry Professor of General Engineering University of Illinois at Urbana-Champaign	Dr. Amy Driscoll Director, Teaching Learning and Assessment California State University - Monterey Bay
Dr. Marie Draper Dykes Associate Provost for Academic Programs Wayne State University	Dr. Phillip E. Jones Vice President for Student Services University of Iowa
Dr. Robert Kelley Dean, College of Health Sciences University of Wyoming	Mr. Warren R. Madden Vice President for Business and Finance Iowa State University
Dr. Richard J. Meister Executive Vice President DePaul University	Ms. Carla Stoffle Dean of Libraries University of Arizona

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NCA Team Report (PDF)
- IUPUI Vision, Mission, and Values (PDF)
- NCA Evaluation Team
- Introduction
- Special Emphases Self-Studies
  - Teaching and Learning
  - Civic Engagement
- General Institutional Requirements
- Criteria for Accreditation
- Questions for Review Team
- 1982 & 1992 NCA Team Concerns
- Request for Reaccreditation
- Meeting Minutes
  - Future Group
  - NCA Steering Committee
  - PRAC
  - Civic Engagement

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

For more information about the IUPUI Portfolio, please click on one of the links above.

IUPUI Portfolio Home > Accreditation Self-Study

Message from the Chancellor

I am very pleased to make the report of IUPUI's accreditation review team available on the Web within the IUPUI institutional portfolio. In selecting our team members, the Higher Learning Commission of the North Central Association (NCA), drew from the ranks of colleagues at colleges and universities from across the North Central region and the entire country. We at IUPUI are grateful to our colleagues on the team and at NCA for developing and carrying out such a valuable review process.

The report you are about to read follows a standard format devised by NCA that includes two main sections: an Assurance Section, which addresses IUPUI's fulfillment of five Criteria for Accreditation; and an Advancement Section, which responds to questions asked of the team in the campus's two special emphasis self-studies and also provides additional advice and suggestions for the campus. Like most such reports, this one refrains from effusive praise, but I could not be more pleased with the conclusions reached by the review team members. They found that IUPUI met all of the Criteria for Accreditation and recommended that the campus be fully accredited for the next ten years. It is highly unusual for an accreditation team report to include no directives, sanctions, or recommended follow-up visits.

In fact, the report strongly supports the many efforts and initiatives in which the campus has been engaged, especially in the areas of teaching and learning and civic engagement. I am grateful to everyone in the IUPUI community who contributed to the work that resulted in such a positive accreditation review. I wish especially to thank the many faculty and staff members who contributed to IUPUI's ground-breaking Web-based self-study. And I wish to pay special tribute to Jerry Bepko, who led IUPUI as Chancellor during the ten years since our last accreditation review in 1992.

The next steps in the process are review and approval of the report by a Readers' Panel, also made up of colleagues from the North Central region, and then final action by the Higher Learning Commission. In connection with these last steps, please note that the Stipulations on Affiliation Status at the very end of the report are not yet in final form. We anticipate that some of these stipulations will be adjusted at the April 2003 meeting of the Commission and will post the final version of these to this Web site as soon as we are notified of them.

Sincerely,

William M. Plater
Interim Chancellor

NCA Team Report (PDF 415K)

Accreditation Self-Study

This page is the entry point to IUPUI's accreditation self-study for the

Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). To the left of the page, you will find links to the narrative sections of the self-study, which will guide you through the relevant materials in the portfolio. Additional links will take you to our Mission, Vision, Values and Goals statement, a list of the members of our NCA Review Team, minutes of committees that worked on the self-study, and resources, including a search function for the portfolio, a glossary of IUPUI acronyms, a list of important IUPUI Web sites (with links to those sites), and a "Questions/Comments" feature.

To begin reading the self-study, click "Introduction" or any other part of the self-study you wish to see. To simply explore the materials in the portfolio, click on one of the portfolio sections at the top of this page and use the menus, resources, and navigational aids within the portfolio to view the pages you are most interested in.

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ASSURANCE SECTION

REPORT: A COMPREHENSIVE EVALUATION VISIT

TO

Indiana University-Purdue University Indianapolis
Indianapolis, Indiana

November 18-20, 2002

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Phillip Certain (Chair), Dean, College of Letters and Science, University of Wisconsin-Madison
Dr. Larry A. Braskamp, Professor of Education, Loyola University of Chicago
Dr. Roderick G. W. Chu, Chancellor, Ohio Board of Regents
Dr. Mark E. Clasen, Professor and Chair, Department of Family Medicine, Wright State University School of Medicine
Dr. Thomas F. Conry, Professor of General Engineering, University of Illinois at Urbana-Champaign
Dr. Amy Driscoll, Director, Teaching, Learning, and Assessment, California State University - Monterey Bay
Dr. Marie Draper Dykes, Associate Provost for Academic Programs, Wayne State University
Dr. Phillip E. Jones, Vice President for Student Services, University of Iowa

Dr. Robert O. Kelley, Dean, College of Health Sciences, University of Wyoming
Mr. Warren R. Madden, Vice President for Business and Finance, Iowa State University
Dr. Richard J. Meister, Executive Vice President-Academic Affairs, DePaul University
Ms. Carla Stoffle, Dean of Libraries, University of Arizona

ASSURANCE SECTION

I. CONTEXT AND NATURE OF VISIT

a. Institutional Context:

IUPUI was created in 1969 as a partnership between Indiana University and Purdue University, with Indiana identified as the managing partner and the Indiana Board of Trustees identified as the governing body, per an agreement made in 1970. All IUPUI faculty and staff are employees of Indiana University; however, Purdue University retains interest in and authority over (in cooperation with IU) a number of degree programs identified in the 1970 agreement. The campus has twenty-two schools and a site in Columbus (IUPUC) where it extends its program offerings. The current NCA team found that a number of changes have taken place since the last review, most notably growth of and change in composition of the student body; the relatively recent development of an Indiana Community College System; an increase in the number of grants earned and contracts awarded; reorganization of the hospital as an entity separate from the university; the emergence of IUPUI as a national center for community-based service learning; and increased and more effective cooperation between IUPUI and its partners, Indiana University and Purdue University.

In 1985, IUPUI began to offer credit bearing course work in Malaysia under an agreement between Indiana University and Malaysia's Institut Teknologi MARA. Credits originating from the Purdue School of Engineering and Technology at IUPUI were also offered in Malaysia between 1994 and 1998 through a similar agreement with University Tenaga Nasional. These programs prepared Malaysian students for careers in science, engineering, business, and other academic fields. Students finished 2 years in Malaysia then transferred to IUPUI, Indiana University, or other destinations to complete baccalaureate degrees. Although links with these Malaysian partner institutions continue in the form of agreements for transfer of specific academic credits, IUPUI does not currently offer any credited course work in Malaysia.

A. Unique Aspects of Visit:

IUPUI conducted a special emphasis self-study, focusing attention on two key aspects of its mission: “Excellence in Teaching and Learning” and “Civic Engagement.” In addition, the institution elected to publish the self-study and deliver many – if not most – of the supporting documentation using a public, online interface available through the IUPUI Portfolio project (*www.iport.iupui.edu*). The site team was asked to respond to specific questions on all three of these aspects of the visit; those comments appear in the “Advancement” section of this report.

B. Sites or Branch Campuses Visited:

Two team members visited Columbus, Indiana, where IUPU–Columbus is located.

C. Distance Education Reviewed:

The Office of the Community Learning Network (CLN) at IUPUI, working closely with the Center for Teaching and Learning and the Teaching and Learning Division of Information Technology, coordinates credit and certificate programs that are delivered at a distance through a variety of systems. This office works closely with the academic units on campus and with its counterparts at the other Indiana University campuses, facilitating the processing of student enrollments into the distance learning courses that are shared among the campuses. Students on the Indianapolis campus have access to courses originating at another campus and students from other campuses can enroll in IUPUI distance learning courses.

The office is the catalyst and, in effect, the incubator for the development of web-delivered courses at IUPUI. It provides the human and financial resources necessary to develop high quality courses. As the demand for web-delivered courses increases, the office works with schools, programs, and faculty to develop the courses. This development is supported by the Center for Teaching and Learning and University Information Technology Services (UITS) Teaching and Learning IT Division. Once the course is developed, it then becomes the responsibility of a school and/or program to maintain and administer. In addition to supporting the development of courses, the office supports faculty in developing course modules and in using Indiana University's Oncourse program (IU's own Course Management System).

Through the collaboration of CLN and IT with the deans, faculty, and support units, IUPUI has established a culture of cooperation, insuring 24-7 support, including library services as part of this support, and making it easy for students and faculty to have accessibility to technology. Quality is ensured because the control of the courses, the content, and the faculty remain within the school. Student satisfaction and learning are regularly assessed. Distance learning is another example of the benefits that are evident in the sharing of university-wide resources.

D. Interactions with Institutional Constituencies:

The review team met with a wide array of individuals representing IUPUI's leadership, management, faculty and staff. Although some categories below represent groups readily understood in academic circles, others are particular to the IUPUI self-study process, and there was substantial overlap between the two (e.g., campus leaders also contributed to the self-studies). Both are cited here for the benefit of future review teams and NCA staff, who may need to understand that the review team met with key figures individually as well as in the context of the self-study.

Executive Management

1. IU Board of Trustees - Vice President
2. IU Board of Trustees – member
3. IUPUI Board of Advisors – Chair
4. IUPUI Board of Advisors – 4 community members
5. IUPUI Chancellor and IU Vice President for Long Range Planning
6. Executive Vice Chancellor & Dean of the Faculties

7. Vice Chancellor (Student Life and Diversity)
8. Chancellor, IU Bloomington and IU Vice President for Academic Affairs (via teleconference)
9. Provost, Purdue University
10. Commissioner for Higher Education, State of Indiana
11. Interim Associate Vice Chancellor for Enrollment Services
12. Acting Associate Dean of International Programs (International Programs)
13. Assistant Dean, Herron School of Art
14. Dean (School of Physical Education and Tourism Management)
15. Associate Dean (School of Journalism)
16. Associate Dean (School of Public and Environmental Affairs)
17. Associate Dean (Allied Health Sciences)
18. Associate Vice President for Teaching and Learning Information Technologies (Office of the Vice President for Information Technology and Chief Information Officer) and Dean, Information Technologies (Office of the Vice President for Information Technology and Chief Information Officer) and Associate Professor of Communication Studies (School of Liberal Arts)
19. Dean (Herron School of Art)
20. Dean (Indiana University Purdue University Columbus)
21. Dean (School of Dentistry)
22. 3 Associate Deans (School of Dentistry)
23. Dean (School of Engineering and Technology)
24. Dean (School of Liberal Arts)
25. Dean (School of Science)
26. Dean (School of Medicine) and Director, Indiana Statewide Medical Educational System (School of Medicine)
27. 5 Associate Deans (School of Medicine)
28. Dean, School of Allied Health Sciences (School of Medicine-School of Allied Health Sciences, Graduate School)
29. Executive Associate Dean (School of Education)
30. Interim Associate Dean (Kelley School of Business)
31. University Dean (School of Education)
32. University Dean (School of Nursing)
33. University Dean (School of Social Work)
34. Dean (University College)
35. Dean and Associate Dean (School of Law)
36. Vice Chancellor for Research and Graduate Education and Associate Vice President for Research
37. Vice Chancellor for Administration and Finance
38. Vice Chancellor for Planning and Institutional Improvement

Faculty

39. Faculty leaders – including Associate and Full Professors, various program Directors and the Dean of the Faculties
40. Several faculty members joined their deans when they met with committee members, including 11 faculty members from the School of Physical Education and Tourism Management and 2 faculty members from the School of Journalism
41. Faculty members also participated (as noted below) in the self-study committee meetings

Management and Staff

42. Staff leaders – leaders and members of Staff Council
43. Registrar
44. Director of Admissions
45. Director, Gates Intern Program and Executive Associate Dean (School of Library and Information Science)
46. Director, International Affairs
47. Director, Office of New Media and Executive Associate Dean (School of Informatics)
48. Director, Community Learning Network (Academic Affairs)
49. Chair, Teacher Education Program
50. Head, Medical School Library
51. Medical School Librarian
52. Senior leadership of University Library

Other meetings

53. Student leaders – 20 participants from variety of student associations, including members of "Leaders in Organization" class
54. "Diversity Cabinet" — 19 participants, including faculty, students, deans and staff
55. Open sessions with faculty, staff and students were well attended.

Meetings with IUPU-Columbus Leadership and Stakeholders

56. Dean
57. Associate Dean for Academic Affairs
58. Chair, Advisory Board
59. Management Chair, Business Programs
60. Director, University Relations
61. Chair, Community Education Coalition
62. Head, School of Technology
63. Coordinator, IUPUC Elementary Education Program
64. Community member: Principal, Mt. Healthy Elementary School
65. Program Coordinators: Nursing LPN to ASN Mobility Option; Library; Psychology; Sociology; Management and Business; Chemistry; IUPUC Elementary Education; University College.

<u>Self Study Committees</u>

Civic Engagement Task Force

66. Vice Chancellor, External Affairs
67. Associate Vice Chancellor, Information Management and Institutional Research
68. Dean, University Library
69. Associate Dean Medical Student Academic Affairs, Infectious Disease
70. Director of the Center for Earth and Environmental Science (CEES) and Associate Professor of Geology, Department of Geology / CEES
71. Director Student Support Programs, School of Medicine
72. Director, Center for Service Learning and Professor of Psychology
73. Executive Director, Community Learning Network

74. Associate Director for Environmental Research, School of Public Environmental Affairs
75. Associate Director of Polis Center at IUPUI and Adjunct Professor, Polis Center
76. Associate Director, Center for Service and Learning
77. Chair, Department of Public Health
78. Assistant Professor, Department of Anthropology
79. Faculty and External Liaison, UITS
80. Professor of Education and Special Education, School of Education
81. Administrator, Office of Medical Service Learning, School of Medicine

Future Group (Strategic Planning)

82. Executive Vice Chancellor and Dean of the Faculties
83. Vice Chancellor, Administration and Finance
84. Vice Chancellor, Planning and Institutional Improvement
85. Vice Chancellor, Student Life and Diversity
86. Vice President, IU Foundation – Indianapolis
87. Vice Chancellor for Research and Graduate Education and Associate Vice President for Research
88. Dean, IUPU Columbus
89. Dean, School of Allied Health Sciences
90. Dean, School of Dentistry
91. Dean, School of Engineering and Technology
92. Dean, School of Liberal Arts
93. Dean, School of Physical Education and Tourism Management
94. University Dean, School of Nursing
95. Dean, School of Science
96. Dean, School of Social Work
97. Dean, University College
98. Dean, University Libraries
99. Executive Associate Dean for Academic Affairs, IU School of Medicine
100. Executive Associate Dean, School of Informatics
101. Director for Enrollment Services, Undergraduate Admissions Office
102. Director for the Office Institutional Effectiveness, Planning and Institutional Improvement
103. Director of the IU Faculty Colloquium on Excellence in Teaching and of the Office of Campus Writing and Chancellor's Professor of English
104. Director, Center for Service and Learning and Professor of Psychology
105. Director, Indiana Center for Intercultural Communication
106. Assistant for Communications, Office of Vice President for Long-Range Planning & Chancellor of IUPUI
107. Chair and Professor, School of Engineering and Technology
108. Associate Professor of Finance, Kelley School of Business
109. Associate Professor, Department of Environments for Health
110. Professor of Anthropology, School of Liberal Arts
111. Professor of Law, IU School of Law
112. Professor, School of Science (2)

Program Review and Assessment Committee

113. Vice Chancellor, Planning and Institutional Improvement
114. Associate Dean, School of Allied Health Sciences
115. Associate Dean, Undergraduate Programs, School of Nursing
116. Assistant Dean for Student Services, School of Education
117. Assistant Dean, Herron School of Art
118. Assistant Dean, Medical Education, School of Medicine
119. Director of Clinical Assessments and Quality Assurance, School of Dentistry
120. Director of Institutional Effectiveness, Planning and Institutional Improvement
121. Director, Dental Hygiene, School of Dentistry
122. Director, Testing Center
123. Director, Undergraduate Studies, School of Science (Psychology)
124. Director of the IU Faculty Colloquium on Excellence in Teaching and of the Office of Campus Writing and Chancellor's Professor of English
125. Executive Director of BSW Programs, School of Social Work
126. Assistant Librarian, University Library
127. Assistant Professor of Finance, Kelley School of Business at IUPU Columbus
128. Assistant Professor, School of Journalism
129. Assistant Professor, School of Physical Education & Tourism Management
130. Assistant to the Vice Chancellor, Planning and Institutional Improvement
131. Department Chair, School of Engineering and Technology
132. Professor of Electrical and Computer Engineering, School of Engineering and Technology
133. Professor of Mathematics, School of Science
134. Professor of Oral Biology, School of Dentistry
135. Professor, School of Liberal Arts/University College (Sociology)
136. Professor, School of Public and Environmental Affairs
137. Associate Professor of English, School of Liberal Arts (English)
138. Associate Professor of Radiologic Sciences, School of Medicine (Radiological Sciences)
139. Associate Professor, School of Informatics
140. Associate Professor, School of Liberal Arts
141. Associate Professor, School of Physical Education & Tourism Mngt.
142. Associate Professor, School of Public and Environmental Affairs
143. Associate Professor, School of Social Work
144. Clinical Assistant Professor, School of Nursing
145. Clinical Associate Professor, School of Law
146. Librarian, University Library
147. Research Coordinator, University College

Self Study Steering Committee

148. Vice Chancellor, Planning and Institutional Improvement
149. Assistant to the Vice Chancellor, Planning and Institutional Improvement
150. Associate Vice Chancellor and Associate Professor of Psychology, Information Management and Institutional Research
151. Chancellor's Professor of Psychology and Director, Center for Service and Learning
152. Director of the IU Faculty Colloquium on Excellence in Teaching and of the Office of Campus Writing and Chancellor's Professor of English

153. Associate Director, Center for Service and Learning
154. Research Analyst, Information Management and Institutional Research
155. Director, Office of Institutional Effectiveness, Planning and Institutional Improvement

E. Principal Documents, Materials, and Web Pages Reviewed: (list – accreditation reports, transcripts, etc.)

Many of the IUPUI documents listed under "Materials to be Made Available to the Team During the Site Visit" (*NCA Handbook, 2nd Edition,* p. 143) were made available to the team electronically, via an intranet created for the team's use during the visit. Hard copies and on-location files were kept to a minimum, and team members were able to review materials from workstations provided by the institution. In addition, many reports referenced in the Self-Study Report or used by working committees were linked to the online self-studies, allowing team members to review these materials prior to and following the visit. The primary site for reaching all of these online materials was the institution's online portfolio, www.iport.iupui.edu.

IUPUI Self-Study Documents

1. Self-Study Report with BID, IUPUI Statistical Portrait, two special emphasis sections, responses to GIRs, Criteria for Accreditation, and concerns/advice from 1982 an 1992 NCA team reports
2. 2001 IU Academic Handbook of Academic Policies, Procedures and Documentation, with 2002 supplement
3. IUPUI Human Resources Policies for Monthly and Biweekly Staff, May 2002
4. IUPUI Monthly Paid Employee Handbook
5. IUPUI Biweekly Paid Employee Handbook
6. IUPUI Hourly Staff Handbook
7. Brochure: IUPUI Undergraduate Academic Programs, 2003
8. IUPUI Campus Bulletin 2002-2004

IUPUI Administrative Documents

9. IU Financial Reports 1998-1999, 1999-2000, 2000-2001, and 2001-2002
10. Budgets and expenditure reports
11. Fiscal analysis reports
12. Physical Facilities Master Plan
13. Physical Facilities Maintenance Plan
14. Board rosters, charters, and bylaws for the IUPUI Board of Trustees, IU Foundation board of directors and other related entities

IUPUI Academic Administration and Assessment Documents

15. Policies and procedures related to curriculum adoption, review, and evaluation
16. Campus Review of Tenure and Promotion Dossiers
17. Evaluation Tools For Dossiers
18. Course Approval Process
19. Code of Student Rights Responsibilities & Conduct
20. Academic Program Approval Process

21. Academic admission, good standing, and completion policies, admission policies, probation, and completion policies
22. Policies on interaction with other academic institutions and programs, including consortia agreements regarding Statewide Technology, Indiana College Network, and the Consortium for Urban Education and sample articulation agreements
23. Policies on learning resources, including libraries and technological resources
24. Documents pertaining to Title IV Compliance and Third Party Comment
25. Sample transcripts of IUPUI students completing degrees offered by various IUPUI schools conferring IU and PU degrees
26. Faculty Roster

IUPUC Materials

27. Report on Fiscal Health
28. Faculty Roster
29. Academic Council Bylaws
30. Advisory Board Directory
31. List of Degrees and Courses Offered
32. Student Handbook
33. Faculty Handbook
34. Viewbook, recruiting brochures and scholarship information

Accreditation Materials Reviewed (Programs Found to be Fully Accredited)

See http://www.planning.iupui.edu/accreditations/accred.html for a list of accredited programs. The materials for the programs cited below were reviewed in greater detail.

1. LCME (Medicine)
2. USDE (Dietetics – Internship)
3. AC for OT (Occupational Therapy)
4. CAPT (APTA) (Physical Therapy)
5. ASOC (Cytopathology)
6. CCNE (Nursing)
7. Psyc:Review (Psychology)
8. ACS (Chemistry)
9. ADA (Dentistry, including prosthodontics and maxillofacial)
10. Respiratory Care (ARC) (Respiratory Therapy)
11. CAHEA (Health Information)
12. JRCERt (Radiology)
13. (Nuclear Medicine Tech)
14. NAACLS (Histopathology)
15. ABET (Construction Technology, Electrical Engineering, Electrical Engineering Technology, Mechanical Engineering, Mechanical Engineering Technology)

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process:

The special emphasis discussion of IUPUI's commitment to "Excellence in Teaching and Learning" and "Civic Engagement", responses to both the GIRs and the Criteria for Accreditation, as well as the responses to concerns expressed in the last review were substantial and sufficiently detailed for the site team to draw reasonable conclusions and make decisions regarding IUPUI's ability to meet the requirements and criteria for accreditation. Furthermore, the institutional process in crafting these responses engaged, by the team's estimate, hundreds of individuals: from the active participation of key committees that produced the major elements of the special emphasis studies, to presentations made to the university's major committees (Deans, governance committees, etc.), to e-mails sent to all members of the university community to invite participation and comment. The team is satisfied that this work has been sufficiently comprehensive.

B. Integrity of the Self-Study Report:

Although the team encountered some challenges in accessing and understanding some of the supporting documentation provided with the report, the team found no evidence that the report lacked integrity. Indeed, they noted that the decision to publish the self-study (including early drafts) online had the potential to invite a broad range of public comment.

C. Capacity to Address Previously Identified Challenge

The team considers the response of the institution to previously identified challenges to be adequate.

Comments:

a. IUPUI should be commended for addressing and correcting the paramount concern of the 1992 site visit, which noted "the absence of a concise, but inclusive, statement of mission and a coherent statement of purposes consistent with its mission."

b. IUPUI has also worked hard to plan, fund and effect the conversion of many part-time teaching positions into full-time lecturer positions.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment:

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information and judged IUPUI to be in compliance.

IV. AFFIRMATION OF THE GENERAL INSTITUTIONAL REQUIREMENTS

Based on the self-study review and other documentation, the team confirms that the institution continues to meet each of the twenty-four General Institutional Requirements.

V. FULFILLMENT OF THE CRITERIA

A. CRITERION ONE

The institution demonstrates that it has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

a. The campus "Vision, Mission, Values, Goals, and Implementation Strategies" statement was developed with considerable input from all the constituencies of the university community and approved by the IU Board of Trustees in June 2002, reflects the Boyer model for the scholarship of teaching, research and service, and meets the needs of its community.

b. Widely available, public and visible, this statement plays an important role in setting and communicating the direction of IUPUI, having unified the focus of an otherwise diverse university structure, helping the university to concentrate its efforts upon teaching and learning rather than coping with administrative confusion among the separate agendas of each of the IUPUI components.

c. Through its public announcements and recognized scholarship about a civic-oriented public university, the leadership of IUPUI reinforces the mission of the university being an important community partner; the mission identifies IUPUI as an institution committed to providing its constituents excellence in "Civic Engagement"; and the Civic Engagement Task Force has taken the necessary step of defining that term in consultation with various constituencies so the term is understood and widely accepted as an institutional goal, serving to reinforce IUPUI's identity as both "in" and "of" its community.

d. The university has allocated substantial funds for offices (Office of Research and Graduate Education, Center for Teaching and Learning, and Center for Service and Learning) and programs to support and further the vision and mission of IUPUI; goals and processes for implementing and evaluating achievement toward accomplishing IUPUI's mission permeate the institution and its schools as well as administrative and support units.

e. Degree programs offered by IUPUC illustrate clarity of focus on the institutional mission for this regional campus.

2. Evidence that demonstrates the criterion needs institutional attention

None noted.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

B. CRITERION TWO

The institution demonstrates that it has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

a. Institutional officials are aware of challenges and have appropriate planning initiatives in place to address challenges (e.g. an institutional "futures" group).

b. The university has internal governance structures, services, and infrastructures to facilitate shared governance to address important issues from varied perspectives, and the administration is appropriate to the governance structure and size of the institution.

c. Efforts of entities like the Office of Student Life and Diversity and the Office of Professional Development – often working collaboratively with other campus units – provide practical and necessary support for mission areas for students, faculty, and staff by offering improved access to information via technology and other modalities; a more attractive and intentional learning environment for students; and faculty and staff development opportunities.

d. The centrally situated Office of Planning and Institutional Improvement is headed by a vice chancellor who is thus a member of the campus leadership team and works closely with the faculty and staff in collecting and providing assessment information both to improve the educational process as well as to facilitate institutional decision-making.

e. IUPUI has demonstrated its commitment to investing in faculty development and student learning in several ways: conversion of part-time teaching positions into

114 full-time lecturer positions; the creation of University College; the development of first year and capstone seminars; and a vigorous program review process.

f. The "Learning Environments and New Projects Committee" works to ensure a connection between physical spaces and learning spaces and that both renovation and new construction projects support active, engaged learning in "rich instructional spaces," as evidenced by the University Library, University College, the School of Law, as well as plans for a new campus center and proposed residence system.

g. IUPUI has a thoughtful campus physical facilities master plan with which the campus is engaged.

h. The institution provides extensive support for student use of university technology resources with the assistance provided by the Student Technology Centers and Consulting, the University Information Technology Services Support Center, the UITS IT Training and Education programs, and the Student Network ID and ADS Domain Account.

i. The University Library has restructured its organization to a team-based, flattened structure that maximizes the staffing resources in support of the institutional mission. Quality management concepts streamline operations and the teams' customer focus has increased support for university priorities in the learning and civic engagement arenas.

j. The University Library uses technology to expand campus access to information via document delivery and electronic reserves; in addition, the library leverages collection dollars through consortial buying agreements and working closely with the Medical Library to identify partnerships and research and development opportunities to increase access.

k. The university is committed to providing access to high quality education in Columbus and the twelve counties in southeastern Indiana, as reflected in the increase in the number of full-time faculty, adding degree programs, and seeking the funding for a new facility. The Community Education Coalition associated with IUPUC is a unique partnership that enhances the resources available to accomplish IUPUC's purposes.

2. Evidence that demonstrates the criterion needs institutional attention

None noted.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

C. CRITERION THREE

The institution is accomplishing its educational and other purposes.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

a. A variety of indicators suggest that IUPUI is fulfilling its educational mission and making efforts to improve. Particularly noteworthy: efforts made to increase diversity on campus, increased retention rates, impressive employment rates of graduates, increased success in winning extramural funding (82% in the Medical School), increasing collaboration with Indianapolis communities, and broad participation by faculty and students in the online course management system.

b. The Principles of Undergraduate Learning (PULs) – an important aspect of the "general education" component of the IUPUI undergraduate experience – have been articulated and efforts are under way to embed them consistently throughout the curriculum and appropriately assess them. Other assessment efforts have been used to improve general education.

c. The clear emphasis on developing clear and well understood performance indicators communicated through the electronic institutional portfolio has developed a climate of collaboration to foster institutional achievements in fulfilling its mission.

d. University College is providing coordinated resources for support of new students and their learning needs, which has led to increased retention rates, enhanced student performance, and more student involvement in the university.

e. IUPUI has experienced a steady increase in the number of grant and contract awards over the past decade, with considerable—and commendable – increases in funding derived from health science faculty efforts.

f. Survey data indicate that the vast majority of alumni feel that their education prepared them well for their jobs and even more agree that it more generally enhanced their future prospects.

g. During the last decade, IUPUI has developed a process to review programs (both academic and non-academic) that encompasses the three major goals of the campus—teaching and learning, scholarly activity, and civic engagement—using a process oriented toward improving programs while also engaging the community and wider campus.

h. The elements of the IUPUI mission have been translated into performance indicators that are assessed and reported, and used to improve programs; although use of these performance indicators at the unit level varies across this complex organization, assessment has the attention of the campus leadership and deans are expected to report annually on progress made in this area.

i. Although there is considerable work to be completed (for example, the electronic student portfolio), achievements in assessment of student learning (direct and indirect) and program review have resulted in improvements in curriculum, advising, interdisciplinarity, and consistent grading systems.

j. Professional programs are providing significant preparation for professionals across the state, and IUPUI has a strong record of success in accreditation of professional programs. In addition, IUPUI provides a series of graduate-level certificate programs that offer credentials in areas that serve student need for upgrading professional skills.

k. IUPUC has increased enrollments, particularly among traditional age students in surrounding counties, serving the purposes of a regional campus.

2. Evidence that demonstrates the criterion needs institutional attention

a. While anecdotal evidence of the impact of IUPUI efforts regarding the civic engagement agenda is abundant, systematic assessment is not in place.

b. Although the institution has devoted resources to faculty development and its impact on student learning, assessment of the connections between the two has yet to be undertaken.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

D. CRITERION FOUR

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met

a. The use of assessment processes permeates the university, not only with students, but as well with academic and administrative units. The potential of the electronic portfolio to provide information on various components, in addition to annual reports and state of the university reports, can provide a very public, accessible way to assess planning, resource management, and outcomes of every unit.

b. The faculty is committed to the success of this institution and has the respect of the administration; there's "momentum" for building on recent successes and continuing to pursue efforts that sustain and enact the newly articulated mission, integrating "teaching, research and service" in a way unique to IUPUI.

c. Financial resources, though limited, are sound: the system facilitates revenue generation and cost controls; administrative decision making is timely and well defined; faculty participate in key decisions affecting budget and policy; institutional planning and resource administration/allocation are linked; and administrative assessment initiatives are well established.

d. The university uses a Responsibility Center Management (RCM) approach to budgeting and fiscal accountability, which encourages units to be entrepreneurial and control costs, while simultaneously fostering a campus-wide set of priorities.

e. The University is creative in maximizing its resources to continue its educational effectiveness, as reflected in recent fund-raising efforts and in its partnerships with other public and private institutions (the cities of Indianapolis and Columbus, Indiana Campus Compact, foundations, and not-for-profits).

f. The University has established structures needed to support its educational mission, from offices devoted to enhancing teaching, learning, civic engagement and professional development; to the development of strategies to gauge progress in key areas (as found in the performance indicators for teaching and learning); to developing the physical infrastructure to support efforts to expand web-enhanced and web-delivered learning; to developing and sustaining a high-quality library to support its many academic programs.

g. Planned addition of new student center and residential life facilities will support students and enhance the social and intellectual community.

h. IUPUI has the benefit of strong support for its mission in the broader community, including local foundations and community partners with which it collaborates and cooperates; continued efforts to garner health sciences funding and develop potential connections for community-based allied health initiatives could build on existing strengths, engage the health sciences areas in IUPUI mission areas, and serve the community in important ways.

i. Collaborations among business, education, and community representatives have developed strategic initiatives that enhance the future of IUPUI and IUPUC.

2. Evidence that demonstrates the criterion requires institutional attention

a. While the institution has a high tech environment and a library that has a relatively low investment, the library may have optimized its current resources. Investment in the library's information resources should continue to be a regular part of institutional budget planning.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

E. CRITERION FIVE

The institution demonstrates integrity in its practices and relationships.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

a. Via IUPUI's web-based portfolio – accessible to the public as well as the accreditation team – the institution has demonstrated openness and integrity, opening itself up to scrutiny by its myriad stakeholders in one open, consistent forum. The sincerity with which the institution engaged in the self-study exercise, as well as the institution's responsiveness to the site team's inquiries, reflect a sense of the value for this process.

b. IUPUI has extensive policies directed to organization of human resources for the mutual benefit of individuals and the institution. The manuals for Human Resources, Hourly Staff Handbook, Bi-Weekly and Monthly Paid Employee Handbooks, and the Academic Handbook provide clarity for all employees of the institution in terms of benefits, salary, leaves, conflict of interest, and many other issues; these documents are available in printed and electronic form.

c. Appropriate administrative oversight exists for research, grants and contracts, athletics; integrity issues (e.g. conflicts of interest/commitment; diversity); federal program compliance; student, staff and faculty affairs, consistent with information presented in the self-study. Furthermore, IUPUI faculty, staff and students with whom the team met spoke consistently about institutional mission and its fulfillment.

d. The University has and is placing considerable emphasis on communication and collaboration, as reflected in its successful relationships with its constituencies in central Indiana and its increasing national reputation as a model of a successful urban public university.

e. Chancellor's statement on civility clearly delineates the campus community's expectations of appropriate behavior and what will not be tolerated; this statement is published in handbooks, departmental statements, etc.

f. The development of diversity indicators, the public reflection, and evaluation of the institution using those indicators demonstrates integrity and promises to have lasting value for the institution.

g. Financial systems provide data to all interested parties and are widely disseminated online; the institution receives successful annual audits.

h. University leaders, through the governance process, have advocated for an inclusive campus environment; programs, offices and services have been established and designed to support the creation of a viable diverse academic and social community.

i. The campus-wide tenure and promotion process (in which review teams are trained and, subsequent to the review, asked to reflect upon the process) reflects the seriousness and commitment IUPUI brings to these essential processes.

2. Evidence that demonstrates the criterion needs institutional attention

None noted.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

VI. TEAM RECOMMENDATIONS

ACCREDITATION RELATIONSHIP:

A. **CONTINUED ACCREDITATION**

Next Comprehensive Visit: 2012-2013

Rationale: The team concludes that IUPUI meets all general institutional requirements and fulfills all five criteria for accreditation. The weight of evidence indicates that IUPUI has institutional processes in place to warrant another ten-year accreditation cycle.

B. DEFINERS OF RELATIONSHIP

1. Degree Level: Doctor's (highest awarded)
Retain original wording

2. Ownership: Public
Retain original wording

3. **Stipulations:** *Retain original wording*: Accreditation at the Doctor's degree level is limited to the J.D., D.S., M.D., D.M.S., D.D.S. offered through Indiana University; to the Ph.D. in Anatomy, Biochemistry, Medical Biophysics, Medical Genetics, Medical Neurobiology, Microbiology and Immunology, Pathology, Pharmacology, Physiology and Biophysics, Social Work, Toxicology, and Preventive Dentistry offered through Indiana University; and to the Ph.D. in Rehabilitation Psychology offered through Purdue University. The University must obtain Commission approval following a focused visit before instituting any additional Purdue University doctoral programs in non-medical-related fields. The University is to notify the Commission if it plans to change or add any doctoral programs in medical-related fields, and notify the Commission if it plans to change or add any Indiana University doctoral programs in non-medical-related fields.

4. **New Degree Sites:** *Current wording:* No prior Commission approval required for offering existing degree programs at new sites within the state. International offerings are limited to programs in Malaysia.

   After extensive post-visit consultation with the institution, and in light of the discontinuation of for-credit programming in Malaysia, the team suggests deletion of the phrase "International offerings are limited to programs in Malaysia" from the Statement of Affiliation Status.

   Recommended change: No prior Commission approval required for offering existing degree programs at new sites within the state.

COMMISSION FOLLOW-UP

None Recommended.

SANCTION

None Recommended.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Indiana University-Purdue University Indianapolis
Indianapolis, Indiana

November 18-20, 2002

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Phillip Certain (Chair), Dean, College of Letters and Science, University of Wisconsin-Madison
Dr. Larry A. Braskamp, Professor of Education, Loyola University of Chicago
Dr. Roderick G. W. Chu, Chancellor, Ohio Board of Regents
Dr. Mark E. Clasen, Professor and Chair, Department of Family Medicine, Wright State University School of Medicine

Dr. Thomas F. Conry, Professor of General Engineering, University of Illinois at Urbana-Champaign
Dr. Amy Driscoll, Director, Teaching, Learning, and Assessment, California State University - Monterey Bay
Dr. Marie Draper Dykes, Associate Provost for Academic Programs, Wayne State University
Dr. Phillip E. Jones, Vice President for Student Services, University of Iowa
Dr. Robert O. Kelley, Dean, College of Health Sciences, University of Wyoming
Mr. Warren R. Madden, Vice President for Business and Finance, Iowa State University
Dr. Richard J. Meister, Executive Vice President-Academic Affairs, DePaul University
Ms. Carla Stoffle, Dean of Libraries, University of Arizona

ADVANCEMENT SECTION

I. OVERALL OBSERVATIONS OF THE TEAM

A. STRUCTURE OF THIS SECTION: At the conclusion of each of the two "special emphasis" sections of the self-study report, the institution asked a series of questions of the team. This section of the team report takes as its focus these questions, as well as the more general questions asked about the use of the online interface; however, the team also offers a few observations and points of advice that depart from the questions asked.

B. INSTITUTIONAL ORGANIZATION: Because of its joint relationship to Indiana University and Purdue University, IUPUI is inherently a complex organization and is in many ways unique in higher education. The team focused on whether the university satisfies all of the requirements for continued accreditation, and concluded that it has. The team observes, however, that IUPUI has become a major urban university and that it is incumbent on both Indiana University and Purdue University to be supportive of IUPUI's efforts to meet its mission. This implies attention should continue to be given to the appropriate level of autonomy that will allow IUPUI to develop its full potential. As IUPUI seeks to advance its status as a major urban research university, it will need to build strength in a number of areas appropriate to its mission. Its unique relationship with Indiana University and Purdue University will make this a complex task.

C. ONLINE PUBLICATION OF MATERIALS: The publication of the self-study and supporting documentation in an online format has some advantages: team members could access and study the materials from a distance; countless links to projects, initiatives, and documents could be made throughout the text to support or illustrate key points; connections between interrelated or overlapping elements within the self-study could be drawn with a minimum of repetition, etc. However, the team encountered disadvantages in the use of this technology: sometimes links did not work properly; information changed as the project evolved; hard copies lacked some of the information found online; external links were not always useful; the "boundaries" of the self-study were at times unclear, leading the team far afield; raw data were not always summarized or would have benefited from capsule statements or interpretations; retracing one's steps to locate

information was sometimes challenging. Executive summaries and a search feature would have helped.

These criticisms, however, are not intended to minimize IUPUI's impressive undertaking in making the self-study and related materials available. If anything, they highlight the difficulty inherent in producing materials that serve many audiences: the needs of an accreditation team will necessarily diverge from the needs of the general public, or the needs of campus constituents. Although various groups will have an interest in the information to be conveyed, the principles used to organize that information and the purposes for communicating that information must also differ. These observations merely highlight the needs of a single—albeit important—audience.

II. FOCUS ON TEACHING AND LEARNING

A. The institution asked, "How can we continue to improve the first-year experience and help new transfer students adjust to campus?"

1. The University College leadership has made great strides in engaging faculty in the success of first-year and transfer students. The UC staff members are extremely dedicated and agile in assessing and meeting student needs. Increased retention rates can be attributed in part to UC programs. Observations of UC classes noted innovative and engaging pedagogy and outstanding curriculum materials.

2. Improvements in UC programs have already come as a result of paying attention to outcomes and changing the program when deficiencies are noted. This should continue to be the way in which the program grows and improves. At the present time, there is a cadre of dedicated faculty that works with the dean and staff in assessing programs and planning for improvements. UC has clearly identified its greatest challenge is in sustaining the momentum that has been achieved, especially with increasing numbers of new students.

3. First-year and transfer student success contributes to the welfare of the entire campus, and the challenge is to stabilize a program that depends on goodwill and volunteer efforts on the part of faculty. While the current financial incentives are reasonable, the team cautions against using financial rewards, either to individuals or to their home schools, as the *principal* tool for achieving stability. Rather, the team recommends that the current faculty who are already engaged in these efforts identify future leadership and enlarge the circle of interested faculty. UC is now successful, and success attracts. The Center for Teaching and Learning might also identify opportunities for faculty scholarship in the teaching of entering students.

4. Transfer students entering with significant numbers of credits might also benefit from a transfer transition course.

5. Finally, IUPUI should expand its efforts to strengthen its educational pipeline by working with the P-12 schools.

B. "What strategies might we use to engage more faculty members in integrating the Principles of Undergraduate Learning (PULs) into their work with students and assessing for achievement of the PULs and learning outcomes in the major?"

1. Involve faculty campus-wide in the development and review of PUL outcomes, criteria, and evidence.
2. Involve faculty campus-wide in the pilot of student electronic portfolios with mini-grants.
3. Engage those faculty in collaborative presentations (national conferences) and publications (Journal of General Education) about PULs.
4. Spotlight faculty who teach to the PULs in campus publications.
5. Mini-grants for action research projects focused on effective teaching of PULs
6. Develop "best practice" syllabi that demonstrate how PULs can be incorporated for varied disciplines
7. Rather than building PULs into each course, consider having additional student enrichment programs to address PULs
8. Incorporate PULs into Residential Life programs
9. Add this to tenure and promotion evaluation with examples of teaching portfolios
10. Learn from other campus models
11. Strategies for assessing learning outcomes in the major

    Observation: implementation (as usual) varies across the campus; as an institution, IUPUI appears to be committed to the process. Professional schools lead in this area, and they're using student portfolios in many areas. Team members expressed some concern about the "opportunity cost" for faculty who need to invest time in assessment projects; continue looking for innovation and allow professional schools to lead the way.

    i. Track outcomes for majors to understand what graduates are doing in the long-term (strengthen links to IUPUI alumni association)

    ii. Align evidence of student work with the actual outcomes they've identified

iii. Continue to ensure that all majors have clear expectations of student outcomes; articulate assessable measures for these outcomes and disseminate results.

iv. Develop a profile of graduates that articulate achievement of outcomes (specify outcomes for general education PUL's and majors)

v. Collect evidence that students are achieving those outcomes with exemplar portfolios, capstones, etc.

C. "How can we measure and document our progress on teaching and learning, especially on the PULs, more effectively?"

1. Measuring and documenting progress in Teaching and Learning begins with clear learning outcomes for students and common forms of evidence aligned with outcomes. From there, collaborative faculty review of student work (evidence) can engage faculty in the analysis and improvement of teaching and learning. Other approaches:

   i. Peer observations and reviews

   ii. Teaching Co-ops (weekly)

   iii. Faculty action research projects

   iv. Ensure that student record systems track progress by adding course attributes that track PULs

   v. Assess connections between teaching and learning efforts and student achievement

2. Strategies to sustain current initiatives for teaching and learning:

   i. Spotlight the scholarship of teaching success cases

   ii. Use innovative teachers as models for others to observe, followed by discussion and reflection

   iii. Pair faculty from different disciplines in action research projects

   iv. Orient new faculty, assign effective teachers as mentors

   v. Continue to monitor T&P as it aligns with teaching and learning initiatives on campus

   vi. Involve lecturers in Teaching and Learning and ensure that this value is included in renewal process

   vii. Continue linkages between Center for Teaching and Learning and Office of Professional Development

D. "Given that IUPUI is the principal site for graduate professional education in Indiana, how can we take advantage of the concentration of professional schools on campus to benefit undergraduates?"

The IUPUI professional schools have great potential to contribute to the undergraduate experience. This can be accomplished in a number of ways:

1. Faculty in the professional schools can cooperate with liberal arts and science faculty in the development and/or teaching of courses and in professional master's degree programs.
2. Professional school faculty can direct research and independent study projects for undergraduates.
3. Professional school faculty can participate in the development of interdisciplinary research and/or instructional programs.
4. The professional schools can include undergraduates in the civic engagement program of IUPUI.
5. They might explore the possibility of involving graduate students in professional schools in mentoring undergraduates.
6. Professional school faculty might participate in learning communities.

E. "The President of IU has suggested that all eight IU campuses adopt a common set of general education course requirements. How feasible and desirable is it to try to integrate all eight IU campuses in terms of common curriculum expectations and other academic issues?"

General education programs should reflect the mission and values of individual institutions; therefore, the team does not recommend establishing a common general education curriculum across all campuses of IU. Such an effort would require vast expenditures of faculty time and would likely result in a "lowest common denominator" result in order to be acceptable to all the constituent campuses and schools. That said, there may be some benefit to engaging in discussions across campuses as they share approaches to general education.

F. "What priorities would you suggest IUPUI focus on in the area of teaching and learning over the next five to ten years?"

The review team is not in a position to recommend priorities; this is a campus responsibility. The team recommends, however, that a formal process be developed to set priorities to help initiatives currently under way to become deeply embedded in the institutional culture and practices across all units.

Support the following programs: the first-year experience; use of technology; Principles of Undergraduate Learning; assessment; professional development of faculty; integration of lecturers into the teaching program; the Gateway Program; engagement of students in individual learning and research; the Honors Program

Consider the following foci: alignment of instruction and assessment with outcomes; alternative assessments to accommodate differences in learning styles; expanded use of innovative instructional techniques to engage future and

diverse learners and ensure their success; integrating diversity in the curriculum across the institution.

G. The institution did not solicit advice on the subject of coordinating initiatives. Nonetheless, the team tenders the following comments:

1. Three primary initiatives are Teaching and Learning (traditional UG students, the adult, part-time students, students in professional programs), Civic Engagement and Learning, and Research and Learning; the university will face the challenge of balancing these and sustaining current innovation, momentum, and value system that has developed in these areas.
2. Intentional care must be exercised to prevent the Teaching and Learning function from becoming dissociated from Research; the team is not impressed by the prospect of lower division courses being taught primarily by lecturers and part-time faculty, and upper division courses taught primarily by faculty.
3. University College should not take on sole responsibility for retention and graduation of students.
4. Work to use data on retention and graduation rates for part-time and transfer students and develop strategies to ensure success for these students.
5. The university must take care to articulate its values to junior faculty to ensure that the culture of mutual respect is maintained for various institutional priorities.
6. Openly disclose relative "weight" of institutional goals in merit and compensation.

III. FOCUS ON CIVIC ENGAGEMENT

A. "How might we disseminate information about our own models of good practice in civic engagement to the campus, and to the community, in order to improve cross-disciplinary collaboration and commitment to civic engagement"

1. Demonstrate relevance of civic engagement; the campus has articulated a vision and developed an inventory but the community has not yet been consulted sufficiently concerning its needs nor has that information been mapped to the institution's capacity to meet the needs.
2. Use media to advertise programs
3. Academic health programs can advertise uncompensated care to the community

4. Evaluate medical needs of community, measure impact using key indicators
5. Disseminate assessment data to the campus: show how these efforts enhance the academic experience for students

B. "How can our campus strength in institutional assessment improve our work in civic engagement? (It is easy to conceptualize how individual projects can be assessed, but more challenging to conceptualize this on a campus-wide level…)"

1. Begin with simple tallies: how many students? How many per semester, per year? How many faculty? How many hours in the community?
2. Develop categories of service to use in reporting (e.g., health, housing, safety, etc.)
3. Have students design assessment or studies of civic engagement.
4. Use simple surveys of students, faculty, and community partners to determine program impact (funding, improvements, change, increased service, etc.)
5. Locate current online assessment tools.
6. Organize focus groups to probe impact, challenges, etc.
7. Recruit and train students to interview constituencies.
8. Establish desired outcomes for each constituency group (students, faculty, community) and use university resources (Assessment Task Force) to design appropriate assessment of each outcome.
9. Design and spotlight case studies of service learning classes or projects to probe and describe "best practices".

C. "How will we know that our work is making a difference within the community? What recommendations do you have for the future campus work of the Civic Engagement Task Force upon completion of the NCA review? What recommendations do you have on setting priorities for campus civic engagement?"

1. Working collaboratively with community partners, perhaps through a Civic Advisory Committee (students, community, faculty, staff, administrators), develop a formal process for prioritizing civic engagement work – use the many scans already conducted.

2. Further the land-grant mission by cooperating with Purdue University's extension mission here, as extension efforts become more focused on urban needs.
3. Design outcomes for community impact with indicators and/or benchmarks to demonstrate when outcomes are being met.

D. "How can our work in this self-study inform others in higher education to advance the work of civic engagement?"

1. Publish about sustainable impact.
2. Engage with the political structure.
3. "Ask the right questions."
4. Refocus and describe assessment efforts.
5. Connect with other networks – public health initiatives might give them new networks, community health advocate work.
6. Create examples or cases of what works or doesn't work – "best practices" in service learning specifically, or civic engagement generally.

IV. OBSERVATIONS FOR THE NEW CHANCELLOR

Shortly before the site team arrived, it was announced that IUPUI would be experiencing a change in leadership – the first change in this position since 1986. With that in mind, therefore, several members of the team considered what they might wish to communicate to a new chancellor about this institution. The following issues were discussed, and are offered here as observations rather than "advice".

A. IDENTITY: It is important for IUPUI to continue to develop its own distinctive identity within Indianapolis and the state of Indiana. For example, in light of the need to communicate with external audiences and the need to convey IUPUI's public identity, schools should be headed by "Deans," at least as working titles. Also, as IUPUI continues to develop its research program, the compact with IU and PU may need further reassessment to facilitate development of new doctoral-level programs that sustain and extend IUPUI's unique mission in areas related to civic engagement and economic development in an urban setting. IUPUI may well need to develop creative structures to facilitate development of this research agenda within the framework of the current compact. IUPUI also needs to indicate that it is, indeed, a cohesive and unified institution – a comprehensive wordmark and logo project would enhance the collective identity of IUPUI.

B. LEADERSHIP: The relative autonomy of the twenty-two schools – each "on their own bottom," under responsibility center management/budgeting – makes

organizational issues especially crucial. Centralized units and approaches are susceptible for appearing even less remote and relevant than in more traditional institutions. Hence, the units for Civic Engagement (such as the Center for Service and Learning), face a challenge in getting faculty, department and schools to participate, cooperate or collaborate. Additional measures and strategies (e.g.: more extensive reporting regarding participation), may be required. The team detects strong community support and appreciation for the direction in which IUPUI is headed. Historically, the institution's progress has depended on the Chancellor and his team to hold units together and to articulate and pursue IUPUI's shared missions, such as that of civic engagement.

C. RELATIONSHIPS: Much of the organization at IUPUI is based upon long-term professional intramural and extramural relationships; changes in leadership at IU and PU, as well as at IUPUI, require the university to pay attention to these issues during the transition in senior leadership.

D. FINANCIAL: Like other public institutions of higher education located in states suffering from budget constraints, IUPUI's state share has not kept pace with expenses: state support increased 12% during the past five years while expenses increased 23% during the same time period; tuition increases and indirect cost recovery were used to make up the difference. The institution is raising more than $700 million in private funds during the present campaign to support its mission. In the context of continuing limited state financial resources the institution needs to continue to review alternative revenue sources: tuition, sponsored funding, and private sources of funding. IUPUI is funded by the state as a regional campus rather than as a regional university; this disconnect suggests that a new chancellor will need to attend carefully to revenue strategies that ensure continued success. This disconnect may also be found in other areas, such as in the process for gaining approval for new doctoral-level programs. In addition, RCM strategy has allowed each school and college to determine differing salaries and varying reward structures; since there are no clearly understood parameters for consistent application of the rules across units, the institution should monitor the staff reward structure to ensure a reasonable degree of equity.

E. STUDENT CLIMATE: Continue to focus on developing out-of-classroom, student life programs and facilities to enhance the climate and environment for students. The University Library and the Law School are good models for success in this area, and the university is making good progress in assessing and responding to the needs of the array of IUPUI students: gathering spaces for commuter students, as well as spaces for residential students are being planned or developed, demonstrating that IUPUI has been developing structures (physical and programmatic) to serve all IUPUI students.

F. FACULTY CULTURE: Faculty members with whom the team met expressed a sense of optimism and enjoyment of opportunities to engage actively –and have a voice – in shaping a new version of higher education as part of the wave of the future. The team encourages the new chancellor to work to sustain this energy.

G. STAFF: Staff members reported appreciation for a "noteworthy lack of hierarchy," suggesting that IUPUI has a long-term and loyal staff who enjoy working for the institution. The new chancellor should consider increasing communication with this group even more, so they are better informed of and have a stake in the overall mission of the institution.

H. CONTINUED PROGRESS: Ensure continued progress in and support for the many commendable initiatives that are shaping the mission and identity of IUPUI: diversity, the Center for Teaching and Learning, the Center for Service and Learning, the Office for Professional Development, the Program Review and Assessment Committee, University College and the Principles of Undergraduate Learning.

V. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, SIGNIFICANT PROGRESS, AND/OR EXEMPLARY AND INNOVATIVE PRACTICE

As noted in the Assurance section, IUPUI should be commended for its efforts to develop a statement of mission that expresses a coherent set of purposes consistent with that mission. Furthermore, the institution has developed structures (administrative, policy, and physical) that support and further that mission, deeply embedding it into the business of the university.

Civic Engagement

The strengths of the campus commitment to civic engagement lie in the alignment with the university mission, values, and goals, the impressive national collaborations in which the campus has participated, the extensive scholarship describing the university's approaches, and national recognition that the campus initiatives have received. The three foci of the Center for Service and Learning offer multiple perspectives and approaches to faculty, students, and community partners, and ultimately increase the potential for engagement. The described plans for continued development and expansion of the civic engagement agenda are realistic within the expertise and leadership of the Center, the infrastructure of support from the institution, and the rich history of successful professional development for faculty and involvement and commitments of many campus units. The civic engagement endeavors are so expansive that the campus may want to consider extending the leadership to the level of Vice Provost as a statement of institutional commitment.

Teaching and Learning

Just as its mission drives IUPUI's commitment to Civic Engagement, so, too, is the university's commitment to Teaching and Learning. The university has devoted substantial resources to supporting efforts in this area, and many of its offices and programs support and further teaching and learning. For example, the creativity and strategic planning of professional development activities and resources to encourage and support faculty efforts in teaching and learning are notable. The strategy of galvanizing issues through the Gateway Group to focus

goals and resulting action plans serves the Office for Professional Development well with attention to supporting multicultural teaching, teaching for retention of students, and the scholarship of teaching. The OPD has systematically assessed the effectiveness of its events and resources by documenting attendance and representation, satisfaction, and impact on teaching and learning. There are future plans to extend the assessment beyond faculty application to impact on students, a difficult but critical phase of evaluation. The model of "faculty learning communities" is an effective one for focusing faculty efforts and providing a supportive structure for study. The extensive faculty development work is coupled with clear communication of reward for excellence in teaching and its accompanying scholarship through the institution's promotion and tenure systems. The presence of successful cases of promotion based on the scholarship of teaching gives powerful impetus to faculty efforts to improve teaching and learning.

As a further example of IUPUI's dedication to the connections between Teaching and Learning, the six Principles of Undergraduate Learning (PULs) seem to have served as an excellent focal point to redirect perspectives regarding the role and purpose of general education in the curriculum, and provide a profile of what the institution expects of its graduates. Although suggestions made in the previous section indicate that it may prove to be difficult to track student achievement in these areas, it is nonetheless important to note that these "principles-based" learning outcomes reach toward a broadly-based education intended to serve students beyond their first or second jobs and throughout their lives. Furthermore, despite the difficulty of implementing the PULs and measuring student achievement of them, the institution has demonstrated an interest in assessing them. Although much remains to be done, the team was impressed by the dedication and seriousness with which IUPUI has approached a daunting task.

Self-Study Introduction

Organization and Special Features of the Self-Study

This self-study has two features that differentiate it from most self-studies developed for accreditation by the Higher Learning Commission of the North Central Association: First, it is a special emphases self-study; and second, it is presented in electronic form on the World Wide Web, as part of the electronic institutional portfolio that IUPUI has been developing since 1998. These two features have strongly influenced the content, organization, and style of the narrative sections, as well as the process of preparing the self-study.

The NCA Handbook of Accreditation defines a special emphasis self-study as "an option for accredited, established, well-functioning institutions that are willing to commit serious attention to a select group of critical issues in order to contribute to institutional improvement and educational excellence." The Handbook goes on to note that "The accreditation process is revitalized for some institutions when they seize this opportunity to build their self-study processes around a small number of carefully selected critical areas in which they want to improve or excel."

Teaching and Learning and Civic Engagement represent two areas in which IUPUI aims "to improve or excel." Over the past two years we have revised our Mission, Vision, Values, and Goals and developed a new strategic plan that renews our commitment to these two key components of our mission. The special emphasis self-studies take stock of what we have accomplished in these areas and solicit the advice of our consultant-evaluators concerning ways in which we can carry our work forward into the future most effectively within the context of our mission and goals. We are grateful to the Higher Learning Commission for allowing us to pursue the special emphases option.

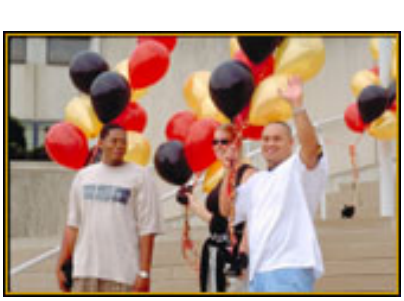
The self-study is primarily Web-based and is included in IUPUI's online "institutional portfolio" at www.iport.iupui.edu. IUPUI has been engaged in developing this portfolio for the past four years. Much like an individual faculty member's teaching portfolio or a student's learning portfolio, the institutional portfolio provides a site and an occasion for reflection, self-analysis, and improvement. Much of the substance and evidence we present for the self-study is available only on the Web site, which is not a supplement to the narrative, but rather the main product of our collective self-study efforts. We hope it will provide both a more solid foundation of evidence for the self-study and a clearer, richer portrait of the campus than a paper self-study might accommodate. The use of the Web for the self-study is something of an experiment both for IUPUI and the Higher Learning Commission. We will be very interested in comments from our consultant-evaluators on the effectiveness of using the Web as a self-study medium.

Our special emphasis self-studies have been circulated widely among faculty, students, and staff as well as community stakeholders, and we have incorporated input from all these sectors. In preparing our narratives for the Criteria for Accreditation, we have focused on "making the case" that we fulfill the Criteria. These narratives are relatively brief and while they include information gathered from across the campus, have been subject to less extensive discussion and review than the two special emphasis studies. In addition, all of the self-study's narrative sections were written with the assumption that they would be read on-line; readers will find frequent references to "this section of the Web site," "menus," and other language reflecting the development of these narratives as components of a complex Web site.

Special Emphases

IUPUI's recently revised mission statement and current strategic planning effort focus on three principal elements: excellence in teaching and learning; excellence in research, scholarship and creative activity; and excellence in civic engagement. While higher education institutions and their stakeholders have formed some consensus on the characteristics and indicators of excellence in research, our understanding of the

nature of excellence in teaching and learning and in civic engagement is still evolving. By exploring these two latter aspects of our mission in our self-study, we hope to contribute to this developing understanding, with a strong focus on our specific urban setting, context, and challenges, and with the aim of continuing to strengthen our institution's effectiveness in these key areas as the strategic plan challenges us to do.



The self-study thus considers our accomplishments and effectiveness in relation to our strategic goals and objectives in the areas of teaching and learning and civic engagement, using evidence derived from assessment to determine areas of strength and areas needing improvement. We also consider the usefulness of our current assessment and improvement practices for providing the evidence we need to determine effectiveness in meeting the goals and objectives in the new strategic plan. Where necessary, we identify needs to change these practices in order to guide improvement within the framework of the plan.

Teaching and Learning

Throughout its brief 33-year history, and especially over the past ten years, IUPUI has focused intensively on developing strategies to provide the most effective education possible for our students, consistent with our commitment to serving educational needs and raising educational attainment in Indianapolis, Central Indiana, and throughout the state. Promoting student learning and success by developing new structures, programs, and initiatives responsive to the needs of our student body-which comprises a diverse and nontraditional mix-has been the central emphasis of our efforts.

To that end, we have revised undergraduate curricula and pedagogical strategies campus-wide to focus more explicitly and coherently on supporting students' development of an agreed-upon set of higher-order skills and abilities. We have established a new University College dedicated to helping entering students make a successful transition to college-level work. We have created new student life programs, instituted new learning support centers, and worked to foster an inclusive and supportive climate and improved physical environment for learning. Faculty development programs have been expanded and reorganized; the Center for Teaching and Learning and its parent office, the Office of Professional Development, have supported implementation of innovative and effective curricular and pedagogical strategies, collaborated with other offices and initiatives aimed at supporting student learning and success, and disseminated proven best practices for teaching and learning across the campus.

These new efforts and initiatives have been guided and informed by evidence derived from assessment. Building on earlier assessment initiatives, IUPUI began a new Office of Planning and Institutional Improvement (PAII) in 1992; under the auspices of PAII, a campus-wide Program Review and Assessment Committee (PRAC) was founded in 1993 with representation from every IUPUI school, as well as those administrative units with responsibility for supporting student learning and success. Current membership includes University College, as well as representatives of the University Library, the Center for Teaching and Learning, and the Office of Student Life and Diversity. PRAC serves as the main oversight body for assessment of student learning in the individual schools and across the IUPUI campus and has been the principal campus group working on the development of the special emphasis self-study on Excellence in Teaching and Learning. This self-study is based in part on the assessment work in which the PRAC representatives and their schools or offices have been engaged over the past nine years.

During the 2001-2002 academic year, PRAC worked to develop a broad picture of the effectiveness of teaching and learning across campus through a series of oral reports presented by each school. Amplifying and extending the written reports submitted annually by each school, the oral reports considered assessment findings in relation to key learning outcomes, uses being made of those findings, and needs for improvement, including improvement of assessment approaches and support for assessment work. Using the information gathered from these reports, along with evidence from other sources, including the Office of Information Management and Institutional Research and other current and recent campus-wide assessment and improvement initiatives, PRAC and the self-study Steering Committee evaluated the effectiveness of IUPUI's efforts to achieve excellence in teaching and learning in relation to the goals, objectives, and indicators in the new strategic plan. That plan also provided guidance for the development of the "Strengths and Challenges" section toward the end of learning and teaching self-study. The self-study concludes with a set of questions to our accreditation review team members, soliciting their advice on directions we might pursue in light of the findings of the self-study and the aspirations

articulated in the strategic plan.

Civic Engagement

As an urban public university situated in Indiana's largest city, IUPUI has long considered engagement with Indianapolis, Central Indiana, and the entire state as a major component of its mission. As we define it, "civic engagement" spans the traditional categories of teaching, research, and service. Faculty conduct research aimed at improving the quality of life in Indianapolis and in cities and communities nationally and internationally; faculty and staff apply their professional expertise to work in and with communities and their members in Indianapolis and around the world; and students contribute to and learn from the city through service and other experiential learning in a range of community agencies and organizations, as well as in business and industry. The IUPUI Center for Service and Learning has a campus-wide mission to support and encourage civic engagement efforts, especially in the areas of service learning and professional service. Major interdisciplinary centers, such as the Center on Philanthropy, the Center on Urban Policy and the Environment, the Polis Center, and the Center for Earth and Environmental Science play key roles in advancing this component of the campus mission. In addition, a number of schools on the IUPUI campus include centers, institutes, and other units with civic engagement, service learning, and professional service missions.

The current strategic planning effort has reaffirmed the centrality of "excellence in civic engagement" to IUPUI's mission and institutional identity. Accordingly, a representative Civic Engagement Task Force was established in Fall 2000 to bring greater focus and effectiveness to civic engagement at IUPUI. Led by the director of the Center for Service and Learning, the task force has developed goals, objectives, strategies, and indicators of effectiveness for civic engagement at IUPUI, and continues to work on mechanisms for assessing progress toward those goals. This task force has had the principal responsibility for developing the special emphasis self-study on civic engagement.

As part of its efforts, the Civic Engagement Task Force has developed Web-based questionnaires that query deans about school-level civic engagement initiatives, including patient and client services offered by professional schools. The deans' responses supplement information that individual faculty members provide on their own civic engagement activities in their annual summary reports. It is important to understand that we aim to go beyond merely "counting" or inventorying civic engagement initiatives in our approaches to assessing our civic engagement work. To enhance the effectiveness of civic engagement at IUPUI, we hope to improve our capacity and support structures for civic engagement, to become more adept at involving community collaborators as full partners in our efforts, and to develop more systematic approaches to assessing our capacity to support civic engagement, as well as the impact of civic engagement activities on community, student, and faculty stakeholders. Data collected from the deans' questionnaire, which we plan to administer annually, the annual faculty reports, and other information gathered in past years, provided much of the material for the civic engagement self-study and allowed the task force to draw conclusions about strengths and challenges and to develop a set of questions for NCA reviewers about our work within the framework of the strategic plan.

Given the absence of any broadly accepted model for defining and assessing effectiveness in the area of civic engagement, we hope that the approach we are developing will be widely applicable to other institutions. Our visiting team members will be asked to review the current status of this ongoing initiative and to recommend ways to improve the strategies, indicators, and assessment practices we are developing to accomplish our goal of achieving excellence in civic engagement.

The IUPUI Electronic Institutional Portfolio

Background

From July 1998 to June 2001, IUPUI collaborated with the American Association for Higher Education (AAHE) and with five other large, public, urban universities on the Urban Universities Portfolio Project (UUPP), an initiative supported by a grant from The Pew Charitable Trusts. Each of the six institutions in the project developed its own prototype for an electronic, Web-based institutional portfolio focused on effectiveness in mission-critical areas. The portfolios bring together authentic examples of student and faculty work, authentic examples of academic and administrative processes (such as planning, curriculum development, and assessment), assessment findings, and performance indicators and data, all framed by narrative description, interpretation, and reflection, to demonstrate accountability and effectiveness. While the portfolios were by no means "finished" after three years, institutions in the project found that the work of conceptualizing and constructing the portfolios, identifying and generating evidence of effectiveness

within the framework of mission, and interpreting and reflecting on that evidence has catalyzed more systematic efforts to define, assess, and improve institutional effectiveness in mission-critical areas.

An important aim of the UUPP was to experiment with using new media to do a better job of communicating with stakeholders about the work that takes place at our institutions and about our effectiveness and responsiveness to stakeholder needs in carrying out our missions, with a strong emphasis on student learning and success. At IUPUI, our hope from the beginning of the project was to use our portfolio as a new type of accreditation self-study, one that harnesses the ability of technology to communicate in multiple media-audio, video, and graphics, in addition to written narrative-and that allows us to use these media to capture a wider variety of evidence, especially primary materials and authentic performances by students and faculty, than would be possible in a paper-only format. The portfolio uses hyperlinking to connect and contextualize information, evidence, and examples in new ways, along with multiple pathways and interactive features that allow users to zero in on specific information.

The self-study narrative provides a pathway through the portfolio materials for NCA reviewers and other interested stakeholders. Ultimately, that narrative will be one of several paths through the portfolio as we draw on the material contained within the site for multiple purposes. Following the NCA review, we plan to develop our annual performance report, currently distributed on paper to Indianapolis community leaders, state legislators, members of the IU Board of Trustees and IUPUI Board of Advisors, and people and offices across the IUPUI campus, within the portfolio, making information on our performance available on the Web 24 hours a day, 365 days a year.

Overview of the Self-Study

We have developed our self-study within the IUPUI electronic institutional portfolio. New sections of the portfolio were created to address the Higher Learning Commission's General Institutional Requirements and Criteria for Accreditation, with links to sections of the portfolio and other IUPUI Web sites that provide relevant supporting evidence, examples, documentation, and discussion. We have also built new evidence and narrative interpretation and discussion into the portfolio to support our claim that IUPUI fulfills the GIRs and Criteria for Accreditation. There is some overlap between the Criteria and our special emphases self-studies; the efficiency of the Web has been extremely helpful to us in accommodating this overlap through cross-referenced links among materials and evidence related to both the special emphases and the Criteria.

For each of the five criteria, we have developed a short essay aimed at making the case that IUPUI meets the criterion. The five essays are available on paper and on the IUPUI portfolio Web site in both .pdf (i.e., designed for easy print-out) and HTML formats. The HTML versions of the essays include links to detailed evidence, reports, policies, and other important information contained elsewhere in the portfolio or on the main IUPUI campus Web site. We strongly recommend that team members review these HTML documents and linked materials: together, we believe, they provide a richer, more complete picture of the institution than traditional paper self-studies and their appendices. At the same time, the direct links between the narrative self-study and back-up materials are intended to make it easier for reviewers to manage the voluminous amounts of information that self-study appendices normally include and to connect this information with the relevant sections of the self-study.

Similarly, each of the two special emphases portions of the self-study includes an overview essay describing the initiative under study, discussing its current status, summarizing assessment methods and findings, critiquing our progress, and defining areas where we would especially appreciate advice from the review team. As with the criteria, these essays are available both on paper and on the portfolio site in .pdf and HTML formats, with links to supporting materials and illustrative examples in the HTML versions.

Current Status of the Self-Study/Portfolio

In preparing for the NCA review, we have considerably revised the IUPUI portfolio to improve the navigability of the site, created an entry point for reviewers, added new evidence, examples, and background information, and developed the narrative portions of the self-study, in conjunction with the relevant offices and committees. The self-study portion of the portfolio Web site, which can be found at www.iport.iupui.edu, includes links to the narrative components of the self-study, minutes of committees that worked on the self-study, and links to evidence and background materials. It also includes such resources as a search function, a glossary of IUPUI acronyms used in the narratives, a list of important IUPUI Web sites with links to those sites, and an "ask a question/make a comment" feature.

Work on the teaching and learning special emphasis has, in effect, been under development from the outset of our portfolio initiative, since a priority of the IUPUI portfolio from the beginning has been to demonstrate our students' learning and our ongoing efforts to assess and improve learning. We have continued to build this section of the Web site, with the hyperlinked self-study narrative designed to serve as a pathway guiding our review team members through this area of the site. Development of the Civic Engagement portion of the site is at an earlier stage and ultimately will be enriched by data generated from new electronic annual faculty reports and questionnaires for deans piloted over the past year, as well as additional assessment findings and relevant examples and evidence. In this case, again, the narrative is designed to lead reviewers through the portfolio, analyzing and interpreting the information, evidence, and examples that the portfolio includes.

Overall review and guidance for the self-study have been provided by the Future Group, the representative body that developed our new strategic plan. A smaller working group served as the Steering Committee that guided day-to-day work on developing the self-study. As explained above, PRAC coordinated the special emphasis self-study on Excellence in Teaching and Learning, while the Civic Engagement Task Force played that role for the self-study on Excellence in Civic Engagement. As the self-study developed, faculty governance groups and other faculty committees, including members of the Portfolio Implementation Committee that guided initial work on the IUPUI portfolio, the IUPUI Board of Advisors, Chancellor's Cabinet, Deans' Council, student groups, and staff governance have been consulted and invited to provide input.

Paper and Electronic Resources for the Team Visit

On behalf of the various groups and committees involved in the self-study, the Steering Committee is providing our NCA review team with a paper document that includes the essays on the two special emphases, our responses to the GIRs, the essays developed for each of the five criteria, the Basic Institutional Data Forms, and several additional documents that we hope will provide helpful guidance, such as a Glossary of Acronyms and a Guide to the IUPUI Portfolio. Most material normally included in paper appendices is linked to the portfolio Web site, and we have chosen not to duplicate these materials on paper. Similarly, our document room will include primarily materials not available or difficult to digest on the Web. During the accreditation visit itself, each team member who does not have his or her own laptop will be provided with one. In addition, the team's principal meeting room will be equipped to allow all members to connect to the Internet and view the portfolio during their discussions.

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Self-Study Plan

Self-Study Plan for IUPUI
For 2002 Comprehensive Evaluation by
The Higher Learning Commission
North Central Association of Colleges and Schools

February 5, 2002

The IUPUI self-study will have two features differentiating it from most self-studies developed for accreditation by the Higher Learning Commission of the North Central Association: first, it will be a special emphases self-study; and, second, it will be primarily in electronic, Web-based form, as part of the electronic institutional portfolio that IUPUI has been developing since 1998. These two features will have a significant influence on the form, organization, and content of the self-study. Review team members should thus be prepared for something that may look quite different from other self-studies they have seen.

Special Emphases

IUPUI's recently revised mission statement and current strategic planning effort focus on three principal elements: excellence in teaching and learning; excellence in research, scholarship and creative activity; and excellence in civic engagement. While higher education institutions and their stakeholders have formed some consensus on the characteristics and indicators of excellence in research, our understanding of the nature of excellence in teaching and learning and in civic engagement is still evolving. By exploring these two latter aspects of our mission in our self-study, we hope to contribute to this developing understanding, with a strong focus on our specific urban setting, context, and challenges, and with the aim of continuing to strengthen our institution's effectiveness in these key areas as the strategic plan challenges us to do.

The self-study will thus consider our accomplishments and effectiveness in relation to our strategic goals and objectives in the areas of teaching and learning and civic engagement and will use evidence derived from assessment to determine areas of strength and areas needing improvement. Further, we will consider the usefulness of our current assessment and improvement practices for providing the evidence we need to determine effectiveness in meeting the goals and objectives in the new strategic plan. Where necessary, we will identify changes to these practices that will help to guide improvement within the framework of the plan.

Teaching and Learning

Throughout its brief history, and especially over the past ten years, IUPUI has focused intensively on developing strategies to provide the most effective education possible for our students, consistent with our commitment to serving educational needs and raising educational attainment in Indianapolis, Central Indiana, and throughout the state. Promoting student learning and success by developing new structures, programs, and initiatives responsive to the needs of our student body—which comprises a diverse and nontraditional mix—has been the central emphasis of our efforts.

To that end, we have revised undergraduate curricula and pedagogical strategies campus-wide to focus more explicitly and coherently on supporting students' development of an agreed-upon set of higher-order skills and abilities. We have established a new University College dedicated to helping entering students make a successful transition to college-level work. We have created new student life programs, instituted new learning support

centers, and worked to foster an inclusive and supportive climate and improved physical environment for learning. Faculty development programs have been expanded and reorganized; the Center for Teaching and Learning and its parent office, the Office of Professional Development, have supported implementation of innovative and effective curricular and pedagogical strategies, collaborated with a range of other offices and initiatives aimed at supporting student learning and success, and disseminated proven best practices for teaching and learning across the campus.

These new efforts and initiatives have been guided and informed by evidence derived from assessment. Building on earlier assessment initiatives, IUPUI began a new Office of Planning and Institutional Improvement (PAII) in 1992; under the auspices of PAII, a campus-wide Program Review and Assessment Committee (PRAC) was founded in 1993 with representation from every IUPUI school, as well as those administrative units with responsibility for supporting student learning and success. Current membership includes University College and other schools established after 1993, as well as representatives of the University Library, the Center for Teaching and Learning, and the Office of Student Life and Diversity. PRAC serves as the main oversight body for assessment of student learning in the individual schools and across the IUPUI campus and is the principal campus group working on the development of the special emphasis self-study on excellence in teaching and learning. This self-study will be based in part on the assessment work in which the PRAC representatives and their schools or offices have been engaged over the past nine years and will be organized around the goals, objectives, and indicators for teaching and learning in the new strategic plan.

This year, PRAC is working to develop a broad picture of the effectiveness of teaching and learning across campus through a series of oral reports presented by each school. Amplifying and extending the written reports submitted annually by each school, the reports consider assessment findings in relation to key learning outcomes,uses being made of those findings, and needs for improvement, including improvement of assessment approaches and support for assessment work. Using the information gathered from these reports, along with evidence from other sources, including the Office of Information Management and Institutional Research and other current and recent campus-wide assessment and improvement initiatives, we will evaluate the effectiveness of IUPUI's efforts to achieve excellence in teaching and learning in relation to the goals, objectives, and indicators in the new strategic plan. The plan will guide the development of recommendations for new resources, initiatives, and other changes that will help individual schools, relevant administrative units, and the campus as a whole make further progress in supporting student learning and effective teaching. We will ask the NCA review team to evaluate our recommendations, tell us whether they seem appropriate and feasible, and suggest other directions we should pursue in light of the findings in our self-study and the aspirations articulated in the strategic plan.

Civic Engagement

As an urban public university situated in Indiana's largest city, IUPUI has long considered engagement with Indianapolis, Central Indiana, and the entire state as a major component of its mission. As we define it, "civic engagement" spans the traditional categories of teaching, research, and service. Faculty conduct research aimed at improving the quality of life in Indianapolis and in cities and communities nationally and internationally; faculty and staff apply their professional expertise to work in and with communities and their members in Indianapolis and around the world; and students contribute to and learn from the city through service and other experiential learning in a range of community agencies and organizations, as well as in business and industry. Our main campus-wide structure for supporting and encouraging civic engagement efforts, especially in the areas of service learning and professional service, is the IUPUI Center for Service and Learning. In addition, several professional schools have their own offices of service learning and of professional service.

The current strategic planning effort has reaffirmed the centrality of "excellence in civic engagement" to IUPUI's mission and institutional identity. Accordingly, a representative Civic Engagement Task Force was established in Fall 2000 to bring greater focus and effectiveness to civic engagement at IUPUI. Led by the director of the Center for Service and Learning, the task force is developing goals, objectives, and strategies for civic engagement at IUPUI, indicators of effectiveness, and mechanisms for assessing progress toward those goals. This task force has been charged with developing the special emphasis self-study on civic engagement.

As part of its efforts, the task force has developed Web-based questionnaires that query deans about school-level

civic engagement initiatives, including patient and client services offered by professional schools. The deans' responses will supplement information that individual faculty members provide on their own civic engagement activities in their annual summary reports. It is important to understand that we aim to go beyond merely "counting" or inventorying civic engagement initiatives in our approaches to assessing our civic engagement work. To enhance the effectiveness of civic engagement at IUPUI, we hope to improve our capacity and support structures for civic engagement, to become more adept at involving community collaborators as full partners in our efforts, and to develop more systematic approaches to assessing and documenting our capacity to support civic engagement and the impact of civic engagement activities on community, student, and faculty stakeholders. Data collected from the deans' questionnaire, which we plan to administer annually, the annual faculty reports, and other information gathered in past years, will allow the task force to draw generalizations about multiple aspects of our civic engagement agenda and activities and to make recommendations for improving these aspects of our work within the framework of the strategic plan.

Given the absence of any broadly accepted model for defining and assessing effectiveness in the area of civic engagement, we hope that the approach we are developing will be widely applicable to other institutions. Our visiting team members will be asked to review the current status of this ongoing initiative and to recommend ways to improve the strategies, indicators, and assessment practices we are developing to accomplish our goal of achieving excellence in civic engagement.

The IUPUI Electronic Institutional Portfolio

Background

From July 1998 to June 2001, IUPUI collaborated with the American Association for Higher Education and with five other large, public, urban universities on the Urban Universities Portfolio Project (UUPP), an initiative supported by a grant from the Pew Charitable Trusts. Each of the six institutions in the project developed its own prototype for an electronic, Web-based institutional portfolio focused on effectiveness in mission-critical areas. The portfolios bring together authentic examples of student and faculty work, authentic examples of academic and administrative processes (such as planning, curriculum development, and assessment), assessment findings, and performance indicators and data, all framed by narrative description, interpretation, and reflection, to demonstrate accountability and effectiveness. While the portfolios were by no means "finished" after three years, institutions in the project found that the work of conceptualizing and constructing the portfolios, identifying and generating evidence of effectiveness within the framework of mission, and interpreting and reflecting on that evidence has catalyzed more systematic efforts to define, assess, and improve institutional effectiveness in mission-critical areas.

An important aim of the UUPP was to experiment with using new media to do a better job of communicating with stakeholders about the work that takes place at our institutions and about our effectiveness and responsiveness to stakeholder needs in carrying our missions, with a strong emphasis on student learning and success. At IUPUI, our hope from the beginning of the project was to use our portfolio as a new type of accreditation self-study, one that harnesses the ability of technology to communicate in multiple media—audio, video, and graphics, in addition to written narrative—and that allows us to use these media to capture a wider variety of evidence, especially primary materials and authentic performances by students and faculty, than would be possible in a paper-only format. The portfolio uses hyperlinking to connect and contextualize information, evidence, and examples in new ways, along with multiple pathways and interactive features that allow users to zero in on specific information.

Overview of the Self-Study

Our plan is to develop our self-study within the IUPUI electronic institutional portfolio. New sections of the portfolio are being created to address the Higher Learning Commission's General Institutional Requirements and Criteria for Accreditation, with links to sections of the portfolio and other IUPUI Web sites that provide relevant supporting evidence, examples, documentation, and discussion. We also expect to build new evidence and narrative interpretation and discussion into the portfolio to support our claim that IUPUI fulfills the GIRs and criteria. There is considerable overlap between Criteria Three and Four and our special emphases self-studies; we expect the efficiency of the Web to be extremely helpful to us in accommodating this overlap through

cross-referenced links among materials, evidence, and discussion related to both the special emphases and the two criteria.

For each of the five criteria, we will develop a short essay aimed at making the case that IUPUI meets the criterion. The five essays will be available on paper and on the IUPUI portfolio Web site in both .pdf (i.e., designed for easy print-out) and HTML formats. The HTML versions of the essays will include numerous links to detailed evidence, examples, policies, and other important information contained elsewhere in the portfolio or on the main IUPUI campus Web site. We will strongly recommend that team members review these HTML documents and linked materials: together, they will provide a richer, more complete picture of the institution than traditional paper self-studies and their appendices. At the same time, the direct links between the narrative self-study and back-up materials will make it easier for reviewers to manage the voluminous amounts of information that self-study appendices normally include and to connect this information with the relevant sections of the self-study.

Similarly, each of the two special emphases portions of the self-study will include an overview essay describing the initiative under study, discussing its current status, summarizing assessment methods and findings, critiquing our progress, and defining areas where we would especially appreciate advice from the review team. As with the criteria, these essays will be made available both on paper and on the portfolio site in .pdf and HTML formats, with links to supporting materials in the HTML versions.

Current Status of the Self-Study/Portfolio

We have already begun work on revising the current iteration of the IUPUI portfolio to improve the navigability of the site, create entry points for NCA reviewers, add new evidence, examples, and background information, and develop the narrative portions of the self-study, in conjunction with the relevant offices and committees. The self-study portion of the portfolio Web site, which can be found at www.iport.iupui.edu, includes links to our planning documents, including this draft self-study plan, outlines of the narratives for the criteria and special emphases, minutes of committees working on the self-study, and links to evidence and background materials. As the self-study develops, the outlines will be replaced by narrative drafts, links will be embedded in the narrative texts, and additional links will be added. Members of the campus community (or anyone else with access to the Web) can visit the site to check on the current status of work on the self-study and to send comments and questions to the Self-Study Steering Committee.

Work on the teaching and learning special emphasis has, in effect, been under development from the outset of our portfolio initiative, since a priority of the IUPUI portfolio from the beginning has been to demonstrate our students' learning and our ongoing efforts to assess and improve learning. We will continue to build this section of the Web site, with the hyperlinked self-study narrative serving as a pathway guiding North Central review team members through this area of the site. Development of the Civic Engagement special emphasis is at a much earlier stage; in addition to developing the overview essay on the work and findings of the Civic Engagement Task Force, we will need to add other new materials to the portfolio, including the data generated from the annual faculty reports and questionnaires for deans being piloted this year, other preliminary assessment findings, and relevant examples and evidence. In this case, again, the narrative will be designed to lead reviewers through the portfolio, analyzing and interpreting the information, evidence, and examples that the portfolio includes.

Overall review and guidance for the self-study is provided by the Future Group, the representative body developing our new strategic plan. A smaller working group serves as the Steering Committee that guides day-to-day work on developing the self-study. As explained above, PRAC is coordinating the special emphasis self-study on Teaching and Learning, while the Civic Engagement Task Force plays that role for the self-study on Civic Engagement. As the self-study develops, faculty governance groups and other faculty committees, including the Portfolio Implementation Committee that guided initial work on the IUPUI portfolio, the IUPUI Board of Advisors, Chancellors' Cabinet, Deans' Council, student groups, and staff governance will be consulted and invited to provide input.

Paper and Electronic Resources* for the Team Visit

On behalf of the various groups and committees involved in the self-study, the Steering Committee will provide North Central reviewers with a paper document that includes our responses to the GIRs, the essays developed for each of the five criteria, and the essays on the two special emphases. We hope to limit our Document Room and paper appendices to materials not accessible or difficult to digest on the Web, but we will be guided by the suggestions of Higher Learning Commission staff and review team members as to what paper information needs to be available. During the accreditation visit itself, each team member will be provided with a laptop computer. The team's principal meeting room will be equipped to allow all members to connect to the Internet and view the portfolio during their discussions.

*The URL for the IUPUI Portfolio is www.iport.iupui.edu. Please note that we are currently in the midst of converting the portfolio to a new format and more straightforward navigation scheme and that much of the material in the "old" portfolio has yet to be moved into the "new" portfolio. A link to the old portfolio is included in the narrative introduction to the "About the Portfolio" section, which can be accessed from any page of the new portfolio. The developing self-study materials are in the "Accreditation Self-Study" section, also accessible from any page of the new portfolio.

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General Institutional Requirements

NCA GIRs

Sections:

Mission
Authorization
Governance
Faculty
Educational Program
Finances
Public Information

Mission

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

The mission statement is a public document, published in IUPUI's paper and online bulletins, annual reports, and other materials intended for internal and external audiences. It also appears on the main campus Web site. The IUPUI Faculty Council endorsed the current mission in April 2002 and the Indiana University Board of Trustees gave its approval in June 2002.

Links:
Mission statement (PDF)
Resolutions to adopt or approve by Faculty Council (agenda)
Board of Trustee minutes

2. It is a degree-granting institution.

Degrees from IUPUI are conferred by either Indiana University or Purdue University, as appropriate to the degree-granting unit, based on recommendations by the faculties of such units at IUPUI. Certificate, associate, bachelor's, master's, doctoral, and professional degrees are awarded.

Links:
Approved Degree List
Trends in Degrees Awarded
IUPUI Comprehensive online bulletin

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Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

IUPUI has authority to confer degrees as an academic component of Indiana University and Purdue University and operates under the authority of both institutions. It meets all statutory and regulatory requirements applicable to state universities in Indiana. Currently, IUPUI does not offer degrees at sites overseas. The university is in compliance with the Indiana Commission for Higher Education's (ICHE) policy obligating it to meet all legal requirements for offering distance degree programs to students outside Indiana.

Links:

1970 IUPUI Agreement
State authorization to IU to grant degrees
State authorization to Purdue to grant degrees
ICHE Distance Education policy (PDF)

4. It has legal documents to confirm its status: not-for-profit, for-profit or public.

The state of Indiana code IC 20-12-23-1 states: " Sec. 1. Indiana University is hereby recognized as the university of the state.(Formerly: Acts 1852, 1RS, c.114, s.1.) As amended by P.L.2-1988, SEC.613." Appropriate IRS documents related to the federal tax-exempt status of Indiana University are available in the resource room.

Links:
IC 20-12-23-1

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Governance

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

Under the 1970 IUPUI Agreement, the Indiana University Board of Trustees is the governing body for IUPUI. The Board is charged by the Indiana General Assembly with broad decision-making authority to carry out the programs and missions of the eight campuses of Indiana University, including review and approval of university policies, rules, and budgets. The Purdue University Board of Trustees is consulted as appropriate.

Links:
Creation, Organization, Powers, and Responsibilities of Board of Trustees
1970 IUPUI Agreement
IU Board of Trustees
IU Board of Trustees Contacts
Purdue Board of Trustees

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The Indiana University Board of Trustees includes nine people elected or selected to serve the public interest. Five members are selected by the Governor for three-year terms; three are elected for three-year terms by Indiana University alumni; and one student is appointed to a two-year term by the Governor following a search-and-screen process. The IU Board meets monthly. Its autonomy and integrity are ensured by the processes for electing and selecting its members, by its powers and responsibilities as prescribed by the Indiana Code, and by its own Bylaws, which explicitly require compliance with the Indiana Open Meeting Law and the Code of Ethics as set forth in the Indiana Code.

In addition, IUPUI has a Board of Advisors composed of community leaders in Indianapolis. While this Board has no statutory responsibility, members are consulted about important issues. The Board of Advisors meets every other month during the academic year.

Links:
Creation, Organization, Powers, and Responsibilities of Board of Trustees
Indiana Code Table of Contents
Members of the IUPUI Board of Advisors

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Indiana University Board of Trustees is empowered to appoint the president of Indiana University, who is chief executive officer. The Board of Trustees also approves the appointment of the chancellors of each of the eight campuses of the university, including the chancellor of IUPUI, who also serves as a vice president of Indiana University.

Links:

Creation, Organization, Powers, and Responsibilities of Board of Trustees
Chancellor Bepko
President Brand

8. Its governing board authorizes the institution's affiliation with the Commission.

IUPUI has been accredited continuously by the North Central Association of Colleges and Schools since 1972. The Trustees of Indiana University affirm IUPUI's affiliation with the NCA's Higher Learning Commission through authorization of payment of dues and participation in the reaccreditation process.

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Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Appropriate degrees are required or are a primary criterion for appointment to full-time faculty rank, with 85 percent of full-time faculty holding doctoral/professional degrees from accredited institutions. In addition, 30 percent of part-time faculty hold doctoral/professional degrees.

Links:
Basic Institutional Data Forms-Full and Part-time faculty degrees

10. A sufficient number of the faculty are full-time employees of the institution.

Currently, 1688 faculty members at IUPUI, representing 65 percent of total faculty members, are employed full-time. IUPUI is working to increase the number and proportion of full-time faculty; on June 5, 2001, the Indiana University Board of Trustees raised tuition at IUPUI by 7.5 percent, with two percentage points of this increase designated for recruiting and hiring full-time lecturers to replace associate faculty (our unofficial term for part-time faculty), especially in threshold undergraduate courses. A three-year phased approach was undertaken to provide funding for employing over 100 new full-time lecturers - 17 in Liberal Arts,16 in Science, and two at IUPU Columbus were established in 2001-02. In year two (2002-03) 43 additional positions were established.

IUPUI works actively to support the professional development and recognition of associate faculty. An Associate Faculty Office within the IUPUI Office for Professional Development offers a range of instructional development conferences and workshops designed to enhance the teaching skills of associate faculty. Associate faculty members are eligible for internal teaching grants and awards (with several awards explicitly designated for associate faculty), as well as for an Associate Faculty Outstanding Service Recognition Award that recognizes and rewards associate faculty members who have made significant service contributions to the department, school, or university.

Associate faculty are invited to participate in all campus-wide faculty development programs and have full access to the services of the campus's Center for Teaching and Learning, where consultants work individually with clients on teaching issues, including the development of effective technology-based materials and approaches for specific courses. Individual schools and departments also provide professional development opportunities for associate faculty and work in other ways to include these faculty members in department academic planning and other aspects of department life. Opportunities for associate faculty are discussed more extensively in the "Learning and Teaching" special emphasis self-study.

Links:
December 2000 Report on Teaching (PDF)
Board Resolution to increase number of full-time lecturers (minutes, item II)
Office of Associate Faculty
Dean Plater memo on Conversion of Part-Time Lecturers

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Indiana University policy mandates that faculty be involved in all phases of developing,

offering, and evaluating educational programs, and that they have primary responsibility for planning and approving new programs prior to such programs' submission for university approval. At IUPUI departmental faculty propose new programs. Their dean sends a proposal to the Dean of the Faculties, who consults the membership of the Academic Policies and Procedures Committee (APPC), and then forwards approved proposals to the Academic Officers Committee of Indiana University (the chief academic officers of IU's eight campuses). If given approval by the Academic Officers, proposals must be approved subsequently by the Trustees of Indiana University and then by the Indiana Commission on Higher Education. Guidelines for comprehensive program reviews for academic programs are established by the faculty-led Program Review and Assessment Committee (PRAC).

For Purdue degree programs, departmental faculty propose new programs and their dean sends the proposal to the Dean of the Faculties. Once received by the Dean of the Faculties, programs are reviewed and sent to the Indiana University Academic Officers Committee as an information item. The proposal is forwarded to the Office of the Purdue University Provost for review and approval and from there to the Office of the President of Purdue University. Once approved by the President, the proposal is sent to the Purdue University Board of Trustees, which forwards the proposal to the ICHE for final action.

Links:
Course Approval Process
Program Approval Process
Constitution of the IUPUI Faculty
Program Review Guidelines
New Academic Program Approval Guidelines (PDF)
Program Review and Assessment Committee (PRAC)
Academic Policies and Procedures Committee (APPC)

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Educational Program

12. It confers degrees.

In the 2001-2002 academic year 4684 degrees and certificates were conferred (4442 in 2000-01), including 358 certificates (288 in 2000-01), 537 associate degrees (638 in 2000-01), 2212 bachelor's degrees (2080 in 2000-01), 939 master's degrees (777 in 2000-01), 29 doctorates (38 in 2000-01), and 609 first professional degrees (621 in 2000-01).

Links:
Trends in Degrees Awarded
IUPUI Comprehensive online bulletin
1970 IUPUI Agreement
Degrees Conferred 2001-02

13. It has degree programs in operation with students enrolled in them.

In Fall 2002-2003, 29,025 students are enrolled: 577 in certificate programs (434 in 2001-02), 2676 in associate degree programs (2713 in 2001-02), 17639 in bachelor's degree programs (17335 in 2001-02), 2964 in master's degree programs (2633 in 2001-02), 256 doctoral programs (256 in 2001-02), and 2390 in first professional degree programs (2356 in 2001-02),. In addition 2523 non-degree seeking students are enrolled (2612 in 2001-02). The university also has 246 post-doctoral fellows.

Links:
Five year enrollment trend
Registrar's Enrollment Reporting Site
Fall 2002 Student Headcount

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

IUPUI's mission includes health and professional programs, as well as general academic programs. Its programs are compatible with Indiana University's overall mission, Purdue University's overall mission, and

IUPUI's specific mission.

Links:
CIP code designations for degree programs
IUPUI Mission (PDF)

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of length and content of the programs.

IUPUI follows common practices in assigning degree designations to its academic programs. Degree programs also follow common higher education practices in defining length of study and both the content and proficiencies students are expected to master.

Links:
CIP code designations for degree programs
IUPUI Comprehensive online bulletin
Nursing PRAC report

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

General education at IUPUI is based on six "Principles of Undergraduate Learning" (PULs) that specify the fundamental outcomes we expect all graduates to achieve. Accomplishment of the PULs is intended to equip IUPUI graduates with the knowledge and skills they will need to succeed as professionals, community members, and decision-makers and to lead productive, satisfying lives. Adopted by IUPUI's Faculty Council in May 1998, following nearly a decade of deliberation, development, and campus-wide discussion, the PULs include a set of core skills in communication, quantitative reasoning, and information literacy, as well as higher-order intellectual abilities to think critically, integrate and apply knowledge, and understand the diversity of human cultures, societies, and perspectives.

Each school at IUPUI independently determines the specific course requirements that will enable its students to master the PULs. In practice, we have found that an "empirical core" curriculum has emerged, as each degree program has reached similar conclusions about those elements of the curriculum most likely to contribute to student learning of the PULs. In addition to this informal "empirical core," in 1998, the IU School of Liberal Arts and the Purdue School of Science jointly adopted the "Principled Curriculum" (now called the "Common Core Curriculum"), a set of common course requirements for general education, structured on the foundation of the PULs. The shared Common Core Curriculum allows students in two of IUPUI's largest schools greater flexibility in choosing a major or pursuing a double major across the two schools. Building on the framework of first-year experiences that introduce students to the PULs, designated courses that address one or more of the PULs, interdisciplinary "integrator" courses, and capstone experiences, the curriculum also encourages faculty collaboration across the schools.

IUPUI's approach to general education is discussed extensively in the "Planning and Assessing for Effective Learning" section of the Learning and Teaching special emphasis self-study.

Links:
May 1998 Faculty Council action on passage of the PULs
May 1998 Minutes of Faculty Council approval of PULs (agenda item VIII)
The PULs
The Common Core Curriculum
2000 - 2001 Campus-Wide Study of PULs

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational program.

Access to higher education has long been a primary responsibility of IUPUI. The new community college system, however, also has a strong access mission, and is expected to absorb many students, particularly those less well-prepared, who might otherwise have sought admission to IUPUI. Accordingly, while IUPUI continues to emphasize access, admissions policies are gradually moving from open-door admissions to modest selectivity, consistent with the ICHE's efforts to direct some under-prepared and nontraditional students to the community colleges. IUPUI continues to offer developmental programs to those students who need additional preparation.

Currently, new freshman applicants are expected to have completed a core of college preparatory courses with grades of C or better in those courses. Students fulfilling the course requirements, but not the grade requirements, are considered on a case-by-case basis with the number of unacceptable grades determining conditional admission or referral to the Community College of Indiana (CCI). Those students referred to the CCI are provided with a "passport" explaining the courses that must be completed at CCI and the grades required. Students completing the requirements are guaranteed transfer admission to the University College.

These admissions policies are intended to provide prospective students with guidelines that will to lead them to a successful higher education experience. The Academic Policies and Procedures Committee, representing all academic units, monitors admissions practices and recommends policy and procedural changes as needed to ensure consistency and equity.
Effective with students admitted for 2004, University College faculty will assume primary and initiating responsibility for reviewing and recommending changes in undergraduate admissions policies and practices in collaboration and in coordination with the IUPUI Faculty Council and with Enrollment Services.

Links:
Academic Handbook (PDF)
Academic Policies and Procedures Committee
Community College of Indiana
Passport
Undergraduate Admissions managed by University College
Beginning Freshman Admission Requirements

18. It provides its students access to those learning resources and support services requisite for its degree programs.

IUPUI provides students with access to a wide array of learning resources and support services. Five libraries (including the IUPU Columbus), together containing over 2,194,000 books and other printed materials, printed serials/periodicals, electronic serials/periodicals, and microforms, support IUPUI programs and students. Over 800 computer workstations are available in the libraries and other campus buildings, providing access to a full range of learning and information resources.

University College (UC), launched in 1998, is the academic home for new students at IUPUI. New students attend orientations sponsored by University College and are strongly encouraged to enroll in learning communities, courses taught by instructional teams that combine faculty, librarians, technology experts, advisors, and student mentors, all of whom help orient students to academic work at IUPUI. In 2002-2003, approximately 65 percent of entering beginning students participated in learning communities; efforts are underway to increase this number to 100 percent, if possible. UC students have access, not only to advisors, mentors, and tutors, but to Structured Learning Assistance (an adaptation of Supplemental Instruction), and career counseling. In 2000, University College, in collaboration with the Office for Professional Development, launched the Gateway Program, which targets the 33 highest-enrollment courses for first- and second-year students, providing special programs and support to both faculty teaching these courses and students enrolled in them.

A range of other support services, including services that provide individual help with writing and mathematics, are available to IUPUI students. Developmental courses in writing and mathematics are offered to students identified as needing further work in those fields in order to succeed academically, and an Honors Program serves high-achieving, highly motivated students. Once students are enrolled in a major program, the individual schools offer a full range of advising, internships, career placement counseling and other support services as well.

Learning resources and support services for students are discussed in detail in the Learning and Teaching special emphasis self-study.

Links:
Libraries at IUPUI Web site
Basic Institutional Data Form-Libraries (PDF)
Documentation on computing resources
UC Web site
Learning Communities/First Year Seminars Web site
Honors Program Web site

Math Assistance Center Web site
University Writing Center Web site
Career Center Web site
Oncourse
Status of Distance Education at IUPUI
Adaptive Education Services
Office of Professional Development
Gateway Program
IUPUI Comprehensive online bulletin
Student Technology Centers

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Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

IUPUI is audited as a part of the Indiana University annual audit by the Indiana State Board of Accounts, as are all other public institutions in the state. This annual process is ongoing and is required by state law. The most recent financial audit was completed in 2001. A copy of the Indiana University Financial Report for Fiscal Year 2000-2001 is available in the resource room.

Links:
Indiana State Board of Accounts
Indiana State Board of Accounts Audit Report

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

In 2000-2001 (the most recent year for which figures are available), IUPUI allocated approximately $213,780,000 of general fund revenues (state appropriations plus tuition and fees) to instruction, $102,740,000 to academic support, $10,880,000 to student services, and $8,000,000 to scholarships and fellowships. This total of $335,400,000 comprises about 70 percent of our general fund revenues, which were $484,610,000 in 2000-2001. Previous years show a similar pattern of allocations, which is consistent with IUPUI's strong emphasis on the educational component of its mission.

In addition, most of the revenues generated by the nine percent increase in IUPUI's tuition and fees for 2002-2003 have been allocated to support teaching and learning. Of the nine percent, two percentage points are being used to convert part-time faculty positions to full-time ones, one percentage point is allocated to retention initiatives, and most of the remaining funds support faculty salary increases.

Indiana University's system of responsibility center management (RCM), implemented in 1989, devolves most budgeting responsibilities to the academic units, meaning that those closest to instructional activities make allocation decisions related to support for educational programs. Reviews of RCM in 1994 and 2000 affirmed the value of the RCM model in ensuring that budget allocations are both consistent with overall institutional priorities and responsive to individual units' academic program needs, stating that "it is the unanimous consensus of the Committee that RCM should be continued. The committee strongly reaffirms the benefits of decentralized financial management found in the RCM environment." The report further recommended that we keep and enhance RCM, maintain the principle of carry-forward of surpluses and deficits, continue the policy of not permitting deficit spending as the rule, move to a flat tax to replace the current RC assessments, provide additional information about the sources and uses of funds for the IU Administration Tax.

Links:
Committee members (1994 and 2000)
2000 Committee report (PDF) (1994 Committee report available in resource room)
Fiscal Health Report 2002

21. Its financial practices, records, and reports demonstrate fiscal viability.

IUPUI is on sound financial footing, as the 2000-2001 Indiana University Financial Report shows. In response to uncertainties about the Indiana economy that may affect levels of state support for the

university, IUPUI has outlined a plan to address potential reductions or delays in state funding. A contingency fund has been established to help offset anticipated reductions in legislative appropriations for the next fiscal year. Following a mandate by the IU Board of Trustees, each Responsibility Center maintains financial reserves of at least three percent, as does the campus as a whole.

To date, higher revenues from tuition and fees generated by enrollment growth and tuition and fee increases have largely compensated for state funding delays and rescissions. In addition, the current "Campaign for IUPUI" has succeeded beyond expectations and has twice increased its original goal. As of September 2002, 21 months before the campaign is scheduled to end, the campus has exceeded the goal of $700 million. These funds will help to solidify and expand IUPUI's total resource base.

Indiana University's Financial Information System (FIS) and Financial Data Retrieval System (FDRS) provide fiscal officers and other administrators the ability to monitor the financial status of individual accounts, Responsibility Centers, and the campus as a whole in real time and on an ongoing basis. Fiscal officers have ongoing professional development opportunities through the Fiscal Officer Development Training Series offered through the Office of the IU Vice President for Finance. Each fall and spring, Responsibility Center fiscal officers, the campus administration, the university administration, and the Board of Trustees project RC fiscal expectations for the current year. Mid-year analyses of these projections provide an early warning system for potential problem areas.

Links:
Demonstration of FDRS
Office of Administration and Finance
Financial Management Service
The Campaign for IUPUI

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Public Information

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of:

Its educational programs and degree requirements;
Its learning resources;
Its admissions policies and practices;
Its academic and non-academic policies and procedures directly affecting students;
Its charges and refund policies;
The academic credentials of its faculty and administrators.

In 2000, IUPUI began publishing a single university bulletin with information on all undergraduate and most master's programs. Basic information on graduate and professional programs is also included, as is the mission statement. The bulletin is available both in print and on the Web. In addition, each school maintains a Web site where educational programs, school policies, and school-specific learning resources are described. The main campus Web site, as well as the print and online bulletins, include comprehensive information on learning resources at IUPUI.

Policies and procedures affecting students are described in several publications: school brochures and bulletins; the IUPUI Class Schedule; the online and printed campus-wide bulletins; and the Student Code of Ethics (also in the online bulletin). Orientation programs also provide information on these policies and procedures. Admissions policies are set forth in the bulletins, on the campus Web site, and on school Web sites, where applicable.

Policies concerning charges, refunds, and fees are published in the online and printed bulletins and the schedule of classes.

A variety of resources provide information on faculty members' academic credentials, including: school Web sites, bulletins, deans' offices, and the Office of Academic Policies, Procedures and Documentation.

Links:
IUPUI's comprehensive on-line bulletin
Office of Academic Policies, Procedures and Documentation Web site

IUPUI Schools Admission and Enrollment

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

IUPUI's standing with appropriate accrediting bodies is discussed in the online and printed bulletins and relevant Web sites.

Links:
IUPUI's comprehensive on-line bulletin (accreditation section)
IUPUI Accreditation by School

24. It makes available upon request information that accurately describes its financial condition.

IUPUI's annual Performance Report, which is widely distributed to on- and off-campus stakeholders, includes information on the campus's financial status. Detailed reports on the fiscal health of each responsibility center are included in unit annual reports available on the Web. Such information is also available in the Indiana University Financial Report for 2000-2001 (available in the resource room). In addition, the campus budget is public information, available through the University Budget Office, the Office of the Vice Chancellor for Administration and Finance, and state government.

Links:
Annual Planning and Budgeting Report, 2001-2002
Annual Planning and Budgeting Report, 2002-2003

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1970 Agreement

AGREEMENT

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS

This agreement is dated as of December 1, 1970, is made between The Trustees of Indiana University ("Indiana") and The Trustees of Purdue University ("Purdue") pursuant to the directive of the 96th Indiana General Assembly (Acts 1969, Chap. 397, Sec. 2g, p.1684) to work toward the unification of the Indianapolis Campuses of Indiana and Purdue.

1. Consolidation of Campuses at Indianapolis-Effective Date. On and after July 1, 1971 (the "effective date") the separate campuses of Indiana University and of Purdue University in Marion County, Indiana, shall be consolidated and managed under the name "Indiana University-Purdue University at Indianapolis" ("IU-PUI") in accordance with the terms of this Agreement.

2. Responsible Corporation. Indiana is hereby designated as the responsible corporation with full power, authority and responsibility to manage and operate IU-PUI for the benefit of Indiana University and Purdue University and do al things necessary and proper for that purpose. In the management and operation of IU-PUI, Indiana shall act in its own name and shall not act or be deemed to act as the agent of Purdue or Purdue University; and neither Purdue nor Purdue University shall be liable for or on account of any undertaking, act or omission by Indiana with respect to IU-PUI. Indiana hereby indemnifies and agrees to hold harmless Purdue and Purdue University against any cost, expense, loss, damage, or liability whatsoever on account of any undertaking, act or omission on the part of Indiana with respect to the management and operation of IU-PUI or to this Agreement (excepting therefrom those acts or omissions on the part of Purdue pertaining to its responsibilities under Paragraph 4 herein).

3. Assignment of Missions. Indiana University and Purdue University shall be assigned specific academic, research and public service missions in the operation of IU-PUI as mutually agreed upon from time to time and approved by the respective Boards of Trustees. The initial assignment of missions is as follows:

To Indiana University
Bio-Chemistry
Biological Sciences
Business Administration
Chemistry*
Dentistry
Economics
Education**
English
Fine Arts
Geography
Government (Political Science)
History
Journalism
Law
Medicine
Modern Languages
Nursing
Philosophy
Psychology (except Industrial)
Speech and Theatre
Social Service
Sociology

To Purdue University
Agriculture
Architectural Technology
Chemistry*
Civil Engineering Technology
Computer Technology
Construction Technology
Electrical Technology
Engineering
Home Economics
Industrial Education
Industrial Engineering Technology
Manufacturing Technology
Mechanical Engineering Technology
Mathematical Sciences
-Computer Sciences
-Mathematics
-Statistics
Pharmacy (pre)
Physics
Psychology (except Clinical)
Veterinary Medicine (pre)

*Task force will be used to study the future development of Chemistry

**Purdue will teach secondary education methods in courses in fields of Chemistry, Mathematics, and Physics.

4. Mission Responsibility and Authority. The institution which holds the mission in a particular profession or disciplinary field (a) shall approve the appointment of all faculty members, part-time, and full-time, who offer instruction in that field in Indianapolis, (b) shall have full control of all curricula in the field, including extensions thereof, (c) shall award degrees (associates, baccalaureate, professional and/or graduate) in the field, and (d) shall supply all services or support courses in that field with the other institution. Costs budgeted and incurred by Purdue to carry out its mission responsibilities will be reimbursed by Indiana.

5. Faculty. Indiana will appoint and employ all full-time and part-time faculty members, including those who function in Purdue University Mission areas. All faculty members who function in mission areas assigned to Purdue University shall first be approved by Purdue, and Indiana agrees to employ only persons so approved. Academic rank designations and changes therein from time to time, for personnel functioning in Purdue mission areas, shall be specified by Purdue; and for such persons, initial salary levels, and subsequent adjustments will be established by Indiana University after consideration of recommendations by Purdue University. Purdue faculty members with tenure who become Indiana employees on the effective date of this agreement will continue to have tenure with Indiana; all others will retain the number of years credit toward tenure as accumulated with Purdue.

6. Students. All students shall be admitted and enrolled by Indiana University as students of IU-PUI. Those who elect to pursue Purdue degree programs (associate, baccalaureate, professional and/or graduate) shall be admitted in accordance with standards established by Purdue University. Indiana shall maintain all academic records and shall furnish such documentation as Purdue requires for the granting of degrees. Indiana shall charge and collect all tuition, fees and other charges from students and others using the facilities of IU-PUI. Indiana shall be responsible for the government of all students and student organizations. The balance of any Purdue University student organization funds on the effective date shall be transferred to Indiana. Indiana shall provide and manage all student financial assistance including awarding all scholarships, grants and loans to students. Purdue University student loans outstanding on June 30, 1971 will be collected by Purdue as they become due and responsibility for all Purdue scholarships for students at IU-PUI shall be assumed by Indiana June 30, 1971. Indiana University agrees to assist and cooperate with Purdue University in the follow-up and collection of student loans outstanding as of June 30, 1971.

7. Administrative, Clerical and Service Personnel. From and after the effective date, all administrative, clerical and service personnel of IU-PUI shall be employed by Indiana which shall be solely responsible for such personnel. Whenever possible existing Purdue personnel will be retained by Indiana at no reduction in salary or wage rate. Whenever the presidents of the two institutions agree, individuals who occupy key administrative positions may also be given appropriate titles or designations by Purdue.

8. Vacation and Other Benefits to Former Purdue Personnel. All former Purdue personnel, including faculty, employed by Indiana shall be given credit for past service to Purdue whenever such service is a factor in determining salaries, wages, and fringe benefits, and all such personnel shall be entitled to all vacation and sick leave earned.

9. Sponsored Programs. From and after the effective date, sponsored programs administered by the Office of Contract Administration of Purdue University will be transferred to Indiana for administration, subject to the consent and agreement of third parties where required. Indiana and Purdue agree to cooperate to secure such consents and agreements. Indiana shall be responsible for the submission and control of all proposals effective on or after the effective date for gifts, grants, and contracts awarded to IU-PUI. Proposals involving academic missions assigned to Purdue University will be submitted to Purdue for approval prior to submission by Indiana to the granting agency.

10. Patents and Copyrights. All patents and copyrights resulting from discoveries, inventions and material conceived or prepared prior to the effective date by Purdue or its personnel shall remain the property of Purdue.

11. Business Operation. From and after the effective date, Indiana will be responsible for all business operations of IU-PUI. On the effective date Indiana will assume all responsibility and liability for accounting, purchasing, contracts, fiscal management and control, telephone operations, parking facilities, safety and security, custodial services, building maintenance, building operations and insurance and utility charges for services rendered after the effective date. Accounts Receivable to include summer session

1971 income, computer services, copy center services, and other services provided by Purdue prior to July 1, 1971 will be remitted to Purdue and remain the property of Purdue. Accounts Payable to include outstanding orders on general funded accounts will be paid by Purdue if the merchandise is received prior to July 1, 1971; Accounts Payable for merchandise received on or after July 1, 1971 will be the responsibility of Indiana. Summer session expenses for the 1971 summer session will be the responsibility of Indiana they should include such in their 1971 to the General Assembly. 1971 summer session student fee refunds will be made by Purdue. All outstanding orders on continuing educations restricted fund accounts will be the responsibility of Indiana as any excess income over expenses on these programs will be transferred to Indiana. Outstanding orders on restricted funds will be the responsibility of Indiana on those accounts which the fund balances are transferred to Indiana. On those which cannot be transferred due to third party interests, the outstanding orders will be the responsibility of Purdue. Purchase orders will be processed on the stores inventory account, undistributed supplies account and the faculty secretaries stores account during the last six months of the 1970-71 fiscal year only with specific approval of the Director of Regional campus business Affairs. Unless otherwise expressly agreed, Purdue University fund balances as of the effective date, will be retained by Purdue University.

12. Physical Plant. As the designated responsible corporation, Indiana shall have full power and it shall be its duty and responsibility to provide the land and building facilities necessary for the operation of IU-PUI.

13. Transfer of Personal Property. The parties shall jointly prepare an inventory of all Purdue University capital equipment which will be transferred to Indiana University at no cost. In addition, all expendable supplies, funds in postage accounts, and laboratory items, including stock in the stores inventory account, undistributed supplies account, and the faculty secretary stores account, will be transferred to Indiana. Further, Indiana University agrees that all equipment purchased by Purdue University with Federal Funds shall be subject to the terms of the applicable agreement under which the equipment was obtained and Indiana agrees to comply with all such terms.

14. Purchase of Real Property by Indiana from Ross-Ade Foundation. Effective with the date of this Agreement, Indiana University covenants and agrees to purchase from Ross-Ade Foundation, a corporation affiliated with and controlled by Purdue, and Ross-Ade Foundation covenants and agrees to sell to Indiana, the real estate described in the purchase agreement attached hereto and marked Exhibit A, for the price and on the terms and conditions set forth therein.

15. Lease of Real Property by Indiana. Indiana covenants and agrees to sublease from Purdue and Purdue covenants and agrees to sublease to Indiana, the properties known as the Krannert Building and the Standard Oil Building, (Administration Building) owned by Ross-Ade Foundation and leased to Purdue, on the terms and conditions set forth in the sublease agreements attached hereto and marked Exhibits B and C respectively. Ross-Ade Foundation joins in the execution of this Agreement to evidence its consent to such sublease agreements. Indiana covenants and agrees that it will fix, charge and collect fees from students attending IU-PUI which, together with other available funds, shall at all times be sufficient to provide the funds required to pay the rent and discharge the other financial obligations of such sublease agreements.

16. Budget Requests. Indiana University and Purdue University covenant and agree to cooperate in preparing requests for appropriations and bond financing authority for submission by Indiana University to the General Assembly in accordance with rules and regulations as shall be set forth from time to time by the State Budget Agency.

17. Binding Effect. This Agreement shall be legally binding upon Indiana and Purdue when authorized and approved by the respective Boards of Trustees, executed by duly authorized officers, and approved by the Governor and the Budget Agency, provided, however, that in the event the 1971 Indiana General Assembly does not enact legislation which, in the opinion of legal counsel for Indiana and legal counsel for Purdue, is necessary to enable the parties to carry out and perform this Agreement, this Agreement shall be null and void and neither party shall be bound by it.

Signatures.

IUPUI Portfolio Home About the Portfolio About IUPUI
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IUPUI Principles of Undergraduate Learning

IUPUI's Principles of Undergraduate Learning, developed over several years of discussion involving hundreds of faculty, students, and staff, were adopted by the Faculty Council in May 1998. These principles describe the fundamental intellectual competence and cultural and ethical awareness that we believe every graduate of an IUPUI baccalaureate degree program should attain.

Core Communication and Quantitative Skills

The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology -- the foundation skills necessary for all IUPUI students to succeed. This set of skills is demonstrated, respectively, by the ability to:

- express ideas and facts to others effectively in a variety of written formats;
- comprehend, interpret, and analyze texts;
- communicate orally in one-on-one and group settings;
- solve problems that are quantitative in nature, and
- make efficient use of information resources and technology for personal and professional needs.

Critical Thinking

The ability of students to analyze carefully and logically information and ideas from multiple perspectives. This skill is demonstrated by the ability of students to:

- analyze complex issues and make informed decisions;
- synthesize information in order to arrive at reasoned conclusions;
- evaluate the logic, validity, and relevance of data;
- solve challenging problems, and;
- use knowledge and understanding in order to generate and explore new questions.

Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- enhance their personal lives;
- meet professional standards and competencies, and;
- further the goals of society.

Intellectual Depth, Breadth, and Adaptiveness

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

- Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study.
- Intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.
- Adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture

The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:

- compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- analyze and understand the interconnectedness of global and local concerns, and;
- operate with civility in a complex social world.

Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:

- make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices, and;
- recognize the importance of aesthetics in their personal lives and to society.

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The Higher Learning Commission of the North Central Association of Colleges and Schools

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: IUPUI University Library (including Herron Library)
Do you have specialized libraries not included in this data. X Yes No If you do, please identify these specialized libraries or collections on a separate page. Figures for the Medical, Dental, Law, and Columbus Libraries are provided in separate reports attached.

	Two Years Prior	**One Year Prior**	**Current Year**
	1998 - 1999	1999 - 2000	2000 - 2001
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	237,510	216,537	315,769
Total circulation to students	Not available	Not available	67,995*
Per capita student use (circulation to students divided by the number of enrolled students)	Not available	Not available	8.58*
Total circulation to faculty	Not available	Not available	20,502*
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	Not available	Not available	52.77*
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	10,585	8,992	7,847
Number of items lent to other libraries via interlibrary loan	19,063	19,444	17,247
Hours open per week	97	97	97
On-line electronic database searches (usually mediated by library staff) STN or dialog searches	2	1	1
Total Library staff presentations to groups/classes			
Tours and one-time presentations	95	50	87
Hands-on instruction for using electronic databases	Not available	Not available	Not available
Hands-on instruction for Internet searching	Not available	Not available	Not available
Semester-length bibliographical instruction	112	130	129
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	458,701	463,888	494,306
Print serials/periodicals	117,156	165,125	171,543
Electronic serials/periodicals	578	888	12,000 (est.)
Other electronic materials (except serials/periodicals)	NetLibrary,	E Books, and	Others.
Microforms	1,197,360	1,225,709	1,218,395

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

*Figures are for January-June 2001 when we began keeping records.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: IUPUI University Library (including Herron Library)

	Two Years Prior	One Year Prior	Current Year
	1998 – 1999	1999 - 2000	2000 – 2001
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)*	39,118	43,298	44,577
Government documents not reported elsewhere	114,718	96,940	106,649
Computer software	Included above	Included above	Included above
Number of subscribed/purchased electronic on-line databases	Not available	Not available	137
Number of CD-ROM databases available for searches by students	Not available	Not available	27
Number of subscriptions to scholarly journals	4,698	4,841	4,661
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	43	46	42
Number of FTE non-professional staff	42	42	41
Number of FTE student staff	34.52	28.18	29.82
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	.08	.08	.07
Number of publicly accessible computers	392	321	301
Estimated linear shelving space remaining for expansion	0	0	24,000 linear ft
Estimated linear feet of materials stored off-site	0	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	1,763,862	1,917,331	1,839,432
Total non-professional staff salaries	814,675	871,906	885,838
Total student staff salaries	474,579	420,183	424,393
For collection			
Books/other printed materials	467,010	719,632	849,826
Print serials/periodicals	1,439,054	1,673,419	1,806,175
Microfilms	Not available	Not available	Not available
Non-print materials (e.g., films, tapes, CDs)	Not available	Not available	Not available
Government documents not reported elsewhere	Not available	Not available	Not available
Computer software	9,851	29,481	24,116

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: IUPUI University Library (including Herron Library)

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 – 2001
E. EXPENDITURES (Continued)			
Access and other services	2,072	19,301	33,060
Interlibrary loan	Not available	Not available	Not available
On-line database searches	Not available	Not available	Not available
Network membership	Not available	Not available	Not available
Binding, preservation, and restoration	84,484	92,447	82,010
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	256,106	246,119	432,812
Other operating expenses (excluding capital outlay)	1,851,970	2,244,150	1,726,872
Total library expenses	7,308,712	8,415,447	7,741,006

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	Inside IU only	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	Inside IU only	

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Indiana University School of Dentistry Library
Do you have specialized libraries not included in this data. Yes X No If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 – 2001
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	38,564	44,297	36,636
Total circulation to students	Not available	Not available	5,626
Per capita student use (circulation to students divided by the number of enrolled students) (620 est.)	Not available	Not available	9.07
Total circulation to faculty	Not available	Not available	1,783
Per capita faculty use (circulation to faculty divided by number of FTE faculty) (129 FT est.)	Not available	Not available	13.80
Total circulation to Community Users	Not available	Not available	Not available
Number of items borrowed from other libraries via interlibrary loan	983	1,120	762
Number of items lent to other libraries via interlibrary loan	893	770	935
Hours open per week	75.25	79	79
On-line electronic database searches (usually mediated by library staff)	27	42	16
Total Library staff presentations to groups/classes	5	10	8
Tours and one-time presentations	5	10	8
Hands-on instruction for using electronic databases	0	0	0
Hands-on instruction for Internet searching	0	0	0
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different ~~titles~~ volumes in collection			
Books and other printed materials	25,819	26,202	26,613
Print serials/periodicals	30,586	30,626	31,166
Electronic serials/periodicals	0	41	62
Other electronic materials (except serials/periodicals)	1	1	3
Microforms	2,542	2,541	2,571

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Indiana University School of Dentistry Library

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 – 2001
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	297	339	5,685
Government documents not reported elsewhere	0	0	0
Computer software	21	25	25
Number of subscribed/purchased electronic on-line databases	1	1	1
Number of CD-ROM databases available for searches by students	0	0	0
Number of subscriptions to scholarly journals	Not available	Not available	Not available
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	2	1	1
Number of FTE non-professional staff	5	5	4
Number of FTE student staff	.79	.79	.79
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	0.14	0.16	0.17
Number of publicly accessible computers	9	9	9
Estimated linear shelving space remaining for expansion	Not available	Not available	2,372 (est.)
Estimated linear feet of materials stored off-site	0	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	90,668.64	50,971.92	52,890.96
Total non-professional staff salaries	106,719.31	103,205.68	93,816.86
Total student staff salaries	8,594.63	8,725.28	8,749.44
For collection			
Books/other printed materials	30,609.80	22,199.63	16,265.36
Print serials/periodicals	107,753.21	109,504.77	116,145.84
Microfilms	0	0	0
Non-print materials (e.g., films, tapes, CDs)	308.07	1,707.74	568.67
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Indiana University School of Dentistry Library

	Two Years Prior	One Year Prior	Current Year
	1998 – 1999	1999 - 2000	2000 – 2001
E. EXPENDITURES (Continued)			
Access and other services	7,945.00	9,414.82	15,288.48
Interlibrary loan	4,352.00	3,712.69	3,643.92
On-line database searches	Not available	Not available	Not available
Network membership	50.00	50.00	50.00
Binding, preservation, and restoration	11,795.88	9,637.54	9,249.88
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	4,617.00	1,334.00	0
Other operating expenses (excluding capital outlay)	86,694.14	52,690.31	47,823.92
Total library expenses	460,107.68	373,154.38	364,493.33

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?		X
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?		X
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries? NOT SURE ON THIS		

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

NOTES

Form D: Library/Learning Resource Center, Indiana University School of Dentistry Library:

A. USE AND SERVICE:

1. Circulation by patron category. Prior to the implementation of the Sirsi Unicorn system in January 2001, the library did not have any way to determine circulation by patron category. Since the Unicorn system was only available from January through June 2001, these data are understated for FY 2000/2001.

2. Per capita use: Prior to the implementation of the Sirsi Unicorn system in January 2001, the library did not have any way to determine circulation by patron category. Since the Unicorn system was only available from January through June 2001, these data are understated for FY 2000/2001. The total student enrollment for FY 2000/2001 was estimated to be 620. The total full-time faculty for FY 2000/2001 was estimated to be 129. These numbers were used to determine the ratio figure.

B. COLLECTIONS:

1. Total titles: The library only maintains collection size data at the volume level not the title level. Am not able to generate the title count information.

2. Non-print materials: Non-print materials had been counted incorrectly prior to FY 2000/2001. Current method applied in 2000/2001.

D. FACILITIES:

1. Seating ratio: 620 was used as the enrollment number for calculating the seating ratio.

2. Remaining shelf space: Library does not maintain this data from year to year. Can only provide a current snapshot.

E. EXPENDITURES:

1. For collection: With the implementation of a finer expense breakdown in FY 1999/2000 using a combination of local library system data, the university's financial information system, and its budget preparation system, certain expense data were categorized better and able to be captured for reporting purposes.

2. Access and other services: Costs for electronic resources, database fees, and OCLC telecommunications charges have been reported on this line.

3. Interlibrary loan: Includes ILL borrower fees charged by lending libraries and OCLC ILL system charges.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Ruth Lilly Law Library, Indiana University School of Law
Do you have specialized libraries not included in this data. Yes X No If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 – 2001
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)			
Total circulation to students			
Per capita student use (circulation to students divided by the number of enrolled students)			
Total circulation to faculty			
Per capita faculty use (circulation to faculty divided by number of FTE faculty)			
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	920	786	639
Number of items lent to other libraries via interlibrary loan	609	552	311
Hours open per week	99	99	97
On-line electronic database searches (usually mediated by library staff)			
Total Library staff presentations to groups/classes			
Tours and one-time presentations			
Hands-on instruction for using electronic databases			
Hands-on instruction for Internet searching			
Semester-length bibliographical instruction			
B. COLLECTIONS			
Total number of different titles in collection	116,647	117,748	119,071
Books and other printed materials			
Print serials/periodicals			
Electronic serials/periodicals			
Other electronic materials (except serials/periodicals)			
Microforms	60,502	60,523	60,524

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Ruth Lilly Law Library, Indiana University School of Law

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 – 2000	2000 – 2001
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	216	229	229
Government documents not reported elsewhere			
Computer software			
Number of subscribed/purchased electronic on-line databases	0	221	450
Number of CD-ROM databases available for searches by students	30	0	0
Number of subscriptions to scholarly journals	7,103	7,200	7,229
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	8	8	8
Number of FTE non-professional staff	12	12	12
Number of FTE student staff	3.5	3.3	2.0
Number of other FTE staff (please explain on attached sheet)			
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)			ca. 0.78*
Number of publicly accessible computers			
Estimated linear shelving space remaining for expansion	5,004	300	12,600*
Estimated linear feet of materials stored off-site	5,000	5,000	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	383,464	357,747	435,016
Total non-professional staff salaries	279,547	293,858	288,478
Total student staff salaries	59,958	57,245	36,176
For collection			
Books/other printed materials	54,537	29,994	26,490
Print serials/periodicals	744,587	917,169	785,844
Microfilms	81,490	47,398	70,835
Non-print materials (e.g., films, tapes, CDs)			
Government documents not reported elsewhere			
Computer software			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

*New building in May 2001.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Ruth Lilly Law Library, Indiana University School of Law

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 – 2001
E. EXPENDITURES (Continued)			
Access and other services			
Interlibrary loan			
On-line database searches	75,601	75,860	82,711
Network membership			
Binding, preservation, and restoration	17,947	21,232	12,191
Production of materials (on- or off-site)			
Other equipment and furniture purchase/replacement	14,777	2,055	0
Other operating expenses (excluding capital outlay)	264,330	271,587	283,762
Total library expenses	1,976,238	2,074,145	2,021,503

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?		X
Does the library attempt to measure/record reference questions answered?		X
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?		X
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?		X
Are there formal, written consortorial agreements for statewide or regional use of library materials?		X
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	?	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

The Higher Learning Commission of the North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Indiana University School of Medicine Library

Do you have specialized libraries not included in this data. Yes X No If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 – 2001
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	278,335	261,530	207,113
Total circulation to students			
Per capita student use (circulation to students divided by the number of enrolled students)			
Total circulation to faculty			
Per capita faculty use (circulation to faculty divided by number of FTE faculty)			
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	6,898	7,428	7,262
Number of items lent to other libraries via interlibrary loan	27,836	28,405	30,737
Hours open per week	111	111	111
On-line electronic database searches (usually mediated by library staff)	8,060	7,280	7,072
Total Library staff presentations to groups/classes	1,871	Not tracked	5,415
Tours and one-time presentations	Not tracked	Not tracked	70
Hands-on instruction for using electronic databases			
Hands-on instruction for Internet searching			
Semester-length bibliographical instruction	377	450	423
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	64,554	67,065	69,263
Print serials/periodicals	1,990	2,038	2,094
Electronic serials/periodicals	502	602	806
Other electronic materials (except serials/periodicals)			
Microforms	6,856	6,856	6,856

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Indiana University School of Medicine Library

	Two Years Prior	One Year Prior	Current Year
	1998 – 1999	1999 – 2000	2000 – 2001
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	56	56	56
Government documents not reported elsewhere			
Computer software			
Number of subscribed/purchased electronic on-line databases	35	35	35
Number of CD-ROM databases available for searches by students	61	61	61
Number of subscriptions to scholarly journals			
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	11	11	11
Number of FTE non-professional staff	20	21	21
Number of FTE student staff	6	6	6
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment) Total seating	551	551	551
Number of publicly accessible computers	55	55	55
Estimated linear shelving space remaining for expansion			
Estimated linear feet of materials stored off-site			
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	497,532	570,283	640,096
Total non-professional staff salaries	449,390	473,009	522,425
Total student staff salaries	95,292	102,104	89,553
For collection			
Books/other printed materials	185,000	233,630	194,692
Print serials/periodicals	1,193,964	1,297,527	1,243,924
Microfilms			
Non-print materials (e.g., films, tapes, CDs)			
Government documents not reported elsewhere			
Computer software			

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Indiana University School of Medicine Library

	Two Years Prior	One Year Prior	Current Year
	1998 – 1999	1999 – 2000	2000 – 2001
E. EXPENDITURES (Continued)			
Access and other services			
Interlibrary loan	10,238	16,077	21,071
On-line database searches			
Network membership			
Binding, preservation, and restoration	34,237	38,930	30,890
Production of materials (on- or off-site)			
Other equipment and furniture purchase/replacement	2,733	35,469	145,305
Other operating expenses (excluding capital outlay)	183,043	226,637	187,014
Total library expenses	2,651,429	2,993,666	3,074,970

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?		X
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?		X

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Indiana University Purdue University Columbus Library
Do you have specialized libraries not included in this data. Yes X No If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 – 2001
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	19,540	22,418	26,000
Total circulation to students	7,016	8,280	6,762
Per capita student use (circulation to students divided by the number of enrolled students)			
Total circulation to faculty	623	882	670
Per capita faculty use (circulation to faculty divided by number of FTE faculty)			
Total circulation to Community Users	27,179	31,580	33,432
Number of items borrowed from other libraries via interlibrary loan	2,023	1,821	1,506
Number of items lent to other libraries via interlibrary loan	588	598	381
Hours open per week			
On-line electronic database searches (usually mediated by library staff)			
Total Library staff presentations to groups/classes	50	85	65
Tours and one-time presentations			
Hands-on instruction for using electronic databases			
Hands-on instruction for Internet searching			
Semester-length bibliographical instruction	1		
B. COLLECTIONS			
Total number of different titles in collection	36,171	38,088	39,703
Books and other printed materials			
Print serials/periodicals	290	255	263
Electronic serials/periodicals*			
Other electronic materials (except serials/periodicals)			
Microforms	2,699	0	0

*Subscriptions are through University Library and appear on that report.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Indiana University Purdue University Columbus Library

	Two Years Prior	One Year Prior	Current Year
	1998 – 1999	1999 – 2000	2000 – 2001
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)			
Government documents not reported elsewhere			
Computer software			
Number of subscribed/purchased electronic on-line databases*			
Number of CD-ROM databases available for searches by students			
Number of subscriptions to scholarly journals			
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	2	2	2
Number of FTE non-professional staff	1.5	1.5	1.5
Number of FTE student staff	1.5	1.5	1.5
Number of other FTE staff (please explain on attached sheet)			
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	8.5	8.5	8.5
Number of publicly accessible computers	18	20	20
Estimated linear shelving space remaining for expansion			20 feet
Estimated linear feet of materials stored off-site			
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	87,469	98,704	93,750
Total non-professional staff salaries	35,527	36,777	37,381
Total student staff salaries	7,787	7,787	12,870
For collection			
Books/other printed materials	22,000	22,000	22,000
Print serials/periodicals	40,000	40,000	40,000
Microfilms			
Non-print materials (e.g., films, tapes, CDs)			
Government documents not reported elsewhere			
Computer software			

*Subscriptions are through University Library and appear on that report.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Indiana University Purdue University Columbus Library

	Two Years Prior	One Year Prior	Current Year
	1998 – 1999	1999 – 2000	2000 – 2001
E. EXPENDITURES (Continued)			
Access and other services			
Interlibrary loan			
On-line database searches			
Network membership			
Binding, preservation, and restoration			
Production of materials (on- or off-site)			
Other equipment and furniture purchase/replacement			
Other operating expenses (excluding capital outlay)			
Total library expenses			

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?		X
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	Inside IU only	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

RCM Review

Final Report and Recommendations

June 20, 2000

Barry Cournoyer	Social Work
David Crabb	Medicine
Jan Froehlich	Medicine
Duane Gaither	Medicine
James Johnson	Economic Model Office
Bob Keck	Science
Norman Lefstein	Law
Bob Martin	Administration and Finance
Rich Pfile	Engineering and Technology
Rich Rogers, Co-Chair	Business
Patrick Rooney, Co-Chair	Chancellor's Office
Roger Schmenner	Business
David Stocum	Science

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VIII. Appendix B: RCM Interview Instrument
IX. Appendix C: Anonymous Interview Results by Question

I. Introduction

Responsibility Center Management (RCM) was first implemented at a public university in 1989 at IUPUI. In the intervening years, it has been credited for many successes and targeted as the cause of many problems. This report builds upon a review and subsequent changes recommended by a joint faculty-administrative committee appointed by the chancellor at the request of the Faculty Council in 1994. The team reviewing RCM for this report was also comprised of faculty and administrators, specifically faculty members, who have served on the Faculty Council's Budgetary Affairs Committee and the Planning Committee, deans, and campus administrators. The Committee members have had a wide range of experience in both managing in and monitoring the RCM environment.

II. Methodology

The Committee was charged by Chancellor Bepko to review all aspects of RCM and make recommendations for possible improvements. (See Appendix A for the charge to the committee.) The Committee hosted two open fora for all faculty, staff, and students. These were advertised in *Jagnews* and *Campuscape* to promote participation. The Committee also solicited comments from faculty and staff via e-mail and from the Faculty Council's Budgetary Affairs and Planning Committees. The Committee developed a common set of questions (see Appendix B) and conducted confidential interviews of all of the academic deans and vice chancellors (VCs) at IUPUI, as well as the president and vice presidents (VPs) at IU. The results of these interviews have been compiled by question with all identifiers removed (see Appendix C). The Committee met regularly in the spring to determine issues and protocols. The Committee's recommendations were developed after extensive review and discussion of the issues, remarks made by the interviewees and faculty, and experiences brought forward by Committee members.

III. Principal Findings

It is the unanimous consensus of the Committee that RCM should be continued. The committee strongly reaffirms the benefits of decentralized financial management found in an RCM environment. During the interview process, the deans and others highlighted the advantages and flexibility of RCM in allowing those closer to the action to make the best decisions. Reasons why RCM should be continued include:

- The system provides strong incentives to generate revenues and control costs;
- RCM leads to a more entrepreneurial environment and greater accountability;
- The full attribution of income and local control of resource allocations enables better planning and prioritization by Responsibility Center (RC) leaders;
- The ability to carry forward surpluses from year to year enables multi-period planning and linking of unit plans with resources in ways that are infeasible in a single period budgeting environment;
- The Committee notes that RCM has not stopped at the level of a campus management tool; rather, several of the academic RCs (e.g., Science, Liberal Arts, Medicine, and Engineering and Technology) have devolved RCM down to the department level to various degrees.

Several interviewees, however, did raise concerns regarding potential problems that might arise in the RCM environment. Examples of potential problems include course raiding, course or programmatic dilution, problems in funding collaborative activities, and/or the common good. A couple of cases early in the RCM years and prior to the first RCM Review prompted the Faculty Council to create a remonstrance process. While the Committee received several comments about the potential for these problems, we did not learn of any specific examples.

The interviewees and the Committee are concerned about the potential impact on the basic tenets of RCM with university-wide centralization (integration) efforts. The fiscal mandates from UITS presents an example of such centralization, and this case, if it is a prototype, raises substantial concern with many of the interviewees and the Committee. Such tendencies can attenuate the strengths of operating in an RCM environment. To illustrate, the full life-cycle funding methodology initiated by the Vice President for Information Technology (VPIT) may be desirable; however, it introduced inefficiencies when deans could no longer trade-off replacing vacant salary lines or meeting salary increases against the benefits of having new computers. Philosophically, these and similar efforts to centralize control over resources intrudes on the basic tenets of RCM. Practically, this means diminished discretion of the deans in managing the RCs for which they are held accountable.

The Committee differentiates between functional integration and structural integration and between the policy-making side of services and the process side of services. Functional integration that encourages and permits distinct units to work together to achieve a common mission or objective is a valid goal and should be encouraged. However, structural integration that combines separate organizations into one larger

bureaucracy should be viewed with significant skepticism. Fundamentally, it is our perception that decentralization enhances the quality and timeliness of the delivery of goods and services—regardless of where they are provided. Frequently, the lack of local control leads to a lack of local accountability. It allows both the local and the non-local organization to point the finger of blame in each other's direction without obvious solutions or satisfaction for the consumers of these goods and services. The Committee believes that the process side of services can be centralized and can be more efficient in some circumstances, but there is deep concern about the centralization of policy-making for services and the concomitant lack of flexibility and responsiveness. The Committee recognizes that a Task Force to Review Non-Academic Administrative Services has been formed, and we hope that this new committee will take the concerns of our committee and those we interviewed into consideration.

The Committee was both surprised and disappointed by the apathy displayed by the faculty. Only one faculty member attended the first open forum and only a dozen attended the second forum. There were only a few comments transmitted by email. A common thread among the few comments we did receive is that RCM is sometimes used as a convenient scapegoat by the deans and directors for not being able to do things that are suggested by faculty and staff or as a rationale for necessitating other changes. The Committee believes that RCM does not enjoin deans from giving raises, making new hires, etc. Instead, RCM simply clarifies the tradeoffs in each choice the deans and directors must make.

Finally, the Committee acknowledges that IUPUI is under-funded, especially its General Academic programs (i.e., excluding the Schools of Medicine, Nursing, Dentistry, and Allied Health). This is not to imply that these health-related schools are well-funded, but their exclusion makes the comparisons to other state universities more meaningful. It has been calculated that IUPUI's General Academic programs would require an infusion of over $45 million just to equal the student FTE-weighted average of the state appropriation for Ball State and Indiana State! Such additional base funds would ameliorate many of the problems that are currently attributed to RCM. RCM helps any university become more nimble. Nevertheless, IUPUI would be better off if it had more state funding to enhance the quality of its programs; additional state funding would also allow it to offer some programs that cannot be offered on the basis of fee income only. The committee concludes that the positive incentives associated with RCM outweigh any shortcomings of RCM for financial planning purposes.

IV. Main Recommendations

1. **Keep and enhance RCM.** As noted in the introduction, there are many benefits from and widespread support for RCM at IUPUI. While there are some concerns over potential problems with RCM in theory, these problems have not been realized at IUPUI. There should be some adjustments to fine-tune RCM, and the following recommendations address these.

2. **Maintain the principle of carry-forward of surpluses and deficits.** Maintaining this feature is imperative to maintain the positive incentives created by RCM and to enable one of its strongest features, namely the ability of units to link planning and budgeting over multi-year periods. The carry-forward of surpluses from previous years is also the best protection for units suffering enrollment declines or other unanticipated expenses. The creation and use of reserves are both good business practice, as is reflected by the Trustees' mandate to establish reserves of three percent, and is fully appreciated by the deans as an important planning tool. It is imperative, however, that the deans be assured that they maintain authority over the use of the reserves that are generated by their units. Any effort to curtail this right will lead to the weakening of RCM, since the deans will quickly revert to year-end profligate spending in a "use it or lose it" environment.

3. **Continue the policy of not permitting deficit spending as the rule.** Currently, units that run an operating deficit are expected to cover this deficit from their own reserves. If their reserves are insufficient, they may be allowed to carry the deficit on their books with a requirement to develop a plan acceptable to campus administration to eliminate the deficit within a period of three to five years. There is no support in the Committee for involuntary cross-subsidization of units with an operating deficit by units with operating surpluses. Similarly, there is no widespread support for charging interest on deficits. The Committee recommends that the Budget Office continue its policy of early warning systems to alert the RCs and the campus administration of any impending fiscal difficulties.

4. **Move to a flat tax to replace the current RC assessments.** The Committee endorses the notion that a flat tax would make budgeting and planning simpler and better. While there may be exceptions, such as external grants, the Committee thinks that the tax should be on as broad a base of income as possible. This will enable the tax rate to be as low as possible and will minimize the distortions of the tax. The Committee defers to the VC for Administration and Finance, in consultation with the deans, to determine the best method and timing for implementing the flat tax.

5. Provide additional information about the sources and uses of funds for the IU Administration Tax. There was widespread dissatisfaction with the level and the timing of information-sharing between the IU central administration and the IUPUI campus. While the Committee recognizes the need for the president to have sufficient resources to shape the university, we received very strong negative feedback about the rate of increase of the tax and the lack of information about the sources and uses of funds

associated with this tax. The Committee acknowledges the recent report supplied by the IU CFO to the Faculty Council as a helpful step in this direction. However, the faculty and deans would like to see a budget with historical data for each of the "Major Offices," as well as greater clarity and historical data for the summary of the university tax. To enhance communication, the IUPUI deans would like an opportunity to meet with the president occasionally to discuss university-wide initiatives, as well as important issues that pertain to their schools.

6. **Be watchful of efforts to centralize control over administrative functions and concomitant resources.** While there may be cost savings that argue for consolidation of some support services, these cost savings must be weighed against the quality and timeliness of service. When they exist, cost savings resulting from such centralization efforts should be returned to the academic units—not to the centralized office providing the services. Significant cost savings will not be helpful or worthwhile if the services are provided at lower quality or in a less timely fashion. Similarly, the centralization of resources reduces the flexibility that is the cornerstone of RCM. However, IUPUI needs the flexibility at the school level to allocate as much of the resources as possible in the most effective manner. This can be achieved only at the local level. The Committee is quite concerned that such mandates from the IU administration may weaken the benefits of RCM. This may lead to RCM being a good theory but an empty practice.

7. **Create more training and sharing opportunities for new deans, chairs, and VCs.** Several deans and other senior managers cited the need for more training for new administrators on both RCM and other RC management issues, particularly those related to human resources. It was also suggested that, in addition to formal training, opportunities should be provided for sharing among RC leaders about strategies that have succeeded and failed. Such training and sharing opportunities should occur at least annually.

V. Other Recommendations

1. **Continue to monitor potential academic problems.** Several deans and other senior administrators raised the potential of various academic problems that might be associated with RCM (e.g., course raiding, programmatic dilution, etc.). A couple of cases early in the RCM years prompted the UFC to create a remonstrance process. While the Committee received several comments about these problems as theoretical concerns, we did not learn of specific new examples. Rather, many of the individuals, who raised such concerns, went on to say that they have not actually found these problems to actually exist here. In fact, several said that RCM has facilitated collaboration and interdisciplinary work, because it allows decisions and funding to be made at lower levels.

   The committee and the interviewees perceive that the campus administration has been responsive to RCM issues as they arise, and this responsiveness has reduced any adverse impact of these issues. Nonetheless, the campus administration and the faculty leadership must remain vigilant in preventing such concerns from eroding the sense of one university and campus. Furthermore, the Committee recognizes the past use and encourages the continued future use of the Chancellor's Reallocation Fund to address both issues of the common good and interdisciplinary work, as well as other strategic investments.

2. **A large number of administrators (at all levels) interviewed suggested that the campus gradually increase the Chancellor's Reallocation Fund (CRF). The Committee believes that this suggestion warrants further study. However, the committee agreed that any such increase should occur only after the academic units have had the time to adjust to the financial changes resulting from the community college initiative (or substantial net new resources from the state).** The funding source for the reallocation fund should be reconsidered at that time. For example, as we move to a flat tax on all (or nearly all) income, perhaps the funding for the CRF should be moved to a special tax on all income as well.

3. **New Media and Informatics should become an RC.** Several people interviewed pointed out that it might make sense to shield new units during an incubator stage. Once the units are operational, however, it was widely agreed that these units must become RCs and be held to the same expectations of other academic RCs. This is consistent with the treatment of other new units, such as University College.

4. **Continue the high level of information-sharing at the campus level.** There was widespread satisfaction with the level of information and support provided by the IUPUI Budget Office. This should be continued and enhanced where feasible. One suggestion is to post the IUPUI Fact Book on the Web, so that the units can utilize the data more efficiently. There were one or two complaints about the level of data available about enrollments and forecasts of enrollments, but the Committee understands that these issues are being addressed via other initiatives (such as the Enrollment-SWOT [Strengths, Weaknesses, Opportunities, Threats] Team and the Enrollment Information and Support Team).

5. **Make some technical adjustments.** The Committee reaffirms the principle of full attribution of income to RCs. When the new Student Information System (SIS) is online, it will provide the opportunity for further refinements. Bad debt write-off and credit card fee write-offs are currently handled at the campus level. The Committee endorses the idea of attributing these normal costs of doing business to the RCs that incur them.

6. **Funding for $250,000 in new merit scholarships should be based on the current funding model for scholarships.** Timing factors and technical difficulties enjoined consideration of alternative funding models this year. However, student recipients of these scholarships should be monitored closely to ascertain the impact of the scholarships at both the campus and school levels. The Committee would like to have the Budget Office determine the feasibility of tracking the students in future years in such a manner that the scholarships are funded by a net reduction in the fee income attributed to the units in which the students take their courses on a credit hour basis.

7. **Do not move to a flat tuition rate.** The Committee received a suggestion that we consider adopting a flat fee tuition model for full-time students much like IUB's. The Committee concluded that this is a better idea for a largely residential campus than for a largely commuter campus. The Committee also felt that there would need to be a thorough campus-wide discussion of this issue, especially the potential impact on students, before we would feel comfortable supporting this. The Committee chose to defer this to a specially appointed committee, if the chancellor were so inclined.

8. **Continue to use enrollment change funds (ECF) as a part of the Chancellor's Reallocation Fund (CRF).** Currently, these funds ($3,000 in new state appropriation per net new FTE, as are the commensurate declines in appropriations for losses in FTE) are folded into the CRF. This is done so that the campus can serve as a buffer for units that confront declining enrollments and to simplify the process. The Committee discussed moving to a more market-oriented version of RCM in which the ECF would be allocated to the units which experienced growth or decline in the same manner in which the campus receives these funds. Alternatively, the ECF could be split between the units and the campus. The Committee recommends against moving to such a model at this time. Enrollment income provides already sufficient incentives for RCM to work. Furthermore, a move to allocate ECFs to the academic units directly on the basis of which units generate ECFs would increase the volatility of the funding for the academic units dramatically. That is, academic units with declines in enrollment would face falling state appropriation at the same time and in the same magnitude as the declines in enrollment fee income. This would tend to exacerbate planning problems and, we anticipate, would encourage a more risk-averse posture by the schools.

   In the event that the ECF becomes a large negative number, the Committee defers to the chancellor to determine the best method for allocating this additional burden. However, the Committee suggests that chancellor consider delaying other

commitments made from the CRF to minimize the fiscal impact on the schools from the potential negative ECF, especially at a time of declining fee income.

9. **Do not allocate tuition income to the unit of the major.** It was suggested that we consider moving to a model that the University of Michigan and the University of Minnesota implemented when they instituted RCM, namely, allocate 25% of fee income to the unit of the major to recognize the importance of advising and mentoring. The remaining 75% of fee income would continue going to the unit of instruction. The Committee decided against such a move at this time for two reasons. First, it was acknowledged that such services were implicitly taken into account when the initial hold-harmless allocations of appropriation were made when RCM was initiated (and when University College was created). Second, this would require a new hold-harmless reallocation of appropriation to address a potential issue that does not seem to be a pervasive problem, especially as there are already incentives under RCM to do a good job of advising.

10. **Do not combine small RCs for fiscal reasons.** While some RCs may be too small to enjoy all of the advantages of RCM, they should not be unilaterally combined with other RCs for purely fiscal reasons. Rather, all RCs should be encouraged to consider how they might collaborate with other RCs to lower their administrative and/or academic costs. For example, some of the smaller RCs have been able to share a fiscal officer and others have been able to share a development officer in order to benefit from hiring a high-quality person but without needing to incur the burden of the entire salary and benefits. This should be encouraged but not mandated.

11. **Increase the involvement of the deans and the Budgetary Affairs Committee (BAC) in funding decisions.** The Committee recognizes and supports the fact that the chancellor and the chancellor's senior management team has the managerial prerogative to make the final decisions about spending commitments from the Chancellor's Reallocation Fund (CRF), as well as determining other major new initiatives. However, the deans and BAC would like to be involved as early as possible in the design of big new initiatives, especially those that have significant budgetary impact (e.g., Biomedical Engineering, Informatics, University College). This process might be facilitated if the president, chancellor, and dean of the faculties were to meet with the deans in smaller groups occasionally. BAC also felt that its role in making recommendations on the CRF was difficult this year, because the planning and budgeting hearings did not address budget issues.

VI. Conclusion

The Committee members unanimously endorse the findings and recommendations in this report. We found widespread support for keeping RCM with some minor changes, as well as some cautions about potential problems that may arise. The main changes recommended are to move to a flat tax, improve the clarity of the sources and uses of funds for the IU Administration Tax, and create more training and sharing opportunities for new deans, chairs, and vice chancellors. The main caution is to guard against initiatives to structurally centralize resources and policy control, which would cause diminished flexibility and local control of resources by the leaders of the RCs. In addition, the campus needs to continue to carefully monitor the academic programs to avoid the potentially damaging aspects of RCM in which fiscal considerations dominate the academic concerns, such as course raiding and/or dilution. The Committee made some additional recommendations, including several technical adjustments, and would be happy to meet with the chancellor and his staff to discuss this report, if so desired.

Criteria for Accreditation

Please use the following links to review each of the Criteria for Accreditation:

- Criterion One
- Criterion Two
- Criterion Three
- Criterion Four
- Criterion Five

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Criterion One

Criterion One:
IUPUI has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Institutional and Educational Goals

In 1988 Executive Vice Chancellor and Dean of the Faculties William Plater developed, with broad campus participation, a campus plan for this urban public university entitled *IUPUI Development Plan: 1988-2000*. This document, some 130 pages in length, was comprehensive in its scope and has served as a blueprint for much of the development of campus academic and administrative infrastructure and support services in the years since 1988.

Nevertheless, when the NCA team visited in November 1992, the reviewers wrote in their report, "The vision itself has not yet crystallized into a single statement of purposes that can be broadly promulgated and used to define the institution to its various constituencies."

In July 1992 IUPUI had hired its first Vice Chancellor for Planning and Institutional Improvement, Trudy Banta, and its first Director of Information Management and Institutional Research, Victor Borden. High on the list of priorities for these new professionals was the development of what the NCA team recommended in its report: "an institution-wide mission and a set of purposes consistent with that mission."

A planning process involving the Chancellor's Staff was initiated in Fall 1992 and soon broadened to include the Council of Deans; members of the Faculty, Staff, and Administrative Councils; and student government representatives. Members of the community-based IUPUI Board of Advisors also took part in the discussion. During Fall 1994 and Winter 1995 drafts of *IUPUI's Vision, Mission, Values, Goals, and Implementation Strategies* were circulated to all faculty and representative staff and students via email, revised, and adopted. This document was updated from time to time and culminated in a version dated May 23, 1997 (PDF).

In 1999 the Future Group was appointed by Chancellor Bepko to assess the potential impact of Indiana's new community college initiative on IUPUI. Subsequently IUPUI's entire planning document was revised, with the same kind of participation and review as occurred in the 1992-95 process.

Dissemination of Mission and Goals

The new *Vision, Mission, Values, Goals, and Implementation Strategies* (PDF) statement was endorsed by the Faculty Council in April 2002 and approved by the IU Board of Trustees in June 2002. It appears on IUPUI's main campus Web site and on many unit Web sites. The vision and mission also are included in the online **Bulletin**. Many of the documents about IUPUI that are disseminated within the community, including the annual *IUPUI Performance Report*, contain references to the vision and mission as do public addresses given by the chancellor and his staff.

The IUPUI vision and mission are aligned with Indiana University's Strategic Directions document and annually each vice chancellor, dean, and director aligns her/his unit plans with those of the campus. Reports of progress on these plans, along with budgetary information, are available on the Web. The unit progress reports are aggregated to produce a campus performance report that is published and distributed to some 6000 community stakeholders

each spring. Under Vic Borden's leadership, IUPUI is conducting path-breaking work on composite indicators of institutional effectiveness that appear in the campus performance report as they are agreed upon by stakeholders. Following the current NCA review we plan to keep the IUPUI Institutional Portfolio up to date so that it becomes a campus performance report that is available 24 hours a day, 365 days a year.

In 1996 we began to ask faculty in the first biennial Faculty Satisfaction Survey how satisfied they were with "the clarity of objectives and plans for the next few years at IUPUI." The percentage of faculty saying "satisfied" or "very satisfied" was 46 percent in 1996, 49 percent in 1998, and 50 percent in 2000. While 46 percent was above the national average the last time we saw a comparable statistic, we are not satisfied with the 50 percent figure and are working to improve it by distributing a brochure based on our mission/vision statement to faculty, staff, students, and community stakeholders. By disseminating the brochure, sending the mission document to stakeholders via email, and making presentations at meetings of standing committees, we also plan to improve the comparable figure of 38 percent satisfied or very satisfied with the clarity of objectives and plans that was derived from the last survey of IUPUI staff in 1999.

Decision-Making Processes

IUPUI's Statement of Values (PDF)—a part of the *Vision, Mission, Values, Goals, and Implementation Strategies* document—contains an affirmation of the institution's "support for open inquiry and dissemination of findings." The Chancellor and his staff meet monthly with the academic deans to discuss policy issues and implementation strategies. The Faculty Council also meets monthly and considers policies and procedures related to academic programs and faculty welfare. The Staff Council meets monthly to discuss issues related to the welfare of IUPUI staff. Student concerns are addressed through the Undergraduate Student Assembly and Graduate Student Organization.

Indiana University is the managing partner for IUPUI. Thus all operating policies are those of IU. Like all eight IU campuses, IUPUI is governed by the Indiana University Board of Trustees and its chief executive officer, Myles Brand. IUPUI Chancellor Gerald L. Bepko is also a vice president of Indiana University. IUPUI has an active community Board of Advisors that meets bi-monthly, but this group does not exercise managerial responsibilities.

Commitment to Excellence

As our special emphasis self-study on teaching and learning makes clear, the first and foremost element of IUPUI's tripartite mission is "to provide for its constituents excellence in teaching and learning." Our approaches to this component of our mission are discussed in the essays on Criteria Two, Three, Four, and Five, and are analyzed in detail in the special emphasis self-study on learning and teaching. The Teaching and Learning portion of the IUPUI Institutional Portfolio Web site includes additional examples and information on campus work to ensure Excellence in Teaching and Learning.

The second element of IUPUI's mission is to provide "excellence in research, scholarship, and creative activity." Efforts on behalf of this aspect of our mission are discussed in the essays on Criteria Two, Three, Four, and Five, with additional information available in the Research, Scholarship, and Creative Activity portion of this Web site and through the Office of Research and Graduate Education.

The third element of IUPUI's mission is to provide "excellence in civic engagement." Work in this area is also discussed in the essays on the remaining criteria and analyzed extensively in the special emphasis self-study on civic engagement.

Indiana University-Purdue University Columbus (IUPUC)

IUPU Columbus is located about 60 miles south of Indianapolis on a campus that is academically and administratively supported by IUPUI. IUPUC has a community Advisory Board that meets five times each year. As with the IUPUI Board of Advisors, the IUPUC Advisory Board does not exercise managerial or decision-making responsibilities but exists to offer advice and to share opinions that represent the views of constituents in Columbus and the counties that surround it.

The IUPUC plan and the process that created it parallel the IUPUI planning process. A series of meetings, focused on creating a vision, mission, and values statement consistent with efforts of IUPUI and Indiana University, was held in Spring 1992. The meetings included department heads and faculty representatives. The resulting statement was written, taken to the Faculty Council for approval, and implemented.

The geographic distance from Indianapolis and identity of IUPUC also influence the mission, vision, and programs of IUPUC. In 1999, the Community Education Coalition (CEC), a body that includes leaders of area businesses and industry, IUPU Columbus, Purdue University School of Technology, Ivy Tech State College, Bartholomew Consolidated School Corporation, and WorkOne (formerly Workforce Development), was created. The result was a seminal change in the educational landscape in Bartholomew and surrounding counties. In 2000, a "Vision for 2005 and Beyond as part of the Community Education Coalition" was written by the IUPUC dean and his staff to serve as a guide for future planning.

Since IUPU Columbus is part of the overall planning undertaken by IUPUI, IUPUC is included in IUPUI progress and performance reports.

Most IUPUC faculty have their academic homes in Indianapolis and follow the IUPUI advancement process while meeting standard IU criteria for promotion and tenure. In Spring 2001, the Indiana Commission for Higher Education approved several new degree programs for IUPUC, including the Bachelor of Science in Business and the MBA. These two programs are site-specific; therefore, the business faculty delivering the related courses will have site-specific tenure.

The mission of IUPU Columbus focuses on teaching and learning, civic engagement and scholarship and research with, however, a greater emphasis on teaching and learning and less emphasis on research, particularly bench research.

Strengths and Challenges

Strengths include:

- one university—Indiana University—as the managing partner for IUPUI.
- a strong tradition of shared governance.
- influential community advisory boards for the campus as well as individual schools and departments that assist in evaluating academic programs and services and keep IUPUI connected to its constituents.
- efforts of Vice Chancellor for External Affairs Cheryl Sullivan and her staff to coordinate the messages conveyed by departments and schools in their marketing and recruitment publications.

Challenges include:

- bringing together within a single mission 21 relatively autonomous schools, many of which identify themselves as units of the parent institution rather than IUPUI.

- the continuing tensions inherent in "core campus" schools in which faculty in Indianapolis and Bloomington are considered one and yet function on campuses with different missions and different expectations of faculty. There are salary differences for faculty on the two campuses. In 2001, for instance, IU Bloomington received special funding from the Trustees to boost faculty salaries, while in Indianapolis this special funding was earmarked instead for hiring full-time lecturers. These salary disparities and differential workload expectations pose particular problems for schools like Nursing and Social Work, for which IUPUI is the core research campus.

- overcoming the perception that IUPUI does not always receive appropriate attention from the Indiana University Trustees, particularly in terms of resources for faculty salaries, academic programs, and student services.

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Future Group

The Future Group was named by Chancellor Gerald Bepko in early summer 1999. Its first members included the Chancellor's Staff, the President and Vice President of the Faculty Council, and the deans of the schools most likely to experience a significant impact due to the formation of Indiana's community college (i.e., Liberal Arts, Science, and Engineering and Technology). The first charge to the Future Group was to respond to a directive from Indiana University President Myles Brand that each IU campus undertake a study of the likely effects of the new community college initiative on that campus.

By August 1999 the Future Group had drafted a response to the Brand directive in the form of a report entitled *IUPUI in 2000 and Beyond*. By January 2000 it was clear that recent developments, including the advent of the Community College of Indiana, required a fresh look at IUPUI's planning documents. The Future Group was expanded to include all interested deans and the chairs of the Faculty Council Planning and Budgetary Affairs Committees. A new statement of vision, mission, values, goals, and implementation strategies was completed in April 2001 and subsequently the Future Group was charged with oversight of the NCA self-study process.

Future Group Activities
Future Group Members

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Future Group Activities

Summary of Future Group Activities	
Summer 1999	Future Group Inaugurated Initially included Chancellor's Staff as well as several deans and faculty in leadership positions whose interests were likely to be affected most by the community college initiative.
June 11, 1999	Discussed: • IUPUI's Internal Strengths • IUPUI's Internal Weaknesses • IUPUI's External Opportunities • IUPUI's External Threats • President Myles Brand's Memo of 5/27/99 regarding Indiana's Community College • Strategies for the Future
July 2, 1999	Discussed: • Role of associate degrees at IUPUI • Recruitment of students • Future shape and size of IUPUI student body • Relationships with Ivy Tech and Vincennes • Transfer of credits and degree programs • Strategies to increase retention • Additional points in the Brand memo
August 3, 1999	Discussed: Draft of Future Group's report entitled *IUPUI in 2000 and Beyond* at the Academic Deans' Retreat
August/September 1999	Wide distribution of the *IUPUI in 2000 and Beyond* document to: Council on Undergraduate Learning, Faculty Council, and other groups
September 22, 1999	Discussed: • Revised draft - *IUPUI in 2000 and Beyond* • List of *Suggestions for Action*
October 5, 1999	Town Hall Meeting to discuss Community College Initiative—*IUPUI in 2000 and Beyond*
October 22, 1999	Discussed the nearly-final *IUPUI in 2000 and Beyond*
January 14, 2000	Discussed needed revisions in IUPUI's Mission
February 18, 2000	Continued discussion of the newly-defined IUPUI mission
April 24, 2000	Discussed: • March 13, 2000 draft of the new plans for effective student learning, excellence in research and scholarship, and exemplary civic engagement • Executive Summary of *IUPUI in 2000 and Beyond*, pages i-iv • 5/27/97 long version of the Mission, Vision, Values …

October 26, 2000	Memo sent extending invitation to all deans to join Future Group if interested—the expansion was necessary to review the entire IUPUI plan. It was clear that we needed to adapt our five-year old planning document in areas other than those related to undergraduate education. Thus the committee was expanded to draft a new mission and goals statement for the campus.
November 28, 2000	Considered proposal for the content of the Research and Scholarship section of the campus plan (Stocum/Brenner document).
January 31, 2001	Discussed Civic Engagement section of the planning document and the Stocum/Brenner document on Excellence in Research, Scholarship, and Creative Activity
March 12, 2001	Continued discussion of the Excellence in Research and the Civic Engagement documents.
March 19, 2001	Continued discussion of the Excellence in Research and Civic Engagement documents
April 10, 2001	Discussed the Civic Engagement section and the Research, Scholarship, and Creative Activity section and the Support and Enhance Scholarly Teaching section
April 23, 2001	Discussed April 9 version of the Mission Statement and the April 10 version of the Excellence in Research, Scholarship, and Creative Activity document
April 26, 2001	Discussed the above mentioned documents at the Faculty Council Executive Committee Meeting
May 3, 2001	Discussed *Summary Statement and Goals for Implementing IUPUI's Mission* at the Faculty Council Meeting
	Following the May 3 Faculty Council meeting, several faculty, staff, and student groups were asked to react to and comment on the planning document
January 28, 2002	Discussed the following documents: ● January 15 version of the planning document (now revised according to suggestions from faculty and student groups) ● Goals for Implementation ● NCA Self-Study Plan ● Teaching and Learning Self-Study Outline ● Civic Engagement Self-Study Outline Also distributed NCA Self-Study Materials prior to the meeting: ● Sample pages from the IUPUI E-Portfolio ● 1982 and 1992 NCA Team Concerns ● NCA GIRs (General Institutional Requirements) ● Ideas for Outlining Criteria One, Two, Three, Four, and Five
March 2002	Suggestion from Faculty Council: The Faculty Council Academic Affairs Committee strongly suggested rewording the IUPUI vision statement. Suggestions were circulated to the Future Group via email in March.
March 20, 2002	" Studied IUPUI s electronic portfolio " Discussed each of the NCA criteria " Discussed rewording of IUPUI s mission statement " Looked at a skeleton of the Web site for the self-studies

May 6, 2002	" Looked at how one of the criteria is shaping up on the web " Considered new material for our special emphasis self-studies: Learning and Teaching and Civic Engagement " Put finishing touches on the self-studies
September 26, 2002	" Made substantial changes to the two special emphasis self-studies: Learning and Teaching and Civic Engagement " Discussed list of strengths and concerns derived from each of the two special self-studies. " Considered list of questions for review team

IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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Future Group Members

Hasan Akay	Professor and Chair, Department of Mechanical Engineering
Darrell Bailey	Executive Associate Dean, Informatics
Trudy W. Banta	Vice Chancellor for Planning and Institutional Improvement
Gerald Bepko	Vice President for Long-Range Planning and Chancellor of IUPUI
Paul Bippen	Dean, IUPU Columbus
Catherine Bonser-Neal	Associate Professor of Finance, IU Kelley School of Business
Mark Brenner	IU Associate Vice President for Research & Vice Chancellor for Research & Graduate Programs
Robert Bringle	Professor of Psychology & Director, Center for Service and Learning
Ulla Connor	Director, Indiana Center for Intercultural Communication
Scott Evenbeck	Dean, University College
Mary Fisher	Associate Professor, Department of Environments for Health
Paul Galanti	Professor of Law, IU School of Law, Indianapolis
Larry Goldblatt	Dean, School of Dentistry
Sharon Hamilton	Chancellor's Professor of English and IU Director of the Faculty Colloquium on Excellence in Teaching
Phil Hardwick	Vice President, IU Foundation-Indianapolis
Susan Kahn	Director, Office of Institutional Effectiveness
P.Nicholas Kellum	Dean, School of Physical Education
David Lewis	Dean, University Libraries, IUPUI
Robert Martin	Vice Chancellor for Administration & Finance
Angela McBride	University Dean, School of Nursing
Lyn Means	Executive Associate Dean for Academic Affairs, IU School of Medicine
Michael A. Patchner	Dean, School of Social Work
Sylvia Payne	Assistant for Communications, Office of Vice President for Long-Range Planning and Chancellor of IUPUI

William M. Plater	Executive Vice Chancellor & Dean of the Faculties
Rebecca Porter	Director for Enrollment Services, Undergraduate Admissions Office
Herman J. Saatkamp Jr.	Dean, School of Liberal Arts
Mark Sothmann	Dean, School of Allied Health Sciences
David Stocum	Dean, School of Science
Cheryl Sullivan	Vice Chancellor for External Affairs
Susan Sutton	Professor of Anthropology, School of Liberal Arts
Karen Whitney	Vice Chancellor for Student Life & Diversity
Oner Yurtseven	Dean, School of Engineering & Technology

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Criterion Two

Criterion Two

IUPUI has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Governance by Trustees

Indiana University-Purdue University Indianapolis was created in 1969 as a partnership between Indiana University and Purdue University, with Indiana as the managing partner. Thus all IUPUI faculty and staff are employees of Indiana University and subject to its policies and procedures. Faculty, including those in the Purdue schools of Science and Engineering & Technology, earn tenure through IU procedures. IUPUI faculty in Purdue schools are evaluated for promotion in rank by campus policies and awarded promotion by Purdue University Trustees on recommendation of the IUPUI Chancellor.

IUPUI schools are managed in a variety of ways. For instance, the School of Liberal Arts and Herron School of Art, while IU schools at IUPUI, operate in a relatively autonomous fashion. The same is true for the state-wide Indiana University schools of Medicine, Nursing, Social Work, and Dentistry, for which IUPUI is the principal campus. The two Purdue schools of Science and Engineering & Technology offer courses and curricula that draw upon the Purdue University course inventory and curricula, but also include IU courses; degrees in these schools are approved through the Purdue Board of Trustees. Other “core campus” schools, such as Education, Business, Journalism, Library and Information Science, and Public and Environmental Affairs, are one with their counterparts in Bloomington; executive associate deans lead these schools in Indianapolis while the dean’s principal office is on the IU Bloomington campus.

IUPUI is governed by the Trustees of Indiana University. In keeping with its mission as an urban campus, IUPUI has an active community Board of Advisors that meets bi-monthly.

Administration

The president of Indiana University and the IU Board of Trustees appoint and supervise chancellors for each of IU’s eight campuses. IUPUI Chancellor Gerald L. Bepko has created an administrative cabinet that includes Executive Vice Chancellor and Dean of the Faculties William M. Plater, Vice Chancellor for Research and Graduate Education Mark L. Brenner, Vice Chancellor for Planning and Institutional Improvement Trudy W. Banta, Vice Chancellor for Student Life and Diversity Karen M. Whitney, Vice Chancellor for External Affairs Cheryl G. Sullivan, and Vice Chancellor for Administration and Finance Robert E. Martin.

IUPUI uses responsibility center budgeting, which gives each dean the responsibility for managing both income and expenses. An annual assessment, or tax, levied on each school according to a formula provides funding for the central administration. The Chancellor convenes a monthly meeting of vice chancellors and deans that is called the Council of Academic Deans; administrative matters requiring campus-wide discussion are considered by this group.

Internal Governance Structures

IUPUI’s Faculty Council meets monthly to consider all major campus initiatives of interest to faculty. Each vice chancellor sits as an ex officio member on a faculty governance committee that provides a communication channel to the faculty in areas that correspond approximately to the respective vice chancellor’s area of responsibility. IUPUI’s Staff Council also is active in pursuing matters related to staff welfare. The Undergraduate Student Assembly and Graduate Student Organization are active forces in advocating students’ positions on important

campus issues and representing student concerns.

Faculty

The full-time faculty,almost 1700 strong, is appropriately prepared—85 percent hold doctoral or professional degrees in their disciplines. Many of the adjunct faculty attracted from business, industry, and government in Indianapolis are highly regarded practitioners in their fields. In surveys, students often comment on the extraordinary learning opportunities these individuals provide.

In 2001 a Board of Trustees initiative was implemented to address the issue of reliance on part-time faculty at IUPUI. A three-year phased approach was undertaken to provide funding for the conversion of part-time faculty to full-time faculty. In FY2001-02, the initiative's first year, funding was provided for the conversion of 35 positions across the campus; in the second year, 43 positions were added; and 36 are planned for the third year.

Students

Since its creation in 1969, IUPUI's enrollment has increased rapidly—22 percent in the 16 years that Gerald Bepko has been chancellor. Today the campus enrolls a little over 29,000 students, up from 28,339 in Fall 2001; some 7,000 are graduate students.

Services that Afford Students Opportunity to Succeed

University College, founded in 1998, provides the entry point for all students and the wide array of services that afford students from diverse backgrounds an opportunity to succeed. The Honors Program, which is associated with University College, creates enrichment experiences for some of IUPUI's most outstanding students. The Office of Adaptive Educational Services addresses the individual educational needs of students with disabilities. The self-study on learning and teaching provides more detailed information about these services.

Most entering students participate in placement testing in writing, math, and reading. All admitted students who do not have transfer credits in college-level mathematics and writing (approximately 5600 students annually, or 70 percent of all admitted students) are tested in English, mathematics, and reading skills. The purpose of placement testing is to help academic counselors/advisors place students in appropriate courses and maximize the information needed to ensure students' success at IUPUI. Tests for advanced placement in French, Spanish, and German also are given to about 450 students annually.

Physical Plant

Most buildings on campus date from the 1970s onward and offer appropriate learning environments for undergraduate and graduate students. State-of-the-art research facilities serve many of the disciplines, most notably those related to medicine. But as on most campuses across the country, space is at a premium now and almost every department needs more space to support its aspirations for the future. A Learning Environments Committee has worked for several years to maximize the availability and quality of physical resources for teaching and learning. (Click here for an interactive tour of IUPUI buildings)

Student Safety

Several campus offices contribute to the provision of a safe and healthy environment for students as well as faculty and staff. Student health services are available centrally. The Office of Environmental Health and Safety oversees the environmental welfare of faculty, staff, and students. The Dean of Students Office administers the Student Code of Conduct in order to cultivate a civil and responsible environment. The Campus Police provide law enforcement and community policing support to the campus 24 hours a day. As compared to urban peer institutions, IUPUI's campus crime statistics are quite low. Transportation Services ensures that the campus has quality parking facilities and intra-campus shuttle services. The Office of Student Life and Diversity develops and implements many programs designed to contribute to the safety and overall health of the campus community. Campus Facility Services maintains the physical environment to ensure a safe and healthy campus.

Academic Resources and Equipment

Four libraries support the programs of IUPUI: the University Library, which includes a specialized art library and a philanthropic studies library, the Ruth Lilly Medical Library, the Indiana University School of Law Library-Indianapolis, and the School of Dentistry Library. The University Library is one of the country's most technologically sophisticated academic libraries. Completed in 1993, it houses over 300 public workstations that provide access to library resources, the Internet, and personal productivity software. This library was among the first in the country to use a Web interface to its resources and to deploy an electronic reserve system.

Beginning in their first semester, IUPUI students receive instruction in the use of library resources. The University Library has been a pioneer in working to develop instructional teams, which, with leadership from University College, combine the efforts of teaching faculty, librarians, technologists, advisors, and student mentors to design and deliver curriculum. Student and faculty satisfaction with the libraries is consistently high.

For more than a decade IUPUI has had a plan for the development of technology infrastructure. University Information Technology Services (UITS) is headed by Indiana University Vice President Michael McRobbie, who led the development of a detailed strategic plan for information technology in 1998. Progress on this plan was evaluated in 2001. One component of the strategic plan addressed the need to maintain the quality of the desktop computing environment for faculty and staff. To address this issue the University implemented life-cycle funding for desktop computers. Units were required to identify the funding necessary to allow them to replace desktop equipment every three years.

Financial Management

Each year since 1995 Chancellor Bepko has related new institutional expenditures to the principal themes in IUPUI's mission statement. The institution currently is in a strong financial position, but concerns about deficits in the state budget permeate higher education in Indiana in 2002.

The State of Indiana uses biennial budgeting. The budget for each two-year period is established during the legislative session preceding the start of the fiscal period. Based on early pro forma budgets produced at the campus level, the schools and administrative units are able to identify new resources, such as increased credit hours, and expenditures in preparation for the annual campus budgeting process. Models are run at the macro (campus) level to determine the impact of budget variables and are then disaggregated to the responsibility center level to determine the impact on each unit.

The carry-forward principle underlying the Responsibility Center Management (RCM) model allows deans and vice chancellors to develop reserve funding for major initiatives that might not be available using current year resources alone. Administrators must submit plans for using their reserve funds during the budget construction period. In addition, updates to the planned uses are required during periodic fiscal analysis reviews.

Indiana University-Purdue University Columbus (IUPUC)

IUPU Columbus was created in 1970, one year after IUPUI. Its mission is influenced by the fact that it is not an urban campus, but rather a campus located in a small town. Its student population comes from the 12 counties of southeastern Indiana, most of which are in rural settings. Approximately half of IUPUC's student population comes from these rural counties.

All IUPUC data are included in IUPUI data. Among the nearly 1700 faculty listed by IUPUI, 22 are resident at IUPUC, along with 150 adjunct lecturers. Nearly all full-time faculty at IUPUC hold the terminal degree in their discipline.

Among IUPUI's 29,000 students, approximately 1400 attend IUPUC; another 300+ Purdue School of Technology students are enrolled at Columbus and are not included in the official enrollment figures for IUPUI. The Columbus campus is just beginning to enroll graduate students in its newly approved MBA program. Undergraduate

admission standards and placement tests are the same at both locations. In 1999 IUPUC followed IUPUI's lead by establishing a University College program that provides services to students similar to those offered by University College in Indianapolis.

IUPUC has one primary building of 80,000 square feet and a small research building of 1800 square feet. The State Budget Agency is expected to release funds for construction of a new Learning Center of approximately 120,000 square feet that will be shared with the Community Education Coalition (CEC) partners. Many IUPUC classes and a few administrative offices will be located in this new building.

The University Library has a branch location on the IUPU Columbus campus. There are 5 FTE staff and 20 student workstations in the IUPUC library. All workstations offer all online services of the IU system.

Strengths and Challenges

Strengths include:

- synergies made possible through the collaboration of Indiana and Purdue University faculty in Indianapolis.
- the enhanced learning opportunities afforded by IUPUI's location near the heart of Indiana's largest city and the state capitol.
- IUPUI's distinctive urban mission and strong connections with its community, which afford IUPUI students access to community resources and community members access to campus resources.
- responsibility center management (RCM), which increases participation by deans and unit faculty and staff in planning, budgeting, and management and encourages entrepreneurial activity.
- a distinguished group of central administrators and deans, many of whom have achieved national and international recognition in their fields.
- well prepared and nationally and internationally recognized faculty whose ranks are being strengthened by the addition of outstanding junior faculty.
- strong and effective faculty, staff, and student governance structures.
- innovative University College programs that have enhanced student success demonstrably.
- Strong community support for IUPU Columbus through the Community Education Coalition.

Challenges include:

- interpreting for stakeholders the complexities of IUPUI's organizational structure.
- maintaining parity of faculty salaries, recognition, and workloads in Indianapolis and Bloomington, particularly in core campus schools.
- serious space limitations that hamper growth in instruction and scholarly activity.
- an ever-dwindling ability to keep pace with the growth of expenses related to library resources.
- inadequate state support for maintenance of buildings constructed without state funds.

- Indiana's current fiscal crisis.

- securing state funding for (1) the appointment of new faculty to deliver the programs recently approved for IUPU Columbus by the Indiana Commission for Higher Education and (2) construction of the new Learning Center in Columbus.

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Criterion Three

Criterion Three:
IUPUI is accomplishing its educational and other purposes.

Institutional Purposes

IUPUI's stated vision is to be one of "the best urban universities, recognized locally, nationally, and internationally for its achievements." Its mission is to provide for its constituents excellence in teaching and learning; research, scholarship, and creative activity; and civic engagement. Accomplishment of our purposes is tracked through our various assessment processes and summarized in a set of collaboratively developed performance indicators derived from our mission and goals; the performance indicators portion of the IUPUI Institutional Portfolio displays judgments about our performance and includes data on the evidence used to arrive at these judgments. Generally speaking, while we hope to improve performance in many of the areas defined by the indicators, our evidence tells us that we are accomplishing our major purposes and, in most cases, are continuously improving our performance.

Educational Programs

As Indiana's urban public university and principal site for graduate professional education, IUPUI has broadly defined educational purposes and a commensurately broad array of educational programs. Currently, we offer some 185 degree programs, from associate degrees to Ph.Ds, in 21 Indiana and Purdue schools. In developing and shaping these programs, we have worked continuously to respond to community and state needs and resources.

New programs are initiated by a proposal from the relevant department's faculty. Their dean sends the proposal to the IUPUI Dean of the Faculties, who consults the membership of the campus Academic Policies and Procedures Committee (APPC), and then forwards approved proposals to the Academic Officers Committee of Indiana University (the chief academic officers of IU's eight campuses). If given approval by the Academic Officers, proposals must be approved subsequently by the Trustees of Indiana University and then by the Indiana Commission on Higher Education (ICHE). For Purdue degrees, departmental faculty propose new programs and their dean sends the proposal to the Dean of the Faculties. Once received by the Dean of the Faculties, programs are reviewed and sent to the Academic Officers Committee as an information item. The proposal is forwarded to the Office of the Purdue University Provost for review and approval and from there to the President of Purdue. Once approved by the President, the proposal is sent to the Purdue University Board of Trustees, which forwards the proposal to the ICHE for final action.

All academic units describe in the IUPUI Bulletin courses of study for the various majors-both undergraduate and graduate-that they offer. Faculty have and exercise responsibility for determining the award of academic credit.

In 1998 the IUPUI Faculty Council approved six Principles of Undergraduate Learning (PULs) that define the knowledge and skills undergraduate students should develop in the general education component of their curriculum and should continue to refine as they pursue their majors. In subsequent years, departments, schools, and campus-wide groups have worked hard to integrate the PULs into the curricula of all undergraduate majors. Even some graduate professional programs, such as medicine and dentistry, have developed statements of competence for graduates that reflect the PULs. The PULs and competence statements for majors appear in the IUPUI Bulletin.

We encourage faculty to unite their scholarly interests and accomplishments with an emphasis on active student learning and engagement; approximately 26 percent of seniors report having worked with faculty on research projects that are not part of their regular coursework. An active campus-wide Undergraduate Research Opportunities Program (UROP) is in its third year. Programs sponsored by the new Division of Student Life and Diversity aim to bring faculty and students together for intellectually engaging activities.

Learning communities/first-year seminars for first-year students, Supplemental Instruction, peer mentoring, and other programs like the Math Assistance Center foster student-student interaction. These programs and services are discussed more comprehensively in the special emphasis self-study on learning and teaching.

Assessment

Each IUPUI academic and administrative unit is encouraged with developing goals aligned with the principal elements of the campus mission and with assessing its progress toward those goals annually. Annual unit reports placed on the Web include evidence of such progress. Campus progress toward mission-related goals currently is summarized in the performance indicators on this Web site and in a printed annual performance report. The next iteration of the IUPUI Institutional Portfolio will incorporate the annual performance report, making information on mission-related progress available to all IUPUI constituents on the Web 24 hours a day, 365 days a year.

Faculty are responsible for assessing student learning in each degree program. Each IUPUI school designates one or more faculty representatives for the campus-wide Program Review and Assessment Committee (PRAC), which meets monthly to provide information, support, and oversight for implementation and assessment of the Principles of Undergraduate Learning, as well as for assessment in the major. Annual school reports prepared by PRAC members and posted on the PRAC Web site describe assessment processes, findings, and improvement efforts in each department and/or school. Surveys of enrolled students, alumni, faculty, staff, and employers conducted by the Office of Information Management and Institutional Research provide the schools and departments with indirect evidence of student learning that serves to supplement the direct measures employed in each department. Student transcripts follow accepted practices, such as those outlined by the American Association of Collegiate Registrars and Admissions Officers.

In 1994, the first comprehensive academic program review was conducted at IUPUI under the auspices of the Program Review and Assessment Committee and the Office of Planning and Institutional Improvement. Reviews of administrative units such as the Career Center and the former office of Integrated Technologies also have been carried out. Each academic department is reviewed as an integrated whole, with undergraduate and graduate programs assessed simultaneously. Reflecting IUPUI's tripartite mission, each review focuses on teaching and learning, scholarly activity, and civic engagement.

Review teams are composed of two or three experts in the discipline(s) being reviewed who hold faculty rank at institutions outside Indiana, two IUPUI faculty from disciplines other than the one being reviewed, and one or two community representatives. After reading a self-study submitted by the department, the reviewers spend two-and-a-half days on campus interviewing faculty and administrators who hold informed perspectives on the unit under review. The review team provides a report on the department's strengths and challenges, which is reviewed by department faculty for up to six months. The department provides a written response to the dean of its school, who then calls a meeting that includes the Dean of the Faculties and the Vice Chancellor for Planning and Institutional Improvement. At this meeting, all parties confer to find ways to support the department in making any changes that appear warranted.

Assessment processes and results, with links to evidence and examples, are discussed more fully in the special emphasis self-study on learning and teaching.

Graduate Programs

IUPUI's graduate programs are overseen by the Office of the Vice Chancellor for Research and Graduate Education acting through the Graduate Office. Graduate courses are proposed, developed, reviewed, approved, and implemented through mechanisms separate from those applying to undergraduate courses. Both new courses and substantially changed or renamed courses are required to undergo a formal approval process, which is administratively supported through the Graduate Office.

The approval of graduate courses is a function of the Curriculum Subcommittee of the Graduate Affairs Committee (GAC). The GAC is composed of graduate faculty and administrators from all schools at IUPUI and is co-chaired by the Vice Chancellor for Research and Graduate Education and the Associate Dean/Director of the Graduate Office at IUPUI. Information designed to guide faculty through the course approval process is posted on the Graduate Office Web site. That site also clearly explains that not only

Graduate School courses, but also graduate-level courses in schools not associated with either Indiana or Purdue graduate schools, go through the same process.

Graduate students are expected to be involved in research, scholarship, and creative activity. Nearly all Graduate School degrees, even those at the master's level, require a thesis or dissertation. Some master's degrees awarded outside the Graduate School do not require a thesis, but most require other evidence of scholarly or creative activity within the field. For example, for the Master of Planning in the School of Public and Environmental Affairs (PDF), students must complete a requirement for a portfolio. The Master of Science in Music Technology program requires a multi-media project or an internship. Research courses are explicit requirements for many graduate degree programs.

No graduate credit is given for "life experience" or for correspondence courses. Only courses listed in the Bulletin or specifically allowed by it may be counted for the requirements for a degree offered by the University Graduate School.

Graduate programs are subject to the same assessment policies and requirements as undergraduate programs. Thus, schools/departments are responsible for developing statements of learning outcomes for each graduate program, for assessing for those outcomes, and for reporting the results of those assessments and subsequent improvement efforts. Information about assessment processes and results for graduate programs is incorporated into each school's annual assessment report, which is posted to the PRAC Web site.

Effective Teaching and Related Faculty Development and Incentives

Teaching and learning are at the heart of IUPUI's tripartite mission and we view continuous professional development as an essential component of a successful faculty career. Our post-tenure review policy, for example, in place since 1999, emphasizes ongoing professional development for senior faculty. IUPUI's Office for Professional Development (OPD), one of the most extensive such programs in the country, provides individual support for faculty teaching, a wide array of group developmental experiences for faculty, and leadership for campus-wide teaching initiatives.

OPD programs enjoy high regard among campus faculty; in 2001-2002, OPD recorded 4,441 instances of participation in their programs among full- and part-time faculty. In 2002, OPD and University College were recognized in the Hesburgh Award competition for the Gateway Program, an initiative that combines new kinds of support for students with faculty development related to teaching courses that enroll large numbers of first-year students. The program, which is discussed in detail in the Learning and Teaching self-study, has resulted in measurable increases in retention from the first to the second year.

Teaching is evaluated extensively at IUPUI, as discussed in the special emphasis self-study on Teaching and Learning and the December 2000 Interim Report on Teaching Effectiveness (PDF). While we do not use a common student course evaluation form across the campus, each school has developed its own form that is administered at the end of the semester. A pilot test of a common mid-term evaluation-to be used formatively to improve instruction-was conducted in Spring 2002. Although OPD's mission is not primarily remedial, faculty who receive less than satisfactory teaching evaluations may be referred to OPD for individual assistance.

Depending on the school and department, faculty may also participate in peer review of teaching, development of teaching portfolios, and other types of formative and summative evaluation of teaching. Satisfactory teaching performance is a minimum requirement for hiring, tenure, promotion, and merit increases; excellent teaching can serve as the primary basis for tenure, promotion, and merit increases. In recent years, approximately one-third of tenure and promotion awards have been made on the basis of excellence in teaching. Again, rewards, incentives, and professional development for teaching are discussed in detail in the special emphasis self-study on learning and teaching.

Though an indirect measure of teaching effectiveness, student satisfaction is monitored closely. In 2001, 84 percent of respondents to a campus survey were satisfied or very satisfied with the "overall quality of instruction," while 82 percent were satisfied with the "quality of teaching by faculty in your major area." In 2000 and 2002, the National Survey of Student Engagement was administered to samples of IUPUI first-year and senior students. Seniors gave higher-than-average ratings, when compared to our urban peer institutions and/or to doctoral-intensive institutions, to items related to such areas as level of academic challenge, active and collaborative learning, student interactions with faculty members (especially electronic interactions), enriching educational experiences, and supportive campus environment. In the most recent version of the IUPUI Faculty Survey, the Office of Information

Management and Institutional Research included questions on teaching practices that correspond to questions on the same practices on the NSSE, in order to develop more solid data on the use of research-based, effective teaching strategies at IUPUI.

Professional Development for Administrators and Staff

The Office for Professional Development supports programs for the development of chairs, academic deans, and vice chancellors through its Administrative and Organizational Development unit. Programs include the Chairs' Symposium and the Deans' Academy. Human Resources Administration (HRA) provides year-round training programs and services that are designed to recruit, develop, and retain qualified staff. HRA staff also administer benefit programs for faculty and staff and serve as a resource for faculty and academic administrators on human resources issues. In the most recent staff survey, 73 percent of staff agreed or strongly agreed that "my supervisor is supportive of my attending training to further my job skills" and 69 percent agreed or strongly agreed that "the training I have attended for my present job has helped me perform my job better." But only 52 percent agreed or strongly agreed that "I am satisfied with the kinds of training currently available to me."

Student Services

Enrollment Services, a unit that includes the Offices of Admissions, Financial Aid, and Scholarships, is responsible for cultivating, recruiting, admitting, and enrolling undergraduate students from diverse cultural backgrounds and supporting them with scholarships and financial aid services. The Offices of the Registrar and the Bursar are not located within Enrollment Services administratively, but the directors of all these offices work in close collaboration, with the aim of providing seamless services to students.

Once students arrive on campus, a wide range of advising and other academic support services and resources are available to them through University College for beginning students and through their home schools and departments for more advanced students. Student satisfaction surveys indicate that students are fairly satisfied with the quality of the various services available to them, but we are working to improve student services and resources with the larger aim of developing a more welcoming, inclusive, and engaging campus environment. Our work in this area is discussed extensively in the special emphasis self-study on learning and teaching.

The Office of the Vice Chancellor for Student Life and Diversity, initiated in 1999, has as its mission to provide "student-centered services, consulting, facilities, learning experiences and programs for students, faculty, staff, alumni and the community," thus contributing "to an intentionally inclusive, accessible campus community" and inspiring "educational, personal, social and professional achievement." The offices within this division include Adaptive Educational Services, Counseling and Psychological Services, Student Life and Diversity Programs, the Dean of Students office, Housing and Residence Life, and Campus Community Programs. This office has just released its first strategic plan, including statements of mission, vision, goals, strategies, objectives, and deadlines, and is in the process of defining how its progress and accomplishments will be assessed.

Delivery of Educational Services to the Community

The delivery of educational and other services to the community is discussed in more detail in both special emphasis self-studies. The Community Learning Network is the campus office through which most educational programs designed for community outreach, including the AS and BS in General Studies, are delivered both face-to-face and at a distance. The Master of Business Administration and the MS in Music Technology are offered online, and substantial portions of three nursing degrees-the RN-BSN, RN-MSN, and MSN-are available via the Web. Through an initiative entitled "IUPUI Online" the campus is developing a campus-wide strategy to make additional courses and degree programs available via the Web and other media. (Please see the "Status of Distance Education at IUPUI" report for a discussion of IUPUI's use of good distance learning practices.)

Research, Scholarship, and Creative Activity

All faculty members and librarians with faculty status at IUPUI are expected to engage in research, scholarship, and creative activity appropriate to the discipline. Documentation of such activity is a required element of every promotion and tenure dossier (PDF) and of the activity report (PDF) that faculty submit each

year. Faculty at IUPUI have ample opportunities for professional development to enhance their skills in research and grantsmanship through the Office of Research and Graduate Education and OPD.

IUPUI has enjoyed substantial increases in external research funding over the past decade, with sponsored funding reaching an all-time high of $202,402,291 for the 2002 fiscal year. We currently lead the state in annual income from grants and contracts, exceeding Purdue University in West Lafayette, IU Bloomington, and Notre Dame. This growth has been led by the School of Medicine, home to such efforts as the Indiana Genomics Initiative, the IU Center for Bioethics, and the Indiana University-Moi University (Kenya) Partnership, one of the longest-running collaborations between medical schools in post-industrial and emerging societies.

Much of our research is related to the civic engagement component of our mission. For example, in addition to the extensive health sciences research carried out by the Schools of Medicine, Nursing, and Dentistry in coordination with community partners, the School of Science and the Center for Urban Policy and the Environment conduct research on local environmental issues. Interdisciplinary initiatives, institutes, and programs, such as the Center on Philanthropy and the POLIS Center study policy issues related to philanthropic giving and urban life. The School of Music and the Herron School of Art serve as key cultural resources for the Indianapolis community, with the latter ranked "Best of Indy" by Indianapolis Magazine in 2002.

IUPUI is in compliance with standards for research on human subjects. During this past year, Research and Graduate Education developed over 28 Standard Operating Procedures for research on human subjects in order to clarify current procedures for human research studies, created a new IRB to handle the increasing number of protocols for medical research, and submitted a successful proposal to NIH to improve the infrastructure at IUPUI for Human Subject Research protection programs. A full-time auditor was added to the staff and charged with proactively monitoring research projects that involve human subjects. (See Accomplishments of Research and Graduate Education 2001-2002. (PDF))

Civic Engagement

Civic engagement, as we envision it, goes beyond the typical "service" expectations of faculty to focus on working in partnership with the local community, as well as with broader communities around the state, nation, and world, to improve the quality of life across many domains. While our mission statement defines civic engagement as the third major area of our mission, along with teaching and learning and research, scholarship, and creative activity, it is not distinct from these areas, but rather overlaps with them. For example, our educational programs emphasize student work in the community and, as noted above, many faculty focus their research, scholarship, and creative activity on community issues.

Capitalizing on IUPUI's proximity to downtown Indianapolis and the state capitol, most departments include internships, practica, and field work as key components of their educational programs. We place a strong emphasis on service learning and have a well-developed Center for Service and Learning that has received several national awards. The IUPUI University Library is linked with other public libraries in Central Indiana and is considered a valuable information resource within the community.

As is discussed in detail in the special emphasis self-study on civic engagement, IUPUI is working toward clearer recognition of its contributions to the community, which tends to confuse IUPUI schools with their counterparts in Bloomington and West Lafayette. Our community Board of Advisors has been especially helpful in this regard. One indication that community members value our role in Central Indiana is the unexpected success of our first development campaign. Over the course of the campaign, the fundraising goal has been raised twice and we exceeded our stated goal of $700 million 21 months before the campaign is scheduled to end in Spring 2004.

Indiana University-Purdue University Columbus (IUPUC)

IUPUC's stated vision is "to be the recognized source of Indiana University and Purdue University degrees and programs in southeastern Indiana." Its mission is "to identify and respond to post-secondary education needs and enhance the quality of life of the residents of our 10-county service area by providing Indiana University and Purdue University degrees, programs, courses, and faculty expertise." IUPUC has approval to offer four IU and Purdue associate degrees, six bachelor's degrees, and one master's degree. New degree programs are developed and approved by the same process as that followed by IUPUI. Courses and programs emphasize the Principles of Undergraduate Learning. A Senior Assessment instrument surveys students' perceptions of the teaching/learning of the PULs during their career at IUPUC.

Enrollment services and additional support units provide assistance for IUPUC students. For example, the IUPUC Student Services Center includes the offices of Admissions, Enrollment, Financial Aid, and the Registrar. The IUPUC Business Office provides accounting, budgeting and bursar services. The campus employs an on-site counselor to assist with psychological problems that may be affecting student success.

IUPUC faculty have begun to develop and use two-way interactive technology for distance education courses, such as those offered by the I-Core program in business. Indiana Higher Education Telecommunication System (IHETS) courses have been offered on the campus for many years. Use of distance-delivered educational courses and programs is expected to grow exponentially in the coming years.

Strengths and Challenges

Strengths include:

- Accomplished faculty--characterized in such terms by external reviewers in virtually every program review--many of whom have received national and international recognition and most of whom share their expertise in collaborative efforts that cross disciplinary lines.
- The broad array of academic programs that students can choose among--from the Indiana University Schools of Medicine and Allied Health, Dentistry, Nursing, Social Work, and others to Purdue University schools of Science and Engineering & Technology--including a range of academic programs designed to meet community needs.
- A range of new academic programs, including more than 30 graduate certificate programs, designed to meet community needs-most developed without new state funds.
- Dual-degree options such as the JD-MBA and JD-MHA, the MD-MPH, the MLS-MPA, and the MSN-MPH.
- University College, its learning communities for students not yet affiliated with a school, and the many forms of academic support and assistance it offers to students
- The campus-wide Principles of Undergraduate Learning that define the knowledge and skills all undergraduates should attain and that are integrated in statements of expected competence in each major.
- An agreed-upon "core" curriculum (formerly the CLAS Curriculum) for Liberal Arts and Science majors that also serves as the basis for general education in most other schools.
- Senior capstone courses in most major fields.
- A strong record of success in accreditation of professional programs.
- Well-defined and improving structures and processes for assessing student learning of core skills (the PULs) and of the major.
- Increasing student quality as indicated by improved levels of academic preparation.
- Substantial improvement in retention statistics over the past two years.

- Annual unit goals and progress reports explicitly tied to the campus mission.
- Strong collaboration with the Community College of Indiana (CCI) that includes referring students with weak academic preparation to CCI, but bringing them back to IUPUI as they meet specified expectations (see the Passport Program).
- New methods of course and degree delivery such as the online MBA.
- Teacher preparation programs delivered primarily in Professional Development Schools in the community as opposed to on-campus classrooms.
- A locally-developed online course management system (OnCourse) that is used by 70 percent of the faculty.
- Successful processes for recruiting graduate/professional students, notably the Summer Research Opportunity Program.
- New and expanding student support resources and student life programs.
- High-quality, comprehensive professional development programs for faculty and rewards and incentives for effective teaching.
- A dramatic increase over the past decade in contract and grant income, as well as private support.
- Influential community advisory boards for the campus and for most schools, and some departments, with members who are willing and highly qualified to provide advice about degree programs.
- A strong and growing service learning program and student involvement in clinical experiences and community internships in many major fields.
- Efforts of the Financial Aid and Scholarship Programs Advisory Committee (FASPAC) to increase scholarships and maximize all forms of financial aid for students.

Challenges include:

- The complexity of administering a campus with 21 schools, representing two universities, and offering such a broad range of programs from two-year associate degrees to Ph.Ds and post doctoral experiences.
- Continuing to develop new degree programs without additional state funding.
- Implementing developmental programs that will promote success for IUPUI's many under-prepared students.
- Continuing to raise our low undergraduate retention and persistence-to-graduation rates under challenging circumstances.
- Making "core campus" schools (in which the faculty in Indianapolis and Bloomington are one faculty, with the same standards for promotion and tenure) work when the faculty are separated by 55 miles and function in institutions with different missions.

- Ensuring that every faculty member works to develop at least some of the Principles of Undergraduate Learning in every undergraduate course, that students understand this is happening, and that every student develops the expected knowledge and skills.

- Ensuring that all faculty members understand the purposes of assessment and participate in assessment and improvement efforts.

- Developing meaningful student life programs in the absence of on-campus student housing (only 350 beds are available for 29,000 students, though an additional 2650 beds should become available within five years) and a true student center (development of a student center also is underway).

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INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS
DEAN OF THE FACULTIES
March 25, 2002

PROMOTION AND TENURE DOSSIERS GUIDELINES FOR 2002-2003

These guidelines apply to faculty and librarians who are subject to peer review at the IUPUI campus level, including faculty who hold appointments in Purdue Schools at IUPUI, faculty based at Medical Centers, faculty based at IUPU Columbus, and some faculty in other units for whom the primary place of work may not be Indianapolis. These guidelines should be used in preparing dossiers for both promotion and tenure. The guidelines are reviewed and revised annually by the IUPUI Campus Promotion and Tenure Committee and the Dean of the Faculties. Changes reflect the evolving nature of the institution as well as the experience of the campus level reviewers, who see ways of assisting faculty to enhance their dossiers and to prepare themselves for these important deliberations.

Purdue faculty should use the Purdue University cover sheet for their dossiers but complete all other campus prescribed materials, including the dossier checklist, as stipulated in this document.

SUBMISSION DEADLINES

Dossiers are due to the Dean of the Faculties through the Office of Academic Policies, Procedures, and Documentation no later than November 8, 2002. If extenuating circumstances exist, a request for a time extension should be sent to the Dean of the Faculties for approval before this date. Under no circumstance will the deadline extend beyond November 29, 2002.

Dossiers submitted late (i.e., after November 29, 2002) or not submitted in accord with these guidelines due to a department's or school's actions may be returned and consideration deferred until the following year. Because the guidelines change somewhat each year, probationary faculty preparing for tenure may wish to compare the current year's guidelines with those in effect at the time of initial appointment; probationary faculty may elect to follow the earlier guidelines and should so indicate in their personal statement. Most faculty, however, will find the current guidelines most useful. Candidates for promotion who are not also candidates for tenure are expected to use the current guidelines. To iterate, incomplete or improperly prepared dossiers will be returned.

Additional materials submitted by candidates during the review process for inclusion in the dossier must be provided to all administrative officers and committees that have already assessed the dossier. It is the candidate's responsibility to provide these materials to the chair, school dean, or Dean of the Faculties, depending on the level at which the dossier is being considered; in turn, these administrative officers will ensure that all prior reviewers have an opportunity to consider added materials. All prior reviewers have the right to comment on additional material, but these comments need to be forwarded through the same review process, beginning with the primary committee. Comments are neither required nor expected. In the case of factual information (e.g., acceptance of a journal article listed as under review), these additions are routine and ordinarily require no comment.

In instances where a candidate wishes to add materials that comment on the conclusions of recommendations of a review, this addition of materials constitutes a request for reconsideration. This is an option available only to probationary faculty and must be exercised in accord with the procedure described subsequently, under the heading "Reconsideration." The candidate for tenure who seeks reconsideration should first ensure that there is an actual factual error or an inadequate consideration that can be documented. The promotion and tenure process does not envision rebuttal of assessments made by those charged with reviewing dossiers. If a candidate seeks reconsideration, it must ordinarily occur within two weeks of notification of an action of the candidate's becoming aware of the error or inadequate consideration and before action is taken at the subsequent level of review. In unusual cases, reconsideration of promotion decisions may be permitted with the prior approval of the Dean of the Faculties.

In instances where a committee or administrative officer seeks additional information or material, this material must be provided to both the candidate and persons who have already reviewed the dossier, all of whom must have an opportunity to comment. It is the responsibility of the persons seeking additional materials to provide such material to all concerned parties. These comments then become a part of the dossier. Such additions must be made only when clearly necessary. Ordinarily there will be very little time allowed for comment, and concerned parties must act within specified deadlines.

CRITERIA

Criteria for tenure and promotion for faculty and for librarians are outlined in the Indiana University Academic Handbook Candidates should recognize that criteria used for evaluation are separate and distinct from the following guidelines, which are to be used to assist faculty in preparing and in submitting required documentation of accomplishments. Criteria are the standards by which candidates are evaluated. University criteria as well as department and school or library requirements should be consulted in the preparation of dossiers, along with these guidelines. The criteria for promotion and tenure are not identical, but they are closely related. Ordinarily, tenure will not be awarded to faculty who are not also being recommended for promotion to associate professor (or who already hold this or a higher rank). Decisions regarding promotion and tenure may be made separately, however. Because Purdue University criteria are very similar to Indiana University criteria, the statements of criteria in the Indiana University Academic Handbook will be used to evaluate faculty in Purdue schools and programs. Faculty should consult school-specific documents that interpret or apply criteria to the specific mission of their unit.

TENURE

At Indiana University, the faculty, librarians and Board of Trustees have embraced the following definition of the principle of tenure:

> The principle of tenure imposes reciprocal responsibilities on the University as a body politic and on the faculty member and librarian. In order to meet its responsibilities to its students and to society, the University must attract and retain faculty and librarians of outstanding quality. To that end the University provides academic freedom and economic security, which are implicit in the principle of faculty and library tenure. The faculty members, on their part, are obligated to maintain high standards of teaching, research, service (or creative activity), and professional conduct. Librarians, on their part, are obligated to maintain high standards of professional service, research and creativity, and performance in the development of library services, and the communication of

> information and knowledge to others. Librarians who are candidates for tenure should excel in performance and be satisfactory in the other areas mentioned above.
> Indiana University Academic Handbook.

At IUPUI, the faculty and librarians have taken special note of the reciprocal responsibilities of individuals who hold tenure and of the institution--the collective faculty, administration and trustees--that recommends and awards tenure. The University works to ensure the safeguards to academic freedom by way of employment security, while the faculty member or librarian works to fulfill the commitment demonstrated during the probationary period with respect to continued growth and productivity. Faculty and librarians who do not continue their professional development to enable their unit to carry out its mission should not expect to continue their employment at IUPUI.

The university vouchsafes the best possible continuing environment of support for faculty work, just as the faculty member or librarian seeks to realize the best possibilities afforded by that environment. In terms of corporate makeup, the university comprises itself as a tolerant community of intellectual and academic interests, within which community the faculty member or librarian locates a commensurate self-interest and to which community he or she is fully responsive. In short, in the tenure agreement, the institution expresses its commitment to the faculty member or librarian at a number of levels, and the faculty member or librarian, in turn, commits for the period of association with the university to bring to complete realization that demonstrable promise--as a scholar, teacher, and colleague--which earned her or him tenured status in the first place. Tenure is local (i.e., campus specific), and faculty who have tenure are expected to contribute in concrete, demonstrable ways to the continued development of IUPUI as an academic community. Each school on the IUPUI campus has a distinct history and takes pride in its achievements, some spanning a century. However, tenure is awarded at the campus level, not the department or school level. The safeguards of tenure are preserved at the campus level, and tenured faculty members thus accept a responsibility toward the campus and University. Some faculty members--most notably those in the School of Medicine--may be assigned to other campuses, yet their tenure is sited at IUPUI. Due to the unique mission of such programs, faculty members maintain their academic community through their association with the IUPUI campus and are subject to the policies and procedures of the IUPUI campus even if the principal site of their work may be elsewhere.

As candidates for tenure prepare their dossiers for review by peers, they should bear in mind that awarding tenure thus marks the beginning of their responsibility to their colleagues and to the institution that bestows tenure. Tenure is the occasion to renew a personal commitment to achieve the promise of the probationary period and to accept the responsibility of membership in the academic community of IUPUI. Tenure is a commitment to improve continuously.

EVALUATORS' QUESTIONS

Evaluation standards for faculty and librarians are based on several key questions that define the nature of academic work. While not by themselves definitions, the following questions inevitably arise for individual reviewers as well as committees. These standards are derived from the work of Charles Glassick, Mary Huber and others in Scholarship Assessed, a companion to Ernest Boyer and Gene Rice's Scholarship Reconsidered.

♦ FACULTY

The questions reviewers typically ask when assessing a faculty dossier include the following:

1. Does the work of the faculty member in teaching, research and professional service reflect well-defined purpose and clarity of goals? Are the goals consistent with the unit's stated mission? Are the goals and resulting work important?

2. Has the faculty member made adequate preparation to carry out the work, including continuing professional development beyond formal education? Does the faculty member demonstrate an understanding of existing scholarship in the field? Has the faculty member secured the necessary resources for the work?

3. Has the faculty member used appropriate methods and procedures for the work, following methods that are regarded as valid and effective by disciplinary (or other appropriate professional) peers locally, nationally, and internationally? Are the methods applied effectively? eEthically? Has the faculty member modified methods and procedures in response to changing circumstances?

4. Has the work culminated in significant results or contributions to the discipline (or profession) or to the civic community in ways that are consistent with unit and campus mission and that can be recognized and evaluated by peers?

5. Have the results of the work been disseminated in an effective and appropriate manner? In other words, how (and how well) has the faculty member communicated the results of teaching, research, and professional service to peers on campus and across the discipline nationally or internationally? Have peers assessed teaching or service through direct observation? Have results been published in peer-reviewed media, whether in print or electronic forms? Have results been presented at conferences or recognized with awards, all based on peer review? Have results been effectively communicated to community and non-academic audiences or stakeholders?

6. Finally, how has the faculty member demonstrated the ability to grow and develop leadership through critical self-assessment and reflection? Is there a strong prospect of continued professional development and leadership based on the candidate's own self-critique, understanding of past accomplishments, and vision of significant future work?

♦ LIBRARIANS

The questions reviewers typically ask when assessing librarian dossiers include the following issues. Note that the definition of professional service for librarians is specified in the Academic Handbook, and persons unfamiliar with the service expectations for librarians should refer to the specific explanation. Librarian service is similar to but not the same as professional service for faculty.

1. Does the work of the librarian in performance, professional development and service reflect well-defined purpose and clarity of goals? Are the goals consistent with the unit's stated mission?

2. Has the librarian demonstrated that he or she is, first and foremost, an effective librarian in the position held?

3. Is evidence of the librarian's effective performance documented from individuals who have been closely associated with his or her performance as peers or as faculty relying on the librarian's professional service?

4. Has the librarian demonstrated a definite continuing program of quality professional development activities consistent with the mission and academic objectives of the unit and campus?

5. The librarian is expected to assume service responsibilities whichthat support the academic mission of the campus. Has the librarian demonstrated effectiveness in carrying out service activities? Is the relationship of the service activities to the general welfare and mission of the University demonstrated?

6. Has a librarian candidate for promotion from Assistant to Associate Librarian shown excellence in performance whichthat exceeds the requirement of operational standards? In addition, has the candidate shown continued improvement beyond the satisfactory level in either professional development or service and a satisfactory level in the other area of activity?

7. Has a librarian candidate seeking promotion from Associate Librarian to Librarian shown excellence in superior performance? If professional development is the secondary criterion, has the librarian shown continued significant contribution at the state, regional, or national, or international level? If service is the secondary criterion, has the librarian shown a continued significant contribution at the community, state, regional or national level.?

As candidates for promotion and tenure consider the standards by which they will be judged, these aspects of faculty and librarian work will inevitably come into consideration in some form and to some degree. By assuming that most evaluators will be interested in these questions, candidates can prepare dossiers whichthat will address them and thus enhance their prospects for a favorable review.

EVALUATION STANDARDS

Each school or library must have a document that states with reasonable specificity the standards that will be used to evaluate whether or not candidates meet the criteria for tenure and for promotion. In accord with school policies, departments or divisions may also have such documents. These documents must comply with the standards of the University and be accepted by and be on file with the Dean of the Faculties through the Office of Academic Policies, Procedures, and Documentation. Standards relating to librarians are contained in the Library Faculty Handbook. If the department, school, or library document changes during a faculty member's probationary period, the faculty member may choose to be evaluated under the written standards in effect at the time of initial appointment; tenured candidates for promotion are expected to use current department and school standards, as well as campus guidelines.

Promotion and tenure considerations must recognize the diversity of the missions and the contexts of the campuses of the University and must not ignore the mission of the particular unit as defined in its statement of criteria and procedures. The individual's contributions to the

mission of the school and campus are the basis of consideration. Some work, no matter how important or time-consuming for the individual faculty member, may not be given much weight (or even be considered at all) if it is not related to the mission of the unit and campus.

This document outlines campus standards for evaluating candidates for promotion and tenure. Candidates should recognize that there are few universal standards, or even aspects, of faculty and librarian work that are common to all of the missions of a campus as complex and diverse as IUPUI. However, there are broad dimensions of professional work that campus level committees and administrative officers will take into account when assessing whether or not a candidate's actual achievements--as documented by the dossier--warrant advancement.

The dossier is a summary statement of work undertaken over a number of years. Candidates should thus understand that it is their responsibility to collect, maintain, and summarize evidence of their accomplishments for all years prior to their tenure submission or promotion. Some evidence, such as student or peer reviews of teaching, critical appraisals of performances or exhibitions, or client assessments of service, may be available only at a moment in time. Faculty should take steps to ensure that such evidence is collected when it is available and in a form that can be evaluated months or years later; care should be taken to ensure that such assessments are objective.

These guidelines for preparing dossiers apply to all tenure-related appointments, clinical faculty, research faculty (scientists and scholars), and lecturers. They apply to these faculty regardless of whether their appointments are full-time or part-time, and they apply to volunteer and adjunct faculty. The expectations for these separate classifications are different, however. Tenure-related faculty are required to be at least satisfactory in all three areas of teaching, research, and professional service and excellent in at least one. Clinical faculty are required to be at least satisfactory in both teaching and professional service and excellent in at least one of these two areas. Scientists and scholars are required to be excellent in research, scholarship or creative work. Lecturers are required to be excellent in teaching.

The work of the academy is often advanced through collaboration and joint work, especially in new or interdisciplinary areas where the expertise and experience of more than one colleague may be required. Not infrequently, results of this work – whether research, teaching, or professional service – are disseminated through joint publications. Collaborative work is valued, but candidates should make clear their individual role in such collective activity, preferably as related by other colleagues involved in the joint work.

The work of the academy is also advanced through debate, disputation and independent judgment. Collegiality does not require agreement or conformity, but it does require civility, tolerance, and substantive contributions to the institution. Collegiality, while essential to the development and sustainability of the academic community, is not itself a criterion for assessing a faculty colleague's work; instead, an individual's advancement should be determined solely by an evaluation of achievement in teaching, research, and professional service with a satisfactory contribution to the overall advancement of the campus through meeting the expectations of university citizenship. While a faculty member cannot expect to earn tenure or advancement in rank through academic citizenship, neither should a faculty member expect to win tenure or advancement while ignoring the responsibilities of being a contributing member to the university community.

In most instances, the work being assessed as the basis for tenure or promotion will have been completed either since initial appointment or the last promotion. While the probationary period for untenured faculty ordinarily is six years, special conditions may warrant earlier than normal consideration. There is no expected period between associate and full rank, although most associate professors seek full rank five to ten years after promotion to associate professor. Occasionally, the period under consideration may be ambiguous due to prior appointments at other institutions, the cumulative nature of some work that may build on earlier accomplishments, leaves that may have extended the probationary period, or earlier than normal consideration. Each case has special circumstances and the context for considering a candidate should guide the judgment of reviewers. Candidates and department chairs should provide an explanation for any unusual conditions that they believe may affect the review of the candidates' dossiers.

In considering candidates for tenure, where there are questions about time in rank, reviewers are reminded that tenure assumes an extended period of productivity and improvement. The purpose of the probationary period is to give candidates for tenure an opportunity to demonstrate their capacity for sustained excellence and an ability to adapt to changing conditions of their disciplines and the institution. In some cases, consideration of work completed elsewhere or prior to appointment to a tenure-track position may be appropriate. Regardless, the dossiers must present clear evidence of the candidate's ability to contribute at the expected levels for the balance of his or her professional career.

DOSSIER FORMAT

Dossiers must be submitted to the Dean of the Faculties at the announced time in accord with specific instructions that may affect the format of the dossier. The same dossier is to be used for both tenure and promotion reviews. All dossiers should be divided into the following sections:

♦Faculty:

I. General Summary of Dossier Content
II. Personal Statement
III. Evaluation of Teaching and Teaching Scholarship
IV. Evaluation of Research, Scholarship or Creative Activities
V. Evaluation of Professional Service
VI. University Service and Citizenship
VII. Voluntary and Community Service
VIII. Appendices

♦Librarians:

I. General Summary
II. Personal Statement
III. Evidence of Performance
IV. Evaluation of Professional Development
V. Evaluation of Professional Service
VI. University Service and Citizenship
VII. Voluntary and Community Service
VIII. Appendices

CANDIDATE'S RESPONSIBILITIES

The most important responsibility of the candidate is assembling a dossier that succinctly summarizes the work of years of activity. Accordingly, the candidate's personal statement regarding teaching, research, professional service, and university citizenship is the single most important document created just for the dossier. Although brief, it provides the context for assessing individual achievements.

Candidates who are basing their candidacy on teaching or professional service should anticipate the need to collect evidence that can be evaluated by peers either during or some time after the actual event has occurred. Both peer and student evaluations are expected for all candidates for promotion or tenure except the research categories; peer and student evaluations are required for candidates whose case is based on excellence in teaching. Accordingly, these evaluations must be collected over a period of years. While peer reviews may not be necessary every year, candidates should take prudent steps to provide a credible record of sustained achievement over time. In performance areas such as the visual arts or music, faculty documenting excellence in creative work also need to plan ahead when building a record of peer evaluation for future review. The evidence should focus on results (see questions 4 in the section on "Evaluators' Questions") and candidates may need to anticipate the form in which results can be documented during the activity. The Center for Teaching and Learning and the Center for Service and Learning can provide advice and assistance to faculty who anticipate documenting excellence in these areas.

Each section of the dossier should be separated, labeled, and stapled, and the entire dossier should be placed into a single file folder. *Three-ring binders may be used only for supplementary materials retained by the school or library.* Binders and other supplementary materials should not be forwarded to the Dean of the Faculties office unless specifically requested. The contents of each section are described below. Although departmental, school or library procedures allow for the addition of materials (e.g., external letters of evaluation must be provided by the department), candidates for tenure and promotion prepare their own dossiers.

Candidates must provide information and materials necessary for the review process, and they must be given adequate notice of deadlines. The dossier provides the evidence upon which promotion and tenure decisions are to be made. *Dossiers are a succinct summary of accomplishments and they are expected to be brief.* Length and volume are not viewed as measures by which decisions are made. In most cases, brevity is preferred and appreciated.

CHAIR'S RESPONSIBILITIES

Although candidates prepare their own dossiers, chairs or their equivalent (or their designees) should be available to assist candidates in organizing the materials and in making certain that dossiers are in the proper format for review at the various school or library and campus levels. The person reviewing a candidate's dossier to ensure that it is both complete and in proper order is required to sign the checklist; this reviewer should be the chair or designee. School or library procedures ordinarily require that chairs (or designees) solicit external letters for peer evaluation; letters solicited or received directly by candidates seldom are considered to be of significance. Those reviewing the form and completeness of dossiers should understand tht incomplete dossiers will be returned.

The evaluation by peers of teaching, research and professional service is the bedrock on which promotion and tenure decisions are based. Both local and external peer evaluation are essential to

the review process, and department chairs (or deans in smaller schools) are the individuals most responsible for the effectiveness and integrity of the peer evaluations. Within the academy, we are most familiar with seeking external peer evaluations of research and scholarship. However, excellence in teaching or professional service similarly requires peer review by persons outside IUPUI who can place the individual's accomplishment within the larger academic and disciplinary context. The same expectations of rigorous peer review by qualified faculty hold for teaching and professional service as for research, scholarship or creative activity. Department chairs should give special attention to identifying external evaluators from the academy who can assess the results of an individual's efforts in teaching or professional service. Department Chairs (or their designees) should also provide evidence for their evaluation of the candidate's institutional citizenship, including specific contributions and outcomes, not merely membership or attendance.

Expectations for peer review of teaching and professional service are comparatively recent, beginning with IUPUI's participation in a national project co-sponsored by several disciplinary associations, the Carnegie Endowment for Teaching and the American Association for Higher Education. Peer evaluation of teaching is now expected for all candidates (except those in research classifications), and it is required for those whose advancement is based on excellence in teaching. In the absence of a clear reason, dossiers without peer evaluations may be returned. As noted above, peer review need not occur every year, but there should be a record of sustained peer review over the interval since appointment or last promotion.

Most importantly, department chairs, or designees, provide candid advice to candidates throughout their probationary period to ensure that they have adequate documentation in each of the required areas for an effective dossier based on achievements. For librarians, the Libraries Personnel Officer and mid-tenure review assist the Indiana University Librarians Promotion and Tenure Committee with these functions. Chairs provide annual reviews for all faculty, and candidates for promotion or tenure should request and expect written statements.

Department chairs should provide an analysis of the stature of journals, presses, editions, galleries, and other means of disseminating the results of the teaching, research, creative activity, or professional service for each candidate. The stature may be reflected by the acceptance rates, the nature of peer review, or other measures and, whenever possible, these indices should be cited. Although the notation for each journal or other entity should be brief (ordinarily two or three sentences), special commentary may be required when faculty are working in interdisciplinary or cross-disciplinary areas. Additionally, journals devoted to practice as well as theory development in teaching and professional service may not be as widely known or understood, even by colleagues within the same department, as scholarly journals. Special care should be taken in assessing the stature of such journals or presses. In recent years, electronic journals have emerged that may be comparable in quality and stature to print media. If there is any question about the quality of electronic publications, the chair should address this characteristic explicitly. In circumstances where publication occurs outside the usual disciplinary journals or presses, chairs may wish to seek an assessment of the stature of these publications from chairs or deans in other disciplines. In order to promote and encourage interdisciplinary research, teaching, and professional service, IUPUI encourages dissemination of results in appropriate media of high quality even when these outlets are unusual for the discipline. Peer review, therefore, is especially important. Whenever chairs are not the appropriate administrative officer to provide an assessment of the media of dissemination, deans should arrange to include this information.

School deans or the Libraries Personnel Officer are responsible for ensuring that dossiers are complete and in proper order when they are forwarded to the Dean of the Faculties Office. Deans should be able to rely on the completion of the checklist; if the dossier is not in proper form and format when it reaches the school, the dean should ensure that the necessary corrections are made. Candidates must be informed of any materials added or changes made; at each stage of review, candidates and all previous reviewers must be provided an opportunity to comment on or to respond to such additions. The added information and the responses will then become a part of the dossier. Candidates must sign the "Routing and Action Form" to indicate that they have reviewed the dossier in the form in which it is to be reviewed by the primary committee. The chair or designee must also sign the checklist to certify that the dossier is complete and in proper form. Candidates should be informed in writing of the recommendation at each stage of review as soon as possible, but not later than the time when dossiers are forwarded for the next level of review.

When there are divergent evaluations of a dossier as to result in different recommendations on tenure, the unit committee may wish to consult with the primary committee and department chair. The dean should ensure that such consultation, when necessary, has occurred before considering a case. The consultation should note the relative importance of criteria, principles, or evidence used in the evaluation that leads to the contrary recommendation. The consultation must be noted in the unit committee's report, including notice of whether or not the vote of a committee was changed as a result. When there are divergent evaluations with respect to promotion, the unit committee should provide feedback to the primary committee. Only the final vote of committees and administrators should be recorded on the transmittal form, however.

DOSSIER SECTIONS

Section I. General Summary of Dossier Content

In general, the dossier is prepared by the candidate in accord with the instructions provided. However, certain materials are added to the dossier by others. Before the review process begins, for example, outside letters will ordinarily be added by the department, school, or library person designated to collect them. Unless explicitly protected by the candidate's having waived a right to access, anything included in the dossier must be accessible to the candidate.

Beginning with primary committee reviews, evaluative material will be added to the dossier by each committee or administrator. Copies of the evaluative statements are to be sent to the candidate as the dossier is forwarded. The cumulative evaluations become part of the dossier. The candidate is not expected to respond to or comment on these evaluative comments. However, if other materials are introduced into the dossier and considered by one of the levels of review, then all previous reviewers, as well as the candidate, must receive copies. Earlier reviewers need not take any action as a consequence, but they must have an opportunity to reconsider their recommendations. Accordingly, the transmittal form asks that if any new materials are added to the dossier they also be sent to all prior reviewers and to the candidate. The dean is expected to certify that this condition has been met before dossiers are sent to the Dean of the Faculties. Annual reviews may be consulted by any of the reviewing bodies without violating the obligation to notify the candidate or earlier reviewers. Annual reviews will not be part of the dossier, even if they are consulted.

A. Materials Provided by Initiating Unit.

The initiating unit should ascertain that the dossier includes the following:

1. Completed Checklist (see attached).

2. Routing and Action Form (see attached).

3. The written recommendation of the primary committee, and the committee's evaluation of the faculty member's teaching, research or creative activities, professional service, and university citizenship or the librarian's performance, professional development and service. These should be evaluated in terms of excellent, satisfactory, or unsatisfactory. The statement should include an evaluation of the likelihood that the candidate will continue his or her activity in these three areas based on past performance and future plans.

4. The chair's individual recommendation regarding tenure and, where applicable, promotion and a summary evaluation of the teaching, research or creative activities, professional service, and university citizenship.

5. The candidate's current curriculum vitae prepared in accord with the standard format (see attached).

6. Outside, or external, evaluations from persons contacted by the primary committee chair, department chair, unit committee chair, dean, or designee. Candidates should be consulted about persons selected to provide evaluations, but candidates do not decide who is contacted for external assessment. Every precaution should be taken to ensure that referees are objective and credible; persons closely associated with the candidate may not be perceived as being as objective as those who are not personally associated. School practices may vary in regard to who solicits external letters, but the candidate should not solicit or receive his or her own letters. All letters received must be included in the dossier. In the case of librarians, outside letters are required only for candidates for full librarian; candidates for tenure and promotion to associate librarian must have letters from campus faculty, librarians, or administrators external to the unit but solicited in the same careful way as external letters to ensure objectivity.

7. A brief (two or three sentence) statement of the expertise of each external letter writer should be provided by the department (or the dean if she or he solicits the letters); these statements may be collected on a single sheet. If the letter writer is acquainted with the candidate personally, this nature of their professional relationship and work together should be noted and explained.

B. Materials Added at the School Level.

The dean of the school is responsible for adding the following to the dossier:

1. The School or IU Libraries Committee's written recommendation and the Committee's evaluation of the faculty member's teaching, research or creative activities, professional service, and university citizenship or librarian's performance, professional development and service.

2. The dean's personal recommendation regarding tenure and, where applicable, promotion and a summary evaluation of the candidate's professional activities (including performance and professional development for librarians).

3. If the candidate holds an **adjunct** appointment in another school, the Dean of that school must be given the opportunity to provide a letter with his or her recommendation on the candidate.

4. If the candidate holds a **joint** appointment in another school, that school's Promotion and Tenure Committee may be given an opportunity to conduct a full review of the candidate. This will be optional and decided by each school.

Excellence

In the case of faculty, the evaluations of the dean and the department chairperson, as well as the evaluations of the primary and school (often referred to as the unit committee) committees, must address the area(s) the candidate advances as representing excellence. There may be more than one area of excellence, but there must be at least one identified unless, in exceptional cases, a candidate presents evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university over time. The area(s) of excellence should be identified on the routing sheet. Each evaluation should include a general assessment of each of the three categories (e.g., in terms of being excellent, satisfactory, or unsatisfactory).

The Indiana University Academic Handbook requires that a candidate for promotion in a tenure-related classification excel in at least one area and be at least satisfactory in each of the other two; in some cases, faculty may present a balance of highly satisfactory performance in all three areas sufficient to demonstrate comparable long-term benefits to the University. Because the definition of the balanced case is somewhat ambiguous, each school is encouraged to develop guidelines and standards for interpreting the balance of strengths that may be comparable to excellence in a single area. The expectations for a balanced case are near excellence in all three areas; being satisfactory in one area and nearly excellent in the other two areas would not ordinarily be sufficient to achieve a balance of strengths. While not required, many faculty can document excellence in more than one area. When an individual's record warrants such a claim, faculty and reviewers are encouraged to note such an accomplishment. Some classifications (e.g., clinical ranks, lecturers, scientists) do not involve tenure and advancement is based on attainment in only one of two of the three traditional areas.

Tenure requires performance commensurate with rank and evidence of continued service with distinction. Accordingly, candidates for tenure at the rank of assistant professor should understand that such a decision will be made in only very rare situations with documented circumstances that make clear the imminent attainment of promotion. In addition to having at least one area of excellence (or a balance of strengths in all three areas to be equivalent), all faculty in tenure-related ranks must be at least satisfactory in all areas of teaching, research (or creative activity), and professional service to be eligible for tenure or promotion; a faculty member whose documented work in any one of these three areas is less than satisfactory will not be recommended for tenure or promotion. Faculty whose academic citizenship is not at least satisfactory may not be advanced for this reason as well.

Special Procedures

If the candidate holds a joint or adjunct appointment in another school, it is important to obtain at least a letter of recommendation from the Dean of that school. Adjunct appointments are held by many faculty members and librarians and may represent significant investment of the faculty member or librarian's intellectual activities, thus a letter from the Dean is appropriate. As the use of joint appointments becomes more common, it is important to realize that this involves a dual commitment by two schools or units to the faculty member or librarian. In the case of joint appointments, a letter of recommendation from the Dean of the second school is required. The school may also want its own Promotion and Tenure Committee to review the dossier and provide a recommendation. This step is optional and may be decided by the school in question. In the instance of interdisciplinary fields that transcend the intellectual authority of any single school, special arrangements for primary and Unit Committee reviews may be necessary. Ordinarily, one school serves as administrative host for such a program and it should assume responsibility for preparing and transmitting files while making accommodations for participation of faculty from other schools in a primary committee and for an alternative unit committee. The special or ad hoc arrangements should be stipulated in advance, be known to the candidate, the program administrators (dean or director), and the dean of the host school. In instances where there is not agreement on procedures among the concerned parties, the Dean of the Faculties will determine the process and procedures for reviewing candidates.

In the case of librarians, evaluations cover the areas of performance, professional development, and service. For tenure, performance must be excellent, and professional development and service must be satisfactory. Tenure is granted to those librarians whose professional characteristics indicate they will continue to serve with distinction. For promotion from assistant to associate librarian, performance must be excellent, and the candidate must demonstrate a level of achievement beyond satisfactory in one of the other two areas. The third area must be satisfactory. For promotion to full rank, the librarian must demonstrate superior performance and either a continued significant contribution at the state, regional, or national level in professional development or a continued significant contribution at the community, state, regional, or national or international level in service. Performance in the third area must be satisfactory.

Section II. Faculty and Librarians: Personal Statement

Candidates for tenure and promotion should prepare a personal statement that reflects their own assessments of accomplishments in teaching, research (or creative activity), and professional service (faculty) or performance, professional development and service (librarians) and of prospects for continued development. The work of faculty and librarians is complex and involves many separate activities. However, all of these are related to learning, which is the essential mission of IUPUI as a shared commitment of students, faculty, and librarians. In their work, faculty are engaged in learning as a form of scholarship which, in turn, comprises overlapping functions: teaching, discovery of new knowledge through research, scholarship, and creative activity, application of knowledge through service, and the integration of work across specializations and disciplines to develop a shared intellectual community.

Service to the academic community through committees, Faculty Council, task forces, or other activities that enhance the overall effectiveness of the campus and University is required. The form and extent of academic citizenship may vary according to department and school

expectations, but candidates should explain the way in which they have contributed to the common good of the campus and University. They should also expect to be evaluated on the extent to which peers and colleagues assess this service to be satisfactory. Faculty who do not contribute to the University in ways and at levels deemed necessary by peers may not win promotion or tenure.

Librarians are similarly engaged through the maintenance of high standards of professional development and performance in the improvement and organization of library services and in the communication of information and knowledge to others. Increasingly, librarians are playing a direct role in instruction and this changing expectation should be acknowledged. Although not a formal requirement, direct instruction is important and is viewed favorably when it makes a contribution to the mission of IUPUI.

The personal statement should thus address the interrelated aspects of a whole, integral career. Few faculty and librarians make sharp distinctions among the various aspects of their work, and the personal statement should indicate how the candidate views the integration of these aspects, even while assessing the level of performance in each. Special attention should be given to faculty and librarian work that cuts across specializations and disciplines and that helps integrate and apply knowledge to broad patterns of intellectual activity.

Candidates should also indicate the prospects for continued personal development in these three aspects of professional activity. Whenever possible, faculty members should state specific plans for a research agenda, for a plan to enhance teaching effectiveness, and for continued participation through professional service in their profession, the campus, and the community. A special note of encouragement to candidates for tenure is appropriate in that tenure represents the beginning point of a new relationship between the faculty member or librarian and the University. Tenure provides the faculty member or librarian with academic freedom and security while obligating the individual member to maintain high standards in teaching, research, service, and professional performance and conduct. Peer review at all levels requires an ability to evaluate the candidate's commitment to this standard of conduct after tenure has been awarded.

Candidates whose area of excellence is based on accomplishments in professional service should give careful attention to documentation early in their career, understanding that external peer review is an essential aspect of evaluation for advancement. The application of criteria to professional service should be clear, and professional service must be clearly related to the mission of the University, campus, and school. Faculty who seek advancement based on excellence in professional service should be able to demonstrate that such service is, in fact, intellectual work, which has significant results that have been communicated or disseminated in such a manner as to be reviewed by peers.

In brief, the personal statement is an opportunity for reflection and integration. It is the one place where a candidate can speak directly to reviewers. The personal statement is very important, and brevity is as appreciated as clarity.

Section III. Teaching and Performance

A. Faculty: Evaluation of Teaching and Scholarship

IUPUI strives for excellence in teaching with a focus on student learning. Teaching occurs in many different ways, some of which are linked to the discipline and others to learning objectives shared across all disciplines, especially those defined by the Principles for

Undergraduate Learning. While recognizing the variety of teaching styles and methods, IUPUI requires at least satisfactory teaching by each faculty member for tenure and for advancement in rank (with the exception of those classified as scientists and scholars). Lecturers are evaluated primarily on accomplishments in teaching; research and professional service are considered only as they support teaching.

This section should contain objective evidence of the candidate's performance and activities as a teacher. Evidence may be gathered at several levels, including the individual student, the individual classroom, the school, and the discipline nationally or internationally. Evidence submitted should present as complete a description as possible of the quality of the candidate's teaching as reflected in actual student learning. A case based principally on excellence in teaching should include evidence of impact at both the campus and national levels, most often through publications. External peer evaluation is necessary for excellence, and evaluators preparing these must have results to consider as well as descriptions of activity or teaching materials. Evidence regarding actual student learning is important, and most frequently it will be embedded in publications.

In all cases, there must be evidence that teaching has been evaluated objectively. The teaching load of the candidate and an indication of whether it is greater or less than the average teaching load in the department should be reported. A large number of students taught is not of itself sufficient evidence of quality; teaching and student learning must be evaluated (see item III.A.1. below). Similarly, a small number of students taught does not reflect adversely if the circumstances are explained and if there is a sufficient threshold for evaluating the quality of the teaching. Generally, students can evaluate the effectiveness of classroom teaching, and peers are most effective in evaluating other teaching activities, including contributions to student learning outcomes and scholarly contributions to pedagogy. Most schools have effectively sought external evaluation of course design and materials as part of their review of teaching accomplishments, especially when excellence in teaching is a basis for advancement. This type of evaluation may be particularly helpful in considering materials prepared for use with new technologies (e.g., internet, multimedia, videos, computer simulations, data bases, software) or for judging the incorporation of service learning as a part of courses. Without documented results and without external peer review, candidates for advancement based on excellence in teaching should not expect to succeed.

Advising and student mentoring are special forms of teaching, and faculty who have developed competence in advising or who have been actively involved in mentoring students should document this work and report it in this part of the dossier. Both student and institutional peer evaluations are important in documenting advising as an area of excellence.

One of the most important and convincing ways to document teaching effectiveness is to offer evidence or documentation that students have met specified learning objectives for individual courses, for a sequence of related courses, or even for a degree program. The role of the faculty member in assisting students to meet learning objectives should be documented and assessed in ways appropriate to the discipline and to the mission of the unit. In some disciplines, the results of student performance on nationally normed examinations as well as course-based assessments may be particularly useful. IUPUI has developed specific assessment measures for student learning as they relate to the Principles of Undergraduate Learning. As these assessment measures are established at the school and campus levels, faculty engaged in undergraduate teaching should incorporate evidence derived from these measures into their dossiers.

It is important that this section contain summary information. Results from evaluations by peers or students or information on student learning that is in numeric form should be in tabular fashion when possible. Narratives from peers or students should be summarized by others prior to use in the dossier. Support staff or other colleagues may be asked to highlight themes and illustrative quotes in advance of use. Comment forms, questionnaires, or other raw data should not be inserted in this section.

Candidates should provide the following information to document teaching and advising in Section III. They should feel free to address other points not identified below since this is not an exhaustive list:

1. **Information on the teaching load of the candidate should be reported** on the curriculum vitae using the recommended format. Details on how this load compares with the average teaching load in the department should be reported in this section. A large number of students taught is not in itself sufficient evidence of quality; similarly, a small number of students taught does not reflect adversely if the circumstances are explained and if there is a sufficient threshold for evaluating the quality of teaching.

2. **Evidence of the quality of teaching and advising as evaluated by peers must be included.** Peer review of teaching is as important as peer review of research and creative activity. Local disciplinary peers can provide essential information and assessment based on observation of the classroom, studio, laboratory, or other learning environments, including those based on technology. It is much more difficult for external peers to observe actual teaching, and thus local peers should prepare reports that can be considered by external peers along with other documented results of effectiveness. External letters should be solicited by someone other than the candidate. Letters should be placed in the "General Summary" section. See the enclosed sample letter for use in soliciting comments from external peers. Evidence in the dossier should be presented in the form of summary data from narratives, checklists, and other instruments used by peers to comment upon the quality of classroom performance and the quality of course design as expressed by the syllabus and other course materials reviewed by colleagues. Similar narrative or summary evidence of instruments may be submitted to document impact on student learning based on peer review of such indicators as student work (papers and projects), performance on standard exams, or personal experience with students in subsequent courses or institutions of higher learning. This evidence from peers may have resulted from in-person review or from review of materials in print or electronic form by those at a distance who teach in similar fields or use similar methods. Peer review of classroom instruction is most effective when it is based on multiple visits to classes; isolated observations are rarely convincing.

3. **Evidence of quality of teaching, advising, or mentoring as evaluated by students must be included.** Such assessments are most effective when conducted over a period of years and compared to other faculty in the unit or school, but they are valuable and expected documentation in any case. Only summaries should be included in dossiers; the summary should include (in grid format if possible) results by course, year and item, so as to establish trend lines where applicable. The summary should discuss individual results within a context for the department or school to enhance the usefulness of the information to outside readers.

4. **Evidence of effective teaching through scholarly publication about teaching,** especially in peer-reviewed media, is expected. These publications should be listed on the curriculum vitae. Faculty seeking advancement based on excellence in teaching should have substantial peer-reviewed publications that document student accomplishment or contribute to the theory base of knowledge about effective teaching and learning. Department or school evaluation of the stature of the journals in which the publications appear must be included. Whenever available, the acceptance rates should be noted. (Please avoid abbreviations, since reviewers outside the candidate's field are not likely to be familiar with abbreviations no matter how widely recognized they may be in the field.)

5. **Evidence that courses taught contribute to the overall student learning outcomes** specified by the unit and that students have met or exceeded course or curricular learning objectives should be provided. This may be captured through peer review as indicated in #2 above or through systematic assessment of student achievement or from standardized, nationally-normed profession-related tests and through the candidate's statement. Faculty who teach undergraduate students should also address how their courses and scholarship of teaching contribute to learning outcomes specified by their academic unit and the Principles of Undergraduate Learning in the statement they submit for this section.

6. **Evidence of undergraduate or graduate research and effective mentor relationships with students** leading to documented learning outcomes should be provided when applicable. This evidence can be provided by listing co-authored papers or joint conference publications on the curriculum vitae or by discussing the nature of the outcomes in the statement for this section.

7. Evidence of the nature and quality of course and curriculum development and implementation to enhance the quality, effectiveness and efficiency of teaching is expected. Faculty who are using technology, problem-based learning, service learning, multicultural learning or other special techniques and tools to enhance student learning are especially encouraged to talk about these aspects of course design (even experimental use), and how they conform to or extend principles of good practice. Course and curriculum development and implementation efforts not reported in the personal statement or in the curriculum vitae may be detailed in narrative fashion for this section. Evidence about student learning associated with these efforts can be part of the peer review (#2) or student evaluation evidence (#3), especially when reviewers have been asked to comment on these specific innovations. Improvement in teaching for probationary faculty can be compelling when documentation demonstrates that the improvements can be sustained.

8. The number of student graduate committees the candidate has served on or chaired and the evidence of the quality of results as documented by student achievements should be provided, as appropriate. This information should be listed by the candidate in this section.

9. Local, regional, or national teaching, advising or mentoring awards, including information about their nature and significance should be listed. These can be listed on the curriculum vitae, but if explanatory details are needed, they may be included in the narrative for this section.

10. Teaching or advising grants (including training grants) received and their outcomes should be included. These can be listed on the curriculum vitae with outcomes information included in the narrative for this section.

11. Leadership roles in professional associations in organizing conferences, in presenting papers at conferences related to teaching, advising or mentoring, and in advancing other aspects of teaching should be included. These can be listed as professional service on the curriculum vitae, but if explanatory details are needed, they may be included in the narrative for this section.

12. Evidence that the candidate has improved his or her teaching by active participation in such educational projects and programs as those sponsored by schools, the campus or the University or by the discipline, profession or other appropriate group may be listed. The candidate should provide details on the nature of these activities and their impact on teaching in this section.

Important: Faculty who are using technology, media, distributed education, problem-based learning, community-based learning, or other new techniques and tools to enhance student learning are especially encouraged to report their activities and to document results. This is a period of notable change due to the rapid introduction of technology into teaching and learning. IUPUI is committed to the responsible use of these tools and techniques; accordingly, faculty members are invited to reflect on their use--even experimental use--of technology in teaching and how it has enhanced student learning. In addition, retention of students is of considerable importance to IUPUI, faculty members involved in retention efforts should include a description of these activities where appropriate, along with any evidence that indicates the impact these activities have had on increasing retention, either in their own classrooms or in a broader school or campus setting.

> NOTE: The full bibliography of publications relevant to teaching should be provided in the curriculum vitae as specified in the standard format. Refereed and non-refereed publications should be separated into distinct categories. Publications should not be listed again in this section.

B. Librarians: Evaluation of Performance

A librarian must be, first and foremost, an effective librarian in the position held at Indiana University. The evaluation of performance is so important that the case for tenure or promotion should include evidence drawn from supervisors and others who have been associated with the candidate's performance in some capacity. Evidence submitted in support of performance should consist of a written compilation of performance activities. A revised summary of candidates' annual review statements in the area of performance is recommended. This approach will ordinarily allow candidates to put forward a stronger presentation. Annual reviews are available to promotion and tenure committees, and they should not be included in dossiers. Candidates may include in their dossiers evaluators' statements from specific annual reviews. Such statements, if included, should be presented as documentation. In addition to the annual reviews, other documentation addressing the quality of performance should be included. Evidence in this area, in addition to the annual reviews, might include:

1. Evaluative statements from peers.

2. Evaluative statements from students, faculty, and other users of the library, including joint statements when the librarian has served as part of a team.

3. Grants received and their results.

4. Materials prepared and their use or application.

5. Evidence of performance-related training consistent with unit mission.

6. Librarians who teach as part of their job assignment should follow the criteria established for faculty in Section III, A.

7. The evaluator's portion of an annual review (with that evaluator's permission).

8. Candidates for tenure and/or promotion to associate librarian must provide documentation from faculty, librarians, or administrators external to the University Library; these must be selected under the same conditions as external letters selected for faculty to ensure objectivity. Refer to section I.A. 6 and 7 above. Candidates for promotion to librarian should also have letters documenting performance from persons external to the campus.

9. As in the case of faculty who are using technology to enhance student learning during a period of rapid societal change, librarians are encouraged to report their activities related to the use of existing and new technologies and to document results. IUPUI is committed to the responsible use of new tools and techniques to advance its mission; accordingly, librarians are invited to reflect on their use--even experimental use--of technology.

Section IV. Research and Professional Development

A. Faculty: Evaluation of Research, Scholarship, or Creative Activities

Research, scholarship, or their equivalents in the creative and performing arts is expected of all tenure-related faculty at IUPUI. A threshold of documented satisfactory performance is required for tenure and for advancement in rank. Research can take many forums, especially on a campus where there are a variety of academic and professional disciplines. Applied research or scholarship that integrates various applications into improved practices, for example, can be as essential or as valuable as theoretical research. IUPUI recognizes and values the rich variety and diversity of research, scholarship, and creative activities in which its faculty engage, but this work of faculty must be directly related to their disciplines and to the mission of their units and IUPUI. Moreover, IUPUI has made interdisciplinary research a particular focus for its mission and its strategic objectives as a result of combining in one place the traditionally differentiated missions of Indiana University and Purdue University. As the state's only designated metropolitan university, IUPUI has specific opportunities and responsibilities to engage in research that draws on and supports its urban environment.

These combinations of factors make IUPUI a distinct location for new and evolving forms of research. The expansion of opportunities beyond--but including--those of more traditional institutions also requires special consideration in documenting and evaluating results. For this reason, peer review of research, scholarship, and creative activities is especially important. Considerable weight is given to the evaluations of internal and external peers. Activities and

efforts in research, scholarship, or creative endeavors that have not undergone rigorous peer review--no matter how intense or extensive--are difficult to credit toward accomplishments in promotion and tenure deliberations. Some activities and projects require an extended period of time to mature and, in such circumstances, faculty engaged in this type of work should seek assistance from their departmental chair or dean to ensure that there can be interim stages where results or documented progress can be assessed by local and national or international peers.

Increasingly, research, scholarship, and creative activity involve collaboration. Many external awards are made to multiple investigators, results are published under the names of multiple authors, and work may be conducted in several laboratories or settings, including those at other institutions. While most collaboration occurs on the IUPUI campus, some researchers or scholars involve colleagues elsewhere, including private industry, governmental organizations, and non-profit agencies. Such collaboration across institutional and disciplinary lines is encouraged. Candidates must be careful to document the extent and form of their contributions to this collaborative work, however. Their self-assessments must be confirmed by their collaborators or others in a position to evaluate the candidate's effort and contributions, such as the department chair or center director. Collaborators are well positioned to comment on the degree of participation of a colleague, but ordinarily they should not be enlisted to review the quality or significance of the project itself or the results.

Evidence in this section should contain:

1. **Identification and discussion of the three to five most significant publications** that reflect the candidate's major research accomplishments should be highlighted. IUPUI places a higher value on quality and value of research than numbers of publications.

2. **Department or school assessment of the individual contributions of the candidate** who works with more than one author or collaborator must be included.

3. **Department or school evaluation of the stature of the journals in which the publications appeared, the museums or galleries showing creative work, or other venues for disseminating the results of research, scholarship, or creative activity** must be included. Whenever available, the acceptance rates (or other evidence of stature of quality) should be noted. (Please avoid abbreviations since reviewers outside the candidate's field are not likely to be familiar with abbreviations no matter how widely recognized they may be in the field.)

4. **Department or school assessment of the candidate's own description of a continuing program of research or creative activity** that will carry forward into the future must be included. The candidate's personal statement may contain the description, but it may also be included here as a separate, expanded description of future research. The department or school should assess the candidate's prospects for achieving the stated goals.

5. **Documentation of the quality of research or creative activity assessed by experts in the candidate's field** is required. Letters should be solicited by someone other than the candidate as specified by school procedures. See section I.A. 6 and 7 above and the enclosed sample letter. Letters should be placed in "General Summary" section.

6. **Where applicable, there should be an assessment of the candidate's contributions to interdisciplinary research,** including written evaluations from appropriate peers in research centers or other departments.

NOTE: The full bibliography of the candidate's research or creative activities should be provided in the curriculum vitae as specified in the standard format. Refereed and non-refereed publications should be separated into distinct categories. Publications should not be listed again in this narrative section. Candidates offering evidence of creative works (e.g., visual or performing arts, including drama, dance, creative writing, computer software, painting, video) should anticipate the need for external review and, in consultation with their deans or department chairs, arrange for external reviews or critiques wherever the creative works are displayed or performed or otherwise made accessible. Video records may be submitted as a part of the dossier only when directly relevant to documenting accomplishments.

B. Librarians: Evaluation of Professional Development

A librarian who is responsive to the demands of the profession must make contributions through professional development activities. The candidate should demonstrate a definite continuing program of professional development. The evaluation of professional development is so important that the case for tenure or promotion should include evidence drawn from supervisors and others who have been associated with the candidate's professional development in some capacity. Evidence submitted in support of professional development should consist of a written summary of professional development activities. This document should be a revised summary of candidates' annual review statements in the area of professional development, but candidates may, if they wish, insert their annual review statements regarding professional development directly into the dossier. In addition to the annual reviews, other documentation addressing the quality of professional development should be included.

Evidence in this area might include:

1. Evidence of continuing professional education related to unit mission.

2. Description and enumeration of research and creative activities, including peer review.

3. Grants obtained.

4. Documentation of the quality of research, publications, papers, presentations, and other professional contributions through peer review.

5. Evidence of active participation in professional associations with peer review of significance.

6. The evaluator's portion of an annual review (with that evaluator's permission).

Section V. Faculty and Librarians: Evaluation of Professional Service and Scholarship of Application

Professional service is normally provided to three specific groups: the public (e.g., the community, clients, patients), the profession or discipline, and, less frequently, the campus and University. Satisfactory professional service is expected of each faculty member and librarian. The importance assigned to service in considering candidates for tenure or promotion will necessarily vary according to individual circumstances and the mission of the unit. Professional service, including professional service in the community and patient or client services, is characterized by those activities conducted on behalf of the University that apply the faculty member's and librarian's disciplinary expertise and professional knowledge of interrelated fields to the needs of society. To be the basis for tenure or advancement in rank, professional service must be directly linked to the unit's and campus' mission; the quality and impact of professional service must be evaluated within this context. To be considered as the basis for advancement in rank or for tenure, professional service must be documented as intellectual work characterized by the following: (1) command and application of relevant knowledge, skills, and technological expertise; (2) contributions to a body of knowledge; (3) imagination, creativity and innovation; (4) application of ethical standards; (5) achievement of intentional outcomes; and (6) evidence of impact.

Peer review by peers within IUPUI and by disciplinary peers at other universities is an essential component for evaluating all aspects of professional service, as it is for teaching and research. While not peer review, evaluations of effectiveness by clients, patients, and other recipients of or participants in professional service activities may be critically important as evidence that can be summarized and assessed by disciplinary peers. Ordinarily, professional service to the community and to the profession or discipline is the basis for consideration in cases in which excellence in service is advanced for promotion or tenure. To serve as the basis for advancement in rank or tenure, University service must be directly linked to the mission of the unit and must be assessed as intellectual work with the same expectations for peer review as in teaching, research, and professional service to the community.

Excellence in professional service should be characterized by the dissemination of results and findings through appropriate publications, whether in print or electronic media. Not only do publications provide the most effective means of documenting results, but they make it possible to assess the significance of the results, the appropriateness of methodology, and the contributions to new knowledge by those who may be removed in time or location from the activities that led to the results. The journals, books, or web documents in which faculty publish the results of their service activities should be assessed and evaluated by department chairs (or deans) in the same manner as they are for research or teaching publications. Reviewers considering a dossier based on excellence in professional service will need some assistance in determining the quality of the media.

Faculty claiming excellence in service whose professional service consists primarily of patient or client service must document how their work exceeds normative levels of activity and is, in fact, excellent because it contributes to the knowledge base or demonstrates a level of proficiency that itself illuminates practice for others. In all cases, this work must have impact beyond the direct recipient of the service and the contribution must be documented through appropriate publications. Providing a repetitive service – no matter in what quantity or even at what level of proficiency – is not itself sufficient for excellence.

In documenting excellence in professional service, faculty must be alert to the need to collect information (and even evidence) at the time services are provided so that it can be assessed and used later to demonstrate results. If a faculty member realizes after a service event is concluded that data, descriptions, recipient satisfaction surveys, or other such transitory documentation is needed for a dossier, it can rarely be recovered. The Center for Service and Learning can provide advice and technical assistance in collecting information that can later be used to create a record of accomplishment, but faculty should seek such assistance before completing (often before beginning) a service activity.

The distinction between professional service and service to the University requires some elaboration. Faculty and librarian service to the University through committees and administration is important and required. The community of scholars depends on the mutual responsibility of individuals to support and develop the institution that sustains them. Service must be a factor in these considerations, because unsatisfactory service to the University may preclude tenure and promotion. However, without additional significant accomplishments that are related to the practice of the candidate's discipline or profession and professional service to the community, both of which can be evaluated by peers, University service is seldom sufficient for either advancement in rank or tenure. Administrative service that uses disciplinary expertise for innovative or successful achievements reviewed by peers may be offered as evidence of achievement when such work has been planned and stipulated in advance and when it is derived from the mission of the unit. Faculty appointed in the clinical or lecturer ranks advance through the excellence of their professional service and teaching, not University service.

This section should minimally include the following items:

A. Description of the candidate's professional service activities. Faculty involved in clinical practice should describe the variety and extent of patient or client care. Those activities which are truly exceptional should be annotated to differentiate these activities from the level of clinical service expected of the faculty as a normal distribution of effort. Committee service or voluntary service should ordinarily not be included unless it is a direct reflection of professional expertise and has been evaluated by peers as substantive professional and intellectual work. When professional service is a primary area of excellence, candidates and evaluators should address the following points. Professional service that is the basis of advancement in rank or tenure must be clearly established as intellectual work as described above:

1. **Evidence of the significance and impact of the professional service** should be provided through tangible results that can be assessed in the context of unit and campus mission.

2. **Evidence of the candidate's individual contributions**, especially when the professional service is collaborative in nature; specific contributions of the candidate should be noted.

3. **Evidence of leadership** in providing professional service, especially when there is a collaborative environment, including contributions that build consensus, help others (including patients or clients) complete required assignments, and reflect the best practices and standards of the discipline; evidence of increasing levels of responsibility and sustained contributions are important.

4. **Evidence of effective dissemination of results through peer refereed publications** that establish the intellectual contributions and advance the knowledge base of the discipline or field is expected.

   NOTE: The full bibliography of publications relevant to professional service should be provided in the curriculum vitae as specified in the standard format. Refereed and non-refereed publications should be separated into distinct categories. Publications should not be listed again in this section.

5. **Evidence of effective dissemination of results to peers, practitioners, clients, patients or service recipients** in reports and other documents that are designed appropriately to make the results understood and useful; while these reports may not be peer reviewed as a part of the publication and dissemination process, they should be evaluated by disciplinary peers as a part of the advancement review process.

B. Evaluation of the quality of the candidate's professional service activities by the chair and colleagues or associates, including external peer evaluation when excellence in professional service is the primary basis for promotion or tenure.

   1. **External peer evaluation of products or results of professional service**, including refereed and non-refereed publications, should be a primary part of the evidence presented when professional service is an area of excellence. While some peers may come from the practice community, a majority should be academic peers from institutions with an equal or greater reputation in the area(s) of professional service. Care should be taken in describing the qualifications and relevance of external reviewers, especially when the reviewers are not academically based.

   2. **Peer evaluation should include assessments from local faculty colleagues** who are best able to place the quality of professional service within a context of departmental or school standards, including an understanding of quality as a function of the quantity of service and disciplinary norms.

   3. **Evaluation by clients, patients or service recipients** is important, just as student evaluations are important as one aspect of assessing teaching. Faculty should arrange for timely evaluations by recipients and determine appropriate ways to use this information. Client evaluations, however, may not substitute for peer evaluations.

C. When professional service is highly repetitive, as is often the case in patient care, candidates should explain the nature of the activities. Quantity of patient service ordinarily is not a sufficient factor in promotion or tenure, although it is expected to be high to support an area of excellence.

Section VI. Faculty and Librarians: University Service and Citizenship

Contributions to the vitality of the academic community through committee service and participation in faculty governance are expected of all faculty and librarians, including clinical as well as tenure-related ranks. Unsatisfactory University service and academic citizenship can be the basis for denying tenure or promotion. The university is a special community that has set itself apart from most other social institutions. The IUPUI campus and Indiana and Purdue Universities depend on faculty and librarians exercising responsibility for the whole institution, not only their own particular interests. All faculty and librarians are expected to serve the

academic community as citizens. However, mere participation is not satisfactory grounds for advancement or tenure. Candidates who seek advancement based on service to the University must demonstrate that they have applied their professional expertise to the work of the institution in a manner that can be assessed and valued by peers as a means of advancing the discipline or interdisciplinary field. University service must therefore be documented as intellectual work. Accordingly, service to the institution that is presented as professional service must significantly exceed that expected for academic citizenship.

Unless requested by primary or unit committees, no documentation is required or expected for University service other than reporting such service as a part of the curriculum vitae when the service is at least satisfactory. The primary committee, chair, unit committee and dean are best able to assess the degree of performance of University service. If it is deemed inadequate or unsatisfactory, this fact should be noted and an evaluation based on the documented record of performance should be included in the dossier when it is forwarded to the campus level for review. If inadequate or unsatisfactory service is likely to be a factor in a candidate's success, the candidate must be informed and be provided an opportunity to respond prior to a final recommendation at the primary and unit levels. While comments on outstanding or exemplary University service are welcome, they are not required or expected.

Section VII. Collegiality

Reference is made in the section titled "Evaluation Standards" to the importance of collegiality as an attribute expected of faculty in their University service. In the sense that IUPUI, like most universities, is a community of scholars, collegiality enables faculty to pursue a common mission while disagreeing on many issues, procedures, and policies as well as intellectual perspectives, methodologies, and even facts. Collegiality is characterized by mutual respect, tolerance, and civility even when opposing views are strongly held and passionately defended. There is more than a casual connection between the verb "profess" and the noun "professor." Faculty are expected to lead students toward knowledge by exercising their expertise and by advocating ways of learning. They profess.

The Academic Handbook provides detailed guidance to faculty and other academic appointees in the "Code of Academic Ethics." In particular, the "Code" defines relations with colleagues: "As colleagues, academic personnel have obligations that derive from common membership in the community of scholars. Such persons respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of responsibility for the governance of the University." (p. 47-48).

It is important to make a distinction, therefore, between meeting the responsibilities of academic citizenship, on the one hand, and getting along with or being liked by colleagues, on the other. Failure to meet the requirements of the responsibility for contributing to the work and governance of the University may well be grounds for denying promotion or tenure. But collegiality as construed to mean the way one colleague chooses to relate to another is not a criterion for promotion or tenure. Academic citizenship and collegiality are related and both are important. They are not the same thing.

Section VIII. Voluntary and Community Service

As is the case with University Service and academic citizenship, voluntary service in the community is expected as a condition of maintaining a democratic society but it is not a condition of employment or a factor in promotion or tenure except to the extent that voluntary service is also professional service and expected in accord with the mission of the unit. IUPUI is a campus extensively engaged with its community and many forms of voluntary service rely on this connection between the University and its community. Nonetheless, voluntary service that is distinct from professional service to the community is not a requirement for tenure or advancement in rank and it should not be reported or evaluated as a part of a dossier for promotion and tenure. Understandably, there will be instances where this distinction between voluntary service in the community and mission-related professional service or even service to the University can blur; there are overlapping activities and what is professional service for one IUPUI colleague may be voluntary service for another. The context and the assignment of faculty to mission-related professional service should be the basis for determining what is reported in a dossier and what is excluded. Department chairs and deans can be very helpful in making these distinctions and in explaining how a service activity may be consistent with and related to the unit's mission. Any service that is to be considered in promotion or tenure must be intellectual work and it must be peer-reviewed with the same rigor as teaching and research. Annual reports provide a good occasion for documenting voluntary service. Faculty members are encouraged to report these activities through their annual reports instead of the promotion and tenure dossier.

Section IX. Appendices

A. Faculty: Annual Reviews

Annual reviews should not be included in the dossiers of faculty. If the reviews are necessary for a committee's consideration they may be requested by the committee at the time of the review. Annual reviews, if considered, do not constitute new material since they are part of a candidate's cumulative record. They may be reviewed at any level without obligation to notify earlier reviewers or the candidate.

B. Librarians: Annual Reviews

Annual reviews are available to promotion and tenure committees and should not be included in librarian dossiers. Evidence submitted in support of performance, professional development and service should consist of a written summary of these activities. This document should be a revised cumulative record of a candidate's annual review statements in the various areas, but candidates may, if they wish, incorporate their annual review statements into their dossiers instead of providing a summary. However, a summary will allow candidates to put forward a stronger promotion and tenure presentation. With the evaluators' permission, a candidate's dossiers may include the evaluators' actual statements from specific annual reviews. Such statements, if included, should be presented as documentation.

C. Librarians: Supporting Documents

Librarians, in accord with guidelines for librarian dossiers, should add separate appendices that include supporting documents for: (1) performance; (2) professional development; and (3) service. Appendices should be as succinct and as carefully selected as possible.

CAMPUS LEVEL REVIEWS AND NOTIFICATION

All dossiers regardless of the recommendations of prior levels are submitted to the Dean of the Faculties through the Office of Academic Policies, Procedures and Documentation by a specified date in mid-November. No dossiers are accepted after November 30 unless explicit authorization has been granted in advance based on unusual circumstances. Dossiers are reviewed by the Office of Academic Policies, Procedures and Documentation to ensure that they are complete, in the specified order, and in compliance with these guidelines. Dossiers may be returned if there are deficiencies. Deans and school-level administrators are strongly encouraged to review dossiers to ensure that materials are in the proper format and order, that peer reviews of teaching, research, and professional service have been included, and that only required materials are forwarded.

The IUPUI Promotion and Tenure Committee uses a primary and secondary reader system. The report form used by the readers is enclosed to indicate the nature of the summary prepared in advance of the meeting when a particular case is considered. All members of the Committee receive a summary report. All members of the committee read the full dossier when there have been divided votes at earlier levels of review or when the primary or secondary reader makes such a request.

The Dean of the Faculties attends all meetings, listens to the discussion of each case, and reads the readers' reports. Subsequently, the Dean of the Faculties and Chancellor read each dossier, review all prior evaluations, and confer about a recommendation to the President and Board of Trustees. In the case of Purdue faculty, recommendations regarding promotion are made to the President and Trustees of Purdue University. Promotion and tenure recommendations for Indiana University faculty and librarians and tenure recommendations for Purdue faculty are made to the President and Trustees of Indiana University. Faculty and librarians are notified when these recommendations are made. A formal subsequent notice of final action is provided to faculty and librarians after the Trustees act. In instances where a candidate is not being recommended for tenure or promotion, the memorandum informing candidates of this action will ordinarily be the only notice of a negative decision except that probationary faculty not recommended for tenure will receive a notice of non-reappointment from the Chancellor.

RECONSIDERATION

Indiana University policy allows for reconsideration under special circumstances only for faculty and librarians being considered for tenure who receive a negative recommendation. This provision is applicable only to probationary faculty and librarians, who should consult the "Policies Governing Reappointment and Non-Reappointment During Probationary Period" statement in the Indiana University Academic Handbook. This policy states, in part:

The faculty member or librarian who believes that a recommendation or a decision that he or she not be reappointed has resulted from inadequate consideration of professional competence or erroneous information may offer corrections and request reconsideration at the level at which the decision not to recommend reappointment was first made.

The request for reconsideration must be made immediately after the faculty member or librarian receives notification of the negative recommendation, ordinarily within two weeks and before the review at the next level is completed. Faculty and librarians who request reconsideration must provide corrected information or state the basis of inadequate consideration, not re-argue or defend the case. Reconsideration is not an appeals process but an opportunity to correct the record while review is still underway. Reconsideration should thus occur prior to the next stage of the review process so that the results of reconsideration can be taken into account before the dossier moves forward. There is only one reconsideration, and that occurs when the first negative recommendation is made. Nothing in the act of requesting reconsideration or being reconsidered precludes a candidate's seeking a Faculty Board of Review.

Under unusual circumstances, reconsideration of promotion decisions may be permitted with the approval of the Dean of the Faculties. The procedures noted above will be followed in such a situation.

Candidate _____ School _____

Department _____ Area(s) of Excellence _____

Faculty
Tenure and Promotion Dossier Checklist
Note: Not every item is required in every case, but most items are required in most cases; check all items that are included.
( ) Submit Three Copies of Full Dossier

( )*Completed Checklist
( )*Routing and Action Form
( )*Dean's recommendation and summary evaluation of candidate's teaching, research or creative activities, and professional service.
( )If a candidate has an adjunct or joint appointment in another school, letter of recommendation from that school's dean.

General Summary:

( )*School Committee's recommendation and evaluation of candidate's teaching, research or creative activities, and professional service.
( )If a candidate has a joint appointment in another school, recommendation from that school's committee (optional – decided by that school)
( )*Chair's recommendation and evaluation of teaching, research or creative activities, and professional service.
( )*Primary Committee's recommendation and evaluation (including statement concerning candidate's potential for continued development).
( )*External letters of evaluation and statement of expertise of letter writers.
( )*Copy of candidate's curriculum vitae.

Personal Statement:

( )*Candidate's own statement on teaching, research or creative activities, and professional service, including plans for future work in the intended areas of excellence.

( ) Teaching load information; graduate committees served on or chaired.
( ) Peer evaluation of teaching.
( ) Student evaluation of teaching.
( ) Evidence of student learning and match with unit and IUPUI student outcome goals.

Teaching:

( ) Evidence of scholarly publication, presentation and leadership on teaching.
( ) Department evaluation of stature of journals in which publications appear.
( ) Evidence of undergraduate or graduate student research or mentoring.
( ) Evidence of quality of course development or innovation efforts.
( ) Listing of teaching awards and grants.
( ) Evidence of teaching development efforts.

Research or Creative Activities:	( ) Peer evaluation of research or creative activities. ( ) Evidence of scholarly publications and presentations. ( ) Departmental evaluation of stature of journals in which publications appear or galleries in which showings have been presented. ( ) Research load information; amount of time devoted to research. ( ) Documentation of individual contributions to collaborative work.
Professional Service:	( ) Summary of professional service activities and service load information. ( ) Peer evaluation of quality as well as quantity of professional service as intellectual work. ( ) Evidence of scholarly publications and presentations. ( ) Departmental evaluation of stature of journals in which publications appear. ( ) Evaluation by Chair of quality and quantity of professional service.
University Service:	( ) Evaluation by chair of the adequacy of University service.
Appendices:	( ) As determined by candidate and department (do not forward to campus).

*These materials will be retained by Dean of the Faculties Office for permanent file.

Important: At the department or school level, a person well-informed about requirements for dossiers should review the complete dossier, ensure that all required materials are included, and place materials in the proper order. This reviewer may be an administrative assistant, designated faculty member, or other person specified by the chair or dean. The reviewer is required to sign this checklist indicating that to the best of his or her ability the requirements for dossier preparation have been met. This certification may **not** be provided by the candidate. In instances where campus-level reviewers have questions about the content or form of the dossier, this is the person who will first be contacted for assistance.

_____ _____

signature title

_____ _____ _____

telephone e-mail date

Candidate _____ School _____

Department _____ Area(s) of Excellence _____

Librarian
Tenure and Promotion Dossier Checklist
( ) Submit Three Copies of Full Dossier

General Summary:	( )*Completed Checklist ( )*Routing and Action Form. ( )*Dean's recommendation and summary evaluation of candidate's performance, professional development, and professional service (either the Dean of IUPUI University Library or the Dean of the Professional School, as appropriate) ( )If a candidate has an adjunct appointment in another school, letter of recommendation from that school's dean. ( )*If a candidate has a joint appointment in another school, letter of recommendation from that school's dean. ( )*Unit Committee's recommendation and evaluation of candidate's teaching, research/creative activities and service. ( )If a candidate has a joint appointment in another school, recommendation from that school's committee (optional) ( )*University Librarian's recommendation and evaluation of performance, professional development, and professional service. ( )*Supervisor's recommendation and evaluation of candidate's performance, professional development, and professional service. ( )*Copy of candidate's curriculum vitae. ( )*External letters of evaluation and statement of expertise of letter writers.
Personal Statement:	( )*Candidate's own statement on performance, professional development, and professional service, and when appropriate, teaching and research or creative activities.
Performance:	( ) Position description(s). ( ) Summary of performance activities.
Professional Development:	( ) Summary of professional development activities.

Professional Service: ( ) Summary of professional service activities.

Appendices:
( ) Supporting documents for performance.
( ) Supporting documents for professional development.
( ) Supporting documents for service.
( ) *External letters of evaluation and statement of expertise of letter writers.
( ) **Appendices should not be forwarded to the campus.**

*These materials will be retained by Dean of the Faculties Office for permanent file.

Important: At the department or school level, a person well-informed about requirements for dossiers should review the complete dossier, ensure that all required materials are included, and place materials in the proper order. This reviewer may be an administrative assistant, designated faculty member, or other person specified by the chair or dean. The reviewer is required to sign this checklist indicating that to the best of his or her ability the requirements for dossier preparation have been met. This certification may **not** be provided by the candidate. In instances where campus-level reviewers have questions about the content or form of the dossier, this is the person who will first be contacted for assistance.

_____ _____
signature title

_____ _____ _____
telephone e-mail date

2002-2003 ACADEMIC YEAR
INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS
FACULTY ROUTING AND ACTION FORM FOR TENURE
AND/OR PROMOTION REVIEW

NAME: DEPT/SCHOOL:

TENURE TRACK EFFECTIVE: YEARS CREDIT TOWARD TENURE:

DEGREES: Degree Year Institution field

DOCTORAL DISSERTATION (title if any):

PROFESSIONAL SERVICE PRIOR TO IUPUI: Rank/Title Years Institution

FACULTY SERVICE AT IUPUI: Rank Years School/Department

****

Candidate's Review of Dossier

I have reviewed the contents of the dossier and have had an opportunity to provide necessary information in accord with the guidelines for preparing dossiers issued by the Dean of the Faculties and in accord with school and department guidelines.

_____ _____
Signature of Candidate Date

The upper portion of this routing form should be completed before the dossier is evaluated at the department or school level.

Review Process

As applicable, the Primary Committee, Department Chairperson, Unit Committee, and Dean should attach supporting statements for their recommendation. The final vote in each committee should be recorded below; if there are abstentions, this fact may be explained, but an abstention is neither negative nor positive. If new materials were added, please indicate at what level and certify that earlier reviewers and the candidate have received copies of the new materials.

A. Promotion Recommendation (record actual committee votes):

Primary Committee	Approval ____	Disapproval ____	Abstention ____
Department Chairperson	Approval ____	Disapproval ____	Abstention ____
Unit Committee	Approval ____	Disapproval ____	Abstention ____
Dean	Approval ____	Disapproval ____	Abstention ____
IUPUI Committee	Approval ____	Disapproval ____	Abstention ____
Dean of the Faculties	Approval ____	Disapproval ____	Abstention ____
Chancellor	Approval ____	Disapproval ____	Abstention ____

C. Tenure Recommendation (record actual committee votes):

Primary Committee	Approval ____	Disapproval ____	Abstention ____
Department Chairperson	Approval ____	Disapproval ____	Abstention ____
Unit Committee	Approval ____	Disapproval ____	Abstention ____
Dean	Approval ____	Disapproval ____	Abstention ____
IUPUI Committee	Approval ____	Disapproval ____	Abstention ____
Dean of the Faculties	Approval ____	Disapproval ____	Abstention ____
Chancellor	Approval ____	Disapproval ____	Abstention ____

PROFESSIONAL SCHOOL LIBRARY
ROUTING AND ACTION FOR TENURE AND/OR PROMOTION REVIEW

SIGNATURES (if not applicable, write N/A in the appropriate section):*

1. Recommendation: ____ Yes ____ No

_____
Supervisor
Date _____

2. Recommendation: ____ Yes ____ No

_____
School Library Director
Date _____

3. Recommendation -- Committee Vote:
Promotion: ____ Yes ____ No ____ Abstentions
Tenure: ____ Yes ____ No ____ Abstentions

_____
Chair: Indiana University Librarians Promotion and Tenure Committee, for the Committee (comments attached)
Date _____

4. Recommendation: ____ Yes ____ No

_____
Dean of Indiana University Libraries
Date _____

5. Recommendation: ____ Yes ____ No

_____
Dean of the Professional School
Date _____

IUPUI UNIVERSITY LIBRARY
ROUTING AND ACTION FOR TENURE AND/OR PROMOTION REVIEW

SIGNATURES (if not applicable, write N/A in the appropriate section):*

1. Recommendation: ____ Yes ____ No

_____
Supervisor
Date _____

2. Recommendation: ____ Yes ____ No

_____
Unit Head
Date _____

3. Recommendation: ____ Yes ____ No

_____
IUPUI University Libraries Promotion and
Tenure Committee
Date _____

4. Recommendation: ____ Yes ____ No

_____
Dean, IUPUI University Library
Date _____

5. Recommendation -- Committee Vote:
Promotion: ____ Yes ____ No ____
Abstentions
Tenure: ____ Yes ____ No ____ Abstentions

_____
Chair: Indiana University Librarians Promotion
and Tenure Committee, for the Committee
(comments attached)
Date _____

6. Recommendation: ____ Yes ____ No

_____
Dean of Indiana University Libraries
Date _____

CURRICULUM VITAE FORMAT
FOR
TENURE AND PROMOTION DOSSIERS

NAME: _____
(Last) (First) (Initial)

EDUCATION:
UNDERGRADUATE: _____
GRADUATE: _____
POST DOCTORAL: _____

ACADEMIC APPOINTMENTS (inclusive dates):

OTHER APPOINTMENTS AND PROFESSIONAL CONSULTANTSHIPS (including other remunerated employment):

LICENSURE AND CERTIFICATION:

PROFESSIONAL ORGANIZATIONS (including offices held and committee memberships):

HONORS AND AWARDS:

TEACHING ASSIGNMENTS:
List the course number, short title, term, and enrollment for each course taught since appointment or last advancement.

PROFESSIONAL SERVICE:
Distinguish carefully between university and professional service and record professional service activities that advance the discipline or interdisciplinary field of inquiry as intellectual work.

UNIVERSITY SERVICE :
List committee, administrative, and other University service since appointment or last advancement.

OTHER PROFESSIONAL ACTIVITIES:
Record professional activities in current rank that you consider significant that are directly related to your work as a faculty member, and which are not covered elsewhere in curriculum vitae, including international activities not listed elsewhere. Please do not include voluntary service, no matter how significant or important to the civic community.

GRANTS AND FELLOWSHIPS:
Indicate the name of the granting agency, title of the project, amount, and duration of all grants and fellowships received.

PRINT AND ELECTRONIC PUBLICATIONS:

Divide publications or creative works into one of four areas: (I) teaching, (II) research, scholarship, or creative activities, (III) professional service, or (IV) integration of two or more aspects of faculty work. List publications only once, even if a publication might be applicable to more than one area. Authors should be listed as they appear in the publication. Refereed and non-refereed works should be noted by separating works into distinct categories within each of the four areas. Publications should be numbered sequentially within each of the four sections.

Entries should be listed chronologically with the most recent listed last. The exact status of each publication should be noted if the status is ambiguous. For example, unpublished articles that have been officially accepted by an editor or publisher should be identified as "in press." Articles that have been submitted for editorial review, but have not been accepted or have been accepted subject to revision, should be identified as "submitted" or "under editorial review." Work in preparation should not be listed in the vitae. Projected work or work in preparation should be reported in the personal statement.

Software, multimedia presentations, films or videos, and other scholarly or creative works designed for electronic technologies should be similarly listed in one of the four categories and be designated as refereed or not. If additional explanatory information would be helpful to reviewers, this information should be provided in an appendix to the dossier. IUPUI recognizes and encourages electronic publication, but care must be taken to identify and explain the venue and to explain what procedures for peer review are in place. Electronic publication should reflect the same quality and standards as print publication.

NOTE: As a part of the dossier preparation, department chairs (deans where applicable) should provide an assessment of each journal, press, or other medium of publication. This requirement applies to electronic media and to interdisciplinary media. See the statement of chair's responsibilities.

_____ _____

(Date) (Signature of Candidate)

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS
DEAN OF THE FACULTIES' COMMENTS
REGARDING OUTSIDE LETTERS

Practices and procedures for obtaining outside letters of review vary among the departments and schools. Until recently, outside letters were ordinarily sought to help evaluate research, scholarship, or creative activity. Outside letters of evaluation are now sought regarding professional service or teaching, and the same care should be exercised in soliciting letters for these purposes. Where a candidate's area of excellence is teaching or professional service, external peer evaluations are required. A decision to seek letters of evaluation regarding teaching or professional service should be made by the appropriate person in consultation with the candidate in consideration of particular circumstances.

Ordinarily, chairs should solicit outside letters. However, chairs may delegate this responsibility to another member of the department, such as the chair of the primary committee, in accord with established departmental or school procedures. If outside letters are added by the candidate, these must be clearly designated as such and candidates should recognize that letters solicited by them do not have the same value; candidate-solicited letters should be placed in an appendix to the dossier and they should not be forwarded for campus-level review unless they offer support for specific claims that otherwise would not be adequately documented. The value of external letters is greatly enhanced by the objectivity and credibility of the author. Care should be taken to avoid relying on persons closely affiliated with the candidate.

Please consider these points:

1. The chair (primary or unit committee chair, dean, or other person specified by department or school procedures) should request and receive these letters.

2. The solicitor should use identical letters of solicitation for all referees, and a copy of the letter that was used should be included in an appendix of the dossier. If circumstances require different letters (e.g., reviewing different areas of the candidate's work), then copies of all letters used should be included.

3. All letters should be solicited at the same time; specifically, additional letters should not be requested following receipt of a negative evaluation. If additional letters must be sought because a referee declines, the reason should be explained.

4. All letters solicited and received must be included in the dossier; neither the candidate nor subsequent reviewers may exclude letters.

5. Referees should be selected on the basis of their ability to comment on the candidate's professional accomplishments.

6. Referees for professional service, teaching, and some other areas of creative or scholarly work may not necessarily hold academic appointments, but they should be selected on the basis of having an established expertise to evaluate the evidence presented to them. Letters from former students, of course, constitute a special category and should be used judiciously if at all. Academic referees are expected to hold at least the rank for which the candidate is being considered.

7. If the candidate's dissertation committee member or a mentor is asked to serve as a referee, the person should be clearly identified as having served in this prior capacity; the value of such referees is minimal without some unusual justification for the appropriateness of the assessment.

8. The dossier should contain a brief statement of professional qualifications for each referee sufficient to establish the authority of the referee in relation to the specific case under review; ordinarily, two or three sentences should suffice. Academic referees are expected to hold at least the rank to which the candidate aspires.

9. When writing to referees, include the vitae and copies of publications, including books, unless you are certain they are available to the referee. In instances in which a referee is asked to read a book-length manuscript, an honorarium should be provided.

10. Evaluators should not be asked to make a recommendation on promotion or tenure; they should be asked to evaluate the candidate's work or activities. The purpose for seeking these letters is to obtain an objective peer review, and, hence, they should be phrased in a neutral fashion without any implication of the department's eventual recommendation. Please use the attached "standards for assessment" as an enclosure with your letter soliciting the assessment.

11. To provide useful information for review beyond the department level, avoid using abbreviations that are not likely to be known to colleagues outside the field.

12. Special considerations must be given to evaluating creative work (especially when performances or exhibitions are available for a short period of time). The same degree of objectivity should be maintained in evaluating creative works as in evaluating research. In some cases, it may be necessary to invite external evaluators to campus to view works or performances even though the promotion or tenure review may be several years away.

13. Results of teaching, research, or professional service disseminated through electronic media are as valuable as results published in print media. The same care and concern for objective peer assessment should be observed when reviewing such electronic publications.

14. While collaborators should ordinarily not be asked to evaluate the quality and importance of shared work, they may be asked to document the extent and nature of the candidate's individual contributions to a team effort. Such letters should be specific about this purpose and not be confused with external letters from peers asked to evaluate the quality and impact of teaching, research or creative work, and professional service.

15. Electronic letters of reference are acceptable if they have been verified.

SAMPLE LETTER TO REQUEST AN EXTERNAL EVALUATION
(Schools may develop their own letters, but they should use the
Same format to contact all persons asked to provide evaluations)

Dear (____):

Professor (_) is being considered for promotion (and/or tenure) at the rank of (_) in the Department of (__) within the School of (_) at Indiana University Purdue University Indianapolis (IUPUI). Professor (_) has identified (_) as the area(s) of excellence and thus the area(s) where the evaluation by peers is most important. In considering (his/her) candidacy, we would appreciate your evaluation of the professional activities (i.e., research or creative activity, professional service or teaching) for which you have sufficient knowledge regarding the performance of Professor (_). We would be particularly grateful for your comments on the significance of this work and the ways it has been executed relative to other work in your field.

If you are commenting on Professor (___'s) research, we would welcome comments on the quality of the publications and journals that have been listed as well as other creative work and exhibition media. Comments on Professor (___'s) teaching might include your reflections on course syllabi, examinations, other teaching materials, and publications on teaching as well as any personal experience you can call upon when you were present during sessions where (he/she) was teaching. If you are aware of Professor (___'s) contributions to professional organizations or the discipline through (his/her) professional service activities or publications in this area, we would welcome your comments in this area as well. To assist you in your evaluation, I am enclosing a curriculum vitae, the candidate's personal statement, and copies of recent publications and teaching materials.

IUPUI has developed a set of standards for assessing the scholarly work of colleagues in teaching, research, and professional service. A copy of the standards is enclosed for your reference. While we encourage you to respond to this request in whatever form best reflects your ability to assess the candidate, we will take these points into consideration when making a decision on advancement.

It would also be helpful for us to know how long and under what circumstances you have been familiar with Professor (___). To provide other reviewers at the campus level with a context for your comments, we would welcome a copy of your vitae or brief biography.

Needless to say, we will appreciate your assistance as we consider Professor (__'s) candidacy. We are keenly aware of the demands this request places on you, and we assure you that your comments will be highly valued. Although letters are not normally disclosed to candidates, a state law permits employees to gain access to their personnel files. We can appreciate concerns you might have about writing a candid assessment under this condition, but we sincerely hope you will agree to assist us. If upon reflection you feel that you cannot be completely candid, however, we will respect your decision not to write an evaluation.

In order to complete Professor (__'s) dossier for University review, we would appreciate receiving your comments by (____). I hope you will be able to assist us.

Sincerely,

Chair

NOTE: If a candidate waives right of access and this condition is stated in the letter requesting a reference, please note in the letter that there may be some circumstances under which the candidate may gain access at a later time, such as through legal proceedings.

IUPUI
Evaluation Guidelines for External Reviews
Of Promotion and Tenure Dossiers

Indiana University Purdue University Indianapolis (IUPUI) bases its consideration of faculty for tenure or advancement in rank on the foundation of peer review. While the evaluation conducted by peers within the department and school is of primary importance, the assessment of candidates by colleagues drawn from the national and international disciplinary or practice communities plays a crucial role in helping us make decisions about candidates. Accordingly, we seek your help in evaluating the scholarly work of candidates.

We require excellence in at least one of the three areas of research or creative activity, teaching, and professional service with at least satisfactory accomplishment in the remaining area(s) for tenure or advancement in rank. While we regard academic citizenship, or service to the University, to be important, it may not be the basis for advancement. In contrast, we view professional service to the profession and to the community as intellectual work subject to the same rigorous review by peers as expected for teaching or for research, scholarship or creative work. However, we also understand that faculty work often transcends such formal categories, and we are thus more interested in the quality of the intellectual work as a whole than in observing formalistic distinctions. Additionally, IUPUI accepts the fact that some faculty may offer a balance of highly satisfactory performance in all three areas sufficient to demonstrate comparable long-term evidence of overall excellence.

As you look at the work of a candidate in the three areas of faculty work at IUPUI, we ask that you consider the following standards in assessing the quality, significance and impact of the intellectual work:

1. Does the work of the faculty member in teaching, research and professional service reflect a well-defined purpose and clarity of goals? Are the goals and resulting work important?

2. Has the faculty member made adequate preparation to carry out the work, demonstrating an understanding of existing scholarship in the field?

3. Has the faculty member used appropriate and ethical methods and procedures for the work?

4. Has the work culminated in significant results or contributions to the discipline (or profession) or to the civic community that can be recognized and evaluated by peers?

5. Have the results of the work been disseminated in an effective and appropriate manner? In other words, how (and how well) has the faculty member communicated the results of teaching, research, and professional service to peers across the discipline nationally or internationally?

6. Finally, how has the faculty member demonstrated the ability to grow and to develop? Is there a plan for or vision of future work of importance?

We understand that you will wish to organize your comments based on your familiarity with the candidate's work, and hence all of these points may not be equally applicable. They are offered only as a guide to help you formulate your evaluation.

SAMPLE LETTER FOR RECOMMENDATION TO FULL RANK LIBRARIAN

Dear (____):

(____) is being considered for promotion to the rank of Librarian at Indiana University Purdue University Indianapolis (IUPUI). It would be very helpful to me and the Indiana University Librarians' Promotion and Tenure Committee to receive your evaluation of (____'s) contribution to and standing in the profession.

The established criteria at Indiana University for promotion from the rank of Associate Librarian to the highest rank of Librarian are described as follows:

Superior performance is the primary criterion. The candidate must show evidence of performance that is achieved by few others at Indiana University. If professional development is the secondary criterion, the librarian must show a continued significant contribution at the state, regional or national level. If service is the secondary criterion, the librarian must show a continued significant contribution at the community, state, regional, or national level. Performance in the third area must be at least satisfactory.

In order to evaluate objectively the criterion of state, regional, or national recognition in the library profession, we will depend heavily upon the opinions of prominent colleagues outside Indiana University who are knowledgeable in the field of specialization of the library faculty member in questions. Your frank appraisal of the candidate's contributions to the profession is very important.
(____) has signed a waiver of her/his right to inspect letters of evaluation, but may request a detailed summary of the major points raised in all external letters, in one combined document, in a manner which protects the identity of the evaluators. Under some circumstances, however, Indiana law may require that letters of evaluation be made available to a candidate; it will be our practice to keep such letters confidential, however.

I appreciate your time and aid in allowing us to compile as thorough a dossier as possible for (___). We would be grateful for your reply by (____). Thank you for your assistance.

Sincerely,

Dean of University Libraries

IUPUI PROMOTION AND TENURE COMMITTEE
2001-2002

ALL READ _____
Note especially:

CANDIDATE: _____ DEPT/SCHOOL: _____

PRIMARY REVIEWER: _____ SECONDARY REVIEWER: _____

INITIAL IUPUI APPT: _____ CURRENT RANK: _____ YR. ACHIEVED: _____

HIGHEST DEGREE: _____ YEAR: _____ INSTITUTION: _____

CANDIDATE FOR PROMOTION: Yes: _____ No: _____ RANK: _____

CANDIDATE FOR TENURE: Yes: _____ No: _____ CANDIDATE'S STATED AREA(S) OF EXCELLENCE: _____

PRIOR ACTIONS: Primary: _____ Department Chair: _____ Unit: _____ Dean: _____

Reviewer's Identification of Another Area of Excellence (if any): _____

Summary Global Rankings: Excellent (1) Highly Satisfactory (2) Satisfactory (3) Unsatisfactory (4): Teaching _____ Research _____ Professional Service _____

Reviewer's Recommendation: For Tenure: _____ Approve _____ Disapprove _____ Discuss
For Promotion: _____ Approve _____ Disapprove _____ Discuss

REVIEWER'S SUMMARY EVALUATION:

Please check when documentation is inadequate for recommendation

I. TEACHING
- A. Peer Evaluation
  - 1. External Peer Reviews of Materials _____
- B. Scholarship of Teaching
  - 1. Publications _____
  - 2. National Presentations _____
  - 3. Course/Curriculum/ Procedure Development _____
- C. Student Evaluations
  - 1. Evidence over Several Terms _____
  - 2. Normed for Dept/School _____
  - 3. Mentee/Alumni Comments _____
- D. Effective and Appropriate Use of Technology _____
- E. Student Learning
  - 1. Student Outcomes Results _____
  - 2. Clear Course Goals _____
- F. Teaching Awards
  - 1. State/National _____
  - 2. University/Campus _____
  - 3. School/Department _____
- G. Plan for Increasing Future Teaching Effectiveness _____
- H. Teaching Load
  - 1. Appropriate for Dept/School _____
  - 2. Appropriate for Emphasis _____

SUMMARY EVALUATION OF TEACHING ACHIEVEMENTS

Please provide a summary statement that addresses the principal accomplishment in this area and evaluates the strengths and weaknesses, commenting as appropriate on: clarity of goals, preparation, methodology, significance of results, effectiveness of dissemination, and self-reflection.

Was overall documentation adequate for forming a recommendation: Yes _____ No _____

Please check when documentation is inadequate for Recommendation

II. RESEARCH, SCHOLARSHIP, OR CREATIVE ACTIVITY
- A. External Peer Evaluations _____
- B. Publications/Performances
  - 1. Stature of Journals/ Works/Galleries _____
  - 2. Refereed _____
  - 3. Rate of Productivity _____
- C. Grants Received
  - 1. Number in Rank _____
  - 2. Total Amount in Rank _____
  - 3. Source of Grants _____
- D. Research Focus/Goals
  - 1. Progress toward Goals _____
  - 2. Future Plans _____
- E. Research Load
  - 1. Appropriate for Dept/School _____
  - 2. Appropriate for Emphasis _____
  - 3. Collaboration Documented _____

III. PROFESSIONAL SERVICE
- A. Contributions/Scholarship
  - 1. Evidence of Intellectual Work _____
  - 2. Service to Patients/Clients _____
  - 3. Administrative Service to Hospitals/Clinics/ Courts/Other _____
  - 4. Publications _____
- B. Professional Service to Community
  - 1. Peer Reviewed _____
  - 2. Other Evidence _____
- C. Regional/National Professional Organizations
  - 1. Offices Held _____
  - 2. Other Professional Service to Organizations _____
- D. Professional Service Load
  - 1. Appropriate for Dept/School _____
  - 2. Appropriate for Emphasis _____

IV. UNIVERSITY SERVICE

	Admin.	Governance
A. Department/School	_____	_____
B. Campus/System	_____	_____
C. Special Contributions	_____	_____
D. Good Citizenship	_____	_____

SUMMARY EVALUATION OF RESEARCH ACHIEVEMENTS

Please provide a summary statement that addresses the principal accomplishment in this area and evaluates the strengths and weaknesses, commenting as appropriate on: clarity of goals, preparation, methodology, significance of results, effectiveness of dissemination, and self-reflection.

Was overall documentation adequate for forming a recommendation: Yes _____ No _____

SUMMARY EVALUATION OF PROFESSIONAL SERVICE ACHIEVEMENTS

Please provide a summary statement that addresses the principal accomplishment in this area and evaluates the strengths and weaknesses, commenting as appropriate on: clarity of goals, preparation, methodology, significance of results, effectiveness of dissemination, and self-reflection.

Was overall documentation adequate for forming a recommendation: Yes _____ No _____

INDIANA UNIVERSITY—PURDUE UNIVERSITY AT INDIANAPOLIS
FACULTY AND LIBRARIAN ANNUAL REPORT

FROM: January 1 TO: December 31, Year: 2002

NAME: _____ RANK: _____
(Last) (First) (Initial)

SCHOOL: _____ PHONE: _____

DEPARTMENT: _____ DATE SUBMITTED: _____

NOTE TO FACULTY AND LIBRARIANS: Please complete this form as a report of your professional activities during the past year. You may submit this information by electronic or paper forms. All faculty and librarians including tenured faculty of all ranks, must be reviewed annually and must be given adequate notice of the review. This report may constitute a part of an annual review, according to school policy.

The work of faculty is complex and involves many activities. However, all of these are related to learning as the fundamental mission of IUPUI. In this sense, the faculty are engaged in scholarly work, which may be characterized in terms of four overlapping functions: (1) teaching and learning, (2) research, scholarship and creative activity, (3) application of scholarly work through professional service (including patient care); and (4) integration of work across specializations and disciplines to develop a shared intellectual community. In addition, faculty contribute to the well being of their school, campus and university as citizens of the academy. The annual report form is thus organized to reflect this sense of faculty work and service. Librarians, similarly, are engaged in many overlapping activities, all based on providing high quality professional service as well as research, development of library services, and the communication of information to others. Some librarians may also teach.

I. TEACHING AND THE SCHOLARSHIP OF TEACHING AND LEARNING

A. Courses taught, Spring (II) 200__; Summers 200__; Fall (I) 200__; Other ___ (as we begin to use information technology in more sophisticated ways, courses may be offered at times which do not coincide with semesters.)

	Course Number	Term II, S I, or Other	Credit Hours	Number of Students	Total Student Cr. Hrs.	Describe your instructional responsibilities (Indicate weekly contact hours)*
Lower Division (100-200)	Example	I	3	18	54	
Upper Division (300-400)						
Graduate/ Graduate Professional (500+)						

* Please describe the nature of your teaching for each course: e.g., lecture, lecture discussion, seminar, independent study, advising, clinical supervision, electronic interaction, or a combination.

B. Note any significant evidence of student learning achievements related to course and/or curriculum goals (e.g., results of course-based assessments, performance on nationally normed tests, performance in subsequent courses):

C. Teaching Publications (e.g., texts, articles, reviews, multimedia projects software, videos). Please identify refereed works by an asterisk; indicate co-authored or joint work. Note works co-authored with students.

Published

Accepted

Submitted

D. Talks, lectures, or presentations for peers.

Off Campus

On Campus

E. Advising: Please summarize the type and extent of student advising during the year beyond that related to courses noted above. Please estimate the total hours during the year on advising.

F. Development or major revision of course(s) during the past calendar year (give title, course #, short description), including use of assessment data and learning technologies (e.g., software, interactive video, network communication). Indicate any course development grants awarded.

G. Efforts to provide a mentor relationship with students (e.g., co-author of paper, joint performance presentation, BookMarks project, independent study course).

H. Involvement of students in development and revision of teaching materials or practices.

I. Please indicate any community-based learning activities (e.g., service learning, practica, internships whether -- credit or non-credit) completed during the year:

J. Grants received related to teaching:

Title	Agency	Start Date	End Date	$ Total

K. Graduate and Undergraduate Thesis, Research, Honors, or Internship Committees (Please list student names and specify level of involvement; note – e.g., chair):

L. Teaching awards and honors (including those of your students).

M. Steps taken to improve teaching by participating in workshops, symposia, or similar programs.

N. Please summarize briefly student and peer evaluations of courses taught; this information is only for departmental use (and school use consistent with school policy). Include external evaluations of syllabi and course materials, if these have been conducted. (Note: Faculty who plan to be reviewed for promotion and/or tenure should note that a record of peer review is expected for all candidates and required for those seeking advancement based on excellence in teaching; peer review is not expected in each course every semester, but there should be periodic reviews over time.)

O. Please indicate activities that improved student retention.

P. Note any significant new uses (or significant improvements) you are making of technology to enhance student learning or increase teaching effectiveness.

Q. List any new information technology products or processes you have developed during the past year.

II. RESEARCH, SCHOLARSHIP, AND CREATIVITY

A. Research Publications (Performances, Exhibits, Databases, or Equivalent). Please identify refereed works by an asterisk *; indicate co-authored or joint work and if first, second, or third, etc. author.

Published/Performed

Accepted

Submitted

Work in Progress

Research Activity (Project development, significant data collection or analysis)

B. Lectures, papers or talks for peers

C. Grants related to research received or in progress

Title	Agency	Start Date	End Date	$Total

D. Involvement of students in research (joint publications, grant applications); were any publications noted above co-authored by students:

III. PROFESSIONAL SERVICE

A. Publications related to professional service; indicate refereed publications with an asterisk*; indicate co-authored or joint publications:

B. Service to your professional discipline:

1. Lectures, papers or talks related to professional service for peers

2. Consultancies that applied professional expertise:

3. Refereeing and reviewing (books, journals, dossiers, grants)

4. Office in professional association

5. Committee service in professional association (indicate your role or contribution)

6. Please estimate the number of hours per week that you devote on average to service activities related to your profession or discipline

C. Professional Service to Patients/Clients:

1. Type and quantity of service provided to individual patients/clients

2. Administrative service to hospitals/clinics/courts

3. Committee service to hospitals/clinics/courts

4. Innovations in services and application or expertise

5. Please estimate the number of hours per week that you devote on average to professional service to patients or clients:

Note: Faculty who may wish to base their candidacy on professional service in the community should anticipate the need to collect information about results that can be evaluated by peers some time after the activity itself may have been concluded.

D. Professional Services Related to Economic Development

1. Type and quantity of economic development activities in Central Indiana

2. Type and quantity of economic development activities elsewhere

3. Development of intellectual property, patents, or technology transfer

4. Please estimate the number of hours per week you devote to professional service which contribute to economic development

IV. INTEGRATION OF ACTIVITIES: Report interdisciplinary activities which help link separate disciplines or specializations into the larger intellectual patterns which, in turn, comprise university education (i.e., collaborative teaching and research that lead to the development of a community of scholars at IUPUI).

V. UNIVERSITY SERVICE AND INSITUTIONAL CITIZENSHIP

(Committees, administrative assignments, reports, or other activities related to the advancement of the academic community. Please indicate special committee responsibilities, e.g., chairperson, secretary.)

Departmental

School

Campus

University

Please estimate the number of hours per week that you devote on average to university service.

VI. PRO BONO PROFESSIONAL SERVICE TO THE COMMUNITY

Please record those professional services, which you provide to the community as a part of your voluntary, civic responsibilities without charge or formal assignment, but which you deem relevant to your professional work. Such activities would be subject to peer evaluation. Service to the community as a citizen rather than as a professional whose work can be assessed by peers is not considered in making promotion/tenure decisions. Please list here only services not listed elsewhere.

Please estimate the number of hours per week that you devote on average to voluntary community service which is related to your university duties.

VII. OTHER AWARDS, HONORS, DISTINCTIONS NOT LISTED ABOVE

VIII. INTERNATIONAL ACTIVITIES: Please report international activities related to academic work even if they have been reported above.

IX. PROFESSIONAL DEVELOPMENT ACTIVITIES NOT DETAILED ABOVE: Please report activities which have helped you develop yourself as a teacher, scholar, contributor to society through professional services, or more effective member of the campus academic community during the past year.

X. SUMMARY: Please provide your own personal assessment of your professional development and achievements during the past year in the areas indicated.

		Excellent	Very Satisfactory	Satisfactory	Needs Improvement	Not Applicable
A.	Teaching					
B.	Research					
C.	Professional Service					
D.	University and Campus Citizenship					

XI. SUPPLEMENTARY COMMENTS

Please attach additional pages to expand upon any topic not sufficiently covered in the sections preceding to describe new directions or goals for research or creative activity for teaching, or for professional service in which you are participating, or to make comments which you wish to bring to the attention of your Chair or the Dean of the School. If you wish to seek voluntary review and development of a personal learning plan, please note your interest.

XII. Department Chair/Dean Comment: Please provide comments and a summary evaluation of the faculty member's annual report.

XIII. Tenured Faculty and Librarian Review: In accord with the campus policy on Faculty and Librarian Review and Enhancement, the department chair, dean, or designee should note whether the overall annual performance has been satisfactory with regard to both quality and productivity.

A. Satisfactory or better, no review anticipated: ☐

B. Unsatisfactory; review needed unless significant improvement occurs; discuss with faculty member: ☐

Two or more consecutive reports which are unsatisfactory will result in an involuntary review in accord with campus policy. Faculty can voluntarily request a review and seek cooperation in developing an individual enhancement plan.

_____ _____

Signature: Faculty Member Date

_____ _____

Signature: Chair, Dean or Designee Date

Accomplishments of Research and Graduate Education 2001-02

Graduate Education

- Created new graduate programs
  - M.S. in Clinical Research
  - Certificate in Professional Editing
- Create Graduate Open House – resulted in 35 applications, 28 matriculants
- Hosted Minority Recruitment Weekend – resulted in 3 Ph.D. matriculants

Research Office

- Sponsored funding reached a new all time high of $202,402,291 for FY 2002.
  - The largest increase was from federal funding which totaled $124,467,122
- Electronic Research Administration System
  - Released revised proposal routing form
  - Released first version of the proposal budget development module
  - Released on-line help module for ERA budget development module
- Released new Research Gateway web page in conjunction with RUGS and Contract and Grants Offices (http://www.indiana.edu/~rschinfo/)
- Offered a New Faculty Orientation – 51 faculty participated in this inaugural session – this program will be offered twice a year in the future.
- Revised and enhanced the "Research Communicator." Over 2,200 researchers receive this HTML formatted newsletter.

Research Compliance

- Drafted, edited and in the process of finalizing over 28 Standard Operating Procedures (SOPs) on research on human subjects in order to clarify for all research the current procedures for conducting human research studies.
- Submitted a successful proposal to NIH for $250,000 to improve the infrastructure for Human Subject Research protection programs.
- Created a new IRB to handle the increased number of medical protocols.
- Added a full-time auditor who will proactively monitor research project on human subjects
- Established the new Biohazard Committee (BHC) for the IUPUI campus. Our office will provide the administrative support for this new committee.

Criterion Four

Criterion Four:
IUPUI can continue to accomplish its purposes and strengthen its educational effectiveness.

Resource Base

IUPUI is on sound financial footing (see the audited Indiana University Financial Report for 2000-01). In addition, IUPUI's first campus-wide fund-raising campaign already has brought in more than three times the very early target of $200 million. Over the course of the campaign, the fundraising goal has been raised twice and we exceeded our goal of $700 million 21 months before the campaign is scheduled to end in 2004. Nevertheless, tax restructuring, currently under consideration by the Indiana legislature, will be essential if resources from the state are to continue at current levels. As a result of the uncertainties in the Indiana economy, the university has outlined a plan to deal with potential reductions/delays in state funding. A contingency fund has been established to help offset anticipated reductions in legislative appropriations for the next fiscal year.

With a few notable exceptions like the Mary Cable classroom building and Ball Residence Hall, most physical facilities are adequate to outstanding, having been constructed in the 1970s or more recently. Nevertheless, deferred maintenance is a continuing concern, as it is on most U.S. campuses. Facilities constructed since the last NCA review in 1992 include the University Library, the law school, the Herron ceramics facility, the cancer institute, and two science/engineering buildings. Significant renovations have included the Van Nuys Medical Sciences Building and University College (formerly the University Library). Campus housing, a campus center, a communications/technology complex, and the renovation of the former law school to accommodate the Herron School of Art are planned for the next decade. The movement of Herron from a site some 15 blocks north will mark the final step in a movement that began in 1969 to consolidate the Indiana and Purdue programs on a single site.

Responsibility center management (RCM) was implemented at IUPUI in 1989. RCM has been the subject of reviews by chancellor-appointed committees of faculty and administrators in 1994 and 1999.

The principal findings of the review committee's report (dated 2000) (PDF) included the following: "It is the unanimous consensus of the committee that RCM should be continued. The committee strongly reaffirms the benefits of decentralized financial management found in an RCM environment." Advantages identified in the report include:

- the system provides strong incentives to generate revenues and control costs.
- RCM leads to a more entrepreneurial environment and greater accountability.
- the full attribution of income and local control of resource allocations encourages better planning and prioritization by RC leaders.
- The ability to carry forward surpluses from year to year permits multi-period planning and linking of unit plans with resources in ways that are not feasible in a single-period budgeting environment.
- RCM has not stopped at the campus level; several of the academic RCs have devolved RCM to the department level to varying degrees.

Recommendations from this review, nearly all of which have been implemented, include:

- keep and enhance RCM.
- maintain the principle of carry-forward of surpluses and deficits.
- continue the policy of not permitting deficit spending as the rule.
- move to a flat tax to replace the current RC assessments.
- provide additional information about the sources and uses of funds for the IU administration tax.
- be watchful of efforts to centralize (at the presidential level) control over administrative functions and associated resources.
- create more training and sharing opportunities for new deans, chairs, and vice chancellors.

Decision-Making Processes

IUPUI faculty have developed clear standards for promotion and tenure as well as a number of other essential policies and procedures, including a Plan for Financial Exigency that was utilized in 2001. Implementation of that policy in the case of the School of Allied Health Sciences revealed some areas of the plan that need to be modified, and these modifications are underway. The Academic Policies and Procedures Committee, with representatives from each school and academic support unit, reviews policies and procedures continuously and makes recommendations to the Dean of the Faculties for needed revisions of existing policy and development of new policies.

Planning Processes

IUPUI faculty and administrators have engaged in two multi-year planning processes in the past decade. In the interim, plans existed in draft form and implementation strategies were updated annually to address changing needs and circumstances. The second round of planning was undertaken in 1999 to address potential enrollment issues that might be associated with the creation of the Community College of Indiana.

More recently IUPUI has begun a specific planning process focused on how technology can be employed more effectively to maintain or improve quality while reducing or maintaining costs. IUPUI has made significant investments in technology and is looking for ways to ensure appropriate returns on business functions, administrative processes, and aspects of faculty work. A concept paper has been widely circulated and will serve as the basis for continuing discussion in the 2002-2003 academic year.

Assessment Processes

Assessment is a continuous process that has been underway in academic and administrative units at IUPUI for more than a decade. Annual reports at unit and campus levels record progress toward mission-related goals. Program reviews scheduled at least once each decade ensure that the judgment of peers will be applied in comprehensive assessments of academic and administrative units. These processes are discussed in Criterion Three and in the two special emphasis self-studies.

Linking Planning and Resource Allocation

A continuous planning process is in place at the campus level and resources are available to assist units with their own planning. The Economic Model Office in the division of Planning and Institutional Improvement builds cost models for units and engages faculty and deans in extended discussions of unit income and expenses; this process ultimately informs the unit's planning processes. Planning and budgeting are linked at every level—department, school, and campus. This linkage is illustrated best in the annual planning/budgeting reports that may be viewed on

the Web.

Indiana University-Purdue University Columbus **(IUPUC)**

IUPUC is relying increasingly on tuition income as a substitute for declining appropriation income. Although on sound financial footing presently, IUPUC needs state support to offer recently approved degree programs.

Planning has been revised and is continually undergoing revision, based on the changing educational landscape resulting from the creation of the Community Education Coalition (CEC) in Columbus, the new educational partnerships produced by the CEC, the looming Community College of Indiana entrance into this region, new distance education providers, and movement into this service area of additional competitive educational institutions. Planning will continue and will focus on positioning IUPUC in the marketplace as the highest quality institution offering the highest quality programs.

Resource management, focused on funding, time, and personnel, continues to be the primary challenge for IUPUC. As planning and resource allocation are linked, the challenge is to create, implement, and administer the academic and support programs for IU and Purdue students that are wanted and needed in the Columbus region.

Strengths and Challenges

Strengths include:

- a stable financial base; Indiana has avoided high peaks and low troughs in its history of funding for higher education.
- a relatively new physical plant—most buildings date from 1970 or later.
- appropriate policies in place to enable the institution to respond to the unexpected, and appropriate committees in place to implement these policies.
- advanced use of technology and creation of OnCourse, which have benefited IUPUI students by providing a single educational platform for Web-enhanced learning.
- assessment initiatives supported centrally for more than a dozen years.
- planning processes centrally and in the schools that have improved appreciably in the past decade.
- a central reallocation fund that has enabled IUPUI to support new initiatives designed to meet community needs.

Challenges include:

- fiscal uncertainty due to the sluggish national and state economies.
- a history of modest annual state funding increases for higher education.
- deferred maintenance of physical plant as budget cuts are absorbed disproportionately by administrative units.
- decentralization that hampers communication across units.
- rapid growth in student and faculty numbers, as well as in funded research, that has put a premium on space. Most units, both administrative and academic, are simply out of space.

- though outcomes assessment has received strong support centrally, implementation across units is still uneven.

- some unit plans, although aligned with those of the campus, do not, in fact, serve to guide the unit's progress; planning and evaluating simply are not processes that naturally guide most human activity—they require a considerable amount of conscious effort.

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Criterion Five

Criterion Five:
IUPUI demonstrates integrity in its practices and relationships.

Policies

Handbooks for students and faculty that describe their rights and responsibilities and methods of redress are available on the IUPUI Web site. (Click here for the IUPUI Supplement to the Indiana University Academic Handbook.) Staff handbooks are distributed at orientation sessions for new staff and are available at the Human Resources Administration office. The campus Affirmative Action Office is committed to promoting a working and learning environment free of discrimination. This office is responsible for ensuring that the university is in compliance with all applicable federal and state nondiscrimination requirements and serves as the institution's official liaison with governmental civil rights enforcement agencies.

The Office of Academic Policies, Procedures and Documentation (APPD) functions as the operational arm of the Office of the Dean of the Faculties on matters pertaining to faculty and academic policies and procedures. These activities include the interpretation, implementation, evaluation, and communication of such policies to faculty, staff, administrators, students and others. APPD is responsible for handling processing related to faculty employment matters such as appointments, promotion, tenure, sabbatical leaves, other leaves, retirements and resignations, to name but a few. APPD manages the logistics of the campus promotion and tenure process, the sabbatical leaves process, the annual review process and the post-tenure review process and oversees the recruitment of new faculty. In order to ensure compliance with law and policies, APPD works closely with Payroll, Human Resources, Budget and University Counsel in the smooth and consistent application of employment policies and procedures.

In recent years, APPD has been on the cutting edge of efforts to implement new technologies to enhance its own operations as well as those of the campus and university. APPD has assumed a leadership role in the development and implementation of a new human resources management system throughout Indiana University. Likewise, APPD has been working with a variety of other groups on campus to automate the Faculty Annual Summary Report (FASR), the campus promotion and tenure review process, the offer packet process and the course and degree approval process. APPD has also developed and collaborated in training programs for academic employment processes and policies.

The unified Indiana University record follows practices outlined by the American Association of Collegiate Registrars and Admissions Officers. The major elements of the transcript may be viewed online.

Communication and Collaboration

Publications and advertising portray aspects of the institution fairly and accurately. Communications and Marketing is a service and information unit that provides expertise and advice to help promote and market IUPUI through media relations, publications, electronic communications, and events. As a part of this service, the office advises campus units to enable them to portray their characteristics, as well as those of the institution, clearly and accurately.

IUPUI maintains close ties with Indiana and Purdue Universities. In addition, for over a decade IUPUI has been developing a collaborative relationship with the Indianapolis campus of Ivy Tech State College. Now that Ivy Tech is a campus of the newly formed Community College of Indiana (CCI), the number of CCI students transferring

annually to IUPUI for further study has increased four-fold, from approximately 50 in 1992 to approximately 200 in 2002.

The seven public and private colleges and universities in the Indianapolis area also enjoy collegial and productive relationships. The presidents of these institutions meet at least once a year and the vice presidents for academic affairs have established a working consortium entitled the CUE (Council for Urban Education) Deans. Under the auspices of a well-established cross-registration program, students may register for one course a semester on another CUE campus at no additional cost to the student beyond tuition at the home institution. (The course must not be offered on the home campus during the semester a student cross-registers, and the host institution will not accept the cross-registered student if the desired course section has been filled with students from the host campus.) For the past year the CUE Deans organization has focused its collaborative efforts on planning required to offer to area students multiple years of instruction in strategic languages such as Chinese, Japanese, and Arabic.

Athletics

In 1999 IUPUI underwent certification for the move from NCAA Division II athletics to Division I. The campus does not support a football team, but has quickly become a contender in Mid-Continent Conference basketball and soccer in particular, as well as other women's and men's sports. IUPUI was recently recognized by *USA Today* for increasing the graduation rates of student athletes.

Contracts

Vice Chancellor for Administration and Finance Robert M. Martin oversees contractual arrangements related to purchase of materials and land acquisition. Vice Chancellor for Research and Graduate Education Mark L. Brenner implements IU policies related to research-related contracts and grants.

Research

As required by the Department of Health and Human Services, all studies involving human subjects conducted by faculty, students, or staff at IUPUI must be reviewed and approved by an Institutional Review Board (IRB) prior to initiating research. There are two IRBs, one of which reviews protocols involving primarily biomedical research and one that reviews protocols involving social-behavioral research. In compliance with the recommendations of the Association of American Universities Task Force on Research Accountability, IUPUI requires that individuals involved with the design or conduct of human subjects research demonstrate that they understand the basic principles and procedures related to protecting human research subjects. To accomplish this goal, a Web-based instrument to test this knowledge has been developed. All researchers must provide proof of passing the Human Subjects Tutorial/Test at the time they submit an application for IRB review. This tutorial/test is available online.

The Advanced Research and Technology Institute (ARTI) was created in 1997 by Indiana University to act as a liaison with the private sector for the University. ARTI is authorized to negotiate licensing agreements for university-owned intellectual property.

Conflicts of Interest

The IUPUI Policy on Conflicts of Interest is designed to: (1) identify conflicts of interest arising from relationships between faculty and staff and external entities; (2) assist faculty and staff in avoiding conflicts of interest; (3) establish a system for disclosure and review of relationships with external entities; and (4) avoid or resolve conflicts of interest. Faculty and staff members are responsible for disclosing (1) their financial interests and those of their family members that would reasonably appear to be affected by the research or educational activities in which they are engaged, including those funded or proposed for funding by an external entity; or (2) their and their family members' financial interests in external entities whose financial interests would reasonably appear to be affected by their research or educational activities. Disclosures are to be made in accordance with the procedures established under approved specific school policies.

Diversity

IUPUI is strongly committed to diversity in all aspects of its operations. In 2000, Chancellor Bepko articulated a Vision for Diversity that was subsequently adopted by faculty governance. His annual IUPUI State of Diversity address provides an update to the IUPUI and Indianapolis communities on our progress in accomplishing that vision. The Diversity Cabinet advises the chancellor and works with him to develop strategies for supporting that progress.

Much of our work on diversity is reported in the learning and teaching and civic engagement self studies. For example, retention efforts have included strategies aimed at engaging and retaining students of color; in 2001 retention of regularly admitted new African American students reached parity with that of "all other" regularly admitted students. The Office for Multicultural Faculty Development provides services intended to help faculty of color advance in their careers and to help departments recruit and retain these faculty. The Diversity Inquiry Group works to encourage and support faculty in creating an inclusive campus and classroom climate and in developing inclusive curricula. Our Principles of Undergraduate Learning include "Understanding Society and Culture," defined as "the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of human experience."

Numerous department-and school-based programs provide opportunities and support for students of color both before they enter college and during their studies at IUPUI. Professional schools, such as the Schools of Nursing and Social Work, have incorporated culturally sensitive practices into their curricula and learning outcomes. Clinical placements, internships, and service learning programs allow students to gain experience in culturally diverse settings as they prepare to become professionals and citizens in Indianapolis' diverse communities or elsewhere.

Our business practices also reflect our commitment to diversity. For example, the Minority Business Enterprises (MBE) Program supports and encourages diversity in the supplier network for IUPUI, identifies and integrates MBEs into the supplier base, and maximizes opportunities for MBEs.

Student Complaint Files

The Offices of the Chancellor, Executive Vice Chancellor and Dean of the Faculties, and the Vice Chancellor for Student Life and Diversity maintain records of formal written student complaints and actions taken to resolve each complaint.

Federal Compliance Program/Third Party Comments

Credits, program length, and tuition

IUPUI operates on a semester system with Fall (beginning in August) and Spring (beginning in January) semesters and two summer sessions. Courses are also offered during expanded and contracted sessions with approval of the dean of the school. The policy on determining units of academic credit at IUPUI can be found at the Registrar's Web site. The policy states that “IUPUI guidelines for the academic calendar require a 3-credit lecture class to meet for a minimum of 2,250 minutes excluding the final examination period. Emerging delivery methodologies may necessitate determining a unit of undergraduate credit with non-time based methods. These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to insure these courses are equivalent to traditionally delivered courses.”

Tuition and fees are set by the Indiana University Board of Trustees. Policies concerning charges, refunds, and fees are published in the online and printed bulletins and the schedule of classes. As is common practice among universities, costs vary for students based upon their class standing, school, and major.

Institutional compliance with the Higher Education Reauthorization Act

IUPUI is in full compliance with the requirements of Title IV, and copies of all documents relevant to Title IV compliance are available in the Office of Student Financial Aid Services. A Title IV compliance audit is conducted annually by the Indiana State Board of Accounts. The report findings and IUPUI’s responses can be found in the Office of Student Financial Aid Services, along with institutional program participation agreements, past and current fiscal operations reports and necessary applications for participation in federal student aid programs, official default rate information, and any other related federal program reviews conducted.

Our most recent default rate of 5.2% is below the national average of 5.9%. We have not had any negative review or audit findings on our Federal Family Education Loan Programs (FFELP) default rate. Although this is not mandated by the Department of Education, IUPUI is striving to maintain our low default rate. For this reason, IUPUI agreed to participate in a pilot project with USA Funds, our major student loan guarantor, by implementing their Life Skills program. During the course of this program IUPUI Financial Aid staff work in conjunction with University College academic advisors to discuss debt

management and overall management of funds with new students in the Learning Communities.

Advertising and recruitment materials

The North Central Association's Web site address and telephone number are published in IUPUI's comprehensive online bulletin.

Professional accreditations

Individual schools and departments are accredited by specialized bodies, but IUPUI does not hold dual institutional accreditation or specialized accreditation with a single agency that covers one-third or more of either the institution's offerings or its students. A list of current affiliations is available online.

Public notification of the comprehensive evaluation visit

IUPUI purchased advertising space in the *Indianapolis Star* and the *Sagamore* (the IUPUI student newspaper) to announce the reaccreditation visit. Additionally, the NCA visit was well publicized on campus through the portfolio Web site, targeted online and print campus newsletters, and announcements all of which solicited comments on the self-study process and documents. Publications that publicized the team visit include: *JagNews*, *Inside IUPUI*, *CampusScape*, and *HR Update*. Targeted emails were sent to Faculty and Staff Council email lists, and multiple committee email lists. Extensive conversations were held with community representatives who are members of the Board of Advisors. Presentations were given at numerous local and national meetings where the online self-studies were demonstrated.

Strengths include:

- a strong commitment to diversity, reflected in the policies and practices of IUPUI's central administration, schools, and administrative units across the campus.

- collaboration with other institutions of higher education in the greater Indianapolis area that enhances educational opportunities for all students in the region.

Challenges include:

- convincing 21 relatively autonomous schools, many of which identify themselves as units of the parent institution rather than IUPUI, to produce promotional materials that connect the school to IUPUI.

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Questions for Review Team

Web-Based Approach to Self-Study
Questions for Review Team

1. In what ways was the Web presentation of the self-study more helpful to you than a paper-based self-study? What difficulties did you have with the Web approach? What suggestions do you have for improving such presentations for accreditation purposes?

2. How might a Web portfolio like IUPUI's be useful for general public accountability purposes? With what audiences? For what purposes? How would we need to adapt the portfolio for other audiences and purposes?

3. How can we make the portfolio and its Web presence as useful as possible for internal improvement? How can we encourage stakeholders to use it as an information resource?

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1982 & 1992 NCA Team Concerns and Advice and IUPUI Responses

1982 Concerns	1992 Concerns	2002 Status
The mission statement of IUPUI still does not seem to be clear to all constituencies. Efforts should be made by the IUPUI administration to work with the various units of the university to clarify the implications of the mission statement in both short- and long-term aspects.	The absence of a concise, but inclusive, statement of mission and a coherent statement of purposes consistent with its mission will hamper IUPUI's ability to gain public support, its efforts to assess its performance, and the fair and effective implementation of RCM.	Since 1992 two strategic planning efforts have produced concise vision/mission and goals statements that have been shared with faculty, staff, and students as well as community stakeholders. A discussion of the development of the mission appears in the Criteria as well as the GIRs and Special Emphasis sections.
	Given the temptation which besets all urban public universities to be all things for all constituency groups and to provide services and programs for any potential audience, IUPUI, given the obvious limitations of its resource base, should continually strive to sharpen its mission, limit its goals, focus its attention on what it can do better & consolidate its array of program offerings.	IUPUI has continued to develop and focus its mission, as evidenced in the work of the Future Group (the entity responsible for the most recent strategic plan) in conjunction with standing faculty, staff, and student committees. Annual plans for resource reallocation at the campus level have been guided by goals in the strategic plan. Decisions about programs to add or terminate originate at the school level. Since 1992 some 50 academic programs have been added; 15 have been discontinued. (See list)
Substantial long-term future operating and maintenance costs are being assumed for the new physical plant, especially for the comprehensive physical education facilities. These costs will increase with new or expanded programs if these capital resources are to be effectively utilized.	Resources for operation of new buildings and long-term maintenance of all buildings must be addressed to avoid serious deferred maintenance problems.	As is unfortunately the case across the country, this concern has been exacerbated recently by legislative reductions in the allowance for operation of new buildings as well as cuts in basic maintenance funding from the state. The cut in repair and rehabilitation money is hoped to be a temporary action that will be restored in the next legislative session. The funding gap in plant operations has been narrowed, in part, by using Indirect Cost Recovery funds

		from research and a facility fee assessment at the School of Law. The IUPUI General R&R Analysis – 2001-2003 Appropriated Funds.
As funds become available, attention should be given to adding more full-time faculty to reduce the dependence on part-time faculty. Efforts should continue to recruit faculty with academic interests and preparation consistent with the mission of IUPUI.	IUPUI had not addressed adequately and systematically the concern expressed in the 1982 NCA report about over-reliance on part-time faculty. The % of instruction delivered by part-time faculty appears to have increased during the past decade as enrollment growth out-paced budget increases. RCM may be contributing. (p 15 and 27)	IUPUI has made a commitment to strengthen the development of associate faculty through department, school, and campus-wide professional development activities and through activities that strengthen the ties between associate faculty and their home departments. In addition, a three-year plan for employing over 100 new full-time lecturers has been established - 17 in Liberal Arts, 16 in Science, and two at IUPU Columbus were established in 2001-02. In year two (2002-03) 43 additional positions were established. The self-study on Teaching and Learning contains more details.
	% of minority students enrolled at IUPUI not representative of the metropolitan community, nor does the percentage of minority students match the % of minority students graduating from area high schools. The university must persist in its efforts to cooperate with other institutions in programs and activities that will, in time, correct the imbalance. Our highlighting this imbalance should not be interpreted as advocating the admission of students who will surely fail or the relaxing of academic expectations or standards.	Many focused efforts, including the establishment of The Diversity Cabinet by Chancellor Bepko, have increased the numbers and percentages of minority students during the past decade. The *2001 IUPUI Performance Report* provides evidence that the percentage of minority students enrolled at IUPUI now reflects closely the minority percentage of the population in its region. Minorities as a percentage of all students: 14%; minorities as a percentage of the regional population: 16%. The self-study on Teaching and Learning contains more details.

Despite improvements since the 1972 NCA visit, there remains a serious deficiency in the libraries of the university with respect to the number of staff, extent and quality of the collections, space for faculty and students, and the range of academic programs served. Allocations of budgetary resources for libraries is considerably less than recommended by the American Library Association	IUPUI's library collections in areas other than law and biomedical fields are insufficient to support competitive, research-oriented graduate programs, especially at the doctoral level. The technological capabilities of the new Library building will require additional resources for operation and maintenance.	While actual dollars for materials increased by 78.7 %, this increase did not keep pace with the inflation rate for purchasing new materials. However, the technology funding required to support the technology in the new building has been added to the library's base budget. In 1992/93 the library budget for computer equipment was $7,571 in 2001/02 it was $233,238. In 1992/93 there was one staff member dedicated to technology; in 2001/02 there were 15. When the new library opened, a fund of nearly $4 million was made available to put technology in place in the library; as that money was spent down, base funds were added to replace it. Consequently, we are in a position to develop, deploy, and support technology so that we can continue to be a leader nationally in the use of technology in academic libraries.
	Absence of a single, comprehensive assessment plan and there is a need for the institution, through its new Office of Planning and Institutional Improvement and its Assessment Committee, to develop such a plan and implement it.	In January 1995, IUPUI submitted a Plan for Assessment that was approved by the North Central Association in April 1995. Since then the campus has been making steady progress on implementing this plan. The self-study on Teaching and Learning contains more details.
	Numerous complaints from undergraduate students and staff about the quality, timeliness, and lack of availability of basic student services, especially in the evening and on weekends, but also during the day. Additional resources and better in-service training of student services personnel will be necessary.	Since 1992 major strides have been made in providing services to students. The Office of Enrollment Services has been restructured under new leadership. Extensive quality improvement training for staff was initiated in 1994 and the outcome of the work of six cross-functional teams has been a far more cohesive organization of the offices of Admissions, Bursar, Registrar, and Financial Aid. INSITE provides each student easy access to the academic record from the time of admission through graduation. Nevertheless, Indiana University is implementing an

	entirely new student information system with an anticipated completion date of 2004. Students have several modes of registration – in person, via computer, and via the telephone at virtually any time of day or night. As a result, The 2001 Continuing Student Satisfaction Survey responses indicate that 83% of students are satisfied with registration and 67 % with fee payment processes; 68 % report being satisfied with the general helpfulness of IUPUI staff. We continue to make efforts to improve these services and address other recurring concerns such as availability of staff on the telephone and parking spaces.
Appoint a special task force to examine the effectiveness of its student services functions and make specific recommendations for improvement.	In 1999 a new office of Vice Chancellor for Student Life and Diversity was created and a national search resulted in the appointment of Karen M. Whitney as vice chancellor. Under her leadership the student life division has been restructured and strengthened. Teams of academic and student life professionals have attended several AAHE Summer Quality Academy sessions to address various aspects of the work of integrating academic and student life. A program review of student activities is underway with the goal of advancing a robust campus life. Plans include opening new student housing in 2003 and a new Campus Center in 2005.

Review wording of the description in its Self-Study of how it meets items 1.c [in 1992: The institution confers certificates, diplomas or degrees] and 1.d [in 1992: The institution has legal authority to confer its certificates, diplomas and degrees] of the GIRs in order to remove an apparent contradiction regarding the conferring of its degrees. Greater clarity on this point in IUPUI publications will help people...understand the nature of IUPUI's relationship with Indiana University and Purdue University.	Virtually all public communications (bulletins, marketing materials, and advertisements – print, electronic and broadcast) make it explicit that degrees are conferred by either Indiana University or Purdue University. Signage on campus indicates that the schools housed here are either Indiana University schools or Purdue University schools. The Office of External Affairs frequently tests through the use of focus groups the awareness of prospective high school students about the conferring of degrees.
Develop a procedure for periodic review of graduate faculty with the assistance of disciplinary experts from other universities.	Comprehensive program review instituted in 1994 provides periodic review of all departmental faculty as the program is reviewed. A post-tenure review policy is now in place.
General Education. "It may be more important, for example for the recipients of bachelor's degrees from all IUPUI schools to have a sound and coherent experience in general education that is monitored at the campus level than for the graduates of all the schools to have the same general education experience." Regarding RCM: RCM causing some professional schools to teach general education courses. Who is monitoring content? Are they truly general education courses? Is there duplication?	After nearly a decade of discussion, the Faculty Council approved six "Principles for Undergraduate Learning" in May 1998. These principles describe general education in terms of the skills and abilities students will master as opposed to the content they will be taught. Now each school must describe the ways in which students will master the skills and how student achievement will be assessed. In 2000 a school-by-school review of implementation of the principles was undertaken. The development of an electronic portfolio for each student also is conceived as a means of ensuring that each student has opportunities to learn the designated skills and masters them prior to graduation. The Program Review and Assessment Committee oversees the implementation and assessment of the Principles for Undergraduate Learning.

Should continuously monitor RCM	RCM has been reviewed on a five-year cycle (see June 1994 IUPUI Responsibility Center Management: An Assessment of the Last Five Years, 1989-1994 and June 2000 RCM Review: Final Report and Recommendations reports in the resource room) and continues to enjoy widespread support among deans and faculty budget committees. (See also the Indiana University Strategic Directions Task Force for Operational Efficiency and Revenue Enhancement - June 15, 1995).
Success of the technology thrust (IT, CLN and new library) depends on ability to a). engage the faculty and deans in these initiatives; b) incorporate goal assessment and feedback control mechanisms in the RCM process so that this process does not undermine support for IT; c) pay continued attention to the costs and benefits of new technologies; d) maintain continuing attention to and support for the technology infrastructure	The University Information Technology Services (UITS) was established in 1997 under the direction of IU Vice President for Information Technology (VPIT) and CIO Michael A. McRobbie. Garland Elmore is the Associate Vice President for Teaching and Learning Information Technologies and Dean, Information Technology, IUPUI. The VPIT oversees implementation of Indiana University's strategic plan for information technology, which is assessed periodically. Faculty survey responses indicate general satisfaction with IT and increased use of technology in instruction. (See faculty survey responses on technology, UITS survey and technology section of faculty survey and (or here) At IUPUI the Center for Teaching and Learning, a component of the Office for Professional Development, is offering extended opportunities for faculty to increase their use of technology in instruction and research. Campus-wide discussions and planning for a new entity, tentatively called IUPUI Online, also are underway.

	Appoint task force to examine the suitability and availability of its athletic facilities for recreational use and intramurals.	In 1998-99 IUPUI conducted a self-study and was certified for NCAA Division I status by a visiting team in March 1999. Community partnerships are being sought to address continuing concerns about the quality and availability of facilities for team sports as well as intramurals and recreational use. (Link to NCAA self-study report and the report on the Physical Education program review and responses.) The importance of a multi-purpose convocation facility to meet the needs of the campus and intercollegiate athletics is being discussed by the campus Athletics Committee.
	Should consider, in consultation with NCA staff, requesting a focused visit to the program [Malaysia], perhaps in conjunction with site visits to other southeast Asia programs operated by NCA institutions.	The partnerships with the Institute Teknologi (MARA) and Universiti Tenaga Nasional in Malaysia achieved the goals set for them.

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Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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New Academic Programs at IUPUI (Indianapolis Campus)
July 1986 through August 2002

CIP	DEGREE TITLE	Status	Approved Jan 1992 or later
040301	MASTER OF PLANNING		
090101	M.A. IN APPLIED COMMUNICATIONS		Y
130604	ED.S. IN SCHOOL PSYCHOLOGY	Suspended	
131204	B.S.ED. IN EARLY CHILDHOOD EDUCATION		Y
131314	M. S. IN PHYSICAL EDUCATION		Y
131330	M.A.T. IN SPANISH		Y
140501	M. S. IN BIOMEDICAL ENGINEERING		Y
140901	B.S. IN COMPUTER ENGINEERING		Y
150301	A.S. IN COMPUTER ENGINEERING TECH		Y
150301	B.S. IN COMPUTER ENGINEERING TECH		Y
190503	M.S. IN NUTRITION AND DIETETICS		Y
220104	MASTER OF LAWS IN AMERICAN LAW	Not Impl.	Y
230101	M.A./M.A.T. IN ENGLISH		Y
240199	ASSOCIATE OF ARTS		Y
250101	MASTER OF LIBRARY SCIENCE		
250101	MASTER OF INFORMATION SCIENCE		
309989	B.S. IN INFORMATICS		Y
309990	M.S. IN BIOINFORMATICS		Y
309991	M.S. IN CHEMICAL INFORMATICS		Y
309992	M.S. IN HEALTH INFORMATICS		Y
309993	M.S. IN HUMAN COMPUTER INTERACTION	Not Impl.	Y
309994	A.S. IN MEDIA ARTS AND TECHNOLOGY		Y
309994	B. S. IN MEDIA ARTS & SCIENCE		Y
309994	M. S. IN MEDIA ARTS & SCIENCE		Y
309995	M.A. IN PHILANTHROPIC STUDIES		Y
309999	B.A. WITH INDIVIDUALIZED MAJOR		Y
400501	A.S. IN CHEMISTRY		Y
440701	PH.D. IN SOCIAL WORK		Y
450601	M.A. IN ECONOMICS		
450701	M.S. IN GEOGRAPHIC INFORMATION SCIENCE	Not Impl.	Y
451101	M.A. IN SOCIOLOGY		Y
480105	B.S. IN COMPUTER GRAPHICS TECHNOLOGY		Y
500401	M.F.A. IN VISUAL COMMUNICATION		Y
500408	A.S. IN INTERIOR DESIGN		Y
500999	M.S. IN MUSIC TECHNOLOGY		Y
510205	B. S. IN AM SIGN LANGUAGE-ENGLISH INTER		Y
510901	CERT IN NON-INVASIVE CARDIOVASCULAR TEC		Y
510904	A. S. IN PARAMEDIC SCIENCE		Y

CIP	DEGREE TITLE	Status	Approved Jan 1992 or later
511002	CERTIFICATE IN HISTOTECHNOLOGY		Y
511002	ASSOCIATE OF SCIENCE IN HISTOTECHNOLOGY		Y
512201	MASTER OF PUBLIC HEALTH		Y
512308	MASTER OF PHYSICAL THERAPY	Not Impl.	Y
512308	DOCTOR OF PHYSICAL THERAPY		Y
512398	M.S. IN THERAPEUTIC OUTCOMES RESEARCH		Y
512399	M. S. IN PHYSICAL THERAPY	Eliminated	
519999	M.S. IN CLINICAL RESEARCH		Y
520301	MASTER OF PROFESSIONAL ACCOUNTANCY		Y
520399	M.B.A. IN ACCOUNTING		Y
520999	B. S. IN TOURISM, CONVENTNS & EVENT MGT		Y
Total new programs - 49 (48 excluding Ed.S. in School Psychology)		Total:	

Columbus Campus

CIP	DEGREE TITLE	Status	Approved Jan 1992 or later
131202	B.S. in Education		Y
240199	Associate of Arts		Y
400501	A.S. in Chemistry		Y
420101	B.A./B.S. in Psychology		Y
511601	B.S. in Nursing		Y
520101	B.S. in Business		Y
520101	M.S. in Business		Y
Total new programs - 7		Total:	

*Degrees are conferred by the Indianapolis Campus.

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UAO ID	W.O. NO.	ACCT #	BUILDING NAME	DESCRIPTION	BUDGET	OTHER FUNDING	LATEST OR FINAL ESTIMATE	SUB PROJECT ESTIMATE	CURRENT PROJECT BALANCE	FINAL PROJECT BALANCE	STATUS
ROOF REPLACEMENT											
986-5927			LAW SCHOOL	EMERGENCY ROOF REPAIR	$ 140,000.00	$ -	$ -		$ -	$ 140,000.00	CANCELLED
		90-701-08	LONG HOSPITAL	WATERPROOF & RESTORATION OF SUB SURFACE OF ROOF (RM 101)	$ 100,000.00	$ -	$ 100,000.00		$ 200,000.00	$ (100,000.00)	OUT TO BID 4/15/99
986-5926		90-705-39	MARY CABLE	ROOF REPAIR	$ 100,000.00		$ 40,000.00	*$ 12,800.00*	$ 27,200.00	$ 60,000.00	REQUEST INITIATED
				SUBPROJECT(S)							
			Mary Cable	*Roof Repair*				*$ 12,800.00*			
			NATATORIUM	ROOF REPLACEMENT (40% R&R, 60% Nat)	$ 110,000.00	$ 198,000.00	$ 132,000.00		$ 330,000.00	$ (22,000.00)	REQUEST INITIATED
986-5911	90-2371	90-706-61	PHYSICAL PLANT	ROOF REPLACEMENT	$ 75,000.00		$ 55,053.00			$ 19,947.00	**COMPLETED**
			TOTAL ROOF REPLACEMENT COST:		**$ 525,000.00**	**$ 198,000.00**	**$ 327,053.00**	**$ 25,600.00**	**$ 557,200.00**	**$ 97,947.00**	
CODE CORRECTIONS											
			MISCELLANEOUS	B/S, UNION, & OTHERS REPLACE & UPGRADE PRESSURE VESSELS	$ 100,000.00		$ 100,000.00	*$ 81,152.48*		$ 18,847.52	
				SUBPROJECT(S)							
	90-2043	90-701-77	*DENTAL SCHOOL*	*Replace heat exchanger in SB-14*				*$ 30,000.00*			*DESIGN DEVELOPMENT*
	90-2033	90-709-30	*UNION BUILDING*	*Replace heat exchanger*				*$ 51,152.48*			*UNDER CONSTRUCTION*
ADA CODE CORRECTIONS											
			CAVANAUGH HALL	ADDRESS CONCRETE PAVING, WEST STEPS & WHEEL CHAIR RAMP	$ 15,000.00		$ 33,000.00			$ (18,000.00)	REQUEST INITIATED
			ORAL HEALTH RESEARCH	ADDRESS ENTRANCE SLAB, WALKS & RAMPS	$ 15,000.00		$ 10,000.00			$ 5,000.00	*UNDER CONSTRUCTION*
			ALL CAMPUS BUILDINGS	ADA	$ 200,000.00		$ 200,000.00	*$ 166,880.00*		$ (32,873.00)	SCOPE DEVELOPMENT
				SUBPROJECT(S)							
	90-2071	90-706-70	*PSYCHIATRIC RESEARCH*	*Access route from parking lot to north entrance of building*				*$ 16,275.00*			READY TO BID
991-6080	92-2298		*LONG HOSPITAL*	*Rebuild east entry to meet ADA requirements*				*$ 93,000.00*			*DESIGN DEVELOPMENT*
939-4614			*UNIVERSITY COLLEGE*	*West entry modification*						$ 76,493.00	**CANCELLED**
			ENGINEERING (SL)	*Auto doors on restrooms & coat rack end panels*				*$ 10,500.00*			
	92-2176		*BUSINESS/SPEA*	*Upgrade 3RD floor men's room to meet ADA specifications*				*$ 36,653.00*			*DESIGN DEVELOPMENT*
	90-2217	90-703-36	*HERRON MAIN & MUSEUM*	*Install 3 sets of handrails*				*$ 10,452.00*			***COMPLETED***
			TOTAL CODE CORRECTION COST:		**$ 330,000.00**	**$ -**	**$ 343,000.00**	**$ 248,032.48**	**$ -**	**$ 49,467.52**	

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UAO ID	W.O. NO.	ACCT #	BUILDING NAME	DESCRIPTION	BUDGET	OTHER FUNDING	LATEST OR FINAL ESTIMATE	SUB PROJECT ESTIMATE	CURRENT PROJECT BALANCE	FINAL PROJECT BALANCE	STATUS
INTERIOR RENOVATION											
			MISCELLANEOUS	GENERAL INVENTORY UPGRADES	$ 130,000.00		$ 130,000.00	*$ 179,366.00*		$ (49,366.00)	
				SUBPROJECT(S)							
986-5913		*90-701-04*	***CLINICAL & FESLER HALL***	***Interior finish upgrades***				*$ 153,710.00*			*DESIGN DEVELOPMENT*
	90-0884	*90-701-89*	***EDUCATION/SOCIAL WORK***	***Carpet replacement public area 3118***				*$ 25,656.00*			***COMPLETED***
ASBESTOS ABATEMENT											
989-5994	92-2042		DENTAL SCHOOL	ABATE ASBESTOS LOCATED IN CEILINGS IN BASEMENT & 1ST FLOOR	$ 175,000.00		$ 125,000.00			$ 50,000.00	READY TO BID
BUILDING SYSTEMS											
			ALL CAMPUS BUILDINGS	INSTALL FIBER FOR BUILDING AUTOMATION CONTROLS	$ 35,000.00		$ 35,000.00			$ -	***COMPLETED***
991-6072		90-701-07	CLINICAL BUILDING	HVAC MODIFIY CONTROLS & UPGRADE	$ 75,000.00		$ 75,000.00		$ 75,000.00		REQUEST INITIATED
	90-0831	90-701-79	EDUCATION/SOCIAL WORK	REROUTE AIR INTAKE	$ 20,000.00		$ -			$ 20,000.00	**CANCELLED**
	92-1006		EMERSON HALL	MECHANICAL SYSTEM UPGRADES (STUDY)	$ 50,000.00		$ 50,000.00		$ 50,000.00		UNDER CONSTRUCTION
	92-2245		EMERSON HALL	HYDRONIC HEATING SYSTEM, ALL ROOFTOP CONDENSING UNITS & BUILDING CENTRAL WATER FOUNTAIN SYSTEM	$ 50,000.00		$ 50,000.00			$ 50,000.00	**CANCELLED**
991-6074		90-707-90	ENG, SCI & TECH II	HVAC MODIFIY CONTROLS & UPGRADE (Y2K)	$ 100,000.00		$ 100,000.00		$ 100,000.00		REQUEST INITIATED
			ENG, SCI & TECH III	ADDRESS LAB PRESSUE PROBLEMS (HVAC)	$ 100,000.00		$ 100,000.00	*$ 45,000.00*		$ 55,000.00	REQUEST INITIATED
				SUBPROJECT(S)							
	90-1056	*90-708-02*	***ENG, SCI & TECH III***	***Ductwork modifications to address building & lab pressure Problems***	*$ -*			*$ 45,000.00*			REQUEST INITITATED
991-6073		90-705-71	MED RESEARCH & LIBRARY	HVAC MODIFIY CONTROLS & UPGRADE (Y2K)	$ 100,000.00		$ 100,000.00		$ 100,000.00		REQUEST INITITATED
			MEDICAL SCIENCE	REPAIR, REPLACE CONTROL VALVES IN VARIOUS LOCATIONS	$ 100,000.00		$ 100,000.00	*$ 75,108.00*		$ 24,892.00	UNDER CONSTRUCTION
				SUBPROJECT(S)							
	90-2277	*90-706-12*	***MEDICAL SCIENCE***	***Repair controls & valves for AHU 5C, 9A, 9B***	*$ -*			*$ 30,000.00*			*UNDER CONSTRUCTION*
	90-2275	*90-706-11*	***MEDICAL SCIENCE***	***Repair controls & valves for AHU 8D, 8E, 10B***	*$ -*			*$ 30,000.00*			*UNDER CONSTRUCTION*
	90-2274	*90-706-10*	***MEDICAL SCIENCE***	***Replace, install new standard & dessicant controls for all AHU'S & outside air units***	*$ -*			*$ 5,108.00*			*UNDER CONSTRUCTION*
	90-2276	*90-705-72*	***MEDICAL SCIENCE***	***Pre-heat controls on 100% outside air units***	*$ -*			*$ 10,000.00*			*REQUEST INITIATED*

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986-5906		90-703-38	MISCELLANEOUS	STUDY DUCT WORK FOR CLEANING/FILTRATION, ETC. (MED. SCI., PSYCHIATRIC RESEARCH, B/S & OTHERS	$ 50,000.00		$ 50,000.00	*$ 20,000.00*		$ 30,000.00	IN PROCESS
				SUBPROJECT(S)							
986-5906	*90-2263*	*90-703-38*		***Inspection of ductwork survey***				*$ 20,000.00*			***COMPLETED***
987-5961		90-706-71	PSYCHIATRIC RESEARCH	UPGRADE SECOND FLOOR	$ 500,000.00	$ 673,600.00	$ 1,200,000.00			$ (26,400.00)	DESIGN DEVELOPMENT
	90-0883	90-709-29	UNION BUILDING	TIE IN CHILLED WATER TO WELL WATER COILS	$ 30,000.00		$ 38,919.00			$ (8,919.00)	***COMPLETED***
CLASSROOM RENOVATIONS											
987-5934	90-2360	90-706-07	NURSING SCHOOL	REPLACE LIGHTS & UPGRADE CLASSROOMS & ASBESTOS ABATEMENT	$ 300,000.00		$ 454,850.00			$ (154,850.00)	DESIGN DEVELOPMENT
			TOTAL INTERIOR RENOVATION PROJECT COST:		**$ 1,815,000.00**	**$ 673,600.00**	**$ 2,608,769.00**	**$ 319,474.00**	**$ 325,000.00**	**$ (9,643.00)**	
EXTERIOR RENOVATION											
	90-0891	90-700-57	EDUCATION/SOCIAL WORK	ES/BS CURTAIN WALL	$ 20,000.00		$ 10,140.00			$ 9,860.00	**COMPLETED**
988-5967	92-2724		MEDICAL RESEARCH & LIBRARY	ADDRESS PAVER & WATER PROOF SYSTEM @ PATIO	$ 50,000.00		$ 50,000.00		$ 50,000.00		UNDER CONSTRUCTION
			MISCELLANEOUS	RILEY RES., ROTARY & OTHERS PAINT EXTERIOR	$ 50,000.00		$ 50,000.00			$ 50,000.00	**CANCELLED**
MASONRY											
986-5910	90-2370	90-705-44	MISCELLANEOUS	REPAIR MASONRY ON VARIOUS BUILDINGS	$ 500,000.00		$ 500,000.00		$ 500,000.00		READY TO BID
SPECIAL PROJECTS											
			ENG, SCI & TECH III & UNIVERSITY LIBRARY	DESIGN & INSTALL BRICK PAVERS (SIDEWALK PLACEMENT & LANDSCAPAING	$ 15,000.00		$ 28,000.00			$ (13,000.00)	UNDER CONSTRUCTION
WINDOWS											
986-5909			MISCELLANEOUS	E/S, B/S, MRLB, RILEY RES., PSYC. RES. & PHYSICAL PLANT RESTORE WINDOW SYSTEMS AS SPECIFIED IN SURVEY	$ 250,000.00		$ 250,000.00	*$ 159,600.00*	$ 90,400.00		DESIGN DEVELOPMENT
				SUBPROJECT(S)							
			RILEY RESEARCH	***Replace windows in rooms 211 & 213***				*$ 6,600.00*			**COMPLETED**
			PSYCHIATRIC RESEARCH	***Replace windows***				*$ 120,000.00*			REQUEST INITIATED
			RILEY RESEARCH	***Replace windows in rooms on 1ST floor***				*$ 33,000.00*			REQUEST INITIATED
			TOTAL EXTERIOR RENOVATION PROJECT COST:		**$ 885,000.00**	**$ -**	**$ 888,140.00**	**$ 159,600.00**	**$ 640,400.00**	**$ 46,860.00**	
INFRASTRUCTURE IMPROVEMENTS											
			MISCELLANEOUS	DESIGN & INSTALL BRICK PAVERS @ WALNUT STREET	$ 10,000.00		$ 10,000.00			$ 10,000.00	**CANCELLED**
CHILLED WATER DISTRIBUTION											
987-5962	90-2369	90-701-52	COLEMAN HALL	TIE INTO CHILLED WATER	$ 75,000.00		$ 75,000.00		$ 75,000.00		DESIGN DEVELOPMENT

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ELECTRICAL DISTRIBUTION											
9711-5732			ALL CAMPUS BUILDINGS	PHASE II 5kV REPLACEMENT	$ 1,500,000.00		$ 1,500,000.00	*$ 1,271,726.00*	$ 228,274.00		DESIGN DEVELOPMENT
				SUBPROJECT(S)							
9711-5732			***MISCELLANEOUS***	***Provide permanent power to Ball Res., Psychiatric Res., Riley Res., Union Annex & Warthin Apts.***				*$ 122,319.00*			***COMPLETED***
			ALL CAMPUS BUILDINGS	***Phase II 5kV Replacement***				*$ 1,149,407.00*			
985-5890			ALL CAMPUS BUILDINGS	REPLACE SUB-STATION A	$ 600,000.00		$ 600,000.00		$ 600,000.00		REQUEST INITIATED
SPECIAL PROJECTS											
			ALL CAMPUS BUILDINGS	UTILITY CONDITION ASSESSMENT	$ 250,000.00		$ 250,000.00	*$ 30,000.00*		$ 220,000.00	REQUEST INITIATED
				SUBPROJECT(S)							
			ALL CAMPUS BUILDINGS	***Cogeneration Study (Biagi)***				*$ 30,000.00*			
			MISCELLANEOUS	STUDY BUILDING/DEPARTMENT ALARMS IN MEDICAL SCHOOL	$ 50,000.00		$ 50,000.00		$ 50,000.00		REQUEST INITIATED
STEAM DISTRIBUTION											
	90-0051	90-705-92	ALL CAMPUS BUILDINGS	INSTALL STEAM VAULT AT LIMESTONE ST. & MICHIGAN ST.	$ 25,000.00		$ 46,309.53			$ (21,309.53)	**COMPLETED**
UTILITY TUNNEL											
984-5863		90-704-51	ALL CAMPUS BUILDINGS	PHASE II OF TUNNEL ASSESSMENT	$ 50,000.00		$ 50,000.00			$ 50,000.00	**CANCELLED**
			TOTAL INFRASTRUCTURE IMPROVEMENTS PROJECT COST:		**$ 2,560,000.00**	**$ -**	**$ 2,581,309.53**	**$ 1,271,726.00**	**$ 953,274.00**	**$ 258,690.47**	
HEALTH & SAFETY											
978-5683	90-2530	90-701-01	CAVANAUGH HALL	FIRE ALARM REPLACEMENT	$ 60,000.00		$ 156,442.00			$ (96,442.00)	UNDER CONSTRUCTION
	90-1023	90-708-01	ENG, SCI, & TECH I	INSTALL SPRINKLERS	$ 25,000.00		$ 25,000.00		$ 25,000.00		REQUEST INITIATED
			NATATORIUM	REPLACE FIRE ALARM SYSTEM (40% OF TOTAL PROJECT COST)	$ 65,000.00		$ 65,000.00			$ 65,000.00	**CANCELLED**
			TOTAL HEALTH & SAFETY PROJECT COST:		**$ 150,000.00**	**$ -**	**$ 246,442.00**	**$ -**	**$ 25,000.00**	**$ (31,442.00)**	
MAJOR RENOVATIONS											
986-5912	90-2399	90-704-76	LECTURE HALL	COMPLETE RENOVATION OF CLASSROOMS	$ 725,000.00			*$ 931,015.00*		$ (206,015.00)	REQUEST INITIATED
				Sub Project							
			LECTURE HALL	***Renovation of Classrooms***				*$ 876,115.00*			
986-5912A			***LECTURE HALL***	***Abate Asbestos***				*$ 54,900.00*			
			TOTAL MAJOR RENOVATION PROJECT COST:		**$ 725,000.00**	**$ -**	**$ -**	**$ 931,015.00**	**$ -**	**$ (206,015.00)**	

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UAO ID	W.O. NO.	ACCT #	BUILDING NAME	DESCRIPTION	BUDGET	OTHER FUNDING	LATEST OR FINAL ESTIMATE	SUB PROJECT ESTIMATE	CURRENT PROJECT BALANCE	FINAL PROJECT BALANCE	STATUS
OTHER											
EMERGENCY/CONTINGENCY											
			ALL CAMPUS BUILDINGS	EMERGENCY/CONTINGENCY	$ 790,000.00		$ 790,000.00	$ 957,928.50		$ (167,928.50)	UNDER CONSTRUCTION
				SUBPROJECT(S)							
	90-0600	90-709-28	*UNION BUILDING*	*Abate asbestos*				$ 32,123.50			COMPLETED
	90-1040	90-707-89	*ENG, SCI & TECH II & III*	*Replace greenhouse floor*				$ 18,567.00			*UNDER CONSTRUCTION*
987-5956		90-706-09	*NATATORIUM/PHYSICAL EDUCATION*	*Facility condition assessment*				$ 45,000.00			*UNDER CONSTRUCTION*
	90-1028	90-705-70	*MEDICAL SCIENCE*	*Revise switch gear*				$ 35,000.00			*UNDER CONSTRUCTION*
981-5779			*LONG HOSPITAL*	*Chilled water*				$ 163,000.00			*REQUEST INITIATED*
	90-1048	90-706-05	*DENTAL SCHOOL*	*West wing 1ST floor evaluate existing fan coils*				$ 161,000.00			*REQUEST INITIATED*
	90-0968	90-706-05	*NATATORIUM*	*Instructional pool floor*				$ 18,000.00			COMPLETED
	90-0943	90-701-02	*INDIANA CANCER RESEARCH*	*Revise switch gear*				$ 5,500.00			*OUT FOR BID*
		90-706-64	*PHYSICAL EDUCATION*	*Refinish gym floors*				$ 18,431.00			COMPLETED
	90-0031	90-705-74	*MEDICAL RESEARCH FACILITY*	*AHU repair*				$ 31,108.00			COMPLETED
	90-2353	90-700-49	*BUSINESS/SPEA*	*Replace fire alarm panel*				$ 5,000.00			COMPLETED
			MISCELLANEOUS	*Y2K Control Upgrades in E/S, Lecture Hall, Union and Riley Research*				$ 45,000.00			*REQUEST INITIATED*
			POWER PLANT	*Separate Emergency Power Loads between the Power Plant Generator and Med Sci Generator*				$ 30,000.00			*REQUEST INITIATED*
			TUNNEL	*Repair of tunnel between Nursing & Riley Hospital*				$ 50,000.00			
			ALL CAMPUS BUILDINGS	*Bury Overhead Electrical Cable*				$ 140,000.00			
			MARY CABLE	*Install additional electrical service (Study Only)*				$ 5,000.00			*REQUEST INITIATED*
			CAVANAUGH HALL	*East side sidewalk replacement - Phase I*				$ 100,000.00			*REQUEST INITIATED*
		90-702-02	*DENTAL SCHOOL*	*Replace condensors in B26-30 (IUPUI#9811-6021)*				$ 7,500.00			
	92-2641	90-709-32	*UNION BUILDING ANNEX*	*Replace carpet on 1ST & 2ND floor corridor s*				$ 17,699.00			
			LAW SCHOOL	*Install New Domestic Water Lines and Pipe*				$ 30,000.00			
				TOTAL EMERGENCY CONTINGENCY PROJECT COST:	**$ 790,000.00**	**$ -**	**$ 790,000.00**	**$ 957,928.50**	**$ -**	**$ (167,928.50)**	
			TOTAL R&R COST:		**$ 7,780,000.00**	**$ 871,600.00**	**$ 7,784,713.53**	**$ 3,913,375.98**	**$ 2,500,874.00**	**$ 37,936.49**	
				FINAL EMERGENCY/CONTINGENCY FUND BALANCE	$ -	+	$ 37,936.49	=	$ 37,936.49		
				(Total of E/C Balance + Total of Main R&R Balance)							

IUPUI GENERAL R&R 1997-99

	UAO ID	W.O. NO.	ACCT #	BUILDING NAME	DESCRIPTION	BUDGET	OTHER FUNDING	LATEST OR FINAL ESTIMATE	SUB PROJECT ESTIMATE	CURRENT PROJECT BALANCE	FINAL PROJECT BALANCE	STATUS

IUPUI GENERAL R&R ANALYSIS - 2001-03 APPROPRIATED FUNDS

BUILDING NAME	DESCRIPTION	BUDGET	COMMENTS
ROOF REPLACEMENT			
Union	Repair & replace various areas of the roof	$ 200,000.00	From 99-01 list
Columbus Center	Roof replacement	$ 261,400.00	Underway
Technology Building (ETI)	Replace roof	$ 225,000.00	Water is permeating building envelope. IAQ concerns
Nursing	Replace Roof/Remove cooling tower	$ 175,000.00	Water is permeating building envelope. IAQ concerns
BS	Replace roof	$ 200,000.00	
Cavanaugh	Replace roof	$ 100,000.00	From 99-01 list
TOTAL ROOF REPLACEMENT COST:		**$ 1,161,400.00**	

IUPUI GENERAL R&R ANALYSIS - 2001-03 APPROPRIATED FUNDS

BUILDING NAME	DESCRIPTION	BUDGET	COMMENTS
CODE CORRECTIONS			
Various Buildings	Dental, Rotary & Physical Plant: Upgrade fire alarm systems	$ 20,000.00	
Natatorium	Study condition of fire protection piping	$ 10,000.00	Submitted as priority from Fire Safety
Cavanaugh Hall	Install Fire Pump	$ 40,000.00	Submitted as priority from Fire Safety
Bus/Spea	Phase I Service Drive Replacement	$ 45,000.00	Documentable trip hazard correction. Total project est. $144,550. Will be done in 3 phases
TOTAL CODE CORRECTION COST:		**$ 115,000.00**	
INTERIOR RENOVATION			
BS or ET	Renovate BS 2000 or ET 202	$ 250,000.00	From Learning Environment Committee.
BUILDING SYSTEMS			
Oral Health	Replace Chiller	$ 90,000.00	From 99-01 list
Dental School	Replace air handler unit in center section design only	$ 30,000.00	From 99-01 list
Clinical	Upgrade AC	$ 100,000.00	From 99-01 list

IUPUI GENERAL R&R ANALYSIS - 2001-03 APPROPRIATED FUNDS

BUILDING NAME	DESCRIPTION	BUDGET	COMMENTS
Emerson	Upgrade Plumbing	$ 100,000.00	From 99-01 list
Fesler	Address 4th floor HVAC	$ 150,000.00	From 97-99 R&R
Multiple Locations	Clean ductwork for IAQ Issues	$ 100,000.00	Will be used in multiple subprojects as needed.
Psych Research	Address 4th floor HVAC	$ 500,000.00	SOM priority. Cooling animal rooms and remainder of the floor.
Union Building	Address AHU's	$ 200,000.00	From 99-01 list
Nursing	Air handler replacement	$ 40,000.00	Four existing unites are 31 years old.
University Library	Replace Supply/Return Fans	$ 150,000.00	3 fan systems have been replaced to date.
Columbus Center	Replace chiller	$ 250,000.00	New estimate. Chillers are too old to repair and are expected to fail.
Dental School	Replace air handlers	$ 270,000.00	
Cavanaugh Hall	Replace air handlers in penthouse	$ 150,000.00	2nd phase of 99-01 project.
Union Building	Replace unit ventilators	$ 200,000.00	Units are far beyond useable life.

IUPUI GENERAL R&R ANALYSIS - 2001-03 APPROPRIATED FUNDS

BUILDING NAME	DESCRIPTION	BUDGET	COMMENTS
TOTAL INTERIOR RENOVATION PROJECT COST:		**$ 2,580,000.00**	

IUPUI GENERAL R&R ANALYSIS - 2001-03 APPROPRIATED FUNDS

BUILDING NAME	DESCRIPTION	BUDGET	COMMENTS
EXTERIOR RENOVATION			
Nursing & Long	Repair walls/steps	$ 128,930.00	From 99-01
MRLB	Address west elevation window leaks	$ 100,000.00	Estimate from ARSEE dated 5/21/01.
ES/BS	Repair/Replace windows	$ 275,000.00	Test repair has been made. Water damage continues in non-test areas.
Various	Masonry Repairs	$ 250,000.00	Per Arsee Survey
Campus Services #3	Address building envelope issues	$ 25,000.00	
TOTAL EXTERIOR RENOVATION PROJECT COST:		**$ 778,930.00**	
INFRASTRUCTURE IMPROVEMENTS			
Utility Tunnels	Reduction of heat loads in tunnels to prevent damage to infrastructure	$ 200,000.00	
Utility Tunnels	Perform structural rehab & waterproof tunnels	$ 300,000.00	
Electrical Infrastructure	Various upgrades	$ 500,000.00	

IUPUI GENERAL R&R ANALYSIS - 2001-03 APPROPRIATED FUNDS

BUILDING NAME	DESCRIPTION	BUDGET	COMMENTS
TOTAL INFRASTRUCTURE IMPROVEMENTS PROJECT COST:		$ 1,000,000.00	

IUPUI GENERAL R&R ANALYSIS - 2001-03 APPROPRIATED FUNDS

BUILDING NAME	DESCRIPTION	BUDGET	COMMENTS
HEALTH & SAFETY			
Nursing School	Replace fire alarm system	$ 50,000.00	
Cavanaugh	Install fire pump	$ 40,000.00	Submitted as priority from Fire Safety
Natatorium	Study condition of fire protection piping	$ 10,000.00	Submitted as priority from Fire Safety
TOTAL HEALTH & SAFETY PROJECT COST:		**$ 100,000.00**	
EMERGENCY/CONTINGENCY (15% of total budget)		$ 842,720.00	
University Library	Roof deck replacement		
Herron Sculpture/Ceramics	Repair drainage		
TOTAL EMERGENCY CONTINGENCY PROJECT COST:		**$ 842,720.00**	
TOTAL R&R COST:		**$ 6,578,050.00**	

Legend

99-01 R&R

97-01 R&R

Request for Reaccreditation

IUPUI has been continuously accredited since 1972 and most recently had its accreditation status reaffirmed in 1992. Over the past ten years, the campus has expanded and upgraded its physical facilities and technology resources, maintained and improved the quality of its academic programs, outpaced all other Indiana higher education institutions in research funding, and developed structures and processes for assessing and documenting these accomplishments.

Our self-study report and Web site present substantial evidence that IUPUI continues to fulfill the General Institutional Requirements and meet the Criteria for Accreditation. The two special emphases self-studies demonstrate both our efforts to excel in the areas of learning and teaching and civic engagement and our considerable accomplishments in these areas. We have created a vision for undergraduate education and for our role as an engaged urban campus. We have developed strategies for implementing that vision that have been widely recognized as national models. We have the energy, capacity, and commitment to sustain and improve these efforts into the future.

On the basis of our accomplishments and of the materials and evidence in our self-study report and Web site, IUPUI requests that the Higher Learning Commission of the North Central Association of Colleges and Schools continue the university's accreditation for the next ten years.

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NCA Steering Committee Meeting Minutes

NCA Steering Committee

Meeting Minutes

- October 24, 2002
- September 19, 2002
- August 29, 2002
- July 18, 2002
- May 29, 2002
- April 23, 2002
- March 27, 2002
- February 19, 2002
- January 29, 2002
- December 17, 2001
- November 28, 2001
- November 7, 2001
- September 27, 2001

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NCA Steering Committee October Minutes

NCA Steering Committee
October 24, 2002

Members present: Trudy Banta, Karen Black, Victor Borden, Sharon Hamilton, Julie Hatcher, Sara Heiliger, Susan Kahn, Steve MacLaughlin (via phone)

Members absent: Bob Bringle

Campus Dissemination of the Self-Study

Trudy and Susan have been making presentations on the self-study/portfolio to a variety of groups on campus, with extremely positive responses. Trudy asked for suggestions about anything further we might do to increase campus awareness of the accreditation review.

Vic suggested that any publicity include bullets summarizing a few points everyone should be aware of:

" IUPUI is undergoing review for reaffirmation of accreditation
" We have developed a comprehensive, evidence-based self-study on the Web
" We have two special emphases: Learning and Teaching and Civic Engagement

It is especially important that we get people to attend the open meetings, particularly students. Trudy and Susan will develop an email message to the deans from the chancellor, asking them to encourage faculty and staff to attend. Trudy will email Scott and ask him to encourage learning community instructors to show the Web site in their classes and invite students to attend the open meeting. We will also try to include another announcement in JagNews and in the Sagamore.

NCA Visit Schedule

The schedule is still being finalized. Karen Whitney will convene a diversity group to include students, staff, and faculty. Sharon suggested that she meet with Braskamp, Certain, and Chu about the PULs and the student ePort. Julie recommended that Dean Goldblatt be included in the meeting with the review team on civic engagement, since he is particularly articulate about that area.

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NCA Steering Committee September Minutes

NCA Steering Committee
September 19, 2002

Members present: Trudy Banta, Karen Black, Victor Borden, Bob Bringle, Sharon Hamilton, Julie Hatcher, Sara Heiliger, Susan Kahn, Steve MacLaughlin (via phone)

Members absent: none

Overall contents and packaging of paper version of the self-study

Susan passed out the IUPUI Portfolio Navigation guide created by Steve. Vic suggested adding thumbnail descriptions of each section to the guide. Sharon asked whether the screen image could be sharpened and enlarged. Steve will make these changes and add the iPort URL to the Web navigation guide. Trudy suggested keeping the guide simple and limiting it to one page.

Susan distributed another document, Reading the IUPUI Portfolio/Self-Study, Draft of Main Points 9.19.02. This document will be combined with the Navigation Guide, sent to reviewers with the printed version of the self-study, and also posted to the Web site in the About the Portfolio section. Vic recommended adding text suggesting that reviewers note links they might be interested in exploring. Sharon suggested that the binder for the self-study might include arrow stickers that reviewers could use to mark in their paper copies the links they d like to go back to on the Web.

Susan noted that a few of the reviewers are familiar with the UUPP and have some idea of how the project developed. Hopefully, they will understand how the portfolio serves multiple purposes, including accreditation, and after accreditation as a site for accountability to other audiences.

Steve summarized recent changes he has made to the portfolio Web site. He added a search engine to replace the site map. He has also added the IUPUI interactive timeline to the About IUPUI section. Steve solicited comments from the group on the new features and asked the committee to email him with ideas.

Trudy noted that the committee needs to be prepared to talk about the cost of the portfolio project in terms of labor, start-up, and maintenance. Vic noted that we have the study of this issue conducted by Edutech, Inc. during the last year of the UUPP.

Trudy also emphasized the deadlines for the self study. She noted that the paper copies need to be ready by September 30th and the Web links need to be finished on October 7th.

Susan distributed a list of Important Web Links to be included in the paper copy and on the Web. Trudy commented that this will be helpful to reviewers as a guide that will help them find material they need or wish to review. Steve remarked that we should direct them primarily to pages within the portfolio, rather than to external sites, since we have control over the quality of our site, while the usefulness of other campus Web sites varies. The committee also made suggestions for additions to the important Web sites.

" Center for Teaching and Learning
" Administration, Finances, and Human Resources
" Student Life and Diversity
" External Affairs

The committee also agreed that school-specific sites should be listed above campus-wide sites.

Presentation of Paper Copies

The paper copies should be made available in sturdy thin binders with an IUPUI logo or image on the front. Vic suggested color tabs to separate sections. Karen will get suggestions from Troy Brown about what the

binder should look like. Sharon added that we can include a PUL bookmark. Trudy recommended that reference materials, such as the Glossary and Important IUPUI Sites documents, be placed up front.

The committee discussed what to title the self study. A suggestion was:

A Web-Based Self-Study

Focus on Mission:

Learning and Teaching
Civic Engagement

Performance Indicators

Vic noted that not all of the performance indicators will have data filled in. He will note on each indicator page the date that indicator was evaluated.

Questions for Review Team

Susan shared a draft of possible questions to ask the review team for the Teaching and Learning self-study. Bob noted that the Civic Engagement Task Force is developing a similar draft. Vic recommended asking the team for their suggestions for improvement, given our environment and mission as a commuter campus.

Other Items

The schedule for the review team needs further development. Sharon explained that team members will most likely get specific assignments and these will dictate some aspects of the schedule. Trudy suggested that the Civic Engagement Task Force plan some activities for the review team. Bob asked for the general schedule as it stands at this point. Trudy will send out the schedule.

Trudy announced a celebration for those who have worked on the self-study. She has reserved a room at the Circle City Bar and Grill for 5:30 on Wednesday, November 20th.

Karen asked that she be notified of who has received drafts of the self-study, so that she can keep a record of people and groups that the self-study has been shared with.

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NCA Steering Committee August Minutes

NCA Steering Committee
August 29, 2002

Members present: Trudy Banta, Karen Black, Victor Borden, Bob Bringle, Sharon Hamilton, Julie Hatcher, Sara Heiliger, Susan Kahn, Steve MacLaughlin (via phone)

Members absent: none

Discussion of Self-Study Drafts

Trudy noted the importance of widely disseminating drafts of the special emphases self-studies and portfolio materials to various campus groups. She would like to develop a plan to show the self-study around campus so that the NCA team knows that information has been shared and feedback solicited.

The group suggested presenting at faculty assemblies, Faculty Council, and student groups. Trudy added that she had met with Mary Fisher on Faculty Council, and that Mary had some good suggestions for campus dissemination. Vic suggested we begin getting drafts out to the campus this week. We might do this by posting Word documents to the Web.

Julie explained that the Civic Engagement portion is not yet ready to be reviewed; the area that needs most development is "next steps."

Trudy expressed concern over the lack of school level information in the Civic Engagement draft and the current central administration focus. She suggested we ask for school level information in a targeted way.

Trudy said she would share those documents that are ready with the Future Group immediately. Drafts can also be sent to Faculty Council, PRAC, JagNews, CampusScape, Student Life and Diversity, and the Sagamore. We should catalog feedback as it comes in, so that we have evidence that feedback has been incorporated.

Vic suggested that we could set up an email address, such as iport@iupui.edu, for people to send their comments to.

Susan passed out a draft of "Support and Enhance Effective Teaching." She explained that she is trying to tell IUPUI's "story" in the self-study, while maintaining balance and trying to make sure all groups are represented.

We have been gathering lists of faculty publications on teaching and learning publications from the past 10 years, submitted in response to Trudy's request to the deans. The responses have been varied and uneven. Susan explained that she was planning on using illustrative examples and not reproducing the whole list.

Bob asked about including grants in this list. Vic suggested asking Research and Sponsored programs to give us a list of grants related to teaching and learning.

Questions to ask the review team need to be drafted for inclusion in the special emphasis self-studies. This type of self-study provides an opportunity to ask for advice and help the campus get some real value out of the accreditation process. Sharon suggested asking the team to suggest "strategies for sustaining innovations that we currently have underway."

Susan suggested switching the order of the phrase "teaching and learning" to "learning and teaching" in the title of the self-study. She asked the group what the higher priority is: teaching or learning. She noted that IUPUI just received an award for its first-year experience programs and added that she plans to highlight the Gateway initiative as an approach to teaching and learning.

Susan is seeking additional examples to link to the Teaching and Learning self-study and is going to type up a list of items she needs for PRAC members today:

- Examples of 1st year seminars
- Examples of department- and school-based learning communities
- Examples of the impact of using specific pedagogies, especially with technology
- Programs/initiatives in several areas
- Matrices updates
- Suggestions for questions to ask NCA at the conclusion of the Teaching and Learning self-study
- Examples of rewards/incentives for excellent teaching

The Civic Engagement Task Force needs to come up with a similar list of questions. Trudy asked that the Civic Engagement report be in fairly final form by Tuesday, September 3rd.

Bob passed out a matrix depicting the information generated by the Civic Engagement Inventory. Vic suggested that Bob analyze the entries by school participation, coverage of topics, and exemplars. Trudy suggested that it might be helpful for Bob to look at the planning documents and organize his analysis around the goals and objectives there. We also need to be very clear about how we're defining Civic Engagement, since the term is generally not well-understood.

Performance Indicators

Vic passed out the list of Performance Indicators. He has been working with the representation of these on the Web and making some changes. He asked that Bob and Julie review the measures for Civic Engagement. We need to examine data and make judgments about our performance on each indicator. A PRAC subcommittee will be responsible for the Teaching and Learning performance indicators. Bob suggested that the Civic Engagement Task Force could address the Civic Engagement indicators. The Chancellor's Diversity Cabinet will look at the diversity indicators.

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NCA Steering Committee July Minutes

NCA Steering Committee
July 18, 2002

Members present: Trudy Banta, Karen Black, Victor Borden, Bob Bringle, Sharon Hamilton, Julie Hatcher, Sara Heiliger, Susan Kahn, Steve MacLaughlin (via phone)

Members absent: none

Discussion of Teaching and Learning Drafts

Susan passed out the 7/18/02 draft of the Teaching and Learning Introduction and was asked the group for comments and suggestions. Sharon suggested adding Teaching and Learning to the first sentence. Vic noted that Indiana is now ranked 50th in the proportion of adults over age 25 with college degrees. Vic also suggested that Susan can say our students work an average of 30 or more hours a week. Where Susan cites the "Enrollment Analysis" report, this should actually be "Survey of Non-Returning Students." The group also suggested adding an introduction to this draft that clarifies the themes and organization of the report: 1. engagement, 2. support, 3. planning.

The group discussed the organization of the self-study on the Web. There will be an overall introduction to the self-study. In addition, there will be separate introductions for Teaching and Learning and Civic Engagement. The Teaching and Learning self-study will have two sections, one on teaching, and one on learning.

Trudy passed out the list of NCA team names and asked that Sara post these to the Web.

Trudy suggested that University College, Student Life and Diversity, and the Office for Professional Development be included in the section on enhancing student learning. Susan agreed that University College should be the centerpiece of the learning section. University College assessment is central to our strategies for engaging and supporting new students. Other strategies for engagement that might be addressed include service learning, Honors, UROP, the Learning Environments initiative, and the plans to strengthen campus life through student residences and the Campus Center. Susan explained she is writing in such a way that she wants to show impact right away rather than explain later. Using the Web, you can make an assertion and link to evidence supporting it.

The group discussed the Core Curriculum and PULs. It is a challenge to show that students understand the concept underlying the PULs and demonstrate that they have mastered these skills. Trudy asked how we could show that we've made progress here compared to where we were 10 years ago. Sharon explained that the curriculum now has a philosophy behind it and is not an arbitrary cafeteria type menu of distribution requirements. Vic added that the PULs are represented in the IUPUI Bulletin, but it is not clear that the PULs have had an impact in all academic units.

Trudy asked what information we might use from NSSE. Vic suggested that the data tell us something about why it's difficult to engage our students. For one thing, our students work at paid employment many more hours than students at peer institutions.

Vic suggested asking key people and offices around campus for presentations and papers they've developed on IUPUI improvements. Some of these can provide resources to draw on for writing the report-for example, Scott's annual Lilly grant report.

Update on Civic Engagement special emphasis self-study

Bob has his introduction document ready for the Web and will send it to Sara for posting.

Bob asked for an update on the Civic Engagement Inventory. Vic reported that he is getting emails on

glitches and language changes that are needed. Repairs are being made as feedback is processed.

Steve suggested that on the management side, someone will need to go through the entries and delete the ones that do not fit. Steve also explained that you can get a list of all entries by searching all schools. A report section will be developed once we have a reasonable number of entries.

Bob gave an example of the kinds of dilemmas posed by trying to categorize the information coming in: a list of internships submitted by public health. Vic suggested that that should be one entry with several activities. Bob also asked whether memberships on board should be included in the inventory.

Other Items

Trudy asked that Sara get the deadlines of campus publications, so that we can send in items publicizing the Web-based self-study and asking campus groups and office not to change their URLs until the NCA review is completed.

In addition, the NCA 1982/1992 concerns document needs to be placed on the Web. Karen will send this document to Steve for ideas on how to represent the concerns.

Trudy suggested a meeting for the NCA steering committee to go over each concern very carefully so all can add their input at once.

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NCA Steering Committee May Minutes

NCA Steering Committee
May 29, 2002

Members present: Trudy Banta, Victor Borden, Sara Heiliger, Susan Kahn, Steve MacLaughlin

Members absent: Karen Black, Bob Bringle, Sharon Hamilton, Julie Hatcher

Report from Civic Engagement

The Preliminary Outline of NCA Special Emphasis Self-Study on Civic Engagement was passed out and discussed. Trudy suggested that the document should include more information from the schools and de-emphasize centralized activities. The Civic Engagement Inventory will gather some of the school-level information, but data can also be obtained from the membership of the Civic Engagement Task Force. The group also suggested that the document be presented as more of an initiative and less an assessment piece. Vic commented that it is important to communicate that civic engagement is a cornerstone of IUPUI's identity. The document will be revised by the next meeting in June.

Trudy asked what exactly will come out of the Civic Engagement Inventory. Vic answered that the inventory would produce concrete information on what we are doing by topic, geographic area, and school.

Teaching and Learning Self Study

Susan passed out several handouts: Support and Enhance Effective Teaching, Principles of Undergraduate Learning, Enhance Undergraduate Student Learning and Success, Overview Outline of Teaching and Learning Self Study.

Susan explained that we have reconceptualized the organization of this self-study around themes rather than objectives. The group considered how discussion of the themes should be organized. Trudy suggested that, for each team, the report might address context, then resources and support, processes, then outcomes.

Vic noted that the TERA teaching award needed to be added to the rewards and incentives section. He also suggested that Susan talk with Michele Hansen, Barbara Jackson, and Ken Duckworth about University College assessment.

Susan mentioned several of the course examples under development. She will have an excellent example from Jennifer Cochrane's speech class that includes student videotapes.

Other Portfolio Components

Trudy suggested that we look at where we are on the production schedule. She explained that she and Karen are reviewing the criteria and GIRs. Susan said she would like to have the teaching and learning narrative drafted by July, while continuing to work on examples through the summer.

Vic is working on the performance indicators and statistical portrait. He reported that all the diversity indicators have been drafted. There has been an initial meeting on financial indicators. Vic is now analyzing the available data, so he can match indicators with data. He is trying to find a way to present both level of accomplishment and progress with the "traffic light" performance indicators. Steve suggested a colored arrow or an arrow inside the light as possibilities.

Steve explained the IUPUI Interactive Timeline that is being produced for the portfolio. Steve is working with University Archives staff and an informatics student to produce a timeline of the development of buildings on the IUPUI campus. The focus will be from 1980 and into the near future.

Trudy asked the group what should be sent to NCA on paper. Susan suggested both a cd and a paper

copy. A cd has limitations, however, since interactive components won't work and external links will not work.

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NCA Steering Committee April Minutes

NCA Steering Committee
April 23, 2002

Members present: Trudy Banta, Karen Black, Victor Borden, Sharon Hamilton, Julie Hatcher, Sara Heiliger, Susan Kahn, Steve MacLaughlin

Members absent: Bob Bringle

Report from Civic Engagement

Julie handed out a Preliminary Outline of NCA Special Emphasis Self-Study on Civic Engagement. She explained that much of the narrative to fill in the outline can be drawn from other recent reports. She also wants to make use of the information gathered for the NCHEMS site visit on civic engagement.

The group was interested in seeing the criteria that NCHEMS used to choose IUPUI as a model for civic engagement.

Vic suggested that the civic engagement outline could include a section on institutional awards and recognitions.

Karen asked how strengths and weaknesses would be addressed in the civic engagement self-study. She explained that NCA expects us to include this type of evaluative information. Sharon commented that, as a consultant-evaluator, she prefers to see strengths and weaknesses summarized at the end of a self-study, rather than woven throughout.

Trudy suggested that Julie look at the University of Illinois's self-study on civic engagement, which was required of all public institutions in the state of Illinois. Susan added she would give Julie a copy of UMKC's special emphasis self-study on community partnerships.

Steve addressed the civic engagement inventory. He explained that about eight people are entering information and he is keeping in touch with them on a regular basis. He has noticed through this process that people know bits and pieces of information about activities, but often you need multiple people from the same department to provide a complete picture. Vic suggested that we create a list of contact people for projects.

Sharon noted that Gail Plater would be the one who knows in Liberal Arts; Trudy added that Phil Hardwick has a list of the development people in each of the schools.

Vic will send an email to each dean and the development people in each school to determine who should be asked to fill out the inventory for each school.

Julie suggested that we also contact directors of institutes and centers, such as the Center on Philanthropy or the Polis Center. She added that she and Bob are thinking of doing a baseline survey of community advisory council members about perceptions of IUPUI's civic engagement. Vic suggested aligning this survey with the civic engagement inventory given to the deans. The Holland Matrix might be useful for this purpose.

Julie explained that the plan is to arrange the information in the Civic Engagement Inventory by topic, for example homelessness or education. This is how external stakeholders are interested in seeing it.

Vic suggested that a geographic arrangement of the information would also be helpful for describing IUPUI's engagement with specific neighborhoods.

Teaching and Learning Report

Susan passed out short narratives for each of eight objectives for the teaching and learning self-study. For each objective, she noted the PRAC rating, main arguments, evidence, examples, and sources of evidence.

Under Maintain Teaching as an Institutional Priority, Karen questioned the statement that alumni and students rate IUPUI highly on the quality of teaching. Trudy noted that the satisfaction rate from our surveys is around 82-83 percent, while at other institutions it can be as high as 97-98 percent. She suggested we use NSSE as comparison data to the national norm and we look at other urban universities and how they rate student satisfaction with quality of instruction.

Susan asked for ideas about what kinds of information should be included in this category. The group suggested: rewards, initiatives, salary increases based on teaching, changes in policy and practices on tenure and promotion. Karen noted that PRAC felt support for teaching is not strong at the school level; Susan noted that faculty satisfaction surveys show that satisfaction with rewards for teaching is improving. Vic added that instructional workload provides some evidence of emphasis on teaching.

The group moved on to the next objective: Provide Appropriate Resources for Teaching. Karen suggested citing the new technology building as evidence that the institution is providing such resources.

The PRAC rating for this item was red; they evaluated class size and facilities for teaching as poor. Trudy noted that the facilities vary greatly across schools. The PRAC members' information is generally limited to what is going on in their schools.

The group discussed the next objective: Maintain and Enhance Inclusiveness in the Curriculum. It was suggested that Richard Turner has useful information for this objective. Another suggestion was to look at NSSE responses related to diversity and inclusiveness. The Campus Climate for Diversity Self-Study also includes helpful information.

Next, the group commented on Use Evidence of Student Learning to Guide Teaching and Curricular Improvement. Members suggested finding out how departments are using the alumni surveys. Karen added that column 5 of the annual PRAC reports includes information on yearly improvements.

Sharon suggested that participation in the Summer Faculty Writing Forum might provide evidence for this objective. She also noted that we can show increased participation in initiatives like FACET.

The next objective is: Continually Improve Students' General and Major Specific Learning Outcomes. Evidence here might include information from the PRAC reports and trends in responses to the alumni survey. Trudy commented that we need to make clear that the majority of our graduates are transfer students, so we can't use pre and post tests. We have to look at the end product-what students can do. The student e-portfolio will be helpful for tracking student progress.

Evidence can also be drawn from the faculty associates' reports, junior-senior integrator courses, the School of Science assessment model for the capstone, the document on PRAC grants (from Karen), the Office of Campus Writing, the Math Assistance Center, the Faculty Learning Community on the capstone experience, Greater Expectations, and the Critical Inquiry initiative.

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NCA Steering Committee March Minutes

NCA Steering Committee
March 27, 2002

Members present: Trudy Banta, Victor Borden, Bob Bringle, Sharon Hamilton, Sara Heiliger, Susan Kahn, Steve MacLaughlin

Members absent: Karen Black

Report from NCA Annual Meeting

Susan reported on NCA's day-long "Workshop on Self-Study." She followed a track for institutions nearing the conclusion of their self-study process and also had the opportunity to attend a session with Mary Breslin, our NCA liaison. Susan passed out the latest version of NCA's Proposed New Criteria for Accreditation, which were distributed at the workshop. The new criteria expand the existing Criterion Three and, to some extent collapse the other current criteria into a new Criterion One. The new criteria place greater emphasis on planning, student learning, assessment, and engagement; in many ways, they are similar to what we are planning for our two special emphasis self-studies.

Susan noted that there is a new template for team reports that focuses on evidence that institutions meet the Criteria for Accreditation. Institutions are also now expected to report on distance education.

There was a discussion about distance degree programs offered by IUPUI:

o Kelley Direct Online MBA
o MSN Nursing
o Master's in Philanthropic Studies

Susan also reported that NCA has revised its matrices on levels of development of assessment. We need to identify what level we've reached and make the case for why we rate ourselves that way. IUPUI has assessment structures in place, but uneven participation across the schools. We also need to make explicit connections between planning, assessment, and budgeting processes. Finally, a challenge in the IUPUI environment will be to make as many faculty and students as possible aware of our assessment efforts and of the accreditation process and site visit.

Bob asked about how to show evidence of engagement with other educational sectors. The team suggested: Project SEAM, SMART, and Passport as possible examples. These items may also be relevant to other areas of the self-study like student learning.
Bob also asked for advice on how to show that civic engagement promotes an institutional commitment to diversity. For example, diversity seems to be inherent in service learning work. Diversity also includes working with different populations, having a positive campus climate for diversity, and being committed to helping everyone reach their potential. Bob noted that he wanted to make sure he represented the difference between doing diversity well and doing it poorly.

Sharon reported on the workshop for members of Reader's panels she attended. She commented that NCA is looking for self-studies that are analytical and evaluative, with a minimum of description. She also noted that the template we will be evaluated on for our special emphasis self-studies is still unclear. Reviewers are saying, however, that they are tired of 200-300 page self-studies that are largely descriptive.

Trudy pointed out that Web pages do not present well and that it is almost impossible to read text when it is projected onto a screen. We need to rethink how we present, make more use of PowerPoints and less use of screen material from the Web site. The idea is that people will go to the Web site themselves; there is no need to show them.

Report from Civic Engagement Task Force

Bob has developed a draft of the milestones for civic engagement. He commented that the Civic Engagement Task Force and the Future Group have discussed whether we should ask individual schools to submit materials beyond what they're providing in the Civic Engagement Inventory. He suggested using matrices to display what schools are doing with civic engagement.

The Civic Engagement Inventory is in beta testing stage; Steve will meet with the next test group soon. The plan is to send a memo to the deans in mid-April inviting them to submit entries to the inventory. There is some concern that we may not have enough material in the inventory, but it is important to remember that this is the first time we are doing this type of systematic review of engagement.

IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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NCA Steering Committee February Minutes

NCA Steering Committee
February 19, 2002

Members present: Trudy Banta, Karen Black, Victor Borden, Bob Bringle, Sharon Hamilton, Sara Heiliger, Susan Kahn, Steve MacLaughlin

Members absent: None

Status of NCA Accreditation Team

NCA has named a chair for our visiting team, Phillip Certain, Dean of the College of Letters and Sciences at the University of Wisconsin-Madison. Vic suggested that, in preparation for the team visit, we think about issues that might concern the team and plan experiences that address those issues-for example, the part-time faculty issue.

Status of Civic Engagement Self-Study and Task Force

Bob Bringle explained that the civic engagement inventory will be a key source of information for the Civic Engagement special emphasis self-study. He will also draw on various campus reports and on central initiatives sponsored by his office. For the civic engagement inventory, sample entries are being created, so that when deans go to fill out their information, they will see appropriate examples.

Steve explained that the inventory is set up so that the deans can first fill in basic information and then come back with more detailed information. The inventory is not intended to capture work carried out by individual faculty members, but rather unit- or program-wide initiatives.

Susan suggested that someone should search the IUPUI Web site for information on civic engagement initiatives in the schools. For example, the School of Science has a Web page for research that includes information on projects related to civic engagement.

For the purposes of self-study organization and Web organization, it was suggested that the civic engagement self-study and the teaching and learning self-study be constructed similarly.

For the teaching and learning self-study, Susan plans to write front pages for each menu item and then longer narratives to go behind these pages. Menu items will reflect the major goals and objectives for teaching and learning in the strategic plan.

The group discussed whether the teaching and learning section of the Web site should be a part of the self-study section or be an independent section. Karen commented that since the primary purpose of the teaching and learning section is to serve as part of the NCA self-study, then we should organize it as part of the accreditation section of the site.

Trudy raised the concern that the team might be disappointed in the size and quality of the research, scholarship, and creative activity section of the site, since we're focusing mainly on developing teaching and learning and civic engagement. Committee members made several suggestions for building up this area of the portfolio: linking it to the Research and Sponsored Programs Web site; including back-up information for parts of the criteria that address research; and linking to school and department research pages and projects. We will need to make clear to the review team which sections are the special emphases and explain that other section will be more fully developed later.

Vic suggested that once the accreditation review is completed we save the portfolio as it was for future reference, and then continue to build on it.

Another suggestion was to change the menu bar for the teaching and learning section to include the following categories:

o Student learning
o Effective teaching
o Student access and support

Karen added that the mission statement should be part of the navigation bar so that it is available on every page.

Status of Self-Study Plan, GIRs, Teaching and Learning Self-Study

Susan rewrote the self-study plan after the last Future Group meeting. The previous focus of the plan was on assessment processes; now we are focusing on the goals and objectives for teaching and learning in the strategic plan.

In addition, she made substantial additions to GIR 16.

Suggestions for E.C. Moore Session by Trudy and Susan on 3/1

The presentation is on the portfolio and the self-study. This is an opportunity to make IUPUI faculty aware of what we are doing. Sharon suggested soliciting examples of student and faculty work from symposium participants.

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NCA Steering Committee January Minutes

NCA Steering Committee
January 29, 2002

Members present: Trudy Banta, Karen Black, Victor Borden, Sharon Hamilton, Sara Heiliger, Susan Kahn, Steve MacLaughlin

Members absent: None

Demonstration of new portfolio site and entry for self-study

Susan showed the iPort site located at: http://www.iport.iupui.edu/.

The following suggestions were made:

- Steve is going to link the videos on the front page and create an icon to indicate to users that the photos link to videos
- Vic suggested washing out the gold on the navigation bar
- Trudy suggested eliminating gold from the page and using black, white, and red
- Karen suggested adding a search function to the site. Steve responded that if there is a search function and reviewers cannot find something, they may assume we have no information on that topic
- Vic added that an index might work better or that we might create different types of searches to enable reviewers to search the self-study only, the whole portfolio, or all of IUPUI
- In the self-study section, the navigation bar will serve as the table of contents, beginning with the mission at the top.
- Susan added that there will be a table of contents at the beginning of each major section, so it will be easy to jump from subsection to subsection.
- A Navigation Guide was suggested to help reviewers understand the structure of the portfolio/self-study.
- Trudy suggested using lots of pictures of the city throughout the portfolio

Karen explained that reviewers typically divide up by topics or sections of the self-study they are responsible for. This is another reason why a search function might be helpful.

Steve will make a mock-up of some sample pages and submit them to the group.

Since NCA requires that minutes of relevant committees be available to the visiting need, we will need to request meeting minutes from the Civic Engagement Task Force and the Future Group. The minutes can then be linked to the self-study.

Trudy suggested that we begin now to ask for videos/photographs and examples of student work for the portfolio. For example, the School of Engineering has some capstone projects that could be featured.

Status of self-study plan (incorporating Future Group's comments), review team, Civic Engagement special emphasis

The self-study plan has been revised, in accord with the Future Group's comments. Their main concern was we incorporate language explaining why research, scholarship, and creative activity are not among the special emphases.

Susan also made some wording changes to the goals and objectives and to the civic engagement section of the plan. The civic engagement changes will need to approved by Bob Bringle's group.

Discussion of Workshop

Sharon Hamilton is putting together a workshop, scheduled for April 12th, to engage faculty in beginning to describe levels of competence in the PULs. She hopes to have about 100 participants divided into 10 teams. She will solicit volunteers from PRAC and at the upcoming Moore Symposium. University Library is the most likely venue for this event.

Susan suggested that Sharon bring sign-up sheets to the next PRAC meeting. Trudy suggested including associate faculty in the group.

Sara will check to see whether other events are taking place on that date.

Milestones draft

Karen shared the teaching and learning milestones document and asked for additions or revisions from the group. There will be two separate milestones documents, one for teaching and learning and one for civic engagement.

Susan suggested that a short narrative go along with this document.

Sara will add links to the document where appropriate and will look into whether we have existing descriptions of the items it includes.

Committee members briefly discussed the focus of the teaching and learning self-study: are we assessing our assessment efforts or are we assessing teaching and learning?

Trudy answered that the focus is on assessing teaching and learning, using information derived from assessment efforts.

Discussion of draft team agenda

Karen passed out a draft team agenda, and logistics for NCA visit and explained that the focus of the visit will be on the special emphases. We will need to decide on the key people for the review team to meet with for each of the special emphases self-studies.

We do not know yet whether the team will split up for meetings or whether team members will go to Columbus.

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NCA Steering Committee December Minutes

NCA Steering Committee
December 17th, 2001

Members present: Trudy Banta, Karen Black, Victor Borden, Sharon Hamilton, Sara Heiliger, Susan Kahn, Steve MacLaughlin

Members absent: None

Susan passed out the following handouts:

Agenda, November 28th minutes, Ideas for Outlining Criterion One, Ideas for Outlining Criterion Two, Ideas for Outlining Criterion Three, Ideas for Outlining Criterion Four, Ideas for Outlining Criterion Five, and Grids for Criteria 3,4, and 5.

Status of NCA draft Self-Study Plan

Susan has spoken to Mary Breslin a few times about the status of the NCA Self Study draft and there are a few minor revisions to make. Susan will get these revisions to her early this week.

Mary Breslin explained how we should not just throw evidence and narratives up on the web but that we need to make our case and be persuasive. The narratives can be short with links included. NCA also requires a paper copy available.

Susan also spoke to Mary Breslin about the visiting team and we are hoping to have Nancy Canter chair the group.

Status of Portfolio Web site development/revision

Steve has been working on the redesign of the front page and sub pages of the portfolio Web site and passed out a handout with examples of how they look. Steve is working on getting the photo files to replace the black and white photos.

Sharon expressed how much better the pages look and what a good job Steve has done on the redesign.

Steve also explained we are trying to the URL with portfolio in the address. The group thought of some other names to use instead of portfolio.

For example:

- Iport
- Ieport
- Inport
- Eport
- Perport
- Perfport

Trudy is working on getting the mission statement and portfolio link on the IUPUI homepage.

Next steps on the portfolio are to post the planning documents.

Discussion of draft outlines for Criteria 3-5.

Susan mentioned that revisions and suggestions have been included but a lot of information has been moved from Criterion 2 to 4. Four seems to emphasize planning, while two emphasizes the current status. Vic suggested that criterion 2 is more of the structure where criterion four describes the process.

Susan also mention how there is a lot of overlap in these criteria.

Criterion Three Suggestions:

I.

- Under Introduction use our mission statement to describe unique aspects of our purposes, emphasize that we have more graduate professional programs than anyone in the state
- Also emphasize our unique link to our community through commitment to civic engagement

II.

- Under Overview switch points A and B

III.

- Sharon has the recent history of IUPUI for #III, A.
- C could include the University College Russ self study
- Explanation of why each school does not have the same general education requirements
- Empirical core curriculum from Scott Evenbeck
- Coherence of curriculum can be through course requirements or cognitive coherence

IV.

- Assessment of Student Academic Achievement is addressed in the special emphasis section on Teaching and Learning
- Switch 1,2, and 3 so the concepts go from the ground up

V.

- Address admittance to Graduate programs and add standards for prior learning
- Specialized accreditation is summarized on PAII Web site
- Section E on Research, Mark Brenner can be a resource

VI.

- Annual reporting process, productivity builds to tenure, FACET, associate faculty and lecturers, student evaluations and peer review

VIII.

- David Lewis as resource, head of University Library, include smaller libraries: Herron, Medicine, and Law

Susan announced that we will need to get another outline to NCA by mid January and since is the last meeting before then, she asked that participants send comments on the remaining criteria.

Steve suggested creating a glossary for the acronyms that are used for the web so that the NCA accreditation team will not get confused.

Criterion Four Suggestions:

II.

- ICHE and role in planning
- Emphasize using assessment results to feed into planning
- Need section on ongoing technology planning
- Demonstrate that we are ensuring quality off site, Amy Warner and Community Learning Network

For the purposes of the NCA self study we have to deal with Columbus all the way through the report. Start by sending them a letter and seeing how they were dealt with in the 1992 self study.

In criterion five they want to know that we really follow the policies we have in place. Allied Health could be used as an example.

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NCA Steering Committee November 28th Minutes

NCA Steering Committee

November 28, 2001

Members present: Trudy Banta, Karen Black, Victor Borden, Sharon Hamilton, Sara Heiliger, Susan Kahn, Steve MacLaughlin

Members absent: None

Status of NCA draft Self-Study Plan

Susan explained that the draft was sent to NCA two weeks ago and we have not heard back from NCA or our liaison, Mary Breslin. Trudy will contact her next week since she is out of town this week.

Susan passed out 6 handouts: *Agenda, Preliminary Outline of NCA Special Emphasis Self-Study on Teaching and Learning, Outline of Criterion One, Outline of Criterion Two, Matrix of Criterion One, Matrix of Criterion Two*

Discussion of Portfolio Web site Issues

Susan suggested we think about the Web site and what repairs we can make immediately in preparation for when the self-study team is named. It is likely once the team is named that they will look at our portfolio.

Vic suggested we put a message explaining the current status of the portfolio up front.

Sharon mentioned that she cannot open the Web site from home since she does not have Flash. She tried to download the program and still was unable to view it.

Steve explained that we can make the Portfolio so it will detect whether the machine has Flash or not and can display an alternate format if Flash is not detected.

Another issue that was raised is that the area for accreditation is hidden and needs to be in a more prominent spot on the Portfolio.

Susan discussed how we are really looking at two categories of information we need for the site.

1. Information we provide
2. Getting information we need from other offices

Susan suggested that we post our planning materials in the meantime to demonstrate the process. This should also include an area to make comments, suggestions or ask questions. This can be in the form of an email mailed to someone on the team. By posting the planning materials, this is one way we are alerting the campus community to what we are doing. In addition, next semester Trudy and Susan plan to visit various campus groups and give presentations on the Portfolio.

Other items to be posted now:

- GIRS
- Criteria

- Outlines and draft of self study
- Minutes from planning meetings

Karen asked about the UUPP webpage. She inquired about what actual materials should be posted to the Bibliography page. Susan stated that the references should be relevant to electronic portfolios, as if you were doing a class on them. The page is not meant to be a comprehensive site of references on assessment.

Susan asked what else was irritating about the Portfolio Web site from a user's stance. Sharon contributed that the second page's navigation is unclear. The words and font are faint and are not conveying the message intended.

There is also an issue with the mission statement. It is currently located on the splash page but once you enter the portfolio it is inaccessible. There are also a few different versions of the mission on the web and the current version is still not approved. It is also important to get the Mission of IUPUI clearly on the IUPUI homepage www.iupui.edu.

Susan suggested that if you have documents that may need to be included on the Portfolio Web site, then Sara will collect those. Ideally she needs all documents in electronic form. Some of the things suggested were Regina Turner's retention study and the findings from the Diversity Inquiry groups. Trudy suggested starting to look at other people's Web sites before asking for information since it may already be posted.

Susan brought up that there are some problems with the PRAC Web site. Especially the school reports that are long with no table of contents and currently only available in pdf format. Karen stated that really we are lacking in reporting skills rather than assessment skills. People are unsure of what to report and if they should include what they have written in past reports even if it is an ongoing process.

Discussion on Preliminary Outline of NCA Special Emphasis Self-Study on Teaching and Learning

Vic suggested that Best Practices should not be a separate point but could be woven throughout each point.

For example:

Current Status

- Best Practice (exemplars)
  - Representation (what is typical overall)
    - What are issues? (opportunities/challenges)

Discussion on Criterion One

Susan stated that we have a form/format issue. She inquired to the group whether we would use essays or short blurbs to respond to the criteria.

Vic suggested a descriptive paragraph and a reflective paragraph format.

Sharon suggested that a 2-3 page essay with an overview would work; making sure it is in a printable format.

Some edits were made to the criterion one outline. We need to address institution wide planning and planning at the school level. Trudy suggested that we look at the report from 1992 by Carol Nathan and the work of the Strategic Directions Taskforce. Address history of planning from 1988-1992 in one or two sentences. Trudy explained there would be a letter going out to schools explaining what we need so we need to decide before we ask for things.

Trudy stated we need to show involvement of appropriate groups such as: Future Group, Faculty Council, Staff Council, and Student Government.

Discussion on Criterion Two

Revisions were made to the Criterion Two outline. Under Governance (Concept of IUPUI) we should discuss the 1992 report by Carol Nathan. Making sure that the relationship between IU and Purdue is clear. Trudy suggested we

describe the connections with the Board of Trustees and Faculty Council, and that IU is the managing partner.

Under the financial section RCM should be discussed. Trudy also suggested including IUPUI's plan for financial exigency from Sara Hook's office.

Under physical plant section Emily Wren could contribute. Vic suggested we use information from Facilities Management since they are responsible for all the state reporting.

There is an issue concerning whether to include off site facilities like research centers, institutes, and medical school facilities. Trudy suggested that Mark Brenner may have such a list.

Next time we hope to have drafts of the next 3 criteria.

Next Meeting: Monday, December 17th 12-2 pm

IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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NCA Steering Committee November 7th Minutes

NCA Steering Committee

November 7, 2001

Members present: Trudy Banta, Karen Black, Victor Borden, Sharon Hamilton, Susan Kahn, Sara Heiliger

Members absent: Bob Bringle

General Discussion

Discussion began with comments about the IUPUI portfolio Web site navigation. The current navigational scheme is difficult to follow and it's difficult to tell where you have been and where you are. Sharon suggested looking at Portland State's format, which is easier to follow.

The group also raised concerns about NCA review teams. Committee members who have been on NCA teams reported that evaluators often lack understanding of and preparation for special emphases self-studies and reviews. Without this understanding, team expectations don't match institutional expectations and preparation. As a result, the evaluation visit and report suffer. To head off this problem, Trudy is working with our NCA liaison, Mary Breslin, to help with naming the visit team. The self-study plan, if sent to potential team members with the invitation to join the team, should also help team members know what to expect.

Sharon emphasized the importance of educating both faculty and students about the accreditation process and making sure that we have opportunities for them to learn what is going on. One way to educate students might be to work with each school's student council; another might be to include information on Insite when students register. Other possibilities include holding town halls for faculty and students. The schools' Boards of Advisors also need to be informed.

Other questions revolved around what should be considered a separate category in the portfolio, in addition to the three main elements of IUPUI's mission. Possibilities include:

- Campus Climate and Diversity
- Best Practice (originally called *Management Practices*)
- Collaboration

Should these be separated out since they are cross-cutting themes? It is important that we show how these relate to teaching and learning.

Excellence in Teaching and Learning Self-Study

In preparation for outlining the special emphasis self-study on Excellence in Teaching and Learning, Susan passed around several handouts, including the minutes from the last Steering Committee meeting, the draft Self-Study Plan for IUPUI, a list of goals and strategies for each major area of IUPUI's mission, and the current set of indicators listed in the portfolio. Susan also provided the group with copies of UMKC's special emphasis self-study on "Assessment," which was apparently well-received by NCA.

Vic provided an additional handout, Appendix B-Synopses of Performance Indicator Brainstorming Sessions, which was generated by a series of separate meetings and groups convened for the individual goals defined for the "Excellence in Teaching and Learning" part of IUPUI's mission. (The indicators currently in the portfolio are placeholders.) A group has not yet been convened to discuss indicators for the goal "Improve Student Learning and Persistence." The plan is for such groups to continue discussing indicators and ultimately get their ideas to the Deans' Council for review and then to the Chancellor's Cabinet.

Trudy drew the group's attention to the goals and strategies handout and suggested that the self-study focus on goals two and three, "Support and Enhance Effective Teaching" and "Improve Undergraduate

Student Learning and Persistence." She noted that the special emphasis self-study needs to be clearly linked to IUPUI's mission and vision. Susan suggested that the group look at how the goals and strategies link with the indicators and also at another handout, Preliminary Thoughts (and Questions) on Topics for Student Learning Self-Study.

In response to one of the questions on this last handout, the group decided that general education should be included in the teaching and learning self-study, since this is an area of emphasis for NCA and IUPUI has not done well on this in past NCA reviews. Evidence that IUPUI provides a coherent general education experience might include the PULs and the "Principled Curriculum." Vic suggesting including the "empirical curriculum"—that is, the core curriculum that students actually experience. Sharon raised a concern about the possibility that NCA may ask students about their general education experiences; she was doubtful that many students could articulate what makes general education coherent at IUPUI.

Committee members suggested some minor revisions to the indicators for the two goals the self-study will address, ending up with the following:

- Support and Enhance Effective Teaching
  - Teaching and learning as an institutional priority
  - Resources for teaching and learning
  - Inclusiveness in classroom and curriculum
  - Impact of teaching on student learning
- Improve Student Learning and Persistence
  - Coherence of curriculum
  - Student achievement in major and PULs
  - Student progress and performance
  - Quality of learning environment

The committee then brainstormed about evidence that might be used to address each of these indicators; the full list that was generated is attached, along with Vic's breakout of initiatives and sub-indicators to be included in our consideration of each major indicator. Trudy suggested that, in order to simplify PRAC's task for the meeting on Friday, we provide the group with a handout listing the two goals to be addressed in the self-study, the revised indicators, and the Steering Committee's suggestions for evidence for each indicator.

PRAC

The group decided on the following agenda for the self-study discussion at the PRAC meeting:

1. Begin with general summary of how the self-study is shaping up
2. Refer to IUPUI's mission and vision as the basis for the special emphases self-studies on "Excellence in Teaching and Learning" and "Excellence in Civic Engagement."
3. Solicit PRAC members' suggestions for additional evidence

Trudy noted that PRAC is focusing on assessment of learning and not student satisfaction and asked whether Vic's office can pull together a profile of each school that includes alumni status and employer satisfaction for this year. Vic replied that this should be possible by January, since schools have moved to electronic reporting.

Susan reported that PRAC members are confused about the various matrices. We now have two sets of matrices related to student learning outcomes: those in the schools' annual reports to PRAC and those resulting from the Faculty Associates' study of the PULs. The information and questions she's received from PRAC members suggest that they're not sure what matrices we're updating and also that, for the PUL matrices, it's very difficult to make statements about the entire school as opposed to individual departments. We need to clarify this at the PRAC meeting. Trudy suggested that only a few schools are likely to make changes on the PUL matrices.

The group also discussed how to reflect changes to the PUL matrices over time in order to show that improvements are being made as a result of assessment findings. One suggestion was to show improvements in another color. Another suggestion was to provide links to past years.

Next Steps

- Finish GIRs and develop content for the criteria
- Sara can begin to put content on the web

Next Meeting: Wednesday, Nov. 28, 10:00-12:00, AO 102

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NCA Steering Committee September Minutes

NCA Steering Committee

September 27, 2001

Members present: Trudy Banta, Karen Black, Victor Borden, Bob Bringle, Sharon Hamilton, Susan Kahn, Sara Heiliger

Members absent: None

Discussion of Civic Engagement

Bob passed out a handout, *Exemplary Civic Engagement*, which includes a summary in the last paragraph of the plan for the self-study. Vic updated the group on the Civic Engagement Inventory, which will be in draft form next week and be ready for the Web in two weeks. This inventory is an online version of what Bob has done in past years. It focuses on four areas:

1. Academic-Based Community Learning
2. Research scholarship
3. Professional service
4. Community service

Vic explained that the above categories would be defined and given a set of codes. We need to be clear on the definition of what a program is. This in the end will create a profile of every initiative, answering the questions, for example: Who are the partners? Who funded? Date started? Frequency and duration of events? Academic requirements? Vic will also add: end date, whether the program is ongoing, and whether there is follow up.

The Deans will be asked to answer these questions and provide the data. The inventory will go to all RCs; we will need a slot for SLIS. It is also important for all team members to be aware of programs and initiatives and fill in these profiles when we learn about these. Vic also plans to fill in profiles by visiting Web sites to find what activities are already out there. This will provide the Deans with examples of events and help them with some of their work. Trudy suggested we could also use the Deans' annual reports as a source of data to fill in examples.

Vic explained that these events are defined as more programmatic than individual; we hope to get the data on individuals' involvement from the Faculty Annual Summary Report.

Ultimately, individual faculty reporting and school-level reporting should be aligned so that they can be merged. Currently there are different reporting cycles:

Faculty Annual Summary Report-Calendar Year

Dean's Annual Report-Fiscal Year

The group suggested that members look at other examples of accreditation self studies where a special emphasis was used. (University of Missouri-Kansas City, Northern IL, and St. Louis)

Bob asked for a description of the format for the Civic Engagement document.

Trudy suggested it be 15-20 pages. We are getting away from the traditional format of narrative and appendices and looking towards a Web format arranged hierarchically and linked. Karen recommended that the document be evaluative not just descriptive. It should include discussion of the shortcomings of IUPUI. Bob will provide the group with previous instruments he has used to measure civic engagement.

Susan suggested we talk with Mary Breslin from NCA or even bring her to IUPUI in order to sensitize her to the idea of the non-traditional approach IUPUI is taking to accreditation in 2002. The group wants to make sure she is aware of what to expect and what is being worked on. Trudy will call and try to make these arrangements as well as get the visiting team members' names.

Discussion on Criteria 3 & 4

The group brainstormed ideas on how to respond to the NCA criteria. The main focus was on identifying sources of evidence relevant to the indicators within each criterion. Karen will work on pulling all this together in the grid already begun for Criteria 1, 2 and 5.

Next Steps

- To develop outlines of responses to the criteria and indicators.
- To conceptualize the structure of the above and of the special emphases and how they will look on the web.
- Talk over guidelines for presenting with PRAC members.
- Keep in mind that NCA indicators do not all need to be addressed specifically; this would cause extensive cross-referencing. Each self-study will vary from university to university. We should remember to address weaknesses.

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Civic Engagement Task Force

In 2000, the IUPUI Civic Engagement Task Force was formed to examine the methods to document civic engagement activities (e.g., reports, web displays of information), to evaluate the quality of civic engagement activities, and to envision a civic engagement agenda for the campus and its surrounding communities.

Civic Engagment Task Force Members

Civic Engagement Minutes

November 3, 2000
November 21, 2000
December 13, 2000
January 10, 2001
January 24, 2001
February 13, 2002

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Civic Engagement Task Force Members

Mary Alice Bell	School of Medicine
Victor Borden	Institutional Research
Robert Bringle	Center for Service and Learning
Herbert Cushing	Infectious Disease
Sharon Hamilton	Office of Campus Writing
Julie Hatcher	Center for Service and Learning
Stephen Jay	Department of Public Health
Susan Kahn	Planning and Institutional Improvement
Steve Kirchhoff	Department of Pediatrics
David Lewis	University Library
Greg Lindsey	SPEA
Georgia Miller	UITS
Paul Mullins	Department of Anthropology
Paula Parker-Sawyer	Center on Philanthropy
Cheryl Sullivan	External Affairs
Lenore Tedesco	Department of Geology/CEES
Amy Warner	Community Learning Network
Barbara Wilcox	School of Education

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Teaching and Learning

Focuses of the Self-Study

IUPUI's newly revised mission statement re-affirms the IUPUI commitment to excellence in teaching and learning, within the context of our role as the urban public university in Indiana's largest city and with a strong emphasis on professional education and the health sciences. The new strategic plan (PDF) further defines four key performance objectives within this commitment:

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

This special emphasis self-study focuses on the second and third of these strategic goals: "Support and Enhance Effective Teaching" and "Enhance Undergraduate Student Learning and Success." While newly restated, these goals emerge from commitments integral to our mission from the institution's founding.

These commitments bring with them significant challenges. IUPUI's students and campus environment bear scant resemblance to traditional paradigms of higher education. We are a commuter institution serving largely working, first-generation, financial aid-eligible students in a state ranked 50th in the proportion of adults over age 25 with college degrees. Many students arrive on campus without any clear sense of what to expect from college. While admission and enrollment statistics show that our beginning students' preparation for college is rapidly improving, more than half of entering freshmen in Fall 2001 and slightly less than half in Fall 2002 were "conditional admits." That is, they were considered under-prepared for college-level work by virtue of class rank, SAT/ACT scores, or high-school coursework. Moreover, most students are extensively engaged in pursuits other than college study; a majority work 30 or more hours a week, for example, and many have family and community commitments outside school.

Research on higher education shows that academic preparedness for college and time and attention devoted to college studies are among the most influential predictors of undergraduate retention and performance. From this perspective, IUPUI faces even greater challenges than our peer urban universities do. According to research carried out in collaboration with peer institutions, the dual challenges of student under-preparation and significant off-campus work commitments are substantially greater at IUPUI. For example, our beginning students, on average, spend over 60 percent more time working off-campus as students at peer institutions. In addition, they enter higher education with comparatively lower scores on standardized tests and fewer college preparatory courses completed in high school.

Alexander Astin has noted that for many students at commuter campuses like IUPUI, higher education is a disruption in their lives, in contrast to students at residential institutions, whose lives and identities are focused on their student status. Our student satisfaction surveys confirm this; for example, availability of parking, ranks higher

among our students' pre-eminent concerns than many academic issues, such as being able to take courses in appropriate sequence or the availability of library materials. Family needs, job pressures, and other responsibilities not faced by full time, residential students make it more difficult for commuter students to focus on learning the skills needed to succeed in college.

In addition, the "New Majority" students who typify IUPUI undergraduates rarely follow traditional college attendance patterns or timelines; most attend multiple higher education institutions successively or even simultaneously. According to the most recent study of "Degrees Conferred" at IUPUI, approximately two-thirds of our baccalaureate degree recipients begin their undergraduate studies at another institution; our most recent "Non-Returning Student Survey" report tells us that about one-third of non-returning students transfer to non-IU institutions. (These students are counted as "non-retained.")

Given these circumstances, it is at the same time critically important and extremely difficult for IUPUI to engage students deeply in learning, provide them with intellectually coherent educational experiences, and retain them through graduation. Much of our work on teaching and learning has focused on developing, implementing, and assessing strategies for addressing these multiple challenges in order to serve our student population and the Central Indiana region as well as possible. This special emphasis self-study takes stock of these strategies with an eye to revising or augmenting them where evidence indicates a need for change. Ultimately, our purpose is to chart a course for pursuing Excellence in Teaching and Learning in ways that will best serve our particular student body and our particular mission as Indiana's urban public university.

Teaching and Learning at IUPUI: A Historical Perspective

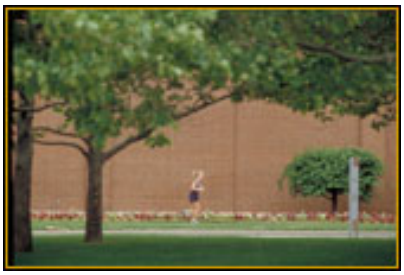
By virtue of the campus's mission and student demographics, effective teaching and learning have historically been at the forefront of IUPUI's concerns. Much of the focus of the campus's early years, however, was on merging IU and Purdue academic and administrative units and on winning "undergraduate autonomy"-i.e., gaining IUPUI faculty control over academic matters for undergraduate students. Since the early to mid-1980s, however, and especially over the past ten years, our strategies for pursuing effectiveness in teaching and learning with our student population have evolved rapidly. The document on Milestones in teaching and learning at IUPUI provides a condensed overview of the development of major initiatives and offices supporting teaching and learning over the campus's 33-year history.

Our early efforts and strategies aimed to encourage improvement and innovation in teaching. During the mid-1980s, the campus established an Office of Faculty Development, which, among other activities, encouraged faculty, through internal grants and other mechanisms, to experiment with innovative approaches to teaching that would be effective with IUPUI's urban, career-oriented student body. As a campus, IUPUI was also an early adopter of the use of instructional technologies to promote access and improved teaching and learning in higher education.

In the late 1980s, IUPUI established the Council on Undergraduate Learning (CUL) to provide campus-wide leadership for student learning in our predominantly decentralized campus environment and with our specific student population. The founding of CUL was part of a shift in focus from teaching to learning and, over a period of years, led to the development of the Principles of Undergraduate Learning, which encapsulate the campus's vision for general education.

Campus work on both teaching and learning accelerated in the early 1990s with the opening of an Undergraduate

Education Center (UEC), a merger of three advising centers: the University Division, serving primarily traditional-aged students; the Adult Education Coordinating Center, serving mainly returning adults; and the University Access Center, serving under-prepared students. Many of the efforts of the UEC were designed to implement recommendations made in the *Involvement in Learning* report issued in 1984 by the U.S. Department of Education. That report stressed the importance of engaging students in their learning and with one another, an idea strongly supported by research on undergraduate learning.



Other efforts of the late 1980s and early 1990s also focused on serving the needs of nontraditional learners both on and off the campus. During this period, IUPUI developed articulation agreements with Ivy Tech State College, becoming the first four-year institution in the state to accept Ivy Tech credits, and started a campus chapter of Alpha Sigma Lambda, the national honorary society for part-time adult college students. A Community Learning Network project, initially funded by the Annenberg Foundation, has since evolved into a major community outreach unit serving individual learners, community groups, and corporate clients through online and correspondence courses, programs offered at sites throughout the Indianapolis area, customized training packages for local businesses, and a Weekend College.

Another key development was the 1993 opening of the new University Library (UL) described in the 1988 development plan. At the time, the library was probably the most technologically sophisticated academic library in the country; it has since served as a model for many other academic library buildings. It was among the first academic libraries to deploy large numbers of computers (and now includes nearly 250 public machines), to combine library resources with word processing and other productivity software, and to use World Wide Web protocols as the basis for the interface to library resources. It was a pioneer in use of electronic reserves and deployment of full-text electronic resources. Its catalogue currently includes records for nearly 8,000 electronic books.

Teaching and Learning at IUPUI: A Current Perspective

Today, many of these fledgling initiatives of the late 1980s and early 1990s have been institutionalized as key campus-wide and school-based academic units, offices, and features of IUPUI, as we continue working to address the challenges of providing effective teaching and learning for our New Majority students. For example, the 1998 establishment of University College (UC), which grew out of the work of the UEC, CUL, and other earlier initiatives, represented a major commitment of resources to an effort to enhance new students' engagement with their education, to increase and centralize support for learning, and, ultimately, to improve student persistence and academic achievement.

The Center for Teaching and Learning (CTL), initially a collaboration between University Information Technology Services (UITS) and University Library, was founded in 1995 to help faculty develop and use pedagogically sound applications of technology to higher education. Subsequently, the CTL broadened its focus to include innovation and good practice in teaching and learning more generally.

A more recent milestone was the 1999 reorganization of faculty development efforts and initiatives, including CTL, under the umbrella of a new Office for Professional Development (OPD), one of the most extensive such offices in the country, offering programs and faculty forums on teaching and learning, assisting faculty in using technology to enhance learning, and, with UC, providing campus-wide leadership in addressing such key challenges as helping our students succeed in large introductory courses. A new Office of Student Life and Diversity (SLD), also initiated in 1999, seeks to expand co-curricular learning opportunities, to ensure that IUPUI's commitment to diversity informs both the formal curriculum and the co-curriculum, and, working with OPD, UC, and other units, to improve the physical environment for learning on campus.

The development of these new offices and initiatives has been accompanied and shaped by systematic campus-wide planning, assessment, and improvement processes spearheaded by the Office of Planning and Institutional

Improvement (PAII), established in 1992. Under the auspices of PAII, a campus-wide Program Review and Assessment Committee (PRAC) was launched in 1993 with faculty representation from every IUPUI school, as well as from administrative units with responsibility for supporting student learning and success. PRAC oversees campus-wide and school-based assessment of student learning, focusing especially on the core abilities defined by IUPUI's Principles of Undergraduate Learning (PULs). It is the principal campus group working on the development of this special emphasis self-study, which is based in part on the assessment work in which the PRAC representatives and their schools or offices have been engaged over the past ten years.

With the advent of the Community College of Indiana (CCI) in 2000, IUPUI has very recently begun to see changes in enrollment patterns and student demographics. CCI has assumed responsibility for part of IUPUI's access mission and draws on a portion of our customary student base; in turn, IUPUI has tightened its admission requirements. Over the past two years, the proportion of traditional-aged and full-time students has increased, preparation of entering students has improved, and overall enrollment has increased, due in part to growth in retention. It was in anticipation of such changes that the Future Group was formed in 1999 to consider the impact of CCI on IUPUI's mission, priorities, and goals. In 2000, the Future Group began work on revising IUPUI's Mission, Vision, and Values statement and developing a new strategic plan (PDF) for the campus.

This special emphasis self-study emerges from the Future Group's campus-wide planning effort, examining the efficacy of current practices and initiatives and identifying areas where our efforts may need to be enhanced or rethought. It begins by considering student learning at IUPUI and goes on to address the ways in which we have sought to ensure that teaching effectively advances learning.

Go on to: Enhance Undergraduate Student Learning and Success

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Office for Professional Development (OPD; formerly Office of Faculty Development)

The Office for Professional Development was formed in 1999 through a merger of the Center for Teaching and Learning and the Office of Faculty Development. It is the major campus-wide unit responsible for faculty development to enhance teaching and learning. Staffed by approximately 45 people, the office "supports the professional development of those working to achieve IUPUI's academic mission of providing excellence in teaching and learning; research, scholarship and creative activity; and civic engagement" by promoting "reflective practice, collaboration, innovation, and celebration of difference." Activities, programs, and services include individual consultation, workshops, conferences, seminars, and leadership of important campus-wide teaching and learning initiatives.

In addition to the Center, units within OPD now include:

- The Associate Faculty Office
- The Office for Multicultural Professional Development
- The Office for Women
- The Scholarly and Creative Activity Program
- The CyberLab
- The Copyright Management Center
- The Office of Campus Writing
- Administrative and Organizational Development

In addition to incorporating these sub-offices and programs under the its umbrella, OPD collaborates closely with University Information Technology Services, the Center for Service and Learning, University College, University Library, where OPD is housed, and other units in carrying out its mission.

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Passport Program

The Passport program is a collaboration between Ivy Tech State College and IUPUI that supports access to all levels of higher education for people in Central Indiana. The program encourages and assists faculty from both institutions in developing course and program articulation agreements. This year, the program is serving about 1,300 students. It currently includes 25 collaborative Associate-to- Bachelor degree options and articulations with eight liberal arts and social sciences degrees offered by Vincennes University (as part of the Community College of Indiana) at the Ivy Tech-Community College campus in Indianapolis.

Passport works with student services offices to assure that students are informed of transfer opportunities and receive academic advising that helps them make a smooth transition between the community college and IUPUI. Passport also coordinates shared student-life activities, a deferral-referral program to help students build their academic skills, and academic excellence scholarships for associate-degree graduates who transfer to IUPUI.

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Community Learning Network (CLN)

The Community Learning Network is charged with delivering training and education to learners at the times and places most convenient to them. Initially funded by a grant from the Annenberg Foundation, CLN is now a major community outreach unit serving individual learners, community groups, and corporate clients through online and correspondence courses, programs offered at sites throughout the Indianapolis area, customized training packages for local businesses, and a Weekend College.

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University Library

IUPUI's University Library, begun in 1990 and dedicated in 1994, is a high-technology facility that includes extensive print and electronic resources, as well as study and learning spaces for individuals and groups, multimedia classrooms, and a 100-seat auditorium. Among its unique resources are a philanthropic studies collection, IUPUI-generated research, and materials related to Central Indiana. Its holdings and services are available to IUPUI students, faculty, and staff; students at other area colleges and universities; and members of the local community, who comprise about 10 percent of all library users. UL plays a central role in the campus's academic programs, housing the Office for Professional Development and its Center for Teaching and Learning, and collaborating closely with University College in helping beginning students learn to access library resources and develop information literacy skills.

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University College (UC)

University College serves as the academic home for students entering IUPUI. Its academic offerings and support resources have been developed expressly to ease new students' transition to college-level work, encourage student engagement with learning and with the IUPUI campus, and enhance student persistence and success. With 64 appointed faculty members drawn from every undergraduate academic unit on the campus, UC oversees IUPUI's First-Year Experience programs, sponsors a number of pre-college programs, coordinates major campus initiatives to improve undergraduate retention and learning, and collaborates closely with such units as the Office for Professional Development, the Office of Information Management and Institutional Research, the Office for Student Life and Diversity, and the 21 other IUPUI schools.

Today, University College sponsors student and parent orientation programs, houses a branch of the University Writing Centers and is home to the following units:

- The Advising Center
- The Career Center
- The Honors Program
- The Learning Center
- The Math Assistance Center
- Special Programs for Academic Nurturing (SPAN)

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Milestones-Details

IUPUI Honors Program

The IUPUI Undergraduate Honors Program is a campus-wide unit that offers an academic challenge to students who wish to strengthen and enrich their university education. The goal of the Program is to raise student academic achievement and to increase the intellectual vitality on a campus-wide level. A result of this will be that the Honors Program will attract highly qualified students to the campus and enhance the performance of all students at IUPUI.

The focus of the Honors Program's mission and vision is to increase student learning across the IUPUI campus and within the Indianapolis community, the state, and beyond. The Program will accomplish this goal through a number of initiatives that directly support the mission of IUPUI. One of the distinctive aspects of the Honors Program is that it is a highly inclusive program that offers students a number of different access points. Unlike most traditional Honors Programs, IUPUI's is able to accommodate the educational needs of beginning traditional and non-traditional students, returning students, and part-time students. Hence, access to the opportunities and offerings is designed to be as inclusive as possible, while the Honors Program consistently maintains its emphasis upon academic excellence. The development of Honors Learning Communities, Interdisciplinary Integrator courses, and Honors Capstone experiences also ensures that Honors opportunities are available to students across the campus, from liberal arts and sciences to the wide array of professional and health sciences centers on the IUPUI campus. (Web site)

Office of Faculty Development (Office for Professional Development)

IUPUI is truly unique in its emphasis on professional development. We hope to engage our faculty and academic staff continuously in activities that will further their own growth and the achievement of our collective goals. The IUPUI Office for Professional Development (OPD) coordinates these professional development activities.

In the true collaborative spirit that characterizes our institution, OPD integrates resources from several campus units to provide a full range of professional development services for the convenience of faculty and academic staff. OPD collaborates with University Information Technology Services, University Libraries, the Center for Public Service and Leadership, and others to address our mission. (Web site)

IUPUI Assessment Committee formed

In 1987, the Dean of Faculties Office sponsored a meeting in Indianapolis in which faculty and administrators from all Indiana University campuses examined possibilities and responsibilities in assessment. As a result, an Assessment Committee with representatives from most of the schools offering undergraduate degrees was established in 1988. Committee members began to encourage the use of a variety of methods to assess learning outcomes in the major. Campus funds were provided for committee members and other colleagues to attend national assessment conferences, to produce a 1-2 page campus newsletter on assessment, and to offer competitive grants for faculty interested in experimenting with assessment methods.

IVY Tech-IUPUI agreement initiated

Passport is a program that gives you the freedom to transfer many courses and associate degree credits between Ivy Tech State College - Central Indiana (Indianapolis) and IUPUI or take courses at both schools. Sometimes courses offered at one college don't transfer to another. That's why IUPUI and Ivy Tech have agreed to transfer many courses and associate degree programs. We've made a list of all the courses and degrees that transfer. (Web site)

Community Learning Network
The IUPUI Community Learning Network delivers training and education to learners at convenient times and places. CLN serves as a learning agent that packages a wide range of mini-courses, seminars, and degree programs to corporate clients, community action groups, and individual learners. (Web site)

Information Management and Institutional Research
The Office of Information Management and Institutional Research (IMIR) provides and coordinates information support for planning, administering, and evaluating academic and administrative programs in ways that will continuously improve Indiana University Purdue University Indianapolis (IUPUI). (Web site)

Office of the Vice Chancellor for Planning and Institutional Improvement
This office's mission is to develop, integrate, and continuously improve institutional planning, implementation strategies, evaluation, and improvement activities at IUPUI. It includes IMIR, the Testing Center, the Economic Model Office, and the Office of Institutional Effectiveness. (Web site)

Program Review and Assessment Committee (PRAC)
The Program Review and Assessment Committee is composed of faculty and administrative representatives from each of IUPUI's academic units. The committee establishes guidelines for comprehensive program review for academic and support units and provides guidance for student outcomes assessment throughout the institution. This committee, which has faculty leadership, funds grants that promise innovative approaches or improved practice in assessment. It also has responsibility for preparing campus assessment plans and reports that may be required by the North Central Association. The activities of the committee are supported by the Office of the Vice Chancellor for Planning and Institutional Improvement. (Web site)

University Library
Wisdom demands the sharing of knowledge. We therefore collect, organize, and assist in the use of the record of human understanding. We preserve the records of the past; we help individuals inform themselves in the present, and we shape the information environment for the future. The IUPUI University Library honors tradition, but looks to the innovative application of technology and new forms of engagement with our various publics as our path to excellence. (Web site)

Council on Undergraduate Learning
The Council on Undergraduate Learning (CUL) was established to provide a campus-wide forum for discourse about undergraduate curriculum, instruction, and student services. Deans were invited to attend meetings of the CUL themselves and/or to name faculty or associate deans to them. Student services units such as the Office of Admissions and the Registrar also were represented. The body studied general education and debated and recommended to the Dean of Faculties changes in undergraduate programming, including new academic degree programs. In 1995 the CUL was restructured to make it more like a true undergraduate curriculum committee, and it was to be chaired each year by the current president of the Faculty Council. The CUL was disbanded in Fall 2000 in a move to streamline faculty governance. Its functions were divided between the Academic Policies and Procedures Committee and the Program Review and Assessment Committee.

University College
University College is a student-centered community focused on helping undergraduates adjust to the challenges of college life. When you enroll at IUPUI , you immediately have access to University College and to a team of people who are committed to answering your questions and addressing your concerns. (Web site)

Restructuring for Urban Student Success project (RUSS)
Restructuring for Urban Student Success (RUSS) is an assessment project designed to capitalize on the experience of three metropolitan universities: Indiana University Purdue University Indianapolis (IUPUI) , Temple University and Portland State University . A mutual commitment to developing effective learning community models constitutes the basis for this collaboration. On each of the three campuses, significant efforts are being made to align faculty, resources and services with the needs and interests of mostly first-generation students enrolled in public, commuter institutions. (Web site)

Faculty/Librarian Review and Enhancement

Faculty/Librarian Review and Enhancement is IUPUI's post-tenure review policy, developed by faculty and intended to help faculty sustain career momentum during a time of rapid change in higher education, while providing increased accountability. The IUPUI policy relies on peer review and focuses on faculty/librarians seeking a change in career direction or emphasis and on faculty/librarians whose performance or productivity has declined below minimum standards. As such, the policy is closely linked with the annual merit review and with department, school, and campus-wide faculty development programs. (Web site)

Urban Universities Portfolio Project
The Urban Universities Portfolio Project (UUPP) brings together six leading urban public universities to develop a new medium: electronic institutional portfolios that demonstrate the universities' effectiveness to various groups of stakeholders. The project is funded by the Pew Charitable Trusts and is cosponsored by the American Association for Higher Education (AAHE). (Web site)

Office of Campus Writing
The function of the Office of Campus Writing (OCW) is to provide faculty development support for courses that require a significant writing component, to assess the overall quality of writing done by students at IUPUI, and to correlate the expectations of faculty, the accomplishments of students, and the needs of employers in the community with respect to written communication. The Director of Campus Writing offers workshops throughout the year for faculty who wish to integrate writing more effectively into their courses. In addition, there is an annual two-week Summer Faculty Writing Forum offering an in-depth exploration of the curricular and pedagogical issues related to writing. In the 2001-2002 academic year, the office initiated a seven-session workshop to support the professional writing of faculty. (Web site)

Principles of Undergraduate Learning
The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

Trustee Teaching Award
The Mack award is awarded annually to an individual who has contributed distinguished service to teaching consistent with the goals and ideals of the Faculty Colloquium for Excellence in Teaching (FACET). P.A. Mack, former IU Trustee and lifelong advocate for teaching excellence, was given the first award at the annual FACET retreat in May 1999. (Web site)

Associate Faculty Office
The Associate Faculty Office (AFO) exists to support associate faculty (part-time faculty) in their roles at IUPUI, primarily by providing professional development opportunities and by serving as an advocate for associate faculty. Although associate faculty professional development needs overlap those of full-time faculty, they are in some ways unique because of the part-time nature of their employment at IUPUI. (Web site)

Office for Women
The mission of the IUPUI Office for Women is to improve the workplace and learning environments for women faculty, staff, and students at IUPUI. The office is assisted by the IUPUI Commission on Women, which is a group of faculty, staff, and students undertaking proactive efforts addressing major issues such as pay and support equity, recruitment and retention, and child care. The office also serves as a source of advice and advocacy for individuals or groups confronting problematic situations. The goal of the Office and the Commission is to make IUPUI a good place for everyone. (Web site)

Scholarly and Creative Activity
The scholarly and creative engagement of our faculty is vital to the life of the university as well as to effective teaching. At IUPUI, faculty are encouraged to pursue original research, enrich their teaching, increase personal knowledge, enhance the body of knowledge of the scholarly community, and seek service and leadership opportunities. (Web site)

CyberLab
The CyberLab is an advanced research and development laboratory located in the Center for Teaching and Learning on the IUPUI campus. As specialists in information technology, we work to harness the power of networked learning resources to bring new educational opportunities in teaching, learning, and distributed education. The CyberLab reports to both the Purdue School of Engineering and Technology and the Office for Professional Development at IUPUI. (Web site)

Copyright Management Center
The Copyright Management Center (CMC) serves the Indiana University-Purdue University Indianapolis (IUPUI) and larger Indiana University community with copyright issues arising in the creation of original works and in the use of existing copyrighted works for teaching, research, and service. Indiana University is a complex organization with ambitious programs for the creation and dissemination of new knowledge. IUPUI, in particular, provides a broad mix of academic programs with a rich agenda for creative teaching and ambitious research. The CMC originated at IUPUI in 1994 specifically in response to those needs; it was the first office of its kind at any college or university in the United States. (Web site)

ESL Program
The IUPUI English as a Second Language Program is a component of the English department at IUPUI and serves the campus international community by providing English language courses designed to meet ESL students' academic needs. Our courses support all the various academic departments by offering intermediate to advanced English courses to help prepare students to enter and succeed in their various fields of study. (Web site)

Diversity Cabinet
The Diversity Cabinet was appointed to oversee the ultimate transformation of IUPUI from a campus that believes in diversity to a campus that lives its commitment to diversity. While there are many successes across our campus, there are far too many examples of a lack of sensitivity and understanding of the value of diversity. We recognize that we are not perfect, but our goal at IUPUI is to always strive to be our best. Diversity as a value, as a way of life, as a commitment, will be an important part of the lives of every member of the IUPUI family. (Web site)

Gateway Program

The Gateway Program is a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students. It represents a collaboration among the Office for Professional Development, University College, academic departments that offer Gateway courses, and units such as the Office of Information Management and Institutional Research, the Office of Student Life and Diversity, the Diversity Inquiry Group, and the Office of Enrollment Management. The program includes faculty development offerings, a series of Gateway Forums open to all members of the campus community, a Web Forum for exchanging information on successful strategies and best practices, course and curriculum revision, and Structured Learning Assistance. The success of the two-year-old effort in improving student retention led to national recognition by the Theodore M. Hesburgh Award program in February of this year.

Information on the program is available on the Web sites linked above. To view a recent PowerPoint presentation on the program's impact on retention, click here. For a presentation on revised courses, click here (PowerPoint). For examples of revised courses, click example 1, example 2, or example 3. To read the materials on the program submitted for the Hesburgh Award, click here.

Math Assistance Center

The Math Assistance Center is a service of the Department of Mathematical Sciences and University College at IUPUI. The Center offers the following services free to any Mathematics student: Live Online Tutoring, Free Tutoring, Peer Mentoring and Media Online Math Tutorials. Please note the location and hours provided below. (Web site)

Center for Service and Learning

The Center for Service and Learning (CSL) is made up of three offices: The Office of Service Learning, The Office of Community Service, and The Office of Neighborhood Resources. (Web site)

New school reporting format aligns unit goals with campus goals

For the past two years (FY2001 and FY2002) annual reports for all academic and administrative units have been posted on a Web site using a template which ensures that unit goals are aligned with campus goals. The unit annual reports are reviewed by the Faculty Council Planning Budgetary Affairs Committees whose members send to the Chancellor recommendations for priorities in the allocation of campus resources. In first years of the state legislatures' bi-annual budgeting process members of the two Faculty Council committees join the Chancellor's staff in face-to-face interviews with each of the academic dean and vice chancellors.

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Office of Student Life and Diversity (SLD)

The mission of the Office of Student Life and Diversity is to provide "student-centered services, consulting, facilities, learning experiences and programs for students, faculty, staff, alumni and the community," to contribute to an "inclusive, accessible campus community," and to inspire "educational, personal, social and professional achievement." In carrying out this mission, the office works to identify student needs, develops student life programs on the campus, implements a range of diversity initiatives, oversees development of the Campus Center and student residence building projects, and collaborates closely with such units as University College, the Office of Information Management and Institutional Research, and the Office for Professional Development. The office is in the process of creating a strategic plan, including goals, strategies, and objectives, as well as approaches to assessing its accomplishments.

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Office of the Vice Chancellor for Planning and Institutional Improvement (PAII)

The Office of Planning and Institutional Improvement is charged with developing, integrating and continuously improving institutional planning, implementation strategies, evaluation, and improvement activities at IUPUI. It includes the Office of Information Management and Institutional Research, the Testing Center, the Economic Model Office, and the Office of Institutional Effectiveness.

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Program Review and Assessment Committee (PRAC)

The Program Review and Assessment Committee is a representative body, under faculty leadership, composed of faculty and administrative representatives from each of IUPUI's schools and staff from offices with key responsibilities for student learning. The committee establishes guidelines for comprehensive program review for academic and support units and provides guidance for student outcomes assessment across the campus. PRAC also funds small grant projects that explore innovative assessment approaches or promise to improve assessment practices. It is responsible for preparing campus assessment plans and reports required by the Higher Learning Commission of the North Central Association and oversees the "Learning and Teaching" portion of the IUPUI institutional portfolio. PRAC's activities are supported by the Office of the Vice Chancellor for Planning and Institutional Improvement.

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- Important IUPUI Sites
- Questions/Comments?

For more information about the IUPUI Portfolio, please click on one of the links above.

Civic Engagement

"Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission."

Civic Engagement Inventory

- A foundation for cataloging civic engagement at IUPUI.
- Allows IUPUI administrators and staff to enter programs and activities.
- Allows internal and external stakeholders to search the inventory.

Click here to visit the CE Inventory

There is growing recognition that institutions of higher education are called to be good citizens in their surrounding communities. The role of citizen engenders both rights and responsibilities. As one of the nation's leading urban universities, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its responsibility to relate its academic work to communities in ways that are mutually beneficial. Collaborative work in and with communities, including scholarly work, is consistent with the goal that IUPUI be a model urban university, provide leadership to others in all facets of integrating service with teaching and research, and engage educators, staff, and students in activities that benefit their communities as well as themselves. As articulated in the campus Mission, Values, and Goals (PDF), "IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community", and "IUPUI serves as a catalyst for collaboration in teaching, research, and service among its faculty, students, and staff."

Go on to: Introduction

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Civic Engagement

Introduction

There is growing recognition that institutions of higher education are called to be good citizens in their surrounding communities. The role of citizen engenders both rights and responsibilities. As one of the nation's leading urban universities, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its responsibility to relate its academic work to communities in ways that are mutually beneficial. Collaborative work in and with communities, including scholarly work, is consistent with the goal that IUPUI be a model urban university, provide leadership to others in all facets of integrating service with teaching and research, and engage educators, staff, and students in activities that benefit their communities as well as themselves. As articulated in the campus Mission, Values, and Goals, "IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community", and "IUPUI serves as a catalyst for collaboration in teaching, research, and service among its faculty, students, and staff."

In order to fulfill this vision, IUPUI has allocated campus resources and created campus infrastructure to support civic engagement. These Milestones represent a significant level of campus commitment to this effort. Executive Vice-Chancellor and Dean of the Faculties William Plater appointed a Civic Engagement Task Force in November 2000, involving faculty representation from most schools, to prepare for the NCA Self-Study. This task force defined *civic engagement as active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission*. The definition of civic engagement indicates that this work encompasses teaching, research, and service (including patient and client services) not only in but also with the community. The scope of this work is captured in the following diagram of civic engagement. Civic engagement includes university work in all sectors of society: nonprofit, government, and business.

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  - Activities and Partnerships
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RESOURCES

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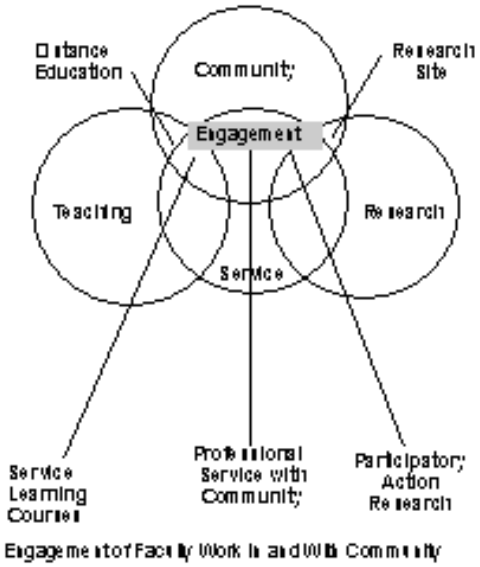

Through civic engagement, IUPUI can distinguish itself in creating interdisciplinary approaches to generating and communicating knowledge that meaningfully contributes to the well being of society. Such scholarship informs the disciplines and professions, engages students in active and relevant learning, builds upon community assets, and provides a means by which higher education can apply knowledge and resources to address civic issues.

A. Purpose of the Self-Study

There are multiple purposes for the campus to select civic engagement as a Special Emphasis of the NCA Self-Study. As a result of campus participation in the Urban Universities Portfolio Project (UUPP), civic engagement was identified as a distinctive aspect of urban universities. Participation in the UUPP also demonstrated the value of documenting campus work in a web-based portfolio as a means of public accountability to a wide range of constituents. Focusing on civic engagement for the NCA Self-Study is valued as a way to build upon lessons learned from the portfolio project and to improve the work of civic engagement, which is an area of high priority for the campus. The civic engagement section of the IUPUI Portfolio represents a new model for understanding this aspect of university work within higher education. Other campuses will be able to access the IUPUI Portfolio and learn from this model so that they, too, will be able to represent civic engagement more accurately to internal and external constituents. The IUPUI Portfolio for civic engagement is comprised of two parts: (a) NCA Special Emphasis Self-Study, and (b) Civic Engagement Inventory. Both contribute to documenting current campus involvement and promoting further collaboration to strengthen campus-community partnerships.

One important purpose of the Self-Study is to systematically document the current level of civic engagement activities. The Civic Engagement Inventory is an interactive format that allows deans, directors, faculty, and staff to continuously update information on civic engagement activities through this web-based inventory. Having the Civic Engagement Inventory is a significant institutional accomplishment because, until recently, there has been no uniform compilation of civic engagement activities across the campus. Annual IUPUI Performance Reports have compiled much of this information in recent years via annual reports completed by deans for the Vice-Chancellor for Institutional Planning and Improvement. In 1998 and 1999, the Center for Service and Learning distributed a pilot survey to dean, chairs, and directors that became the basis for the web-based portfolio format (1998 Community Service Survey). In addition, since 1997, the Center for Service and Learning has supplied an annual report to Indiana University on the number of students, faculty, and staff involved in service learning and voluntary service activities (Indiana University Annual Report on Community Service and Service Learning [PDF]). However, these activities represented only a portion of all civic engagement activities across campus.

Another purpose of the NCA Self-Study is to increase understanding of the wide variety of campus-community collaborations. The NCA Self-Study provides information on civic engagement activities of campus units, campus resources, examples of successful projects, plans to improve the work, and strengths and challenges that currently exist. The Civic Engagement Inventory provide a means for

representing civic engagement activities to internal and external audiences by organizing these activities along key dimensions: department/school, types of civic engagement activities, social issues, keywords, community partners, and geographic location. Campus-community activities can be searched on a particular issues (e.g., homelessness, crime prevention) or searched to identify who on campus is involved with which community agency (e.g., Hawthorne Community Center). The database will also allow the community additional access to campus resources associated with civic engagement activities. Members of the campus community can understand how civic engagement is manifested in teaching, research, service, and combinations of these activities. Increased understanding can promote further campus-community collaboration, support the development of interdisciplinary projects, and increase the likelihood that civic engagement is documented and valued as scholarly work.

In addition, the IUPUI Portfolio provides recognition to those students, faculty, staff, and community partners who participate in civic engagement activities. These practitioners provide examples of how academic activities can provide mutual benefits to multiple constituencies inside and outside the campus.

The IUPUI Portfolio will also serve the purpose of providing an ongoing mechanism for accumulating information about the quality and impact of this work. Knowing how well these activities are being performed provides a basis for establishing the quality of the work, gives feedback about specific strengths and areas that need improvement, and provides benchmarks for monitoring progress. The IUPUI Portfolio on civic engagement provides sources of evaluation evidence, when available, for civic engagement activities.

B. History and Current Organization

Civic engagement is part of the history and current organization of IUPUI. As a campus built upon practice-based education in professional schools (e.g., Dentistry, Education, Medicine, Nursing, Public and Environmental Affairs, Social Work), civic engagement at IUPUI is a valued aspect of undergraduate and graduate education programs. Campus Mission Statements (1990, 1995) contain clear statements about how IUPUI must define its work by applying its knowledge for the improvement of society and communities. The history of IUPUI demonstrates that many faculty, staff, and students have found innovative ways to relate community work to their teaching, research, and service. IUPUI's professional schools each have longstanding heritages of working in and with the community, including patient and client services. The availability of technology means that there are no geographic boundaries to the reach of civic engagement, although IUPUI has a special interest in its immediate surroundings.

During the past decade, IUPUI has distinguished itself nationally as a campus that values the importance of integrating community service into the educational culture of the campus. Institutional leadership (State of the Campus speech by Chancellor Bepko, scholarly work by Dean Plater) has provided a clear vision for the importance of community involvement and institutional funds have been allocated to support this vision. As a result, the IUPUI campus and central Indiana communities have benefited from the leadership of Chancellor Bepko and Dean Plater and their vision for how IUPUI could enhance its civic engagement. The Office of Service Learning was established in 1993 to support the development of service learning classes. The Office of Community Service was established in 1994 to promote voluntary service among students, faculty, and staff. The Office of Neighborhood Resources was established in 1995 to work strategically to build campus-community partnerships with neighborhoods in close proximity to IUPUI. The Center for Service and Learning was created in 2000 to combine the work of these three offices. As the central unit on campus to promote all forms of service (i.e., to the institution, discipline/profession, community) among students, faculty, and staff, the CSL provides important centralized leadership for the IUPUI campus, as is evidenced in the Milestones associated with civic engagement. Further information about the mission, values, and goals of the Center for Service and Learning are available in the CSL 5-Year Strategic Plan (PDF). The Center for Service and Learning coordinates the following campus activities:

- service learning classes
- community service scholarships
- community-university partnerships (Office of Neighborhood Resources)
- community based Federal Work Study programs
- scholarship on service and service learning

- campus-wide days of service

Many civic engagement activities are developed and sustained through the work of campus Centers. Under the leadership of William Plater, the Executive Vice-Chancellor and Dean of Faculties, Center directors and their staffs from the Center on Philanthropy, Center for Service and Learning, Center for Urban Policy and the Environment, Indiana Business Research Center, the Polis Center, and Public Health are meeting to determine how their work can be better coordinated and to learn from one another about using effective strategies in budget management, sustaining campus-community partnerships, collaborating on community issues and grant proposals, and representing work to internal and external audiences. Each of these campus Centers, through the involvement of students, staff, and faculty, contributes in important ways to central Indiana, the region, and international constituencies.

The executive leadership of IUPUI has also played a leadership role regionally and nationally. Chancellor Bepko is chair of the Joint Commission on the Urban Agenda for the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges. He is also a member of the NASULGC Board of Directors. Dean Plater has participated in numerous activities associated with civic engagement that have focused on the critical role of chief academic officers through Indiana Campus Compact, Minnesota Campus Compact, the national Campus Compact, and national conferences.

C. Previous and Ongoing Initiatives to Examine Civic Engagement Practices at IUPUI

During the past decade, campus administrators have intentionally placed IUPUI in regional and national forums related to the public purposes of higher education. Beginning in 1993, the campus sent a team to the third Campus Compact Summer Institute on Integrating Service Into Academic Study. A Campus Action Plan was formulated, and an early action step was to create the Office of Service Learning.

In 1994, the IUPUI Task Force on Service, jointly appointed by the Dean of the Faculties and the President of Faculty Council, was charged to develop a concept paper on service as a campus responsibility and as a component of the IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic administrators, and second, to help IUPUI make collaborative decisions about recognizing service within the formal advancement structure. During 1997-1998, an Indiana University Strategic Directions Initiative project expanded the campus work of the IUPUI Task Force on Service to the entire Indiana University system. Service @ Indiana University: Defining, Documenting, and Evaluating summarizes the three-year project, presents a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, provides examples of faculty documentation of professional service, and provides resources for conducting campus-based workshops to assist faculty in preparing documentation. This work has also resulted in significant changes in the campus Promotion and Tenure Guidelines and the campus format for the Faculty Annual Summary Report completed each year by all faculty.

In Fall 2000, the IUPUI Civic Engagement Task Force, involving faculty and staff representing most schools on campus, was formed to examine methods to plan for the NCA Self-Study, to consider how to document civic engagement activities (e.g., reports, web displays of information), to evaluate the quality of civic engagement activities, and to envision a civic engagement agenda for the campus and its surrounding communities.

Barbara Holland (Director of the National Service Learning Clearinghouse, appointment as Senior Scholar with the IUPUI Center for Service and Learning) developed a matrix identifying key organizational factors that promote civic engagement. In summer 2002, Deans from each school were asked to complete a rating form adapted from her work to assess the level of emphasis in their units on civic engagement in mission, promotion and tenure, organizational structure, student involvement, faculty involvement, community involvement, and publicity. The ratings (1 through 4, with 4 reflecting greater centrality) were obtained for current status and for where the unit would expect to be in 3-5 years. The following table averages across the component parts of the Holland survey for the responding schools:

Emphasis on Civic Engagement at IUPUI
(Responses by Deans to the Holland Survey - Summer, 2002)

School	Current Status of CE	Projection for 3-5 Years
Allied Health	2.5	3.17
Business	2.83	2.83
IUPU Columbus	2.4	2.97
Dentistry	3.0	4.0
Education	3.08	3.75
Engineering & Technology	2.92	3.08
Herron	2.42	3.17
Journalism	2.17	2.33
Law	2.67	2.67
Liberal Arts	3.08	3.08
Library & Information Sci	1.33	2.67
Nursing	4.0	4.0
Physical Education	2.71	3.29
Science	2.17	2.17
Social Work	3.67	4.00
SPEA	3.00	4.00
University College	3.17	3.83

IUPUI has been an active participant in deliberations in higher education on the nature of various aspects of civic engagement. Presentations at academic and disciplinary conferences and consultation with other colleges and universities have provided faculty and staff with opportunities to reflect on IUPUI's work, describe and explain program developments, and exchange information that contribute to program development in civic engagement. These forums have included:

- Colloquium on National and Community Service
- American Association for Higher Education Conferences (National Conference, Forum on Faculty Roles and Rewards, Assessment Forum)
- Campus Compact National Gatherings
- National Society for Experiential Education
- Governor's Caucus on Education
- Association for Research on Nonprofit Organizations and Voluntary Action
- Freshman Year Experience Conference
- Best Practices in Outreach and Public Service: The Scholarship of Engagement Conference
- Campus Compact's Advanced Institute on the Engaged Campus
- International Conference on the University as Citizen
- First Annual International Conference on Service-Learning Research
- Campus-Community Partnerships in Health
- HUD's Community Outreach Partnership Centers National Conference

In addition, journal publications, books, manuals, and other resources have described components of campus work and conceptually explored and extended that work beyond local accomplishments. The results of campus initiatives in service learning and civic engagement have also been published in academic journals. Topics of these publications include (Center for Service and Learning publication page)

- establishing an office of service learning (Bringle & Hatcher, 1996),
- theoretical underpinnings of service learning (Bringle & Velo, 1998; Hatcher,1997),
- faculty recruitment and development for service learning (Bringle et al., 2000; Bringle & Hatcher, 1995; Bringle, Hatcher, & Games, 1997; Hatcher, 1999; Foos & Hatcher, 1999),
- reflection in service learning classes (Bringle & Hatcher, 1999; Hatcher & Bringle, 1997),
- campus-community partnerships (Bringle & Hatcher, 2002),
- institutionalization of service learning (Bringle & Hatcher, 2000),
- research on service learning (Bringle & Hatcher, 2000; Bringle, Phillips, & Hudson, 2001),
- community service for entering students (Hatcher, Bringle, & Muthiah, in press)

- disciplinary perspectives on service learning (Bringle & Duffy, 1998; Bringle & Kremer, 1993; Magjuka, Bringle, Hatcher, & McIntosh, 2001).

In addition, as a result of collaboration with Indiana Campus Compact on the Universities as Citizens project, a critical exploration of Boyer's vision of the engaged campus resulted in *Colleges and Universities as Citizens* (Bringle, Games, & Malloy, 1999). IUPUI is the institutional home of *Metropolitan Universities*, a journal edited by Barbara Holland. This journal highlights intellectual work that demonstrates new knowledge to further collaboration between campus-community partnerships in addressing metropolitan problems through teaching, research, and service. A number of staff in University College provide the necessary institutional support and resources for the quarterly publication of *Metropolitan Universities*.

This academic work has positioned IUPUI as a collaborator in regional projects (e.g., Midwest Consortium, K-12 Partnerships Conference), national projects (e.g., National Review Board for Civic Engagement, National Research Advisory Board of Campus Compact, Campus Compact/AAHE Consulting Corps, Kellogg Peer Review of Professional Service), and international projects (e.g., Community-Higher Education-Service Partnership project in South Africa, Indiana University's work on South East European University in Macedonia). As a participant in these activities about service learning and civic engagement, IUPUI's relationships to other organizations and associations (e.g., Campus Compact, American Association for Higher Education) has been enhanced.

The institutional commitment and intellectual work on service learning and civic engagement have gained the campus numerous distinctions. Most recently, in September 2002, U.S. News and World Report ranked the service learning program at IUPUI as the 8th best program in the nation among all colleges and universities. Accomplishing this high level rating after only eight years of work is a demonstration of the national recognition the campus work has had towards furthering service learning and civic engagement in higher education. Other awards and recognition have included the following:

- In 1998, American Association of Higher Education, Campus Compact, and the National Society for Experiential Education surveyed 27 colleges and universities nominated by community service and service learning experts to better understand service learning on campuses. The service learning program at IUPUI was one identified as a Model of Good Practice.
- IUPUI was one of four campuses selected to participate in the Kellogg Peer Review of Professional Service project. Under the direction of the Dean of the Faculties, four IUPUI faculty members were selected to participate in the Kellogg project, along with faculty from Michigan State University, Portland State University, and University of Memphis. Michael Cohen (Education), Sandra Burgener (Nursing), Florence Juillerat (Science), and Roger Jarjoura (SPEA) worked during 1996-1998 to prepare documents on community service projects that appear in *Making Outreach Visible, A Guide to Documenting Professional Service and Outreach*, published by the American Association for Higher Education.
- In 1999, the IUPUI Office of Service Learning was selected as one of eight U.S. campuses to be part of the Community-Higher Education-Service Partnership (CHESP) program in South Africa. IUPUI hosted a delegation from the University of the Free State in 1999. Professor Bringle and Julie Hatcher were appointed Associate Faculty members in the Leadership Center at the University of Natal to teach in a unique graduate program designed to build leadership capacity for community-university engagement. Apart from contributing to the overall conceptualization of the program, they taught three of the modules: one module using IUPUI as a case study for community-university engagement, one on the process of higher education transformation in terms of community-university engagement, and one on the development of service-learning curricula.
- In 2001, the American Association of State Colleges and Universities selected IUPUI as a campus that demonstrated a high level of commitment to civic engagement and a team of researchers conducted a site visit on campus to gather information for a strategic guide to inform others about civic engagement in higher education.

Self-Study of Civic Engagement

Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission. This definition of civic engagement, which was developed by the IUPUI Civic

Engagement Task Force, indicates that this work encompasses teaching, research, and service (including patient and client services) not only in but also with the community. Civic engagement encompasses three fundamental building blocks: (a) the professional and institutional ability to carry out this special work; and (b) the resources to collaborate with community during all phases of the work to ensure appropriate outcomes. In addition, although civic engagement occurs without geographic boundaries, (c) IUPUI is ideally situated as a public institution in a metropolitan setting to involve communities in Indianapolis, central Indiana, and the entire state in shaping an agenda for what IUPUI is and should be doing in the area of civic engagement.

The Civic Engagement Task Force created the framework and outline for the Self-Study during 2000-2002 in consultation with the Future Group, the Chancellor's Advisory Council, the campus coordinating committee preparing for the NCA review, and faculty in various units. The narrative of the Self-Study is organized by the following outline and includes goals for each area, a summary of previous and current activities, and a summary of plans to further the work.

I. Enhance Capacity for Civic Engagement

A. Demonstrate advocacy and support for civic engagement in all aspects of institutional work.
B. Expand internal resources and infrastructure for civic engagement
C. Secure external funding for civic engagement
D. Document the quality and impact of civic engagement activities.

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

A. Offer academic community-based learning opportunities
B. Engage in community-based research, scholarship, and creative activities in both public and private sectors at local, state, national, and global levels.
C. Provide professional services to local, state, national, and global communities.
D. Create opportunities for community service at local, state, national, and global levels.

III. Intensify Commitment and Accountability to Indianapolis, central Indiana, and Indiana

A. Establish widespread community participation in development, implementation, and evaluation of civic engagement.
B. Establish widespread campus participation in development, implementation, and evaluation of civic engagement.
C. Conduct regular forums on the campus community agenda for central Indiana.

Go on to: Enhance Capacity for Civic Engagement

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Civic Engagement

I. Enhance Capacity for Civic Engagement

A. Demonstrate advocacy and support for civic engagement in all aspects of institutional work.

1) Goal: *Give sustained voice* through publicity, speeches, publications, editorials, and other public representations for the academic importance of civic engagement as a means for fulfilling campus and unit mission.

Previous and current activities: IUPUI understands the central role that civic engagement plays in its institutional identity. As Indiana's only institution with a designation as a metropolitan university, IUPUI continues to respond to the call in higher education to strengthen and deepen commitments to civic engagement. At the same time, IUPUI has been at the forefront of developing new models for how this engagement takes place. Communicating this good work both internally and externally is important to having others understand its significance and to obtaining feedback to improve its effectiveness.

Civic engagement activities are regularly reported in IUPUI's Performance Reports. These annual reports highlight the most significant work of the campus and provide an extensive portrait to external audiences that demonstrates the importance of civic engagement to IUPUI's identity. These reports present strong evidence that IUPUI is an engaged campus. The nature of the presentation of civic engagement in these reports also demonstrates the aspiration for civic engagement to have the same stature as (a) teaching and student learning and (b) research, scholarship, and creative activity.

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Chancellor Bepko consistently represents the importance of civic engagement in presentations and publicity to internal and external audiences. For example, in his 1998 State of the Campus message, he emphasized how the following themes presented opportunities that are particularly well suited for IUPUI: (a) economic growth related to health; (b) economic growth related to information technology; (c) partnerships in arts and culture; and (d) a continuing obligation to advance public service and civic involvement. In the 2000 Performance Report, he states

> Exemplary civic engagement is a fundamental part of urban campuses. At IUPUI, this emphasis on engagement stems from a long tradition of practice-based education and community-responsive research agendas. While engagement often is associated with workforce and economic development, it means much more at IUPUI. It is a fundamental part of our institutional ethic that a key responsibility of a public urban university campus is to help our regional partners achieve success on a wide range of issues-including helping our community understand its strengths, priorities, and needs better; developing educational resources that respond to the community's agenda for progress; and enhancing the quality of life by linking with cultural institutions.

Under the direction of Cheryl Sullivan, Vice-Chancellor for External Affairs, the Office of External Affairs manages city, state, and federal government relations, community outreach, and special events that build

relationships and increase awareness among Indianapolis residents about IUPUI. The Vice-Chancellor regularly convenes the campus-wide External Affairs Committee to gain input on priority areas for campus involvement in the community. Under Vice-Chancellor Sullivan's leadership, the Office of Communications and Marketing provides information to the community and its leaders through press releases and publicity on how IUPUI faculty, students, and staff are conducting work that contributes to communities. In 1999, the new IUPUI gateway home page was redesigned with crosslinks to provide a more effective site for prospective students, community leaders, and policy makers.

The Office of Alumni Relations provides continuing education, service, and social programming opportunities for over 110,546 living graduates from the IUPUI campus, including 71,302 in Indiana and 50,159 living in central Indiana. During 2001-2, over 14,826 alumni and friends participated in 130 alumni events, 39 class reunions, and 84 alumni board of directors meetings through the country.

The IU Foundation launched IUPUI's first comprehensive campaign of $700 million, the largest by a public university campus in Indiana. The event brought together over 600 honors, university administrators, staff, faculty, and community leaders. The IU Foundation established three non-monetary goals for the Campaign: (a) strengthening IUPUI's relationship with central Indiana and its alumni, (b) moving into a major gift campaign, and (c) increasing fundraising on the IUPUI campus.

Publications from numerous other offices on campus describe the civic engagement of IUPUI. The Summer 1999 issue of *IUPUI Partnerships*, a publication of the IU Office of Alumni Relations, was devoted to "University Community Engagement." The issue describes projects in health, the arts, public service, and technology to friends and alumni of IUPUI. The Summer 2001 issue of IUPUI Partnerships provided portraits of Diane Arnold and Daniel Fugate, two community leaders and IUPUI alumni who have worked with the Office on Neighborhood Resources for over 5 years to develop the IUPUI Community Outreach Partnership Center in the WESCO neighborhoods of Indianapolis. The January 2000 issue of *Research & Creative Activity* was devoted to "Philanthropy, Volunteerism, and Service Learning." Five articles highlighted the work of IUPUI scholars.

Many IUPUI schools, departments, and centers provide information about civic engagement through newsletters, publicity, and web pages. These provide important evidence for the alignment of civic engagement activities with the missions of these units. For example, the Center on Philanthropy, School of Liberal Arts, fielded 377 media inquiries, 141 of which dealt directly with giving in the aftermath of the September 11th attacks. The School of Engineering and Technology expanded collaborations with business and industry partners through the Dean's Industrial Advisory Council and departmental/program advisory groups.

Plans to further the work: IUPUI must continue to emphasize the importance of civic engagement to internal and external audiences. Surveys by Indiana Campus Compact found that there is significant support in the Indiana general public for higher education to play a role in the civic education of students and for improving the quality of life. However, the public must understand the educational nature of civic engagement, the integrity with which the work is being accomplished, the degree of community interaction that shapes civic engagement, and the positive benefits for the community. All members and units of the campus community must participate in letting the public know that civic engagement is a unique and noteworthy aspect of IUPUI's identity, mission, work, and stature. The IUPUI Portfolio and the database generated by the Civic Engagement Inventory will be an important means through which an even stronger voice can be provided to the community for the civic engagement activities of the campus. To be a useful resource, focus groups should be conducted to gain community feedback to ensure that the IUPUI Portfolio is valuable to potential users.

2) Goal: Increase community awareness of and access to campus assets, including persons (students, staff, faculty), facilities, knowledge (e.g., websites, databases, libraries), and events (e.g., educational, cultural, recreational).

Previous and current activities: IUPUI presents a diverse and perplexing organization that has not been well understood by members of the immediate community. The partnership between Purdue University and Indiana University is confusing, some of the constituent units have maintained identities that are not clearly linked to the IUPUI campus, and the size of the campus presents a daunting puzzle to someone wanting to access campus resources.

The Office of Neighborhood Resources was designed to provide a means through which the community could access campus resources. The Office of Neighborhood Resources (ONR) promotes the sharing of knowledge and resources with the community by strengthening and increasing interaction between IUPUI and its surrounding neighborhoods. ONR is a single "point of entry" or first point of contact for neighborhood groups unfamiliar with IUPUI who are interested in accessing the educational and research resources of the campus. Rather than providing direct services, ONR can help broker and facilitate connections with other IUPUI offices or departments. If a community organization is interested in making a link with IUPUI but does not know how, ONR is a good place to start. ONR has a long-term commitment to the WESCO neighborhoods of Haughville, Stringtown, and Hawthorne to create opportunities for wider campus involvement.

The prominence of the IUPUI campus in downtown Indianapolis provides the opportunity for the campus to host a variety of civic events. The Office of External Affairs planned and coordinated 39 events in 1999 for 2,090 community members. The IUPUI Conference and Sports facilities were made available to a larger national audience through a new business partnership with Harrison Conference Centers. Events such as Race for the Cure, United Way Tennis, Indy Jazz Fest, RCA Tennis Championships and many other events bring large groups of persons to the IUPUI campus. The School of Music hosted over 7,300 audience members at concerts, recitals, and music events.

IUPUI Centers, departments, and schools also provide important resources for community access to the IUPUI campus. Collaboration with community agencies to develop programs related to teaching, research, and service improves the understanding that the general public has of IUPUI. Student Life and Diversity began Campus Community Partnerships, which is a new initiative to establish relationships with the Madame Walker Theatre Center, El Centro Hispano, and the Urban League. Inspired by the success of successful collaboration with Eteljorg Museum, an expanded plan was developed to cultivate these four partnerships. The School of Medicine supports community learning through the Sound Medicine radio broadcast and through Mini-Medical School.

The Community Learning Network (CLN) offers weekend courses at a number of sites and has established learning centers at Glendale Mall and in Carmel to provide better community access to degree and non-degree courses, ranging from microcomputers certification programs to photography. In addition, the CLN offered over 1,000 courses and 17 certificate programs to adult learners seeking certification, professional development, or enrichment activities. With marketing closely integrated with the campus marketing plan, four catalogs were released in 2001-02 that increased outreach, IUPUI brand awareness, and market visibility. The Teacher's Resource Center associated with the CLN continues to develop relationships with P-12 learners and their parents and teachers. Over 8,000 student and 98 youth-serving organizations received math and science materials during 2001-02.

Most majors now incorporate some on-line learning and entire programs offer on-line masters degrees in Nursing, Nonprofit Management, and Business.

ConnectTech provided a forum at IUPUI that brought together university specialists in technology and members of the Indiana business, industry, technology, manufacturing, and biomedical communities for a day of information sharing to encourage the development of subsequent partnerships. In addition , the Department of Computer and Information Science started a Computer Science Summer College for local middle and high school students with a grant from D.J. Angus Scientech Foundation. Dean Stocum, School of Science, and Dean Brater, School of Medicine, hosted Governor Frank O'Bannon in the Center for Regenerative Biology and Medicine to support the 21st Century Research and Technology Fund.

Many of the facilities at IUPUI are accessible to the community. For example, in contrast to most university libraries in the nation, IUPUI's University Library is accessible to the general public. Over 10% of library usage (i.e., 100,000 persons who borrowed 25,000 items) is by the general public. The libraries of Indiana University offer borrowing privileges to all residents of Indiana and University Library has recently arranged to accept the Indiana Marion County Public Library's card for borrowing. The professional school libraries (i.e., Dentistry, Law, Medicine) all have a special mission to support the practice communities in Indiana.

Plans to further the work: IUPUI is an undervalued community resource in Indianapolis and central Indiana and must continue to educate the public about the assets that reside on campus. Geographically situated among cultural, recreational, and civic treasures of the city, IUPUI must become as easily accessible to the public as other community facilities. The University Library, Natatorium, University Place Conference Center, and health clinics are well-used public facilities. However, the community and the

campus would benefit from community residents developing a stronger sense of familiarity and understanding for the diverse resources that exist on campus. The inauguration of Explore IUPUI in October 2002, which will be a day of learning and discovery for alumni, prospective students, and community residents, will be another important event for bringing the community to the campus and heightening awareness of campus resources. The day will feature more than 200 events, ranging from robots to Frankenstein, from an MBA online program to Informatics, from Pilates to floral arrangements, and from the physics of Star Trek to examining the reaches of outer-space through a solar telescope. Explore IUPUI will be a significant event for IUPUI because it will bring new groups of persons to campus to interact with those resources in friendly and informal ways.

Developing Explore IUPUI beyond the first year into a significant community event can pay large dividends to IUPUI. This must be complemented with a broad spectrum of centralized and decentralized initiatives that continue to educate central Indiana about how and why IUPUI should be more highly regarded as a community asset.

The Informatics and Communications Technology Complex (ICTC), which is now under construction, will make integrated technology resources, services, and expertise more readily accessible to the IUPUI community and for partnerships that can benefit local economic development. Similar projects should be initiated to develop appreciation among the general public for IUPUI's many assets.

3) Goal: Provide effective faculty and professional development activities (e.g., workshops, incentives grants, release time, sabbaticals, seminars) focused on civic engagement and public leadership skills.

Previous and current activities: The IUPUI Office for Professional Development (OPD) supports the professional development of those working to achieve IUPUI's academic mission of providing excellence in teaching and learning; research, scholarship and creative activity; and civic engagement. OPD provides a full range of professional development services for the convenience of faculty and academic staff by collaborating with University Information Technology Services, University Libraries, the Center for Service and Learning, University College, and others.

Most relevant to civic engagement, OPD has worked with the Center for Service and Learning to offer 4-8 workshops per year related to research, teaching, and professional service in the community. Over the past eight years, these workshops have covered topics such as:

- How to Design a Service Learning Course
- How to Design Reflection Activities for Service Learning
- Assessment and Research on Service Learning
- Service Learning in Freshman Courses
- Planning One-time Service Projects for Student/Staff/Faculty Groups
- Designing Service Learning for Large Gateway Courses
- Exploring Campus Community Partnerships in WESCO
- Building Campus Community Partnerships through Service Learning
- Faculty Community Engagement Opportunities on the Near Westside
- Service Learning Credit Option Workshop
- Documenting and Evaluating Professional Service

During 1994-95, the Office of Service Learning offered campus funded course development stipends to support faculty in redesigning a course to include a service learning component. Since then, faculty have applied to Indiana Campus Compact (ICC) for "Scholarship of Engagement" grants, which support faculty integrating community service with teaching, research, or service. Additionally, IUPUI faculty have participated in the ICC Faculty Fellows program, which extends the professional development of engaged faculty. Over $250,000 has come from ICC to IUPUI for faculty and institutional development since 1995. Staff from the OSL consult one-on-one with faculty on course design, implementation, and evaluation, and collaborate with faculty on scholarly publications and grant proposals.

Plans to further the work: Anecdotal and systematic evidence, both from IUPUI and from campuses nationally, supports the assertion that service learning stimulates significant outcomes among each

stakeholder (i.e., community partner, recipient of service, student, faculty member). Promoting the understanding of service learning on campus, collaborating with departments, targeting increased participation in service learning, and improving the practice of service learning so that it prepares students for active participation in a diverse democracy must remain among the highest priorities of IUPUI.

Additional initiatives must approach this work in ways that are compatible with the existing academic culture. Civic engagement and service learning are most beneficial when they assist faculty, departments, and schools to reach current goals and explore how they can enhance their academic agenda. CSL and OPD must continue to work with deans and chairs to determine how the curricular goals of courses, majors, certificates, and degrees are enhanced through civic engagement and service learning. For example, Communication Studies faculty members are deliberating on the integration of service learning into their major. Because members of the faculty are central to academic life, the role that service learning can play in their professional development must be established, developed, and supported. Therefore, resources for faculty must be secured to facilitate the development of service learning classes.

New faculty orientation is an important event in the life of an institution because (a) it is the starting point of the relationship between the campus and a faculty member, (b) it sets the expectations for professional development, and (c) it introduces faculty to campus resources to support their professional development. In 2002, the Center for Service and Learning along with Research and Sponsored Programs and the Office of Professional Development developed an innovative approach to new faculty orientation that encourages each new faculty member to develop an individual plan for professional development in teaching, research, and professional service and provides information on resources to fulfill the plan. A comprehensive notebook and web-based resources provides information on campus resources to support a professional development plan.

4) Goal: Sponsor public forums and discourse with community partners that focus on civic engagement.

Previous and current activities: The academy is traditionally a venue for discourse through which analysis provides insights and sets the course for action. Civic engagement by IUPUI must provide opportunities for effective discourse that include the mainstream and the marginalized in society. One strength of any campus, including IUPUI, lies in the pervasive assumption by the general public that the campus provides a climate for fair, open, and productive discussion. Although this applies to most classrooms in higher education, the agenda for civic engagement presents the challenge of creating forums with these attributes that are public and include community partners from various sectors of the community.

There are numerous examples of highly successful forums at IUPUI. Three excellent examples reside in the School of Liberal Arts: the Keith Bulen Symposium on American Politics, a community forum to examine timely political issues, most recently focused on redistricting; the Joseph T. Taylor Symposium, which provides a forum for timely urban issues, most recently focused on communication as a tool for community building; and the Spirit and Place Festival, sponsored by the Polis Center, provides a collaboration of religious, educational, social, and arts organizations. The Polis Center focuses on urban issues, primarily in Indianapolis and other Indiana cities, with particular interests in neighborhoods, community planning, economic development, education, religion, and culture. Their goal is to develop knowledge that will serve the common good and invigorate the sense of community in this city and beyond. Their preferred method in pursuing projects is to form partnerships with others, including community groups, governmental agencies, businesses, not-for-profits, foundations, religious organizations, media and cultural institutions, and schools. Their project on religion and urban culture provides an excellent example of forming partnerships in order to promote public inquiry, public teaching, and public expression to understand the role of religion in mid-sized U.S. communities.

University College, and faculty in English, Science, and Math, have entered into structured dialogue and activities with high school teachers to promote successful student transitions between high school and college education by closing gaps that exist between the secondary and post-secondary curricula in math, language arts, and the sciences. Funded by Lilly Endowment, Project SEAM holds high potential for informing high school educators and superintendents from 11 school districts in the metropolitan area about college course expectations, informing faculty about high school curriculum, and developing future collaboration projects with mutual benefits.

The Office of Neighborhood Resources has sponsored community forums, town hall meetings, and Study Circles in the community to enhance deliberation on educational issues in WESCO. These forums have focused on the implications of the city's federal desegregation order being overturned, reopening George Washington Middle School, and establishing a new elementary school in WESCO. The Center for Service and Learning hosted the Second Annual Indiana University Conference on Civic Engagement and two National Gatherings for educators interested in service learning and civic engagement.

The Center on Philanthropy, School of Liberal Arts, sponsored the 15th Annual Symposium, "Taking Fundraising Seriously: Faith and Philanthropy." The symposium brought 200 participants together to explore the interactions between religious belief and practice and charitably giving.

Plans to further the work: Deans, chairs, faculty, staff, and students of IUPUI must continue to demonstrate their willingness to create forums that provide opportunities for them to have deliberations with members of the community. Each unit at IUPUI should be able to identify at least one example of how they have created public forums that examine issues related to their mission and community issues. Structured and ongoing deliberation is an important way through which meaningful civic engagement and campus-community partnerships will grow in a way that is consistent with the mission of the unit.

5) Goal: Recruit faculty, staff, and students who advocate for the role of civic engagement in the mission and life of the campus.

Previous and current activities: Civic engagement is a part of the life of a campus when it is represented and renewed through recruitment of new faculty, staff, and students. The Mission, Values, and Goals of IUPUI have clearly stated the civic mission of the campus. The creation and support for the Center for Service and Learning (CSL) is a manifestation of that mission. Paralleling the Center for Teaching and Learning, the CSL provides a centralized unit that advocates for the importance of civic engagement through community service. However, understanding among all campus constituents for IUPUI's civic mission is not guaranteed.

In summer 2002, 17 deans assessed the centrality of civic engagement to the mission of their respective units and indicated a commitment to civic engagement (3.06 on a 4.0 scale; 3.0 indicating that civic engagement is "an element" of the mission), with the aspiration that the commitment of their school will increase during the next 3-5 years (3.44 across all reporting schools). In addition, there are examples in many schools for how the civic agenda has influenced the recruitment of faculty and staff. Faculty have been hired specifically because of a disciplinary specialization that supports a civic mission (e.g., museum studies, applied anthropology, public history, community dentistry, community health, community nursing, expertise in the nonprofit sector, public affairs, social work). The Center on Philanthropy has collaborated with departments to hire faculty members in many disciplines who have philanthropic studies and the nonprofit sector as areas of special interest. In addition, The Efroymson Chair in Philanthropy in the Center on Philanthropy was established to work closely with central Indiana nonprofit agencies to identify and study challenges the organizations face and to propose solutions and good practices to address those challenges.

In addition, staff members have been hired to support educational activities in departments (e.g., directors of internships), schools, and administrative units. For example, the following staff members have recently assumed roles to support civic engagement:

- Karen Yoder, Director of the Division of Community Dentistry, School of Dentistry
- Kelly Young, Director of Community Outreach, Office of External Affairs
- Nicole Oglesby, Coordinator for Community Partnerships, Student Life and Diversity Programs
- John Guare, Director of Internships, Psychology Department, School of Science
- Russell Vertner, Director of Internships, School of Business
- Patricia Keener, M.D., Assistant Dean for Medical Service Learning, Director of the Office of Medical Service Learning, School of Medicine
- Rose Mays, Associate Dean for Community Affairs, School of Nursing
- Kirsten Eamon, Coordinator for Community Work Study, Center for Service and Learning and University College
- Lorrie Brown, Coordinator for Voluntary Community Service, Center for Service and Learning and Student Life and Diversity Programs

A survey conducted by the Center for Service and Learning of entering IUPUI students found that the vast majority of students had previously been involved in community service (75% in the past five years) and that these students expressed a strong desire to help others (Bringle, Hatcher, & McIntosh, 1999). These entering students also indicated that the biggest impediment to participating in community service was lack of time and their inflexible schedules. This suggests that one of the best ways in which to involve IUPUI students in community service is through the classroom, since they have little time for extra-curricular involvement.

Prospective students also find that IUPUI has many excellent educational opportunities that support civic engagement while they are students and as a part of their career preparation. A Freshman Service Scholars program through the Center for Service and Learning recognizes the past service of prospective students and engages the recipients in educationally meaningful community service during the term of the scholarship. Service learning classes provide students with opportunities to connect community service to their classes and to become involved in activities that meet community needs. IUPUI students can also enroll in an American Humanics certificate program or an Applied Citizenship Program Certificate through the School of Public and Environmental Affairs, and can study the nonprofit sector, philanthropic studies, and many disciplines from the perspective of civic issues in ways that are not available at other institutions in the state. In addition to curricular civic engagement, the appointment of a Coordinator for Community Service, a joint position between the Center for Service and Learning and Student Life and Diversity Programs, promotes increased student participation in co-curricular service.

The Jane Addams Fellows program has brought high quality post-baccalaureate students to campus, all of whom engage in community work as part of their studies. In addition, some of these student remain at IUPUI for graduate studies in Philanthropic Studies and Non-Profit Management.

Plans to further the work: IUPUI is well positioned to develop more examples of "public scholars" who can demonstrate the benefits of high quality academic work that benefits the public. A site visit to University of Missouri St. Louis provided the campus with further information on the Des Lees Faculty Scholars program. Departments and schools at IUPUI must continue to explore how to intentionally identify faculty positions that fulfill their civic mission and contribute to other aspects of their mission. For example, the partnership between IUPUI and the Eiteljorg Museum is developing plans for a joint faculty position, possibly in public history. In a similar fashion, job descriptions for some staff positions in each unit need to reflect how the hire can support the civic mission of the unit.

IUPUI needs to continue to promote the civic agenda to prospective and continuing students. Our students provide a largely untapped resource for civic engagement. Opportunities must be expanded for community-based instruction (e.g., service learning, internship, practice-based instruction), co-curricular activities (e.g., one-time service, service clubs like Habitat for Humanity), and community service employment programs (e.g., America Reads Tutoring Program, Math Counts Tutoring Program, Community Work Study).

6) Goal: Create an effective means for documenting and representing the civic contributions of faculty, students, and staff, including best practices (e.g., web-based portfolios).

Previous and current activities: The Center for Service and Learning has maintained information on the number of service learning classes that are developed and offered. In 1995-96, a total of 15 service learning classes were offered. Since 1997, the Center for Service and Learning has supplied an annual report to Indiana University on the number of students, faculty, and staff involved in service learning and voluntary service activities (Indiana University Annual Report on Community Service and Service Learning [PDF]). In 2001-02 semesters, 56 faculty offered 37 service learning classes that enrolled 1,913 students. These students worked with 71 community partners and contributed 19,675 hours of community service.

A pilot survey of civic engagement activities was conducted by the Center for Service and Learning in 1998 and 1999 (1998 Community Service Survey). Designed to collect more detailed information about civic engagement activities (e.g., number of participants, grant support, number of hours of service), the survey became the basis for the web-based Civic Engagement Inventory. This inventory is an improvement over previous activities, allowing for entries to be added, updated, and expanded at any time.

The Career Center gathered information from across campus about internships and other forms of experiential education in 2000.

Plans to further the work: The IUPUI Portfolio's Civic Engagement Inventory provides a powerful tool through which the campus can document civic engagement activities. Entries can be added, updated, and

expanded at any time. Using the web, anyone will be able to search the IUPUI Portfolio database using dimensions such as department, faculty, level of student involvement, social issues, keywords, community partners, and geographic location. When Geographic Information Services information is added, it will be possible to answer more refined questions focused on geographic location of civic engagement activities. These tools will facilitate collaboration to improve civic engagement in the future and better inform residents and civic leaders of the many ways in which IUPUI is engaged in communities in central Indiana. Coordinating the Civic Engagement Inventory with other campus reporting mechanisms (e.g., faculty annual summary reports, planning processes) will be an important element of a coherent system that presents minimal obstacles.

B. Expand Internal Resources and Infrastructure for Civic Engagement

1) Goal: Commit resources to support civic engagement activities at the campus level and according to the mission of each campus unit.

Previous and current activities: In November 1993, the Office of Service Learning was established in Academic Affairs to support the integration of community service into the academic curriculum. In August 1994, the Office of Community Service was created in Student Life and Diversity to foster co-curricular community involvement. In 1997, the Office of Neighborhood Resources, which reported directly to the Chancellor, began to form strategic campus-community partnerships with neighborhoods in close proximity to the IUPUI campus.

The Center for Service and Learning (CSL), formed in August 2000, incorporates the work of the Office of Service Learning, the Office of Community Service, and the Office of Neighborhood Resources. The merger of these campus units provides an opportunity to leverage campus resources and focus programs to build and sustain campus-community partnerships. By providing campus leadership in promoting service in all aspects of campus work, the CSL can enhance and sustain IUPUI students, faculty, and staff in a variety of forms of community engagement. The CSL has the capacity to build multi-faceted community partnerships in a way that will create a national model for urban universities and higher education.

The Center for Service and Learning and its precursors have demonstrated significant progress in many program areas that include

- Service learning classes
- America Reads Federal Work-Study Tutoring Program
- Community Service Scholarship program
- Campus-wide days of service
- Community Outreach Partnership Center
- Volunteer listserv and clearinghouse
- Scholarship and research on service and service learning
- Campus Task Force on Professional Service
- Campus Civic Engagement Task Force
- Campus-wide Civic Engagement Survey

These programs have been developed primarily through campus resources and secondarily with external grant funds.

In the past 5 years, other campus units have developed programmatic commitments to civic engagement and have reallocated internal resources to support faculty and staff positions designated to promoting civic engagement. These positions include,

- School of Dentistry, Division of Community Dentistry, Karen Yoder, Director
- School of Medicine, Office of Medical Service Learning, Dr. Pat Keener, Director and Assistant Dean for Medical Service Learning
- School of Nursing, Community Affairs, Rose Mays, R.N.
- Office of External Affairs, Director of Community Outreach, Kelly Young
- Student Life and Diversity Programs, Coordinator for Community Partnerships, Nicole Oglesby

- School of Business, Community Internship Coordinator, Russell Vertner
- Student Life and Diversity (with CSL), Coordinator for Community Service, Lorrie Brown
- University College and the Career Center (with CSL), Coordinator of Community Work Study, Kirsten Eamon

Plans to further the work: IUPUI provides a high level of institutional infrastructure to support civic engagement. Significant return on investment has been realized through the development of centralized infrastructure in the Center for Service and Learning. The returns include curricular development of service learning classes, professional development of faculty and staff, program development for service-based scholarships, additional community service activities, a collection of resources for service learning and civic engagement, community-based employment programs, enhanced community relations, a focused partnership in WESCO, research and scholarly work, and an additional source of national recognition for IUPUI. Almost every institution of higher education aspires to excellence in teaching, excellence in research, or both. The IUPUI commitments to civic engagement provide a strong foundation from which to continue developing it as a unique and distinctive aspect of the institutional identity of IUPUI.

When deans of academic units completed Holland's matrix on key organizational factors, 12 of the 17 responding academic units indicated that they aspired to increase the presence of civic engagement (four expected to stay at their present level of commitment and one was at the top of the scale with the highest level of commitment). The success of the centralized model can provide an example that can be adopted and adapted in appropriate ways within units that view civic engagement as an underdeveloped facet of their work and are interested in making additional commitments in the future. The degree to which individual units now take responsibility to act upon this aspect of their mission will be critical for the future growth of civic engagement.

2) Goal: Establish promotion and tenure guidelines and annual administrative reviews that assert the legitimacy of scholarship based on community engagement.

Previous and current activities: Supporting faculty through institutional change of reward systems is promising, but often slow. Equally important is the availability of intellectual models with which faculty can present their work and have it evaluated. Under the direction of the Dean of the Faculties, the Promotion and Tenure Guidelines and the Faculty Annual Summary Report have regularly been revised to encourage applicants to produce good documentation for successful review and to encourage administrators and review committees to honor civic engagement activities that possess scholarly qualities. In addition, all members of the all-university promotion and tenure committee receive Glassick, Huber, and Maeroff's (1997) criteria for scholarly work on their working form; presentations about professional service have been made to the all-university promotion and tenure committee; and Service at *Indiana University: Defining, Documenting, and Evaluating* has been distributed to its members.

Encouraging civic engagement activities must be accompanied by institutional work that supports faculty who become professionally engaged in communities. One benefit of convening the Task Force on Service, the Strategic Directions project on Defining, Documenting, and Evaluating Service, and the Civic Engagement Task Force is creating multiple adjunct deliberations, activities, and products that result in a critical examination of the role of professional service, including community service and civic engagement, in the mission, culture, and practice of the campus. For example, presentations on documenting professional service and civic engagement have been made at the campus-wide Moore Symposium on teaching. During 1995-1996, four workshops were conducted to assist faculty and librarians to prepare documents on professional service. Across the workshop sessions, documents from the Task Force on Service provided a basis for discussing the nature of service, its documentation, and criteria through which service can be evaluated. Participants prepared sample documentation of service projects for peer review and discussion. In spring 1998, Eugene Rice, Director of the AAHE Forum on Faculty Roles and Rewards, made a presentation on professional service to deans of IUPUI schools. Lorilee Sandmann, then Director of University Outreach at Michigan State University (currently at the University of Georgia), participated in a spring workshop on service for members of school promotion and tenure committees.

To provide models for documenting civic engagement, four IUPUI faculty members participated in the Kellogg *Peer Review of Professional Service* project, along with faculty members from Michigan State

University, Portland State University, and University of Memphis. This project resulted in meetings at IUPUI with the all-university promotion and tenure committee and a group of key campus leaders about the role of service in personnel decisions, the nature of evidence to support cases, and the preparation of documentation for civic engagement. The Kellogg project also produced a book by Driscoll and Lynton (1999), which is a companion book to Lynton (1995), that provides a more intensive examination of how to document professional service, including sample documents. Finally, the National Review Board for the Scholarship of Engagement (Driscoll, 2000), which has three members from IUPUI (W. Plater, R. Bringle, F. Juillerat), is designed to provide a cadre of peers to review and evaluate the scholarship of engagement.

Advancement in rank associated with excellence in service is an imperfect indicator of the degree to which the campus has the capacity to honor civic engagement because (a) service might be toward the institution or the discipline and (b) civic engagement might be put under the heading of teaching (e.g., excellence in developing and delivering service learning classes) or research (e.g., excellence in participatory research with the community). Nonetheless, it does indicate a willingness on the part of faculty review committees and administrators to consider that service, a non-traditional area for faculty advancement, can have scholarly qualities. During the past five years, the Office of Faculty Records provided the following percentages of Promotion and Tenure cases that have had service as an area of excellence: 34%, 29%, 35%, 37%, and 26%, for a five-year average of 32.4%.

Although it is difficult to achieve consensus on mission at a highly diverse institution the size of IUPUI, deliberation has been stimulated on civic engagement and professional service that increases awareness among key persons (deans, chairs, faculty governance, members of promotion and tenure committees).

Plans to further the work: All of the activities focused on civic engagement, professional service, and service learning are important because they increase the salience and literacy about an area of faculty work that is not well understood in higher education. These activities must be sustained, in part, because the audience changes (e.g., turnover in administrative positions, turnover on committees) and because multiple presentations are necessary to inform and remind key individuals about the manner in which civic engagement can be the basis for scholarly work and how it aligns with institutional mission.

Work must continue to increase campus understanding that service learning, civic engagement, and professional service are legitimate areas of faculty work that can aspire to being scholarly activities and appropriately evaluated and recognized as scholarly. The campus has demonstrated a responsiveness to different types of interventions (e.g., workshops, faculty recruitment and development, faculty roles and rewards, scholarship and research, campus-level task forces, student scholarship programs), discourse on many related topics (civic skills, institutional culture, institutional change to support high quality service learning course development, importance of community voice in developing community relationships, developing institutional infrastructure), and developing resources for the campus (Center for Service and Learning).

3) Goal: Establish campus administrative policies and practices (e.g., planning, assessment, budgeting) that strengthen civic engagement.

Previous and current activities: The Office of the Vice-Chancellor for Planning and Institutional Improvement has structured a process for all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus. As a result, units detail their accomplishments related to civic engagement. The results are detailed for each unit in Planning Summaries, School Annual Reports, and summarized in IUPUI Performance Reports.

Plans to further the work: These reporting mechanisms are tied to planning and budgeting activities conducted each year with schools. Their importance is that they represent the institutional capacity to remind each unit about the entire mission of IUPUI and to make budget recommendations based on how well each unit fulfills the full campus mission, including civic engagement. Responsibility Center Management requires that each unit be responsible for resource allocation and management. An important strategy will be the capacity to assess the impact of new and existing positions, programs, and commitments to civic engagement so that their role in meeting campus and unit missions can be determined.

4) Goal: Develop strategic campus-community partnerships consistent with campus and unit mission.

Previous and current activities: The mission of the IUPUI Office of Neighborhood Resources (ONR) is to promote the sharing of knowledge and resources with the community by strengthening and increasing interaction between IUPUI and its surrounding neighborhoods. The IUPUI Office of Neighborhood Resources

engages the expertise of faculty and staff in resolving issues and concerns facing neighborhoods surrounding the campus. ONR assists community organizations in establishing linkages with IUPUI schools, departments, and centers.

In order to develop a strategic partnership with neighborhoods close to IUPUI, ONR initiated a relationship with the WESCO neighborhoods of Stringtown, Haughville, and Hawthorne. ONR obtained a grant from the US Department of Housing and Urban Development in January 1998 to form a Community Outreach Partnership Center (COPC) with WESCO as the community partner. The COPC grant initially focused the work on the areas of economic development, education policy and programming, and organizational development initiatives and included the IUPUI departments/offices of the Center for Service and Learning, Small Business Development Center, School of Nursing Institute for Action Research in Community Health, and the School of Public and Environmental Affairs. Examples of COPC projects that have increased the presence of IUPUI in WESCO include an America Reads Tutoring Program, Education Forum and Task Force, WESCO-IUPUI Job Links, and Westside Business Alliance

The School of Medicine is one of the key planning groups involved in the Life Sciences Initiative for Central Indiana. This initiative is designed to promote economic development in the life sciences in central Indiana by coordinating the strategic planning activities of the School of Medicine, IUPUI, area employers, the city of Indianapolis and the State of Indiana.

In addition, the School of Medicine has developed important links with local neighborhoods through projects such as Spring House Calls, Greenways Rounds, the homeless shelter clinic program, Laptop Kids, The Little Red Door Cancer screen, the Westside Health Fair, and the annual Thanksgiving food drive. The School has also developed a comprehensive and ongoing partnership with the global community through the Indiana University-Moi (Kenya) University Partnership. This partnership combines research, teaching, and service as teams of faculty and students conduct research on AIDS, provide medical training in Kenya, and host students from Moi University for studies at IUPUI.

The School of Dentistry has collaborated for 10 years with School of Medicine, the County Health Department, and the Indiana Tobacco Prevention and Cessation Agency to offer the Indiana University Nicotine Dependence Program to train health care professionals on methods to help smokers quit.

The Shalom Health Care Center, under the direction of Su Moore, School of Nursing, serves patients in two primary care clinics and students in three school-based clinics.

At the Center for Urban Policy and the Environment, faculty, staff, and students are active in a wide variety of client-supported projects. As of Fall 2002, the Center's inventory of work included projects for the City of Indianapolis, the Indiana Advisory Commission on Intergovernmental Relations, the Indiana Land Resources Council, the State Gaming Commission, the Indiana Association of Cities and Towns, the Ford Foundation, the Points of Light Foundation, the South Shore Heritage Foundation, and the Central Indiana Corporate Partnership. All of the Center's work is aimed at informing particular decisions or illuminating the context for decision-making. For example, faculty and staff research and public forums on the issue of annexation led to changes in statutes that authorize municipalities to annex land.

Plans to further the work: After 3 years, an evaluation of COPC found reasonable success in the targeted program areas. In addition, however, the study found that a significant campus-community relationship had developed that established the community's confidence that it could access the university and vice versa. The success of establishing a COPC provides the basis for expansion of more civic engagement in these WESCO neighborhoods and in other neighborhoods by students, faculty, and staff.

The challenge will be for ONR to stimulate the development of additional participation in WESCO in a manner that reflects good practice of civic engagement. Dean W. Plater has convened the directors and their staffs from the Center on Philanthropy, Center for Service and Learning, Center for Urban Policy and the Environment, Indiana Business Research Center, the Polis Center, and Public Health to determine how their work can be better coordinated and to learn from one another about effective strategies in budget management, sustaining campus-community partnerships, and representing work to internal and external audiences. Each of these campus Centers, through the involvement of students, staff, and faculty, contributes in important ways to central Indiana, the region, and international constituencies. Focusing their expertise and that of other units, faculty, and staff will be an important step in further developing the COPC strategic partnership.

In addition, each academic unit should develop a strategic campus-community partnership that reflects teaching, research, and service activities and that demonstrates reciprocity, interdependency, and mutual influence.

C. Secure External Funding for Civic Engagement

1) Goal: *Acquire external funds* for collaborative, interdisciplinary projects with and in communities.

Previous and current activities: The Center for Service and Learning has successfully supported planning, development, and evaluation of civic engagement and service learning activities. Sources of revenue have included:

- Indiana University Strategic Directions Initiative
- Federal Work Study program
- Pacers Foundation
- National Bank of Detroit
- Indianapolis Public Schools Educational Foundation
- Kroger Foundation
- Bursar's Office
- VISA
- Alumni Association, sale of IUPUI license plates
- Kellogg Foundation
- G-Tech
- US Department of Housing and Urban Development, Office of University Partnerships
- Indiana Campus Compact Faculty Fellows
- Indiana Campus Compact Universities as Citizens Summer Institute (4 teams)
- Indiana Campus Compact Universities as Citizens Institutional Development grant
- Indiana Campus Compact Universities as Citizens Scholarships of Engagement (4 grants awarded to IUPUI faculty)
- Indiana Campus Compact Universities as Citizens Higher Education Series
- Indiana Campus Compact Indiana Reading Corps
- Indiana Campus Compact University Dialogue Grant
- Indiana Campus Compact Partnership in Action Grant
- Indiana University Center on Philanthropy
- Campus Compact Integrating Service into Academic Study
- HUD Hope VI
- Annie E. Casey Foundation
- University of Pennsylvania, CNS subgrant

In addition to these funds for centralized projects, schools and departments have demonstrated an impressive capacity to attract external funds to support civic engagement activities. Because the traditional external funding categories of teaching, research, and service do not align with the definition of civic engagement, detailing the extent of external funding that supports civic engagement will await more extensive use of the Civic Engagement Inventory. Some examples are:

- The School of Medicine has acquired external funds for civic engagement from:
- Educational Commission for Foreign Medical Graduates
- Bill and Melinda Gates Foundation
- National Institutes of Health Regenstrief Moi Medical Informatics Fellowship
- Mother to Child Transition Plus Initiative
- USAID
- Community-Campus Partnerships

The Annual Symposium from the Institute of Psychiatric Research, School of Medicine, has received

support from:

- Mental Health Association
- Eli Lilly
- The Saturday Evening Post

The Center on Philanthropy has received funding from a number of sources, some of these include:

- Thurgood Marshall Scholarship Fund to provide a 4-course Certificate in Fundraising Management for 30 senior development officers at public Historically Black Colleges and Universities
- Lilly Endowment for a number of program initiatives including scholarships for graduate students,
- Kellogg Foundation, for "Building Bridges Initiative" and "Habits of the Heart"
- Fund for American Studies has funded a Summer Institute on Philanthropy and Voluntary Service for outstanding undergraduates from across the country. Participants in the Institute enroll in summer classes in philanthropic studies and complete internships at non-profits in Indianapolis.
- Atlantic Philanthropies for research

The Aftercare at IUPUI through Mentoring (AIM) program in the School of Public and Environmental Affairs received funding from the Corporation for National and Community Service for AmeriCorps members to serve as aftercare coordinators at nine Department of Correction juvenile facilities in Indiana.

The Center for Earth and Environmental Science in the School of Science, joined as a research partner with the City of Indianapolis and U.S. Filter Corporation to investigate watersheds and improve water quality for the city with a contract for research and infrastructure to support the work over a 20-year period.

The Center for Urban Policy and the Environment operates with an annual budget of approximately $2.5 million, and currently employs 12 professional staff, three support staff, and more than 12 graduate students who work on projects for state and local government agencies, nonprofit organizations, and businesses. The Center for Urban Policy and the Environment in the School of Public and Environmental Affairs received a new grant from the Lilly Endowment to support its work.

Plans to further the work: IUPUI has demonstrated the ability to fund good work in communities. No other campus in Indiana receives more funds for grants and contracts than IUPUI. The future for funding civic engagement is encouraging and will be enhanced when more interdisciplinary and collaborative projects are developed. Strategic plans should be identified with Research and Sponsored Programs and the Indiana University Foundation to provide faculty with ready access to external funding sources who are interested in funding campus-community partnership programs.

D. Document the quality and impact of civic engagement activities

Previous and current activities: IUPUI faculty and staff provide an impressive record for how the application of knowledge can inform practice and benefit communities. The Civic Engagement Inventory currently requests evidence of impact and quality, which might be a report, a publication, or research outcomes. Thus, at the level of individual projects, it is possible to identify tangible and intellectual outcomes that demonstrate the value of the work.

However, at the institutional level, the objective of documenting quality and impact of civic engagement activities presents a formidable task. At present, there are few intellectual models for guidance and fewer examples of campuses that have even attempted to accomplish this goal in a systematic way. The roots of IUPUI's work reside in the Urban Universities Portfolio Project (UUPP), which brought together six leading urban public universities to develop a new medium: electronic portfolios that demonstrate the universities' effectiveness to various groups of stakeholders. A related project, the Urban University Statistical Portrait Project, seeks to articulate the contributions of urban universities to their communities. This work stems, in part, from a deficiency among current measures of higher education effectiveness, most of which focus on traditional notions of the quality of incoming students and the amount of available resources rather than on the contributions colleges and universities make to student, community, and societal development.

A third area of work is the Comprehensive Assessment of the Scholarship of Engagement (CASE), which is based on 50 ratings focused on the institutionalization of service learning and civic engagement (Bringle & Hatcher, 1999). CASE is based on the assumption that service learning is a necessary component of

effective civic engagement and, if one can not measure and evaluate every aspect of civic engagement, then service learning is the most important critical indicator of the maturity of a campus's civic engagement. The conceptual model for CASE serves as a planning and implementation model for service learning and was used in a research study of the institutionalization of service learning at 174 campuses (Bringle & Hatcher, 1999). CASE asks a campus working group to compile a portfolio of supporting information and evidence including surveys of students, faculty, staff, and community partners in order to assess the institutionalization of service learning.

Plans to further the work: Higher education faculty have spent a great deal of time and effort determining how to evaluate scholarly work. In addition, evaluating the quality of teaching and learning has become more familiar territory. However, assessing the quality and impact of civic engagement activities is a new frontier in the discussions of thinking about the civic mission of higher education. Although there are some models that have transportable elements (e.g., evaluation of extension services, program review and evaluation), determining institutional effectiveness of civic engagement will need to draw on some unique types of evidence.

The staff and faculty at IUPUI have devoted significant intellectual work to the task of assessing civic engagement. Barbara Holland, a Senior Scholar in the IUPUI Center for Service and Learning and Director of the National Clearinghouse, was commissioned by Campus Compact to address state of the art models for assessing civic engagement. The work to date at IUPUI was one of a few that was mentioned. With one or two possible exceptions, no other institution in the nation has IUPUI's resources, personnel, expertise, and infrastructure to contribute to developing models and operations for how this assessment task can be accomplished. Preliminary work is underway to identify primary and secondary performance indicators for the components of civic engagement that are identified in the IUPUI Portfolio. The IUPUI Portfolio will need to continue to evolve so that it can effectively capture, present, and evaluate the work of IUPUI faculty, staff, and students in communities in a manner that permits evaluation of the scholarly outcomes, the instructional outcomes, and community outcomes. An evaluation procedure that feeds back relevant information so that subsequent work is improved will be the most central criterion for an effective evaluation system. In addition, developing benchmarks that allow comparisons from year to year and among peer institutions will also be an important component of this work.

Go on to: Enhance Civic Activities, Partnerships, and Patient and Client Services Locally, State-Wide, Nationally, and Globally

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Civic Engagement

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

A. Offer academic community-based learning opportunities in varied settings, including community agencies and organizations, as well as business and industry.

1) Goal: *Support the development* of community-based learning opportunities, including service learning classes.

Past and current activities: The central mission of IUPUI focuses on creating effective learning environments. Opportunities for learning are not limited to the classroom; central Indiana communities offer rich resources for teaching, research, and service. IUPUI has a strong tradition, particularly in the professional schools, of designing practice-based educational experiences in the communities for students (e.g., practica, internships, pre-professional training).

At IUPUI, internships can be arranged by the Career Center, a centralized unit reporting to University College, or through individual departments. The IUPUI Career Center offers internships to any IUPUI student on a self-directed basis. Students from every major may utilize the Internship Program in conducting non-credit internships. In addition, many schools and departments offer students opportunities for internships and practica experiences. In 1999, 13 schools and departments reported 859 students participated in internships. Some units combined student internships, clinicals, and other forms of experiential education, so these numbers represent an underestimate. Examples of community-based instruction include:

- Students in the School of Liberal Arts created websites for nonprofit agencies in Indianapolis.
- Practicum students in the Indiana Center for Intercultural Communication, School of Liberal Arts, are placed in local businesses and nonprofit agencies to provide English instruction to nonnative English speaking adult and child populations.
- The Center on Philanthropy, in the School of Liberal Arts, coordinated internships and graduate assistantship placements in more than twenty community nonprofit agencies. Students in the M.A. degree in Philanthropic Studies and undergraduates in the summer Institute on Philanthropy and Voluntary Service provided approximately 13,000 hours of service to the greater Indianapolis region.
- Statewide some 250 clinical sites in communities are utilized for School of Nursing students' practice experiences; during 2000 more than 20 new sites were made available in the Indianapolis area.
- As part of their community health experience, baccalaureate Nursing students teach either breast self-exam or testicular self-exam practices to every IPS high school student.
- IUPUI students participate in the School of Public and Environmental Affairs' Washington Leadership Program, which combines undergraduate internships in government and nonprofit agencies in Washington, DC with related academic courses offered on-site. SPEA students also intern in state and local government agencies in Indianapolis.
- The School of Public and Environmental Affairs, with the leadership of Professors Kennedy and Krauss, established the Willaim H. Hudnut III Scholarship in Public Leadership. The scholarship will

Civic Engagement

- Milestones
- Sections
  - Introduction
  - Enhance Capacity
  - Activities and Partnerships
  - Commitment and Accountability
  - IUPUC Civic Engagement Supplement
  - Strengths, Challenges, and Questions
- Civic Engagement Inventory
- Performance Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

be available to an undergraduate SPEA student majoring in urban affairs or public policy and will include an internship with the City of Indianapolis. In addition, Larry Borst, Indiana State Senator and Chairman of the Senate Finance Committee, is funding an internship for SPEA students in civic leadership in which the interns will serve the Senate Finance Committee.

- Students in the School of Journalism intern with local broadcast stations.
- A course on Community Journalism was developed at the request of the Hoosier State Press Association; students worked on assignments for community newspapers in smaller communities.
- Museum Studies students participate in internships with local museums.
- Engineering and Technology has received industry support for senior design projects, including the redesign of a Jeep for a child with a disability.
- Herron School of Art collaborated with Thomson Consumer Electronics on a design course for students.
- School of Social Work offers undergraduate and graduate practica.
- School of Medicine collaborated with Indy Parks Greenways on an academic-based program during the School's 2002 first-year orientation. During Greenway Rounds the 280 incoming first-year medical students spent one morning working with upper-class students, professors, and Indy Parks Greenways to help expand public walkways in Indianapolis.
- School of Medicine's Indiana University-Moi University Partnership continues to be one of the strongest and longest running collaborations between medical schools in post-industrial and emerging societies. Hundreds of IU faculty, scientists, residents, and medical students have traveled to Kenya and many Moi faculty and students come to the United States to study.

The IUPUI Graduate Certificate Program in Community Building and Urban Education is an excellent example of a community-based instructional program that targets professionals in urban planing, criminal justice, community development, and social services (e.g., social work, public health, child welfare, nursing). Offered through the School of Education, the certificate program of 18 credit hours offers project-based professional development using an innovative, comprehensive approach to understanding and intervening in school-community issues in urban settings. The program offers a wide variety of community assessment, organizational management, curriculum development, and critical thinking tools necessary for improving school-community relations.

Service learning has been identified as an effective way to enhance student involvement in the community in educationally meaningful ways. The value added by promoting service learning is that it provides both excellent educational and civic outcomes. Since 1993, the Office of Service Learning has demonstrated that a centralized unit on campus can stimulate the development of high quality service learning courses that extend the existing practice-based educational curricula. The OSL has worked with the Office of Professional Development to provide workshops, grants, publicity, information, recognition, curricular resources, consultation, and presentations that have had a positive effect on recruiting faculty to develop and implement service learning courses. OSL staff members have been active participants in campus conversations that have resulted in enhanced understanding and appreciation for service learning among faculty, staff, and students. In addition, the OSL staff has published important resources to support the professional development of faculty in the area of civic engagement. In 1995-96, 15 service learning classes were offered at IUPUI. During 2001-02 semesters, 56 faculty offered 37 service learning classes that enrolled 1,913 students. These students worked with 71 community partners and contributed 19,675 hours of community service. During 2000, IUPU Columbus students provided 1,560 service learning hours to the community.

Three examples of service learning classes on the IUPUI campus are:

- Wan-ning Bao, Sociology, taught *R346 Control of Crime*, a course in the School of Liberal Arts partnering with the Indianapolis Police Department, Westside Unit. Service learning projects placed 22 students in a neighborhood west of the IUPUI campus where the university has established a Community Outreach Partnership Center. Two student teams canvassed the neighborhood areas helping to establish crime watch programs, while other student groups worked with youth in physical training and nutrition, as well as a daycare program. IPD officers and community liaison personnel worked closely with the students, introduced them to community leaders, and explained the history involved in neighborhood crime.

- Lenore Tedesco, Department of Geology and Director of the Center for Earth and Environmental Science (CEES) advocates for service learning and civic engagement through the Lilly ARBOR project, a reforestation along the banks of the White River. Dr. Tedesco facilitates the participation of five faculty in environmental service learning courses relating to the ARBOR Project (Geography G107, G115 and Geology 107). In Fall 2001, 370 students contributed 2,310 hours of service through these service learning courses. Community partners include Indianapolis Parks Department, Indiana Department of Natural Resources, as well as Butler University and Marian College. Additionally, several local companies have worked side-by-side with service learning students: Eli Lilly corporate volunteers, Indianapolis Rotary, and the Children's Museum.
- Pam Carlisle and Marla Zimmerman, School of Nursing, created a three-credit service learning course, B104 Learning Community for Pre-Nursing Students, for entering students. During 2001-02, 31 students contributed time to 6 community agencies (i.e., Damien Center, Dayspring Center, Alzheimers Association, Crossroads Rehabilitation Services, Julian Center, Girls Inc.). These agencies represented a broad cross section of diversity based on health issues, age, race, sexual orientation, illness, ability, socioeconomic status, etc. Students participated in volunteer work at an agency as individuals, and also as part of a group.

The Center for Service and Learning also provides Service Learning Assistant (SLA) scholarships to faculty who identify students to contribute to civic engagement in teaching (e.g., assistant in a service learning class), research (e.g., working with the community to execute a mutually beneficial research project), and service (e.g., students helping faculty use their professional skills to benefit the community). During 2001-02, 15 students received SLA awards of $750 or $1,500 per semester to support the civic engagement of faculty in teaching, research, or service.

Many IUPUI faculty have received numerous Indiana Campus Compact grants that support the development and improvement of service learning classes and that promote faculty development. Eight faculty have participated as Faculty Fellows (receiving $35,000 in faculty development funds), and ten faculty have received Scholarship of Engagement Grants (totaling $22,000 in curricular development funds).

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to increase the number of service learning classes:

- Conduct campus-wide faculty development workshops.
- Conduct activities for new faculty (e.g., participation in new faculty orientation, community tours in WESCO, welcome letter)
- Consult regularly with staff in the Center for Teaching and Learning (e.g., faculty development support, teaching fellowships, program leader meetings, publicity, workshops, handbooks, faculty awards).
- Conduct surveys of service learning faculty to gain input on programming goals and priorities. · Increase funding to faculty for Service Learning Assistant Scholarships.
- Provide training for Service Learning Assistants.
- Assist faculty members to secure external funding for developing service learning classes.
- Expand the availability of the Service Learning Option each year.
- Create a teaching fellowship post-doctoral program or masters program with service learning endorsement.

2) Goal: *Increase understanding and support* for community-based instruction, including service learning, among administrators in each academic unit on campus.

Past and current activities: Promoting the understanding of community-based instruction and service learning on campus, collaborating with departments, targeting increased participation, and improving the quality of instruction so that it prepares students for active participation in a diverse democracy must remain among the highest priorities of the Center for Service and Learning.

The staff of the Center for Service and Learning has met with administrative staff, deans, and chairs to discuss the nature of community-based instruction. Gene Rice, American Association for Higher Education, led a discussion about civic engagement as scholarly work with the deans. Presentations on civic engagement, service learning, and documentation have been made at many campus meetings and forums (e.g., Moore Symposium on teaching, IU Conference on Civic Engagement, the Retention Forum, Dean's

Council on Community Affairs).

Plans to further the work: The Center on Service and Learning has the following objectives identified in its 5-year Strategic Plan to increase the understanding of civic engagement and community-based instruction among administrators:

- Host a luncheon for service learning faculty and their department chairs.
- Conduct departmental/school faculty development workshops.
- Send information semi-annually to all department chairs.
- Meet with department chairs.
- Identify academic units and establish alignment between professional competencies for accreditation and service learning.
- Collaborate with department or school to secure external funding for discipline specific service learning program.

In addition, the campus needs to assess the learning outcomes for students in internships and community-based instruction.

3) Goal: *Collaborate with campus teaching and learning initiatives* to provide resources (e.g., workshops, sample syllabi, course development grants) to increase the types of community-based instruction, including service learning.

Previous and current activities: The Center for Service and Learning has been a regular collaborator with the Office of Professional Development and the Teaching and Learning Center. CSL has sponsored 4-8 workshops each academic year on topics related to civic engagement, community-based learning, service learning, research, professional service in the community, and community partnerships. It has also sponsored workshops by leading experts, including:

- Tim Stanton, Stanford University
- Ernest Lynton, University of Massachusetts-Boston
- Rick Battistoni, Providence College
- Tom Ehrlich, San Francisco State and Stanford University
- Donna Duffy, Middlesex Community College
- Kathleen Maas Weigert, University of Notre Dame
- Ken Reardon, University of Illinois
- Lorilee Sandmann, University of Georgia
- Amy Driscoll, Portland State University, CSU Monterey Bay
- Ira Harkavy, University of Pennsylvania
- Barbara Holland, Portland State University, University of Northern Kentucky
- Ed Zlotkowski, Bentley College, American Association of Higher Education

In addition, staff from the Center for Service and Learning have regularly participated in and contributed to campus activities focused on teaching and learning, including:

- retention
- first-year experience of IUPUI students
- research on teaching
- assessment of learning outcomes
- general education and the Principles of Undergraduate Learning
- First-year Success Seminar
- University College
- Undergraduate Research Opportunities Program
- Honors
- Future Faculty Program
- New Faculty Orientation
- New Student Orientation

- Moore Symposium on Teaching

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to increase the collaboration on campus with other teaching and learning initiatives.

- Collaborate with faculty and staff to develop service learning in Gateway courses for undergraduates.
- Collaborate with faculty and staff to develop service learning in Honors courses.
- Collaborate with faculty and staff to develop service learning Capstone/integrator courses for seniors.
- Collaborate with faculty and staff to develop service learning in Learning Block courses for entering students.

4) Goal: *Increase student enrollment* in community-based instruction, including service learning classes.

Previous and current activities: Research on entering students at IUPUI indicates that the two strongest motives they have for getting involve in community service are (a) altruistic concern for others and (b) the desire to have new learning experiences and to use knowledge, skills, and abilities. Because IUPUI students (a) work more than students at peer institutions, (b) report that lack of time is a major obstacle, and (c) are strongly motivated by empathic concern and the desire to learn through community service, using the classroom as the vehicle for community service fits an urban commuter campus like IUPUI.

Service learning classes are now scattered across schools and levels of the curriculum. Strategies must be developed to increase the awareness and appreciation for service learning among students so that they look for these opportunities and support them. Student enrollment in service learning classes has been helped by dual-listing classes under their home department and "Service Learning" in each semester's Schedule of Classes. Course descriptions provide information about the nature of the course and the community service that is expected. Brochures listing service learning classes have been distributed on campus and newspaper articles have presented portraits of service learning classes, instructors, and students. Presentations about service leaning are also made to students in First Year Success Seminars.

In 1992, the School of Medicine initiated a process of curriculum review, faculty development, and curriculum planning, known as the Primary Care Initiative. The process was characterized by faculty ownership and based in a strong faith in the quality of their undergraduate medical education program and students. This vision and plan were researched by various teams and detailed in the seminal 1996 document, "The Indiana Initiative: Physicians for the 21st Century." This document suggested the implementation of curricular revisions to include nine "competencies", which were chosen to enhance graduating physicians' ability to effectively practice medicine. In academic year 1999/2000, the School of Medicine adopted the competency-based curriculum and the class of 2003 was the first to graduate under this system. Competency VI, The Social and Community Contexts of Health Care, is defined as follows:

> The competent graduate recognizes the diverse factors that influence the health of the individual and the community; identifies the sociocultural, familial, psychological, economic, environmental, legal, political and spiritual factors impacting health care and health care delivery; and responds to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

Plans to further the work: The Center for Service Learning has identified the following objectives in a 5-year Strategic Plan to increase student enrollment in service learning classes:

- Increase publicity for service learning classes (e.g., electronic schedule of classes, JagNews, brochures, Sagamore, admissions literature, orientation, Learning Communities presentations, web pages, campus Bulletin).
- Promote service learning to key student groups (e.g., American Humanics, SPEA Nonprofit Management majors, undergraduate Philanthropic Studies classes, student organizations).
- Host biannual workshop for all academic advisors.
- Expand use of the Service Learning Option.
- Have all Community Service Scholarship recipients use the Service Learning Option.
- Establish external funding for fee reimbursement for completion of Service Learning Option.

Although creating service learning classes is typically faculty work, in order to increase student access to

service learning, the CSL developed a Service Learning Option that allows a student to contract one-on-one with an instructor to complete a service learning component in a course. A resource packet provides the student with information about selecting types of community service that are appropriate for service learning, the types of reflection activities to be completed, and a service learning contract to be completed with the instructor and a community agency supervisor. The packet also contains information to help faculty understand and structure a service component. Information about the Service Learning Option was disseminated to all instructors of the 25 classes with the largest enrollment and a workshop to discuss the option was offered. Successful use of the option not only provides students with the flexibility to extend their service learning experiences but it also provides a means of faculty recruitment because instructors can become familiar with service learning on a limited basis. Students in the CSL Community Scholarship Program are asked to use the Service Learning Option in one of their courses during the Spring semester.

B. Engage in community-based research, scholarship, and creative activities in both public and private sectors at local, state, national, and global levels.

Past and current activities: IUPUI continues to compile a stellar record of accomplishment for research, scholarship, and creative activities. National rankings of schools and departments, grants and contracts to fund scholarly work, and faculty recognition and achievement confirm IUPUI's performance. Because IUPUI is the state's center for graduate professional training, many of the research, scholarship, and creative activities have eventual impact on communities and their quality of life. However, civic engagement is particularly focused on scholarly activities that are conducted in and with the community. The research, scholarship, and creative activities are summarized elsewhere in the IUPUI Portfolio. However, some of the highlights of scholarly civic engagement will be provided.

- The Center on Philanthropy's Philanthropic Giving Index, which serves as a consumer confidence index indicating the current and future climate for charitable giving, is a valuable tool for nonprofit fundraisers and was cited in 2000 in the national news media, including the front page of the Wall Street Journal.
- Research by economists and analysts at the Indiana Business Research Center explores a wide range of business and demographic issues, some of which are published in the Indian Business Report or IN Context and shown on the weekly television show Inside Indiana Business.
- The Division of Mental Health for the State of Indiana asked that the School of Social Work faculty serve as the primary resource in conducting a series of mandated program assessments of services provided by community mental health centers throughout the state; two such studies are related to the Dawn Project and Adult Protective Services.
- Eileen Udry, School of Physical Education, received a grant to study the psychological profiles of chronic pain/injury patients at the Methodist Sports Medicine group practice.
- An evaluation of the AIM program, which pairs IUPUI students with young men at the Plainfield Juvenile Correctional Facility, revealed mentored youth had a significant drop in the recidivism rate, were more likely to continue their education, and were more likely to get a job versus those who were not in the program.
- Many of the research questions pursued by Polis's Project on Religion and Urban Culture derive from the close working relationship with neighborhood groups, religious organizations, congregations, governments, not-for-profits, and social agencies. The findings, while academically sound, have practical application. For instance, they have studied faith-based partnerships between government and congregations and have both published their findings and served as evaluator for many of these programs.
- Under the leadership of Jim Perry and Laura Littlepage, the Center for Urban Policy and the Environment established a research and advisory relationship with the national Points of Light Foundation to conduct evaluations and monitor outcomes for the Foundation.
- The Indiana Center for Intercultural Communication, School of Liberal Arts, and the Center for International Business Education and Research, Kelley School of Business, wrote Language and the Global Workplace. A Handbook for Indiana Businesses.
- John Kirlin, School of Public and Environmental Affairs, is supplying research support to the Marion County Tax Alliance to identify short- and long-term strategies to re-design the fiscal structures of Marion County and Indianapolis.
- The Land Use in Central Indiana (LUCI) Model by the Center for Urban Policy and the Environment

will increase understanding of the region and inform decision-makers about the array of options for improving quality of life for central Indiana residents.

- The Center for Urban Policy and the Environment served as administrative agency for the Indiana Gambling Impact Study Commission, appointed by Governor O'Bannon, and also assembled a team of researchers to complete technical work. They have organized five public-issue forums around Indiana and multiple meetings of the commission.
- The Center for Urban Policy and the Environment assists the Indianapolis-Marion County Public Library in making decisions on major capital improvements and assessing the value of its activities; the Center measured the value of services provided by the Central Library and all branch libraries using advanced techniques developed to assess the value infrastructure and recreational projects.
- The Center for Urban Policy and the Environment provided analyses of housing demand for the Indianapolis Neighborhood Housing Partnership in the region in order to enhance capacity of fifteen Community Development Corporations.
- The School of Social Work partners with (a) Ladders for Success and (b) the Indiana Consortium of Family Organizations to provide timely research information to state policy makers.
- Under a $4 million award of general support, the Center for Urban Policy and the Environment has launched an applied research initiative on the theme of investment in Central Indiana. This initiative, which is being carried out in consultation with numerous organizations, has resulted in publication of more than 25 monographs that have been distributed to more than 1000 decision makers in the region during the past three years.

Plans to further the work: The campus is well positioned to become a research center on service and civic engagement in higher education, with the resources of the Payton Philanthropic Studies Library, the Center on Philanthropy, faculty expertise in research on community service and service learning in the Center for Service and Learning, and a high degree of commitment to institutional research.

C. Provide professional services to local, state, national and global communities.

Professional service is the least understood and respected aspect of the tripartite description of faculty and university work. In 1994, the IUPUI Task Force on Service, jointly appointed by the Dean of the Faculties and the President of Faculty Council, was charged:

> to develop a concept paper on service as a University responsibility, and specifically as a component of the IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic administrators, and second, to help us make collaborative decisions about recognizing service within the formal advancement structure.

The Task Force on Service conducted research on the role and rewards associated with service in each academic unit, gathered information from peer institutions, and studied the extant literature on professional service. Task Force members met twice with Ernest Lynton, University of Massachusetts-Boston and author of *Making the Case for Professional Service*, and invited the IUPUI community to open forums to discuss its work. The *Task Force on Service Report* was received by the IUPUI Faculty Council in Fall 1996.

In order to increase campus understanding about professional service as a component of mission, the Dean of the Faculties asked each Dean to designate two faculty to attend a series of five workshops during 1996-1997. Participants

- Read the *Task Force on Service Report* and Lynton's *Making the Case for Professional Service* and discussed the implications within their academic units
- Analyzed documents from participants' units that dealt with defining, documenting and evaluating professional service
- Reviewed and evaluated sample documentation of professional service
- Evaluated claims about quality based on participants' own written documentation of professional service
- Developed suggestions for future steps at IUPUI to increase understanding and consensus about the value of professional service and ways to document and evaluate professional service.

A 3-year Indiana University Strategic Directions Initiative project expanded the discussion of the IUPUI Task Force on Service to the Indiana University system. During 1997-1998, two representatives from each campus met to discuss the nature of professional service, its documentation, and criteria for its evaluation.

This work resulted in a draft document. Eleven faculty members from 7 campuses were selected as Indiana University Faculty Service Fellows to document their campus, community, disciplinary, and professional service projects during the second year of the project. A presentation on the work was made to the chief academic officers of all 8 Indiana University campuses, in Fall 1997. *Service @ Indiana University Defining, Documenting, and Evaluating* summarizes the three-year project, presents a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, provides examples of faculty documentation of professional service, and provides resources for conducting campus-based workshops to assist faculty in preparing documentation. This work on extending the understanding of the nature of professional service provides a basis for subsequent development of the institutional capacity to recognize and acknowledge excellence in service when it is warranted.

Many faculty members serve as members of boards, commissions, and task forces in the community. Faculty draw upon expertise as educators and as a member of a discipline or professional in many ways to contribute to the quality of life in communities.

School of Dentistry provides outpatient clinic services to 20,000 patients annually, including dental care for the homeless and those in shelters for domestic violence.

More than 150 teachers participated in Click 2000, a project in which School of Education staff and graduate students provided on-line development for teachers who want to incorporate technology in their classrooms.

The Indiana Center for Intercultural Communication, School of Liberal Arts, participated in the Purdue University project to reconstruct Kabul University in Afghanistan. ICIC's role is to develop English language teaching and teacher training for Kabul University.

Informatics faculty provided Saturday School for IPS students to acquaint them with the fields of informatics and new media.

The Shalom Health Care Center, under the direction of Su Moore, School of Nursing, served 7,057 patients in its two primary care clinics and 1,935 students in its three school-based clinics.

The School of Nursing's MOM project served 913 families and made 5,043 home visits. The MOM-mobile made 1,915 ultrasounds available.

The School of Dentistry offers dental service learning experiences by treating underprivileged children in Mexico and Haiti and offering continuing education for Haitian dentists.

Law students and faculty provide legal assistance clinics for indigent clients.

Allied Health faculty staff weekly MS swims and volunteer counselors for the Fall Stroke Camps.

Center on Philanthropy, School of Liberal Arts, partnered with the Indiana Youth Institute to offer 10 classes of training in fundraising and nonprofit management for about 400 nonprofit managers and volunteers in 9 Indiana Cities.

School of Engineering and Technology faculty participate in a Technical Assistance Program that provides expert advice and technical information to hundreds of Indiana companies.

The Indiana Center for Intercultural Communication, School of Liberal Arts, offers three-week intensive English for Specific Purposes Training Institute for local teachers and volunteers wanting to teach English to the local workforce. They also provided an intercultural training seminar for 1,500 service workers for the 2000 U.S. Grand Prix Hospitality Committee.

The Indiana Center for Intercultural Communication and the Center on Philanthropy, both in the School of Liberal Arts, has compiled the world's largest corpus of philanthropic fundraising materials (e.g., direct mail letters, grant proposals, case statements, annual reports). The material is available to fundraising professionals and scholars in compact disc form.

Professor Steinmetz, Liberal Arts, provides pro bono mediations for local organizations.

Division of Labor Studies faculty members provided technical assistance to the Indiana State Building and

Construction Trades Council Hispanic Organizing Project.

Professors P. Sullivan and B. Van Voorhis, School of Social Work, chaired subcommittees and helped write the city's "Blueprint to End Homelessness" for the Coalition for Homelessness Intervention and Prevention.

The Institute of Psychiatric Research in the School of Medicine has partnered wit the Mental Association to offer an Annual Symposium on state of the art treatment and research in psychiatric disorders. Geared for the layperson, it attracts members of the Mental Health Association, consumers, family members, legislators, and the general public.

School of Medicine faculty and students provide health services at Moi University in Eldoret, Kenya. One of the missions of the IUSM faculty is to provide medical care to the less fortunate citizens of Indianapolis.

School of Medicine is the exclusive provider of health care at Wishard Memorial Hospital and its affiliated community health centers. In 2001, Wishard and its community health centers had 737,314 visits from patients. In that year 42% of Wishard patients had no health insurance.

The School of Law partnered with the Women and the Law Division of the Indianapolis Bar Association, the Marion County Family Advocacy Center, Inc., Breaking Free, Inc., and the Domestic Violence Network of Greater Indianapolis to establish the Protective Order Pro Bono Project to assist victims of domestic violence in Marion County.

Professor Hardy, School of Law, and her students worked as part of the Innocence Network to win the release of inmates wrongly convicted of a crime, including one inmate of 21 years.

The Office of Alumni Relations provided continuing education activities to the community, including Fall and Spring Medical Alumni Weekends, the Fall Dental Weekend, the Dean's Day for Liberal Arts, and the Frontiers of Science.

The Kelley School of Business, in partnership with the Indianapolis Black Chamber of Commerce and the Indianapolis Chapter of the National Black MBAs, began Community Business Partner, which provides discounted consulting services for selected minority businesses in order to increase their efficiency and productivity.

D. Create opportunities for community service at local, state, national, and global levels.

Promoting community service activities as part of the educational culture of IUPUI is an important way for traditions, celebrations, and civic habits to develop among students, faculty, and staff. The Center for Service and Learning (CSL) plays an important role in coordinating programs, organizing campus-wide community service activities, and recruiting and recognizing participants. The CSL collaborates with individual schools, departments, student organizations, and athletic teams that have established community service traditions.

A successful community service program will involve students, faculty, and staff in various forms of community service and provide multiple opportunities to broaden the nature of their participation and deepen the integrity of their involvement in communities. This will be best achieved when resources are identified that can continue to support program development, promote community service activities, and recognize campus volunteers for their service contributions.

1) Goal: *Develop and secure resources* to support involvement in community service.

Previous and current activities: The Center for Service and Learning coordinates a comprehensive Community Service Scholarship program (i.e., Freshman Service Scholars, Community Service Scholars, Community Service Leaders, America Reads Team Leaders, Service Learning Assistants) to recognize students for their previous involvement in community service and to facilitate their continued involvement in the community. These service-based scholarships are funded through $125,000 of campus-based scholarship funds.

The CSL organizes many community service events that contribute to creating and sustaining an educational culture that promotes service. These include:

Campus Wide Days of Service

- 2001 IUPUI-United Way Day of Caring: For the seventh year, 128 IUPUI students, faculty, and staff volunteered over 780 hours at eleven community sites for the United Way Day of Caring, September 2001.
- 2001 "Jam the Jaguar's Bus" Food Drive: This is the third year for this campus-wide food drive, organized by the IUPUI Communications and Marketing Community Outreach Office and assisted by CSL. Several tons of food and $700 were collected by departments and campus centers. Thirty volunteers helped pick up food on campus and deliver the boxes and bags by busloads to 13 community sites.
- 2001 Holiday Assistance Program: For the fifth year, the Center for Service and Learning coordinated the annual Holiday Assistance Program in December 2001. Sixteen families from three community agencies including Hawthorne Community Center, the Christamore House, and Our Redeemer Church were sponsored by 19 campus groups of faculty, staff and student organizations.
- 2002 Dr. Martin Luther King, Jr. Day Service Initiative: For the third year, the Center for Service and Learning coordinated the annual MLK "Day On" of Service in January 2002. 228 IUPUI staff, faculty and students volunteered at 14 community sites across the city.
- 2002 "Into the Parks": For the fourth year, CSL organized "Into the Parks" outreach project during the Spring Semester. The April 19th event at Dr. Martin Luther King, Jr. Park involved 46 IUPUI participants and community members who prepared spring landscape beds, planted bushes, mulched around trees and cleaned up the park. The event was held in partnership with Indy Parks Department, Citizens Neighborhood Coalition, Keep Indianapolis Beautiful, and the Indiana Pacers.
- 2002 IUPUI-NPower Virus Vaccination Day: A new campus service day was piloted in June in collaboration with Npower, United Way of Central Indiana, and many campus units. Staff, faculty, and students (estimated 80 volunteers) with technology expertise were recruited to provide virus vaccination for 35 community agencies. This program is modeled after similar programs in Seattle and Atlanta.
- 2002 Komen Race for the Cure, Coordinated by the Office of External Affairs, attracted 894 IUPUI team members who joined 27,000 runners and walkers on the IUPUI campus. The IUPUI team raised $16,000 for breast cancer research.
- The Back Pack Attach event, coordinated by the Office of External Affairs, collected 404 back packs and school supplies for students in Indianapolis Public Schools #14, 15, 54, and 28. · IUPUI student-athletes contributed 1,4000 hours in community service through skill clinics, speaking engagement, and awareness programs.

Volunteer Activities
CSL continues to find ways for individuals to use their talents and explore interests by becoming involved in one-time, short-term, or on-going community service experiences.

- Volunteer Listserv: CSL maintains a Volunteer Listserv for students, staff, and faculty who are alerted to community and campus volunteer opportunities.
- Volunteer Opportunities Notebook: CSL maintains a Volunteer Agency Reference book for students, faculty, and staff that lists agencies and volunteer services needed in the community. CSL continues to field requests by local agencies for one-time volunteers for special events and posts this information and recruits students, faculty, and staff via campus e-mail, listserv, bulletin boards, and word of mouth.
- Volunteer Fair: Thirty-eight community agencies took part in the Volunteer Fair at IUPUI during Student Welcome Week, August 2001. The agencies recruited volunteers from staff, faculty, and students, distributed literature, educated and informed about their work, and exhibited agency activities.
- A Service Planning Notebook was created for students to create, publicize, recruit, and complete one-time service projects on campus or through a specific course.
- Under the guidance of a new staff member, Lorrie Brown, Coordinator of Student Life and Community Service, a Habitat for Humanity Campus Chapter and College Mentors for Kids! were formed on campus during the 2001-02 academic year.

The School of Medicine, through the Office of Medical Service Learning, sponsors Spring House Calls, a day-long activity that teams medical students with homeowners in the Haughville and Blackburn areas who have requested assistance to clean up their yards and properties. Teams of students plant flowers and provide minor exterior property maintenance. Since 1996, nearly 500 students have contributed 5,000 hours of service. The Office of Medical Service Learning also sponsors a medical mission to Calnali, Mexico, a community leadership mentoring program, and doctor camp for youth from WESCO neighborhoods.

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to attain resources to support community service.

- Create a video for students to be used in summer orientation sessions and class presentations.
- Create a student information center in the basement of University College building to inform students about short- and long-term service opportunities, including AmeriCorps, VISTA, and international service programs.
- Collaborate with Staff Council and units to identify, support, and recognize staff who serve as Team Leaders to recruit volunteers for campus wide service events.
- Create a brochure to use in student recruitment that promotes community service involvement of the campus.
- Increase number of campus teams that participate in one-time service events.
- Integrate service as a vital program component of new student housing.

2) Goal: *Increase ways to recognize* those involved in community service activities.

Previous and current activities: Each year, the CSL hosts a campus wide reception that recognizes and honors faculty, staff, students, and community agencies personnel who have partnered throughout the academic year with the IUPUI campus in various ways. Groups were invited for their involvement in voluntary service, tutoring programs, community outreach, and service learning activities. Approximately 50-75 guests participate in each year's recognition reception. Last year, the recognition reception was titled "Service is a Sound Investment." Each guest wrote letters of encouragement and decorated a bookmark that were placed in 150 music portfolios and donated to the George Washington Community School Marching Band.

The CSL has regularly identified external opportunities for faculty, staff, and students to be recognized for their civic engagement. The following faculty have received recognition associated with their civic engagement:

- Dr. Patricia Keener, IU School of Medicine received the Ernest Lynton Award for Faculty Professional Service and Academic Outreach, a national award given at the American Association for Higher Education Faculty Roles and Rewards Conference, 2002.
- Roger Jarjoura, School of Public and Environmental Affairs, received the Brian Hiltunen Faculty Award from Indiana Campus Compact, 2001.
- Jose Rosario, School of Education, was selected to be Senior Faculty Fellow by Indiana Campus Compact
- Robert Bringle, School of Science, Director Center for Service and Learning, received the Brian Hiltunen Faculty Award from Indiana Campus Compact and the Thomas Ehrlich Faculty Award for Service Learning from Campus Compact and the American Association for Higher Education.
- Robert Bringle was selected to be a member of the AAHE/Campus Compact Consulting Corps
- Dean William Plater, Florence Juillerat, and Robert Bringle were selected for the National Review Board for the Scholarship of Engagement
- Greg Lindsey (School of Public and Environmental Affairs), Bob Osgood (Education), Marie Watkins (Social Work), Sanjiv Gokhale (Engineering and Technology), Roger Jarjoura (Criminal Justice), and Jose Rosario (Education) were selected as Faculty Fellows by Indiana Campus Compact

The following IUPUI students have also been recognized for their community service:

- The Richard C. Wood Community Service Award recognizing outstanding students in Indiana for their community service. Juana Watson won the statewide award in 1997, Shannon Tompkins won the award in 2000, and Denise Smith was a finalist and runner-up in 2001.
- Cathryn Cline, a Freshman Service Scholar, Community Service Scholar, and Community Service Leader, was selected as a recipient of the Mayor's Community Service Award in 2002 for exception contributions to the Indianapolis community.
- Chandana Kakani, a Community Service Leader scholarship recipient, was chosen as one of three Outstanding Female Leaders on campus in 2002.
- The following service scholarship recipients have been recognized as Outstanding Undergraduate Students by the IUPUI Alumni Advisory Council. 2002: Cathryn Cline, Rachel Gilmour, LaLakesha

Holmes, Amy Kirsch, Erin Kramer, Deborah Marshall, Linda Martin, Elisha McCulloh, Jennifer Shumaker, Angela Taylor. 2001: Michael Coatney, Jacob Manaloor, John Sullivan, Patricia Taylor-Cooke, Shannon Tompkins, and Rita Trafford.

- Rachel Gilmour and Angela Taylor, Community Service Scholarship recipients, were chosen among the top ten outstanding undergraduate women on campus in 2002.
- President's Student Service Award recognizes student volunteers with at least 100 hours of service to the community. The following IUPUI students have received this award: Julie Evans, (250 hours, Youth Physical Activity), Annamarie Gorman (150 hours, Literacy and Education), Christopher Murray (150 hours, Health Services) and Shannon Tompkins (290 hours, Literacy and Education, Youth Serving Youth).

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to recognize those involved in civic engagement.

- Host annual spring recognition event.
- Provide recognition shirts to all Community Service Scholarship recipients.
- Provide publicity to Sagamore, Indianapolis Star, and Communications Office to highlight Freshman Service Scholars, Community Service Scholars, and Community Service Leaders.
- Host spring recognition event at each America Reads tutoring site for families of youth.
- Publish semi-annual newsletter for CSL and distribute to campus and community stakeholders.
- Recognize staff Team Leaders who have organized volunteers from their units to participate in campus community service activities during the year.
- Reward volunteers throughout the year with tokens of appreciation (e.g., small boxes of candy, certificates, ribbons at Volunteer Fair).

3) Goal: *Expand Community Service* Scholarship program to increase student participation in service activities.

Previous and current activities: The Community Service Scholarship program was initiated as the License to Learn Scholarship funded by the sale of IUPUI license plates. The original two scholarships were awarded to students who had been active in community and campus service. The scholarship was subsequently modified to have the recipients engage in community service during the term of the scholarship. With additional funding from the Bursar's Office, Visa, businesses, and banks, the scholarship amount was increased and student recipients enrolled in a service learning class during the fall semester and continued their community service during the spring semester. The program has been expanded with campus funds and 2001-2002 marked the ninth year that IUPUI offered a service-based scholarship program. During the 2001-2002 academic year, $106,000 was awarded to 46 students who demonstrated a commitment to community service, making it one of the largest service-based scholarship programs in the nation. The program acknowledges students for previous service to their high school, campus, or community, and supports their continued outreach activities of in educationally meaningful service and leadership. The scholarship program has the following components:

- *Freshman Service Scholarships* (11 @ $2000) recognize entering students who have successfully demonstrated a commitment of service to their high school and/or community. Students enroll in a service learning class (B104 Psychology as a Social Science), contribute three hours of service at a community agency in the Spring, attend monthly meetings, and participate in group service projects.
- *Community Service Scholarships* (7 @ $3000) recognizes continuing IUPUI students who have demonstrated service to the campus or community. Students commit to volunteer 6 hours each week at a community agency and enroll in a service learning class (P330 Community Service Seminar).
- *Community Service Leader Scholarships* (7 @ $3000) recognize upper-class students for their academic achievement and exemplary service to the community and campus. They attend a bi-weekly seminar with faculty and staff and organize other IUPUI students to participate in service projects.
- *Service Learning Assistantships* (15@ from $750-$1500 per semester) recognize students who have successfully completed a service learning class and are chosen by a service learning professor as an assistant to implement a service learning class.
- *America Reads Scholars* (8 @ $1000-$2000) recognize America Reads tutors as site leaders at

tutoring sites where they serve as team leaders, schedule meetings with other site tutors, and attend monthly meetings with program coordinators.

- *Service Associates Scholarships* (2 @ $3500 total) recognize students for community outreach and liaison positions between the university and neighborhood organizations.

In addition,

- *Slemenda Scholar Program* (2-4 @ approximately $4000) recognizes outstanding first-year medical students and provides an opportunity to understand health problems and medical education in a developing country. Recipients spend the summer following their first year of medical school at Moi University in Eldoret, Kenya.

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to expand the Community Service Scholarship program.

- Conduct annual retreat for Service Scholars.
- Collaborate with Community Service Leaders to organize group service projects annually, increasing participation of student volunteers.
- Co-sponsor an academic-based spring break service trip and offer three annual service trips for students.
- Secure external funding to increase Community Service Scholarship program funds.
- Offer presentations at national conferences on Community Service Scholarship program.

Go on to: Intensify Commitment and Accountability to Indianapolis, Central Indiana, and Indiana

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Civic Engagement

III. Intensify Commitment and Accountability to Indianapolis, Central Indiana, and Indiana

This section of the Self-Study is the least well developed and the most visionary. Although elements of a campus civic agenda exist at IUPUI, a comprehensive and coherent plan to develop and implement the infrastructure and operations for a civic agenda forged by the central Indiana communities and IUPUI is yet to be developed. All of the documentation that has preceded this section has established that, through its schools, departments, centers, and administrative units, IUPUI is an engaged campus. Although the topography across the units is not even, there is pervasive evidence that civic engagement is a significant part of the campus's identity and work. This is important because it lays the foundation upon which an appropriate, enduring, and effective civic agenda can be put into place. The vision for developing a civic agenda is predicated on:

- IUPUI has demonstrated the capacity for effective civic engagement.
- The work has been largely isolated projects.
- IUPUI can play a leadership role in defining a process that draws upon the community and the campus to regularly define a civic agenda.
- State, civic, private, university, and campus resources can be identified to support the implementation of a civic agenda.
- The civic agenda can have a demonstrable impact on targeted aspects of the quality of life in Indianapolis and central Indiana and the core mission of the IUPUI campus.

Civic Engagement

- Milestones
- Sections
  - Introduction
  - Enhance Capacity
  - Activities and Partnerships
  - Commitment and Accountability
  - IUPUC Civic Engagement Supplement
  - Strengths, Challenges, and Questions
- Civic Engagement Inventory
- Performance Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

A. Establish widespread community participation in the development, implementation, and evaluation of IUPUI's civic engagement in Indianapolis, central Indiana, and the entire state.

There are many ways in which there is community voice in the civic engagement activities at IUPUI. The Chancellor's Community Advisory Board and various Boards of Visitors and advisory groups in individual schools and departments offer input. However, in order for the community to participate in defining and shaping a civic agenda as a centralized aspect of IUPUI's work, additional mechanisms will need to be implemented.

1. Promote to civic leaders and residents through publicity, forums, and speeches.

2. Obtain commitment of resources.

3. Establish community participation in a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and central Indiana.

B. Establish widespread campus participation in the development, implementation, and evaluation of IUPUI's civic engagement in Indianapolis, central Indiana, and the entire state.

1. Promote civic engagement through publicity, forums, and symposia to faculty, staff, and students.

2. Conduct faculty and staff development workshops focused on the local agenda.

3. Provide technical assistance.

4. Establish faculty, staff, and student participation on a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and central Indiana.

5. Engage student leadership and organizations.

6. Link to community-based learning classes.

7. Promote civic engagement through community advisor boards in schools and units.

C. Conduct regular forums on the campus-community agenda for Indianapolis, central Indiana, and the entire state.

1. Involve IUPUI campus (e.g., centers, faculty, staff, and students) and community (e.g., residents, businesses, elected policy makers, nonprofit agencies) in planning, implementation, and evaluation.

2. Develop the capacity to attend to long-term community issues and acute, unexpected issues.

3. Provide regular reports, recognition, and publicity on outcomes for Indianapolis and central Indiana.

4. Create ongoing opportunities for feedback from the community on IUPUI's progress in civic engagement.

5. Develop an IUPUI/Indianapolis and central Indiana agenda for

a. P/K-12 education and life-long learning
b. Career and professional competencies
c. Business and economic development
d. Arts, humanities, and culture
e. Urban and environmental partnerships
f. Health, social sciences, and human services
g. Information technologies
h. Science and technology

Go on to: IUPUC Civic Engagement Supplement

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Civic Engagement

IUPUC Civic Engagement Supplement

Focus on Mission:

Excellence in Civic Engagement

Vision

The vision of Indiana University-Purdue University Columbus is to be the recognized source of Indiana University and Purdue University degrees and programs in southeastern Indiana.

Mission

The mission of IUPU Columbus is to identify and respond to post-secondary education needs and enhance the quality of life of the residents of our 10-county service area by providing Indiana University and Purdue University degrees, programs, courses, and faculty expertise.

To achieve this mission, we deliver high quality courses and degree programs of IU and Purdue; encourage student achievement in a supportive and caring environment by providing small classes, academic advising, mentoring programs, preparatory courses, learning labs, student clubs, social activities, and service learning; provide university access in a cost-effective manner at Columbus and other commuter locations; provide support for research by faculty and students through release time, facilities, equipment, and travel assistance, opportunities for undergraduate research, presentations, and publications, and faculty development grants and interdisciplinary scholarship; work in partnership with community institutions, organizations, and businesses; and broaden the perceptions, knowledge base, and understanding of area residents by providing access to library and learning resources, presentations and public forums, international exchange programs, continuing education courses, in-house training, and speakers for outside groups.

Civic Engagement

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Values

IUPU Columbus values honesty and integrity, achievement and excellence, collegiality and cooperation, creativity and innovation, entrepreneurship and community support, and inclusivity and diversity. These values are expressed by the commitment of students to learning and academic integrity; faculty to the highest standards of teaching, scholarship, and service; staff to the highest standards of service; and the campus to provide access and appropriate assistance for all who demonstrate the ability to benefit from higher education; personalized attention; recognition of diversity in learning styles; faculty and staff development; continuous improvement of its programs and services; an environment conducive to learning; service to the community by students, faculty, and staff.

Campus Community Partnerships

IUPU Columbus has many partnerships in the community. A brief description of several follows.

Community Education Coalition

The Community Education Coalition (CEC) is an umbrella organization working to create a "Community Learning System," a "seamless" system that supports learning from the beginning to the end of life. It seeks to integrate and align existing educational systems so that students are able to move smoothly from

one to the other without having to cross barriers that impede their educational progress. Organizations involved include ArvinMeritor, the Bartholomew Consolidated School Corporation (BCSC), City of Columbus, Columbus Area Chamber of Commerce Foundation, Columbus Aviation Commission, Columbus Economic Development Board, Cummins Inc., the Heritage Fund of Bartholomew County, Indiana University-Purdue University Columbus, Irwin Financial Corporation, Ivy Tech State College, the Purdue University School of Technology, and WorkOne. Also lending guidance and support are State Senator Robert Garton and State Representative David Yount, a member of the Indiana Commission on Higher Education. IUPU Columbus has played a very active part in this organization.

The Community Education Coalition has been recognized with a 2002 Distinguished Performance award from the National Alliance of Business.

The Center for Teaching and Learning

The Center for Teaching and Learning, one of many initiatives of the Community Education Coalition, is a collaborative effort of community partners to support all learners and those who teach them. Programs supported by the Center for Teaching and Learning include Resources for Teaching, Student Programs and Resources, and Libraries and Information Services. The Center for Teaching and Learning is currently supported through funds from a Lilly CAPE Grant awarded to the Community Education Coalition in 2000. Descriptions of CTL programs supporting learners from birth through age 99 and beyond and those who teach them can be found here.

IUPUC is a major partner in the CEC and the CTL. Faculty have contributed to

· CTL vision, mission and goals

· Learning Center Design

· P-12 professional development programs

· Curriculum Resource Center for Teachers and Teacher Candidates

· Certification of the CTL as a Mentor Teacher Training Site granted by the Indiana Professional Standards Board

Columbus Learning Center (CLC)

The Columbus Learning Center is a community-driven initiative designed to provide a one-stop educational facility. The building of approximately 124,000 square feet will facilitate the delivery of education to learners of all ages, utilize the most current and appropriate technology to enhance learning and expand career offerings, and facilitate the planning for and improvement of the Community Learning System by co-locating Columbus-area educational leaders. Included in the building will be 16 classrooms, 6 computer labs, 10 conference rooms and a 220-seat lecture hall, as well as other workstations and testing areas. The Center for Teaching and Learning that is described above will also be located in the CLC.

Careers in Indiana (CII)

Careers in Indiana was created to provide career planning and placement services for students, a job posting place for employers, and another opportunity for connecting the community with its educational institutions in ways that benefit all. A board of managing partners oversees the work of a small staff whose mission is to help people make connections for life planning and career transition. The CII is a service for both job seekers and employers. To enhance delivery of these services, seven neighborhood career access centers have been created where technology is available to facilitate skill assessments, career and job searches, as well as resume and interview coaching. Information on internships is also available through the CII.

Columbus Quality Improvement Center (CQIC)

The CQIC offers specialized programs to support continuous improvement initiatives of schools and two-year colleges throughout the Midwest. The mission of the CQIC is to support the creation of individual and organizational performance excellence by providing opportunities for learning, sharing knowledge and skills, and applying quality improvement principles and techniques. To pursue this mission, the CQIC offers services based on the Baldrige system for school improvement. In addition, the CQIC offers several products or tools, including some that will assist Indiana school corporations to meet the requirement of Public Law 221, which requires all schools to have a staff development plan that meets specific requirements. Finally, the CQIC offers professional development courses on topics such as

leadership, strategic planning, student and stakeholder focus, process management, and continuous quality improvement.

Other Campus Partnerships

Senior Center Services

IUPU Columbus and Senior Center Services have enjoyed a 10-year partnership in offering an Elderhostel program in Columbus, Indiana. Elderhostel, an international organization, hosts programs in conjunction with universities and offers 21 ½ hours of instruction on topics appropriate for the host organizations, as well as tours of locations of local interest. The Columbus, Indiana Elderhostel has had a waiting list for its programs for each of the 10 years since its inauguration.

Walk Through Time

Indiana University-Purdue University Columbus worked in partnership with a host of community organizations and volunteers to sponsor an exhibit titled "A Walk Through Time...from stardust to us" during the last week of September and the first week of October 2001. This traveling, outdoor, ecological exhibit, developed by the Hewlett-Packard Company, depicts the history of the earth in a series of 90 colorful, 3-foot x 5-foot panels of graphics and text stretching one mile in length. The panels are designed to foster a scientific understanding of the significant stages in the development of the Earth. Each foot represents one million years of the Earth's history. The focus of the exhibit is the wonderful planet on which we live and the importance of preserving it. Nearly 50 community residents and 13 companies and agencies financially sponsored the exhibit; over 100 volunteers handled all aspects of it.

Breakfast with Scholars

This series, presented at a nominal cost to the attendees, is an example of one of the many benefits provided by IUPU Columbus to community residents. The campus sponsored, for a period of 10 years, a bi-monthly series of presentations of topical interest to the community by researchers resident at universities other than IUPU Columbus. The breakfast programs were well attended, creating much interest in the community.

Brown Bag Lunch Lecture Series

This noontime speaking series is free to the public and highlights the excellent qualities of IUPU Columbus full-time and adjunct faculty. Presented once each month, the series focuses on subjects of general interest; presenters are selected from among the best of the 180 faculty members at IUPU Columbus. Like the Breakfast with Scholars series, it is an effort to reach out to the community.

American Business Seminar

This series, too, ran for a decade. The purpose of the seminar was to expose students in the third year of a business school in Chartres, France to American business practices and culture. Over 50 business leaders in the community volunteered their time to give presentations to the French students about their particular business and to interact with the class of approximately 20 students. The French young people lived in host families in Columbus, visited local elementary and high schools, and had the opportunity to interact with business owners in their businesses. The program was a campus-organized, but community-supported, effort.

Women's Conference

Sponsored by the Columbus Area Chamber of Commerce, the Women's Professional Development Conference is in its fourth year. Attracting 200-300 participants, the purpose of the conference is to provide information, insight, and stimulation to the many professional women in Columbus. This year's focus will be the many roles held by professional women. Several IUPU Columbus administrators have been and continue to be involved in the organization of this conference. IUPU Columbus faculty have been featured speakers at two of these conferences.

Leadership Bartholomew County

Leadership Bartholomew County is an organization that holds a series of monthly, day-long classes in the government, education, social service, and cultural agencies of Columbus for 25 participants each year. Begun in 1981 by three individuals, including current IUPU Columbus Dean Dr. Paul Bippen, the organization has had a huge impact on the lives of countless individuals and on the community in which they have become leaders. Faculty members and administrators have been both students and presenters

in LBC over the years, and there is effective interaction between this program and the campus.

Dean's Circle

The Dean's Circle provides speakers for one or two lunchtime programs, focusing on issues of current interest, each year. In the fall of 2001, two lectures were presented on the history, politics, religion, and geography of Afghanistan. Four instructors-three from IUPUI and one from IUPUC-spoke with the aim of providing the public with research-based answers to their questions and concerns.

Program Partnerships

Division of Business and Economics

Business faculty represent IUPUC with the Connected Communities Partnership, a civic group seeking to improve the technological environment in Bartholomew County. Current initiatives include developing a network infrastructure technology plan for the county, the home-to-school connectivity project, and the Tech ReConnect Center.

The Business Programs lead the campus's involvement in an NSF grant proposal to provide entrepreneurship training and development in the state, with a special focus on start-ups and developing companies in the high tech sector, using distance education technologies and strategies.

The IUPUC Division of Business and Economics participates with the IU Kelley School of Business Economic Outlook Panel when it visits Columbus. A participant representing the local community shares an economic perspective specifically addressing the Columbus regional economic outlook.

The *Predicator*, published annually, presents the regional economic perspective.

In the first of what we anticipate will be annual meetings, the Business and Technology Programs met with local Economic Development leaders to discuss and frame the campus's involvement in regional economic development initiatives and their implementation.

Nursing

The IU School of Nursing has provided the LPN>ASN Mobility Option at IUPU Columbus since 1986. The partnership provides the access to local health care facilities necessary to educate student nurses and an opportunity for joint appointments of selected staff and administrators at these health care facilities to teach nursing curriculum. Staff and administrators from community health facilities serve as members of the IU School of Nursing Advisory Board and provide curriculum input.

In the spring of 2002, the IU School of Nursing brought the generic ASN program to Seymour, Indiana. This program, a collaboration among the IU School of Nursing, IUPU Columbus, and Seymour Memorial Hospital, will provide the Associate Degree Nursing program in its entirety to the small town of Seymour, Indiana.

In the spring of 2001, IUPU Columbus partnered with the American Red Cross to provide a First Responder course for the IUPU Columbus community. Fourteen participants completed the course, thus improving the health and safety of the IUPU Columbus community.

Education P-16 Partnerships

The IUPU Columbus Elementary Education Program supports teaching and learning in the region through several partnerships. While many of these partnerships are in the form of emerging Professional Development School relationships, others are focused on specific community initiatives and needs. Partnerships include:

P-16 Relationship with Ivy Tech State College Early Childhood Program

- Articulation of programs
- professional development planning
- curriculum discussions

P-16 Relationships with Bartholomew Consolidated School Corporation

- Partner Teacher Preparation/Professional Development Schools: Southside Elementary School, Taylorsville Elementary School, Mt. Healthy Elementary School, Richards Elementary School, Clifty Creek

Elementary School, Smith Elementary School, Fodrea Elementary School, Rockcreek Elementary School

· Service-Learning Grant application for K-16 professional development in service learning with Mt. Healthy Elementary School, Eastside Community Center

· Professional development support to the Connected Community Project

Eastside Community Center After School Program

· Senior Teacher Candidates tutor elementary students as a service learning/program experience opportunity

P-16 Relationships with Flatrock-Hawcreek School Corporation

· Partner Teacher Preparation/Professional Development Schools: Cross Cliff Elementary School, Hope Elementary School

· Professional development support to the Connected Community Project

Community-Based Service Learning Opportunities

Psychology Practicum

For over twenty years, IUPUC has offered psychology practicum courses. Students are able to select a practicum site in the community that corresponds with their personal or career interests. Learning goals are developed for the semester as a collaboration between the student, site supervisor, and course instructor. During class sessions students focus on topics such as diversity in the workplace, values/ethical concerns, professional relationships, interviewing skills and self-awareness. Course requirements include completing 120 hours at a practicum site, attending class weekly, and preparing a written paper to integrate course material with practicum experiences. Examples of practicum sites include: Head Start, Youth Services Center, Big Brothers/Big Sisters, First Call for Help, local nursing homes, public schools, a domestic abuse shelter, and a homeless shelter.

Sociology Internships

Sociology students at IUPU Columbus can complete their capstone requirement through an internship. Two IUPUC students have completed internships at First Call for Help, the comprehensive information and referral service provider for the Bartholomew County area. One intern spearheaded the creation of a directory of services available through faith-based organizations. Another intern is currently assisting with the development and production of the updated Community Resource Guide for First Call for Help. A third intern is helping the Columbus Human Rights Commission to develop an "Employing Latinos" technical assistance manual and to evaluate 2000 census data.

Business Internships

The new Business Degree Programs at IUPUC are involved with the community through Learning Communities courses linked with Business courses; through internships; through business presentations on campus; and through participation of area business and community leaders in courses, especially case discussions.

Education Service Learning

In Education, service learning occurs across the program through field placement and student teaching requirements. These have been detailed in the partnership section.

In addition, through the America Reads Program, IUPUC provides federally funded work-study opportunities to undergraduates. Students placed in nine local elementary schools receive financial support awards and gain valuable experience working with children. IUPUC students provide elementary classroom support, with a primary focus on early literacy tutorials for children in need of extra help.

Nursing Service Learning

The LPN>ASN Mobility Option on the IUPU Columbus campus has migrated into the communities of Columbus, Seymour, and Franklin to look at societal ills. The nursing capstone course utilizes the Healthy People 2000/2010 report and the National Health Promotion and Disease Prevention Objectives developed by that body as the basis for the practicum curriculum. Students work in settings that investigate, study, and address such problems as addictive behaviors, homelessness, domestic abuse, troubled teens, obesity, and anger management for 15 consecutive weeks. There is no better way to become familiar with an issue than to become immersed in seeking solutions.

Students in the acute care class of Activity/Exercise (i.e. Cardiac, Respiratory and Hematology) are required to complete a group project that provides health information to the community. A health fair, organized and run by the students at the local mall, is held annually. This activity is seen as a way for students to give back to the community in which they live and/or work; they do not receive academic credit for the project.

IUPU Columbus Freshman Seminar

The IUPUC Freshman Seminar is required for all incoming full-time students. Each class plans and implements a community service project. Projects have included writing cards and letters for nursing home residents, assisting with Special Olympics, community mentoring, and collecting clothing and toys for shelters. Students learn to work collaboratively with each other and the community.

Go on to: Strengths, Challenges, and Questions

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Civic Engagement

Strengths, Challenges, and Questions

Strengths and Challenges

In Colleges and Universities as Citizens (Bringle, Games, & Malloy, 1999), prominent scholars critically analyzed Ernest Boyer's ideas about the scholarship of engagement. These scholars examined key areas of the work of the academy and probed the possibilities and risks of community engagement by providing "guidance for paradigmatic change, [raising] aspirations for excellence in higher education, and [provoking] institutional change in how higher education conceptualizes its purpose and evaluates its accomplishments" (p. x). On the basis of this analysis, Bringle et al. extracted a set of principles for civic engagement (p. 201-202) that provide a framework for campuses to examine their strengths and challenges in civic engagement. The following discussion of strengths and challenges for IUPUI is based on an adaptation of these principles for civic engagement.

Civic Engagement

- Milestones
- Sections
  - Introduction
  - Enhance Capacity
  - Activities and Partnerships
  - Commitment and Accountability
  - IUPUC Civic Engagement Supplement
  - Strengths, Challenges, and Questions
- Civic Engagement Inventory
- Performance Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

Principle 1. The engaged campus will develop an understanding for how civic engagement is consistent with its mission.

Strengths

- Civic engagement, community partnerships, service in the community, and collaboration are clearly stated as central to IUPUI's campus mission.
- Campus administrators have a record of clearly and regularly articulating the importance of civic engagement in publicity and formal speeches and providing campus and community leadership in forging new partnerships.
- Civic engagement is evident in campus annual reporting and planning process. Each school reports progress and accomplishments in civic engagement and civic engagement is viewed as the responsibility of each unit. The majority of responding schools aspire to increasing civic engagement in their academic units.

Challenges

- Civic engagement is a valued aspect of campus identity; however, it is not necessarily a valued aspect of faculty work.
- Long-term commitment to sustained community partnerships is dependent, primarily, on the individual work of faculty who choose to incorporate civic issues in their teaching, research, and professional service. Too often, if a faculty member leaves, the civic engagement ends because there is not a wider commitment to sustainability by the home unit.

Principle 2. The engaged campus will involve communities in a continuous, authentic, and meaningful manner and will be flexible, responsive, and accountable to external constituencies.

Strengths

- The campus is well positioned to articulate principles of good practice that can become a guide to improve civic engagement work. Many units on campus (e.g., Polis, Center on Philanthropy, Center for Urban Policy, Office of Neighborhood Resources) provide a strong basis for exemplifying these standards and their good work needs to be better understood by the rest of the campus.
- The central administration seeks community input in a number of ways (e.g., IUPUI Board of Advisors, IUPUI Dialogue Group, IUPUI Diversity Cabinet, IUPUI Athletics Committee, Chancellor's Circle) and schools have established mechanisms to involve external constituencies in decisions (e.g., Community Advisory Boards, Program Review, Search and Screen).
- The Civic Engagement Inventory asks for evidence of community collaboration and community impact of civic engagement programs.

Challenges

- Principles of good practice for community partnerships will need to be clearly communicated and models for evaluating good work widely disseminated in order to influence practice.
- At the central level, developing a means to accomplish community input into a civic agenda to guide future work in Indianapolis and central Indiana is a challenge.
- The formation of, charge to, and funding of the Civic Advisory Committee will be crucial in determining to what extent a civic agenda is identified for the campus and for Indianapolis and central Indiana.

Principle 3. The engaged campus will value community-based learning experiences for students and faculty.

Strengths

- With the strong presence of professional schools, community-based instruction (e.g., internships, fieldwork, clinicals, practicum, student teaching, applied programs) is central to most units.
- Service learning is a uniquely important educational intervention because it involves students, faculty, and curricular revision that can have an enduring presence on the campus and in the community.
- Through the Center for Service and Learning, the executive leadership of IUPUI has made commitments to service learning since 1993 that have resulted in an (a) increased number of service learning classes, (b) staff expertise and resources for service learning, (c) campus awareness of service learning, (d) connections of service learning to other campus initiatives (e.g., Learning Communities, retention, first-year experience, Student Life and Diversity, student employment, reorganization of scholarships), (e) research and scholarship on service learning, and (f) regional, national, and international recognition for its good work.
- Emphasizing curricular-based interventions to increase student involvement in the community is well suited to a commuter campus where the classroom is the key point of contact with students.
- Research conducted by the Center for Service and Learning indicates that service learning contributes to student progress towards the Principles of Undergraduate Learning and that students enrolled in service learning during their first semester persist at a higher rate than students not enrolled in a service learning course.

Challenges

- Activities need to be planned within each school/department to identify ways that community-based learning is in alignment with unit mission and to come to consensus on unit goals and/or requirements for community-based learning.
- Concerted efforts must be put in place to support the integration of service learning into capstone courses, Honors, integrator courses, gateway courses, and within the major. Currently, only the School of Business requires service learning for all freshmen and only Communications Studies is considering making service learning a common experience for all majors.
- A system of documentation of community-based learning experiences needs to be improved so that the campus can gather information on the number of students involved in and the outcomes resulting from such learning experiences.
- Further campus assessment needs to take place to determine the added benefit of community-based experiences to student learning and future employment.

Principle 4. The engaged campus will reflect its commitment to civic engagement in strategic planning, program evaluation, allocation of resources, and administrative decisions.

Strengths

- Civic engagement is now an integral part of annual campus reporting and planning.
- The funding of the Center for Service and Learning, with its vision to make service a distinctive aspect of the educational culture at IUPUI, is a clear indication of campus commitment to civic engagement.
- Selecting civic engagement as an area of self-study demonstrates the seriousness with which the executive leadership of the campus seeks to improve this area of work through assessment of the work, analysis of the successes, and planning to improve future work.

Challenges

- The future work and role of the Civic Engagement Task Force is currently unclear. Will this committee enlarge to become a Civic Advisory Committee? Will there be a need for the CETF to monitor civic engagement in a similar way that PRAC monitors teaching and learning?
- Currently, there are no designated campus funds to support faculty engagement in community-based projects.
- Faculty need to have improved support for securing project funds on an ongoing basis. There needs to be a concerted effort within Research and Sponsored Programs to identify external funding sources for this type of work and a concerted effort with the IU Foundation to identify community funds for project support.

Principle 5. The engaged campus will value civic engagement in faculty roles and rewards.

Strengths

- Faculty roles and rewards have demonstrated the flexibility to recognize civic engagement when it is scholarly. The Promotion and Tenure guidelines have been revised to clarify the nature of professional service and how it can be documented as a scholarly activity.
- Faculty Annual Summary Report forms ask about the development of service learning classes and service learning is mentioned in the Promotion and Tenure guidelines.
- Participation in the Kellogg Peer Review of Professional Service project provides a campus resource of examples for documenting civic engagement.
- Members of the all-university promotion and tenure committee receive Glassick, Huber, and Maeroff's (1997) criteria for scholarly work on their working form and the guidebook, Service at Indiana University: Defining, Documenting, and Evaluating, is distributed to its members each year.
- A Professional Development Planner and Resource Guide was recently created by the Center for Teaching and Learning, Research and Sponsored Programs, and the Center for Service and Learning. This resource documents campus resources to support civic engagement and the documentation of professional activities in the community.
- There are some examples of faculty positions being created for public scholars who have joint responsibilities to the university and a sector or agency within the community.

Challenges

- Each academic unit has a distinct culture regarding criteria and expectations for promotion and tenure. Although IUPUI as a campus has demonstrated the capacity to honor civic engagement activities, there is not pervasive acceptance of civic engagement as potentially scholarly activity.
- Interventions must be sustained by campus leadership, in part, because the audience changes (e.g., turnover in administrative positions, turnover on committees) and because multiple presentations are necessary to inform and remind key individuals about the manner in which civic engagement can be the basis for scholarly work and how it aligns with institutional mission.
- The potential to develop public scholars needs to be developed and supported.

Principle 6. The engaged campus will develop infrastructure that supports the complex nature of civic engagement.

Strengths

- The Center for Service and Learning, which parallels the Center for Teaching and Learning and a Center for Research and Learning that is under development, is well positioned to provide campus leadership for several aspects of civic engagement. The CSL has established itself as a campus asset that has contributed to the civic culture of the campus and has garnered significant national respect for its work.
- Having the CSL under Academic Affairs affirms the desire to promote the academic integrity of this work for students and faculty.
- A number of campus and university Centers are focused on civic engagement and are doing excellent scholarly and community work. Directors of these Centers have begun meeting on a regular basis to strengthen understanding, promote collaboration, and improve work.

Challenges

- There is still no obvious "front door" to the campus for community members to knock on in order to explore campus partnerships. The Civic Engagement Inventory will provide web-based access to campus projects, and yet, this may not be nearly as helpful to a community organization as having a phone number to call for campus referrals.
- There is insufficient structure, funding, and leadership for promoting coordination of the various civic projects that are taking place.
- There is no mechanism for the campus to engage in discussions with the central Indiana communities and for the campus and community to forge a civic agenda.

Principle 7. The engaged campus will support interdisciplinary work on community issues.

Strengths

- Many Masters degree programs (e.g., Public Health and Law, Public Health and Nursing, Biomedical Engineering, New Media, Masters of Business and Law) demonstrate a commitment among schools to work together to prepare graduates for new fields of interdisciplinary study.
- There are some excellent examples of interdisciplinary work at IUPUI such as the "Better Together" project in the United North West Association neighborhood and the Community Development and Urban Education Certificate, sponsored by Social Work, Education, and Nursing and the cross-disciplinary work through the Center for Earth and Environmental Sciences and Center on Philanthropy.
- The Center on Philanthropy and the School of New Media collaborate with many schools to secure joint faculty appointments to contribute their disciplinary expertise within the interdisciplinary fields of study.

Challenges

- Most of the pressing issues in communities are interdisciplinary by nature; for the campus to be responsive, there must be mechanisms for interdisciplinary work to thrive. Currently, annual reviews of faculty occur primarily at their home unit and interdisciplinary work is often undervalued by colleagues in the unit. There are good institutional models for professional development and faculty roles and rewards when faculty undertake interdisciplinary work.
- A campus-wide task force on Interdisciplinary work should be convened so that its findings and recommendations can facilitate the success of interdisciplinary community-based projects.
- The campus, in structured dialogue with the community, could identify interdisciplinary themes (e.g., homeless, health care, youth, education) and provide resources to develop community projects that address the themes. However, it is currently unclear how such a dialogue would occur and how the work would be funded.

Principle 8. The engaged campus will develop a culture of service as a distinctive aspect of campus life.

Strengths

- Campus-wide days of service (i.e., United Way Day of Caring, Dr. Martin Luther King, Jr. Day-On, Into the Parks Spring Clean-Up) and annual events (e.g., Jam the Bus Food Drive, Spring House Calls, Holiday Family Sponsorship, Chili for Charity, Race for the Cure) have created new campus traditions of community service for IUPUI students, faculty, and staff.
- The Coordinator for Community Service, a shared position bridging Student Life and Diversity Programs and the Center for Service and Learning, has been the catalyst for the formation and support of a number of service-based student groups (e.g., College Mentors for Kids, Habitat for

Humanity, Alpha Phi Omega, American Humanics). Increasing numbers of students are participating in co-curricular service.

- The Community Service Scholars program is one of the largest service-based scholarship programs in the nation and recognizes community service as a basis of merit for students.
- This fall, U.S. News and World Report recognized IUPUI as having an exemplary program for service learning (ranked 8th nationally under a new domain of "Programs that Really Matter").
- "Service learning", "civic engagement", "community-based learning", and "community partnerships" have become a part of the language of the campus.

Challenges

- The complex diversity of the campus and the demographics of our commuter students make developing a culture of service on campus quite challenging.
- The design and development of the template for student portfolios could include ways to document civic engagement activities. The degree to which students will use portfolios is uncertain.

Questions for Review Team

1. How might we disseminate information about our own models of good practice in civic engagement to the campus, and to the community, in order to improve cross-disciplinary collaboration and commitment to civic engagement?

2. How can our campus strength in institutional assessment improve our work in civic engagement? (It is easy to conceptualize how individual projects can be assessed, but more challenging to conceptualize this on a campus-wide level. How will we know that our work is making a difference within the community?)

3. What recommendations do you have for the future campus work of the Civic Engagement Task Force upon completion of the NCA review?

4. What recommendations do you have on setting priorities for campus civic engagement (e.g., topical focus such as education, health, and youth)? What role should the proposed Civic Advisory Committee assume in this process?

5. How can our work in this self-study inform others in higher education to advance the work of civic engagement?

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Civic Engagement

The IUPUI Civic Engagement Task Force evaluated the performance indicators for civic engagement during two face-to-face meetings (10/9/02 and 11/6/02) and through follow-up email discussions.

■	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 taken 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.
□	Insufficient information for evaluating status and progress (At this time)
P	Pending - A vote is in process and the results will be available shortly

Enhance Capacity for Civic Engagement

- ■ 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

- ■ Academic community-based learning opportunities offered in varied settings
- □ Community-based research, scholarship, and creative activities
- ■ Professional services to local, state, national and global communities
- ■ Opportunities for community service at local, state, national, and global levels

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

- ■ 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

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Enhance Capacity for Civic Engagement

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

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

KEY INDICATOR: Number of school goals/objectives related to civic engagement

IUPUI's Academic and Administrative Units report annually their goals, objectives, activities, and progress through a Web-based reporting template. School deans and administrative unit heads indicate whether each goal contributes to the campus mission related to teaching and learning; research, scholarship, and creative activity; or civic engagement.

For the 2001-02 reporting year, 38 goals having 71 objectives were related directly to civic engagement. The 38 goals represent **17%** of all goals (225) reported and the 71 objectives represent **11%** of all objectives (641).

One limitation of the reporting system is that each goal can only be related to one of the three primary campus mission areas. It is quite possible that many goals related to teaching and learning, or research, scholarship, and creative activity, also have a civic engagement thrust.

Other Indicators:

Civic engagement efforts outlined in Chancellor's speeches

Between 1996 and 2000, IUPUI's Chancellor Gerald Bepko referenced IUPUI civic engagement efforts between three and seven times in each of his annual "State of the Campus" addresses. In 2001, Chancellor Bepko focused his remarks exclusively on internal development issues and especially the likely funding sources for the campus in the coming years.

In addition to including civic engagement as a frequent topic in his State of the Campus address, Chancellor Bepko

introduced two new major speeches into his annual activities to highlight the campus's engagement with the community.

- The State of Diversity message (PDF)- Since January 2000, Chancellor Bepko has delivered his IUPUI State of Diversity Message during the Martin Luther King, Jr. Day Celebration
- The Chancellor's Report to the Community (PDF)- Published first in 2001 and again in 2002.
- The IUPUI Annual Performance Report (PDF) published annually since 1997, highlights to various external publics the plans, and progress of IUPUI in fulfilling its mission in the areas of teaching and learning; research, scholarship, and creative activity, and civic engagement.

Percent of faculty promoted/tenured related to civic engagement

Although it varies from year to year, faculty typically document excellence in service (which overlaps with, but is not the same as, civic engagement) for half of all promotion and tenure cases. In the majority of cases, faculty document excellence in service along with excellence in teaching and research, reflecting the role of all three areas of activity in IUPUI's civic engagement efforts.

Faculty development opportunities for civic engagement

Faculty participation in workshops related to service learning, community service, and professional service has been sporadic over the past five years. After initial interest in the series of workshops offered in 1998, there was less frequent participation through 2001, when 3 workshops were cancelled. Interest rebounded in 2002 with moderate attendance at three workshops and a good turnout for a conference on the Scholarship of Engagement.

Faculty perceptions of support for professional and community service

Three pertinent items on the bi-annual faculty survey reflect faculty opinions on items related to professional and community service. Faculty rate highly the quality of professional service by their colleagues. It is among the top items of all rated in the survey. Similarly, faculty satisfaction with IUPUI's connections to the local community is the highest rated satisfaction item regarding the general quality of IUPUI. Faculty are less satisfied with rewards and recognition for professional service, although there was a notable increase in satisfaction levels for this item in the most recent survey.

Indiana House of Representatives Resolution on Service Learning

The Indiana House of Representatives passed a resolution on February 5, 2002, urging public and private institutions of higher education in the state of Indiana to adopt service learning as a central form of engagement, civic outreach and citizenship education.

Detailed Reports: Service Learning and Retention Study

Center for Service and Learning Publications

Improvement Initiatives: IUPUI Center for Service and Learning

Office of Service Learning

Office of Community Service

Office of Neighborhood Resources

IUPUI Task Force on Service Report

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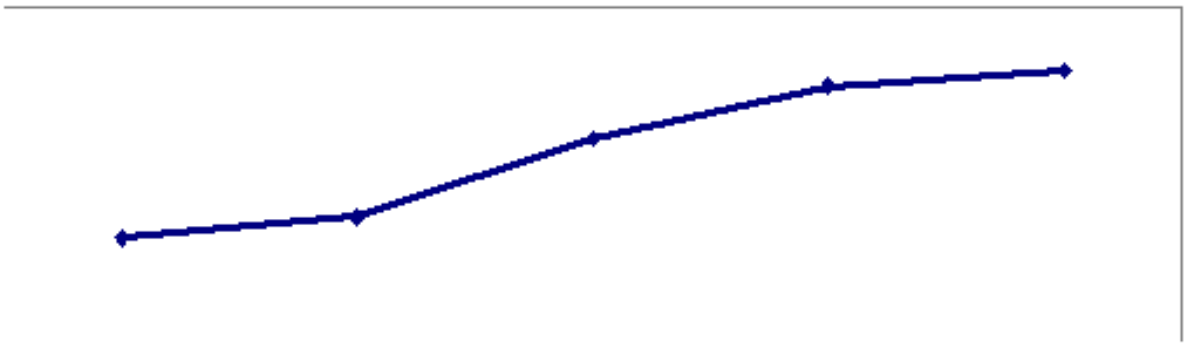
Internal resources and infrastructure for civic engagement

Key Indicator: IUPUI base budget support for offices related to civic engagement

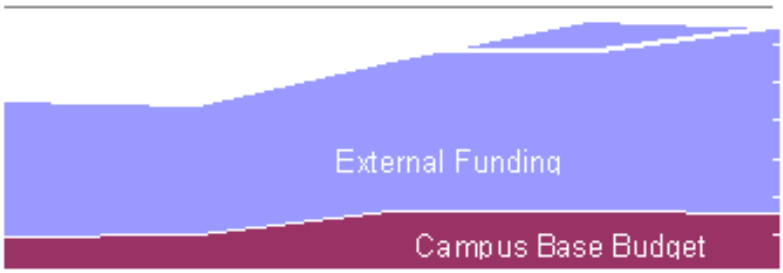
Of nine campus centers and programs identified as representative of IUPUI's commitment to supporting the development of Civic Engagement Efforts, between 4 and 6 have had base operational funding over the past five years. Moreover, the amount of base funding dedicated to these programs has increased notably. Although the other programs may receive some level of funding from the campus education and general operating budget, it comes through other budgets and is therefore not necessarily as stable as a free-standing operational budget. The list of centers included in this chart is provided below with an indication as to whether separate base funding was identified.



Other Indicators:

Operating Budget and Staffing for Core Offices and Programs Related to Civic Engagement

Budget and staffing information available for nine of eleven campus centers and programs identified as representative of IUPUI's commitment to supporting the development of Civic Engagement Efforts shows that these centers have been receiving about two-thirds of their funds from external contracts and grants, and one-third from the campus operational budget. This proportion has varied slightly over the years, but the campus commitment of funds has kept pace with increases in external funding.



Student Scholarships for Civic Engagement

In 1999-00, a significant campus investment was added to the scholarships awarded for service and civic engagement. Currently about 50 students each year are awarded an average $2,000 grant.

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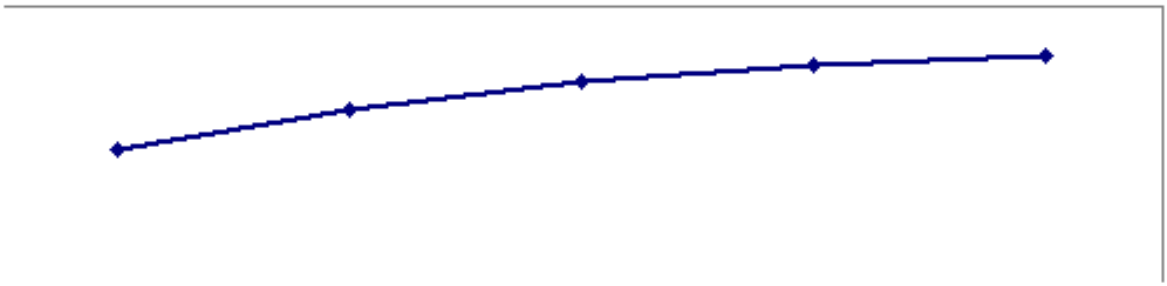
External funding for civic engagement

Key Indicator: Annual expenditures of externally funded community service activities

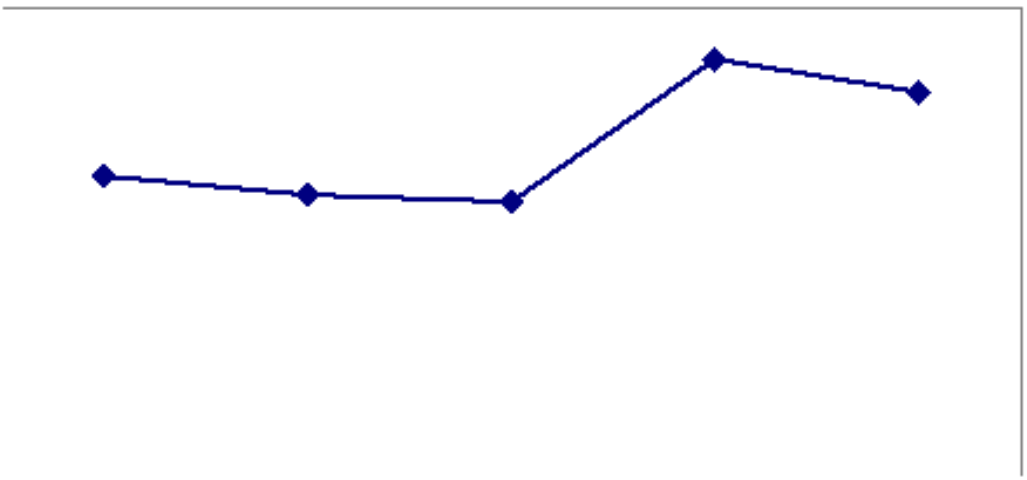
Expenditures on externally funded activities related to community service has increased by over 50% over the past five years, from just over $19 million in 1997-98 to nearly $33 million in 2001-02.



Other Indicator:

External funding for core civic engagement offices and programs

Included in the table above,"Operating Budget and Staffing for Core Offices and Programs Related to Civic Engagement." External funding for the core civic engagement offices and programs has generally increased over the last five years, albeit with some yearly fluctuation.



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Documented quality and impact of civic engagement activities

Key Indicator: Rewards and Recognition for Civic Engagement Efforts

IUPUI faculty and programs have received notable national recognition for civic engagement efforts

§ 2002 IUPUI's service learning program ranked by *U.S. News & World Report* as one of the top universities for "Programs that Enhance Learning."

§ 2002 The Center for Earth and Environmental Science (CEES) at IUPUI was among 18 organizations, businesses, and individuals to be awarded the Governor's Award for Environmental Excellence. Their award was in the outreach category.

§ 2002 Professor Rose Mays, Ph.D., R.N. received the Tony and Mary Hulman Health Achievement Award for her contributions in preventive medicine and public health in Indiana.

§ 2002 Recognized by the American Association for State Colleges and Universities (AASCU), and the National Center for Higher Education Management Systems (NCHEMS) for 'exceptional public engagement.' Hosted a site visit of an evaluation team.

§ 2002 Professor Patricia Keener, M.D. received the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach awarded by the New England Resource Center for Higher Education (NERCHE).

§ 2002 Cathryn Cline, a student in the School of Education, received the Mayor's Community Service Award for her commitment to improving the City of Indianapolis and Marion County through service to children.

§ 2001 Professor Roger Jarjoura, Ph.D. received the Indiana Campus Compact Hiltunen Faculty Award for his outstanding contribution to the scholarship of engagement.

§ 2000 Professor Robert Bringle, Ph.D. received the Indiana Campus Compact Hiltunen Faculty Award for his outstanding contribution to the scholarship of engagement.

§ 2000 Denise Smith, a student in General Studies, was recognized by Indiana Campus Compact with the Richard Wood Award Student Community Commitment Award for her extraordinary community service in organizing and inspiring others to service.

§ 1998 Professor Robert Bringle, Ph.D. receives the Thomas Ehrlich Faculty Award for Service Learning from the National

Campus Compact and the American Association for Higher Education.

§ 1998 IUPUI nominated as Model of Good Practice for Service Learning Programs by the American Association for Higher Education, Campus Compact, and the National Society for Experiential Education.

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

Academic community-based learning opportunities offered in varied 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

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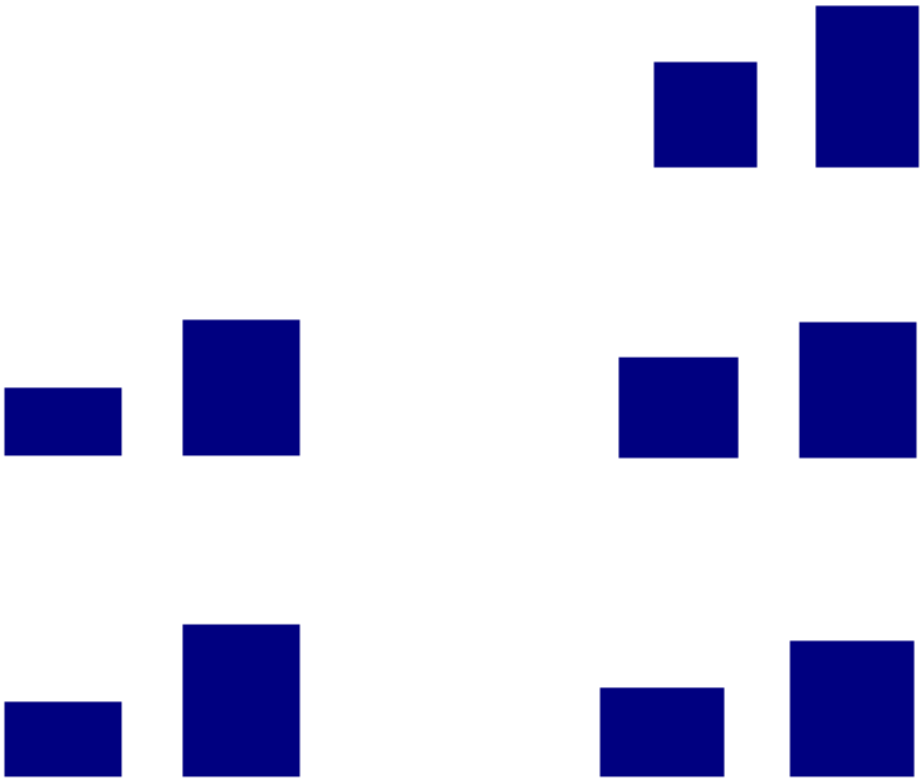
Academic community-based learning opportunities offered in varied settings

Key Indicator: Faculty and Student Participation in Service Learning

Data for the past two years show a trend toward increasing faculty and student participation in Service Learning courses at IUPUI.



Other Indicator: Participation in Campus Compact

IUPUI faculty and students have participated significantly in the national and state Campus Compact organizations since their inception. This activity level is reflected in the number of students and faculty who have received grants and fellowships to support their efforts to promote and develop further civic engagement capacities and activities for the campus.

Other Indicator: Community-Based Course Offerings

Although there was a modest increase in off-campus offerings for 2001-02, IUPUI continues to enroll a significant number of students at community sites throughout Central Indiana

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Community-based research, scholarship, and creative activities

Key Indicator: Grant/Contract funding, based on source and function

Grant and contract funding from non-Federal government and higher education sources has been increasing steadily, with the notable exception of 2000-01, when a $105 million grant from The Lilly Endowment, Inc. for the Indiana Genomics Initiative created a one year positive 'blip.'

Although civic engagement occurs across research, instruction, and service activities, IUPUI demonstrates its level of civic engagement by devoting continuing significant amounts of funding to public services activities, even when excluding the School of Medicine, where a significant portion of public service is related to clinical trials.

Other Indicator: Civic engagements documented in Civic Engagement Inventory.

Use of Civic Engagement Inventory

Number of items/activities entered into in the Civic Engagement Inventory

By Unit (with duplication when >1 involved)

Between July 2002, when it was first made available, and October 23, 2002, when this snapshot was taken for evaluation purposes, 153 items were entered into the Civic Engagement Inventory. All entries represent ongoing, programmatic involvements with the community, including those related to teaching and learning, research and scholarship, professional service, and community service.

Befitting the nature of civic engagement efforts, many of the initiatives and programs represented in the inventory involve multiple academic and administrative units. The table below shows these duplicative counts.

Improvement Initiatives:

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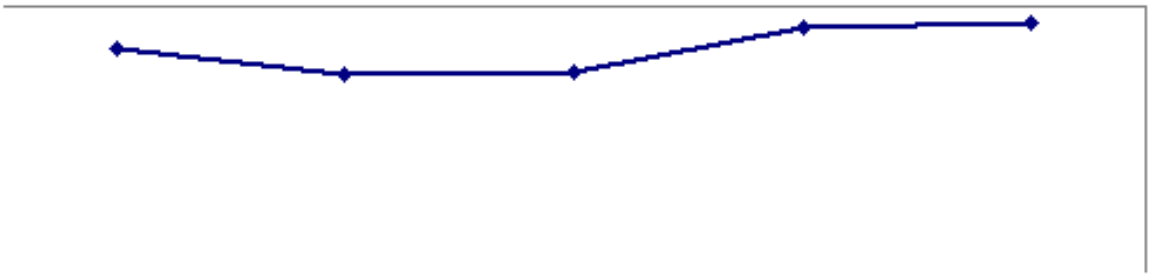
Professional services to local, state, national and global communities

Key Indicator: Annual expenditures on Patient Services

IUPUI faculty, administrators, and staff provide a wide array of professional services, especially through professional schools in Medicine, Dentistry, and Law. Reflective of the level of services is the notable level of expenditures on patient services, as delivered primarily through the Schools of Medicine and Dentistry.



Other Indicator: Resources for Connecting to Professional Services

School of Medicine Medical Experts Locators - The IU School of Medicine invites the news media to search our database of faculty experts. These faculty members have expressed willingness to comment on medical and health topics in the news.

IU School of Law - Indianapolis, Pro Bono Program - Indianapolis established the Pro Bono Program in 1993 to introduce law students to the professional obligations of attorneys, and the benefits of providing public service, and to recognize the needs of the under-represented in society. The ultimate goal of the program is to encourage students to discharge the lawyer's professional responsibility to render public interest service once they have graduated from law school.

IU School of Dentistry - Patient Services - A wide range of dental treatments and oral healthcare services for adults and children is available at the dental school. Students who are in training to become dentists or other types of dental professionals provide patient care. Indiana University's outstanding dental faculty closely supervises students.

IU School of Dentisty - Service Learning Programs and Public Service Activities -Includes People's Health Clinic Dental Program for People who are Homeless; Shelter Dental Sealant Program; Alternative Spring Break; Student Affairs Council Children's Dental Health Fair; Working with the Amish Community; Indiana Donated Dental Services / Cooperative Program; Mobile Dental Sealant Program; Resource for Community Service Programs: The Johnson Public Health Fund.

IU School of Nursing Office of Lifelong Learning - The Office of Lifelong Learning at the Indiana University School of Nursing offers programs, conferences, and Web-based courses for nurses and other health care professionals. These offerings are presented to local, national, and international audiences.

IU School of Social Work - Professional Supervision Services - The Indiana University School of Social Work is invested in the ongoing professional development of social workers; therefore, the school is proud to offer a linkage service that facilitates connecting social workers seeking professional supervision to social workers providing professional supervision.

School of Public and Environmental Affairs Research and Public Service - Founded in 1972 on the premise that society's complex challenges require comprehensive and integrated responses, SPEA is the country's largest school of public affairs. It is best known for its distinctive interdisciplinary approach-putting lawyers, ecologists, political scientists, chemists, health care researchers, economists, and criminal justice experts alongside each other in classrooms, laboratories, research centers and the community.

IU School of Education Professional Development and Partnership Schools - The professional education courses that are part of LTTL ("Learning to Teach/Teaching to Learn") are tied closely to specific Professional Development Schools (PDS) in Marion County. These are schools that have entered into a special partnership with the School of Education. Some of the formal coursework as well as all of the field experiences that accompany this coursework are conducted at the PDS sites. Students also have the option to student teach at these PDS sites.

Improvement Initiatives: (see links above)

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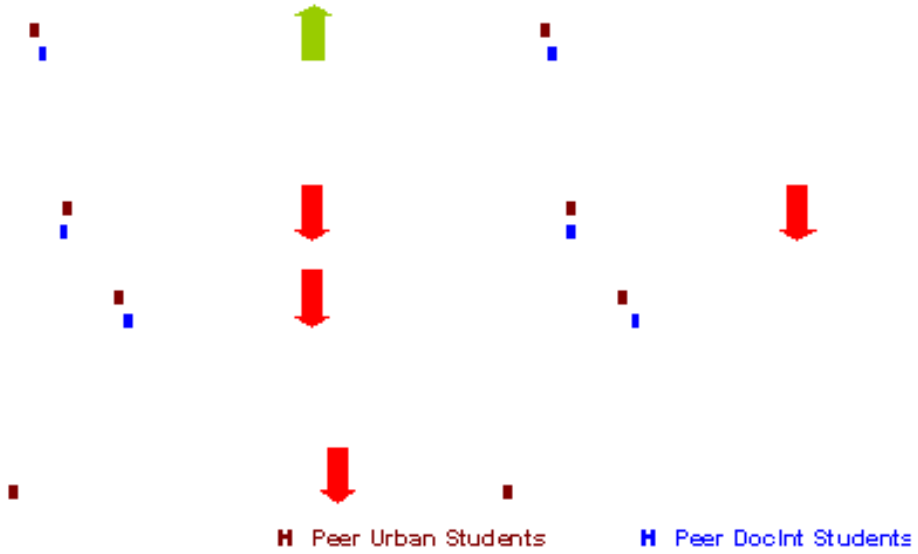
Participation in community service at local, state, national, and global levels

Key Indicator: Student reports of community service

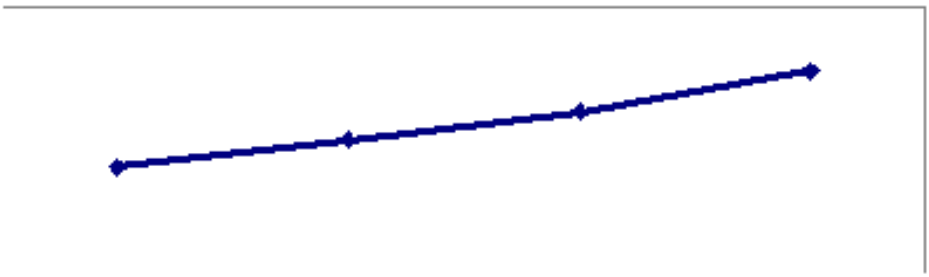
In their responses to items in the National Survey for Student Engagement, IUPUI freshman were more likely than their peers at other urban universities to report participating in a community-based project as part of a regular course. However, they were no more likely to do so than peers at other doctoral intensive universities (IUPUI's Carnegie classification). Seniors did not differ on this item. Compared to both groups of peers, IUPUI freshman reported significantly less impact of their educational experiences on their growth related to two civic behaviors, although all students reported relatively low growth in this area. IUPUI seniors reported lower growth on one of these two behaviors compared to their peers. In a question asked only of students from participating urban universities, IUPUI freshmen reported spending less time engaged in community service off campus. These differences disappeared by the senior year.



IUPUI students gave relatively low ratings to the importance of and their satisfaction with opportunities to engage in community service at IUPUI. For the most recent continuing student survey, the 29% satisfaction level ranked 34th out of 52 items rated. The 40% importance level ranked 49th out of 52 items. For recent undergraduate degree recipients, the importance and satisfaction ratings both ranked 12th among 14 rated items.

Other Indicator: IUPUI Faculty and Staff Participation in Community Service

The number of IUPUI faculty, students, and staff participating in a set of campus-wide community service activities continues to grow. Participation in several other campus-wide and program-related activities are described below the chart.



- 404 back packs collected for students at IPS schools #14, 15, 54, and 28 through the Back Pack Attack
- IUPUI student-athletes contributed nearly 1,400 hours of community service activities.

Improvement Initiatives:

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IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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

- 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

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

Key Indicator: IUPUI Community Advisory Boards and Committees

IUPUI Committees and Boards Comprised Primarily of Community Members

Architectural Industrial Advisory Committee

Center for Earth and Environmental Sciences Advisory Board
Civil Engineering Industrial Advisory Committee
Computer Technology Advisory Council
Construction Technology Industrial Advisory Committee

Dentistry - Board of Visitors

Dialogue Group

Education Advisory Board

Electrical & Computer Engineering Advisory Committee

Engineering and Technology Alumni Association

Engineering and Technology Dean's Industrial Council

Electrical Engineering Technology Industrial Advisory Board

Friends of Herron Board
Good Friends Advisory Board

IU Center on Philanthropy Board of Governors

IU Foundation Committee on IUPUI Relations

IUPUI Alumni Advisory Council

IUPUI Board of Advisors

Kelley School of Business Indianapolis Board of Visitors

Kelley School of Business Dean's Advisory Council

Law-Indianapolis Advisory Board

Liberal Arts - Alumni Association Board

Liberal Arts - Center for American Studies

Liberal Arts - Center for Economics Education Advisory Council

Liberal Arts - Dean's Development Council

Liberal Arts - Friends of Women's Studies Board
Manufacturing Technology Industrial Advisory Committee
Mechanical Engineering Industrial Advisory Board

Medicine - Center on Healthcare Ethics & Professionalism Board

Medicine - Dean's Council Board of Directors

Medicine - IU Cancer Center Development Board

Medicine - J.O. Ritchey Society Board

Nursing - Board of Advisors

Science - Alumni Association

Science - Dean's Advisory Council

Social Work - Dean's Advisory Council

SPEA - Board of Visitors

Student Life and Diversity Advisory Council

University Library Advisory Committee

Urban Policy and Environment - Board of Advisors

IUPUI Committees and Boards that Include Community Members

Athletics Committee

Center for Young Children Advisory Board

Jaguars Athletic Club

Student Life and Diversity Advisory Board

Improvement Initiatives:

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

Key Indicator: Major Committees and Task Forces

Civic Engagement Task Force

Future Group

Contributors to the Civic Engagement Inventory

Between its inception in June 2002 and October 31, 2002, 98 members of the IUPUI community have contributed 153 programs and activities to the Civic Engagement Inventory

Improvement Initiatives:

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

Key Indicator: Current Forums

Chancellor's Report to the Community

Buhlen Symposium on American Politics

Joseph T. Taylor Symposium and Award for Excellence in Diversity

Frontiers in Science

Community Youth Forum: Content of Our Character: Voices of Generations

Also See: Advisory Board Listing for Community Participation Indicator above

Improvement Initiatives:

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

Key Indicator:

Awards and Recognition for Contributions to Diversity in the Community

Mayor's Celebration Of Diversity Award

Other Indicator:

Civic Engagement in Select Areas

Programs and activities entered into the Civic Engagement Inventory are coded according to whether they serve various community needs. Among the 10 categories, 5 stand out as relating most directly to contributions to the climate for diversity in Indianapolis and the entire state. These categories are: Arts, Humanities, and Cultural Enrichment; Health, Social Sciences, and Human Services; Education and Life-Long Learning; Housing and Community Development; Government, Urban Planning and Environment.

Since July 2002, IUPUI administrators and faculty have entered into the civic engagement inventory

103 activities and programs that serve diversity needs. The titles of these activities and program are listed below. More information is available on each one through the Civic Engagement Inventory (http://www.imir.iupui.edu/ceinv).

Diversity Related Civic Engagement Activities and Programs

Adolescent Substance Abuse Prevention (ASAP)

Alpha Association of Indiana, Phi Beta Kappa

Alternative Spring Break - International

Alternative Spring Break--Domestic

America Reads Tutoring Program

Articulation Agreements with High Schools

Association of African Women Scholars (AAWS)

Asthma Camp

Athenaeum Foundation

Automotive Safety Program

Avon Community Schools Building Corporation

Board of Visitors

BookMarks

Business X103 Community Service Requirement

Calnali Health Education Outreach

Campus Blood Drive

Capitol Region Consortia

CVA Camp

Doctor Camp

Economic Education Programs for Teachers, K-12

Editor, Review of Religious Research

Eli Lilly and Company (Japan)

Farm Labor Movement

Farm Labor Research Project

Frontiers in Science

German Internship Exchange Program

Graduate Practica in English as a Second Language Teaching in the Community

Greenway Rounds

Hawthorne Community Wellness Center

Health care for the homeless

Holiday Assistance Program

Honors Art

IACIR Public Forums on Reassessment

Immigrant Workers Rights

Indiana Geographic Bee

Indiana German Heritage Society, Inc. (IGHS)

Indiana SMART Schools Partnership

Midwest Model European Union

Midwest Universities Consortium for International Programs

Mini Medical School

Mission Possible: Parents and Kids Who Listen

N Power Virus Vaccination Day

National Evaluation of Join Hands Day

OASIS balance and fall screenings

Panel discussion on Lessons in Local Livability

Performing Arts Press Corps

Prevention and control of crime in communities

Professional Development Schools

Project Joy

Project Lead The Way

Project SEAM

Ransom Place Archaeology

Sam Masarachia Scholars Program

SAP United States Grand

CARburetion

Careers in Science

Center for Urban Policy and the Environment

Center on Philanthropy Internship Program

Central Indiana Jobs With Justice

Childrens Museum

Clinical Education Sites

Communication Studies/Peace Learning Center/IPS Collaboration

Community Business Partnership

Community Leadership Mentor Program

Community Outreach Partnership Center

Conference for Girls on Careers in Math, Science, and Technology

Conference: Building Case Management Programs for the New Millenium

ConnectTech

Consider This

Cooperative Education/Internship Program

Indiana Youth Group, Inc. Board of Directors

Indianapolis German School

Into The Parks

IU School of Medicine Mini Medical School

IUPUI Scholars Day

IUPUI United Way Chili for Charity

IUPUI-Eiteljorg Partnership Committee

IUSM Student Health Fair

Ivory Coast Intensive ESP Program

John D. Barlow Lecture in the Humanities

Joseph T. Taylor Symposium

Kabul University-Purdue University Partnership for Human Capacity Building

Lilly ARBOR Project

Martin Luther King, Jr. Day On

Medical Spanish

Meridian Automotive/Cambridge Industries Metropolitan Universities Journal

Prix Hospitality Committee Training

Saturday School

Senior Photography Community Projects

Smoking Education and Prevention

Society for German-American Studies

Sound Medicine

Southern Indiana Community Alliance to Promote Education (CAPE): K-12 Activity Evaluation

Spirit And Place Civic Festival

Spring House Calls

Super Shot Saturday

Teacher in Residence

Thomas R. Keating Feature Writing Competition

Tourism Research

Tsuda College Intensive English Program

United Way Day of Caring

Volunteer Exodous Refugee Center

YMCA Urban Mission Branch/IUSSW Field Unit at Pacers Academy

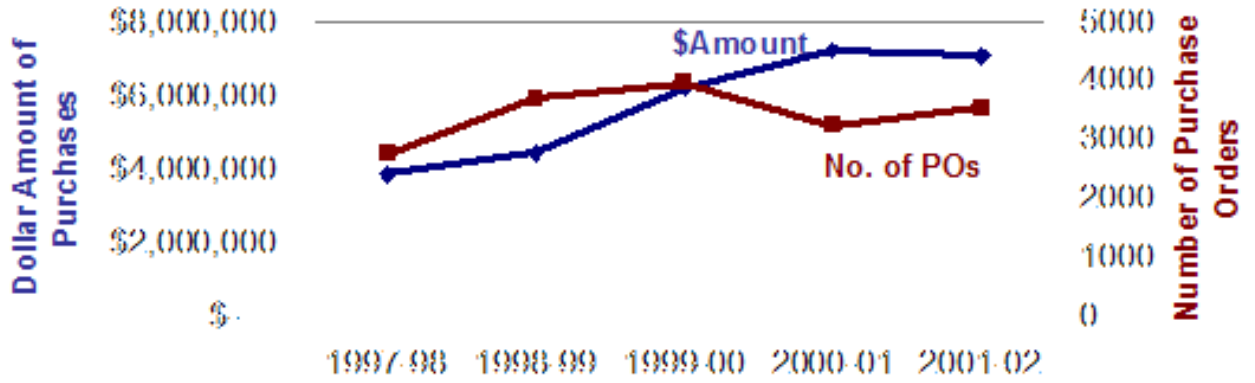
IUPUI contracts with minority vendors

IUPUI has had in place since 1993 a plan to promote increased participation of minority, women, and handicapped owned businesses in IUPUI's extensive procurement activities. The global business environment is becoming increasingly focused on reducing cost through supplier consolidation, streamlined delivery systems and electronic business functions, or "e-commerce". This focus puts greater emphasis on doing business with suppliers who have full service capabilities. In many cases it shrinks opportunities for minority, women, and handicapped business enterprise suppliers and makes it more difficult to keep them as first-tier vendors.

Although IUPUI must respond to these trends in ways that provide the most cost-effective mechanisms for procurement, the supplier diversity and business development plan has helped IUPUI attract and

retain more minority-owned business partners over the past five years.

	1997-98	1998-99	1999-00	2000-01	2001-02
Minority Businesses					
Number of P.O.s:	905	939	1,610	1,390	1,384
Pct. of Campus Total	1.7%	1.8%	2.8%	2.5%	2.2%
Dollar Amount	$ 1,606,452	$ 1,801,870	$ 2,803,218	$ 3,134,110	$ 2,585,422
Pct. of Campus Total	1.3%	1.8%	2.3%	2.2%	2.0%
Women Owned Businesses					
Number of P.O.s:	1,841	2,209	2,340	1,845	2,139
Pct. of Campus Total	3.5%	4.3%	4.0%	3.3%	3.4%
Dollar Amount	$ 2,229,412	$ 2,569,327	$ 3,304,576	$ 4,077,830	$ 4,486,999
Pct. of Campus Total	2.0%	2.5%	3.0%	2.9%	3.5%
Disadvantaged Owned Businesses					
Number of P.O.s:	7	481	11	8	7
Pct. of Campus Total	0.0%	0.9%	0.0%	0.0%	0.0%
Dollar Amount	$ 12,227	$ 71,286	$ 9,849	$ 10,681	$ 3,428
Pct. of Campus Total	0.0%	0.1%	0.0%	0.0%	0.0%
Total for Minority, Women, and Disadvantaged Owned Businesses					
Number of P.O.s:	2753	3629	3961	3243	3530
Pct. of Campus Total	5.2%	7.0%	6.8%	5.8%	5.7%
Dollar Amount	$ 3,848,191	$ 4,442,483	$ 6,197,643	$ 7,222,621	$ 7,074,949
Pct. of Campus Total	3.3%	4.5%	5.3%	5.2%	5.5%



Improvement Initiatives:

Office of Neighborhood Resources

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Civic Engagement Task Force Minutes

Civic Engagement Task Force
Minutes from Friday November 3, 2000

Present: Robert Bringle, Julie Hatcher, Victor Borden, Susan Hamilton, Susan Kahn, Jackie Blackwell, Trudy Banta

The multiple purposes for the Task Force were presented. These include

- the current revision of the IUPUI Mission/Vision statement,
- the need to inventory campus activities in the community,
- the relationship of activities to campus activities to annual reports, planning, and budgeting
- campus accreditation in 2002
- the Brain Gain Task Force, which is focused on experiential education
- the Urban Universities Portfolio Project
- national initiatives that include the revision of the Carnegie classification system and the rating system by U.S. News and World Report

The relationship of this Task Force to the group that was convened by Vice-Chancellor Sullivan last year was described and a summary of that group's work was distributed. The memo from Dean Plater on the NCA self-study and site visit contains a brief description of the Task Force and places it in the context of accreditation. Two draft versions of the "Vision of IUPUI" (6/5/00 & 6/19/00) were distributed. A summary of the UUPP (8/15/00) was distributed along with a summary of the Hays Mansion Conference Center meeting (10/15-17/00) that mentions key points about Carnegie classification and U.S. News and World Report.

An issue that the CETF must consider is the definition of civic engagement: What constitutes civic engagement and how can it best be differentiated from the other two areas of the Vision statement (Effective Student Learning & Excellent Research and Scholarship) and the other special emphasis self-study area of accreditation (Effective Student Learning). The campus inventory of civic engagement activities that was used by the CPSL in Spring, 2000 was distributed as one example of an operationalization of civic engagement. A figure from Bringle, Games, & Malloy (1999) was also distributed. The discussion highlighted a range of possibilities for defining civic engagement that ranged from it being (a) the application of professional faculty skills in the community (too narrow) to (b) everything that IUPUI does having civic implications (too broad). **The CETF will need to offer a preliminary definition of civic engagement in order for its work to proceed.**

It was agreed that the **first task** to be completed by the CETF will be a delineation of the "Exemplary Civic Engagement" section of the IUPUI Vision statement. Victor Borden distributed a copy of sample "performance indicators" with examples of indicators, operational measures, and source of data. A draft copy of the report form the IUPUI Board of Advisors and a copy of N. Thomas's (NERCHE) types of outreach were distributed. The discussion focused on clarifying the nature of delineation that should be in the Vision statement: should it be (a) based on types of activities (Thomas's list, Bringle et al.'s Venn diagram), or (b) content areas (Sullivan's list, Board of Advisor's list, other lists gleaned from community sources). The value of using types of activities is that it organizes activities in institutional terms for presentation to internal and external audiences. The value of content

areas is that they state directions for campus focus that are coordinated with community needs/issues/priorities. It was acknowledged that a synthesis of these two approaches is possible with content areas leading types of activities in the organization, or vice versa.

This is a key issue that must be decided in order for the work of the CETF to proceed. Task Force members are asked to read the materials and bring their ideas about how the Vision statement for Exemplary Civic Engagement could be delineated to the next meeting. It may be helpful to use Borden's list and matrix as an example of what each member should bring (with enough copies to distribute).

The Task Force will need to keep several issues in mind in planning activities associated with its work:

1. Surveying, soliciting, and consulting with community resources (persons, agencies, publications) for issues/problems/needs that are identified as significant for the central Indiana area. Trudy has supplied a number of written reports that will need to be considered by the task force.

2. Obtaining broader campus participation that will represent diverse academic and nonacademic interests, provide input and feedback, and facilitate understanding and acceptance of the Task Force's work. The Task Force will need to develop a plan for this component.

3. In addition to providing a framework for inventorying and evaluating civic engagement, the Task Force will need to integrate (a) campus work and resources with (b) community interests to produce (c) a visionary civic agenda for IUPUI.

NEXT MEETING: November 21, 2000, 3 to 5:30, Payton Library in the University Library, Room UL 2115 J.

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Civic Engagement Task Force Minutes

Civic Engagement Task Force
November 21, 2000

Present: Linda Stein, Greg Lindsey, Susan Kahn, Victor Borden, Sharon Hamilton, Julie Hatcher, Steve Kirchoff, Bob Bringle

Definition

Several definitions of civic engagement were considered and the following tentative definition was crafted from the discussion:

Civic Engagement: Collaborative activities with the community that use resources, skills, expertise, and knowledge of both the campus and the community to improve the quality of life and to advance campus mission.

[note: I changed "Collaborative work" to "Collaborative activities"]

[note: Does this definition clearly exclude personal service]

The Task Force members are asked to ask their unit head (e.g., chair, dean, director) and one faculty member of each rank (assistant, associate, full professor) for reactions to the proposed definition. Please bring this feedback to the next meeting.

The Task Force will develop a plan to broaden the distribution of this definition, including distribution at meetings that will focus on other aspects of our agenda, and continue to revise the definition.

Organization

Several new schemes were presented and considered in discussion.

J. Hatcher provided a handout that (a) referred us to the current mission and values statement, (b) differentiated between engagement activities and effectiveness, and (c) looked at activities in terms of faculty, students, partnerships, and infrastructure.

R. Bringle's handout focused on institutional infrastructure, community voice, and capitalizing on strengths.

V. Borden provided an approach that focused on infrastructure, the strengths of the institution, and the quality of campus-community dialogue.

S. Kahn noted that the discussion included references to who, what types of activities, to whom, content areas (e.g., environment, education), and with what effect.

From the discussion, the following synthesis is tentatively offered to guide subsequent work:

1. **Infrastructure**-evidence that units and the campus provide and develop organizational structures (e.g., mission statements, policies, staff, professional development, resources, and unit development, incentives) to enhance effective civic engagement for the campus and the community.

2. **Community Voice-**evidence that units and the campus provide ongoing strategic dialogue between community and campus (e.g., opportunities for community input, advocacy, feedback, and guidance) to enhance effective civic engagement for the campus and the community.

3. **Urban Commitment**-evidence that units and the campus produce significant results (e.g., programs, learning, scholarly activities, community impact) on the visionary civic agenda for IUPUI that is developed and revised through a joint analysis of (a) campus and unit strengths, resources, and mission and (b) community interests, needs, and priorities.

V. Borden has supplied the following list for consideration for #3:

Career and Professional Preparation

Lifelong Learning

Leadership and Service

Linkages with P/K-12 Education

Business and Economic Development

Arts, Humanities, and Culture

Urban and Environmental Partnerships

Health, Social Sciences, and Human Services

Information Technologies

Science and Technology

Breakthroughs and Innovations

It was the consensus of the group that we would test the usefulness of these headings by

1. defining and elaborating what is contained within each (e.g., for reporting)
2. identifying outcomes
3. identifying indicators
4. identifying standards for evaluation that work across the spectrum of types of projects and units

Task Force members are requested to refer to various informational handouts that have been provided (e.g., minutes from Sullivan's group, the Gelmon article, the draft of "Teaching and Learning", the Board of Advisors summary, Principles for the engaged campus) and bring an elaboration of the headings to the next meeting for distribution and discussion (see next page).

NEXT MEETING: Wednesday, December 13, 2000, 9:00 A.M., UL2115J

Brainstorming Grid

Definition of Goals	Outcomes	Indicators of Progress	Standard for Evaluation
Campus Infrastructure			
Community Voice			
Urban Commitment			

IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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Civic Engagement Task Force Minutes

Civic Engagement Task Force
December 13, 2000

1. A first draft of the "Excellence in Research and Scholarship" document was circulated to Task Force members. The document that we read had been distributed to the Futures Group and feedback was given to D. Stocum and M. Brenner. Sharon Hamilton shared a summary of some of the feedback from the Futures Group to the authors. Discussion by Task Force members included (a) the document focuses on rather traditional forms of scholarship (i.e., discover) and traditional measures of the quantity of scholarly production versus the value, worth, community impact, and distinctive nature that scholarly activities at a metropolitan university might have; (b) the lack of links to the other two areas (teaching/learning and civic engagement); (c) a heavy emphasis on graduate versus undergraduate research and how undergraduate research might be strategically used to help graduate and faculty research and to cultivate future graduate students; and (d) the potential for collaborative arrangements between the community and campus that would not only keep our graduates in the area but also keep researchers in the region. It was determined that, because the Futures Group had provided feedback, R. Bringle would convey (a) these general reactions to the document, (b) suggest that the authors consult the report from the Board of Advisors, (c) suggest that links to the other two areas be developed in future drafts, and (d) indicate our interest in seeing subsequent drafts.

2. Definition. The definition of civic engagement was reviewed and discussed. The phrase "quality of life" generated discussion about potential indicators of impact and work on this issue that is currently taking place (e.g., SAVI, CIRCLE, SPEA, technology). The following definition resulted from the discussion:

Civic engagement encompasses collaborative activities with communities that draw on resources, skills, expertise, and knowledge of both the campus and the community to improve the quality of life of communities in a manner that advances campus mission.

The Task Force members are again requested to ask their unit head (e.g., chair, dean, director) and one faculty member of each rank (assistant, associate, full professor) for reactions to the proposed definition.

3. Kirchoff, Bringle, and Hamilton and Kahn distributed elaborations of the three main categories of civic engagement (infrastructure, community voice, urban commitment). The specific contributions of each approach were noted. The discussion about outcomes, indicators, and consequences resulted in the suggestion that the Task Force consult two other documents: (a) United Way's materials developed by the Impact Council, and (b) the recently released model for learning that is proposed for use for accreditation. **S. Kirchoff will get copies of the first, and S. Kahn will get copies of the second for distribution to the Task Force.** A synthesis of the elaborations is attached. Subsequent work will need to be done on outcomes, indicators, and standards

NEXT MEETING: Wednesday, January 10th, 10-12, UL2115J

Exemplary Civic Engagement

As one of the nation's leading metropolitan universities, and the only such campus in the state with a specifically designated metropolitan mission, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its

mission, "to develop and apply knowledge to ever-changing social issues through teaching, research, and service . . . and to serve as a model for collaboration and interdisciplinary work through partnerships with the community." Institutional work and scholarship based on community service is consistent with the goal to be a model metropolitan university, to provide leadership to others in all facets of integrating service with teaching and research, and to engage educators, staff, and students in activities that benefit their communities as well as themselves.

In order to fulfill this vision, IUPUI must commit to civic engagement. **Civic engagement includes collaborative activities with communities that draw on resources, skills, expertise, and knowledge of both the campus and the community to improve the quality of life of communities in a manner that advances campus mission.** Effective civic engagement encompasses

· fostering dialogue with communities

· developing infrastructure to support civic engagement

· achieving excellence for an institutional vision of Urban Commitment

1. **Community Dialogue-** units and the campus develop and provide opportunities for planned, regular, and strategic dialogue between communities and the campus to enhance effective civic engagement for the campus and the community.

Effective community dialogue encompasses . . .

· Providing opportunities at all levels (e.g., campus, unit, department, individual) for community input and participation in

· planning

· budgets

· implementation

· decision making

· program review

· dissemination

· Providing effective organizational and professional development to increase campus understanding of community issues

· Providing opportunities for effective community participation (e.g., design, implementation, co-teaching)in academically-based community learning (ABCL)

· Providing effective community access to educational resources

· Providing opportunities for advancing collaboration among community partners

· Fostering mutual trust and commitment from communities for collaborative work with the campus

2. **Infrastructure**-units and the campus develop and provide organizational structures and resources to enhance effective civic engagement for the campus and the community.

Effective infrastructure encompasses

- Providing support to civic engagement in all aspects of institutional work, including

· mission statement

- professional staff
- budget
- resources
- incentives and rewards
- interdisciplinary collaboration
- professional development
- teaching and learning
- scholarly activities
- publicity
- Providing opportunities for effective academically-based community learning
- Providing opportunities for community-based scholarship
- Developing and maintaining campus-community collaborative partnerships
- Developing external funding for civic engagement
- Developing interdisciplinary relationships
- Providing effective professional development activities to promote civic engagement
- Providing publicity for civic engagement
- Providing leadership for civic engagement

3. **Urban Commitment**-a mutually agreed on visionary civic agenda for IUPUI that is a joint analysis of (a) campus and unit strengths, resources, and mission and (b) community interests, needs, and priorities. The Urban Commitment will include:

P/K-12 Education and Life Long Learning
Career and Professional Competencies
Business and Economic Development
Arts, Humanities, and Culture
Urban and Environmental Partnerships
Health, Social Sciences, and Human Services
Information Technologies
Science and Technology

Effectively achieving excellence for the vision of the Urban Commitment encompasses

· Providing information that informs decisions about the nature of the Urban Commitment

· Promoting wide-spread community participation in the development and implementation of the Urban Commitment

· Promoting wide-spread campus participation in the development and implementation of the Urban Commitment

· Promoting advocacy for the Urban Commitment by both campus and communities

· Conducting annual reassessment and revision of the Urban Commitment's nature by campus and communities

· Establishing leadership and infrastructure to support the Urban Commitment

· Ensuring that units make strategic decisions to contribute to the Urban Commitment

· Designing innovative and effective programs, activities, and collaborations consistent with the Urban Commitment

· Demonstrating positive impact of the Urban Commitment on faculty, staff, and student knowledge, attitudes, skills, and aspirations

· Demonstrating positive impact of the Urban Commitment on the actions, decisions, and practice of faculty, staff, and students (i.e., patterns of behaviors, procedures, or actions related to social, economic, and environmental conditions)

· Demonstrating positive impact of the Urban Commitment on social, economic, and environmental conditions in the community

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Civic Engagement Task Force Minutes

Civic Engagement Task Force
January 10, 2001

Present: B. Wilcox, S. Hamilton, S. Kirchoff, G. Miller, V. Borden, J. Hatcher, R. Bringle

1. Feedback was provided on the last version of the definition. Discussion focused on the degree to which reciprocity was evident in the current wording, does "campus mission" need to say "(teaching, research, and service)", the overlap of civic engagement with the other two areas, and the degree to which Central Indiana needed to be explicit as a focus of campus mission. It was suggested that civic engagement be considered institutional mission, and that faculty work (teaching, research, service) be viewed as contributing to civic engagement. Nonetheless, administrators and faculty will need to know how to respond to requests to identify plans, work, and accomplishments as civic engagement.

NOTE: In my revision of the definition, I elected to leave in the first "communities" because I think it has to be explicit that the collaborative activities are not internal to the university (I know that's obvious to you, but it has to be stated). If that is the case, I don't see how the other two can be deleted (maybe the last one, but I don't think so). I changed "draw" to "builds." I strongly prefer a single sentence definition, so I did not move to a semicolon or a period "after activities with communities." We can continue our work on this.

2. Discussion focused on revisions to a preliminary document on Exemplary Civic Engagement that is being designed to go to the Futures Group for discussion and feedback. S. Kahn distributed documents about the accreditation process and S. Kirchoff distributed documents from the United Way's Impact Council. A reorganization and expansion of the introduction was recommended.

V. Borden recommended the following dimensions for assessment:

- Pervasiveness
- Capacity
- Accessibility
- Inclusiveness

In trying to re-write the document, I thought that these might be dimensions under each of the key indicators (e.g., those 4 dimensions applied to institutional infrastructure, community-based scholarship, ABCL, understanding of the Urban Commitment, etc.). As a result, I did not make many revisions to the body of the document.

3. **Task Force members are asked to carefully examine the revisions of the Exemplary Civic Engagement document and bring comments to the next meeting.**

4. **NOTE: The Futures Group meeting has been scheduled for January 31, 2001. We will need a**

presentable document by that time.

NEXT MEETING: 9:30, Wednesday, January 24, UL 2115 G

Exemplary Civic Engagement

As one of the nation's leading metropolitan universities, and the only such campus in the state with a specifically designated metropolitan mission, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its mission, "to develop and apply knowledge to ever-changing social issues through teaching, research, and service . . . and to serve as a model for collaboration and interdisciplinary work through partnerships with the community." Institutional work and scholarship based on community service is consistent with the goal to be a model metropolitan university, to provide leadership to others in all facets of integrating service with teaching and research, and to engage educators, staff, and students in activities that benefit their communities as well as themselves.

In order to fulfill this vision, IUPUI must commit to civic engagement. **Civic engagement is collaborative activities with communities that build on resources, skills, expertise, and knowledge of both the campus and communities to improve the quality of life of communities in a manner that advances campus mission.**

Effective civic engagement requires

1. **Institutional Capacity And Commitments-**units and the campus develop and provide organizational structures and resources to enhance effective civic engagement.

2. **Partnerships-**units and the campus develop reciprocal and mutually beneficial relationships with the community that are fair, responsive, and effective.

3. **Urban Commitment-**units and the campus agree on a visionary civic agenda for IUPUI that is a joint analysis of (a) campus and unit strengths, resources, and mission and (b) community interests, needs, and priorities.

1. **Institutional Capacity And Commitments-**units and the campus develop and provide organizational structures and resources to enhance effective civic engagement.

Effective institutional capacity and commitments encompasses

- Providing support to civic engagement in all aspects of institutional work, including

· mission statement

· professional staff

· budget

· resources

· incentives and rewards

· interdisciplinary collaboration

· professional development

- teaching and learning
- scholarly activities
- publicity
- Providing opportunities for effective academically-based community learning
- Providing opportunities for community-based scholarship
- Developing and maintaining campus-community collaborative partnerships
- Developing external funding for civic engagement
- Developing interdisciplinary relationships
- Providing effective professional development activities to promote civic engagement
- Providing publicity for civic engagement
- Providing leadership for civic engagement

2. **Partnerships**-units and the campus develop reciprocal and mutually beneficial relationships with the community that are fair, responsive, and effective.

Effective community dialogue encompasses . . .

- Pervasive examples of partnerships
- Providing effective community access to educational resources
- Evidence of inclusiveness
- Providing opportunities at all levels (e.g., campus, unit, department, individual) for community input and participation in such activities as
- planning
- budgets
- implementation
- decision making
- program review
- dissemination
- Providing effective organizational and professional development to increase campus understanding of community issues
- Providing opportunities for effective community participation (e.g., design, implementation, co-teaching) in academically-based community learning (ABCL)
- Providing opportunities for advancing collaboration among community partners
- Fostering mutual trust and commitment from communities for collaborative work with the campus

3. Urban Commitment-units and the campus agree on a visionary civic agenda for IUPUI that is a joint analysis of (a) campus and unit strengths, resources, and mission and (b) community interests, needs, and priorities.

Effectively achieving excellence for the vision of the Urban Commitment encompasses

· Providing information that informs decisions about the nature of the Urban Commitment

· Promoting wide-spread community participation in the development and implementation of the Urban Commitment

· Promoting wide-spread campus participation in the development and implementation of the Urban Commitment

· Promoting advocacy for the Urban Commitment by both campus and communities

· Conducting annual reassessment and revision of the Urban Commitment's nature by campus and communities

· Establishing leadership and infrastructure to support the Urban Commitment

· Ensuring that units make strategic decisions to contribute to the Urban Commitment

· Designing innovative and effective programs, activities, and collaborations consistent with the Urban Commitment

· Demonstrating positive impact of the Urban Commitment on faculty, staff, and student knowledge, attitudes, skills, and aspirations

· Demonstrating positive impact of the Urban Commitment on the actions, decisions, and practice of faculty, staff, and students (i.e., patterns of behaviors, procedures, or actions related to social, economic, and environmental conditions)

· Demonstrating positive impact of the Urban Commitment on social, economic, and environmental conditions in the community

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Civic Engagement Task Force Minutes

Civic Engagement Task Force
January 24, 2001

Present: B. Wilcox, G. Lindsey, S. Hamilton, S. Kirchoff, G. Miller, V. Borden, J. Hatcher, R. Bringle

1. The most recent copy of the "Excellence in Research and Scholarship" document was circulated to Task Force members. Discussion by Task Force members reiterated earlier points that (a) the document focuses on rather traditional forms of scholarship (i.e., discover) and traditional measures of the quantity of scholarly production versus the value, worth, community impact, and distinctive nature that scholarly activities at a metropolitan university might have; (b) the lack of links to the other two areas (teaching/learning and civic engagement); (c) a heavy emphasis on graduate versus undergraduate research and how undergraduate research might be strategically used to help graduate and faculty research and to cultivate future graduate students; (d) the potential for innovative collaborative arrangements between the community and campus that would not only keep our graduates in the area but also keep researchers in the region; and (e) fostering community-based action research through sabbaticals and joint campus-community appointments. **Most apparent during a quick read of the document was the lack of attention to II. Distinguishing features of Research in the Urban University in the subsequent sections of the document.**

2. The definition of civic engagement was revisited and the following version will be presented to the Futures Group:

Civic Engagement is collaborative activity that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life and advance the campus mission.

3. The descriptions of the three main areas of civic engagement were rewritten. In doing so, it was noted that the three areas have good parallels with other documents (e.g., accreditation), but there is a need to build outcomes into subsequent work. The Urban Committee was acknowledged to include both geographic location (i.e., local and regional activities) and content (the Urban Commitment Agenda-to be forged subsequently). The relationships between the work to date and other documents (e.g., Board of Advisors summary, Sullivan's group from last year, Futures Group's initial list) was discussed. It was noted that Bringle will seek advice from the Futures Group about how to reflect those materials in this document and subsequent work. Work on key performance indicators will commence after the meeting with the Future's Group.

Task Force members are asked to carefully examine the revisions of the Exemplary Civic Engagement document and bring any changes to the Bringle's attention, before the Futures Group, if possible. The Futures Group meeting has been scheduled for January 31, 2001. We will need a presentable document by

that time.

Exemplary Civic Engagement

As one of the nation's leading metropolitan universities, and the only such campus in the state with a specifically designated metropolitan mission, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its mission, "to develop and apply knowledge to ever-changing social issues through teaching, research, and service . . . and to serve as a model for collaboration and interdisciplinary work through partnerships with the community." Institutional work and scholarship based on community service is consistent with the goal to be a model metropolitan university, to provide leadership to others in all facets of integrating service with teaching and research, and to engage educators, staff, and students in activities that benefit their communities as well as themselves.

In order to fulfill this vision, IUPUI must commit to civic engagement. **Civic Engagement is collaborative activity that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life and advance the campus mission.**

Exemplary civic engagement requires

I. Institutional Capacity And Commitments-units and the campus develop and support organizational structures and provide resources to enhance effective civic engagement.

II. Partnerships-units and the campus develop and sustain reciprocal and mutually beneficial relationships with the community.

III. Urban Commitment-units and the campus collaborate with local and regional communities to develop and implement a visionary civic agenda for IUPUI.

I. **Institutional Capacity And Commitments**-units and the campus develop and support organizational structures and provide resources to enhance effective civic engagement.

Exemplary institutional capacity and commitments encompasses

- Providing support to civic engagement in all aspects of institutional work, including

· mission statement

· professional staff

· budget

· resources

· incentives and rewards

· interdisciplinary collaboration

· professional development

· teaching and learning

· scholarly activities

· publicity

· Providing opportunities for effective academically-based community learning

· Providing opportunities for community-based scholarship

· Developing and maintaining campus-community collaborative partnerships

· Developing external funding for civic engagement

· Developing interdisciplinary relationships

· Providing effective professional development activities to promote civic engagement

· Providing publicity for civic engagement

· Providing leadership for civic engagement

II. **Partnerships**-units and the campus develop and sustain reciprocal and mutually beneficial relationships with the community.

Exemplary community partnerships encompass . . .

· Relationships that intensive, extensive, diverse, innovative, responsive, fair, and effective

· Pervasive

· Providing effective community access to educational resources

· Evidence of inclusiveness

· Providing opportunities at all levels (e.g., campus, unit, department, individual) for community input and participation in such activities as

· planning

· budgets

· implementation

· decision making

· program review

· dissemination

· Providing effective organizational and professional development to increase campus understanding of community issues

· Providing opportunities for effective community participation (e.g., design, implementation, co-teaching) in academically-based community learning (ABCL)

· Providing opportunities for advancing collaboration among community partners

· Fostering mutual trust and commitment from communities for collaborative work with the campus

III. Urban Commitment-units and the campus collaborate with local and regional communities to develop and implement a visionary civic agenda for IUPUI.

Exemplary achievement of the Urban Commitment encompasses

· Developing the means for establishing the Urban Commitment

· Conducting annual reassessment and revision of the Urban Commitment's nature by campus and communities

· Promoting wide-spread community participation in the development and implementation of the Urban Commitment

· Promoting wide-spread campus participation in the development and implementation of the Urban Commitment

· Promoting advocacy for the Urban Commitment by both campus and communities

· Establishing leadership and infrastructure to support the Urban Commitment

· Providing information that informs decisions about the nature of the Urban Commitment

· Ensuring that units make strategic decisions to contribute to the Urban Commitment

· Designing innovative and effective programs, activities, and collaborations consistent with the Urban Commitment

· Demonstrating positive impact of the Urban Commitment on faculty, staff, and student knowledge, attitudes, skills, and aspirations

· Demonstrating positive impact of the Urban Commitment on the actions, decisions, and practice of faculty, staff, and students (i.e., patterns of behaviors, procedures, or actions related to social, economic, and environmental conditions)

· Demonstrating positive impact of the Urban Commitment on social, economic, and environmental conditions in the community

IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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Civic Engagement Task Force Minutes

Civic Engagement Task Force
February 13, 2002

Present: V. Borden, S. Kahn, G. Miller, S. Kirchhoff, M. Bell, J. Hatcher, C. Sullivan, S. MacLaughlin

1. The charge of the CETF was reviewed and the work for the Spring and Summer, which will be focused on the NCA accreditation was presented.

2. The Context for Planning was distributed and discussed.

3. The Preliminary Plan for Teaching and Learning was distributed and was discussed as a parallel document to civic engagement.

4. V. Borden distributed the Performance Indicator document. Examples of macro and micro indicators were provided. For example, for a macro level indicator, Minority Participation, there are Key Indicators, Other Indicators, and Unit Indicators. A Technical Advisory Group will review the adequacy of indicators (e.g., ability to communicate to external stakeholders) and an administrative group will review the relevance of the indicator (e.g., the availability of data for the indicator).

For NCA work on civic engagement, we should arrive at the macro and micro performance indicators, but probably not judgements about quality. The base for developing the criteria for the judgments will be a longer-term process. The indicators may represent current status and recent trends with the institutional context. Concerning the institutional-level vs. sum of the work of individual units, for teaching and learning, PRAC has accumulated unit reports. For civic engagement, information will come from annual reports plus the web-based Civic Engagement Inventory.

5. Steve showed the Task Force the Civic Engagement Inventory, which is operational. Information from sample projects will be entered into the CEI and distributed to units for review and updates. Rollout of the CEI to Deans is expected in 2 weeks; they will be asked to enter "big ticket" items for piloting. The CEI is currently seen as better suited for project activities rather than individual activities by faculty (e.g., individual consulting).

6. S. Kahn noted that the NCA campus visit is scheduled for Nov. 18-20 and requires a good draft by early to mid-September. For Teaching and Learning, all performance indicators will be presented as in developing and

informing strategic planning. For Civic Engagement, the language and structure should be in place with evidence and examples in both web-based (with links) and print form. The portfolio can be previewed at www.iport.iupui.edu.

IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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Support and Enhance Effective Teaching

A subgroup of the Program Review and Assessment Committee reviewed the measures and reached unanimous agreement on their ratings on September 26, 2002. The overall "Green/Yellow" rating reflects the split of two green and two yellow judgments for the four indicators in this area.

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

---

Institutional priorities for teaching development and practices

Key Indicator:

Teaching as a Documented Area of Excellence in Promotion and Tenure

- Although IUPUI is a major research university, two of five faculty who were promoted or tenured in 2001-02 included teaching as an area of documented excellence in their review

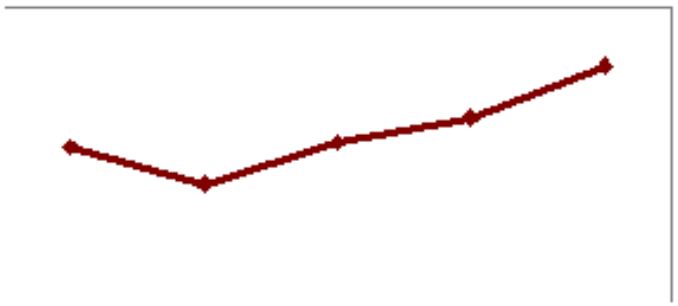
Other Indicators:

Centrality to Mission

- Teaching and Learning is identified as the first of three primary components of IUPUI's mission (PDF)

Resources for Faculty and Professional Development

- There has been a substantial investment in recent years in the budget for central faculty development support, primarily as administered through the Office for Professional Development

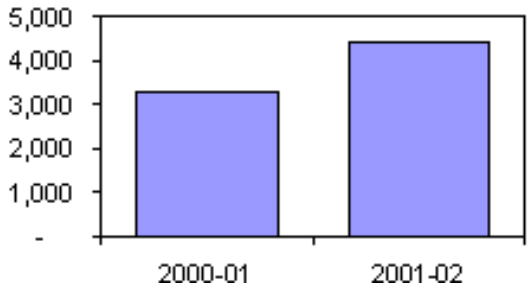


Faculty Participation in Professional Development

- Faculty use of the services offered by the various units of the Office for Professional Development, including the Center for Teaching and Learning, increased by 35% over the last year.

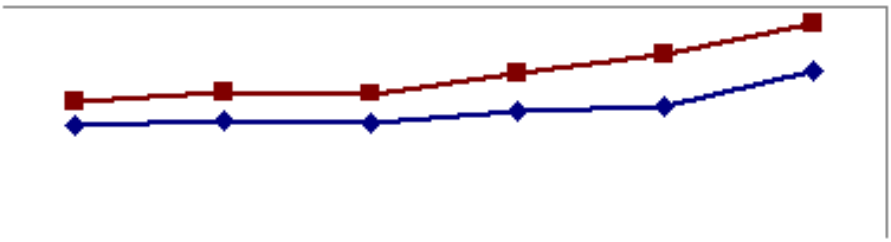
Instances of Faculty Participation in OPD Services

2000-01	2001-02	Percent Change
3,294	4,442	35%



Full-Time Faculty Teaching Undergraduate Courses

- The recent notable increase can be attributed, in large part, to the Trustees' Full-Time Lecturer Initiative. A portion of tuition revenues was devoted to converting part-time into full-time lecturer positions.



Teaching Load

- IUPUI faculty teach just under six courses per academic year, on average. This load is slightly higher than the load recommended by the American Association of University Professors for campuses with a similar program and student level mix.

Class Size

- Almost three-quarters of IUPUI classes have fewer than 30 students and fewer than one in ten have 50 or more students. Class size at IUPUI is notably smaller than at the Bloomington and West Lafayette campuses of Indiana and Purdue Universities. It also compares favorably with class sizes at IUPUI Peer Urban Universities.

Percent of Class Sections with Fewer than 30 or More than 50 Students
IUPUI Trend - Fall 1997 through Fall 2001

Section Size	1997	1998	1999	2000	2001
< 30	73%	76%	75%	72%	71%
50 +	8%	8%	8%	9%	9%

Fall 2001 Section Size by Campus

	Total Sections	Pct. < 30	Pct 50+
IUPUI	2,078	71%	9%
Other Large Indiana Publics			
Indiana University, Bloomington	3,688	61%	19%
Purdue University, West Lafayette	4,275	65%	17%
Ball State University	2,445	71%	8%
IUPUI Peers			
Alabama Birmingham	1,971	65%	13%
University of Cincinnati	3,670	79%	6%
University of Houston	2,294	71%	12%
University of Illinois, Chicago	1,682	66%	11%
University of Wisconsin, Milwaukee	971	84%	4%
Wayne State University	NA	NA	NA

Faculty Satisfaction

- IUPUI faculty satisfaction with rewards and recognition for teaching has increased notably since 1996. However, faculty satisfaction with the role of peer review in evaluating teaching has declined slightly.

Unit Contributions:

Percent of Full-Time Faculty Teaching Undergraduate Courses

The vast majority of IUPUI faculty teach undergraduate courses.

Detailed Reports:

- Interim Report on Teaching Effectiveness (PDF)

Featured Improvement Initiatives

- Office for Professional Development (OPD)
  - Center for Teaching and Learning
- Faculty Colloquium on Excellence in Teaching (FACET)
- Office of Campus Writing

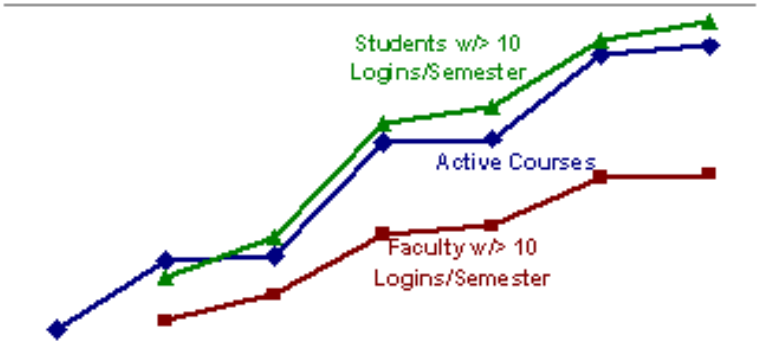
Back To Top

Development of technology-based and technology-assisted teaching capacities

Key Indicator:

Use of OnCourse at IUPUI

- OnCourse, the Web-based course platform originally developed by IUPUI's Cyberlab group, and now commercially available nationally as the ANGEL platform, was adopted by all campuses of Indiana University. Use of OnCourse at IUPUI has grown significantly over the past four years.



Other Indicators:

Students' reported learning gains in use of technology

- Results from the National Survey of Student Engagement show that IUPUI freshmen and seniors report higher learning gains on average for using computing and information technology compared to peers at urban universities and those at other Doctoral Intensive institutions (i.e., IUPUI's Carnegie Classification).

Note: Non-overlapping bars on the confidence interval charts indicate significant differences.

Student use of email and other technologies for learning instruction

- Responses from two other NSSE items indicate that IUPUI seniors report using an electronic medium more often than their peers for completing a class assignment. Both IUPUI freshman and seniors report more frequent use of email to communicate with instructors.

Used an electronic medium (e.g., list serv, chat group) to discuss or complete an assignmento

Freshmen	Valid N[a]	Mean[d]	STD	Percentages Never	Some Times	Often	Very Often	Confidence Intervals NV	ST	OFT	VOFT
IUPUI	457	2.53	1.06	19.5	31.9	24.7	23.9				
URBAN	2360	2.54	1.08	20.8	29.2	25.1	25.0				
DOC INTENSIVE	3667	2.57	1.07	19.7	28.9	26.4	25.0				
Seniors											
IUPUI	855	2.94	0.98	8.7	25.4	29.6	36.4				
URBAN	2804	2.70	1.04	14.9	28.8	28.1	28.2				
DOC INTENSIVE	3880	2.75	1.05	14.1	27.9	26.8	31.2				

1=never, 2=sometimes, 3=often, 4=very often

Used email to communicate with an instructor

Freshmen	Valid N[a]	Mean[d]	STD	Percentages Never	Some Times	Often	Very Often	Confidence Intervals NV	ST	OFT	VOFT
IUPUI	457	2.95	0.91	4.8	30.0	30.9	34.4				
URBAN	2358	2.71	0.94	10.0	33.0	33.2	23.8				
DOC INTENSIVE	3664	2.79	0.93	7.7	32.2	33.1	27.0				
Seniors											
IUPUI	855	3.23	0.83	2.2	18.9	32.5	46.3				
URBAN	2803	2.91	0.90	5.5	29.4	34.2	30.9				
DOC INTENSIVE	3880	3.00	0.89	4.2	27.2	32.6	36.0				

1=never, 2=sometimes, 3=often, 4=very often

Enrollment in Online Courses

- Online course enrollments have increased significantly over the past two years in the very early stages of IUPUI's effort to develop a substantial number of online courses and programs.

Faculty Satisfaction with Technology Support for Teaching Activities

- There have been notable increases in all items on the bi-annual faculty survey that relate to technology support for teaching activities

Unit Contributions: (in development)

Detailed Reports:

- Teaching and Learning Information Technologies Strategic Plan
- Status of Distance Education at IUPUI

Improvement Initiatives:

- Center for Teaching and Learning Instructional Technology Support
- Featured School and Department Online Course Initiatives

- School of Nursing
- Kelley School of Business
- Department of Computer Technology

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

Note: Also a Diversity Climate Indicator

Key Indicator:

Students' Self-Reported Interactions with Diverse Peers

- Two items from the National Survey of Student Engagement (NSSE) show that IUPUI freshmen report having fewer interactions with students from different cultural backgrounds or with different views and perspectives compared with their urban peers, as well as with students at other Doctoral Intensive institutions. IUPUI seniors compare well to their peers on these measures.

Other Indicators:

Student Perceptions of Campus Emphasis on Encouraging Interactions among Diverse Students

- IUPUI freshmen and seniors' response to an NSSE item regarding the campus's emphasis on supporting contact among diverse students is similar to that of their peers

Faculty Reports of Including Diverse Perspectives in Discussions and Writing Assignments

- The 2002 Faculty Survey included items parallel to those on the NSSE regarding faculty teaching practices. Over one half of IUPUI faculty reported that they include diverse perspectives in class discussions and writing assignments often or very often

Unit Contributions: In Development

Detailed Reports:

- Campus Climate for Diversity Review
- External Consultants' Report (PDF)

Improvement Initiatives:

- Chancellor's Diversity Cabinet
- Diversity Inquiry Group
- IUPUI Multicultural Classroom Resource Guide
- Diversity at IUPUI

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Use of assessment results to support and enhance effective teaching and

student learning and course and curriculum changes

Key Indicator:

School Reports of Improvements based on Assessment Results

- 2000 - 2001 Campus-Wide Study of PULs (See "School by School Reports")

Other Indicators:

Evidence provided in Program Review and Assessment Committee (PRAC) Annual Reports

- PRAC Annual Activity Summaries

Unit Contributions: See School by School Reports Above

Detailed Reports:

- Program Review and Assessment Committee School Reports

Improvement Initiatives:

- Program Review and Assessment Committee
- Special PRAC Study of Assessment in the Schools
- Gateway Program
- Assessment in University College
- Student Electronic Portfolio
- Greater Expectations Project

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Trustees' Lecturer Initiative

In 2001, the IU Board of Trustees created a three-year initiative to replace part-time faculty positions with full-time lecturer positions across the eight campuses of Indiana University. At IUPUI, the initiative added 35 full-time positions to the Schools of Science and Liberal Arts in 2001-2002 and 43 positions across the campus in 2002-2003. In 2003-2004, an additional 22 positions will be established. Because the purpose of the initiative is to expand the number of undergraduate course sections taught by full-time faculty, new full-time lecturers may not be used to reduce participation of other full-time faculty in undergraduate teaching. The initiative has already resulted in substantial increases in undergraduate course sections taught by full-time faculty members.

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A Special PRAC Study of Assessment in the Schools

Over the 2001-2002 academic year, in preparation for this Learning and Teaching special emphasis self-study, PRAC undertook a study of assessment practices across IUPUI schools through a series of oral reports presented at the monthly PRAC meetings. Amplifying and extending the written reports submitted annually by the schools, the oral reports considered assessment findings in relation to key learning outcomes, uses being made of those findings, and needs for improvement, including improvement of assessment approaches and support for assessment work. The reports revealed both ongoing progress in implementing effective assessment practices across the campus and a need for continued advocacy, faculty development, and support to encourage the spread of more sophisticated and ongoing assessment practices. Based on consideration of the entire set of reports, PRAC developed a list of recommendations that address the following areas:

- Building faculty and student commitment to and participation in assessment
- Improving incentives and rewards for faculty involved with assessment
- Enhancing administrative support for assessment
- Strengthening the campus infrastructure for assessment

This year, PRAC has begun working with relevant campus committees, groups, and offices to implement these recommendations.

Go on to: Using Surveys in Assessing Student Learning

Student Learning

- Milestones
- Sections
  - Fostering Student Engagement
  - Creating a Supportive Environment
  - Planning and Assessing for Learning
- Examples
- Initiatives
- Performance Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

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PRAC Oral Reports 2001-2002

School of Allied Health Sciences

Herron School of Art

Kelley School of Business

School of Dentistry

School of Education

School of Engineering and Technology (additional details)

School of Informatics

School of Journalism

School of Law

School of Liberal Arts

School of Library Science

School of Medicine

School of Music

School of Nursing

School of Physical Education and Tourism Management

School of Public and Environmental Affairs (SPEA)

School of Science

School of Social Work

University College

PRAC Recommendations

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Using Surveys in Assessing Student Learning

Student Learning

- Milestones
- Sections
  - Fostering Student Engagement
  - Creating a Supportive Environment
  - Planning and Assessing for Learning
- Examples
- Initiatives
- Performance Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

IUPUI makes extensive use of surveys at both the school and campus levels to gather indirect evidence of student learning that supplements and fleshes out evidence gathered through other assessment activities. Campus-wide survey efforts began in earnest in 1993, following the inception of the Office of Information Management and Institutional Research (IMIR) the previous year. The first student satisfaction survey focused on needs for additional student support resources, including student housing. Over the next four years, IMIR developed annually administered surveys of continuing and non-returning students, recent alumni, faculty, and staff. These instruments were designed specifically to serve campus and school improvement efforts, focusing on support service issues and using satisfaction and importance ratings to determine support needs and perceived service quality.

In the late 1990s, as the campus focused increasingly on student learning, the student and faculty surveys were revised to include more items relevant to teaching and learning improvement efforts. The continuing student and alumni surveys were refocused around students' self-reported learning gains in relation to the PULs. A new reporting format, quadrant maps, was developed to help portray responses to these items. A survey of alumni employers (PDF), conducted in 2000, also focused on PUL-related learning outcomes.

In 1997, as part of the Restructuring for Urban Student Success Project, IMIR staff worked with colleagues from Portland State University and Temple University to develop a common entering freshman survey. Items from this RUSS survey were subsequently combined with items from the ACT, Inc. Student Information Survey, conducted as part of the ACT/COMP placement testing process, to form IUPUI's current entering student survey. The survey instrument queries new students about their academic goals, perceived learning needs, expectations about college, and outside obligations, such as work and family commitments.

IUPUI also participated in the National Survey of Student Engagement (NSSE) in 2000 and 2002. In collaboration with colleagues from other urban universities, we developed a set of common additional items specifically relevant to the urban student context. Our collaboration with peer campuses allowed for comparison of our survey results with those of our peers. We plan to participate in the NSSE every other year, administering our own Continuing Student Satisfaction and Priorities Survey in alternate years. In 2002, a set of NSSE items was adapted for use in the Faculty Survey, so that faculty perceptions of the learning environment at IUPUI could be compared with those of students.

Current IUPUI surveys are linked closely to campus diversity initiatives. The 1998 editions of the continuing student and faculty surveys and the 1999 staff survey included items related to the campus climate for women and minorities. These items are now being revised to correlate more closely with the latest performance indicators for diversity.

IMIR has incorporated several features into its survey program intended to promote the use of results for program assessment. Stratified random samples are used to ensure the availability of reliable school-level results. Students enrolled in programs scheduled for academic program review are over-sampled the year

prior to the review so that program-level results can be included in the program's self-study. For small programs, results from several years' worth of surveys are combined to create a sufficient sample size. IMIR staff also provides programs the opportunity to customize the alumni survey instrument to serve departmental assessment purposes. In addition, when schools undergo professional accreditation reviews, special surveys tailored to self-study needs are conducted.

Indicators and trends from the range of IUPUI surveys are included in annual reports to support the annual campus planning and budgeting process. Deans and Vice Chancellors are expected to respond to survey findings in their annual plans. Survey results are also incorporated into our performance indicators and annual *Campus Performance Report*. Presentations of survey results are featured yearly at PRAC meetings and at numerous faculty and administrative department meetings. Units ranging from the University Library to academic programs, departments, and schools, the Registrar's Office, and many support programs monitor survey results to determine the impact of improvement initiatives on student, faculty, and staff perceptions.

These surveys include both in-house and national instruments. At the campus level, surveys of entering and continuing students, of non-returning students, of graduates and of employers of graduates yield valuable information on student expectations, satisfaction, and perceived learning outcomes that helps faculty and programs plan curricula and pedagogical approaches that engage students and fit their needs.

The various student surveys have been especially important tools in our efforts to improve student retention, helping to illuminate the challenges our students face as they work to continue and complete their education. For example, comparing our results on the NSSE to those of participating peer urban public campuses, we learned that, on average, IUPUI students spend twice as much time working at outside jobs than students at our peer institutions-a statistic that may help explain why our retention rates have been lower than those of peer campuses. NSSE and other survey results were used extensively in developing the Gateway Program's strategies for improving retention of first-year students, as discussed in depth in the "Teaching" portion of this self-study.

Go on to: Support and Enhance Effective Teaching

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Indiana University Purdue University Indianapolis

Supervisor Survey

IUPUI
Office of Information Management and Institutional Research
Union Building Suite G003
620 Union Drive
Indianapolis, IN 46202-5167

(317) 274-3617

Indiana University Purdue University Indianapolis

Supervisor Survey

In this questionnaire you are asked about the job-related qualities of a particular employee, the IUPUI graduate who presented this survey to you. By giving this survey to you, he or she has given you permission to provide a confidential evaluation. Please be assured that your responses will not be shared with the employee nor will your identity or that of the employee be reported in any presentation of the results of this survey.

1. Please assess the following skills and knowledge in relation to the job held by this IUPUI graduate. How **important** are each of the following skills and areas of knowledge listed below to the successful performance of this job? Rate your response along a scale from 1 to 5 where **1= Low, 3 = Medium, and 5 = High Importance.** Please circle your response.

   Next, indicate how well you believe IUPUI prepared this employee in terms of the same skills and areas of knowledge by rating his/her level of **ability** compared to others you have employed in similar positions on a scale from 1 to 5 where **1 = Low, 3 = Medium, and 5 = High Level of Ability.** Please circle your response.

Skills and Knowledge	**Importance**					**Level of Ability**				
	Low		**Med**		**High**	**Low**		**Med**		**High**
Solving mathematical problems	1	2	3	4	5	1	2	3	4	5
Writing clearly and effectively	1	2	3	4	5	1	2	3	4	5
Speaking clearly and effectively	1	2	3	4	5	1	2	3	4	5
Working as part of a team to solve problems	1	2	3	4	5	1	2	3	4	5
Using computer applications most common to this position	1	2	3	4	5	1	2	3	4	5
Thinking critically and analytically	1	2	3	4	5	1	2	3	4	5
Learning independently	1	2	3	4	5	1	2	3	4	5
Managing different tasks and obligations at the same time (Multi-tasking)	1	2	3	4	5	1	2	3	4	5
Dealing with conflict between co-workers	1	2	3	4	5	1	2	3	4	5
Maintaining composure in difficult situations	1	2	3	4	5	1	2	3	4	5
Working effectively with people of different races, ethnicities and religions	1	2	3	4	5	1	2	3	4	5
Having an in-depth knowledge of the major field of study	1	2	3	4	5	1	2	3	4	5
Trying different approaches to solving a problem	1	2	3	4	5	1	2	3	4	5
Reading and understanding job related information	1	2	3	4	5	1	2	3	4	5
Putting ideas together in new ways (Creativity)	1	2	3	4	5	1	2	3	4	5
Making choices about conduct based on thoughtful reasoning about what is appropriate	1	2	3	4	5	1	2	3	4	5

2. What were you looking for in terms of qualifications when you last filled this or a similar position? (***check one***)

❑ Work experience only ❑ Specific courses or training ❑ Certification program or certificates
❑ Associate's degree ❑ Bachelor's degree ❑ Master's degree

3. Have you supervised other IUPUI graduates?

❑ No
❑ Yes (3b.) If yes, approximately how many IUPUI graduates have you supervised? ☐

(3c.) If yes, on the whole how would you rate the performance of IUPUI graduates compared to other college graduates you have supervised?

❑ Not as qualified ❑ About the same ❑ Better ❑ Much Better ❑ Exceptional

4. To what extent does this employee possess the characteristics you would expect from a **college graduate?**

❑ Does not meet my expectations ❑ Meets my expectations ❑ Exceeds my expectations

5. Overall, how does this employee's education in his/her area of specialization (or major) compare with that of other employees in comparable positions?

❑ Excellent ❑ Good ❑ Fair ❑ Poor ❑ No opinion

6. Overall, how does this employee's education outside the area of specialization or major field **(general education)** compare with that of other employees in comparable positions?

❑ Excellent ❑ Good ❑ Fair ❑ Poor ❑ No opinion

7. How many people do you supervise directly? ☐

8. How long have you supervised this employee? _____ yrs. _____mo.

9. Did you or do you now attend IUPUI?

❑ No ❑ Attended, but did not or haven't yet graduated ❑ Graduated from IUPUI

10. What is your Gender?

❑ Male ❑ Female

11. If you would like to comment on the job preparation of IUPUI graduates please do so here. If you need more space, you may insert a separate sheet.

Thank you for assisting us. **Please return your completed questionnaire in the enclosed postage-paid envelope**.

IUPUI Portfolio Home > Performance Indicators >Diversity Indicators View Print Version

Diversity Performance Indicators

The Chancellor's Diversity Cabinet evaluated these indicators, beginning with a Web-based vote during the week of October 28, followed by a face-to-face meeting on November 5, 2002, and follow-up discussions by email. The following rating scale was used:

	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 taken 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.

The overall rating of yellow reflects the split among the seven indicators, with 1 being rated green, 6 yellow, 1 red. The rating for each indicator is shown immediately below with links to the measures that entered into the judgments.

- Recruit and Enroll a Diverse Student Body
- Retain and Graduate a Diverse Student Body
- Engage students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems
- Contribute to the climate for diversity in Indianapolis, Central Indiana, and the entire state
- Enhance Diversity in research, scholarship, and creative activity

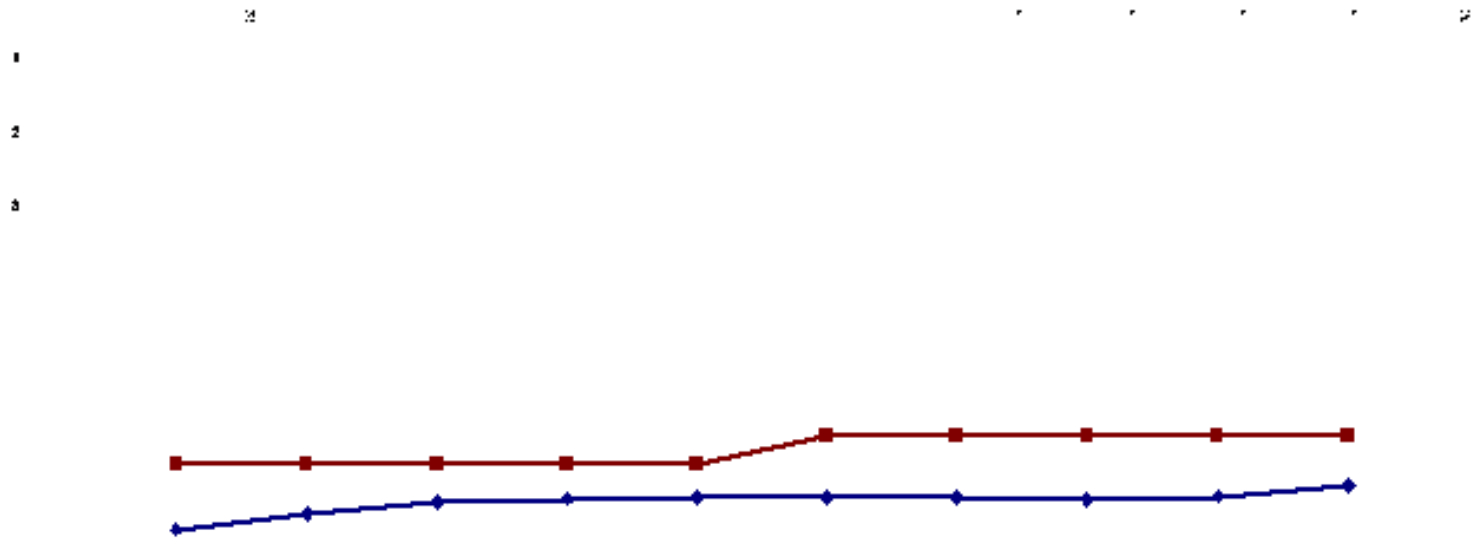
Recruit, Develop, and Support Diverse Faculty and Staff
Engage the Campus Community in Global Issues and Perspectives
Student, Faculty, and Staff Perceptions of the Campus Climate for Diversity

Recruit and Enroll a Diverse Student Body

Summary: Fifteen percent of IUPUI students represent racial/ethnic minority groups. African Americans comprise 64% of all minorities and just over 9% of all IUPUI students. IUPUI experienced a single percentage point increase in overall minority enrollment for Fall 2004 after having had stable representation over the last seven years. The total number of minority students enrolled at IUPUI is the largest of any four-year, public university in the state. However, the 15 percent overall representation rate ties IUPUI with Indiana State University for third in the state, well behind the 36% minority student representation at IU Northwest and 31% at Purdue University-Calumet. **The Diversity Cabinet concluded that, although the improvement in representation at IUPUI is moving in the right direction, the slow rate of progress warrants a yellow rating.**

Key Indicator: Minority Student Enrollment in Relation to Service Area

Enrollment among all minority groups increased to an all-time high in Fall 2004, both numerically (4,404) and proportionately (15%). This still lags slightly behind the 18% regional population representation of minorities, although the gap has closed slightly.

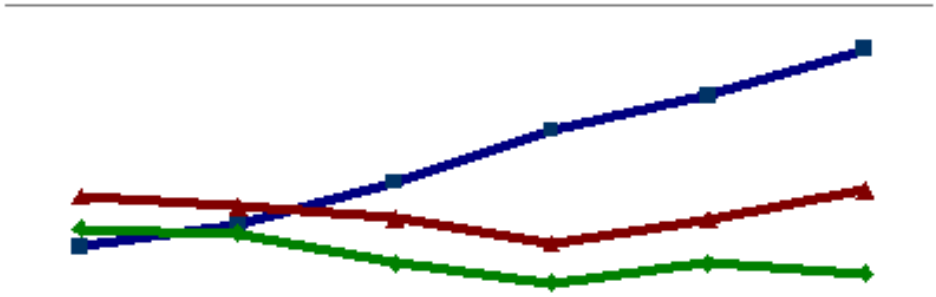


Minority Enrollment at Indiana Public 4-Year Institutions - Fall 2004

IUPUI ranks first in the state in total minority enrollment even though it ranks third in overall enrollment. On a percentage basis, IUPUI ranks fourth in the state in minority representation, well behind the two institutions (IU Northwest and Purdue Calumet) that are located in the Northwest region, which has the largest concentration of minority residents in the state, and just a decimal point behind Indiana State University.

Annual Transfers from Ivy-Tech Indianapolis

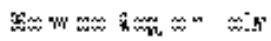
Through the development of extensive transfer articulation agreements, Ivy-Tech Indianapolis, has become IUPUI's largest transfer feeder institution. Although the representation of minorities among transfers has declines as the overall numbers have increased, Ivy Tech Indianapolis remains a source of large numbers of transfer minority students.



IUPUI Overall and Minority Market Share of Central Indiana High School Completers

IUPUI Enrolled nine percent of all 2002-03 Marion County high school completers for the Fall 2003 semester, but only seven percent of minority high school completers. Within the surrounding counties, which generally enroll much smaller proportions of minority students, IUPUI enrolled eight percent of all high school completers and seven percent of minority high school completers. At least part of this differential relates to differences in the college going rates among minority and non-minority high school completers. Unfortunately, data are not available on college-going rates of high school completers by race/ethnicity.

	2002-03 Graduates			Enrolled at IUPUI in Fall 2003			IUPUI Market Share	
	Total	Minority	Pct. Minority	Total	Minority	Pct. Minority	Total	Minority



Retain and Graduate a Diverse Student Body

Summary: Despite seeing good progress this past year in closing the gap between African American and other freshman student retention, a four point gap remains. In addition, IUPUI retention rates remain unacceptably low among all students. The 6-year graduation rate for minorities, and especially African Americans is exceptionally low. Unfortunately, the recent gains in retention will not show up in improved 6-year graduates for at least another three or four years. On the positive side, IUPUI graduates more students representing underserved racial/ethnic groups (African American, Hispanic, and Native American) than any other public, four-year university in Indiana.

Members of the Chancellor's Diversity Cabinet are optimistic about the recent retention rate improvements, but believe that IUPUI still warrants a red rating in this area unless and until the progression rates reach an acceptable level or if the rate of improvement is sustained another year or two.

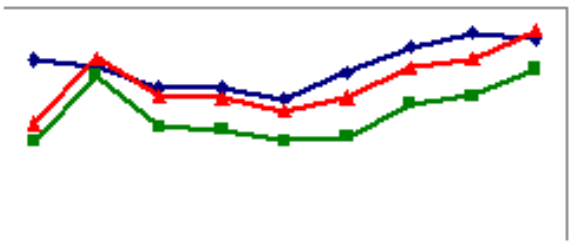
Key Indicator: Minority Student Retention and Graduation Rates

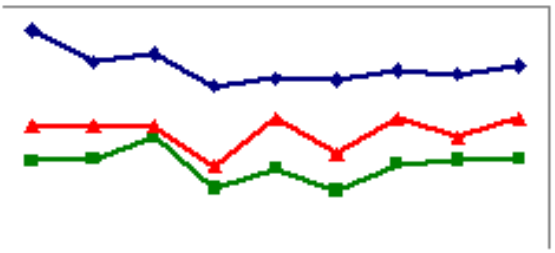
The retention rate for African American and other minority students increased notably this past year, while the overall retention rate dropped slightly. Overall minority retention rates are now actually exceed the rate for non-minority students, although the rate for African Americans, the largest minority group, is still slightly lower than for other students.

The gap between African American and white students is larger for six-year graduation rates. The current increase in retention rates will not be reflected in graduation rates until the year 2010. Unfortunately, the nationally prevalent measure of a six-year graduation rate among first-time, full-time freshmen does not accurately reflect IUPUI's student population, over two-thirds of whom do not begin assist-time, full-time fall semester freshmen.

Retention Rates for Full-time Beginners	Entry Year								
	1995	1996	1997	1998	1999	2000	2001	2002	2003

Graduation Rates for Full-time	Entry Year								
	1989	1990	1991	1992	1993	1994	1995	1996	1997





Degrees Conferred at Four-Year Indiana Public Universities to Under-Represented Minority Students (African-Americans, Native Americans, and Hispanics)

IUPUI graduates as many underrepresented minorities as the two larger Indiana public campuses in Bloomington and West Lafayette, even though these campuses confer about twice as many degrees overall. IUPUI ranks fourth in the state in percent of degrees conferred to underrepresented minorities, behind the regional campuses of IU and Purdue that serve the area of the state with the largest concentration of minorities (the northwest region).

	Total Degrees		Degrees Conferred to Under-Represented Minorities*							
			Undergraduate		Graduate		Total		Pct. of All	
	N	(Rank)	N	(Rank)	N	(Rank)	N	(Rank)	%	(Rank)
[illegible]	[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	

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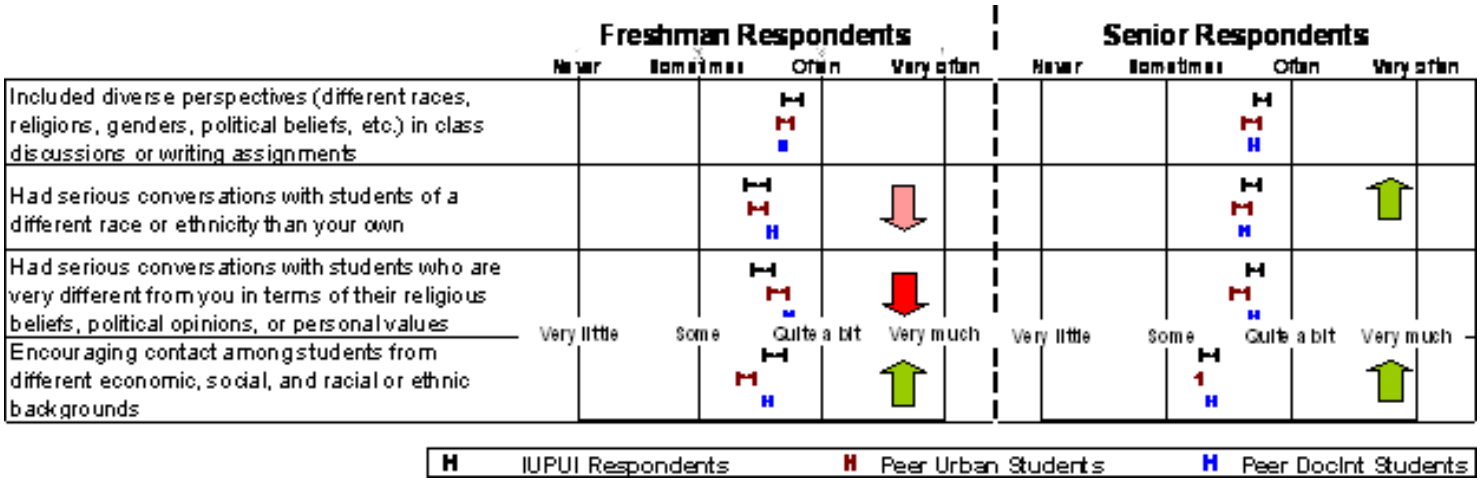
Engage students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems

Summary: When compared to students at similar types of universities, IUPUI students report mixed results with regard to their experiences of diversity in and out of the classroom. Seniors tend to report slightly more positive diversity experiences than other urban university seniors, but freshmen report slightly fewer. IUPUI faculty report slightly lower levels of effort to include diverse perspectives in first-year classes compared to peers at other American Association for State College and Universities (AASCU) institutions that participated in a national project with IUPUI on the First-Year Experience. Results from an internal survey revealed large differences across schools in IUPUI faculty propensity to include diversity in the curriculum. **The results for this indicator received more positive reviews among faculty who were rating this as part of the Teaching & Learning Indicator rating process than among the Chancellor's Diversity Cabinet. The final yellow rating represents a compromise position among those who feel this should deserve higher priority attention and those who feel IUPUI is progressing well toward improving efforts in this area**

Student self-reports of interactions with diverse peers

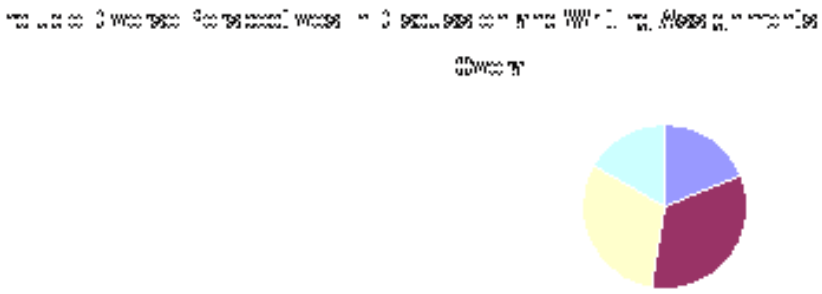
IUPUI freshmen and seniors reported similar levels of inclusion of diverse perspectives class discussions and reading assignments compared to their peers at other urban and other Doctoral Intensive universities. However, IUPUI freshman and seniors reported that their institution encouraged contact among students from different backgrounds more so than their peers at the other urban universities, but no more than peers at other Doctoral Intensive universities. IUPUI seniors also reported that they were more likely to have conversations with students of a different race or ethnicity than their own compared to other urban peers. However, IUPUI freshmen reported that they were less likely to have such conversations compared to the Doctoral intensive peers, and they also reported having fewer conversations with students that differed from them in other ways compared to students at both other groups of institutions.



*The light green arrow signifies that the IUPUI average response is significantly higher than one of the two groups. The dark red arrow signifies that IUPUI significantly lower than both groups, and the light red arrow signifies that IUPUI is lower than one of the two groups.

Faculty Reports of Including Diverse Perspectives in Discussions in the Curriculum for First-Year Students

(2004) IUPUI participated in a benchmark study on the first-year experience. Results from a faculty survey show that IUPUI were below average on the composite of a set of items related to "promoting encounters with diversity," as shown in the following chart.



(2002). Just over one-half of faculty responding to an internal survey reported that they often or very often include diverse perspectives in discussion and writing assignments. Responses to this item differed substantially by school, with faculty in Social Work and Public & Environmental Affairs indicating the highest rates of positive responses, and faculty in Dentistry, Business, and Engineering and Technology indicating relatively low rates of positive responses.

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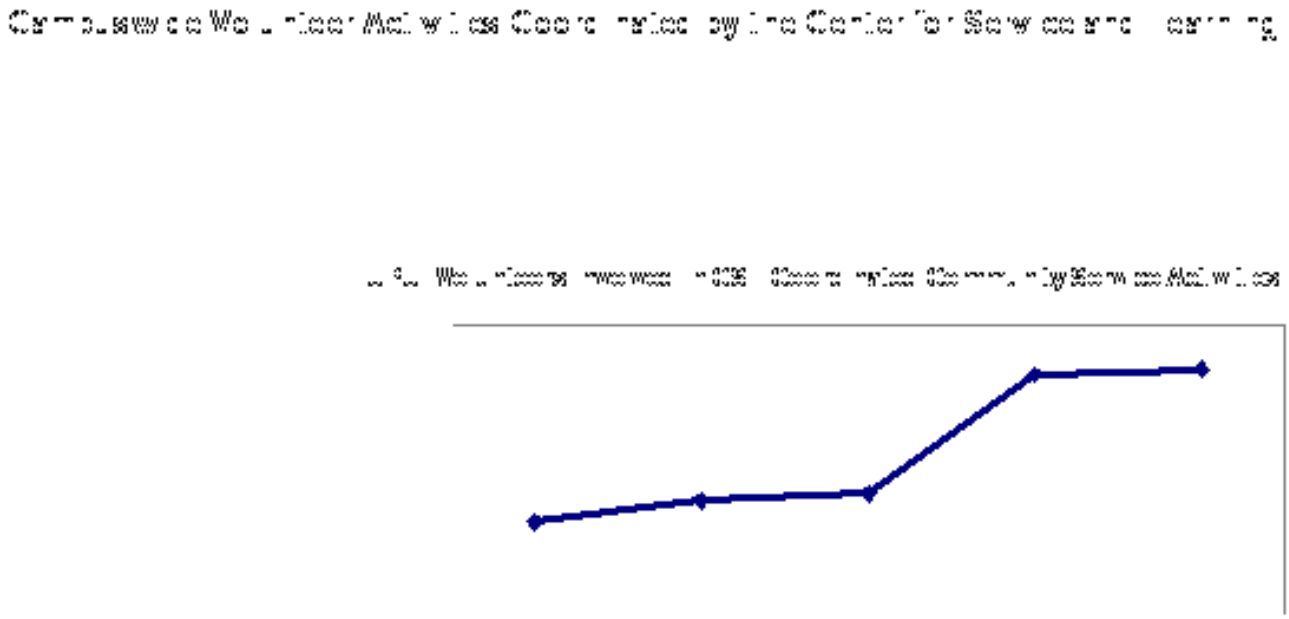
Contribute to the climate for diversity in Indianapolis, Central Indiana, and the entire state

Summary: Although difficult to measure in quantitative ways, a range of evidence points to the significant ways in which IUPUI contributes to the climate for diversity in Indianapolis, Central Indiana, and the entire state. The campus does so through direct involvements in improving the quality of life for diverse area communities. It also does so by developing IUPUI students, the majority of whom come from the region and remain in the region during and after their enrollment at IUPUI, as individuals who embrace diversity as a community asset. **The Chancellor's Diversity Cabinet acknowledges these positive accomplishments, awarding a green rating in this area, but also recognizes that there are some areas that require additional attention, such as more direct assessment of student development in this areas and more attention to increasing the dollar amount of purchases from disadvantaged business enterprises.**

Key Indicator: IUPUI Faculty, Students, and Staff Participating inCommunity Service

Over the past five years, IUPUI's Center for Service and Learning have organized events that now involve close to

1000 IUPUI faculty, students, and staff offering their volunteer services to the community. Included among these events are the very successful United Way Day of Caring and Martin Luther King, Jr. Day of Service. In addition, IUPUI organizes several very successful community donation efforts, such as Jam the Jaguar Bus and Season of Giving holiday food drives and the BackPack Attack back-to-school supplies benefit drive, as well as the Komen Race for the Cure which attracts over 36,000 participants last year to raise money for breast cancer research.



Service Events for 2004– 2005

Event	Date
Service FIRST! with the Honors Program	Wednesday, August 18nd
Service FIRST! [IUPUI campus]	Friday, September 3rd
Student Activities and Service Fair	Wednesday, September 8th
Explore IUPUI	Saturday, September 18th
CCL Social Justice speaker series: Julia Carson	Monday, September 20th
Civic Engagement banquet (No Voice, No Vote, No Action)	Thursday, September 23rd
United Way Chili for Charity	Tuesday, October 5th
United Way Day of Caring	Saturday, October 9th
Service Leader Network meeting (Ronald McDonald house opening)	Thursday, October 14th
Service Scholar Professional Development event: Jesus Nebot on Elections	Tuesday, October 19th
Make a Difference Day	Saturday, October 23rd
Jam the Jaguar Bus Food Drive Drop Off Day	Tuesday, November 23rd
Holiday Assistance Program	December 2004
Dr. Martin Luther King, Jr. Day of Service	Monday, January 17th
Service Leader Network meeting	Tuesday, February 15th
WEEK OF ACTION: Raise Your Voice Week	February 21st - 25th
Spring Student Activities and Service Fair	Thursday, February 24th
Dance Marathon	Friday, March 4th

National COOL Conference	March 18th - 20th
Alternative Spring Break	March 15th - 19th
National Youth Service Day/Into the Parks cleanup	Friday, April 15th
Service recognition reception	Wednesday, April 20th

Awards and Recognition for Contributions to Diversity in the Community

Since winning the Indianapolis Mayor's Celebration of Diversity Award in 2002, IUPUI has itself put in place a series of awards to recognize diversity efforts. Most notably, the Dr. Joseph T. Taylor Awards for Excellence in Diversity have been awarded annually since 2002 in recognition of exemplary IUPUI academic and support programs, events, policies and activities that have led to the following:

· Increased recruitment and/or retention of African American and Hispanic faculty, students and staff;

· Enhanced campus climate for diversity through social, cultural, or developmental programs or events; or

· Engagement of the IUPUI community in issues related to race, class or gender through innovative curriculum, research, programs or events.

Neighborhood Outreach

The Office of Neighborhood Partnerships (ONP) plays a vital role in building mutually beneficial campus-community programs. The ONP engages faculty, staff, and students in addressing issues and concerns facing neighborhoods surrounding the IUPUI campus.

Activities and efforts sponsored by ONP include:

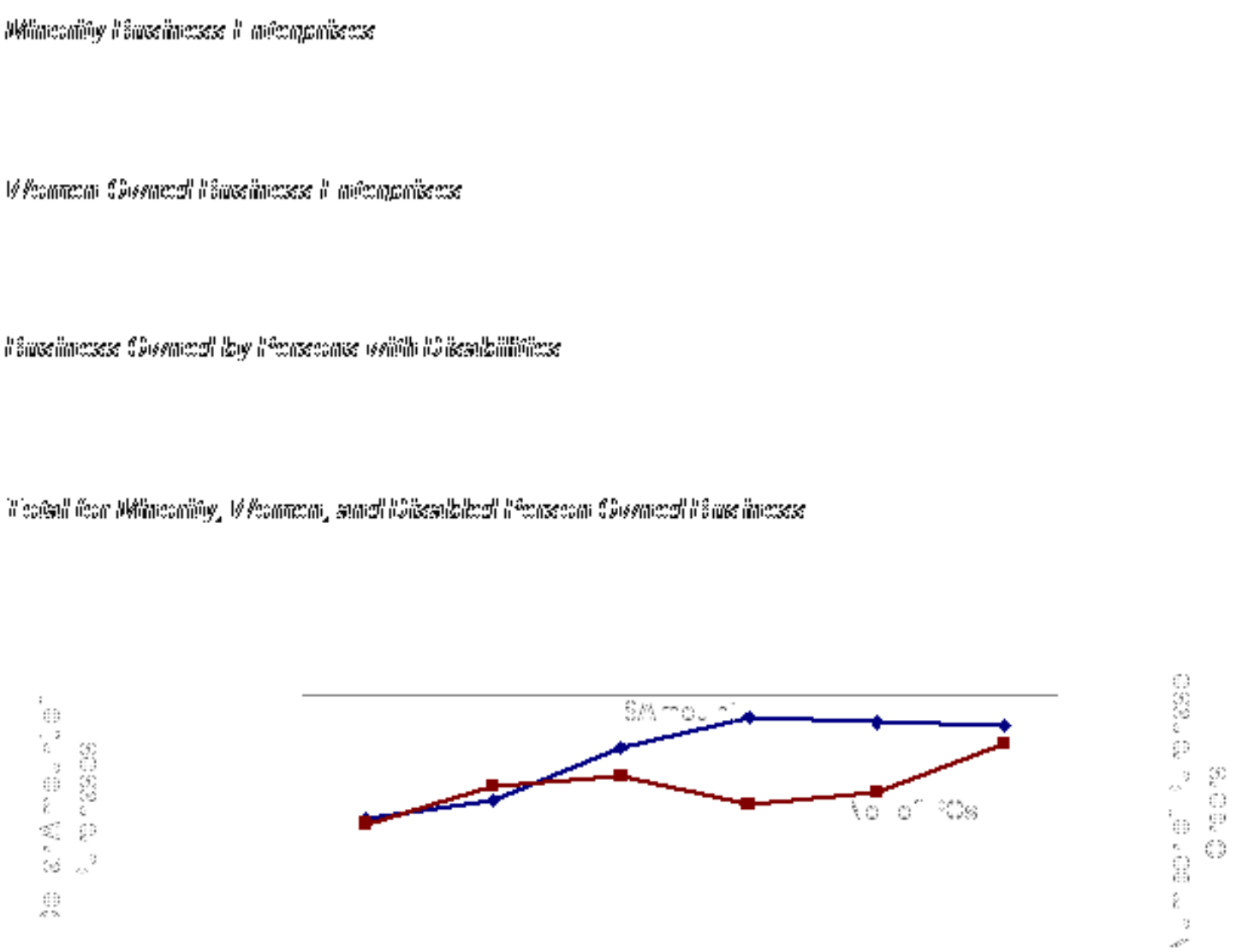
American Reads	Uses Federal Work-Study funds to place college students at one of eight community partnership sites to serve as Reading Coaches, working with children in pre-kindergarten through the sixth grade. In 2002-03, 55 students provide 13,500 hours of service to 350 children
Community Outreach Partnership Center (COPC)	In 1998 IUPUI, in partnership with the Westside Cooperative Organization (WESCO), was the recipient of a Community Outreach Partnership Center (COPC) grant. The COPC Program, an initiative of HUD's Office of University Partnerships, is 3-year grants designed to encourage institutions of higher education to join in partnerships with their communities. COPC projects help communities respond to the problems of greatest concern to their residents by leveraging the resources of universities and communities through the development of strategic partnerships.
Community-Higher Education-Schools Partnerships	IUPUI Collaborated with area neighborhoods to reopen an area middle school (George Washington Community School), collaborating with 34 community groups and service providers, business leaders, parents, and educators to identify barriers to academic achievement and find resources to collaboratively address such needs. Community partners provide an estimated $4.2 million in onsite services to George Washington Community School.

IUPUI Contracts with Disadvantaged Business Enterprises (DBEs)

IUPUI has had in place since 1997 a plan to promote increased participation of minority, women, and disabled person owned businesses in IUPUI's large and diverse procurement activities. IUPUI purchasing representatives serve on committees and participate in various outreach programs to the disadvantaged business enterprise community, including the Indiana Regional Minority Supplier Development Council Certification Committee, the Governor's Commission on Opportunities for DBEs in Indiana, the Governor's Commission on Opportunity Indiana for Indiana Businesses, and the Indianapolis Corporate Consortium for Assisting Historically Underutilized Small Businesses.

The supplier diversity and business development plan has helped IUPUI attract and retain more minority-owned business partners over the past five years. Specific accomplishments include expanding the contract of Partners Printing, a woman-owned business enterprise from $10,000 to $150,000; Identification of Hood Medical, the only identifiable minority-owned medical supplies vendor in the region, as a qualified distributor and subsequent award of a $200,000 annual contract; assisting the certification of Concerto Office supplies as a minority business enterprise an establishing an annual contract of nearly $3 million.

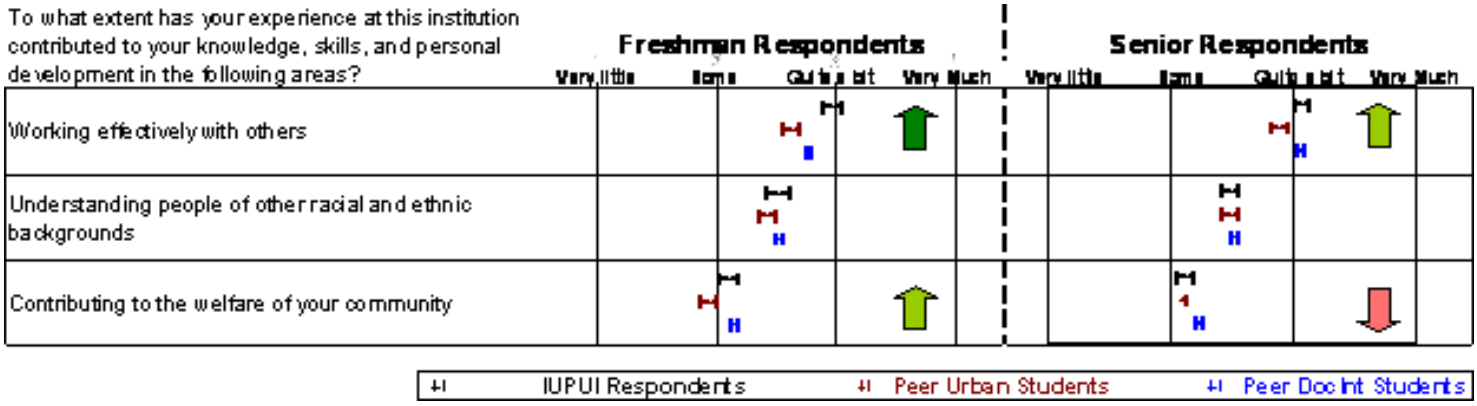
In spite of general pressures toward purchasing services from extremely large full service vendors, virtually none of which qualify as disadvantaged business enterprises, IUPUI has managed to increase the number of purchase orders for goods and services from minority, women, and disabled owned businesses. The relatively flat level of expenditures to DBEs provides a target for further improvements.



The Impact of IUPUI on Students Skills and Abilities to Contribute to their Communities

In response to several items about their learning gains while at IUPUI, seniors and especially freshmen report higher gains related working effectively with others than peers at other universities. IUPUI freshman also respond more positively than urban peers, but at the same level as Doctoral Intensive peers, regarding the impact of their learning on their abilities to contribute to the welfare of their communities. IUPUI seniors, however, like their urban peers, respond

less positively to this item compared to senior peers at other Doctoral Intensive universities that participate in the National Survey of Student Engagement.



Other Activities and Programs that Contribute to the Community Climate for Diversity

Programs and activities entered into the Civic Engagement Inventory are coded according to whether they serve various community needs. Among the 10 categories, four stand out as relating most directly to contributions to the climate for diversity in Indianapolis and the entire state. These categories are: Arts, Humanities, and Cultural Enrichment; Health, Social Sciences, and Human Services; Education and Life-Long Learning; Housing and Community Development; Government, Urban Planning and Environment.

Since July 2002, IUPUI administrators and faculty have entered into the civic engagement inventory 103 activities and programs that serve these needs. The titles of these activities and programs are listed below. More information is available on each one through the Civic Engagement Inventory.

Adolescent Substance Abuse Prevention (ASAP)

Alpha Association of Indiana, Phi Beta Kappa

Alternative Spring Break - International & Domestic

America Reads Tutoring Program

Articulation Agreements with High Schools

Association of African Women Scholars (AAWS)

Asthma Camp

Athenaeum Foundation

Automotive Safety Program

Avon Community Schools Building Corporation

Board of Visitors

BookMarks

Business X103 Community

Community Outreach Partnership Center

Conference for Girls on Careers in Math, Science, and Technology

Conference: Building Case Management Programs for the New Millenium

ConnectTech

Consider This

Cooperative Education/Internship Program

CVA Camp

Doctor Camp

Economic Education Programs for Teachers, K-12

Editor, Review of Religious Research

Eli Lilly and Company (Japan)

Indiana Youth Group, Inc. Board of Directors

Indianapolis German School

Into The Parks

IU School of Medicine Mini Medical School

IUPUI Scholars Day

IUPUI United Way Chili for Charity

IUPUI-Eiteljorg Partnership Committee

IUSM Student Health Fair

Ivory Coast Intensive ESP Program

John D. Barlow Lecture in the Humanities

Joseph T. Taylor Symposium

Kabul University-Purdue University Partnership for Human Capacity Building

Performing Arts Press Corps

Prevention and control of crime in communities

Professional Development Schools

Project Joy

Project Lead The Way

Project SEAM

Ransom Place Archaeology

Sam Masarachia Scholars Program

SAP United States Grand Prix Hospitality Committee Training

Saturday School

Senior Photography Community Projects

Smoking Education and Prevention

Society for

Service Requirement

Calnali Health Education Outreach

Campus Blood Drive

Capitol Region Consortia

CARburetion

Careers in Science

Center for Urban Policy and the Environment

Center on Philanthropy Internship Program

Central Indiana Jobs With Justice

Childrens Museum

Clinical Education Sites

Communication Studies/Peace Learning Center/IPS Collab.

Community Business Partnership

Community Leadership Mentor Program

Farm Labor Movement

Farm Labor Research Project

Frontiers in Science

German Internship Exchange Program

Graduate Practica in ESL Teaching in the Community

Greenway Rounds

Hawthorne Community Wellness Center

Health care for the homeless

Holiday Assistance Program

Honors Art

IACIR Public Forums on Reassessment

Immigrant Workers Rights

Indiana Geographic Bee

Indiana German Heritage Society, Inc. (IGHS)

Lilly ARBOR Project

Martin Luther King, Jr. Day On

Medical Spanish

Meridian Automotive/Cambridge Industries

Metropolitan Universities Journal

Midwest Model European Union

Midwest Universities Consortium for International Programs

Mini Medical School

Mission Possible: Parents and Kids Who Listen

N Power Virus Vaccination Day

National Evaluation of Join Hands Day

OASIS balance and fall screenings

Panel discussion on Lessons in Local Livability

German-American Studies

Sound Medicine

Southern Indiana Community Alliance to Promote Education (CAPE): K-12 Activity Evaluation

Spirit And Place Civic Festival

Spring House Calls

Super Shot Saturday

Teacher in Residence

Thomas R. Keating Feature Writing Competition

Tourism Research

Tsuda College Intensive English Program

United Way Day of Caring

Volunteer Exodous Refugee Center

YMCA Urban Mission Branch/IUSSW Field Unit at Pacers Academy

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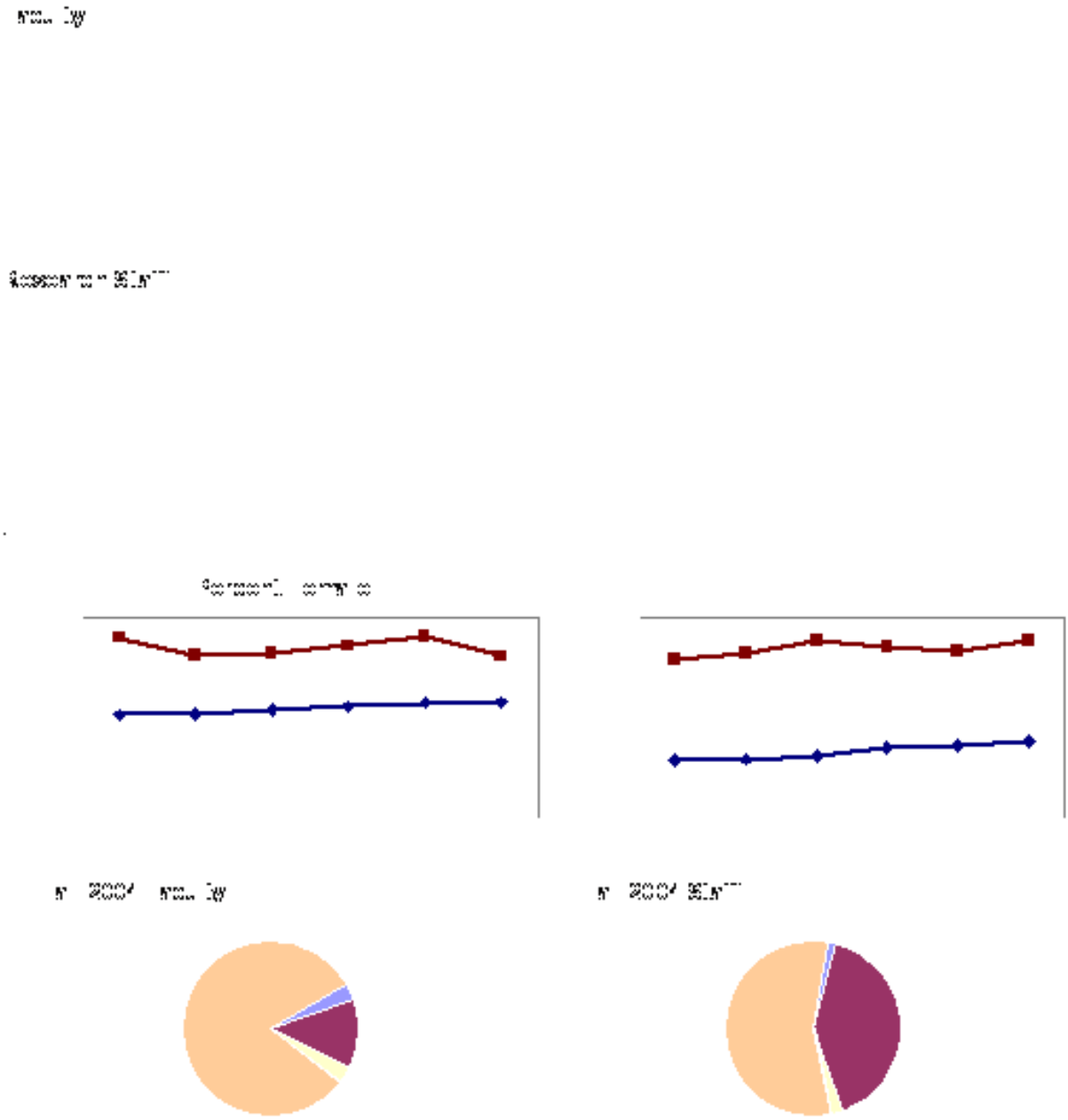
Enhance Diversity in research, scholarship, and creative activity

Summary: Last year, barely sufficient information was available to assess IUPUI progress in establishing diversity in research, scholarship, and creative activity. Plans were put in place to develop measures focusing on the ethnic and racial diversity of Principle Investigators, as well as the percentage of sponsored research project that relate to improving the quality of life for under-served populations. **Due to the limited participation of underserved racial/ethnic population in the one available measure and the failure to produce these other desired measures, the Chancellor's Diversity Cabinet assigned a red flag to this indicator.**

Ethnic/racial and gender diversity of faculty and research staff

The percentage of women faculty has increased slowly over the last six years to just below 30%. Women comprise a larger percentage of research staff, but they are still in the minority. Overall minority representation among faculty, and especially staff is relatively high compared to other IUPUI populations, but it is predominantly Asian American. Representation of African American and Hispanic faculty remains very low.



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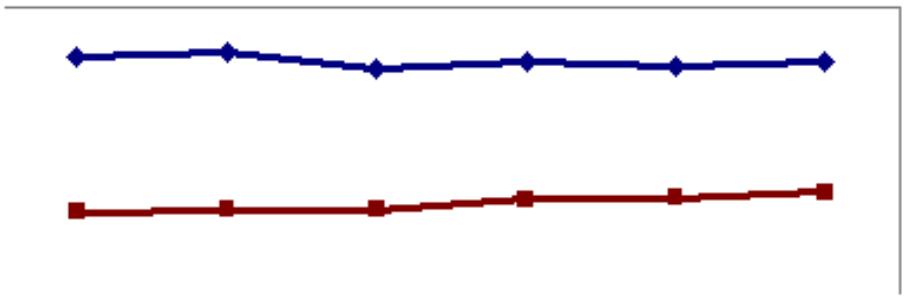
Recruit, Develop, and Support Diverse Faculty and Staff

Summary: Like most colleges and universities, IUPUI struggles to recruit and retain African-American and Latino faculty and senior administrators and staff (PA16 and above). **The Chancellor's Diversity Cabinet awards this area a yellow rating , recognizing the significant level of effort devoted toward this goal and modest improvements in some areas, but noting that unless more significant progress is made in the coming years, the rating will be downgraded to red.**

Ethnic/racial and gender composition of faculty and staff by position type

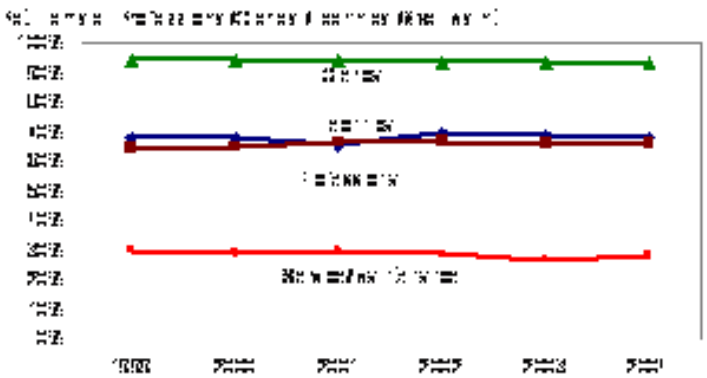
Senior Faculty, Administrative, and Staff Positions

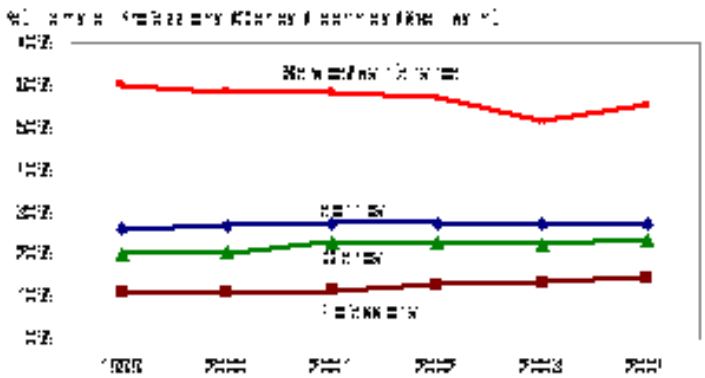
Women occupy about one in four high level faculty and administrative positions and minorities only one in 10. The trend in representation of women is very flat but slightly increasing for minorities.



Staff

Women constitute a majority of clerical employees, and minorities a majority of service/maintenance employees. Women are well represented among professional and technical staff as well. Minority representation is relatively low however among professional staff

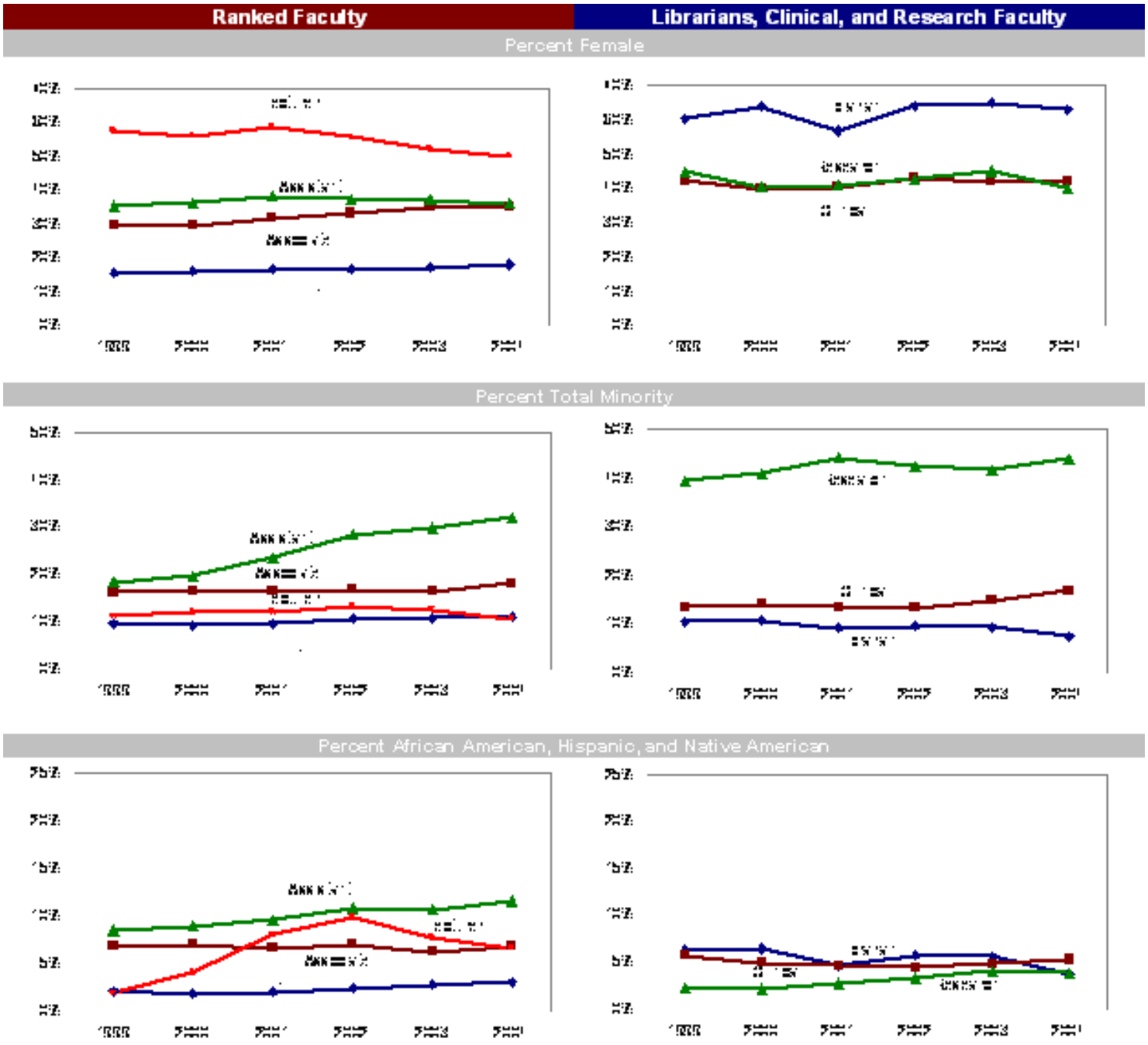




Faculty

Female representation among associate faculty ranks is the only increasing trend in women representation among faculty ranks. Women comprise a majority of librarians and just under one-half of clinical and research faculty ranks.

Overall Minority representation is increasingly considerably among assistant professors, but this trend has not yet influenced the tenured ranks. Moreover, the trend is not nearly as dramatics when considering only African American, Hispanics and Native Americans (i.e., when exlcuding Asian Americans. Minority representation among full professors remains especially low. Minority representation in the clinical, librarian and research faculty ranks is also low, when considering only African Americans, Hispanics, and Native Americans.



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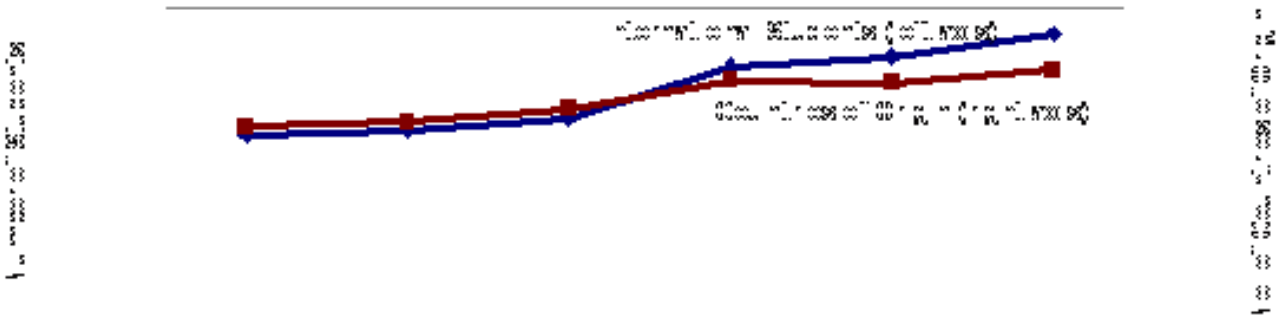
Engage the Campus Community in Global Issues and Perspectives

Summary: IUPUI continues to attract more international students, despite a national decline in international student enrollment at U.S. Colleges and Universities. A growing, but still very small number of IUPUI students participate in study abroad programs. **The Chancellor's Cabinet assigned a yellow rating to this area to reflect the importance for ramping up these activities and to reflect the lack of available information regarding faculty and staff international activities.**

Key Indicator: International students studying at IUPUI

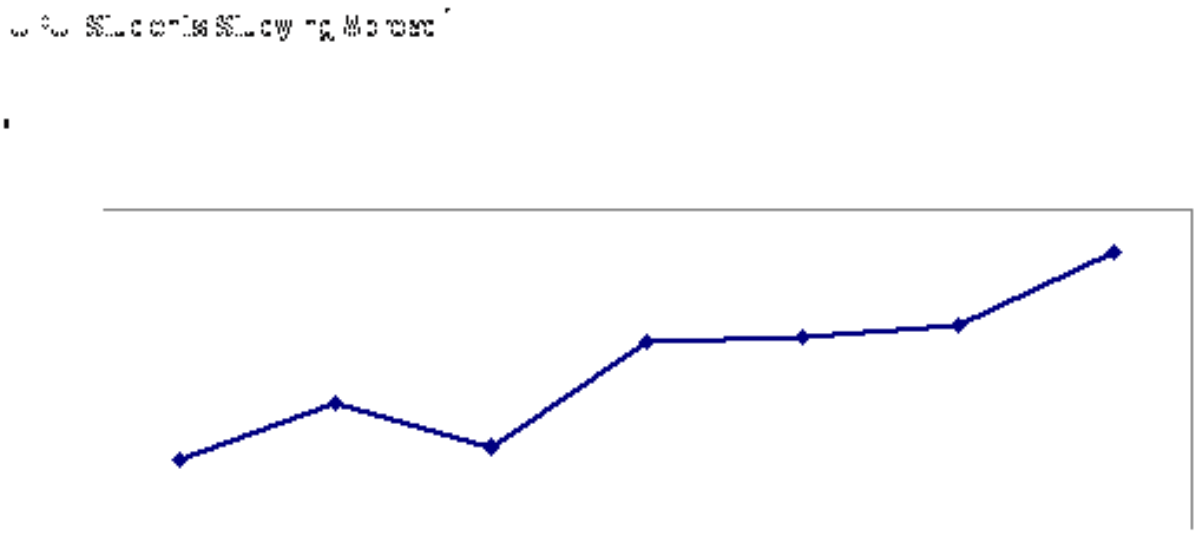
The number of international students studying at IUPUI has increased over the past five years but still represents slightly less than 3% of the total student population. The number of countries represented has increased at a similar rate to the total number of students, but two countries, The People's Republic of China and India, account for two of

every five international students. The ten top feeder countries account for nearly seven out of ten international students



IUPUI students studying abroad

Although the numbers are increasing, only a modest number of IUPUI students (just over 1% of the undergraduate population) currently study abroad.



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Student, Faculty, and Staff Perceptions of the Campus Climate for Diversity

Summary: IUPUI assesses student, faculty, and staff perceptions of the campus climate for diversity through a series of surveys. A new "perceptions of social inclusion" section was added to recent student and staff surveys and will be added to the Spring 2005 Faculty Survey. The results of these analysis show mostly positive reflections on the campus climate for diversity, but some notable areas of concern. Most notably, while IUPUI minority students express a

balance of positive and negative views of inclusion, minority staff express more negative than positive experiences. **The Chancellor's Cabinet assigned a yellow rating in this area to acknowledge that progress appears to be moving in the desired direction, but there are some areas requiring immediate attention and a need for more summative measures to show changes over time.**

Student Perceptions of Social Inclusion

View chart-1 for 'Staff Perceptions of Social Inclusion'

Staff Perceptions of Social Inclusion

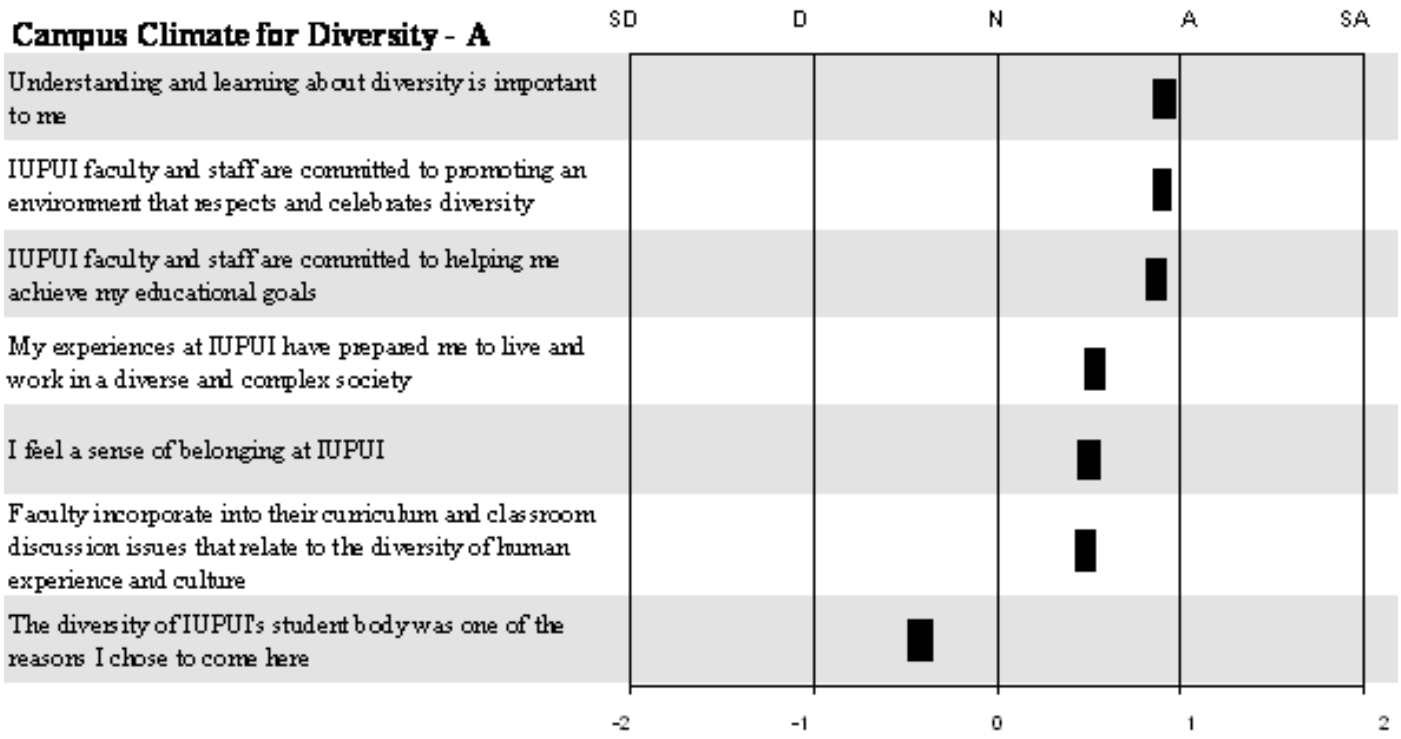
View chart-2 for 'Staff Perceptions of Social Inclusion'

Faculty Perceptions of Campus Climate for Diversity

View chart-1 for 'Faculty perceptions of campus climate for diversity'

View chart-2 for 'Faculty perceptions of campus climate for diversity'

Student Perceptions of the Campus Climate for Diversity



IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Indicators Accreditation Self-Study

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Student Electronic Portfolio (ePort)

IUPUI's Student Electronic Portfolio (ePort) initiative has been evolving for about five years, but was formally launched in 1999 when Executive Vice Chancellor William Plater appointed a committee, chaired by Professor Sharon Hamilton, to oversee the project. The ePort is organized around IUPUI's Principles of Undergraduate Learning and has several purposes:

- To support students' learning of and engagement with the PULs over their entire undergraduate experience at IUPUI, beginning in the freshman learning community (.pdf) and culminating in the capstone experience.
- To help both faculty and students reach a clearer, more coherent understanding of how various aspects of the curriculum (including specific assignments, courses, and programs) support students' increasing mastery of the PULs.
- To contribute to assessment of student learning of the PULs at the levels of the individual student, the course, program, and institution.

After a series of pilots in UC learning communities and in the Schools of Nursing and Business in 2001 and 2002, the template for the portfolio is being revised with a tighter focus on demonstrating students' improvement and achievement in the PULs through formal coursework and participation in co-curricular activities.

As part of the initiative, IUPUI faculty are collaboratively developing definitions of introductory, intermediate, advanced, and exemplary achievement of each of the PULs. This effort began with a university-wide workshop in April 2002 that brought together over 100 faculty members from schools and departments across the campus. Currently, this work is being continued by ten committees (five for PUL1, which includes verbal, quantitative, and information literacies, and five for the remaining PULs), also representative of a wide range of disciplines. To date, several hundred faculty and students have been involved.

Additional pilots are planned for 2003. Eventually, we intend the ePorts to serve not only the purposes listed above, but to supply examples and overviews of student attainment of the PULs for IUPUI's institutional portfolio.

Here are some materials related to our work on the ePort project:

- Current template for the portfolio
- A PowerPoint presentation on the project
- Content Matrix
- Announcement of April 12 workshop
- Current draft of "introductory" and "intermediate" competence in the PULs
- PUL committee members
- Draft guidelines for students on demonstrating progress on PUL 1 during their first year at IUPUI
- Reflections on the portfolio by a sophomore who participated in a pilot of the ePort

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Enhance Undergraduate Student Learning and Success

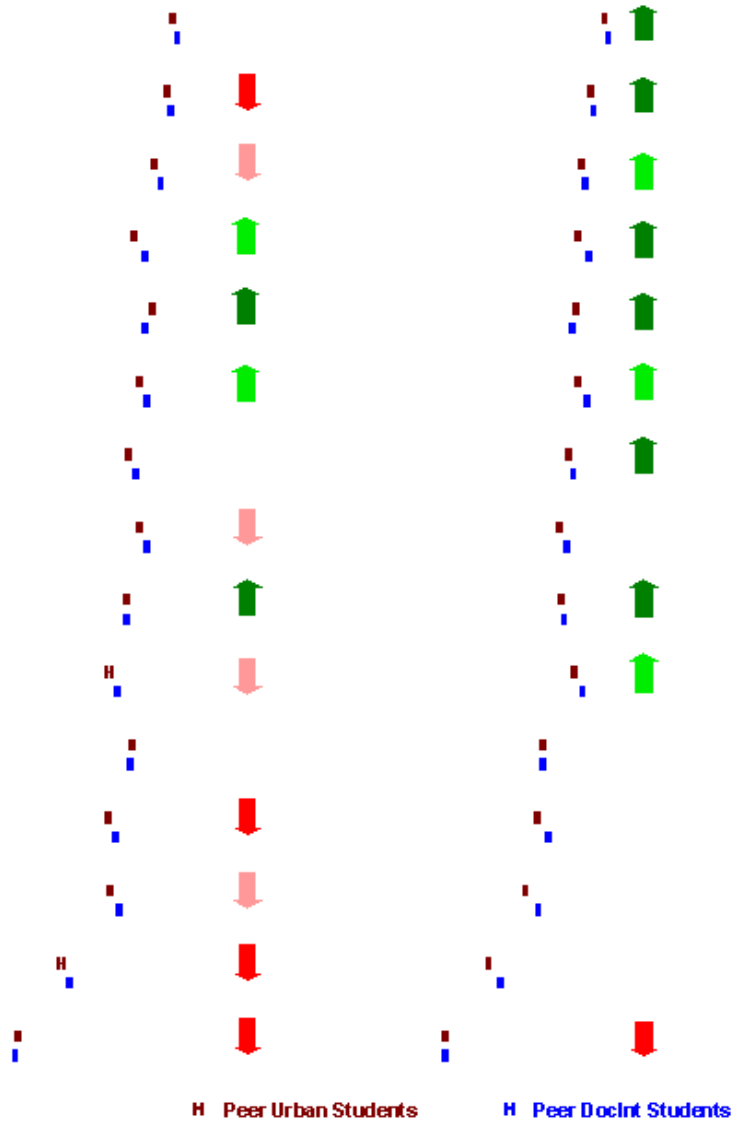
- Demonstration of students' general education and major-specific learning outcomes
- Quality of the learning environment
- Student academic progress and achievement
- Participation in community service at local, state, national, and global levels

---

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

Key Indicator: IUPUI students' self-ratings of learning gains compared to peers at Urban and Doctoral Intensive universities participating in the 2002 National Survey of Student Engagement

IUPUI Seniors rate higher than their peers at other urban universities and at other institutions within the same Carnegie classification, "Doctoral Intensive," across a range of self-reports of learning gains. Freshmen show a more mixed responses in relation to their peers. The only indicator on which both seniors and freshmen report lower gains is "voting in local, state, or national elections." This outcome area is rated lowest in gain by all students across institutions.



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

Note: The 'H' bars represent the 95% confidence interval for the estimated population means, given the sample results.

Other Indicators:

AssessmentLearning Outcomes in the Major

Since 1998-99, IUPUI's schools and programs have been reporting annually on the methods and results of assessing student learning outcomes in the major. The chart to the right shows the number of different methods that were reported as being used within each school or program. Links provided below in the more detailed reports section elaborate on the actions taken as a result of assessment findings.

Licensing Pass Rates in Relevant Disciplines

The vast majority of IUPUI graduates from professional practice programs take licensure exams in their fields.

Improvement Initiatives:

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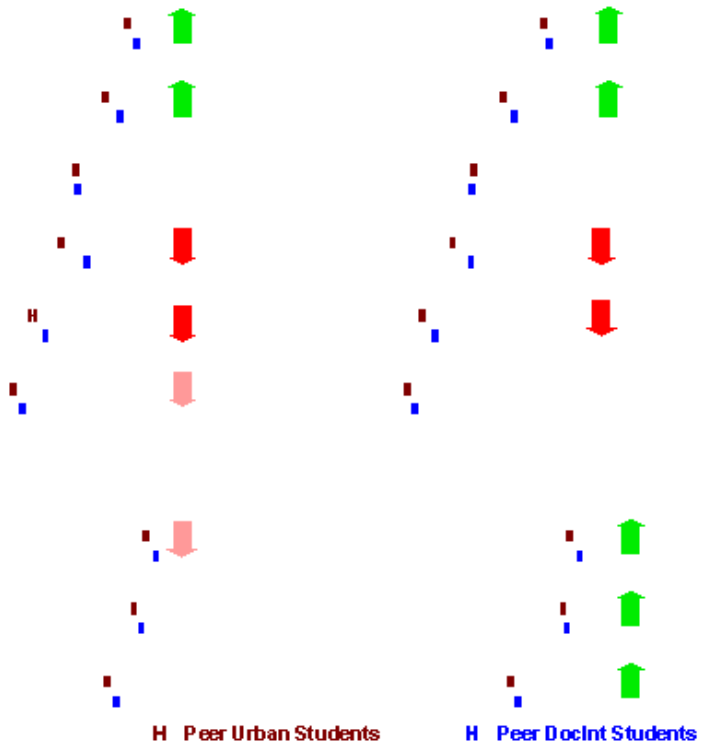
Quality of the learning environment

Key Indicator: Student ratings of quality of learning environment in relation to students at peer institutions

IUPUI Freshmen and Seniors rate the institution's emphasis on academic effort and its academic support services higher than do their peers at other urban universities that participated in the National Survey of Student Engagement. The IUPUI ratings in these areas are not significantly different from peers at other participating Doctoral Intensive institutions. However, IUPUI students, both freshmen and seniors, give low ratings to the institution's emphasis on co-curricular and social aspects of the learning environment compared to both their urban and Doctoral Intensive peers.

Along with their urban university peers, IUPUI **freshmen** give lower ratings to the quality of their relationships with other students compared to Doctoral Intensive peers. However, IUPUI **seniors** report a higher quality of relationship with other students compared to their urban peers.



Other Indicators:

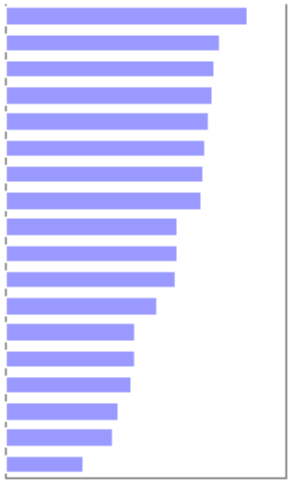
Student satisfaction with their academic experience

In response to the satisfaction items on IUPUI's internal Continuing Student Satisfaction and Priorities Survey, students' ratings of satisfaction with key aspects of the learning environment have been increasing across most areas. Students rate highest those components related to their experience in the classroom. However they relatively less satisfied with the physical classroom environment.

Percent Satisfied or Very Satisfied

Faculty satisfaction with various aspects of the classroom environment

Faculty report relatively high levels of satisfaction with the convenience of classroom locations, as well as with several other aspects of the classroom facilities. However, faculty are far less satisfied with classroom climate control, overall appearance, comfort, and cleanliness



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Faculty and student ratings of the library facilities

Both faculty and students rate the IUPUI libraries extremely high in both quality and accessibility.

Improvement Initiatives:

- Learning Environments Committee
- Creating a Supportive Environment for Effective Student Learning (section of Learning and Teaching special emphasis self-study)

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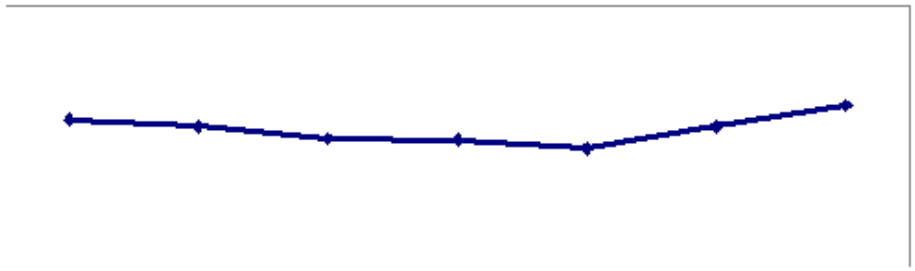
Student academic progress and achievement

Note: The red arrow indicates that the level of performance is still unacceptably low, but there is evidence of significant improvement

Key Indicator: One-year retention and six-year graduation rates

As of Fall 2000, IUPUI ranked last among the Urban 13 university consortium in freshman one-year retention and six-year graduation rates.

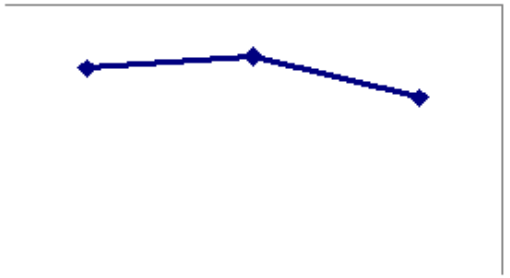
IUPUI has experienced a 7 percentage point increase in the freshman retention rate over the past two years, more than making up for a slight decline in rates in the mid- to late-1990s.



Other Indicators

DFW rates in Gateway courses

The percentage of students receiving a grade of 'D', 'F' or withdrawing from the most popular courses taken by freshmen declined notably between Fall 2000 and Fall 2001.



Improvement Initiatives:

- Gateway Program
- The RUSS Project
- Student Electronic Portfolio
- Learning Environments Committee
- Greater Expectations Project
- Faculty Learning Communities
- Diversity Inquiry Group
- Student Life and Diversity Programs

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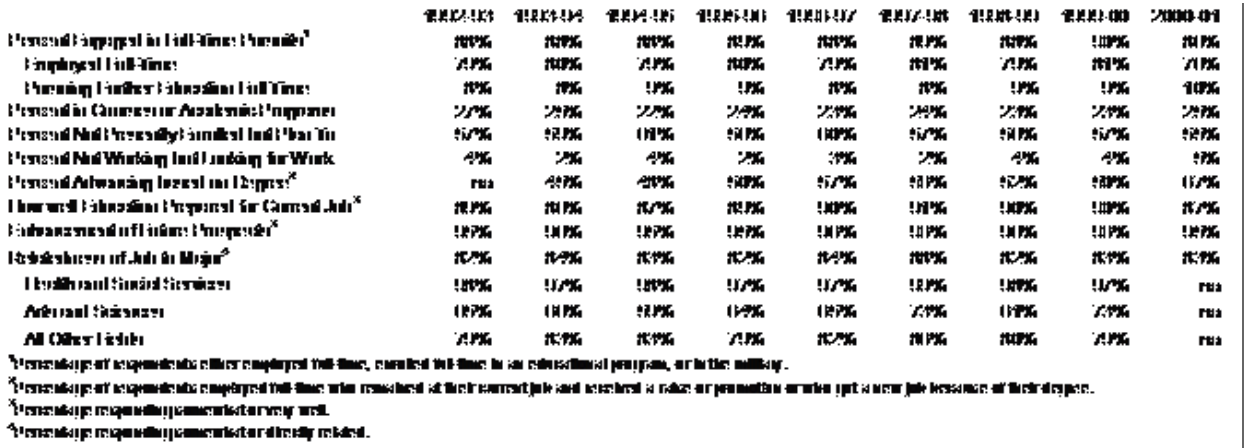
The success of recent graduates in obtaining suitable employment or pursuing further education

Key Indicator: Recent degree recipients employment and further education outcomes

The vast majority of IUPUI recent undergraduate degree recipients work full-time after completing their degree and most of the remainder are pursuing further education. Typically, one half of those who are employed either took a new job that required a degree or received a raise or promotion as a direct result of getting their degree. Although the employment rate dropped slightly in the sagging economy of the past year, a larger proportion of graduates advanced in their work. Nine out of ten degree recipients believe that their education at IUPUI prepared them somewhat or very well for their current job. An even larger majority report that their education enhanced their future prospects.

Virtually all recent graduates who completed career-specific health and social service programs had or found jobs closely related to their program of study. Lesser proportions, but still significant majorities of students graduating from other types of programs report that their jobs are somewhat or directly related to their program of study.



Improvement Initiatives:

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Restructuring for Urban Student Success (the RUSS Project)

The RUSS Project brought together three urban public universities-IUPUI, Portland State University, and Temple University-to collaborate on studying the experience of first-year students, to improve learning and retention among these students, and to design new assessment processes to gauge success. Each partner institution experimented with a learning community model, developed a self-study and participated in a site visit focused on that model, and ultimately refined its model, based on findings of the self-study and site visit and on successful practices at other participating institutions. Funded by The Pew Charitable Trusts, the three-year project provided an important opportunity at a crucial time to learn from institutions facing similar challenges to student learning and success. It strongly influenced the development and design of learning communities/first-year experiences at IUPUI.

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Provide effective professional and graduate programs

Note: Measures in gold text are in development

Demand for program admissions

Key Indicators: Applications from qualified candidates

Other Indicators: Geographic distribution of applicants t Demand among black and Hispanic candidates t Women applicants to Law, Medicine, Dentistry t Quality of incoming students

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Quality of graduate and professional programs

Key Indicator: Programs appearing in national rankings

Other Indicators: Program accreditation t Average class size t Number of independent studies t Technology/Equipment investments for graduate programs t Student participation in faculty research and scholarship t Student development resources and activities t Library resources for practice, research and scholarship t Computer and technology resources for graduate and professional programs t Graduate student support services: resources, participation, and student satisfaction

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Student success and achievement

Key Indicator: Pass rates on licensing exams

Other Indicators: Program completion rates t Percent of students retained to second year t Percent of students attaining average grades > 3.00 t Financial support for graduate and professional students t Degree recipient placements and career outcomes t Refereed publications, presentations, and exhibits of graduate students t Recruitment of graduates by major area employers t Student awards and recognitions

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Development and support of programs that fulfill community needs

Key Indicator: Enrollment of area residents in graduate programs

Other Indicators: Graduate non-degree enrollments t Distance learning opportunities and participation t Student ratings of flexibility and convenience of programs t Collaborative programs with community agencies, businesses, and industries t Program contributions to social, cultural and economic development

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

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Research, Scholarship, and Creative Activity

■	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 taken 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.
☐	Insufficient information for evaluating status and progress (At this time)

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

- ☐ 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

- ☐ 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

- ☐ 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

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

Note: Measures in gold text are in development

Productivity of research, scholarship, and creative activity

Key Indicator: Sponsored grants and contract funding trends

Other Indicators: Federal grants (NIH, NSF, etc.) t Range of sources of research funding t Research graduate degrees awarded t Percent ranked faculty with grants, with federal grants t Publications (refereed and other) per faculty t Invited or refereed presentations per faculty t Publications in top journals

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Quality of research, scholarship and creative activity

Key Indicator: National centers of excellence

Other Indicators: Endowed professorships t Postdoctoral fellows t Visiting research faculty t National and international rankings t Inclusion in premier associations of research universities t National and international awards/recognition for faculty t Presidencies of national, regional, and state associations t Ease of attracting desired research faculty t Competitive offers for faculty and percent retained despite those offers t Quality of applicant pools for graduate programs t Number of NRSAs obtained by graduate students t Major national and international conferences hosted here t Number and quality of faculty choosing this campus for sabbaticals t Clusters of nationally recognized scholars hired in particular fields

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Impact of research, scholarship, and creative activity

Key Indicator: Patents, licenses, trademarks, start-up companies

Other Indicators: Citations of IUPUI faculty work t Discoveries that affect society positively t Evidence that research findings are used in the real world t Graduates holding leadership positions in community

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Diversity in research, scholarship, and creative activity

Key Indicator: Ethnic/racial and gender diversity of faculty and research staff

Other Indicators: Diversity of funding sources t Inclusion of students and staff in grant/contract proposals t Number and composition of research advisory boards t Research, scholarship, and creative activity related to underserved populations t Research and scholarship related to diversity issues t Faculty positions in professional association, boards, and community groups related to serving under-represented groups

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

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Provide Support to Increase Scholarly Activity and External Funding

Note: Measures in gold text are in development

Faculty time available for developing research and scholarly activities

Key Indicator: Faculty perceptions of time for research

Other Indicators: Teaching load of tenure-track faculty compared to those tenured in research-focused disciplines t Number of different faculty submitting grant and contract proposals t Teaching/service responsibilities for research, journal editorships, etc. t Monitoring, protection, and mentoring for new junior faculty

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Funding resources for research and scholarship development

Key Indicator: Department budgets earmarked for research, scholarship, and creative activity

Other Indicators: Dollar value of internal seed funds for research t Grant matche funds t Faculty salaries benchmarked against peers t Funds for faculty support and number of faculty supported t Dollar value of start-up packages t Supplemental funds for underrepresented minorities

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Faculty development for research and scholarship development

Key Indicator: Number of faculty approved as investigators

Other Indicators: Number of faculty completing education in the protection of human research participants t Number of and attendance in training and education programs on responsible conduct of research t Training workshops for faculty not yet engaged in research t Support for development of junior faculty t Institutionalized devices (centers, institutes, mentors) for development and support of faculty interested in doing research t Opportunities for collaboration in interdisciplinary research

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Effectiveness of support services for faculty research and scholarship

Key Indicator: Number of proposals submitted

Other Indicators: Faculty perceptions of support services for faculty research and scholarship t Turn-around times for IRB approvals, hiring staff, approving proposals t Other Research &Sponsored Programs process effectiveness measures

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

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Enhance Infrastructure for Research, Scholarship, and Creative Activity

Note: Measures in gold text are in development

Space and equipment for research, scholarship, and creative activity

Key Indicator: Research space per faculty member

Other Indicators: Research equipment expenditures t Funds for new research and scholarship facilities t Funds for renovation of research and scholarship facilities t Space for research located close to faculty offices t Common research support structures t Availability of specialized central laboratories available t New, healthy buildings t Equipment inventory t State-of-the-art equipment purchases

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

State of the art information resources and technologies

Key Indicator: Faculty perceptions of technology support for research and scholarship

Other Indicators: State-of-the art technology (distributed computing, databases, application interfacing, ubiquitous computing) t Library collections for research, scholarship, and creative activities t Improved access via technology

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

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

Key Indicator: Number of submitted proposals per Research & Sponsored Program staff

Other Indicators: Number of university-paid clerical and technical support staff to assist with research t HR structure for research and professional staff (career ladders, competitive salaries, etc.)

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

Perceived quality of the environment for research and scholarly activities

Key Indicator: Faculty perceptions of rewards and recognition for research

Other Indicators: Faculty perceptions of research productivity and quality in unit t Faculty perceptions of technology support for research and scholarship t Research staff perceptions of quality of work environment

Unit Contributions: Click here to see how IUPUI's academic and administrative programs contribute to indicators in this area.

Detailed Reports:

Improvement Initiatives:

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Phase I of a Study on Student Learning: A Working Document for the Campus

Foreword

William M. Plater
Executive Vice Chancellor and
Dean of the Faculties

The emergence of a coherent, intentional program of general education at IUPUI has followed a fitful course similar to most developments at this still-young urban university, formed in 1969 though the merger of a number of graduate professional programs with brand new schools in the arts and sciences. For more than a decade, ideas have flamed brightly only to fade; consultants and national reports have been eagerly embraced only lose to lose their urgency as spring semesters gave way to summers; committees have labored only to have their reports languish; and yet there has been a determination and constancy among small numbers of faculty from many different fields and professions who have persisted over the years to the point now of creating a solid framework for all of undergraduate education. Even as the participants have changed, there has been a continuous dialogue and seriousness of purpose to the discussions.

The promise of the latest stages of this transformation is great, and the Principles of Undergraduate Learning embraced by the faculty as a whole have taken on specific meaning and context within the 15 or so schools offering undergraduate degrees. IUPUI has implemented a plan for general education with a strong, clear purpose and sufficient flexibility to accommodate the extraordinary range of students who pursue baccalaureate and associate degrees in the state's richest variety of program offerings.

Through its Principles of Undergraduate Education with their emphasis on demonstrated student learning outcomes, IUPUI is about to begin a new era in its development. We are establishing the bedrock foundation on which the future of undergraduate education can be built. Unlike most colleges and universities with a century or more of tradition and evolution, IUPUI has had to invent itself and its principles quickly, reversing the historical evolution of fundamentals from a historic core to new programs and degrees as they are added.

At IUPUI, we have been building inward from the well-established professional programs with their graduate orientation to form a new, vital core in the traditional arts and science disciplines. The result is a conceptual framework that integrates and links the professions with the arts and sciences out of both practical utility and a commitment to ideals and values that define the purpose of baccalaureate learning. Our Principles of Undergraduate Learning have been designed to serve as a foundation for both further education--whether in the professions or in the myriad forms of life-ling learning--and for use in leading productive lives as citizens and workers.

This necessity of looking inward from the professions to what is honestly shared by all programs has allowed the faculties to work together across disciplines and professions to determine what elements and what relationships are essential--and thus define the coherence, purpose, and shared values of baccalaureate education at IUPUI. The Principles of Undergraduate Learning belong to all faculties alike, and provide the tools necessary for the decades ahead when American higher education must accommodate an unprecedented range of interests, an increasingly diverse and mobile student population, an explosion of new information, and mediated forms of learning which affect the very structure of traditional higher education.

To the casual observer, the history of general education at IUPUI may appear disjointed and even contentious. Yet there is a continuous thread of an idea and a harmony of discourse, which have linked

each of the separate efforts and produced a structure which should serve this campus well for a long time to come. It has emerged as a commitment of the faculty to student learning and to developing student potential to its fullest. This core idea--and thread--has been wrapped with other ideas in the processes of debating the means and ends of general education, of accommodating electronic learning and distance education, of understanding the importance of assessing student performance and linking student work to overarching goals, of giving meaning and purpose to degrees in ways that do not depend on continuous enrollment or to residency at a single place, and of considering the very diversity of the faculty itself, including the role of adjunct and part-time colleagues.

We begin the new millennium confident that we are providing our students and our institution with the basis for distinction and success. The Principles will endure, but they will be used and honored in our ability to change quickly to meet the real needs of students and of society as we continually assess our own performance and seek ever to improve. The Principles of Undergraduate Education are the framework in which we place individual courses, through which we create new degrees, and by which we attract new faculty who share our optimism about the future or higher education in one of the world's most promising urban research universities.

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Phase I of a Study on Student Learning: A Working Document for the Campus

Preface: Taking the Road Less Traveled

Trudy W. Banta
Vice Chancellor for Planning and Institutional Improvement

The task of designing and implementing a coherent institution-wide program of general education seems to be one of the most formidable challenges we face in higher education. In fact, faculty on many campuses elect not to confront this issue at all. They recognize how divisive it can be for scholars from a variety of disciplines to try to reach agreement in defining the knowledge and skills all students should develop as foundation for the major and for life-long learning. So they simply provide a list of introductory courses in the humanities, sciences, and social sciences and require students to take two or three courses from each category. A primary justification given for this approach is that students will be exposed to a variety of ways of knowing and will make their own meaning of the collective experience.

Colleagues at Indiana University-Purdue University Indianapolis have confronted the challenge directly--bringing faculty from twenty-something schools as disparate as medicine and music into discussions about the meaning of undergraduate education. As described in the *Introduction*, this process took nearly a decade to complete. Committees were appointed, reports were written, exceptions were taken to one or more aspects of the content, and subsequently this sequence of events had to be repeated with a new committee. In the midst of this process IUPUI was visited by a team representing the North Central Association of Colleges and Schools--our regional accrediting body--and told by team members that the approach to general education that was underway was not promising: It would take too long to complete and indeed agreement might never be achieved. The team was correct that completing the process would take time, but finally, in 1998, six Principles of Undergraduate Learning (PULs) were approved by the Faculty Council.

IUPUI faculty took another road less traveled in deciding to integrate the PULs with the learning outcomes for each major, thus enabling students to practice and strengthen their generic skills throughout their years at IUPUI. To accomplish this integration might have taken another decade. But conversation about the Principles was so widespread and had been underway for so long that nearly everyone on campus had heard of them by the time they were approved. Some schools with disciplinary accreditors to satisfy, notably Nursing and Allied Health Sciences, had already begun to integrate the PULs with their own curricula by 1998, and most others were considering ways to do so by the time the Principles were formally adopted.

By far the easiest way to assess learning outcomes in general education and the major is to purchase a standardized test and provide for its administration centrally so that faculty do not have to assume much of the responsibility for it. IUPUI faculty would have none of that; from the outset they have insisted on developing their own assessment mechanisms for their general education-infused majors.

Since IUPUI has no campus-wide curriculum committee, no central group has the authority to approve curricula. In the absence of a body to review and approve courses that should enable students to learn the PULs, each school is responsible for recommending the course of study that will do that for their students. In this environment it behooves us to take stock from time to time of the schools' progress in integrating the PULs with their curricula for majors and in assessing student achievement of the Principles.

Thus in 1999 we undertook a study of the implementation and assessment of the PULs within the

individual schools that constitute IUPUI. To carry out this work we appointed three senior faculty, all of whom had participated in the early campus discussions of general education that ultimately led to the adoption of the Principles. For the last year these Faculty Associates for Undergraduate Learning have worked with the Director of Campus Writing to document the progress associated with the PULs in the schools.

Not surprisingly, the status of implementing and assessing the Principles is uneven when viewed from a campus-wide perspective. Faculty in the Schools of Nursing, Allied Health Sciences, and Engineering & Technology are farthest along the path. But with the implementation of the Principled Curriculum, both Liberal Arts and Science faculties are beginning to build a solid foundation for development and assessment of the PULs for students in all majors.

This is a decades-long work in progress. Our next task must be to ensure that the data derived from assessment are employed in every discipline to improve instruction and curricula continuously. We are indebted to all the faculty who have devoted their time and energy over the last ten years to the difficult work of achieving agreement on the PULs among their colleagues. Now we are grateful to Sharon Hamilton, Director of Campus Writing; and to David Bostwick, Rebecca Van Voorhis, and Richard Ward, the Faculty Associates for Undergraduate Learning, for describing progress on the intermediate steps of integrating the Principles in the majors and assessing student learning thereof. The 2001 E.C. Moore Symposium provides a showcase for some of the most noteworthy accomplishments in this connection that have occurred in the schools to date.

We are still some distance from our goal of establishing a robust scholarship of teaching, learning, and assessment at IUPUI, that is, faculty activity that provides students with a strong foundation of knowledge, skills, and values but also seeks direction for continuous improvement through the collection of evaluative data and reflection on the implications of the findings for practice. We invite others to travel this road with us, either as evaluators who can make recommendations along the way for improving our program or as participants in a similar approach to general education and assessment on their own campuses.

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Phase I of a Study on Student Learning: A Working Document for the Campus

Introduction:
A Brief History of the Principles of Undergraduate Learning at IUPUI

Sharon J. Hamilton
Director of Campus Writing

In 1991, the Council on Undergraduate Learning, comprised primarily of deans of academic units responsible for undergraduate education, and the Academic Affairs Committee of the Faculty Council established a Commission on General Education to "oversee development of a centrally coordinated approach to general education for undergraduates at IUPUI" (General Education at IUPUI: Report to the Campus Community, October 1993). Prior to 1991, design of the general education curriculum for students had been the responsibility of each school.

In its earliest deliberations, the Commission identified three possible approaches to general education:

1. the *distributive approach*, which defines required areas and specifies requirements within those areas;

2. the *core curriculum approach*, which involves the development of a set of courses required of all majors; and

3. the *process approach*, which focuses on the learning experiences of students and coordinates those experiences across disciplines to provide all students with knowledge and skills considered appropriate by the faculty.

While the campus had been employing a more or less *distributive* approach, there was no guarantee of commonality of general education experience. A *core curriculum* had been explored and then rejected by the School Liberal Arts and the School of Science. The Commission therefore chose the *process* approach because it seemed most likely to succeed at IUPUI, a campus organized almost thirty-five years ago "from a collection of well-established professional schools and (at that time) less well-established undergraduate programs" (General Education at IUPUI, October 1993).

A *process* approach to general education necessitates widespread and ongoing involvement of faculty. Consequently, within the first two years of its formation, the Commission involved more than two hundred IUPUI faculty in the following six initiatives:

1. First Annual Symposium on General Education	April 1992
2. Report to the Faculty	September 1992
3. Faculty Study Groups on General Education	1992-93 Academic Year
4. Second Annual Symposium on General Education	April 1993
5. Report to the Campus Community (the "Blue Book")	October 1993
6. Open Faculty Forum on General Education	November 1993

Concurrently, "outside forces and institutional pressures" influenced the work and plans of the Commission. The 1992 NCA accreditation team strongly urged the IUPUI campus to identify desired outcomes for general education that were amenable to meaningful assessment. This required the

inclusion of academic unit administrators and curriculum committees throughout the decision-making processes and initiatives of 1992-93. During the summer of 1993, members of the IUPUI Commission on General Education participated in what was, at that time, the annual Lilly Endowment Workshop. During the intensive two weeks of this workshop, the team synthesized the two years of deliberations by faculty and administrators and, based on the conclusions of the faculty study groups, developed a "description of an approach to general education that support[ed] the institution's mission and a plan for reconciling the process approach with the NCA's recommendations" (General Education at IUPUI, October 1993). Out of these deliberations came the initial set of eight Principles of Undergraduate Learning (Working Draft: General Education at IUPUI, October 1993):

1. Higher order thinking involves uses of reading, writing, speaking, quantitative reasoning, and computer technology. Students develop these ways of learning in all general education courses.

2. Critical thinking requires the ability to integrate knowledge and experience. Students learn integration through exploring their own values and intellectual commitment and demonstrating their expertise in a discipline as it applies to a context wider than the discipline.

3. Intellectual adaptability requires familiarity with ways of thinking and knowing in a range of disciplines.

4. Self-awareness increases ability to learn from and about others. Through curricular and co-curricular activities, students learn about themselves as whole human being, i.e. their intellectual, physical, emotional, and spiritual selves.

5. Knowledge is constructed and verified through collaboration. Collaborative learning gives students a voice in creating knowledge.

6. Engagement in co-curricular activities outside the classroom builds community in order to advance learning. Students become part of the University community by participating in campus activities.

7. Understanding our culturally and ethnically diverse society includes learning about conflicting values, traditions, and histories, and developing empathy for others. Students develop this understanding through coursework, service, co-curricular activities, and work experience.

8. Service beyond the self is a way to achieve meaning. Through regular service, students learn how to enact their personal and civic responsibilities to others.

While a few schools and academic universities began to integrate these eight principles into their curricula, most schools did not accept the principles in this first iteration.

In 1994, the Council on Liberal Arts and Sciences (CLAS) was formed, initially to explore the possibility of a merger between the two schools. When CLAS realized a merger was not possible, the Council turned its attention to curricular commonalities between the two schools, and, in 1995-6, began work on a common "core curriculum." During these CLAS conversations, the Dean of Liberal Arts condensed the eight principles of undergraduate learning into five, eliminating explicit attention to service learning and co-curricular activities, and moving collaborative learning into prefatory comments. CLAS agreed upon this set of five principles as a foundation for its core curriculum, and began to call its proposed curricular structure "The Principled Curriculum." This proposed core curriculum, based on five Principles of Undergraduate Learning, was approved by the respective Faculty Assemblies of the School of Science and the School of Liberal Arts in 1998.

Concurrently, discussions about the Principles of Undergraduate Learning were occurring among many different campus committees and academic units. A General Education Advisory Committee was formed in 1994 to replace the Commission on General Education, and it began work to have the Principles approved by the whole campus. In the course of these conversations, many faculty proclaimed the need for 'Values and Ethics' (which had been embedded in 'Understanding Society and Culture') to have its own explicit, separate Principle. In late 1997 to early 1998, the five Principles of Undergraduate Learning became six, as 'Understanding Society and Culture' and 'Values and Ethics' became discrete principles. These six Principles of Undergraduate Learning (the current PULs) were approved by the IUPUI Faculty Council in 1998.

With the campus-level approval of the PULs and the Schools of Liberal Arts and Science approval of the Principled Curriculum based on the PULs, the next step was to make explicit the role of the PULs in undergraduate education across the campus. Schools and academic units were asked to show, in their annual reports of student learning, how the PULs were integrated with the course goals and learning outcomes of academic programs. By 1999, most schools had explicitly integrated the PULs into their

curricula, and described this integration in the annual report of student learning submitted to the Office of Planning and Institutional Improvement. The final step (to date) has been to gather specific information on how the PULs are taught, learned, and assessed in each school and academic unit, and to identify some exemplary best practices employed by faculty. In the spring of 2000, three Faculty Associate positions were created in order to collect and collate this information campus-wide. These Faculty Associates, working with the Director of Campus Writing, met with faculty and administrators from every school and academic unit on campus to determine how their curricula advanced student understanding of the PULs in relation to specific course and program requirements. Their work forms the major part of this progress report.

During the summer of 2000, three summer institute teams met to explore three different aspects of the undergraduate learning experience at IUPUI: the Diversity Inquiry Group; the Asheville Institute Team, and the AAHE Summer Academy team. The Diversity Inquiry Group began work to produce an annotated bibliography on pedagogical strategies, course and curriculum approaches, and classroom behaviors that seem most effective in creating a welcoming climate for students. In essence, they were finding ways to integrate several aspects of two of the six PULs in their work: "Understanding Society and Culture" and "Values and Ethics." Their work will continue throughout the 2001-2002 academic year, but some of their preliminary work is already reflected in the matrices and narrative of the relevant PULs. The Asheville Institute Team identified a set of courses that is now being called 'the empirical core': general education courses required by most schools and academic programs. What they discovered, not surprisingly, is that this empirical core could be very easily mapped to the PULs. This mapping, while not currently in an explicit graphic form, is a next step for implementation. The AAHE Summer Academy identified 25 Gateway Courses (those courses most commonly taken by students during their first two semesters at IUPUI, a list very similar to the "empirical core"), with a focus on ways to improve the learning experiences in these courses. One of the ways being discussed is to make the coherence of the general education structure more apparent to the students with a focus on the PULs as the foundation for learning.

That leads directly to another initiative directly related to general education, the implementation of the PULs, and the documentation of student learning in relation to the PULs: the IUPUI Student ePortfolio. Currently moving to beta testing phase, the student electronic portfolios are designed for students to track and document their learning experiences at IUPUI, beginning with the PULs, and then moving into the work of their chosen major or professional school.

With so many initiatives in their developmental stages, this can only be an interim report of our progress toward implementing a plan for general education at IUPUI. However, it is a plan built upon the work of hundreds of faculty over the past ten years, with structures in place for continued growth and coherence, and with the ultimate goal that student learning at IUPUI will indeed exemplify excellence in terms of documented learning achievements not only in the major but also in foundational and transcendent areas of knowledge and skills: the IUPUI Principles of Undergraduate Learning.

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Phase I of a Study on Student Learning: A Working Document for the Campus

Meet the Faculty Associates

In March 2000, three Faculty Associates were appointed by the Vice-Chancellor for Planning and Institutional Improvement. Between March 2000 and March 2001, the Faculty Associates met with representatives from every school and academic unit on the IUPUI campus. Additionally, they reviewed annual assessment reports and other documents related to curriculum and the Principles of Undergraduate Learning. The following pages present an overview of how the Principles of Undergraduate Learning are integrated into the undergraduate curriculum at IUPUI. This overview, presented in both narrative form and through matrices, is a portrait in time, and is only the first stage of information gathering about the extent to which the Principles permeate the undergraduate curriculum, the extent to which our students' competencies improve during their time at IUPUI, and the level of proficiency of our graduates in these universally important learning outcomes.

Principle 1: Core Communication and Quantitative Skills
Sharon Hamilton, Chancellor's Professor, is a Professor of English and Director of Campus Writing. She is also Director of the IUPUI Portfolio and chairs the committee developing the IUPUI Student ePortfolio. She has been working with the Principles of Undergraduate Learning since their earliest conception, and coordinated the work of the Faculty Associates.

Principle 2: Critical Thinking
W. David Bostwick is a Professor of Organizational Leadership and Supervision and Director of the Engineering Education Excellence Center at the Purdue School of Engineering and Technology. A member of the Engineering and Technology Assessment Committee, his areas of emphasis are behavior and strategy within organizations, economic development, data collection and analysis, and program articulation.

Principle 3: Integration and Application of Knowledge
Principle 4: Intellectual Breadth, Depth, and Adaptiveness
Richard E. Ward is a Professor of Anthropology and Oral Facial Genetics. He has a joint appointment in anthropology and the School of Dentistry. His professional training and research interests have centered on human variation and the interaction of genes, culture and the environment in producing this variation. Teaching is the central focus of his professional identity, and he teaches a whole range of biological anthropology courses.

Principle 5: Understanding Society and Culture
Principle 6: Values and Ethics
Rebecca Van Voorhis is an Associate Professor in the Indiana University School of Social Work. She has been an IUPUI faculty member for 20 years and also served as the IUPUI Director of the Women's Studies Program from 1993 to 1995. Her teaching and scholarship have focused on issues of diversity with particular attention to women. Her publications include articles on feminist theories and a framework to develop cultural sensitivity. She also has a strong interest in ethics and has provided leadership for several IUPUI programs on teaching ethics in the professional schools. She has participated in an instructional team for University College's First Year Seminar and has studied the use of instructional teams. She also frequently conducts workshops and training seminars for business and social service organizations on a variety of topics, including team building, project management, interpersonal communication, valuing diversity, and leadership. A founding board member of the Women's Fund of Central Indiana, she also was instrumental in the formation of Marion County's Child Advocates organization.

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Phase I of a Study on Student Learning: A Working Document for the Campus

School by School Narrative Overview
Principle 1: Core Skills-Writing at IUPUI

Introduction by Sharon Hamilton
School of Allied Health Sciences
Kelley School of Business
School of Dentistry
School of Education
School of Engineering & Technology
Herron School of Art
School of Journalism
School of Liberal Arts
School of Informatics
School of Nursing
School of Physical Education
School of Science
School of Social Work
School of Public & Environmental Affairs (SPEA)
University College

Introduction
By Sharon Hamilton

The first Principle of Undergraduate Learning at IUPUI states that our students will "express ideas and facts to others effectively in a variety of written formats." The importance of writing on the IUPUI campus is signaled in the application process, in which all incoming first-year students are required to take a writing placement test. During the required first-year seminar, the importance of academic writing is stressed. The core writing program in the English department introduces students to the diversity of expectations for writing at the university. Students are assisted in meeting these expectations with the three University Writing Centers located on campus, the main one in Cavanaugh Hall and two satellite Centers, one in University College and the other in the School of Engineering and Technology. As students progress to their upper-level courses in their majors, their professors introduce them to many different kinds of professional, corporate, and academic expectations for writing.

School of Allied Health Sciences

The School of Allied Health Sciences evaluates their students on their skills in written communication by means of papers, case studies, practical exams, professional papers, and student portfolios.

Allied Health defines writing as the expression of thoughts, ideas, perceptions, and observations derived from the critical thinking process. Writing provides the vehicle for organizing and clarifying of thoughts, establishing of conceptual relationships, analyzing data, and synthesizing conclusions or new ideas.

Learning outcomes are associated with creating concise and effective written communication, charting and documenting diagnostic, therapeutic, and other patient care activities, appropriate use of terminology pertinent to the health profession, completing professional writing projects, lab reports, writing courses, and critical analysis of articles in professional publications.

Writing of case studies, reviews of professional publications, use of library and Internet searches, required visits to the Writing Center, and the use of electronic mail between students and faculty are strategies and techniques for improving student writing in the Allied Health Sciences.

Evidence of progress includes feedback to students on written assignments, the portfolio system for major writing projects, peer review, individual and group reports in laboratory courses, student evaluation of writing, review of projects by content specialists in the professional community, and surveys from graduates and employers.

This evidence is used to increase the emphasis on student preparation for writing in prerequisite courses, continuous feed back from students and faculty regarding success of writing activities in courses, development of short and long term plans for increasing writing activities in the curricula, faculty development for teaching writing skills, and continuous program and curriculum development in writing.

(Many examples of requirements for written communication are available in individual programs.)

School of Business

Writing is a skill that is practiced and learned over time and is a vital component of university life. Not only will students have many written assignments over their academic career that will help determine course grades, but also the act of writing is actually part of the learning process. Students are required to participate in a variety of writing assignments. These assignments will come in the form of low-stakes, medium-stakes, and high-stakes writing. High-stakes writing is the traditional "for a grade" writing that requires many drafts and revisions. Low-stakes writing is usually not for a grade but rather to help develop the thought process and to encourage students to take their learning to a new level. Examples of assignments are: justification papers, a tax research case, a tax article from a technical journal, and weekly assignments requiring solution of assigned problems. Ideas and facts are expressed to others effectively in a variety of written formats through case studies, group papers, and various in-class assignments.

Other examples of student experiences with writing in the School of Business include team projects involving analysis of external Web sites for electronic commerce for a set of companies competing in the same industry and developing an in-class presentation of a tutorial on the technology. Information resources and technology are utilized for the integrated core project. Examinations include essay questions primarily designed to evaluate understanding of material covered in the text. Students are expected to prepare clear and useful notes from class lectures.

The School of Business is exploring the use of portfolios.

School of Dentistry

The School of Dentistry requires a considerable amount of writing, charting, and concise summarizing. H206 requires a written paper involving a literature search on the Internet. H242 requires a written research paper in which students must do a search on a topic related to dentistry. H219 requires written nutritional analyses on selected patients. Included in these analyses are reports on periodontal treatments. H311 requires students to write a paper in regard to their findings and present the information to their classmates. H347 requires students to develop a dental health lesson plan using their writing skills. Students are required to write a reaction paper to a critical dental public health issue. H344 requires students to write their immediate and long-term goals as a professional dental hygienist. Additionally, students write cover letters and resumes, a paper regarding an ethical issue, and an evaluation of a research article.

(Examples of student lesson plan, a community project, a clinic abstract, a research analysis project, an expectation of the course, a case module, and an evaluation are available.)

School of Education

The School of Education has integrated the IUPUI PULs with the Principles of Teacher Education. Students are expected to write and speak with clarity, to model effective communication skills, and to design instructional plans to develop students' conceptual frameworks. The School of Education requires oral and written assignments, portfolios, and journaling.

School of Engineering & Technology

Written communication skills are assessed school-wide in required technical communications courses, TCM 360 for engineering students and TCM 220 for technology students. Marjorie Hovde (Technical Communications) received a summer grant from the school to develop a process for assessing students' ability to communicate effectively in a simulated work setting. She will present the results of her work at a fall meeting of the E&T Assessment Committee. In addition, laboratory reports, project reports, and term papers in technical classes will be scored with rubrics that are yet to be developed. To evaluate the logic, validity, and relevance of data, assigned reports will be scored with holistic rubrics. Students will also be required to document their competencies in their written reports to prove their knowledge in innovative ways. Other forms of assessment are exams and reports that also give students the chance to demonstrate their ability to think critically. For their senior capstone course, students complete a design project which requires them to proceed through a design decision-making process, analyzing a complex issue by incorporating evidence from several sources. This assignment requires the student to document the process while synthesizing information in order to come to a reasoned conclusion. To address cultural traditions and to understand and appreciate the diversity of the human experience, students in their senior capstone course write a paper on the impact of their project on world cultures in the context of at least two of their social sciences and humanities electives. Student reflective writing assignments as well as reports, term papers and essay exams assess a student's ability to make judgments with respect to individual conduct, citizenship, and aesthetics.

(Extensive grid of required skills for each major is available.)

Herron School of Art

Herron incorporates critiques, short essays, and written reports in assessment of students' core skills. Writing samples and portfolios, research papers, assignments, written plans, journals, and research on artists are also included in writing assignments for students. During the senior seminar, papers are required every week. The professor in the field of Art Education department assesses the exit portfolio. There is a requirement for six credits of writing for a degree from Herron. Assessment of journaling will help a student clarify and intensify thinking, assist in the absorption of new concepts, and promote the organization of complicated and extensive information and research.

School of Journalism

The entire curriculum of the School of Journalism is based on effective written communication. Journalism students write to communicate to mass audiences. This requires acquiring and integrating knowledge, thinking, synthesizing, and writing to communicate a message. Deciding whether to use a story engages a student's ethical skills, as does a student's ability to recognize and avoid plagiarism. Students learn values in validating their stories. The Journalism School publishes the Sagamore, an award-winning weekly paper that is read and evaluated by diverse groups of people. The main form of assessment for course work is faculty grading of written work.

School of Liberal Arts

The Writing program is housed in the English Department in the School of Liberal Arts, and plays a key role in developing the academic writing proficiencies of students whose academic programs require a writing course or writing course sequence. In addition, the School of Liberal Arts offers courses in business and professional writing, technical communication, creative writing, and community-based writing (through internships).

Graduates from Liberal Arts are expected to write clearly and persuasively. Therefore, most Liberal Arts courses require written assignments. These are in the form of focused writing assignments, creative writing, critical analysis of a text or film, reflective papers, essays, critical analyses of scientific literature, written arguments based on historical evidence, and the capstone portfolio. Evaluation of students' ability to write is based on vocabulary and conceptual frameworks appropriate to the subject.

School of Informatics

Curriculum and syllabi are currently being developed.

School of Nursing

Students in the School of Nursing demonstrate critical thinking through research-based written critiques. Beyond this, case studies, nursing process papers, and clinical course evaluations aid in developing competence in cultural awareness. Nursing students also become proficient at writing policy papers, clinical documentation, and peer critiques.

(Many course descriptions with PULs addressed are available.)

School of Physical Education

The School of Physical Education assesses the writing portion of the Principles of Undergraduate Learning through required internship notebooks and written observations. Varied writing styles and genres are incorporated through journals, portfolios, creative writing, homework assignments, case studies, quizzes, labs, papers (incl. comparative, application, opinion, reaction and /or research), lesson plans, exams, capstone course projects, and written projects that require the use of proper grammar, a higher order of thinking, synthesis of thought, logic, and research, and creative ideas.

(Example syllabi, advising forms, and assessment plan are available.)

School of Science

The School of Science assesses student writing through assignments that include the collecting and analyzing of data, making conclusions, and planning future improvements of projects. By applying this process, a "feedback loop" is employed to foster improvement in learning by making assessment through written communication an ongoing activity rather than an intermittent one.

Science also uses examinations and papers to assess student achievement. The capstone course integrates the core skills of communication, quantitative analysis, and critical thinking with proficiencies in the disciplines. Science majors also take courses in the Humanities, Social Sciences, and Comparative World Cultures, where substantive writing experiences are required. During their final year, Science majors will be asked to reflect on their academic journey and to write one or two paragraphs about how each of the six PUL's was experienced while at IUPUI.

Windows on Science, C105, for the freshman experience, will introduce students to the Principles for Undergraduate Learning, which include written communication as a core skill. Throughout a student's science courses, whether in Biology (K101, K103), Chemistry (C105), Computer and Information Science(CSCI 230), Geology (G222, G420), Mathematical Sciences(Math 163, Math 118), Physics (Physics 152, 251, 490), or Psychology(B104 and B310), writing will be assessed in examinations, laboratory exams, written papers, formal laboratory reports. Laboratory work is evaluated to determine whether or not the critical thinking and technical skills of students improved throughout the semester.

(Grid with PULs listed by individual courses addressing them is available.)

School of Social Work

Students in the School of Social Work will demonstrate the ability to communicate effectively in both written and oral forms with diverse populations, colleagues, and members of the community. Part of a student's assessment will be based on the development of an electronic portfolio that is now in the design phase, with pilot testing scheduled to begin this year.

A degree in Social Work requires literature review assignments, research projects, exams, journals, and final papers all utilizing skills in writing.

School of Public and Environmental Affairs

The School of Public and Environmental Affairs uses a portfolio process at the undergraduate level. It requires that each student complete a capstone course which incorporates completion of a term paper. The PULs are specified as part of each course syllabus. For each student, a file is generated containing the syllabus for each capstone course and a memo explaining how the outcomes incorporate the PULs and the learning outcomes for the program or concentration. Instructor's evaluation of a student's performance includes an evaluation of papers, presentations, exams, and written exercises.

University College

All incoming freshman at IUPUI are required to enroll in a learning community. In these learning communities, students will begin to practice written communication skills appropriate to the academic setting. Academic writing includes an introduction to the variety of writing assignments and expectations at the university level, writing style requirements, and plagiarism. Students can effectively use reflective writing, journals, and one-minutes papers to process their learning experience in the First Year Seminar. Additional resources are provided to students through university courses, the Writing Center and the Learning Center. They will also begin to use critical thinking skills to solve problems in the context of the university environment. University College currently assesses students' academic skills in three basic areas--reading, writing, and math--at the start of their academic career.

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School by School Narrative Overview
Principle 1: Core Skills
Comprehending, Interpreting, and Analyzing Text as a Student Learning Outcome at IUPUI

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School of Nursing
School of Physical Education
School of Science
School of Social Work
School of Public & Environmental Affairs (SPEA)
University College

Introduction
By Sharon Hamilton

The first Principle of Undergraduate Learning at IUPUI states that our students will "comprehend, interpret, and analyze texts." IUPUI is currently pilot-testing an electronic student portfolio system where students will document their improving competence in relation to all of the Principles of Undergraduate Learning, as well as their progress through their major course of study. Once the electronic portfolio is fully implemented, evidence of quantitative analysis performed by IUPUI students, will be readily and widely available. Until then, here is an overview of the types of comprehending, interpreting, and analyzing of texts expected of students in the different schools and programs at IUPUI.

School of Allied Health Sciences

The School of Allied Health Sciences evaluates their students on the ability to comprehend, interpret and analyze text through publication reviews, reading assignments, and review of research articles. Learning objectives associated with this principle includes the ability to understand and interpret written information related to the area of interest and development of a professional vocabulary.

Use of reading assignments throughout the curriculum and opportunities to review professional publications are strategies and techniques for improving comprehension, interpretation and analysis of texts.

Evidence of progress includes written examinations; faculty feedback; graduate and employer surveys; peer reviews; and pilot student assessment of faculty teaching including questions about the PULs.

This evidence is used to increase the students' knowledge base through reading. Currently, to improve student proficiency, the School of Allied Health Sciences has adapted the following strategies: increased emphasis on student reading; continuous feedback from students and faculty; development of short and long term plans for increasing reading comprehension; faculty development for teaching reading skills; continuous program and curriculum development; and the formation of a committee to begin collection of data to be completed by fall 2001.

School of Business

The School of Business demonstrates this core skill through the analysis of case studies or other assigned readings by sorting out salient points, making recommendations, and preparing to discuss these business problems. Students are also expected to prepare clear notes from class lectures.

All courses require some measure of text reading and analysis. Many also require the interpreting of chapter notes and financial statements, case study reports, and other assigned readings.

Strategies and techniques to improve comprehension, interpretation, and analysis of text include the use of supplemental texts and financial statements to facilitate learning; classroom discussion of text and assigned readings to relate the material to current business situations; and project team presentations of assigned material.

Text-based exams, quizzes, papers, and all other graded assignments serve as evaluation and reporting mechanisms. As a result of current efforts, the School of Business plans to offer more classroom discussions and project team presentations.

School of Dentistry

The School of Dentistry provides literature critiques, research analysis projects, and patient analysis as forms of this core skill. The learning outcome associated with this skill is to select, obtain, and interpret diagnostic information, recognizing its potential benefits and limitations.

Ongoing clinical and course evaluations and peer reviews are the means by which the School of Dentistry evaluates and reports progress.

School of Education

The School of Education has PUL objectives embedded in their Principles of Teacher Education. Practica, field experiences, and student self-evaluations provide data to evaluate and report progress.

School of Engineering & Technology

Students in the School of Engineering and Technology participate in reading assignments and problem-solving class discussions. Learning outcomes associated with this core skill include determining characteristic parameters of a system or subsystems from output data, evaluating the performance of a system from its outputs, and interpreting experimental results using data and statistical methods.

Strategies for improvement include reading lab scenarios and determining the task to be done; analyzing formula problems and developing solutions; and reading a case and analyzing to develop a plan to resolve the problem.

The School of Engineering and Technology evaluates and reports their progress through lab and project reports, papers, and exams.

Herron School of Art

Herron School of Art incorporates research papers, class discussions, debates, and reading assignments into their curriculum. The learning objective associated with this core skill is the ability to comprehend, interpret, and analyze readings of art in the disciplines.

Offering opportunities for class discussion, reflective writing, and research on artists from the readings are strategies for improving comprehension, interpretation, and analysis of text. Successful work is produced and evaluated specific to the discipline.

School of Journalism

The School of Journalism edits written work and articles for publication. Editing is part of the writing process, which is the core of the School of Journalism, but it also requires honing the skills of reading, interpreting, and analyzing text.

School of Liberal Arts

Students in the School of Liberal Arts engage in reading assignments, group discussions, research projects, field and lab experiences, case studies, critical analysis of text or film, language lab assignments, debates and independent readings/studies.

Learning objectives associated with this core skill include analyzing readings; demonstrating an ability to compare, evaluate, and synthesize diverse information; critically assess written texts; and providing evidence of understanding printed discourse or, in the case of foreign languages, new vocabulary.

Liberal Arts hopes to improve this skill by teaching the techniques of critical analysis.

Evaluation and reporting of progress are provided by senior exit interviews, alumni surveys, and assessed proficiency in individual courses.

School of Informatics

Curriculum and syllabi are currently being developed.

School of Nursing

Information about this aspect of Core Skills not explicitly articulated in reports.

School of Physical Education

Students in the School of Physical Education demonstrate this core skill by the ability to understand text-based materials, appropriately analyze the merits of technical information, and interpret and apply information correctly and appropriately. Reading assignments, case studies, and peer reviews are forms of this skill.

The School of Physical Education will incorporate more reading assignments into class and clinical experiences as a strategy to improve comprehension, interpretation, and analysis of text.

Senior capstone survey, internship survey and notebooks, and clinical field work serve as sources for evaluating and reporting progress.

School of Science

Students in the School of Science practice this core skill across the disciplines. All courses employ textual material as the core information source. In many cases, this is supplemented by instructors' notes and information from the Web. Windows on Science, C105, for the freshman experience, requires an assignment to read an AMA article. Geology requires assigned readings from the profession.

Learning objectives associated with this skill include the ability to understand text-based materials, appropriately analyze the merits of the technical information, and derive correct interpretations from it; obtain basic information and understanding of fundamental ideas of Physics; supplement learning by listening; read a science article for general comprehension and a critical view of an application of the scientific method (Windows on Science); and understand technical material in the context of a particular course (Geology).

Examinations and assignments are techniques for demonstrating proficiency in this skill. Strategies for improvement focus on assignments and tasks dealing with course materials, and include reviewing parts of a science article with a sample article; applying the review to a new article, and providing responses to questions about the article, including summarizing the article in students' words (Windows on Science) and reading material tailored to the level of the course and topic covered (Geology).

Progress is measured by student responses on examinations and assignments; standardized concept inventory exam in Physics; skills self-assessment post course surveys and focus group surveys; successful completion of assignment in Windows on Science; and written article summaries and oral presentation of material in Geology.

The information from the evaluations is fed back to the student in order to stimulate improvement. This has resulted for example, in the modification of core courses in Physics. Other results include expanding assignments to cover other science disciplines in Windows on Science and adjusting lecture material to better prepare students for the readings in Geology. Data from a survey performed by the Capstone Psychology Seminar will be used to determine how confident psychology majors are in their ability to read with understanding.

School of Social Work

Students in the School of Social Work will demonstrate an ability to comprehend, interpret, and analyze texts. For example, students will participate in small group work after an assigned reading.

Providing opportunities for reading assignments and class discussion is a strategy to improve and apply this core skill.

Instructor and peer evaluations, as well as surveys of and focus groups with current students and alumni, are means for evaluating and reporting progress.

School of Public and Environmental Affairs

Information about this aspect of Core Skills not explicitly articulated in reports.

University College

All incoming freshman at IUPUI are required to enroll in a learning community. In these learning communities, students will participate in a variety of assignments focusing on the Principles of Undergraduate Learning. The learning objective associated with this core skill is the development of the fundamentals of scholarly inquiry.

The development of Critical Inquiry courses is one strategy to improve and apply this skill. Critical Inquiry courses just beginning in the fall 2000, assessment forthcoming.

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Phase I of a Study on Student Learning: A Working Document for the Campus

School by School Narrative Overview
Principle 1: Core Skills
Oral Communication at IUPUI

Introduction by Sharon Hamilton
School of Allied Health Sciences
Kelley School of Business
School of Dentistry
School of Education
School of Engineering & Technology
Herron School of Art
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School of Public & Environmental Affairs (SPEA)
University College

Introduction
By Sharon Hamilton

The first Principle of Undergraduate Learning at IUPUI states that our students will "communicate orally in one-on-one and group settings."

IUPUI is currently pilot-testing an electronic student portfolio system where students will document their improving competence in relation to all of the Principles of Undergraduate Learning, including oral communication, as well as their progress through their major course of study. Once the electronic portfolio is fully implemented, evidence of oral communication that students at IUPUI perform, such as the videotaped speeches in Communication R110, will be readily and widely available. Until then, here is an overview of the types of oral communication activities expected of students in the different schools and programs at IUPUI.

School of Allied Health Sciences

The School of Allied Health Sciences evaluates their students on their skills in oral communication by means of student presentations, class discussions, peer reviews, individual and group reports, role playing, oral case study reports, and communication with health professionals, patients, and the general public.

Allied Health defines oral communication in their programs as the expression of thoughts, ideas, perceptions, and observations derived from the critical thinking process. Speech provides the vehicle for organizing and clarifying thoughts, establishing of conceptual relationships, analyzing data, and synthesizing conclusions or new ideas.

Learning outcomes are associated with creating concise and effective oral communication, appropriate use of medical and professional terminology, completion of practicum seminar (T325 and T426), and dissemination of patient education including oral instructions during exams.

Use of oral presentations, simulated patient exams (i.e., skits, role playing), clinical and lab activities, oral case study reports, and encouraging students to make oral presentations to other student and/or professional groups are strategies and techniques for improving oral communication in the Allied Health Sciences.

Evidence of progress includes feedback to students on oral presentations, peer review, laboratory and clinical evaluations, pilot student assessment of faculty teaching regarding PULs, formation of a new committee to collect data by fall of 2001, and surveys from graduates and employers.

This evidence is used to increase the emphasis on student preparation for oral communication, continuous feed back from students and faculty regarding success of oral communication activities in courses, development of short and long term plans for increasing such activities in the curricula, faculty development for teaching oral communication skills, and continuous program and curriculum development in oral communication.

School of Business

The ability of students to speak effectively in a variety of situations is essential to student success. The School of Business provides opportunities for students to develop oral communication through class discussions and presentations, group projects, and peer evaluations.

Effective use of oral communication is the main learning objective. Use of class discussions, peer review and group work and encouraging student involvement in internships are strategies and techniques for improving oral communication in Business. Review of the supervisor reports of student performance at the end of the internships, provides the School of Business with a means of gathering, reporting, and evaluating progress.

Text-based exams, quizzes, papers, and all other graded assignments serve as evaluation and reporting mechanisms. As a result of current efforts, the School of Business plans to offer more classroom discussions and project team presentations.

School of Dentistry

The School of Dentistry offers a considerable number of oral communication activities due to their inherent work with the patients, medical personnel, and the public. H219 and H221 focus on oral communication with patients. Oral presentations of patient case studies are present in the H311 course. H347 requires students to present their lesson plans orally. The School of Dentistry strives to instill effective oral communication in their graduates. The school will continue to utilize oral presentations, reports, and lesson plans in their courses and use data from surveys of employees and graduates to improve on the oral communication aspect of their program.

School of Education

The School of Education has PUL objectives embedded in their Principles of Teacher Education. Classroom activities include oral presentations, class dialogues, and oral exams. Effective use of oral communication and encouraging presentations to professionals in the field are the main learning objectives related to developing this proficiency. Strategies to improve oral communication include more opportunities for classroom dialogue and more oral presentations of group work. Student self-evaluations are the current source of assessment.

School of Engineering & Technology

Oral communication skills are assessed school-wide with multiple oral presentations in the required technical communications courses, TCM 360 for engineering students and TCM 220 for technology students. The main learning objective is effective use of oral communication. Continued use of class discussions, oral reports and presentations are strategies to for applying and improving oral communication.

The School of Engineering and Technology continually discusses the process for assessing students' ability to effectively communicate in simulated work settings. Student and graduate self-evaluations are the current means of collecting and reporting evidence of progress. As a result of information gleamed from these self-evaluations, Engineering and Technology has increased an emphasis on oral communication.

Herron School of Art

Herron incorporates class discussion, peer review, oral reports and critiques, and an Exit Portfolio in their curriculum. Learning outcomes include the effective use of oral communication and the translating of results of visual analysis into verbal terms. Use of class discussions, oral reports, presentations, and critiques and continued opportunities to create and review videotaped lessons are strategies for improving oral communication skills in the Herron School of Art. The Exit Portfolio, including videotaped lessons, and graded by an approved scoring rubric is the main means of evaluating and reporting progress in oral communication.

School of Journalism

Although the curriculum of the School of Journalism is mainly based on effective written communication, oral communication aspects are embedded in several courses. The main form of assessment for course work is faculty grading of course assignments.

School of Liberal Arts

The School of Liberal Arts houses the Department of Communication Studies, which includes the core oral communication courses required by many academic programs at IUPUI. These core courses develop oral communication skills in many IUPUI students. Additionally, most School of Liberal Arts courses require oral communication skills. These are in the form of class discussions, group work, oral presentations, public debates, role play activities, and electronic and/or capstone portfolios. Additionally, Liberal Arts has the learning objective of developing communication skills in English and at least one foreign language.

Strategies for improvement include encouraging enrollment in Gateway course, G100 for Communication Studies; Provide opportunities for collaborative work and activities; utilize conversation and interview formats to assess proficiency; Continues opportunities for class discussion and debate of issues; and continuous feedback from faculty and peers. Liberal Arts utilizes senior exit interviews, current major and alumni surveys, electronic and/other capstone portfolios, and a standard rubric to assess proficiency in foreign languages as a means of evaluating and reporting progress in oral communication skills.

School of Informatics

Curriculum and syllabi are currently being developed.

School of Nursing

School of Nursing students demonstrate oral communication through accurate delivery of medical information. Forms of oral communication include class discussions, debates, peer critiques, role-plays, simulations, and group projects. Strategies for improvement include opportunities to practice and hone communication skills, particularly in group activities. Clinical course evaluations, observations, and feedback, as well as the Capstone practicum are means of evaluating and reporting progress in oral communication. The School of Nursing continues to stress speaking opportunities in courses.

School of Physical Education

Students in the School of Physical Education demonstrate oral communication through clarity of thought and analysis. Forms of oral communication include oral quizzes and exams, class discussions, peer teaching, role-plays, debates, and simulations. Evaluations of students' ability to communicate orally include the senior capstone surveys, internship surveys and notebooks, clinical fieldwork, and exit interviews.

School of Science

Students in the School of Science demonstrate oral communication through clarity of thought and analysis, clear communication of complex concepts, and expression of ideas in both one-on-one and group settings.

Windows on Science, for the freshman experience, will introduce students to the Principles for Undergraduate Learning, which include oral communication as a core skill. Computer Science offers periodic oral reports on design solutions in CSCI 452, 495, while oral reports on projects are required in N100, N201, N207, N241, and N341. The Geosciences require an oral communication component in their technical writing courses. Physics requires an oral report for the capstone class. Psychology has recitation sessions of B104 and includes oral presentation to class, faculty, and community audiences.

Required progress reports are strategies for applying oral communication. Strategies for improving oral communication skills include feedback from the class and instructor, tutoring and mentoring; and specific criteria for acceptable presentations and short talks.

Science uses the senior capstone course, the graduating student survey, instructor-evaluated progress by assessing presentations, and videotaped presentations as means of evaluating and reporting progress in oral communication. Subsequently, the assessment of progress is fed back to the student to suggest improvements and an effort to remind students to review previous videotapes before giving next presentation is made. Additionally, data from a survey performed by the Capstone Psychology Seminar will be used to determine how confident psychology majors are in their oral communication ability.

The senior capstone course integrates the core skills of communication, quantitative analysis, and critical thinking with proficiencies in the disciplines. Science majors also take courses in the Humanities, Social Sciences, and Comparative World Cultures, where substantive experiences emphasizing oral communication are required. During their final year, Science majors will be asked to reflect on their academic journey and to write one or two paragraphs about how each of the six PULs was experienced while at IUPUI.

School of Social Work

Students in the School of Social Work will demonstrate effective oral communication with diverse client populations, colleagues, and the community. Electronic portfolio, oral presentations, role-playing activities, small group work, and presentations to agency boards are forms of oral communication engaged in by students.

Strategies to improve oral communication skills include opportunities to practice oral communication skills and continuous feedback from peers, faculty, and board members. Surveys of and focus groups with current students and alumni, as well as student self-evaluations are the means by which the School of Social Work evaluates and reports their progress.

School of Public and Environmental Affairs

The School of Public and Environmental Affairs uses a portfolio process at the undergraduate level. Forms of oral communication include oral defense of capstone project, class presentations, and oral reports. The Principles of Undergraduate Learning are incorporated into each course syllabus. Instructor evaluation of student performance is the current means of evaluating and reporting progress in the oral communication skills.

University College

All incoming freshman at IUPUI are required to enroll in a learning community. In these learning communities, students will participate in a variety of activities focusing on the Principles of Undergraduate Learning, including the practice of appropriate communication skills. These activities complement other Schools' objectives and emphasize collaborative work. University College will continue to provide opportunities for collaborative group work and feedback from a team of advisors in the Learning Communities as strategies for improving oral communication.

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Phase I of a Study on Student Learning: A Working Document for the Campus

School by School Narrative Overview
Principle 1: Core Skills
Quantitative Analysis at IUPUI

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Introduction
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The first Principle of Undergraduate Learning at IUPUI states that our students will "solve problems that are quantitative in nature." IUPUI is currently pilot-testing an electronic student portfolio system where students will document their improving competence in relation to all of the Principles of Undergraduate Learning, including quantitative analysis, as well as their progress through their major course of study. Once the electronic portfolio is fully implemented, evidence of quantitative analysis performed by IUPUI students, will be readily and widely available. Until then, here is an overview of the types of quantitative analysis expected of students in the different schools and programs at IUPUI.

School of Allied Health Sciences

The School of Allied Health Sciences evaluates their students on their skills in quantitative analysis by means of dose calculations; interpretation of data found in charts, graphs, and tables; computations involving patient data; and technical factor manipulation to optimize image quality and minimize radiation exposure in classroom, laboratory and clinical settings.

Allied Health defines quantitative analysis in their programs as the ability to manipulate, comprehend, and analyze numerical data. Learning outcomes are associated with use of statistical methods to analyze data, interpret results from laboratory analysis, and

interpret data from charts, graphs, tables, etc.

Production of technical factor charts, computations in theoretical courses, use of assignments requiring quantitative analysis throughout the curriculum, and

individual and group projects that incorporate quantitative analysis are strategies and techniques for improving quantitative analysis in the Allied Health Sciences.

Evidence of progress includes testing of quantitative analysis in course examinations;

formative and summative evaluation of skills; laboratory and clinical evaluation,

evaluation of image quality and ability to correct problems using quantitative skills;

patient treatment planning activities; and pilot student assessment of faculty teaching including questions about the PULs.

This evidence is used to increase emphasis on student preparation for quantitative analysis; for continuous feedback from students and faculty; development of short and long term plans for increasing quantitative analysis activities in the curricula; faculty development for teaching quantitative analysis in professional courses; for continuous program and curriculum development; and the formation of a committee to begin collection of data to be completed by fall 2001.

School of Business

The School of Business demonstrates quantitative analysis through the ability to solve quantitative problems in order to prepare and understand GAAP-based financial statements (A312); solving problems that are quantitative in nature (M301); assisting students in how to approach classes and assignments in terms of project management skills (X490); and emphasizing the integrative and cross-functional nature of business management.

Forms of quantitative analysis include accounting functions using a calculator (A312); E-Commerce Analysis and case study analysis (S302); discussion of tools for systems analysis, computer-based systems, and internal controls and applications (A337); solve accounting problems and prepare financial statements (A833); analyze marketing programs in terms of profitability (M301); and weekly assignments requiring problem solutions (X490) and the Integrative Core.

Use of exams requiring calculator computations (A312), assignments requiring quantitative analysis, and encouraging students to seek internships that firm up the relationship between academic and 'real-world' applications are strategies and techniques for improving quantitative analysis.

Review of the supervisor reports of student performance at the end of the internships, provides the School of Business with a means of gathering, reporting, and evaluating progress.

School of Dentistry

In the School of Dentistry the learning outcome is the systematic collection, analysis, and recording of data on the general, oral, and psychosocial health status of patients. Examples of the application of quantitative analysis are featured in nutritional analysis on selected patients (H219), and research analysis project (H311).

Charting and patient care documentation are strategies for improving and applying quantitative analysis in Dentistry. Daily clinical evaluations and ongoing chart reviews are the means by which the School of Dentistry evaluates and reports progress.

School of Education

The School of Education has PUL objectives embedded in their Principles of Teacher Education, utilizing collaborative learning, field visits and observations, effective modeling, and self-directed learning as forms of quantitative analysis. Learning objectives include modeling effective problem-solving techniques, and demonstrating teaching as an inquiry process by collecting and analyzing data about students' learning and generating plans designed to support student learning.

Strategies are to improve quantitative skills through meaningful learning engagements; and provide opportunities for collaborative and group work. Examinations, portfolio, and checklist and self-evaluation of field experiences are the current source of assessment.

School of Engineering & Technology

Students in the School of Engineering and Technology solve problems that are quantitative in nature and construct and use mathematical models of physical systems. Problem solving exams (EE302, EE444), and capstone design are forms of quantitative analysis used in Engineering and Technology.

Maintaining a quantitative nature in all courses is the main strategy for applying and improving quantitative analysis. The School of Engineering and Technology evaluates and reports their progress by means of a problem solving rubric, alumni survey/focus groups, and continuous student self-report surveys.

Herron School of Art

Herron incorporates analytical drawing in their curriculum. Learning outcomes associated with quantitative analysis are to perform quantitative functions and analysis appropriate to the function of art and design and demonstrate knowledge of basic measuring and math skills in proportioning and scaling imagery.

Providing class lectures, demonstrations, and individual assistance in performing quantitative functions and analysis in art and design are strategies for improving quantitative analysis in the Herron School of Art. Successful work is produced and evaluated specific to the course objectives.

School of Journalism

The School of Journalism performs quantitative analysis appropriate to the Journalism field. Computer-assisted reporting, SPSS, and stats-relational database-linear regression are forms implemented in courses. The main form of assessment for course work is faculty grading of course assignments.

School of Liberal Arts

Students in the School of Liberal Arts use a variety of analytical tools to undertake quantitative analysis. Activities found in the curriculum include problem-based learning (Anthropology), and extensive training in mathematical and statistical techniques (Economics-Quantitative track).

Liberal Arts hopes to improve this skill by providing more opportunities for quantitative analysis. Evaluation and reporting of progress are provided by the Economics senior seminar, student and alumni surveys, and proficiency assessment in individual courses.

School of Informatics

Curriculum and syllabi are currently being developed.

School of Nursing

The School of Nursing evaluates students on quantitative analysis through coursework in research design, critique, and statistical analysis with the focus on data collection, problem identification and outcome based on data collected.

The learning objective associated with quantitative analysis is evaluating decisions through logical organization, validation of information, critical examination of assumptions underlying the process of information, and analyzing the conclusion drawn from the information.

Strategies for improvement include utilizing research assessment and case studies. Evaluation and reporting of progress are generated from class and clinical evaluation tools.

School of Physical Education

Students in the School of Physical Education demonstrate quantitative analysis through the assimilation of facts and the ability to formulate quantitative solutions. Forms of quantitative analysis include designing evaluation instruments and processes, preparing spreadsheets, and using quantitative evidence to generate decisions.

The School of Physical Education will use laboratory experiences and case studies as strategies for improving quantitative analysis. Lab evaluations and self and/or peer evaluations are means of evaluating and reporting progress.

School of Science

Students in the School of Science experience forms of quantitative analysis across the disciplines. Windows on Science, for the freshman experience, requires a computer assignment linked to enzyme inhibitor study. Computer Science offers statistical analysis and reasoning in CSCI 207, and use of mathematics in the analysis and design of computer systems in the CSCI courses 240, 300. 355, 362, 402, 403, 414, 450. The Geosciences require interpretation of graphical data in professional literature, order of magnitude calculations, and application of statistics to data sets collected in the field. Mathematics uses computer labs in Math 163, 164, 261. Physics offers Mathematical Physics (PHYS300). Psychology introduces quantitative analysis concepts and techniques in B104.

Learning objectives associated with quantitative analysis include the ability to perform quantitative analysis; ability to arrive at founded conclusions concerning the tradeoffs in and quality of computer systems; ability to display, graph, and interpret data; and understand the relevance of quantitative methods to particular subject areas.

Progress is evaluated by measuring the student performance on tests and assignments, skills self-assessment post survey and focus group survey, and successful completion of course assignments.

Strategies for improving include the introduction of new quantitative techniques in new situations in the design of computer systems. Use of known techniques in analyzing such situations is a strategy for applying quantitative analysis. Other strategies include extensive problem solving, application of mathematical techniques to scientific problems and practice with excel program.

Results of the assessment will lead to feedback to students to help them achieve the objectives; adjustment of course contents according to instructor evaluation of the students' progress; exploration of expanding assignments to cover other science disciplines; variety in the cognitive level of assignments based on student success; and data from a survey performed by the Capstone Psychology Seminar will be used to determine how confident psych majors are in their ability to demonstrate quantitative reasoning.

School of Social Work

Students in the School of Social Work will demonstrate an ability to solve problems that are quantitative in nature. For example, students will perform quantitative analysis with a 4 week emphasis on the role that measurement and statistics play in practice and evaluation. The School of Social Work evaluates and reports progress through surveys and/or focus groups of current students and alumni.

School of Public and Environmental Affairs

Students in the School of Public and Environmental Affairs utilize quantitative tools as part of their study. Learning outcomes address what students are able to do as a result of a particular course. Strategies, exercises, and evaluation are very much tailored to the different concentrations. The heart of program assessment is through the capstone courses with the mechanism varying from class to class.

University College

All incoming freshman at IUPUI are required to enroll in a learning community. In these learning communities, students will participate in a variety of activities focusing on the Principles of Undergraduate Learning. The main learning objective is to attain a basic understanding of the fundamentals of scholarly inquiry. University College provides assisted instruction and student mentors as strategies for improving quantitative analysis.

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Phase I of a Study on Student Learning: A Working Document for the Campus

School by School Narrative Overview
Principle 1: Core Skills
Use of Information Technology at IUPUI

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Introduction
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The first Principle of Undergraduate Learning at IUPUI states that our students will "make efficient use of information resources and technology for personal and professional needs." IUPUI is currently pilot-testing an electronic student portfolio system where students will document their improving competence in relation to all of the Principles of Undergraduate Learning, as well as their progress through their major course of study. Once the electronic portfolio is fully implemented, evidence of the use of information technology by IUPUI students, will be readily and widely available. Until then, here is an overview of the types of technological use expected of students in the different schools and programs at IUPUI.

School of Allied Health Sciences

The School of Allied Health Sciences evaluates their students on their use of technology through student portfolios, orientation to on-line data searches, and self-guided learning activities. Allied Health defines information technology in their programs as the ability to gather and use audiovisual and electronic storage and retrieval systems to enhance student learning. Learning objectives associated with this core skill include use of the World Wide Web, performing literature searches, and evaluating information from electronic sources.

Library and Internet searches; e-mail correspondence between students and faculty; self-guided learning activities using electronic and audiovisual information sources; use of computer labs for two sessions of Professional Writing class; and computer assisted instruction throughout the curriculum are strategies to improve and apply this skill.

Evaluation and reporting of progress comes from student performance evaluations; surveys from graduates, employers, and clinical supervisors; evaluation of sources cited; and instructors' assessment of students' proficiency.

Evidence of progress is used to increase presence of information technology in the curricula; continue faculty commitment to improve the quality of teaching methods designed to develop students' information technology skills; develop long range plans to improve technology skills through curriculum development; and the formation of a committee to begin collection of data to be completed by fall 2001.

School of Business

The School of Business demonstrates the use of information technology through the use the World Wide Web as a research tool; managing information technology use; accessing various Web sites; and demonstrating proficiency in accessing course grades, email, chat rooms, the syllabus and various assignments through Oncourse.

Examples of information technology use include FASB opinions; E-commerce applications and web site analysis; technology tutorial presentations and End-user technology-related projects. Many classes integrate computer assignments within their teaching, such as databases, spreadsheets, word processing, various hardware pieces; and Oncourse and the Kelley School of Business Web site are used extensively.

Email correspondence between students and faculty, variety of technology related assignments, and required use of Oncourse are strategies for applying and improving this core skill. Additionally, the Computers In Business course is a requirement to graduate. The use of technology is now a requirement in most upper level courses. Most internships will have some measure of technology involved.

Tracking electronic notices that are returned un opened and monitoring intern and supervisor reports to look for problems in the use or application of technology while on the job provides the School of Business with a means of gathering, reporting, and evaluating progress.

School of Dentistry

The School of Dentistry requires internet searches in (H206, H221, and H242) and the use of chat rooms through Oncourse in H221 as forms of technology use in the classroom. Learning outcomes are defined as the utilization of Oncourse and Internet resources.

As a means of applying and improving this skill, the School of Dentistry will continue to utilize system-wide technological resources. Surveys from graduates and employers are means for evaluating and reporting progress.

School of Education

The School of Education has PUL objectives embedded in their Principles of Teacher Education. Use of a variety of media technology is the learning objective associated with this core skill.

Student self-evaluations and surveys of graduates are the means by which the School of Education evaluates and reports progress regarding the use of information technology.

School of Engineering & Technology

The entire curriculum of the School of Engineering and Technology makes use of and develops proficiencies in technology skills. Students in the School of Engineering and Technology demonstrate effective use of Internet and library resources and use of personal computers to design reports, spreadsheets and slide shows. Internet and CD Rom literature searches, use of laboratory equipment, and computer-generated slide shows are forms of technology use in the classroom.

Instruction in the use of a variety of technologies such as on-line tutorials, including some developed in house is the main strategy for applying and improving this core skill. The School of Engineering and Technology evaluates and reports their progress by means of reports, presentations, and student and alumni self-report surveys.

Herron School of Art

Herron incorporates library and internet research searches, email discussions with students, and resume preparation as forms of technology use. Learning outcomes associated with this core skill are to prepare and present resumé, use labs for project assignments, and participate in email discussions.

Email correspondence, encouraging use of technology resources for presentations, and providing opportunities to use technology within the curriculum are strategies for improving this skill in the Herron School of Art. The development of additional computer stations for student use came about as a result of assessing student needs and satisfaction.

School of Journalism

Students in the School of Journalism use information technology resources to communicate to mass audiences. Computer-assisted reporting and LEXUS/NEXUS are examples of technology used in the classroom.

Use of computer methods for reporting is one strategy for applying and improving this core skill. Individual faculty assessment of course assignments is the means for evaluating and reporting progress on the use of information technology.

School of Liberal Arts

Students in the School of Liberal Arts participate in research assignments, oral presentations utilization of instructional and technological resources, and electronic portfolios as forms of technology use.

Learning objectives associated with this core skill are use of visual instructional material (i.e., slides, internet sites.); appropriate use of communication technology; and use library resources as a research tool. Assignments using technology and opportunities for research utilizing information resources are strategies for applying and improving this skill.

Senior exit interviews and alumni surveys; electronic portfolios; and assessment of proficiency in individual courses are means for evaluating and reporting progress. Evidence of progress is illustrated by the amount of integration of technology in the classroom. One example is the use of PowerPoint in Speech R110.

School of Informatics

Curriculum and syllabi are currently being developed.

School of Nursing

Student in the School of Nursing are expected to demonstrate use of information technology to facilitate communication.

Nursing is piloting an electronic portfolio in B249. Assessment information is forthcoming.

School of Physical Education

Students in the School of Physical Education demonstrate use of information technology for academic, personal, and professional needs. Computer-based assignments are one form of this core skill in the curriculum.

One strategy to apply and improve this skill is to incorporate technology into class assignments.

Senior capstone surveys, internship surveys and notebooks, and clinical fieldwork provide data to evaluate and report their progress.

School of Science

Students in the School of Science utilize information technology across the disciplines. Windows on Science, for the freshman experience, requires extensive technology-based assignments. Computer Science offers the use of microcomputer and Sun workstations in general problem solving and implementing computer science concepts (all departmental courses except 340 and 470). The Geosciences give assignments involving spreadsheets, graphics programs, and statistical packages. Field coursework involves use of GPS in mapmaking. Mathematics uses computer labs in Math 163, 164, 261. Physics uses computer interfaced lab experiments, e.g. momentum, conservation lab. Psychology has computerized testing and videotaped lectures in B104.

Learning objectives associated with this core skill include the integration of technology use within the curriculum; understanding of computer technology's use, design, limitations, potentials, practical realizations and theoretical underpinnings; identifying technology as a core skill, especially for the work place (Physics); and becoming comfortable with modern ways to calculate and to synthesize data. (Geology).

A strategy for applying and improving this skill is to include computer technology assignments and projects in the curriculum.

Assessment of SCI 120 Windows on Science Freshman Seminar, assessment of Freshman Seminar and graduating seniors to improve programs, and graduating student surveys are means for evaluating and reporting progress. Progress is also evaluated by assessing the outcomes of the assignments and projects over the duration of a course and assessing approaches students take to analyze data, including the accuracy of their results.

These assessment strategies have produced the following results: the restructuring of SCI 120 Windows on Science Freshman Seminar; computerized exams; improved examination questions in Chemistry; introduction of CAD/CAM computer-based exercises and development of G135 & G132 using cable TV and web-based instruction in Geology; varied cognitive levels of exercises to ensure that students continue to improve; and the use of data from a survey performed by the Capstone Psychology Seminar to determine how confident psychology majors are in their ability to use technology. In addition, evaluations are fed back to students to enhance and motivate their learning.

School of Social Work

Students in the School of Social Work use information technology to enhance effective social work practices. Electronic portfolios and literature review assignments are examples of information technology in the classroom.

Electronic portfolios and surveys and/or focus groups of current and graduated students provide the means for evaluating and reporting progress. The School of Social Work plans to continue and expand use of the electronic portfolio.

School of Public and Environmental Affairs

Students in the School of Public and Environmental Affairs participate in presentations utilizing technology and information resources. PUL objectives are embedded in each course syllabus. Instructor evaluation of student performance is the tool used to evaluate and report progress.

University College

All incoming freshman at IUPUI are required to enroll in a learning community. In these learning communities, students will participate in a variety of activities focusing on the Principles of Undergraduate Learning. The main learning objective is to introduce appropriate use of university technology resources. University College provides a variety of technologically based assignments in the learning communities. Course evaluations provide a mechanism for evaluating and reporting progress in this core skill.

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Phase I of a Study on Student Learning: A Working Document for the Campus

Principle 2: Critical Thinking

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Approaches to Critical Thinking
Learning Objectives Associated with Critical Thinking Skills
Strategies for Applying and Improving Critical Thinking Skills
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Introduction
By W. David Bostwick

Critical thinking, the second of six IUPUI Principles of Undergraduate Learning, is expressed as "the ability of students to analyze carefully and logically information and ideas from multiple perspectives." Other definitions are frequently encountered when seeking to express critical thinking in understandable outcomes for evaluation and these multiple definitions often become interwoven with particular modes of disciplinary thinking. The resulting plethora leads to uncertainty about what is to be measured and ambiguity about how it will be done. Nevertheless, this is the operational definition employed in the context of data presented throughout this report about how undergraduate students are engaged in critical thinking at IUPUI.

Unlike other Principles of Undergraduate Learning where an identification of specific topics in the course syllabus or an indication that students will be expected to perform a series of exercises is adequate to suggest one or more of the Principles will be at least partially accomplished, substantiation that course design results in development or refinement of a student's critical thinking ability is appreciably more difficult. Analysis of most course syllabi reviewed during the investigation suggests that most expectations placed upon students are primarily to assimilate content. This emphasis is very important, but often appears only to require recall and perhaps some comprehension of knowledge by students and does not reflect a deliberate attempt to engage them in the range of thoughtful thinking activities they are expected to demonstrate as graduates. According to stated instructional objectives, students are expected to be capable of reporting or summarizing knowledge developed by others but the required level of performance necessary to meet these objectives can be and often is characterized as mere transfer of information from one format to another without either analysis or digestion.

Employer surveys substantiate this observation. According to a recent report by the Indiana Fiscal Policy Institute, critical thinking is one of the most essential skills lacking among Indiana employees (Indiana Fiscal Policy Institute, January 2000). A *Chronicle of Higher Education* article recently noted among a survey of adult workers that critical thinking skills out rank computer skills in order of magnitude in importance (Hebel). Heinz von Forster, a former director of the Biological Computer Laboratory at the University of Illinois, thought about critical thinking as a way of thinking he called magic (Trachtman, February 2000). For him, magic was the art of handling situations, which in principle you cannot explain. Graduates will encounter many inexplicable situations and enhanced critical thinking skills will be essential to meet these challenges. Employers who control the employment market for college graduates are sending a message that students "must go beyond acquiring facts and learning theories - they must be capable of applying knowledge" (Lambright).

Many IUPUI faculty do an outstanding job helping students develop or refine their abilities to think critically. They do this intuitively, they do this through many problem-solving courses, and many do this via discourse and assigned written papers or exams where students are tested or expected justify their conclusions in another manner. While a preliminary draft of this document was ostensibly criticized because of its conclusions about a lack of objective assessments to examine the pedagogy of critical

thinking across the campus, it is still fair to suggest that more documentation among academic units of how this is done would be desirable.

Data Sources

Information used to construct this presentation was obtained from a variety of sources. The primary sources, however, were the individual academic unit reports submitted to the IUPUI Program Review and Assessment Committee (PRAC) and a series of interviews between a team of IUPUI Faculty Associates and representatives from each academic unit. Academic unit reports vary widely in scope and thoroughness. Interviews with unit representatives also reflected much about organizational relationships, differing levels of maturity and sophistication with assessment methodology, and the differing degrees of emphasis that were placed on the Principles of Undergraduate Learning within the overall curriculum as well as the relationship of those principles to assessment. Direct observations and private conversations were also used when possible.

Reliability of data obtained in this manner is less than desirable because it appears to be incomplete. Unit reports represented only snapshots about what a particular academic unit had been doing prior to that time and the quality of data selected for inclusion frequently represented only examples or what was available to whomever was reporting for the unit. Some units appeared to systemically be doing a better job of collecting data; at least at that time reports were prepared, than others. New information continually came to light during the interviews about things that had occurred subsequent to preparation of academic unit reports or that for a variety of reasons simply had not been reported before.

About teaching higher level thinking skills, an observation can be made that many of the reports and discussions did not reach and fully describe the classroom level where teaching and learning occur. This potentially is a disservice to many faculty members. Where an effort to measure development of higher level reasoning or thinking skills *per se* within an academic unit had not been attempted, it could not be reported. Critical thinking outcomes were more often collectively described in terms of expectations resulting from subject matter mastery than from experiences specifically designed to develop and foster acquisition of critical thinking skills. Generally, systematic attempts to identify and measure critical thinking outcomes apart from course specific outcomes were lacking in the majority of academic units. This pattern must be considered when interpreting the reliability and validity of the matrices for critical thinking.

Approaches to Critical Thinking

There are a variety of approaches to critical thinking among academic disciplines and/or academic units and these differences are readily apparent when making comparisons at IUPUI. Some view critical thinking as a set of skills or components in the thought process. Others see critical thinking as a process or strategy for approaching an issue or problem. Still others would consider critical thinking an attitude imbued as a result of scholarship. These distinctions are important when the campus or an academic unit seeks to identify and measure common learning outcomes for all students or when an upper division unit relies heavily upon the general education component of the curriculum for that purpose.

The most common IUPUI approach, however, appears to be a practice to leaving determination of learning objectives for critical thinking up to individual faculty members as part of their course organization and teaching pedagogy or expect that this will be accomplished within the general education syllabus required for an undergraduate degree.

Learning Objectives Associated with Critical Thinking Skills

A vast majority of the course syllabi examined have defined learning objectives for critical thinking. These frequently use of one or more critical thinking objectives copied or downloaded directly from the second Principle of Undergraduate Learning:

a) analyze complex issues and make informed decisions;

b) synthesize information in order to arrive at reasoned conclusions;

c) evaluate the logic, validity, and relevance of data;

d) solve challenging problems, and;

e) use knowledge and understanding in order to generate and explore new questions.

Often, however, little evidence seems to be observable that these learning objectives have been redefined in terms of course content or relevance for the identified subject matter area. It almost appears that since they, i.e., course instructor or coordinator, were asked to stipulate critical thinking learning objectives it is propitious to copy all or part of PUL #2 verbatim.

Undergraduate academic units subject to professional accreditation by outside agencies, however, represent notable exceptions. Most of these units have specific outcomes promulgated by the accrediting body, including evidence of critical thinking, that all graduates are expected to achieve. Allied Health, Dentistry, and Nursing are notable examples. The School of Education and the School of Engineering and Technology also find it necessary to follow a similar strategy. However, since their professional accrediting agencies do not identify an objective for critical thinking *per se*, these two academic units carefully cross-reference or map the six undergraduate principles of learning with the professional criteria to ensure students experience instruction enabling the fulfillment of both sets of learning outcomes.

Strategies for Applying and Improving Critical Thinking Skills

Few examples were noted where a specific course devoted to critical thinking is required. Only one academic unit, the School of Social Work, identifies an undergraduate course (SWK S141) specifically designed to enable all students to develop a foundation for and to improve critical thinking skills. IUPU Columbus is the only other unit that reported presently mandating all students complete a syllabus on critical thinking.

Several other academic units include an introduction to critical thinking among instructional objectives linked to a learning community or freshman experience course. University College has developed a new course, UCOL U112-Critical Inquiry, to augment these offerings. All students, however, are not currently expected to complete a learning community course.

The remaining academic units appear to rely heavily upon time tested methods for integrating both skills and subject matter across their respective disciplines. Class discussion, directed written assignments, problem solving and/or laboratory exercises, case studies, and capstone experiences frequently were cited as examples of where students are expected to develop and demonstrate mastery of critical thinking

ability. Directed clinical or practicum experiences as utilized by Allied Health, Education and Nursing appear to be offer more promise, in part because they are near-continuous or at least are of lengthy observable duration, with frequent faculty critiques. These experiences afford more opportunity for testing and skill refinement than several of the cited capstone type experiences. Herron School of Art also employs a scheme of continuous critique and analysis for student works.

Asking students to learn to think critically is different than teaching them to think critically. This truism typifies the multidimensional character of critical thinking. First, critical thinking collectively can be viewed as a set of information and beliefs about generating and processing certain skills; and second, an as established habit based on intellectual commitment to use those skills as a guide to behavior (Scriven and Paul). This is in contrast to the mere acquisition and retention of information or the possession of a set of skills and the unquestionable use of this knowledge and skill. Most of the information collected throughout the course of this review supports the first definition but not the second.

There are several examples at IUPUI where critical thinking skills are introduced into the curriculum but few sustained examples where these initiatives span multiple courses in a deliberate and structured manner. No doubt they probably do exist, but they have been extremely difficult to identify. Patricia Cross observed "if you want to teach critical thinking . . . you devise exercises that require students to practice critical thinking and simultaneously demonstrate their progress in achieving that complex skill" (Lambright). This is a deliberate process, which needs to be sustained throughout an academic program to achieve maximum result. These are not alternative choices in an approach to critical thinking as a component of general education but rather a realistic indication of what expectations for critical thinking as a general principle for undergraduate education can be (Lee). More simply, one-course efforts are of minimal value.

Evaluation and Other Means of Gathering Evidence

Only the School of Nursing has reported experimentation with use of an objective instrument to assess critical thinking.

With that exception, direct evidence about how successful strategies to develop critical thinking skills work often seems sketchy, and as already noted, critical thinking frequently is viewed as inadequate by many in positions to assess overall performance of college graduates upon their entry into the workplace. Perceptual differences may also exist. External university critics may subsume independent thinking, precise reasoning, and the practical and creative application of acquired knowledge and skills as critical thinking. This hypothesis is difficult to test since the campus lacks access to employer survey populations considered the basis for these inchoate judgments.

One campus weakness, however, is an inability to prove that existing strategies for developing and improving thinking skills work. There are several existing commercial critical thinking assessment instruments. Among the better known are: California Critical Thinking Disposition Inventory, California Critical Thinking Skills Test, Cornell Critical Thinking Test, Ennis-Weir Critical Thinking Essay Test, and the Watson-Glaser Critical Thinking Appraisal. While each of these instruments has both advocates and critics, perhaps one or more undergraduate units should consider a strategy for an occasional administration of these instruments as an independent and objective method to substantiate that what they are presently doing about critical thinking indeed works. The California Critical Thinking Skills Test has been characterized as the best commercially available critical thinking skills assessment instrument.

There is, however, comprehensive indirect evidence about the critical thinking attribute gathered from recent graduates (Results of the Alumni Survey for 1998-1999 Undergraduate Degree Recipients, October 2000). This survey, most recent in an annual series, asks all recent undergraduate degree recipients about their learning experiences at IUPUI. Among other things, respondents were asked to rate their "ability" and the "importance" in relation to 31 different skills and knowledge areas derived from the Principles of Undergraduate Learning on a 5-point scale (Research Brief, October 2000). Five of these items relate to the second Principle of Undergraduate Learning, *Critical Thinking*. These five were: thinking critically and analytically, creatively thinking about new ideas or ways to improve existing things, systematically review and improve my ideas about how to approach a problem, discussing complex problems with co-workers to develop a better solution, and evaluating other people's ideas and proposed solutions. All items were sorted on the basis of average mean scores for both perceived ability and perceived importance.

Data obtained in this manner at best are indirect measures for assessment. However, alumni respondents who obtained degrees from each academic unit may be expected to have formed subjective views about what faculty from their academic units regard to be important about learning in that discipline and to have an opinion about the strength of their ability upon completion of degree requirements. If faculty, for example, appear to value critical thinking attributes and emphasize acquisition of these skills throughout the curriculum, then program graduates may also be expected recognize the value of these attributes. Using this analogy, data for items about "thinking critically and analytically" and "creatively thinking about new ideas," were obtained for comparison among individual academic units.

Graduates from the majority of the academic units ranked the importance of "thinking critically and analytically" higher or slightly higher than they rank their own ability. Also, not unexpectedly, School of Science graduates rank an ability to "think critically and analytically" as the number one outcome expected to result from their academic experience. School of Engineering and Technology, School of Liberal Arts, and School of Nursing graduates also rank both the importance of this area and their current abilities higher than the rank given this attribute for the composite score representing all respondents. If only this information is taken in to account, one assumption might be that faculty representing these four schools and their associated academic requirements are effectively enabling their graduates to fulfill the critical thinking objectives.

An additional implied outcome for critical thinking, however, is that IUPUI under-graduates will also improve their facilities to think creatively about new ideas or ways to improve existing things. These comparisons resulted in some interesting findings. This information clearly shows that graduates rate the importance of "thinking creatively" higher than their demonstrable skills.

An indirect assessment of how well IUPUI is perceived to prepare graduates to "think critically and analytically" by academic unit can be observed by looking at the average mean scores for only that learning outcome.

When students were asked to rank both the importance of "thinking critically and analytically" and their own current ability, average mean scores for several of the academic units ranking the importance of "thinking critically and analytically" to be of lesser importance are actually higher than average mean scores reported for academic units where this received a much higher ranking. For example, the average mean score reported for respondents from the School of Social Work about the importance of this attribute was slightly higher than the average mean score reported for respondents from the School of Science; yet, respondents representing Science ranked this item number one in importance while it was relegated to 15th place among all 31 outcomes by Social Work graduates. Significance that should be attached to this anomaly is unknown at this time. Perhaps it is because the graduates from academic programs where more value is placed on the importance of "thinking critically and analytically" are more critical of themselves than graduates from academic units that place less value on this attribute. Alternatively, it may be that generally graduates from academic units which appear to regard critical thinking as less important gave more favorable ratings to nearly all of the 31 learning outcomes than graduates from units that more heavily stress thinking critically. Further investigation of this finding will be important.

Summary and Conclusions

There are multiple definitions that surround the critical thinking attribute. However, critical thinking skills are not developed in isolation. It is through the habit of study and mastery of materials essential to achieve the outcomes represented by the other five principles of undergraduate learning that students will acquire knowledge and applied skills. Critical thinking is an intellectual commitment to use those skills as a guide to behavior. Perhaps we have not clearly communicated the importance of this relationship for students.

Documentation of student learning where critical thinking is concerned has been difficult. Collectively, respondents on the latest alumni survey rate their abilities for "thinking critically and analytically" and "creatively thinking about new ideas" at 4.30 and 4.09, respectively, on a 5.0 scale. Are these values representative? Are they acceptable? We lack evidence. What we do know, however, is that employers and other publics perceive these to be areas of weakness among college graduates in general.

Much work about critical thinking still remains on the horizon. We may need to say more specifically what we are going to do about critical thinking, do it, and then develop rubrics and objective assessments to prove that it has been done.

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Phase I of a Study on Student Learning: A Working Document for the Campus

School by School Narrative Overview
Principle 3: Integration and Application of Knowledge
Principle 4: Intellectual Depth, Breadth, and Adaptiveness

General Observations by Richard E. Ward
School of Allied Health Sciences
Kelley School of Business
Indiana University Purdue University Columbus
School of Dentistry
School of Education
School of Engineering & Technology
Herron School of Art
School of Journalism
School of Liberal Arts
School of Nursing
School of Physical Education
School of Science
School of Social Work
School of Public & Environmental Affairs (SPEA)
University College

General Observations
By Richard E. Ward

General Observations on the Incorporation of the Principle of Undergraduate Learning #3: Integration and Application of Knowledge, Across the IUPUI Campus.

The expanded version of this principle emphasizes the value of a multidisciplinary education in enhancing the student's ability to lead a meaningful personal life while meeting professional responsibilities and "furthering the goals of society." There is little evidence provided in the reports consulted for the construction of this document that Schools are actively encouraging or assessing the students' abilities to lead more productive personal or community lives. On the other hand it is equally clear that a great deal of effort has been committed to ensuring that IUPUI students are capable of integrating and applying knowledge as it relates to their discipline or profession. Two levels of effort are evident in this regard. First, many schools have re-examined or restructured their curriculum (within their degree programs) in an effort to make the relationship between the constituent courses more transparent (thereby facilitating integration of knowledge within the discipline). Second, nearly every school has instituted some form of Capstone or Senior Project designed specifically to encourage both integration and application within the discipline. Many of these projects involve work outside of the academy but there was no direct evidence provided that students were asked to consider how these experiences might contribute to the betterment of the community or to the enhancement of their personal lives.

General Observations on the Incorporation of the Principle of Undergraduate Learning #4: Demonstrating Intellectual Depth, Breadth and Adaptivenss, Across the IUPUI Campus.

As the expanded version of this principle indicates, it is assumed that an IUPUI graduate will have mastered disciplinary depth while maintaining the broader view inculcated by their general education. It is further assumed that this combination of focused knowledge and more wide-ranging understanding will lead to greater flexibility and adaptability. The responses represented in this report have tended to focus on the contributions to Depth, Breadth and Adaptability made within the student's major. Thus, only a

few schools mention the value added by courses the student would take outside of the school or major department. Similarly, the learning objectives geared to this principle are nearly always discipline specific and reflect the general goal of successful disciplinary "enculturation" of the student. This "discipline-bound" perspective is also evident in the assessment tools, which frequently rely on employer surveys, licensure rates or evaluations of some senior capstone project within the major.

Perhaps the methods used in obtaining the data for this report encouraged such introspective thinking. For instance, the Schools were not asked to consider how well other programs were contributing to their student's education. It is also true that over the course of their evolution, the "Principles" have been transformed from a collection of expectations for general education to a more over arching and ambitious set of "Learning Outcomes" to guide the entire undergraduate experience. Nevertheless, in recognizing that one of the goals of this assessment was to evaluate the state of general education at IUPUI, one would have to conclude from the response to this Principle that there is little overt recognition of the potentially reinforcing roles played by a student's major courses and those courses that comprise the student's exposure to the world beyond the discipline.

School of Allied Health Sciences

As noted in their self-assessment, "The School of Allied Health Sciences has an ad hoc committee that has been focusing the efforts of the faculty on program review and assessment. ... One of the decisions made by the committee was that the School would review and assess all five of its published goals rather than just its goals related to the Principles of Undergraduate Learning. Also, that assessment at the School level would focus on the School as a whole rather on individual programs." The School has incorporated the Principles of Undergraduate Learning into one of its five primary goals as stated in the School Bulletin as follows:

"1. Build upon sound academic principles of general education by preparing students to communicate effectively, exhibit quantitative skills, think critically, integrate and apply knowledge, exhibit intellectual depth and breadth, be intellectually adaptive, appreciate social and cultural diversity, and apply ethical standards and values to professional practice."

The ad hoc committee developed a matrix that summarizes their approach to meeting and assessing the principles. In regard to the principles "Integration and Application of Knowledge" and "Depth, Breadth of Experience" these approaches are as follows.

Integration and Application of Knowledge. The students will satisfy this competency when they "Apply Didactic Knowledge to Clinical Practice Settings." Teaching strategies used to develop the competency include the use of clinical experiences, fieldwork, practical exams and summative exams. Measurements of this competency include the successful accreditation of all programs. In addition success will be indicated when the pass rates in all programs exceed national rates and when no program receives less than a 3 on the five point summative rating provided by surveyed employers of the program=s students. Finally, when appropriate, programs will be expected to meet accreditation standards in the area of integration and application of knowledge.

Teaching strategies to implement integration: Clinical experiences, fieldwork, practical exams and summative exams will be used to instruct students and encourage integration and application of knowledge.

In addition to these School-wide approaches to the principles, each program has also assessed its progress in implementing the principles. Each program was asked to outline how it defined each of the principles and (its constituent parts.) For example, Radiological Sciences defines Integration and Application of Knowledge as "The ability to incorporate and apply cognitive and non-cognitive theory and affective and psychomotor skills in professional practice environment." Where as Occupational Therapy defines it as "The ability of students to use information and concepts from their studies in their intellectual, professional and community lives." The schools are also asked to detail how they have or will assess progress in meeting each of the Principles. Thus, the Occupational Therapy Program uses "Faculty assessment of student projects, presentations, case reviews and synthesis papers. They will also use graduate and employer satisfaction surveys."

Intellectual, Depth, Breadth, and Adaptiveness. The students will satisfy this competency when they "Apply prior knowledge and experience to new situations; obtain satisfactory job placements" and when "they demonstrate flexibility in clinical practice settings." Measurements include, clinical experiences, fieldwork and summative exams.

Individual Departments had all prepared assessments of their respective programs progress in applying the principles. For example, the Department of Radiologic Sciences notes that their students demonstrate the ability to apply and integrate knowledge when they show that they show the "ability to perform patient examinations in the professional curriculum." Or when they show the "Ability to apply theory in clinical and laboratory settings." In terms of "Intellectual Depth, Breadth and Adaptiveness" their students demonstrate success when they show "A comprehensive knowledge base in one imaging of therapeutic modality in the radiologic sciences coupled with knowledge of other professional disciplines and health care settings."

The School has not made an attempt to articulate their general education requirements with those in their major. However, their programs all have professional accreditation guidelines that spell out what students must have prior to joining the school.

School of Business

As noted in their report to the Program Review and Assessment Committee, Business students will demonstrate that they have met the principle of *"Integration and Application of Knowledge"* when they "Correctly develop an effective business plan." And when they "Feel confident that they can find a good job in their major business area." Measures for the same principle include conducting student surveys and examination of "student portfolios for examples of business plans," or to have students develop logical thinking about a business topic by writing position papers.

Students demonstrate *Intellectual Depth, Breadth and Adaptiveness*, when they "Apply business knowledge to solve business problems" and when they "Make sound business decisions based on research." Assessment measures include surveys of students, faculty and employers about graduates problem-solving skills. They also anticipate examining student portfolios for case analysis. Students will also be asked to develop logical thinking about a business topic by writing position papers.

We were also provided several course syllabi that evidenced application of the Principles of Undergraduate Learning. In some cases this consisted simply of listing the Principles in the syllabus. However, the syllabus by Dr. Jane Lambert, who teaches Intermediate Accounting I (A311) integrates the principles with specific course objectives. In terms of "Integration of Knowledge" for example, students would be expected to "understand financial statements related to their personal investments; make more deliberative and effective investment and consumer credit decisions. In terms of Intellectual Depth, Breadth and Adaptiveness," students will demonstrate "The ability (to) examine and organize disciplinary ways of knowing and to apply them to specific issues and problems." More specifically students are expected to "describe the demonstration of substantial knowledge and understanding of financial accounting concepts and practices." Further, they are expected to demonstrate the ability to "compare and contrast approaches to knowledge in different branches of Accounting including Managerial and Tax, and different disciplines including Economics and Finance." Finally, they need to demonstrate an "ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations."

This was the only syllabus provided that deviated from an otherwise formula-like application of the principles. It was interesting in particular because it notes the importance of integrating the students other course work in meeting course objectives. However, there was no evidence otherwise from materials provided that the School=s general education requirements have been linked in any way to their major requirements.

Indiana University Purdue University Columbus

The Columbus campus' approach to PULs reflects its unique nature. Thus, it has adopted the approach of the home (IUPUI) departments for those programs not housed at Columbus. It has also concentrated on training of associate faculty in application of the PULs since so many of its courses are taught by associate faculty. In this regard, the University has instituted a series of workshops for associate faculty. In addition, learning communities modeled after those pioneered by University College are now in place at Columbus. The administration will suggest that all syllabi incorporate the PULs. *"Integration and Application of Knowledge"* and *Intellectual Depth, Breadth and Adaptiveness* were not explicitly addressed. However, it was noted that the University is pushing community service for its students, an opportunity that other programs have used to encourage integration and application of knowledge.

School of Dentistry- Undergraduate Dental Hygiene Program.

In their own terms, the Dental Hygiene's Program has attempted to incorporate the Principles of Undergraduate Learning as follows: The Dental Hygiene curriculum committee has the charge of making the curriculum decisions. It has recently developed a competency statement document ... with program philosophy and goals document. In this document the PULs are indirectly included within the document. It is noted that specific courses meet the Principle of *"Integration of Knowledge..."* (Clinical Courses; Community Dental Health; Dental Health Education and Senior Dental Health Education) Similarly, the same courses are used to provide students with *"Intellectual, Depth and Adaptiveness."*

School of Education

As noted in the introductory statement, the School of Education has opted to translate the Principles of Undergraduate Learning in terms of the ten Interstate New Teacher Assessment and Support Consortium Standards (INTASC), and then have mapped these to the PULs. In relation to *"Integration and Application of Knowledge"* they note a correspondence with all 10 of the INTASC principles. *Intellectual Depth, Breadth and Adaptiveness* maps to nine of the INTASC principles.

School of Engineering & Technology

The School of Engineering has worked to centralize their efforts relative to the PULs, using a school-wide "Assessment Committee" to spearhead these efforts. The School is coordinating these efforts with their preparations for their accreditation review next year, which will require a similar outcomes assessment. The school has developed an assessment plan through three years of meetings and every department has conducted a self-assessment that have included reports on progress toward implementing the PUL's. In addition all new courses must include specific reference to the PUL's and how they will be addressed in the course. The school has received a grant to assist with developing a Capstone course that will have as a key outcome "Integration and Application of Knowledge." This course will require students to "integrate knowledge form several courses..." And "Project reports will be graded on the ability of students to integrate concepts from several courses into their design. A scoring rubric will be developed for the assessment. Judging criteria will be written into the rubric. " Several such rubrics were presented to the faculty associates and others are in development.

Herron School of Art

There was no report on file from Herron School of Art to the Program Review and Assessment Committee. We learned from the school representatives that the school of is in the process of discussing the applicability of the PUL's across the very diverse curricular and educational missions of the school. In addition to the matrix completed for Program Review and Assessment (November 1999) we were also presented with a description of how several individual faculty within the school have been applying and assessing the PUL's in their own courses. Thus *"Integration and Application of Knowledge"* is addressed in Senior Portfolio or Exhibit processes, as "Advanced students define and solve problems in their work." *"Intellectual Depth, Breadth and Adaptiveness"* is provided through the structured curriculum and experience gained through the major.

School of Journalism

There was no report on file from Journalism for the Program Review and Assessment Committee. However in our discussion with School representatives, we learned that the school has developed a "Teaching Standards Committee" to assess the "Core" courses for the program. It was noted that Journalism is really a professional school in a liberal arts environment. Thus, it has accreditation standards that require journalism students to have over 80 hours in course work in the Arts and Sciences outside of the major courses. It is on this background that Journalism students draw the knowledge and experience that forms a foundation for their professional lives. In terms of *"Integration and Application of Knowledge"* journalism students display this in their work (and ultimately in their professional writing) where their general knowledge and ability to apply this knowledge is publicly obvious. In addition, the Journalism curriculum in the major seeks to fill specific holes that are not covered by general education courses. For example, students are required to take a "Visual Education" course. *"Intellectual Depth, Breadth and Adaptiveness"* also comes from the major courses and the courses outside the major.

School of Liberal Arts

The individual departments within the school have completed a narrative and matrix of how they are applying the PUL's and how they are assessing (or plan to assess) these efforts. In terms of *"Integration and Application of Knowledge"* every department has or is developing a capstone course that will generally serve to encourage integration of the students course work within the major. In addition the School of Liberal Arts in conjunction with the School of Science now requires a course specifically designed to encourage integration across disciplines. These integrator courses are to be taken in the Junior (or senior) year and must include perspectives from at least three different disciplines so that "students are asked to consider the same subject from varied perspectives..." *"Intellectual Depth, Breadth and Adaptiveness"* is accomplished both through the major and through general education requirements that require exposure to a wide variety of disciplines as well as in-depth study (fifteen hours outside the major in 300-400 level courses.) The School has begun to assess its success in meeting the PUL's through a survey of graduating seniors that asks them to reflect (anonymously) on the principles. Specifically students are asked to reflect on how each principle was embedded in their courses.

School of Nursing

As has been the case with several other Professional schools, the School of Nursing has linked the Principles of Undergraduate Learning to their professional accreditation efforts. Indeed the School has developed a matrix that assesses the Schools progress in applying the PUL's and 4 additional competencies specific to their program goals. Unlike other schools, Nursing has carefully articulated its pre-nursing courses (general education) with the PULs, dividing these requirements into six clusters, that map fairly well with four of the PUL's (1,2,5 and 6). In terms of *"Integration and Application of Knowledge"* the school is developing a capstone course. In addition, the program uses a paradigm entitled "Gordon's Health Patten Menu" to provide a set of themes that are carried throughout the curriculum. This provides a thread of continuity that encourages integration of knowledge. Application of knowledge, of course is assessed in the process of establishing professional competencies. In addition course work is available in Community Health and it is hoped that an international component can be re-established in the program. *Intellectual Depth, Breadth and Adaptiveness* is not addressed directly in the competency goals mentioned earlier.

School of Physical Education

The relatively small faculty has been able to meet frequently and come to a common understanding regarding the PULs. They have used the PUL's to inform an assessment plan that is process and outcome oriented. Thus, the school has created a modified set of principles that reflect school specific goals. Syllabi are required to list the principles and where possible link them to the course objectives. Use of the PUL's has been incorporated into annual evaluation rubric and a subcommittee of the faculty is working on examining the curriculum and developing new teacher education standards. In terms of *"Integration and Application of Knowledge"* each program within the school has developed a capstone course that will require students to incorporate what they have learned in the curriculum for their major. Internships or simulated management experiences are also used to encourage students to take this integration one step further and apply it to serve their community. Individual faculty have modified course to better integrate knowledge. For example in a growth and development course, students are required to conduct physical assessments on children from a primary school or in an "Adaptive Education" course, students are asked to apply what they have learned elsewhere about the value of diversity to understanding children and adults with disabilities. *"Intellectual Depth, Breadth and Adaptiveness"* is encouraged through the major and such experiences as clinical or community work. Depth, breadth and adaptiveness are defined and each is linked to specific curricular experiences and expected outcomes.

School of Science

In conjunction with the School of Liberal Arts, a common undergraduate curriculum has been developed around an adapted set of PULs. The Teaching and Learning Committee of the school has recommended that each syllabus in the undergraduate curriculum "clearly state objectives that reflect the Principles of Undergraduate Learning." Finally graduating seniors are asked to complete a survey that allows them to reflect on how the PULs were experienced throughout their education at IUPUI. In terms of *"Integration and Application of Knowledge"* the school has adopted a capstone requirement that has as one of its primary goals, the integration of acquired knowledge and skills in a research or independent study application. The school also requires their students to complete a junior/senior integrator course. As described earlier these courses are team-taught and must include at least two of the three areas of Social Science, Humanities, or Natural Science. In terms of *"Intellectual Depth, Breadth and Adaptiveness"* it is accepted that depth comes through the major courses as well as in concentrated courses and research experiences within the major. Survey courses in the major and courses in the general education curriculum provide breadth, and adaptiveness is encouraged throughout the curriculum by presenting students with opportunities to modify their approach to a new problem through using previous experiences to evaluate and assess the problem.

School of Social Work

The school has adopted the PULs and has also developed a parallel set of learning objectives fro their BSW students. In addition, they have attempted to map the PULs to "Bloom's taxonomy of learning and thinking". The school has identified 222 discrete learning objectives that are part of social work courses and all fit into one or more of the PULs. It is the goal to have all course syllabi specifically identify which PULs are addressed in that course. The school is also aware that the major accrediting bodies for social work are moving to more of an outcomes based assessment so the school is beginning to work toward student portfolios as a means of demonstrating competencies (across school learning objectives and PULs). In terms of

"Integration and Application of Knowledge" BSW students complete a field practicum experience, are expected to demonstrate integration when applying knowledge to discussing case-based problems and in designing case reports. *"Intellectual Depth, Breadth and Adaptiveness"* is grounded in the students' previous work in general education, particularly in the liberal arts as well as in the in-depth experiences that are part of the major. The curriculum in the major is carefully sequenced to provide students with depth in the discipline.

School of Public and Environmental Affairs

The school has adopted a set of principles to guide its undergraduate education and the general education requirements for SPEA students are built around fulfilling the PULs. (The school has followed the curriculum adopted by Science and Liberal Arts for general education) In addition, the PULs are used to varying degrees within the SPEA curriculum. In terms of *"Integration and Application of Knowledge"* capstone courses are required in each of the five programs within SPEA. These courses are tied explicitly to the PULs and students are expected to demonstrate ability to integrate and apply previous work in completing the course. In addition, individual courses within the curriculum stress projects that require application of course work in "real" or work settings. *"Intellectual Depth, Breadth and Adaptiveness"* was not addressed specifically, but it is understood that breadth comes from the general education courses and that depth is acquired through the major.

University College

Although the college has a limited curriculum of its own, it has placed the Principles of Undergraduate Learning in the foreground, emphasizing the PULs in both informal settings (orientation) advising, and the classroom (First Year Experience courses). *"Intellectual Depth, Breadth and Adaptiveness"* and *"Integration and Application of Knowledge"* are not explicitly addressed in the materials we were given.

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Phase I of a Study on Student Learning: A Working Document for the Campus

School by School Narrative Overview
Principle 5: Understanding Society and Culture
Principle 6: Values and Ethics
By Rebecca Van Voorhis

School of Allied Health Sciences
Kelley School of Business
Indiana University Purdue University Columbus
School of Dentistry
School of Education
School of Engineering & Technology
Herron School of Art
School of Liberal Arts
School of Nursing
School of Physical Education
School of Science
School of Social Work
School of Public & Environmental Affairs (SPEA)
University College
PRAC Meeting - October 13, 2000
Items for Student Survey on PUL 6

School of Allied Health Sciences

School of Allied Health

The School of Allied Health Sciences has incorporated all six of the PULs into the School's top goal which states: "To build upon sound principles of general education by preparing students to communicate effectively, exhibit quantitative skills, think critically, integrate and apply knowledge, exhibit intellectual depth and breadth, be intellectually adaptive, *appreciate social and cultural diversity, and apply ethical standards and values to professional practice*.

The School expects that all graduating students will:

PUL #5
Take cultural differences into consideration in the clinical/practice setting
Participate in activities which affect social or professional policies

PUL #6
Adhere to the ethical standards of the profession
Adhere to the legal standards of the jurisdiction of practice
Incorporate ethical decision-making into practice
Demonstrate academic honesty

Strategies for Attaining Competencies
To achieve the outcome competencies pertaining to PUL #5, students are engaged in "course work on cultural differences, class discussions on policy issues, clinical experiences, fieldwork."
To achieve the outcome competencies pertaining to PUL #6, students engage in "class discussions, complete case studies, participate in clinical experiences and fieldwork."

Evidence of attaining these competencies will be measured by "ratings on clinical experiences/fieldwork."
In addition to the School goals and strategies for achieving the PULs, several programs within the SAHS

have established learning outcomes associated with (1) understanding society and culture and (2) values and ethics. Examples include the following:

Radiologic Sciences Program's learning outcomes pertaining to understanding society and culture:

Ability to interact and relate to people from a broad spectrum of social, racial, economic and cultural backgrounds in the educational and professional practice environment.

Development of empathetic and sympathetic responses to a broad patient population in the professional practice environment.

Strategies to attain these outcomes are focused on the clinical rotations through professional practice environments that serve clients of differing social, racial, economic and cultural backgrounds

Assessment of student progress toward these outcomes includes

Free writing exercises on cultural difference in patients

Anecdotal and critical incident reports from clinical rotations in the professional practice environment and didactic settings

Graduate and employer surveys

Medical Technology has a learning outcome for PUL 5 that is similar to Radiologic Sciences. Medical Technology also employs similar teaching strategies and measures of student attainment of the program's goal of "understanding society and culture."

Occupational Therapy and *Physical Therapy* have incorporated PUL 5 into their programs' outcomes for student learning by stating that the graduate will demonstrate understanding of, respect for, and sensitivity to multicultural and diversity issues. Occupational Therapy also stipulates that students are expected to apply principles to real situations "demonstrating sensitivity and respect for cultural societal differences."

Teaching strategies in both programs include lectures and discussions on related principles and concepts. Occupational Therapy also reports using case studies, and Physical Therapy uses clinical placements in a broad variety of settings which serve patients from differing social, racial, ethnic backgrounds and other assignments "which take the student into the local community."

Assessment of student attainment of learning outcomes includes their performance on essay assignments, student journals, critical incidents and feedback from clinical instructors, evaluation of case analyses and presentations, graduate and employer satisfaction surveys.

Radiologic Sciences Program's learning outcome pertaining to values and ethics is for students to "demonstrate ethical and moral behavior in their academic, professional and personal conduct

Strategies - Students in Radiologic Sciences take a required seminar on "Professional Values" which clearly focuses attention on PUL 5 concerning 'values and ethics.' Furthermore, Radiologic Sciences faculty report that nearly all other courses include some content concerning values and ethics. Throughout the curriculum, content on personal and professional values and ethics is included and students participate in professional meetings to develop ethical standards.

Assessment of student progress toward this outcome includes

Anecdotal and critical incident reports from clinical rotations in the professional practice environment and didactic settings

Graduate and employer surveys

Medical Technology lists several learning outcomes related to PUL 6:

Develop an awareness that unethical behavior can result in harm to patients, co-workers or self

Awareness that proper ethical behavior can increase public perception of their profession

Realization that unethical behavior in some instance may be considered criminal and punishable by law

Demonstrate ethical decision making when faced with difficult choices.

Strategies:

discussion of ethical issues to achieve these outcomes include and case studies

communication of expectations for professional practice

preparation of a scientific document for publication

Assessment of students' outcome attainment include:

Examination questions regarding ethical behavior

Student behavior throughout the program

Critical incident reports of student behavior

Physical Therapy lists several learning outcomes related to PUL 6:

Demonstrate knowledge of ethical principles and professional values

Differentiate between personal values and professional values

Practice according to the Code of Ethics in the clinical setting

Make clinical decisions which reflect the values of patient autonomy, beneficence, justice, veracity, nonmalfeasance, confidentiality

Strategies to achieve these outcomes include:

Prerequisite in ethics or philosophy

Ethical decision-making paper

Professional modeling from academic and clinical faculty

Self-reflection in clinical journals

Lectures, videos, case studies, role plays

Assessment of students' outcome attainment include:

Examinations, projects, assignments

Student interactions with patients

Graduate and employer surveys

Occupational Therapy lists two main learning outcomes related to PUL 6:

Demonstrate knowledge of legal and ethical principles of OT

Application of principles to "real" world situations

Strategies to achieve these outcomes include:

Lectures and discussions on principles and concepts of ethics

Case study

Group presentations

Assessment of student attainment of learning outcomes includes their performance on examinations, observation of students' behavior, feedback from clinical instructors, evaluation of case analyses and presentations, graduate and employer satisfaction surveys.

Finally, one program in the SAHS has conducted an analysis of course content pertaining to PULs for each of the program's courses. From their analysis, the Radiologic Sciences faculty have concluded that nearly all courses include some course content that addresses both PUL 5, "Understanding Society and Culture" and PUL 6, "Values and Ethics." Examples of teaching about "Society and Culture" in Radiologic Sciences include:

Discussion of bias and various cultural differences that may become apparent in the health care setting (R207, "Professional Values seminar")

Students role play interactions that address gender differences (R208, "Procedures Positioning Lab")

Study disease in relationship to occurrence by gender, age, race, ethnic background (R200, "Pathology")

Impact of disease and treatment outcomes on the individual and society; disease management; elder abuse (R200, "Pathology")

Interact with patients from a variety of cultures, socioeconomic classes, and age groups.

Show sensitivity to pediatric patients who are physically, mentally or emotionally challenged (R283, "Clinical Experience: Pediatric Radiography")

Examples of teaching about "Values and Ethics" in Radiologic Sciences include:

Ethical use of radiation (R103, "Introduction to Clinical Radiography")

Discussion of ethics and values as related to patient care (R104, "Patient Care in Radiologic Sciences")

Lectures related to medical ethics, practice standards, code of ethics, medical law, informed consent, and standards of care (R104, "Patient Care in Radiologic Sciences")

Integrated into discussions of Standards of Care and informed consent (R101, "Radiographic Procedures I")

General discussions of medico-legal implications of films and film quality, and ethical treatment of all patients (R208, "Procedures Positioning Lab")

Standards of Care and reduction of unnecessary radiographic exposures (R222, "Principles of Radiography III")

Discuss values and ethics issues related to abdominal radiography, such as the potential for assault and battery charges, patient confidentiality issues (R282, "Abdominal Correlation")

The physical and psychological indicators of child abuse and the role that radiographers may play in helping detect abuse are discussed (R283, "Pediatric Correlation")

School of Business

Departments in the School of Business report that they have listed the Principles of (5)"Understanding Society & Culture" and (6)"Values & Ethics" in nearly every course. The Marketing Department appears to be an exception with only 40 percent of its courses having listed the PULs. Additionally, several faculty identified the following teaching strategies to foster student learning of the PUL on "Values & Ethics":

Use of cases or group exercise that present ethical issues (A202, "Introduction to Managerial Accounting")

Class discussion of 'internal control' procedures to prevent employee theft (A202, "Introduction to Managerial Accounting")

Use of a video tape with scenarios that address ethical dilemmas in advertising (M301, Marketing)

Lecture and discussion on theory of ethical development and the 'AICPA Code of Professional Conduct' (A424, Accounting)

Discussion of ethical issues, such as how a company should operate in a country where payments to government officials are the norm for gaining business permits, and so forth (J401)

School of Dentistry

The IUSD *Dental Hygiene Program* has identified 10 Core Competencies including three that reflect the PULs of "Understanding Society and Culture" and "Values and Ethics." These Core Competencies are: (1) apply a professional code of ethics in all endeavors, (8) communicate effectively with individuals and groups from diverse populations and (10) provide care to all clients using an individualized approach that is humane, empathetic, and caring. The Dental Hygiene Program has further delineated its focus on health promotion and states the following goal to be attained by each student: "be able to initiate and assume responsibility for health promotion, health education and disease prevention activities for diverse populations."

The IUSD Dental Hygiene Program listed the "Community Dental Health" course and the "Senior Dental Hygiene Seminar" as addressing both the PUL on "Understanding Society and Community" and the PUL on "Values and Ethics." Similarly they report that clinical coursework addresses both of these PULs.

Strategies to help students learn about "Society and Culture" include having students educate consumers on dental health at such places as homeless shelters, schools, and nursing homes. Students also provide dental hygiene care at People's Health Center, a clinic for low or no income families in Indianapolis. Following these educational experiences providing dental hygiene services, students must reflect on their experience and write about their learning in a journal.

Strategies to help students learn about "Values and Ethics" include:

- Discussion of ethical dilemmas that arise in clinical settings
- Preparing a paper on an ethical dilemma in a clinical course
- Understanding signs of abuse, responsibility for reporting, and ethical dilemmas that may relate to patient trust

Assessment of student learning in both areas is measured by

- Passing the National board exam
- Exit survey with graduates
- Alumni and employer surveys

School of Education

The School of Education has adopted six Principles of Teacher Education and has also articulated the relationship between the IUPUI Principles of Undergraduate Learning and the accreditation standards contained in the "Interstate New Teacher Assessment and Support Consortium." SOE's Principle 5, "Understanding School in Context of Society and Culture" clearly applies the PUL for "Understanding Society and Culture" to teacher education. This principle addresses "The ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities."

Strategies include

- required courses for both elementary and secondary education majors on "Teaching in a Pluralistic Society" and "Introduction to Exceptionality."
- an integrated approach for a block of courses that incorporates three classroom courses with a Junior field experience in the Indianapolis Public Schools. Four faculty work together to achieve integration of content and prepare students to be capable teachers in an urban school with a diverse group of students. The field component is designed to prepare the prospective teacher to understand the school and community culture.

In addition to the two required courses that focus on student diversity and the integrated instructional approach to 4 core courses, strategies for preparing teachers to work effectively with diverse students are included in all education courses and include:

guest speakers,

videos,

service learning opportunities,

reading assignments that present diverse perspectives,

assignments that require explicit attention to issues of race, ethnicity, social justice, equity, equality of opportunity and so forth.

Assessment of the student's mastery of Principle 5 includes:

Acting as a change agent;

Communicating in ways that demonstrate a sensitivity to a broad range of diversity;

Mediating when learners need help to resolve problems or change attitudes;

Collaborating with parents, teachers, administrators, and other community members involved in the lives of students;

Including knowledge of community into teaching;

Challenging negative attitudes

SOE's Principle 6, "Professionalism," applies the PUL for "Values and Ethics." It focuses on "The ability of teachers to be active members of professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices."

Assessment of the student's attainment of Principle 6 includes:

Articulating the ethical principles guiding professional conduct;

Demonstrating and documenting standards-based practice in the classroom;

Actions that reflect the use of research in one's teaching and on-going involvement in professional activities.

School of Engineering & Technology

The School of Engineering & Technology reports that they have analyzed Engineering and Technology outcomes and identified how those outcomes incorporate PULs. According to this analysis, outcomes that address PUL #5, "Understand Society and Culture," include: knowledge of contemporary issues, [engineering] understanding of the impact of engineering solutions in global societal context or [technology] recognize contemporary professional, societal, and global issues and be aware of and respect diversity, and an ability to function on multi-disciplinary teams.

Strategies to foster student achievement of these outcomes
None provided

Assessment of student achievement of these outcomes:
Term papers in EE 400 and EE 492
Capstone Reports in EE 492

Outcomes that address PUL #6 include: "An understanding of professional and ethical responsibility, commitment to quality, timeliness and continuous improvement, recognition of the need for and an ability to engage in life-long learning, and a knowledge of contemporary issues." Regarding PUL #6, "Values and Ethics," a course in three departments (CPT, EE, ME) is listed that addresses ethics and values.

Strategies to foster student achievement of these outcomes
None provided

Assessment of achieving Values and Ethics outcomes:
Project Reports, Oral Presentations, Essay Exams in EE 401

Herron School of Art

Herron has identified learning outcomes that reflect PUL #5, "Understanding Society and Culture" and PUL #6, "Values and Ethics." These outcomes include:

- Awareness of the range of diversity in traditions and history.
- Development of a sense of aesthetics, values, and ethical standards.
- Ability to make judgments with respect to conduct and citizenship.
- Informed and ethical decisions in personal, academic, and professional endeavors.

Strategies to foster student achievement of these outcomes include:

- Lectures
- Reading assignments
- Comparing and contrasting world art traditions
- Exposing students to varied perspectives and controversial subject matter
- Discussions and debates on topics such as the values that influence judgments or issues of censorship and free speech
- Emphasizing pluralistic nature of creation
- Exploring social and political content of various artwork

Herron representatives reported that PUL #5, "Understanding Society and Culture" is addressed through Art History courses, particularly contemporary art history because it shows diversity. Herron students also were reported to study abroad, which broadens a student's perspective and how they look at the world and understand their own world. Studio classes are also seen as contributing to the students' learning about ways that their perspective reflects the culture and society.

Assessment of students' attainment of these outcomes includes:

Exams

Writing assignments, particularly Art History papers

Visual art work

School of Liberal Arts

The School of Liberal Arts encourages faculty to list the Principles of Undergraduate Learning in each course and articulate how the PUL is addressed in the course. SLA reports that faculty do sometimes incorporate the PULs into their courses, but no systematic data is available about this.

SLA has reported that their Afro-American Studies program, Women's Studies program, International Studies program and American Studies program focus on courses that introduce students to many diversity issues that are central to understanding the PUL for "Society and Culture." Likewise, the Department of Foreign Languages and Culture is cited for its attention to society and culture throughout its curriculum.

SLA also reports "virtually all courses in the fields of Anthropology, English, Geography, Religious Studies, and Sociology address diversity issues." Anthropology offers a minor in "Cultural Diversity." The English department has an outcome that English majors will "know how texts make meaning within a diversity of cultural contexts." Human geography courses address differences among people in terms of language, religion, nationality, and ethnicity, and Religious Studies' courses address the worldviews of different groups of people. Most History courses are reported to be dealing with race, class, and gender and several courses focus specifically on gender, race and ethnicity in historical context. Likewise, Sociology courses broaden the understanding of students concerning many aspects of human difference, and several Sociology courses focus on specific aspects of diversity such as disability, race, and gender.

Other SLA departments also address aspects of "Culture and Society."Examples include several courses in Communication Studies and Political Science that include content on diversity.Likewise the Department of Economics points to courses on labor economics where issues of discrimination are addressed.

Assessment in SLA is done in the Senior Survey by students voluntarily describing how courses in their major have addressed each of the PULs at IUPUI. In this survey students have sometimes reported that they learned about values or ethics from a professor's example.

School of Nursing

The School of Nursing has identified outcomes for each of its programs. These outcomes lead to competencies within each program. Levels are based on competencies and constitute the focus for what is to be accomplished in each course. PUL # 5, "Understanding Society and Culture" is clearly reflected in the ASN outcome, which expects "A culturally competent person who recognizes and respects differences within and between groups of people." Similarly the BSN program states its outcome: "A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities." Competencies for the ASN program include:

- Examines the difference between own cultural beliefs and those of client
- Demonstrates nonjudgmental behaviors that respect individual differences
- Incorporates client's lifestyles, cultural beliefs, health behaviors, and support systems when using the nursing process

Levels are specified for each course and state what objective is to be achieved that pertains to a competency concerning culture. For example, A 136, "Introduction to the science and technology of nursing," states that students will "Identify personal ethnic or group beliefs, values, and judgmental behaviors which may influence health care."

Strategies for preparing students to attain the stated competencies include:

- Humanities and social science courses that are prerequisites for Nursing
- Lectures on culture
- Discussions of topics such as community supports for health
- Case studies which include assessment of cultural beliefs about health and healthcare

Interviewing people concerning such things as diverse ways of coping with stress

Clinic work - treat patients from diverse populations

Community Health experience engages nursing students in an in-depth study of culture and society

Nutrition projects that involve menu planning for an Amish or Latino family and including the family's cultural traditions in planning a menu

Discussions of wide variability of human values on matters such as marriage, childbirth, health practices

Assessment

Class presentations on culture

Self assessment of one's beliefs, values, etc.

Paper on a culture that differs from the student's culture

Assessing ethnic and cultural variables for each client seen in clinics

Provision of nursing therapeutics that integrates cultural beliefs, values, and practices of individuals, families and communities

Articulates ethical and legal standards relating to health care dilemmas

Informs individuals and families of their legal and ethical rights

Advocates for patients while they make choices regarding their health care

School of Physical Education

The School of Physical Education has adopted 5 Principles for Undergraduate Learning, including one for "Society and Culture," which appears to include the IUPUI PUL for "Values and Ethics" as well as the IUPUI PUL for "Society and Culture." The School's principle for Society and Culture has two competencies that pertain to the PUL for "Understanding Society & Culture." Graduates are expected to have acquired: (1) Understanding of culture as related to professional development and professional area; (2) ability to respect the needs of and relate to customers, students, and/or peers. These competencies have been further defined to include outcomes related to (1) Lifestyle, (2) Culture, (3) Needs.

Lifestyle is defined as understanding the impact of society through media, advertising, marketing on lifestyle choices pertaining to food, fitness, and wellness behaviors. It also includes appreciating the differences among individuals regarding the value of personal health and wellness and the societal barriers faced by people with disabilities.

Culture refers to differences and commonalities in people in a multi-cultural society and the resulting impact on behaviors and choices. This includes (1) understanding various cultural expressions and traits of distinct cultural and societal groups; (2) developing the ability to match teaching methods to various cultural traits; (3) skills to facilitate positive interaction among diverse populations of customers, students, peers, and clients (4) effectively handling one's own biases.

Needs involves developing an understanding of the special needs of diverse clients, students, and customers who are served and being able to make decisions which reflect sensitivity to diverse needs.

The School of Physical Education's principle for "Society and Culture" also includes a competency that seems related to the PUL for "Values & Ethics." This competency states that graduates from their School will have the "ability to resolve ethical dilemmas based on experience and values." This is further

delineated as involving: (1) understanding professional and legal regulations in dealing with students, peers, clients, or customers; (2) making appropriate decisions related to injury, performance, and confidentiality; (3) devising fair grading and assessment policies and procedures.

Strategies listed by the School of Physical Education to move students toward attainment of these outcomes include:

- Humanities and social science courses related to society and culture
- Interviews of persons from different cultures and backgrounds
- Research reports focused on society and culture
- Case studies
- Guest speakers and discussion regarding differences and ethics
- Research reports and web searches focusing on society, culture, and diversity
- Role-playing to heighten awareness
- Site visits and practicum experiences for exposure and interaction
- Department of Physical Education offers 2 courses that address adapted physical activity for people with disabilities;
- Department of Tourism, Convention, Events, and Management reports that their capstone course requires students to develop a business plan that addresses PULs concerning values and ethics and society and culture

Assessment of student attainment of the outcomes pertaining to society and culture and values and ethics includes:

- Notebooks, journals and reflective writing
- Student work that reflects enhanced cultural or ethical considerations
- Graduate surveys to assess employment and exposure to diversity

School of Science

The School of Science expects that the PULs for "Society and Culture" and "Values and Ethics" will be addressed in the Humanities and Social Science courses that Science majors must complete. Science majors are also introduced to the IUPUI PULs in their first Science course, "Windows on Science" and write about their learning related to the principles. All SOS faculty are encouraged to include PULs in their course objectives

Faculty from the School of Science reported that faculty sometimes engage students in thinking about values and ethics through discussion of consequences from scientific discoveries such as who benefits from creating something or the economic costs and impact of advancing scientific discoveries. Faculty also believe that values and ethics are "caught" by students from Science faculty rather than being taught. They further reported that few science courses actively teach or present material on values and ethics or culture and society. Some faculty would like to know how to incorporate the PULs on "Values and Ethics" and "Society and Culture" into their courses without having to re-design the whole course. Others believe that these principles should be covered in non-science courses, because there is too much content to address in Science courses.

One SOS department, the Department of Psychology, has examined each of their courses and reports that two-thirds of their courses address the PUL of "Understanding Individual Differences, Society, Culture" and that 42 percent address "Professional & Scientific Ethics." For example, Psychology has addressed the PULs for "Society and Culture" and "Values and Ethics" in B104 by presenting content about (1) various theories about human similarities and differences (2) ethical violations and their potential consequences, and (3) value systems and their impact on behavior.

Assessment in SOS is done at graduation by students voluntarily describing how they have addressed each of the PULs at IUPUI - in courses completed for their Science major as well as general education and elective courses.

School of Social Work

The School of Social Work reports that they have integrated the Principles of (5)"Understanding Society & Culture" and (6)"Values & Ethics" into every social work course.

Strategies for preparing students to understand society and culture include:

- Required course, "Cultural Diversity." (Social Work 100)
- Reading assignments
- Lectures
- Presentation on a diversity issue or oppressed group
- Field experiences

Assessment of student understanding of society and culture include:

- Examinations

Evaluation of presentations

Observations of student behaviors and field performance

Strategies for preparing students concerning "values and ethics" include:

Reading assignments

Lectures and discussions

Small group exercises and presentations

Use of the professional Code of Ethics in working with clients

Assessment of student attainment of "Values and Ethics" outcome include:

Examinations

Evaluation of presentations and papers

Evaluation of role playing

Evaluation of student field performance

School of Public and Environmental Affairs

The School of Public and Environmental Affairs has reported that their faculty endorsed a set of undergraduate learning principles and that each course syllabus specifies what PULs have been incorporated. However, no data has been provided that documents which SPEA learning principles have incorporated the PULs for "Understanding Society and Culture" or "Values and Ethics." Nor is there data that provides an analysis of the inclusion of PULs 5 and 6 in the various course syllabi.

Strategies to foster student achievement of learning outcomes pertaining to "Understanding Society and Culture" and "Values and Ethics":
No data provided

Assessment
Instructor evaluation of "each student's performance on each desired learning outcome" in the capstone course, which is required in the student's program or concentration. Evaluation sources may include papers, presentations, exams, and exercises.

University College

University College enrolls all entering students in UCOLL 110, which is a one credit hour course that paves the way for students to succeed at IUPUI. Instructional teams for this course are asked to introduce students to all six PULs. Some examples of individual faculty and advisers who do engage their UCOLL 110 students in thinking or writing about human diversity or ethics have been identified.

PRAC Meeting - October 13, 2000

What courses or aspects of the curriculum were revised to address the PULs?

Suggest that your School's expectations for specific general education prerequisites to provide PUL content for your majors be identified. (especially Science)

SLA and SOS - could some data concerning the number/percent of graduating seniors completing Senior Surveys be provided as well as some analysis of the findings about what and where they learned about each of the 6 PULs? (even anecdotes citing student responses on PULs 5 and 6 would be useful)

Documentation
Within Schools with multiple departments, programs, concentrations, could each department and program complete the type of analysis that has been done in Nursing and Allied Health, e.g. Radiology? (In these Schools, each unit has set learning objectives related to the PULs and their accreditation standards and identified objectives, teaching strategies, and assessment of outcome attainment for each course.)

Identify *specific* teaching strategies that are being used to help students attain a particular PUL, such as case studies on ethical dilemmas that arise in making labor policies or conducting research on cloning or delivering services to pregnant women who are using crack rather than simply listing "case studies" or "reading assignments."

Specific units:
PE - are the adapted physical education courses required? If not, how is content on society and culture infused in required PE courses?
TCEM listed many courses as addressing diversity, but needs to identify what and how these courses address society and culture.
TCEM's capstone course - is the business plan correctly described about its incorporation of content on (1) society and culture and (2) values and ethics?

Education - what courses are part of the integrated block and is it required?

SPEA - Rosentraub reported that SPEA endorsed a set of principles, and I need them along with any information that explains their linkage to IUPUI PULs.

Items for Student Survey on PUL 6

When facing a conflict, recognizing the consequences of my actions

Making choices in my individual behavior based on principles

In ethical dilemmas, making informed judgments

In your personal and public lives, making choices about individual conduct based on thoughtful reasoning about the appropriate course of action

Taking principled actions in one's daily life

Being mindful in one's daily activities to contribute to the well-being of all people

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Assessment of the PULs

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Since campus-wide adoption of the PULs in 1998, a number of campus-level committees and offices-principally the Program Review and Assessment Committee, the Office of Planning and Institutional Improvement, and the Office for Professional Development-in addition to the individual schools themselves, have worked to ensure that they are firmly embedded into curricula and pedagogical approaches and into our ongoing assessment programs. University College and the first-year seminars, in particular, have played a prominent role in introducing the PULs to new students. Currently, assessment of student learning of the PULs takes place primarily at the school level. Assessment of the PULs at the campus level has occurred primarily through surveys of students, alumni, and employers carried out by the Office of Information Management and Institutional Research and through a series of special studies and initiatives. Perhaps the most ambitious of these initiatives, the Student Electronic Portfolio, is currently under development.

Based on evidence derived from assessment efforts to date, we believe that our students are achieving the PULs to some degree, but not to the extent that we would like. In addition, we need to continue our efforts to ensure that faculty and departments are working systematically and effectively to improve and assess student learning of the PULs. The performance indicators page for Teaching and Learning reflects this judgment. Below, we discuss our approaches to gathering evidence related to teaching and learning of the PULs at the school and campus levels and strategies underway for improving these approaches.

Assessment of the PULs at the Department and School Level

Each academic program at IUPUI is responsible for developing statements of learning expectations for its majors and assessing for accomplishment of those expectations. Most undergraduate programs have either incorporated the PULs into these statements or explicitly mapped the PULs to elements of their expected learning outcomes. (Here are examples from the Schools of Nursing, Engineering and Technology and Public and Environmental Affairs). Processes and results of assessment of the PULs, as well as of the major, are synthesized in the annual reports submitted by each school to PRAC and posted to the PAII Web site.

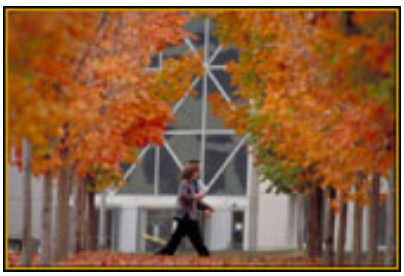
To supplement the annual school reports, and as part of IUPUI's work on the Urban Universities Portfolio Project, the Dean of the Faculties funded a special study in 2000-2001 that examined teaching, learning, and assessment of the PULs in each IUPUI school that grants baccalaureate degrees. Conducted by three Faculty Associates under the leadership of the Director of the Office of Campus Writing, the study

produced a major report, *Phase I of a Study of Student Learning*, which provides a cross-cutting analysis of how the PULs are integrated into school curricula and assessed across the campus. This analysis found that integration and assessment of the PULs, as well as faculty and student understanding of the principles and their purpose, vary both across and within schools. Results of the report are summarized in a set of matrices that provide information on how each PUL is addressed by each individual school; these matrices have been updated, drawing on information from the annual school assessment reports, to reflect changes and improvements implemented in 2001-2002.

As an outgrowth of the Faculty Associates' study, the Office for Professional Development at IUPUI has sponsored several major programs intended to increase faculty and student understanding of the PULs and to disseminate good practices for teaching and assessing for the skills and abilities the PULs represent. Specific examples of how various PULs are taught, learned, and assessed can be found on the "Examples" page of this section and are highlighted in the "Inside IUPUI" call-outs throughout this self-study.

Assessment of the PULs Campus-Wide

In 2000, the campus embarked on an even more ambitious effort to embed the PULs explicitly and firmly in undergraduate curricula through the development and implementation of student electronic portfolios organized around student learning of the PULs over the course of their undergraduate studies at IUPUI. The student portfolios, currently in the pilot phase, include samples of student work demonstrating achievement of the PULs over time, along with reflective essays by students focused on their intellectual growth in college within the framework of the PULs. We anticipate that by 2006, all undergraduate students at IUPUI will be required to develop and maintain a portfolio over the course of their undergraduate studies. Courses and programs across the campus will incorporate assignments explicitly designed for inclusion in the portfolios as demonstrations of achievement in one or more of the PULs.



As part of the student portfolio initiative, a broad campus-wide effort is currently underway to develop rubrics, defined by faculty, that describe introductory, intermediate, advanced, and exemplary levels of competence for each PUL. All portfolios will be assessed at several points in each student's progress through the curriculum, using these rubrics to determine how effectively the PULs are taught and learned across departments, schools, and the entire campus and over the course of each undergraduate student's education.

We expect these efforts to enhance awareness of and focus on the PULs among both students and faculty and to yield insights into more and less effective approaches to supporting student achievement of the outcomes encapsulated in the PULs. We thus see the student portfolio initiative as an important step in a long-term process of integrating, assessing, and improving our strategies for helping students achieve the key general education outcomes they will need in order to work, learn, and contribute to their professions, communities, families, and beyond.

Go on to: Planning for and Assessing Student Learning in the Major

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Planning for and Assessing Student Learning in the Major

Since the late 1980s, each degree program at IUPUI has had responsibility for defining expected learning outcomes for its majors and assessing for those outcomes. Support, information, and oversight for these activities are provided by PRAC, which includes faculty representation from each school. Detailed information on department and school assessment approaches and findings can be found in the annual school assessment reports submitted to PRAC.

Approaches to assessment vary widely both among and within schools, ranging from use of portfolio assessment, capstones, common examinations for multi-section courses, and other course- and curriculum-embedded methods to standardized tests, licensure examinations where relevant, and surveys of current and former students. Based on evidence from assessment, we conclude that, in most majors, student learning of the major field is improving, but is not yet as effective as it might be. The performance indicators page for Teaching and Learning reflects this appraisal and includes links to additional detailed information and supporting evidence.

Go on to: A Special PRAC Study of Assessment in the Schools

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The Division of SLD Mission Statement:

The Division of Student Life and Diversity at IUPUI, as educators and advocates, provides student-centered services, consulting, facilities, learning experiences and programs for students, faculty, staff, alumni and the community.

Guided by theoretical frameworks of student development, the Division contributes to an intentionally inclusive, accessible campus community and inspires educational, personal, social and professional achievement.

The Division of SLD Vision Statement:

The Vision of Student Life and Diversity is …
"To Be an Exemplary Student Serving Division Recognized As a Campus Educational Partner"

The Division of SLD Goals:

The Division of Student Life and Diversity takes a student-centered approach to:

- **Promote and enhance an inclusive and accessible community that engages its members, embraces diversity, appreciates individuals and fosters campus spirit.**
- **Provide opportunities for learning, inquiry and self exploration to develop leadership, integrity and potential.**
- **Create collaborative partnerships within the campus and community in order to add value to the IUPUI collegiate experience.**
- **Create, maintain and improve facilities to enhance campus climate, community, pride and to make the experience more fun.**
- **Develop assessment activities, best practices and continuous improvement that increases SLD's visibility and respect within the campus community in order to be recognized as an educational partner on campus, state-wide, nationally, and internationally.**

Goals, Strategies and Objectives

Goals	Strategies	SMART Objectives	Deadline	Individual(s) Responsible	Assessment Process
<u>Goal # 1</u> ***Promote and enhance an inclusive and accessible community that engages its members, embraces diversity, appreciates individuals and fosters campus spirit***	1. Assess strengths and opportunities for development in creating an inclusive community that embraces diversity across the Division of SLD	• Create a Division of SLD Diversity Programming Team • Identify/research internal and external best practices for building campus community • Develop a diversity plan • Utilize the Diversity Cabinet's Diversity Performance Indicator results to develop programming and interventions in areas that need attention	• Spring 2003 • Summer 2003 • Fall 2003 • Summer 2003	• Kevin R & Patty A • Kevin R, Patty A & Team • Diversity Team • Diversity Team	
	2. Foster campus spirit through promotion of existing and creation of new campus traditions	• Create Division-wide programming calendar • Post program to SLD website • Display IUPUI Jaguar Logo in all departments • Create new campus traditions • Emphasize annual events • Work w/ colleges and athletics to create campus spirit	• Fall 2002 • Fall 2002 • Fall 2002 • On-going • On-going • Spring 2003	• Scott C • MTV • Directors • All • All • SLDP	
	3. Review accessibility w/in the Division of SLD and in planning future facilities and services	• Establish SLD Access Committee w/ representation from each department, including students • Provide results to VC-SLD • Make recommendations for and announce improvements	• Spring 2003 • Fall 2003 • Fall 2003	• Pam K to chair this committee • committee • Pam K	

<u>Goal # 2</u> *Provide opportunities for learning, inquiry, and self-exploration to develop leadership, integrity and potential*	**1.** Provide learning opportunities to facilitate the attainment of knowledge of self and others	• Provide and promote professional development opportunities for students and staff (including conferences and workshops) • Create learning and development plans for staff and integrate these plans into annual performance assessments	• On-going • February 2003	• Kevin R • Kevin R	
	2. Develop programming to cultivate leadership and integrity in students	• Develop a Division of SLD student employee training program that cultivates leadership and develops professionalism • Benchmark and determine appropriate mentoring programs in respective departments • Create a comprehensive student leadership development program, including courses, community service, mentoring • Create a division-wide program to promote careers in student affairs	• Spring 2003 • Fall 2003 • Spring 2004 • Fall 2003	• David K, Chairs, Julie L; Mark P; Tania • TBA • MTV and Frank R • Susan C & Kevin R	
	3. Develop programming to cultivate leadership and integrity in SLD staff	• Develop a Division of SLD orientation and training program • Regularly review and upgrade job descriptions • Develop a Division-wide Professional Development Committee	• June 2003 • Each spring • Spring 2003	• John J, Chair • Dinah, Chair • Kevin R, Chair	

<u>Goal 3</u> *Create collaborative partnerships within the campus and community in order to add value to the IUPUI collegiate experience.*	1. Strengthen community and communication within the Division of SLD	• Create traditions within the Division of SLD (eg. Awards day, baseball game, pre-semester celebrations, holiday party in December, end-of-year "blast")	• Continuous	• Karen W	
		• Create an internal SLD newsletter	• August 2002	• Barb M	
		• Simplify use of Division of SLD Listserve (SLD-L)	• August 2002	• Ditto	
		• Distribute minutes from monthly directors meeting to all staff	• Fall 2002	• Dinah P	
		• Create cross-training and cross-functional work opportunities	• Fall 2002	• Dinah & Kevin	
		• Create a Division of SLD "On-Course" staff resource to post information and increase communication	• December 2002	• Frank R, chair	
	2. Establish and strengthen integral academic and campus partnerships that foster student development and potential.	• Identify existing and potential educational partners	• Fall 2002	• Directors	
		• Explore and initiate contacts in UC and learning communities to share information on SLD and related programming	• Fall 2002	• Frank R	
		• Develop a Division-wide presentation for new student orientation	• Spring 2002	• Frank R & Sandy F	
	3. Strengthen existing and create new community partnerships	• Each SLD department will identify desired partnerships	• Spring 2003	• Nicole O	
		• Develop tentative action plans and goals for each of these partnerships	• Summer 2003	• Ditto	
		• Create annual report for Campus and Community Partnerships	• Fall 2003	• Ditto	

<u>Goal 4</u> *Create, maintain and improve facilities to enhance campus climate, community and pride and to make the IUPUI experience more fun.*	1. Create new facilities	• Open 800 additional bed spaces in housing	• Fall 2003	• Karen W & Dick S	•
		• Open 1000 additional bed spaces	• August 2006	• Ditto • Karen W	
		• Open Campus Center	• August 2005	• Karen W	
		• Open Student Recreation/ Wellness Center	• August 2007		
	2. Maintain and improve established or existing facilities	• Create a SLD climate team to evaluate SLD facilities	• January 2003	• Dick S	
		• Develop criteria and implementation plan	• July 2003	• Dick S & Team	
		• Renovate Ball Hall	• September 2004	• Karen & Dick	
		• Renovate lower level of University College	• September 2002	• MTV	
		• Work with USA to purchase outdoor furniture annually	• Spring 2003	• MTV	
	3. Communicate Strategies	• Press release issued to Sagamore and Media Relations at the start of each semester	• On-going	• Scott C	
		• Create and update websites	• Monthly	• Scott C & Aaron G	
		• Communicate with USA and GSO	• Each semester	• MTV	
		• Solicit on-going feedback from campus community	• Each semester	• Michele H	
		• Celebrate new and improved facilities	• As needed	• Directors Karen W	

Goal 5 *Develop assessment activities, best practices and continuous improvement that increases SLD's visibility and respect within the campus community in order to be recognized as an educational partner on campus, state-wide, nationally and inter-nationally.*	1. Create an assessment plan for the Division	• Create a Division of SLD annual report, Departmental and Individual Reports	• Summer 2003	• Michele H & Kevin R	•
		• Establish a reporting inventory	• Spring 2003	• Ditto	
		• Articulate and distribute information	• Spring 2003		
		• Include faculty, staff and students in web-based assessment surveys	• Spring 2003	• Kevin R & Michele H	
	2. Each department engages in benchmarking of best practices	• Create a student advisory council	• Fall 2002	• Karen W	
		• Cultivate more collaboration between the Division of SLD and University College	• On-going	• Frank R	
		• Identify and review peer institutions	• On-going	• Michele H	
		• Review CAS Standards	• On-going	• Michelle H	
		• Meet with targeted faculty, students and staff	• On-going	• Dinah to arrange	
	3. Develop a sound financial plan	• Link allocation of resources to strategic plan	• Immediately	• Dick S	
		• Create a template and annual time-line for development of departmental budgets	• Fall 2002	• Dick S	
	4. Create a Division of SLD public relations campaign	• Officially change the name of SLD to Division of SLD	• Fall 2002	• Karen W	
		• Present SLD as a unified Division	• Fall 2003	• Karen	
		• Create a counter on Division of SLD web-page	• September 2003	• Scott C	
		• Create a logo	• Fall 2003	• Pamela B & Scott C	

		• Create Division Info packet and communication plan	• Spring 2003	• Karen & Kevin	

University College

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A primary locus of these activities is University College, the academic home for new students at IUPUI. UC opened in 1997 and was dedicated in 1998, following several years of experimentation, sponsored by the Undergraduate Education Center, aimed at creating first-year experiences that would ease students' transition to college-level work and provide them with strong connections to the learning process, to their peers, and to faculty. This work emerged initially from the higher education literature, particularly the literature on learning communities of the late 1980s and early 1990s, which suggested that such communities might be an especially effective strategy for retaining commuter students (see, for example, Tinto, Leaving College: Rethinking the Causes and Cures of Student Attrition, 1993). More recent UC efforts have focused on using assessment findings to refine models originally imported from elsewhere to make them as effective as possible for IUPUI's specific student population.

UC currently has 64 appointed faculty members, drawn from all undergraduate units on campus. This group makes key policy decisions and develops UC programs and initiatives. UC also includes a large advising staff, who work actively with students. Thus, while its offerings span a wide range of disciplines, UC is a true school, not an administrative unit.

A central element of the UC model is a first-year seminar (PDF)-known as a "learning community"-intended to provide an intensive orientation to IUPUI, to the skills needed for college-level study, and to the many support resources available within UC and across the campus. Taught by an instructional team that includes a faculty member, a librarian, an advisor, and a peer mentor, the seminar provides new students with easy access to advising and mentoring and helps them learn to "navigate" the IUPUI campus at the outset of their academic careers.

Following a number of pilots and much restructuring based on assessment findings, the first-year seminar program was extended across the entire campus in the late 1990s. (For a detailed analysis of this history, see the RUSS Self-Study (PDF).) Currently, first-year seminars are offered by all undergraduate units and enroll 65 percent of entering freshmen. (The aim is ultimately to enroll all entering freshmen.) UC retains a central coordinating role through the First-Year Studies Committee and the IUPUI Learning Community Network.

All first-year seminars introduce students to the critical elements of success in college, with the discipline-based ones adding an introduction to the discipline or department for students already admitted or planning to seek admission to those schools. An important feature of the seminars is their strong

emphasis on active and collaborative learning, as well as on development of skills in critical thinking and information literacy. A template (PDF) developed by UC for the first-year seminars includes anticipated learning outcomes, recommended pedagogical strategies, and required curriculum components, in order to ensure that all new students are exposed to key information, resources, and learning experiences in their first semester. (Click here to see several examples of First-Year Seminars offered by UC and other units.)

A second critical feature of UC is that it brings together crucial student support resources and programs in a single physical location. UC is home to such units as the Advising Center, the Career Center, the Learning Center, the Mathematics Assistance Center, and a branch of the University Writing Centers. In addition, UC sponsors a number of IUPUI's pre-college programs, such as SPAN and Upward Bound, new student orientation, and a summer bridge program for new students. UC also houses other important campus-wide programs, such as the University Honors Program and the IUPUI Center for Service and Learning. Thus, new students can find most of the help and information they need in one building that is designed to provide a welcoming, student-friendly environment. Equally important, the efforts of the various centers and programs can be coordinated, and assessment findings and good practices can be quickly disseminated among key units.

UC also serves as the administrative home and coordinator for a number of major campus initiatives to improve undergraduate education, such as the Gateway Program (where UC works in collaboration with the Office for Professional Development), and for IUPUI's participation in a number of national initiatives, including the Greater Expectations project, sponsored by the Association of American Colleges and Universities, and the Restructuring for Urban Student Success Project (RUSS). Placing these campus improvement initiatives under one administration helps to ensure that they are integrated with one another and with UC's academic offerings and support services. For example, Greater Expectations focuses on core collegiate learning outcomes, such as critical thinking and written and oral communication. At IUPUI, these outcomes are encapsulated in the Principles of Undergraduate Learning, which most students initially learn about in the first-year seminar. Bringing Greater Expectations under the same administration as the first-year seminars allows coordination between the two programs. (Click here to link to a brief report on the Greater Expectations Web site on IUPUI's work with the project.)

Similarly, a core component of the Gateway Program, discussed in detail later in this self-study, is Structured Learning Assistance (SLA), which is offered under the aegis of UC's Learning Center. The Writing Center and the Mathematics Assistance Center also play critical roles in the Gateway Program. The fact that these programs are under one administration and one roof makes it easier for them to align efforts to achieve the goals of the Gateway initiative.

Assessment of UC Programs

Because UC's mission directly targets enhanced student learning of core collegiate learning outcomes and improved retention of first-year students-priorities critical to IUPUI's effectiveness as an institution-assessment has been intrinsic to its operations from the outset. Substantial resources are committed to UC assessment: in addition to assessment work conducted by UC's own staff, the Office of Information Management and Institutional Research (IMIR) includes a staff member assigned to support UC assessment efforts, while OPD and UC share a staff member whose role includes qualitative assessment of UC programs. In addition, a UC Faculty Fellows Program (PDF) has supported a range of special, targeted assessment projects. (For a summary of UC assessment approaches and initiatives, click here.)

During UC's first several years, assessment efforts focused broadly on the program's overall impact on student grades and retention, comparing new students who participated in UC programs with non-participants. (Click here for a report on initial UC assessment efforts.) As UC programs expanded and were refined, based on early assessment findings, assessment efforts became more focused, examining the impact of specific interventions, such as SLA or the use of peer mentors, for example. (For an overview of this more focused approach, see Part 2 of the Fall 2000 Enrollment Report.) UC assessment methods include both quantitative and qualitative approaches and are intended to serve both formative and summative purposes, so that findings yield information not only on program impact, but on the reasons for that impact, and on unmet needs. Using a range of approaches, including focus groups and personal interviews,

to tease out information on why certain outcomes do or do not result, as well as on what outcomes result, is especially important for improving the effectiveness of the programs as they mature.

Ongoing UC assessment processes use a three-phase approach:

- Needs assessment, conducted via an entering student survey, student satisfaction surveys, non-returning student surveys, and through special task forces and Faculty Fellowships.
- Process assessment, which examines alignment between program concept and implementation, using focus groups, interviews, questionnaires, and special studies, such as the RUSS self-study.
- Outcomes assessment, focused on determining how well programs are meeting their goals, using information on the impact of specific interventions on retention and academic performance, survey results, and students' self-reported learning gains.

In addition to these ongoing assessments, UC has conducted and sponsored a number of special assessment initiatives, including the RUSS Project, the Gateway Program, the Learning Center Task Force, the Transitional Education Task Force, and the various projects carried out by the Faculty Fellows. (Click here for a summary of these projects)

Assessment at UC has led to substantial refinement of its approaches to working with first-year students. For example, the initial pilot experiments with first-year seminars used a broad-stroke, "one size fits all" approach, where course content and activities were more or less interchangeable among seminar sections. More recently, information gathered through assessment has led to the development of seminar sections tailored to student interests and needs-e.g., seminars for honors students, non-traditional-aged students, students with interests in specific majors, and students with particular learning needs.

Other examples of changes made by UC as a result of assessment findings include:

- The addition of a set of new UC courses, "Critical Inquiry" (CI). These are reading-intensive sections linked to department-based content courses and designed to support the readings in those courses. CI uses a specific approach to helping students read and critically analyze difficult texts. In a Fall 2000 pilot, beginning freshmen enrolled in CI sections earned higher course grades in the content course and were less likely to withdraw from the course than non-CI students. These results have continued to hold true as the program has expanded in subsequent semesters.
- Adoption of the "Structured Learning Assistance" (SLA) model for high-risk-for-failure Gateway courses (i.e., introductory-level courses with high enrollments of new students). Early experiments with Supplemental Instruction in Gateway courses at IUPUI showed benefits for students who participated, but suggested that many students who would most benefit were not taking advantage of the program. SLA is a specific form of Supplemental Instruction that mandates student attendance at weekly directed study and practice sessions. The sessions provide enhanced background on course content and assistance in specific study skills required to master course material. Experience with SLA over the past two years has shown that students in SLA sections withdraw from those courses at significantly lower rates than students in non-SLA sections.
- A 2001-2002 pilot of a proposed "Administrative Withdrawal" policy, whereby students who miss more than half of a class's meetings during the first four weeks of the semester are automatically withdrawn from the course. The pilot resulted in significantly increased retention in participating courses. As a result of the pilot's success, the administrative withdrawal policy is in effect this fall for selected courses in the departments of English, Mathematics, Psychology, and Communication Studies, as well as in UC courses. Discussions about applying the policy campus-wide are currently underway.
- Revision of the learning communities mentor program, as a result of a Faculty Fellow's analysis of the program. Changes included enhancements to mentor training and supervision, greater faculty involvement in mentor recruitment, and clearer definition of peer mentor roles and responsibilities.
- Block scheduling of linked courses. The learning communities model at IUPUI, until recently, did not include the course blocks usually associated with learning communities, in part because of the formidable logistics of block scheduling at a commuter campus. We have just recently begun a major initiative to develop course blocks, with support from a grant by the Lumina Foundation for Higher

Education. Twenty blocks were piloted in Fall 2001 and additional blocks are under development, making our efforts in this area among the most comprehensive in the nation among urban commuter institutions. Two task forces are currently addressing a range of issues related to this initiative, from curriculum integration to scheduling logistics.

Impact of UC Programs

The years of work and intensive campus-wide effort invested in UC and related learning and retention initiatives have begun to yield tangible benefits in the form of a 3.4 percent increase over the previous year in retention of new freshmen from Fall 2000 to Fall 2001 and a 3.2 percent increase from Fall 2001 to Fall 2002. Our analysis indicates that approximately half of a percentage point of the increase from 2000 to 2001 is attributable to changes in admission standards and that half of the total change from 2001-2002 is attributable to these changes. A good portion of the remaining increases can be attributed to the program interventions discussed here. In addition, while fewer new students have enrolled for the current semester than for the Fall 2001 semester, improved retention has led to a 2.4 percent increase in overall enrollments at IUPUI, which reached an all-time high this semester of over 29,000 students.

The work of UC has led to less quantifiable, but perhaps no less beneficial, changes as well. UC has provided a highly visible model in which respected, senior faculty members, drawn from academic units across the campus, have collaborated with one another and with other staff members to address difficult teaching and learning issues. Other schools and departments have followed suit; for example, the departments of Mathematics, Psychology, Sociology, English, and Communication Studies, among others, have adopted the practice of appointing senior faculty as coordinators of large, multi-section courses and collaboratively determining desired learning outcomes for these courses and criteria for assessment of those outcomes.

These and other departments have also initiated or augmented their own efforts to encourage community and engagement among their students, particularly new students, and have enhanced advising, mentoring, and resources for student support. While IUPUI faculty certainly were dedicated to student learning prior to the existence of UC, UC's visibility and success have provided encouragement and direction to efforts based in other campus units, supplied a prominent model of senior faculty collaboration to enhance student learning, and created a centralized location for dialogue about first-year student learning and success and for coordinating related campus-wide improvement initiatives.

UC has also been recognized as a national model: the Association of American Colleges and Universities selected IUPUI for the Greater Expectations project on the basis of UC's accomplishments; and IUPUI was recently named a recipient of a First-Year Experience award from the national Policy Center for the First-Year of College. (Click here to read our applications materials for Greater Expectations and here for our First-Year Experience materials.) *US News and World Report* this year cited IUPUI's learning communities as an example of "programs that really work" to enhance student learning.

Go on to: Active Learning Across the Campus

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Office of Information Management and Institutional Research

The Office of Information Management and Institutional Research provides and coordinates information support for planning, administering, and evaluating academic and administrative programs at IUPUI for the purpose of continuous improvement. Its activities and services include developing management reports and analyses based on data from internal and external sources; creating accessible data resources for the campus and external communities; conducting survey research to assess the expectations, satisfaction, and outcomes of students, alumni, faculty, staff, employers, and other IUPUI stakeholders; supporting program evaluation and planning activities carried out by individual schools and campus offices; and developing computer network-based systems for collecting, accessing and analyzing information in a timely, cost-effective manner.

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Active Learning Across the Campus. IUPUI seeks to make active, collaborative, and experiential forms of teaching and learning a hallmark, not only of UC, but of the campus as a whole, as we work to promote student engagement and success. The predominance of professional schools at IUPUI and the strong professional orientation of our students mean that hands-on, real-life learning opportunities are especially important for them-both to keep them engaged and motivated to learn and to prepare them for the challenges they will face in their post-graduate, professional lives. Moreover, IUPUI's urban setting and engagement with the Indianapolis community provide a wealth of opportunities and resources for service learning, internships, clinical experiences, field work, and hands-on research.

Our approaches to helping faculty incorporate these pedagogies into their teaching are discussed in the teaching portion of this self-study. It is worth noting here, however, that in the most recent IUPUI faculty survey, 92 percent of faculty report using class discussion as a teaching approach "often," "frequently," or "very frequently," 72 percent report assigning group projects "often" or more, and 65 percent report asking students to make in-class presentations "often" or more.

Results of student surveys, including student satisfaction surveys and the National Survey of Student Engagement (NSSE), also suggest that IUPUI students are active learners. For example, on the NSSE, approximately 59 percent of freshmen and 70 percent of seniors responded that they "often" or "very often" ask questions in class or contribute to class discussions. More than 35 percent of freshmen and 58 percent of seniors report making class presentations often or very often. In addition, 68 percent of seniors indicated that they had completed or planned to complete an internship, practicum, or field experience, while 54 percent had participated or planned to participate in community service or volunteer work while in college.

In addition, 26 percent of seniors reported working with faculty on research outside their regular coursework, whether through our three-year-old Undergraduate Research Opportunities Program (UROP) or through other campus, school, or department programs. This percentage is the same as the average for doctoral intensive universities and above the average for our urban peer institutions.

These results are not surprising, given that virtually every professional program at IUPUI and many programs in the liberal arts and sciences require or provide opportunities for field work, internships, or clinical experiences, while all students can take advantage of a campus-wide internship program offered through the IUPUI Career Center. In addition, a number of undergraduate professional programs, including Education and Dentistry, have instituted curricula designed to ensure that students are involved in clinical experiences from the outset of the program. Capstone courses, required by most undergraduate majors, whether in professional disciplines or in the liberal arts and sciences, typically incorporate significant final projects in which students are asked to apply what they have learned either in a real-world setting or a close simulation of one, often working with one another in groups.

INSIDE IUPUI
Teaching & Learning @
Dept. of Organizational Leadership and Supervision

Other survey results related to student engagement are less encouraging; for example, in the NSSE,

students reported relatively little interaction with faculty outside the classroom. While we might expect less student-faculty interaction outside class than would be typical at a residential campus, a number of current initiatives, including UROP, are seeking to foster higher levels of academic engagement of students with faculty outside class. For example, the Office of Student Life and Diversity is working to expand co-curricular activities that bring students and faculty members together around shared academic and professional interests. Plans for improving the physical environment for learning at IUPUI and for new student residences on campus, discussed elsewhere in this self-study, are likewise intended, among other things, to create increased opportunities for student-faculty interaction outside class.

Go on to: Technology and Enhancement of Student Learning

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Technology and Enhancement of Student Learning

Over the past decade, IUPUI has placed a high priority on innovative uses of technology to increase access and student engagement and to improve teaching and learning. For example, *OnCourse*, an online course management system developed by IUPUI's Cyberlab and now in use at all eight IU campuses, gives faculty the ability to create Web sites for each course they teach, to involve students in online interaction and collaboration, and to supplement print-based course readings with multi-media materials; about 70 percent (PDF) of IUPUI faculty used this resource in 2001-2002. Our Center for Teaching and Learning provides faculty with a technology-rich environment and access to expertise to help them incorporate technology into courses and curricula in ways that enhance and enrich the learning environment. University Library has developed extensive electronic resources to support learning and teaching, both on-site and at a distance, including Web access to the catalogue, as well as to indexes and abstracts, reference materials, electronic journals, and over 4,500 electronic books.

One of the aims of IUPUI's current Student Electronic Portfolio initiative, discussed elsewhere in this self-study, is to engage students more deeply in learning through online reflection and integration of knowledge and skills across courses. In addition, a joint project conducted in 2000-2001 by the Departments of Sociology and English (PDF), funded by the Pew Center for Academic Transformation, provides a compelling model for using technology to reduce the costs of offering a large introductory course, while realizing significant gains in student learning.

Go on to: Assessment of the Impact of Technology on Student Learning

Student Learning

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- Sections
  - Fostering Student Engagement
  - Creating a Supportive Environment
  - Planning and Assessing for Learning
- Examples
- Initiatives
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RESOURCES

- Site Search
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Assessment of the Impact of Technology on Student Learning

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Assessment of the Impact of Technology on Student Learning. IUPUI has several initiatives underway both to assess the impact of technology on learning in various contexts and to develop sound methods and approaches for such assessments. Along with the rest of IU, we are participating in the national Flashlight Program, a project of the Teaching, Learning, and Technology (TLT) Group. The TLT Group, IUPUI, and five other institutions have collaboratively developed an assessment instrument called the Current Student Inventory (CSI) that includes an item bank of over 500 questions from which faculty can choose. The instrument is now part of the TLT Group's suite of assessment tools.

A number of IUPUI schools, departments, and faculty members are experimenting with the CSI. Among other examples, the English Department used the instrument to compare teaching practices in networked composition classrooms with those in non-networked composition classrooms. Their findings stimulated a re-examination of how computer-networked classrooms are used in the composition program. The School of Nursing participated in the project as well, conducting a study of best practices in Web-based nursing courses. (Articles on this study will be available in the Resource Room.)

The IU-wide Technology Assessment Group (TAG) sponsors a Technology Assessment Grant Program intended to encourage faculty to study the impact of educational technology on their practices and on student, course, or program outcomes. Information on current projects funded at IUPUI is available on the TAG Grant Program Web site. In addition, many IUPUI schools, departments, and faculty members are carrying out their own individual technology assessment projects. The Center for Teaching and Learning routinely works with faculty teaching technology-based or technology-enhanced courses to help them devise appropriate assessment strategies for determining the impact of technology applications on learning. (To view several examples of technology-related assessment projects, click here.)

IUPUI Online

A new initiative, *IUPUI Online*, launched this fall, is bringing together what IUPUI has learned from these and other experiences with technology with the results of a series of incubator projects to implement expanded use of technology-enabled learning and student services over the next ten years. Ultimately, the initiative aims to realize both greater efficiency and enhanced learning through technology-based tools, allowing the campus to alleviate strains on campus resources and facilities while improving the learning environment. A March 2002 concept paper for *IUPUI Online* envisions "development of learning experiences that use technology to improve learning by using class and laboratory time differently, by using more active and student-inquiry pedagogies, and by differentiating roles in the teaching process."

IUPUI Online will be implemented in stages. Activities and plans for 2002-2003 include:

- A series of focused campus-wide conversations featuring leading thinkers-from both on- and off-campus-on the topics of learning technologies and change. These conversations will examine possibilities for alternative modes of learning, cost savings, and the future of higher education generally.

- A set of "incubator" projects, supported by the Center for Teaching and Learning and the Digital Media Services group in University Information Technology Services (UITS). Six projects are in progress during the current semester, with additional ones to be added in Spring 2003. Both the development process and learning outcomes from these courses will be carefully assessed, with findings shared across the campus and nationally.

- Work on identifying the types of courses the initiative will focus on and on addressing intellectual property issues.

- Development of a variety of business plans that reflect the varying contexts of schools and departments across the IUPUI campus, in order to gain a better understanding of how we can expand our use of technology-enabled learning at costs we can afford.

- Identification of unmet student service needs and development of plans for improving or expanding services.

- Appointment of a Board of Directors representing contributing units, faculty governance, and deans, along with development of advisory groups and other committees, as needed.

Go on to: Diversity, Learning, and Success

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Diversity, Learning, and Success

Student Learning

- Milestones
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Diversity is a core value of IUPUI, reflected in the *Vision for Diversity* laid out by the Chancellor in 2000, in our revised mission statement and strategic plan (PDF), in the performance indicators emerging from that plan, and in the structures and initiatives we have put in place to support diversity across the work of the institution. Accordingly, all of the initiatives to enhance student learning, engagement, and persistence already discussed in this self-study have included a strong emphasis on supporting academic success among students from traditionally underserved groups. For example, UC's Mathematics Assistance Center, while established to support all students, has helped to attract additional funding for initiatives focused on nontraditional students, including a grant from the Nina Mason Pulliam Trust designated to assist minority, low-income, and first-generation college students.

Programs like SLA, the UC learning communities mentor program, Critical Inquiry, and the Gateway Program are in part designed to meet the needs of our students of color, who are disproportionately represented among the ranks of under-prepared and first-generation college students at IUPUI and have already benefited from the enhanced academic support these programs provide.

Assessment of Diversity

Approaches to assessing academic success among students of color and related areas like campus climate have included focus groups, surveys, and analysis of student profiles and of retention and graduation rates. A *Campus Climate for Diversity Review*, commissioned by the Chancellor in 1997, and including a self-study and evaluation by two outside consultants, contributed substantially to current campus strategies and initiatives to support diversity efforts. The Chancellor's Diversity Cabinet oversees and monitors these efforts, while the Chancellor reports annually on diversity to the IUPUI and Indianapolis communities in his annual IUPUI State of Diversity Address.

Major issues we are addressing as a result of assessment findings include these:

- Retention and graduation rates among African American students, by far the largest minority group on campus, are lower than those for "all other" students. To some extent, this result is predictable, because a higher percentage of our new African American students are considered under-prepared for college work. Comparisons between "regularly" admitted African American beginning students and "all other" regularly admitted students, however, still show a significant disparity in graduation rates, as do comparisons between "conditionally" admitted African American and all other students. The fact that African American students at IUPUI have significantly heavier outside work commitments than other students may partly explain this gap, but assessment findings suggest that other factors also play a role. (While the Latino student population at IUPUI is growing rapidly, reflecting the demographics of Indianapolis and Central Indiana, the number of Latino students has been too small to make meaningful comparisons of their graduation rates and those of other groups.)

- One-year retention rates for African American students have risen recently, with retention of

regularly admitted African American beginners reaching parity with that of all others in Fall 2001. Retention of conditionally admitted African American students, however, remained seven percentage points lower than retention of all others.

- Student satisfaction survey results show that students feel moderately positive about the campus climate for diversity and believe that race relations on campus are good. But results of the NSSE suggest that, compared to students from other urban universities and from large public research universities, fewer IUPUI students feel that the campus encourages interaction among students from different backgrounds or that they graduate with an understanding of different cultures and ideas. (Since many of our peer urban institutions are on the East and West Coasts, the less diverse Midwest context should be taken into account in interpreting this finding.)

- The Campus Climate for Diversity self-study and consultants' report suggest that some units have begun to realize the campus's *Vision for Diversity*, but that other units lack clear plans for incorporating diversity into their core activities of teaching, research, and service. The external consultants' report observes that these units need to mount "a sustained set of activities, motivated by a coherent philosophy and action agenda" and tied to ongoing planning and reporting.

Diversity Initiatives and Actions Taken in Response to Assessment Findings

IUPUI's new mission statement and strategic plan include a set of goals, indicators, and strategies for diversity. Beginning in 2001-2002, schools have been encouraged to include in their annual reports information about their progress in each area of the campus's strategic plan, including diversity (Click here for an example.)

In addition to the many student support and engagement efforts already discussed, IUPUI has undertaken a range of initiatives at the campus, school, and department levels to support academic success among diverse undergraduates. These programs fall into several broad categories:

- Pre-college programs geared to encouraging students of color to consider IUPUI and to help prepare them to succeed in college and in various areas of specialization. Such programs are sponsored by a number of units at IUPUI, including UC and the Schools of Education, Engineering and Technology, and Science.

- Financial aid programs designated for students of color. Many IUPUI schools fund scholarships, assistantships, and other financial aid targeted to these students. For example, the Minority Research Scholars Program provides tuition rebates for students in science, engineering, and health professions.

- Academic support programs tailored to the needs of diverse undergraduates. For instance, the Schools of Nursing and Science offer peer mentoring for students of color. The Minority Engineering Advancement Program combines pre-college work with promising minority students in grade 6 and up, help in obtaining financial aid to attend college, and academic support during college to provide students in the program with hands-on instruction and summer work experiences in their chosen field.

- Co-curricular organizations and programs. Many schools, including the Schools of Nursing and Engineering and Technology sponsor co-curricular organizations and activities that bring minority students together with one another and with successful professionals in their fields.

- Initiatives to improve the campus climate for diversity. The role and mission of the Office of Student Life and Diversity are strongly focused on improving the campus climate for diversity. Since its inception, the office has conducted a number of student focus groups and campus-wide forums on diversity issues. Their new strategic plan (PDF) has emerged, in large part, from student input gathered through these activities.

In addition to these efforts, school-based and campus-wide offices and groups like the Office for Multicultural Faculty Development (OMFD) and the Diversity Inquiry Group (DIG) plan and sponsor faculty and staff development programs aimed at ensuring that diversity issues are incorporated into curricula and

that faculty are sensitive to and able to manage issues of classroom climate. The Office for Multicultural Faculty Development also provides support programs for faculty and staff of color and consults with departments on recruitment and retention of faculty and staff of color. These aspects of our diversity efforts are discussed more fully in the teaching portion of this self-study.

Go on to: Creating a Supportive Environment for Effective Learning

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NET Grants

These grants, now administered by the Office for Professional Development, provide seed monies of up to $5,000 to create a new course or redesign an existing course.

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Adult Education Coordinating Center

The Adult Education Coordinating Center was established to provide "a special access point for adults interested in a range of educational opportunities from taking a single course to completing a degree" (IUPUI Development Plan: 1988-2000). The programs were designed to enhance access to higher education for nontraditional-aged students, whether beginning or returning to higher education, by assisting them in exploring options and developing plans of study.

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IUPUI Development Plan

The *IUPUI Development Plan*, developed by Executive Vice Chancellor and Dean of the Faculties William Plater, with broad campus input and participation, set forth a comprehensive blueprint that has guided much of the development of campus academic and administrative infrastructure and support services in the years since 1988.

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IUPUI Assessment Committee

In 1987, the Office of the Dean of Faculties sponsored a meeting in Indianapolis that brought together faculty and administrators from all Indiana University campuses to examine possibilities and responsibilities for assessment. As a result of discussions at that meeting, IUPUI established an Assessment Committee, including representatives from most schools offering undergraduate degrees, the following year. Committee members began to encourage the use of a variety of methods to assess learning outcomes in the major. Campus funds were provided for committee members and other colleagues to attend national assessment conferences, to produce a campus newsletter on assessment, and to offer competitive grants to faculty interesting in experimenting with assessment methods.

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Council on Undergraduate Learning (CUL)

The Council on Undergraduate Learning was established to provide a campus-wide forum for discourse about undergraduate curriculum, instruction, and student services. IUPUI schools, as well as student services units, such as the Offices of Admissions and the Registrar, were represented. The body studied general education and debated and recommended to the Dean of Faculties changes in undergraduate programming, including new academic degree programs and the Principles of Undergraduate Learning. In 1995, the CUL was restructured to enable it to function as an undergraduate curriculum committee, chaired each year by the current president of the Faculty Council. In Fall 2000, the CUL was disbanded in a move to streamline faculty governance and its functions divided between the Academic Policies and Procedures Committee and the Program Review and Assessment Committee.

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Undergraduate Education Center (UEC)

The Undergraduate Education Center merged three advising units: the University Division (UD), which worked with traditional-aged students, the Adult Education Coordinating Center, which worked with nontraditional-aged students, and the University Access Center, which worked with under-prepared students. A component of what was then the Office of the Vice Chancellor for Undergraduate Education, the UEC assumed the missions of its three component units with an overall charge to develop strategies for engaging students more deeply with learning and with the campus.

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Zeta Chi Chapter of Alpha Sigma Lambda

IUPUI's Zeta Chi Chapter of Alpha Sigma Lambda strives to provide impetus to highly motivated adult students continuing their higher education. It recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work and provides programs, including speaker series, brown-bag lunches, panels, and mentoring, to support part-time adult students' adjustment to campus and promote strategies for academic success.

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Center for Service and Learning (CSL)

The Center for Service and Learning combines three constituent offices, the Office of Service Learning, the Office of Community Service, and the Office of Neighborhood Resources. As part of its broad mission to make service a distinctive aspect of the educational culture at IUPUI, CSL works in collaboration with other campus units to expand service learning opportunities through faculty development and other efforts, develop and strengthen community partnerships, advance the scholarship of service, and promote civic engagement across the IUPUI campus.

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Faculty/Librarian Review and Enhancement (FLRE)

Faculty/Librarian Review and Enhancement is IUPUI's post-tenure review policy, developed by the IUPUI Faculty Affairs Committee and approved by the Faculty Council and IUPUI Chancellor. It is intended to support career-long faculty professional development and growth, while providing increased accountability. The policy relies on peer review and focuses on faculty/librarians seeking a change in career direction or emphasis and on faculty/librarians whose performance or productivity has declined below minimum standards. As such, the policy is closely linked with the annual merit review and with department, school, and campus-wide faculty development programs

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Urban Universities Portfolio Project (UUPP)

The Urban Universities Portfolio Project was a collaboration among six urban public universities aimed at developing first-generation electronic institutional portfolios focused on demonstrating institutional effectiveness in the context of mission. With funding from The Pew Charitable Trusts, project universities worked on using electronic media to document and demonstrate for multiple audiences accomplishment in key areas of the urban public mission, such as student attainment of fundamental collegiate learning outcomes and civic engagement. At IUPUI, the project catalyzed several assessment and improvement initiatives, including a study of the integration of the Principles of Undergraduate Learning into teaching, learning, and assessment practices across the campus (Phase One of a Study of Student Learning). The IUPUI Portfolio was initially developed as part of IUPUI's participation in the UUPP.

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Principles of Undergraduate Learning (PULs)

The Principles of Undergraduate Learning comprise a common, campus-wide articulation of expectations for baccalaureate degree recipients at IUPUI. They define a set of higher order abilities and skills that all IUPUI undergraduates are expected to master, providing a focused statement of expectations for all undergraduate students, no matter what their major, and a common framework for assessing and evaluating academic programs. They also supply the foundation for a concept of general education built upon common cognitive experiences and deliberately sequenced intellectual development, continuing from the freshman year through the major to graduation. Thus, the PULs are introduced to beginning students in their First-Year Seminars, woven into introductory courses across the campus, and incorporated into majors, which generally include capstone courses designed as culminating experiences that integrate the six PULs with one another and with the content of the major.

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Trustees' Teaching Award (TTA)

The Trustees' Teaching Award was instituted IU-wide in 2000 to honor faculty and full-time lecturers whose teaching results in demonstrated impact on student learning, especially undergraduate student learning. Eligible individuals include tenured and tenure-track faculty, full-time lecturers, and clinical faculty and librarians whose primary duties are teaching. Each academic unit determines criteria and selection processes within a set of general guidelines for the award. The TTA may be awarded to up to six percent of total eligible faculty each year and carries a one-time stipend of $2,500.

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Diversity Cabinet

IUPUI Chancellor Gerald Bepko appointed the Diversity Cabinet in 2000 to oversee the "transformation of IUPUI from a campus that believes in diversity to a campus that lives its commitment to diversity." Working out of the chancellor's office, the Diversity Cabinet includes community representatives, faculty and staff members, and administrative officers with particular responsibility for advancing diversity initiatives. The cabinet's activities include reviewing faculty recruitment, development, and retention; encouraging new diversity initiatives; helping the campus develop relationships with relevant community groups; working with P-12 teachers, administrators, and school districts with an eye to increasing student diversity on campus; and creating and reviewing unit action plans and progress reports on enhancing diversity at IUPUI. The cabinet has also created an annual "State of Diversity" report, published and delivered annually by the chancellor on Martin Luther King Day, to review the progress of the campus in relation to the goals and benchmarks for diversity that we have established.

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New Reporting Format

For the past two years (FY2001 and FY2002), annual reports for all academic and administrative units have been posted on a Web site that uses a template to ensure alignment of unit and campus goals. The unit annual reports are reviewed by the Faculty Council Planning and Budgetary Affairs Committees, whose members recommend priorities in allocation of campus resources to the chancellor.

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Who is the Portfolio for?

It is for anyone who is interested in how IUPUI can assure quality not just in its achievements but in its ongoing processes, programs, and strategies for improvement. Specifically, we have four major kinds of audiences in mind:

1. Students (current, future, and potential) and their parents: We think you might be interested in what it is like being a student at IUPUI, how we support effective student learning, and how our graduates fare in the workplace and in post-graduate work. But we would be happy to hear about other interests you might have.

2. Community stakeholders in higher education (employers of our graduates; legislators; taxpayers; community groups): We think you might want to know about the kind of education our students receive, and what standards of learning they achieve. You might also be very interested in the role that IUPUI plays in your community, and about how the community and IUPUI work together to make Indianapolis a better place to live.

3. Accrediting agencies: You will want to know how IUPUI can assure quality in student learning, research and scholarship, and civic engagement. You will want evidence to support the claims we make of achievements in this area. And you will want to what ongoing procedures are in place to evaluate achievement and to use this evaluation to improve achievement.

4. Internal and external audiences interested in higher education: We think our colleagues both within the university and in other universities would be interested in how IUPUI defines and achieves its mission.

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Guide to the IUPUI Portfolio

Background

The IUPUI electronic institutional portfolio, much like individual faculty or student electronic portfolios, is a Web site for self-evaluation, reflection, and planning. Originally developed as part of a national initiative that experimented with the use of electronic media to inform university stakeholders about campus work and effectiveness, it is intended to reach a number of key IUPUI audiences. For example, the accreditation self-study section was developed for IUPUI's November 2002 accreditation team, but may also be of interest to other audiences, including colleges and universities interested in creating their own online self-studies.

In developing the portfolio, we have focused on using the features of the Web-menus, navigational tools, and drill-downs-to allow site users to make efficient connections between arguments and supporting evidence and between general statements and more detailed information. The multi-media capabilities of the electronic environment have enabled us to capture authentic samples of student and faculty work, accomplishments, and performances in audio, video, and graphical, as well as written form. We encourage you to explore these links; we believe they provide a more comprehensive, evidence-rich portrait of the campus than can be captured in linear written narrative alone.

Organization

The portfolio is organized around eight main sections:

- About the Portfolio
- About IUPUI
- Teaching and Learning
- Civic Engagement
- Research, Scholarship, and Creative Activity
- Performance Indicators
- Accreditation Self-Study
- IUPUI Annual Performance Report

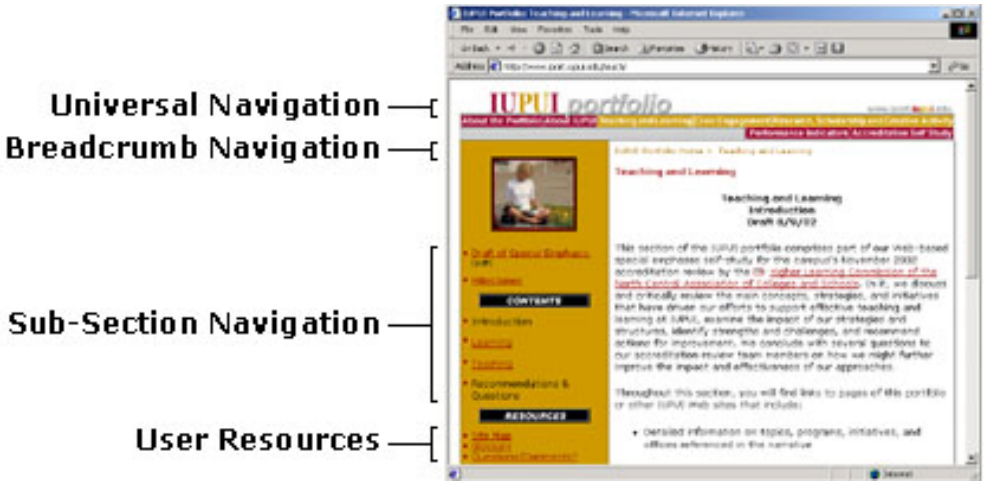
Three of the sections-teaching and learning; research, scholarship, and creative activity; and civic engagement-correspond to the main components of IUPUI's mission. "About the Portfolio" includes this guide, along with historical background on the development of the portfolio and links to similar efforts by other universities. "About IUPUI" provides important factual information about the campus, its facilities, and its students. The "Performance Indicators" section displays information on evaluation of the campus's performance in relation to its mission, based on evidence, and includes drill-down capabilities that allow portfolio users to access detailed information, relevant reports and other documents, and, where applicable, information on improvement efforts. The "Accreditation Self-Study" portion of the portfolio includes the main self-study narrative materials and links developed for our accreditation visit in November 2002. Finally, the IUPUI Annual Performance Report is written for a general audience and includes the most up-to-date information about the campus's major achievements and challenges. Each main section includes sub-sections and content pages. A variety of navigational aids and usability design best practices were developed to make the portfolio as user-friendly as possible.

Some of these features are:

- Universal navigation present on all pages
- Sub-section navigation present on section pages and relevant content pages
- Breadcrumb text navigation present on all pages
- Text navigation present on the footers of all pages

The portfolio also includes additional user resources to help with searching for and retrieving information. These resources can be accessed from any section or sub-section page and include:

- A site-wide search engine
- A glossary of common IUPUI acronyms
- Important IUPUI Web site links



"Reading" the IUPUI Accreditation Self-Study: A Message to IUPUI's Accreditation Team
Because the narrative materials developed for the NCA self-study are fairly extensive, we suggest that you read them in paper form first to get a sense of the major themes and arguments of the self-study. Then visit the Web site and explore the linked information, using the links embedded in the narrative or in the menus and navigational aids on the site to access the information you want to see.

Because Web-based self-studies are a relatively new phenomenon, there are no hard-and-fast rules for how much of the linked materials you should review. These materials are comparable to what might be found in the appendices or the resource room in a paper-based self-study. We suggest that you read as much as you need to satisfy yourself that you have sufficient information on the topic under discussion to make a judgment about it. In some cases, this may mean simply clicking on a link and assuring yourself that documentation and evidence exist; in other cases, you may wish to read materials in detail. The material that can be accessed from the portfolio site-as with any other complex Web site-is voluminous. We do not expect that all team members will have thoroughly read all linked reports, policies, analyses, and so on.

We do wish to encourage you to visit the "Examples" pages, which use multiple media to show the work that our students, faculty, and staff actually do, and the "Initiatives" pages, which provide overviews and examples of our ongoing efforts to assess and improve our effectiveness. We hope that as you review the portfolio/self-study, you will consider the usefulness of presenting material in this way and strategies that might make the Web site more helpful in the future. Some of the questions we ask our NCA review team members to focus on concern the electronic presentation of material and its potential for improving future accreditation review processes.

Questions?

Questions about the IUPUI Portfolio may be directed to Dr. Susan Kahn, Director, Office of Institutional Effectiveness at (317) 278-3604 or skahn@iupui.edu .

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For more information about the IUPUI Portfolio, please click on one of the links above.

IUPUI Portfolio Home > 2004 Performance Report

Excellence in Teaching and Learning

Teaching and learning are at the core of IUPUI´s mission. As one of Indiana´s three principal sites for graduate and graduate professional education, we provide every region of the state with health professionals, lawyers, social workers, educators, artists, engineers, and scientists. Our partnerships with IU and Purdue make it possible for us to offer a wide range of learning opportunities and to respond quickly to emerging interdisciplinary fields with new degree offerings in areas like Forensic Science, Biotechnology, and Philanthropic Studies. Strong campus linkages among professional studies and the arts, humanities, and sciences help ensure an educated citizenry for the future of Indiana.

At the undergraduate level, IUPUI has redoubled its nationally recognized efforts to provide innovative programs to improve retention, attract a better prepared and more diverse student body, energize student life on campus, and produce outstanding athletes who excel academically. We are making progress in these areas, with the aim of helping all of our students succeed to their full potential. These students include the more than 10,000 adults enrolled through the Community Learning Network in our credit and non-credit Continuing Education Programs and the growing number of students who transfer to IUPUI after beginning their undergraduate studies elsewhere.

Our efforts in these and other areas are detailed below, with items organized around our four principal goals for teaching and learning.

- Attract and support a well-prepared and diverse student population
- Support and Enhance Effective Teaching
- Enhance Undergraduate Student Learning
- Provide effective graduate and professional programs.

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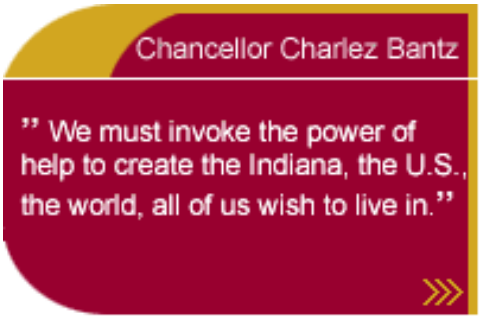
Attract and support a well-prepared and diverse student population

Performance Indicators

- Academic success of new students
- Enrollment, retention, and graduation of a diverse student body
- Alignment of student enrollment with campus capacity
- Effectiveness of student support services

IUPUI is moving forward with ongoing efforts 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.

- **University College**, the academic home for new students, reports that retention of first-time, full-time freshmen to the second year increased from 61.8 percent for the cohort that began in Fall 2000 to 67.2 percent for the Fall 2002 cohort. Although the percentage dropped to 66 percent for Fall 2003, we expect the overall upward trend to continue, as we move forward with our nationally recognized first-year experience initiatives and continue to apply more rigorous admission standards.
- Student enrollment reached an all-time high of 29,860 in Fall 2003, up 2.9 percent from the previous fall.



Contributing to this growth were a two percent increase in new freshmen and a ten percent increase in transfer students, according to the Office of Undergraduate Admissions, a unit within **Enrollment Services**. The largest source of IUPUI transfer students is Ivy Tech-Indianapolis. In addition, new admission guidelines and intensified recruitment efforts led to 15 percent growth in the number of new students from the top ten percent of their high school graduating class and ten percent growth in the number of those admitted from the top third of their class. The new freshman class included five percent more minority students than the class that began the previous year.

- The **Community Learning Network (CLN)** enables adults with jobs and other full-time responsibilities to complete a college degree. CLN´s General Studies Program is the largest major at IUPUI, with over 1,100 students whose average age is 33.5. In 2003-2004, the number of graduates from the program increased by three percent, for a total of 458. Attesting to the quality of the programs at CLN, the Continuing Studies Noncredit Project Management Certificate Program won the Program of the Year Award from the Indiana Council for Continuing Education.
- The **Office of Student Life and Diversity** reports that the Campus Apartments at the River Walk opened to residents in August 2003, with 23 houses able to accommodate up to 771 residents. Increasing the number of residential students is part of a broader effort to strengthen co-curricular student life on the campus and thus to boost retention. This effort includes the plans for a Student Center at the intersection of Michigan Street and University Boulevard; approval for the Center was granted this year by the IU Board of Trustees and the

State Legislature.

- According to the **Office of International Programs**, IUPUI achieved a record high of 910 international students in 2003-2004, a ten percent increase over the previous year. The number of students studying abroad also reached an all-time high of 300, a 15 percent increase over 2002-2003â€"due in part to the appointment of a full-time Study Abroad Coordinator and the opening of a Study Abroad office in the center of the campus. Service learning and internships are key features of IUPUI Study Abroad programs, which include new opportunities in the United Kingdom, Ecuador, France, and Mexico.
- The **Office of Student Financial Aid**, a unit of **Enrollment Services**, served 16,514 students who applied for financial aid, a seven percent increase over the previous academic year.
- The Student African-American Brotherhood, sponsored by **University College**, continued to work with African-American male students to support work toward degree completion. A new staff member was appointed to lead the group and to assist all minority students in their quest to complete their degrees.
- The Informatics Women´s Organization in the School of Informatics was founded in July 2003 as a resource to help women succeed in the fields of Informatics, Computer Science, and Computer Technologies. Historically, women in these fields have been substantially outnumbered by men.
- The School of Nursing received the Women and High Tech Leading Light Award as an Organization Dedicated to the Mentoring and Growth of Women in Science or Technology.

Go on to Support and Enhance Effective Teaching

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Support and Enhance Effective Teaching

Performance Indicators

- 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

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 throughout their careers, and uses cutting-edge technologies to enhance teaching effectiveness and prepare students for the future.

- The Center for Teaching and Learning, a unit within the Office for Professional Development, provided a wide selection of opportunities to faculty, ranging from thousands of individual consultations, to faculty "Communities of Practice" focused on such topics as problem-based learning and multicultural course transformation, to the "Tech Camp" and "Jump Start" programs, which help faculty across disciplines to integrate the use of technology into their courses and to develop online courses. OPD programs also supported IUPUI´s emhasis on diversity through events like the "Excellence in Diversity" conference, which engaged faculty members and external experts in discussions about the needs, goals, and outcomes of IUPUI´s diversity efforts.
- Under the auspices of University Information Technology Services, IU and partner universities around the country received $2.4 million from the Mellon Foundation for the Sakai Project.

The project brings IU together with the University of Michigan, MIT, Stanford, and the uPortal Consortium to create a pre-integrated collection of open source tools for course management, research collaboration, and assessment of learning. With the ability to be easily shared among universities, the tools are expected to create opportunities for teaching innovation across disciplines. Over the next few years, IU will launch improved versions of OnCourse, our course management program, and OneStart, the portal for all online functions throughout the university. An additional Mellon grant is supporting IU´s Electronic Portfolio Project. Electronic portfolios provide a means to enhance student learning and allow students to demonstrate their learning of both broad and discipline-specific intellectual skills.

- The Community Learning Network assisted IUPUI academic units in offering 41 courses through the Web and CD, resulting in 3,068 course enrollments, and 19 televised and DVD courses, resulting in 2,317 enrollments. DVDs have proved especially popular with IUPUI students.

- The School of Nursing was recognized for national leadership in applying information technology to nursing education with a Women and Hi Tech Leading Light Award. The school has promoted the use of technology in developing instructional learning products that support student learning, making degree programs accessible through distance education, offering new models of interactive learning that address workforce needs, and using information technology in patient care. It has also collaborated in the development of national benchmarks for best practices in using technology for teaching in nursing programs.
- Professor Barry Cournoyer of the School of Social Work developed a marketable version of the Curriculum Analyzer, a software program that helps schools of social work analyze their curricula along multiple dimensionsâ€"including school or department goals, program objectives, accreditation requirements, and a taxonomy of course learning objectives. He and Professor Cathy Pike have since formed The Indiana University School of Social Work´s Office of Educational Assessment to offer curriculum analysis services to schools and departments of social work throughout the country.
- The Office of International Affairs has established several faculty committees to work on internationalization across the curriculum, with the aim of infusing international perspectives even into degree programs that have not historically had an international dimension. The Global Crossroads, a new computer facility currently in the planning stages, will assist this effort by supporting international learning among faculty, students, and staff.

Go on to Enhance Undergraduate Student Learning

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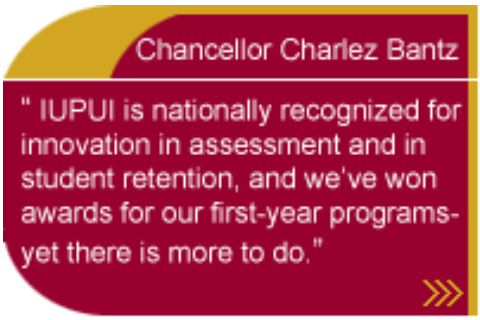
Enhance Undergraduate Student Learning

Performance Indicators

- Demonstration of students´ general education and major-specific learning outcomes
- Quality of the learning environment
- Student academic progress and achievement
- Success of recent graduates in obtaining suitable employment or pursuing further education

IUPUI seeks to meet the wide range of student learning needs by creating an engaging campus environment,

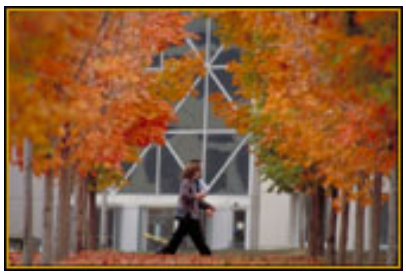


offering support services that promote academic success for all students, and providing a broadly based education that will serve students beyond their first and second jobs and throughout their lives. Close relationships among the liberal arts, basic sciences, and professional fields provide opportunities to create new degree programs at the cutting edge of emerging interdisciplinary fields.

- The Office of External Affairs reports that IUPUI was recognized for the second consecutive year as one of 15 NCAA member colleges and universities that graduate student athletes at the highest rates. The announcement earned the university a $20,000 USA Todayâ€”NCAA Academic Achievement Award.
- The American Association of State Colleges and Universities "Foundations of Excellence in the First College Year Project" is a two-year effort to develop and validate a set of "foundational dimensions" for first-year college students. Based on the award-winning first-year programs sponsored by University College, IUPUI was selected as one of twelve institutions to participate in this national project.
- The School of Engineering and Technology and the School of Liberal Arts have joined forces to offer a unique dual degree program in Engineering and German. Launched in Fall 2003 and led by Professors Claudia Grossman and Nancy Lamm, the Program for International Engineering is a five-year undergraduate degree program in which students study computer, electrical, or mechanical engineering, while mastering the German language. A highlight of the program is a five-month internship in Germany during the fourth year. Graduates are expected to be highly competitive candidates for positions with international engineering firms.
- Several other interdisciplinary undergraduate degree programs have been approved for implementation in Fall 2004: A new Bachelor of Science in Forensic and Investigative Science,

to be offered by the School of Science, will combine courses in biology, chemistry, psychology, law, and criminal justice with an internship in a crime lab. The program will offer six specialized tracks geared to the needs of the rapidly expanding job market in the field. A bachelor´s degree in Biomedical Engineering will integrate life sciences and engineering courses, offered by the School of Science and the School of Engineering and Technology, with a medical and clinical component offered by the School of Medicine. The program aims to solve contemporary problems in the life and health sciences and to contribute to the current emphasis on the life sciences in Indiana.

- The Individualized Major Program, offered through the School of Liberal Arts, enables students to earn a B.A. through specially designed programs of study that lie outside the scope of existing majors at IUPUI. In 2003-2004, the program graduated its first three students. Topics of focus for currently enrolled students include: Linguistics, Medical Humanities, Translation Studies, Japanese Studies, Media Arts, Environmental Ethics, and the Philosophy and History of Science and Technology.
- The School of Dentistry is in the second year of its part-time Dental Assisting Program. The program enhances access to dental education at IUPUI and provides a badly needed increase in the dental assisting workforce in Indiana.
- According to the 2003 issue of Profiles of Engineering and Engineering Technology Colleges, the School of Engineering and Technology ranks fourth nationally in the number of bachelor´s degrees awarded in engineering technology (223), second in the number of engineering technology degrees awarded to women (53), and first in engineering technology enrollment (1,890).



- IUPU-Columbus has restructured its academic units into divisions, which now include Business, Education, Library and Information Science, Nursing, Liberal Arts, and University College. The campus has also established articulation agreements with IUPUI to offer joint baccalaureate programs in Nursing and engineering and is moving to increase course offerings at the third- and fourth-year levels.
- Students graduating from the Division of Nursing at IUPUC have achieved an average 96 percent pass rate on the National Council of State Boards of Nursing Licensing Exam over the past ten years, well above the national average of 86 percent.
- The Health Information Administration program in the School of Informatics reports that 100 percent of its graduates who took the Registered Health Information Administrator examination passed with scores exceeding the national average. In the class that graduated in 2003, 100 percent found employment in the profession, with 93 percent of the group remaining in Indiana.

Go on to Provide effective graduate and professional programs.

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Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
Performance Report Performance Indicators Accreditation Self-Study

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Provide effective graduate and professional programs

Performance Indicators

- Demand for program admissions
- Quality of graduate and professional programs
- Student success and achievement
- Development and support of programs that fulfill community needs

Chancellor Charlez Bantz

" Our faculty lead the world in research from the life sciences to the liberal arts; in the profession of medicine, dentistry, law, nursing, education, journalism, and social work. "

Graduate and professional programs at IUPUI seek to meet local, national, and global needs. 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 collaborations to create unique programs that address society´s needs now and in the future.

- The Center on Philanthropy in the School of Liberal Arts admitted its first cohort of seven students for the IUPUI Ph.D. in Philanthropic Studies. The Center also celebrated its U.S. News and World Report ranking as number three among nonprofit management programs nationally.
- Two graduate programs in the School of Public and Environmental Affairs were ranked among the top ten nationally in the latest edition of U.S. News and World Report´s "America´s Best Graduate Schools." The Nonprofit Management concentration ranked fourth nationally and the Criminal Justice concentration tied for third. Overall, SPEA now ranks among the top 35 public affairs programs nationally.
- In Fall 2004, the School of Liberal Arts will begin offering a new Master of Arts in Philosophy, with concentrations in either Bioethics or American Philosophy. The program makes IUPUI the world´s only institution to offer a master´s level program in American Philosophy and the only institution in Indiana offering the master´s level option in Bioethics. The school will also inaugurate a new MA degree in Museum Studies, the first such program in the state, building on partnerships with local museums. The program will qualify graduates for such museum positions as collections manager, registrar, and museum educator-programmer.
- The School of Medicine has created a new graduate-level Biotechnology Certificate Training Program as part of the Indiana Genomics Initiative. The program responds to new developments in biotechnology and the biomedical sciences. Housed in the new Biotechnology Research Training Center, the program will provide continuing education to people working in academic and industrial laboratories, as well as to new college graduates.
- The School of Engineering and Technology has developed a combined five-year degree program that will allow students to complete both a Bachelor of Science and a Master of Science in Mechanical Engineering.

- The School of Health and Rehabilitation Sciences, historically a school within the School of Medicine, became a free-standing school at IUPUI. The new school will focus on graduate professional education in key health areas.
- The School of Law reports that its Center for Law and Health was again ranked among the top ten health law programs nationally by U.S. News and World Report.

The school has launched a number of new programs and program tracks: a Latin American Law Summer Program, offered in collaboration with the Universidad Nacional de la Plata in La Plata, Argentina; new LL.M. tracks in International and Comparative Law; Health Law, Policy, and Bioethics; Intellectual Property Law; and International Human Rights Law; and two new joint degree programs in the J.D. curriculum, the J.D./M.L.S. (Doctor of Law/Master of Library Science); and the J.D./M.Phil. (Doctor of Jurisprudence/Master of Arts in Philosophy) with a concentration in health law and bioethics.

- IUPU-Columbus graduated its first class of 18 MBA students in May. The third class began studies in Fall 2003, with credit hours increasing by 15.8 percent over the previous year.
- The School of Medicine´s competence-driven curriculum has been receiving national attention in recent years and has helped the school to secure a Reynolds Foundation grant to prepare the physician workforce to care for the state´s aging population by strengthening medical training in geriatric medicine. Curricular innovation also led to the school´s selection as one of ten medical schools in a new consortium focused on innovative approaches to incorporating and assessing professionalism during medical training.

Go back to the Performance Report

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Message from Chancellor Bantz

Excellence in Teaching and Learning

Excellence in Research, Scholarship, and Creative

Toward a Vision for 2010: A World-Class Urban Research University for Indiana

A signal year for IUPUI, 2003-2004 saw the installation of new campus leadership that has set aggressive goals for the future, building on the unique partnership of two major universities in a vibrant city. In his inaugural address to the IUPUI community, "The Power of Two," Chancellor Charles Bantz committed IUPUI to doubling its accomplishments in its three main mission areas: teaching and learning; research, scholarship, and creative activity; and civic engagement. Over the course of the year, three "doubling" task forces translated this commitment into specific goals for increasing retention and graduation, continuing to lead Indiana´s universities in external research funding, and working with community partners to ensure that Indianapolis fulfills its potential to be one of the world´s best places to live, to work, and to learn.

The year was also marked by substantial progress toward these goals, as we renewed our efforts to serve our local community, while becoming a world-class urban research university. Landmark accomplishments included:

Activity
Excellence in Civic Engagement
Best Practices
External Awards and Appointments

Highlights

2001 Performance Report
2002 Performance Report
2002 Accreditation Self-Study
IUPUI Mission, Vision, and Values

Related Links

Progress On Key Indicators

- Record enrollments of almost 30,000 students.
- The most highly qualified entering freshman class since we began tracking entering qualifications in the late 1980s.
- The opening of a new "front door" to the university, the IUPUI Solution Center, which matches businesses and non-profits with relevant campus resources, including faculty expertise, research collaborations, student interns, and a Community Venture Fund supported by the Lilly Endowment.
- An increase of 19 percent in research funding over the previous year, for a total of $256 million in grants and contracts.
- Innovative new degree programs, including the world´s first Ph.D. in Philanthropic Studies.
- Continued national leadership in health and life sciences, engineering and information technology, and a broad range of interdisciplinary fields.
- Opening of new campus apartments for students and approval of a campus center that will energize student life on campus.
- A "Campaign for IUPUI" that had neared the $1 billion mark by the end of the academic year, affirming the importance of IUPUI to the future of the Indianapolis community.

In this annual Performance Report, published in both print and Web versions, we provide details on these and other accomplishments of our dynamic campus over the past year. Organized around our key mission areas, strategic goals, and performance indicators, the report also includes sections on best practices and notable faculty awards. The "Profile of Progress" in the final section provides data on our students, programs, and fiscal health. This report is for you, the stakeholders in the future of IUPUI and Indianapolis.

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The VISION of IUPUI is to be recognized as one of the best urban universities.
The MISSION of IUPUI is to provide for its constituents excellence in:

- bullet star Teaching and Learning
- bullet star Research, Scholarship, and Creative Activity
- bullet star Civic Engagement, Locally, Nationally, and Globally [more]

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IUPUI Statistical Portrait
IUPUI Interactive Timeline
A Brief History of IUPUI

IUPUI is an urban research university created in 1969 as a partnership by and between Indiana and Purdue Universities, with IU as the managing partner. Thus IUPUI is a campus of Indiana University that grants degrees in some 185 programs from both Indiana University and Purdue University. IUPUI offers the broadest range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education. This campus ranks among the top fifteen in the country in the number of first professional degrees it confers and among the top five in the number of health-related degrees. IUPUI is the home campus for state-wide programs in medicine, dentistry, nursing, allied health, and social work and extends its program offerings through IUPU Columbus.

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IUPUI and the Indianapolis community have grown together over the past thirty years. We have worked in partnership to turn the challenges of modern American urban life into opportunities for growth and development. This portfolio takes stock of that progress. It shows what we are doing well, where we need to improve, and how we can respond to the changing needs of our diverse student population and our dynamic metropolitan community.

The portfolio was begun as part of the Urban Universities Portfolio Project (UUPP), a three-year (1998-2001) national collaboration that included six large urban public universities and the American Association for Higher Education (AAHE) and that was funded by The Pew Charitable Trusts. Visitors to this site who are interested in additional background on the development of the IUPUI Portfolio or in online institutional portfolios developed at other institutions are encouraged to visit the Web site of the Urban Universities Portfolio Project.

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What is a Portfolio?

How does the Portfolio relate to other IUPUI web

The portfolio is organized around the mission of IUPUI to provide for our constituents excellence in:

1. Teaching and Learning
2. Research, Scholarship, and Creative Activity

sites?

Who is the Portfolio for?

Guide to the IUPUI Portfolio

3. Civic Engagement

To date, our work on the portfolio has concentrated mainly on teaching and learning and civic engagement. The Teaching and Learning section of the portfolio includes examples of and information about teaching and learning activities and outcomes. The Civic Engagement section includes a database on IUPUI's civic engagement initiatives (the Civic Engagement Inventory). The Research, Scholarship, and Creative Activity section will be more fully developed over the next year.

Much of the material currently in the portfolio has been developed as part of our accreditation self-study for the Higher Learning Commission of the North Central Association of Colleges and Schools. Eventually, the self-study materials will become one of several possible pathways through the portfolio.

Detailed information on how to navigate the portfolio can be found in "A Guide to the IUPUI Portfolio" in the menu at the left side of this screen. We invite you to explore the portfolio and send us your questions and comments by clicking on the "Questions/Comments?" link, also on the menu to the left.

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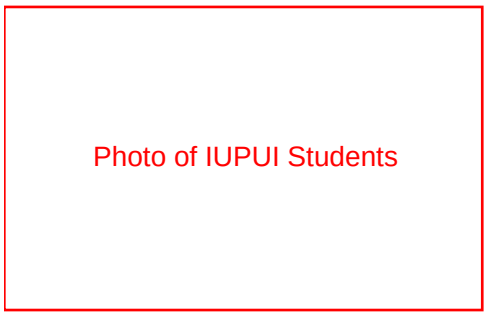

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Performance indicators have been an integral part of IUPUI's accountability practices for the past 6 years. Since 1996, campus performance indicators have been published as part of the Annual Campus Performance Report. Over the past two years, the indicators have been undergoing a substantial revision in parallel with the refinement of the campus mission, vision, values and goals.

The latest iteration of IUPUI's Performance Indicators is being developed with extensive input from a broad range of faculty, staff, and members of our local community. Review panels are being established 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 taken 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.

Incomplete - insufficient information available P Pending - voting is in process with results soon available (blank) Not yet reviewed

Current Status

This year, we reviewed most, though not all, of the indicators for two of our core mission areas: teaching and learning and civiv enegement. We are in the process of developing appropriate data to support evaluation of the performance indicators for researchm scholarship, and creative activity. In addition, we evaluated performance on our diversity indicators and developed a set of goals and indicators in the area of the best practices.

Core Mission Activities

Teaching and Learning

- Attract and support a well-prepared and diverse student population
- Support and enhance effective teaching
- Enhance undergraduate student learning and success
- Provide effective professional and graduate programs

Research, Scholarships and Creative Activity

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

Civic Engagement

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

Diversity Indicators

- 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

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Teaching and Learning

Research, Scholarship, and Creative Activity

Civic Engagement

Diversity Indicators

Best Practices

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

Quality of services

Student, faculty, and staff satisfaction with services

Diversification and growth of revenue streams

Net fund balance

Efficient use of fiscal and physical resources

Minimizing administrative overhead

Improvement and expansion of physical plant

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IUPUI Vision, Mission, and Values

NCA Evaluation Team

Introduction

Message from the Chancellor

I am very pleased to make the report of IUPUI´s accreditation review team available on the Web within the IUPUI institutional portfolio. In selecting our team members, the Higher Learning Commission of the North Central Association (NCA), drew from the ranks of colleagues at colleges and universities from across the North Central region and the entire country. We at IUPUI are grateful to our colleagues on the team and at NCA for developing and carrying out such a valuable review process.

The report you are about to read follows a standard format devised by NCA that includes two main sections: an Assurance Section, which addresses IUPUI´s fulfillment of five Criteria for Accreditation; and an Advancement Section, which responds to questions asked of the team in the campus´s two special emphasis self-studies and also provides additional advice and suggestions for the campus. Like most such reports, this one refrains from effusive praise, but I could not be more pleased with the conclusions reached by the review team members. They found that IUPUI met all of the Criteria for Accreditation and recommended that the campus be fully accredited for the next ten years. It is highly unusual for an accreditation team report to include no directives, sanctions, or recommended follow-up visits.

In fact, the report strongly supports the many efforts and initiatives in which the campus has been engaged, especially in the areas of teaching and learning

Enhance Capacity
Introduction
Special Emphases Self-Studies
Activities and Partnerships
Commitment and Accountability
Teaching and Learning
Civic Engagement
IUPUC Civic Engagement Supplement
Strengths, Challenges, and Questions
General Institutional Requirements
Criteria for Accreditation
Questions for Review Team
1982 & 1992 NCA Team Concerns
Request for Reaccreditation
Future Group
NCA Steering Committee
PRAC
Civic Engagement Task Force

and civic engagement. I am grateful to everyone in the IUPUI community who contributed to the work that resulted in such a positive accreditation review. I wish especially to thank the many faculty and staff members who contributed to IUPUI´s ground-breaking Web-based self-study. And I wish to pay special tribute to Jerry Bepko, who led IUPUI as Chancellor during the ten years since our last accreditation review in 1992.

The next steps in the process are review and approval of the report by a Readers´ Panel, also made up of colleagues from the North Central region, and then final action by the Higher Learning Commission. In connection with these last steps, please note that the Stipulations on Affiliation Status at the very end of the report are not yet in final form. We anticipate that some of these stipulations will be adjusted at the April 2003 meeting of the Commission and will post the final version of these to this Web site as soon as we are notified of them.

Sincerely,

William Plater
Interim Chancellor

NCA Team Report (PDF 415K) Accreditation Self-Study

This page is the entry point to IUPUI´s accreditation self-study for the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). To the left of the page, you will find links to the narrative sections of the self-study, which will guide you through the relevant materials in the portfolio. Additional links will take you to our Mission, Vision, Values and Goals statement, a list of the members of our NCA Review Team, minutes of committees that worked on the self-study, and resources, including a search function for the portfolio, a glossary of IUPUI acronyms, a list of important IUPUI Web sites (with links to those sites), and a "Questions/Comments" feature.

To begin reading the self-study, click "Introduction" or any other part of the self-study you wish to see. To simply explore the materials in the portfolio, click on one of the portfolio sections at the top of this page and use the menus, resources, and navigational aids within the portfolio to view the pages you are most interested in.

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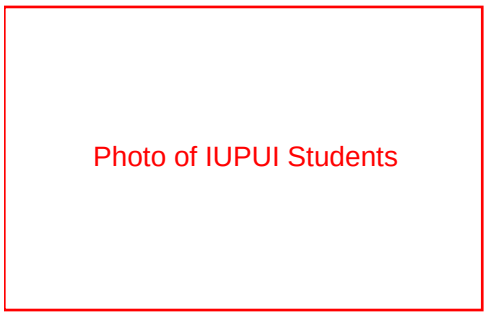

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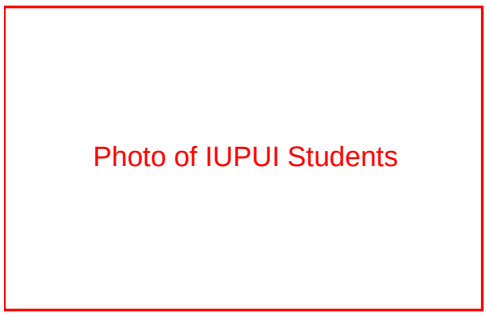

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Civic Engagement

Introduction

There is growing recognition that institutions of higher education are called to be good citizens in their surrounding communities. The role of citizen engenders both rights and responsibilities. As one of the nation's leading urban universities, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its responsibility to relate its academic work to communities in ways that are mutually beneficial. Collaborative work in and with communities, including scholarly work, is consistent with the goal that IUPUI be a model urban university, provide leadership to others in all facets of integrating service with teaching and research, and engage educators, staff, and students in activities that benefit their communities as well as themselves. As articulated in the campus Mission, Values, and Goals , "IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community", and "IUPUI serves as a catalyst for collaboration in teaching, research, and service among its faculty, students, and staff."

In order to fulfill this vision, IUPUI has allocated campus resources and created campus infrastructure to support civic engagement. These Milestones represent a significant level of campus commitment to this effort. Executive Vice-Chancellor and Dean of the Faculties William Plater appointed a Civic Engagement Task Force in November 2000, involving faculty representation from most schools, to prepare for the NCA Self-Study. This task force defined *civic engagement as active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission* . The definition of civic engagement indicates that this work encompasses teaching, research, and service (including patient and client services) not only in but also with the community. The scope of this work is captured in the following diagram of civic engagement. Civic engagement includes university work in all sectors of society: nonprofit, government, and business.

Through civic engagement, IUPUI can distinguish itself in creating interdisciplinary approaches to generating and communicating knowledge that meaningfully contributes to the well being of society. Such scholarship informs the disciplines and professions, engages students in active and relevant learning, builds upon community assets, and provides a means by which higher education can apply knowledge and resources to address civic issues.

A. Purpose of the Self-Study

There are multiple purposes for the campus to select civic engagement as a Special Emphasis of the NCA Self-Study. As a result of campus participation in the Urban Universities Portfolio Project (UUPP), civic engagement was identified as a distinctive aspect of urban universities. Participation in the UUPP also demonstrated the value of documenting campus work in a web-based portfolio as a means of public accountability to a wide range of constituents. Focusing on civic engagement for the NCA Self-Study is valued as a way to build upon lessons learned from the portfolio project and to improve the work of civic engagement, which is an area of high priority for the campus. The civic engagement section of the IUPUI Portfolio represents a new model for understanding this aspect of university work within higher education. Other campuses will be able to access the IUPUI Portfolio and learn from this model so that they, too, will be able to represent civic engagement more accurately to internal and external constituents. The IUPUI Portfolio for civic engagement is comprised of two parts: (a) NCA Special Emphasis Self-Study, and (b) Civic Engagement Inventory . Both contribute to documenting current campus involvement and promoting further collaboration to strengthen campus-community partnerships. One important purpose of the Self-Study is to systematically document the current level of civic engagement activities. The Civic Engagement Inventory is an interactive format that allows deans, directors, faculty, and staff to continuously update information on civic engagement activities through this web-based inventory. Having the Civic Engagement Inventory is a significant institutional accomplishment because, until recently, there has been no uniform compilation of civic engagement activities across the campus. AnnualIUPUI Performance Reports have compiled much of this information in recent years via annual reports completed by deans for the Vice-Chancellor for Institutional Planning and Improvement. In 1998 and 1999, the Center for Service and Learning distributed a pilot survey to dean, chairs, and directors that became the basis for the web-based portfolio format (1998 Community Service Survey). In addition, since 1997, the Center for Service and Learning has supplied an annual report to Indiana University on the number of students, faculty, and staff involved in service learning and voluntary service activities (Indiana University Annual Report on Community Service and Service Learning [PDF]). However, these activities represented only a portion of all civic engagement activities across campus.

Another purpose of the NCA Self-Study is to increase understanding of the wide variety of campus-community collaborations. The NCA Self-Study provides information on civic engagement activities of campus units, campus resources, examples of successful projects, plans to improve the work, and strengths and challenges that currently exist. The Civic Engagement Inventory provide a means for representing civic engagement activities to internal and external audiences by organizing these activities along key dimensions: department/school, types of civic engagement activities, social issues, keywords, community partners, and geographic location. Campus-community activities can be searched on a particular issues (e.g., homelessness, crime prevention) or searched to identify who on campus is involved with which community agency (e.g., Hawthorne Community Center). The database will also allow the community additional access to campus resources associated with civic engagement activities. Members of the campus community can understand how civic engagement is manifested in teaching, research, service, and combinations of these activities. Increased understanding can promote further campus-community collaboration, support the development of interdisciplinary projects, and increase the likelihood that civic engagement is documented and valued as scholarly work.

In addition, the IUPUI Portfolio provides recognition to those students, faculty, staff, and community partners who participate in civic engagement activities. These practitioners provide examples of how academic activities can provide mutual benefits to multiple constituencies inside and outside the campus. The IUPUI Portfolio will also serve the purpose of providing an ongoing mechanism for accumulating information about the quality and impact of this work. Knowing how well these activities are being performed provides a basis for establishing the quality of the work, gives feedback about specific strengths and areas that need improvement, and provides benchmarks for monitoring progress. The IUPUI Portfolio on civic engagement provides sources of evaluation evidence, when available, for civic engagement

activities.

B. History and Current Organization

Civic engagement is part of the history and current organization of IUPUI. As a campus built upon practice-based education in professional schools (e.g., Dentistry, Education, Medicine, Nursing, Public and Environmental Affairs, Social Work), civic engagement at IUPUI is a valued aspect of undergraduate and graduate education programs. Campus Mission Statements (1990, 1995) contain clear statements about how IUPUI must define its work by applying its knowledge for the improvement of society and communities. The history of IUPUI demonstrates that many faculty, staff, and students have found innovative ways to relate community work to their teaching, research, and service. IUPUI's professional schools each have longstanding heritages of working in and with the community, including patient and client services. The availability of technology means that there are no geographic boundaries to the reach of civic engagement, although IUPUI has a special interest in its immediate surroundings.

During the past decade, IUPUI has distinguished itself nationally as a campus that values the importance of integrating community service into the educational culture of the campus. Institutional leadership (State of the Campus speech by Chancellor Bepko, scholarly work by Dean Plater) has provided a clear vision for the importance of community involvement and institutional funds have been allocated to support this vision. As a result, the IUPUI campus and central Indiana communities have benefited from the leadership of Chancellor Bepko and Dean Plater and their vision for how IUPUI could enhance its civic engagement. The Office of Service Learning was established in 1993 to support the development of service learning classes. The Office of Community Service was established in 1994 to promote voluntary service among students, faculty, and staff. The Office of Neighborhood Resources was established in 1995 to work strategically to build campus-community partnerships with neighborhoods in close proximity to IUPUI. The Center for Service and Learning was created in 2000 to combine the work of these three offices. As the central unit on campus to promote all forms of service (i.e., to the institution, discipline/profession, community) among students, faculty, and staff, the CSL provides important centralized leadership for the IUPUI campus, as is evidenced in the Milestones associated with civic engagement. Further information about the mission, values, and goals of the Center for Service and Learning are available in the CSL 5-Year Strategic Plan (PDF). The Center for Service and Learning coordinates the following campus activities:

- service learning classes
- community service scholarships
- community-university partnerships (Office of Neighborhood Resources)
- community based Federal Work Study programs
- scholarship on service and service learning
- campus-wide days of service

Many civic engagement activities are developed and sustained through the work of campus Centers . Under the leadership of William Plater, the Executive Vice-Chancellor and Dean of Faculties, Center directors and their staffs from the Center on Philanthropy, Center for Service and Learning, Center for Urban Policy and the Environment, Indiana Business Research Center, the Polis Center, and Public Health are meeting to determine how their work can be better coordinated and to learn from one another about using effective strategies in budget management, sustaining campus-community partnerships, collaborating on community issues and grant proposals, and representing work to internal and external audiences. Each of these campus Centers, through the involvement of students, staff, and faculty, contributes in important ways to central Indiana, the region, and international constituencies.

The executive leadership of IUPUI has also played a leadership role regionally and nationally. Chancellor Bepko is chair of the Joint Commission on the Urban Agenda for the American Association of State Colleges and Universities and the National Association of State Universities and Land Grant Colleges. He is also a member of the NASULGC Board of Directors. Dean Plater has participated in numerous activities associated with civic engagement that have focused on the critical role of chief academic officers through Indiana Campus Compact, Minnesota Campus Compact, the national Campus Compact, and national conferences.

C. Previous and Ongoing Initiatives to Examine Civic Engagement Practices at IUPUI

During the past decade, campus administrators have intentionally placed IUPUI in regional and national forums related to the public purposes of higher education. Beginning in 1993, the campus sent a team to the third Campus Compact Summer Institute on Integrating Service Into Academic Study. A Campus Action Plan was formulated, and an early action step was to create the Office of Service Learning.

In 1994, the IUPUI Task Force on Service, jointly appointed by the Dean of the Faculties and the President of Faculty Council, was charged to develop a concept paper on service as a campus responsibility and as a component of the IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic administrators, and second, to help IUPUI make collaborative decisions about recognizing service within the formal advancement structure. During 1997-1998, an Indiana University Strategic Directions Initiative project expanded the campus work of the IUPUI Task Force on Service to the entire Indiana University system. Service @ Indiana University: Defining, Documenting, and Evaluating summarizes the three-year project, presents a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, provides examples of faculty documentation of professional service, and provides resources for conducting campus-based workshops to assist faculty in preparing documentation. This work has also resulted in significant changes in the campus Promotion and Tenure Guidelines and the campus format for the Faculty Annual Summary Report completed each year by all faculty.

In Fall 2000, the IUPUI Civic Engagement Task Force , involving faculty and staff representing most schools on campus, was formed to examine methods to plan for the NCA Self-Study, to consider how to document civic engagement activities (e.g., reports, web displays of information), to evaluate the quality of civic engagement activities, and to envision a civic engagement agenda for the campus and its surrounding communities.

Barbara Holland (Director of the National Service Learning Clearinghouse, appointment as Senior Scholar with the IUPUI Center for Service and Learning) developed a matrix identifying key organizational factors that promote civic engagement. In summer 2002, Deans from each schoo l were asked to complete a rating form adapted from her work to assess the level of emphasis in their units on civic engagement in mission, promotion and tenure, organizational structure, student involvement, faculty involvement, community involvement, and publicity. The ratings (1 through 4, with 4 reflecting greater centrality) were obtained for current status and for where the unit would expect to be in 3-5 years. The following table averages across the component parts of the Holland survey for the responding schools:

Emphasis on Civic Engagement at IUPUI
(Responses by Deans to the Holland Survey - Summer, 2002)

School	Current Status of CE	Projection for 3-5 Years
Allied Health	2.5	3.17
Business	2.83	2.83
IUPU Columbus	2.4	2.97
Dentistry	3.0	4.0
Education	3.08	3.75
Engineering & Technology	2.92	3.08
Herron	2.42	3.17
Journalism	2.17	2.33
Law	2.67	2.67
Liberal Arts	3.08	3.08
Library & Information Sci	1.33	2.67
Nursing	4.0	4.0
Physical Education	2.71	3.29
Science	2.17	2.17
Social Work	3.67	4.00
SPEA	3.00	4.00
University College	3.17	3.83

IUPUI has been an active participant in deliberations in higher education on the nature of various aspects of civic engagement. Presentations at academic and disciplinary conferences and consultation with other colleges and

universities have provided faculty and staff with opportunities to reflect on IUPUI's work, describe and explain program developments, and exchange information that contribute to program development in civic engagement. These forums have included:

- Colloquium on National and Community Service
- American Association for Higher Education Conferences (National Conference, Forum on Faculty Roles and Rewards, Assessment Forum)
- Campus Compact National Gatherings
- National Society for Experiential Education
- Governor's Caucus on Education
- Association for Research on Nonprofit Organizations and Voluntary Action
- Freshman Year Experience Conference
- Best Practices in Outreach and Public Service: The Scholarship of Engagement Conference
- Campus Compact's Advanced Institute on the Engaged Campus
- International Conference on the University as Citizen
- First Annual International Conference on Service-Learning Research
- Campus-Community Partnerships in Health
- HUD's Community Outreach Partnership Centers National Conference

In addition, journal publications, books, manuals, and other resources have described components of campus work and conceptually explored and extended that work beyond local accomplishments. The results of campus initiatives in service learning and civic engagement have also been published in academic journals. Topics of these publications include (Center for Service and Learning publication page)

- establishing an office of service learning (Bringle & Hatcher, 1996),
- theoretical underpinnings of service learning (Bringle & Velo, 1998; Hatcher,1997),
- faculty recruitment and development for service learning (Bringle et al., 2000; Bringle & Hatcher, 1995; Bringle, Hatcher, & Games, 1997; Hatcher, 1999; Foos & Hatcher, 1999),
- reflection in service learning classes (Bringle & Hatcher, 1999; Hatcher & Bringle, 1997),
- campus-community partnerships (Bringle & Hatcher, 2002),
- institutionalization of service learning (Bringle & Hatcher, 2000),
- research on service learning (Bringle & Hatcher, 2000; Bringle, Phillips, & Hudson, 2001),
- community service for entering students (Hatcher, Bringle, & Muthiah, in press)
- disciplinary perspectives on service learning (Bringle & Duffy, 1998; Bringle & Kremer, 1993; Magjuka, Bringle, Hatcher, & McIntosh, 2001).

In addition, as a result of collaboration with Indiana Campus Compact on the Universities as Citizens project, a critical exploration of Boyer's vision of the engaged campus resulted in *Colleges and Universities as Citizens* (Bringle, Games, & Malloy, 1999). IUPUI is the institutional home of *Metropolitan Universities* , a journal edited by Barbara Holland. This journal highlights intellectual work that demonstrates new knowledge to further collaboration between campus-community partnerships in addressing metropolitan problems through teaching, research, and service. A number of staff in University College provide the necessary institutional support and resources for the quarterly publication of *Metropolitan Universities* .

This academic work has positioned IUPUI as a collaborator in regional projects (e.g., Midwest Consortium, K-12 Partnerships Conference), national projects (e.g., National Review Board for Civic Engagement, National Research Advisory Board of Campus Compact, Campus Compact/AAHE Consulting Corps, Kellogg Peer Review of Professional Service), and international projects (e.g., Community-Higher Education-Service Partnership project in South Africa, Indiana University's work on South East European University in Macedonia). As a participant in these activities about service learning and civic engagement, IUPUI's relationships to other organizations and associations (e.g., Campus

Compact, American Association for Higher Education) has been enhanced.

The institutional commitment and intellectual work on service learning and civic engagement have gained the campus numerous distinctions. Most recently, in September 2002, U.S. News and World Report ranked the service learning program at IUPUI as the 8th best program in the nation among all colleges and universities. Accomplishing this high level rating after only eight years of work is a demonstration of the national recognition the campus work has had towards furthering service learning and civic engagement in higher education. Other awards and recognition have included the following:

- In 1998, American Association of Higher Education, Campus Compact, and the National Society for Experiential Education surveyed 27 colleges and universities nominated by community service and service learning experts to better understand service learning on campuses. The service learning program at IUPUI was one identified as a Model of Good Practice.
- IUPUI was one of four campuses selected to participate in the Kellogg Peer Review of Professional Service project. Under the direction of the Dean of the Faculties, four IUPUI faculty members were selected to participate in the Kellogg project, along with faculty from Michigan State University, Portland State University, and University of Memphis. Michael Cohen (Education), Sandra Burgener (Nursing), Florence Juillerat (Science), and Roger Jarjoura (SPEA) worked during 1996-1998 to prepare documents on community service projects that appear in *Making Outreach Visible, A Guide to Documenting Professional Service and Outreach* , published by the American Association for Higher Education.
- In 1999, the IUPUI Office of Service Learning was selected as one of eight U.S. campuses to be part of the Community-Higher Education-Service Partnership (CHESP) program in South Africa. IUPUI hosted a delegation from the University of the Free State in 1999. Professor Bringle and Julie Hatcher were appointed Associate Faculty members in the Leadership Center at the University of Natal to teach in a unique graduate program designed to build leadership capacity for community-university engagement. Apart from contributing to the overall conceptualization of the program, they taught three of the modules: one module using IUPUI as a case study for community-university engagement, one on the process of higher education transformation in terms of community-university engagement, and one on the development of service-learning curricula.
- In 2001, the American Association of State Colleges and Universities selected IUPUI as a campus that demonstrated a high level of commitment to civic engagement and a team of researchers conducted a site visit on campus to gather information for a strategic guide to inform others about civic engagement in higher education.

Self-Study of Civic Engagement

Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission . This definition of civic engagement, which was developed by the IUPUI Civic Engagement Task Force, indicates that this work encompasses teaching, research, and service (including patient and client services) not only in but also with the community. Civic engagement encompasses three fundamental building blocks: (a) the professional and institutional ability to carry out this special work; and (b) the resources to collaborate with community during all phases of the work to ensure appropriate outcomes. In addition, although civic engagement occurs without geographic boundaries, (c) IUPUI is ideally situated as a public institution in a metropolitan setting to involve communities in Indianapolis, central Indiana, and the entire state in shaping an agenda for what IUPUI is and should be doing in the area of civic engagement.

The Civic Engagement Task Force created the framework and outline for the Self-Study during 2000-2002 in consultation with the Future Group, the Chancellor's Advisory Council, the campus coordinating committee preparing for the NCA review, and faculty in various units. The narrative of the Self-Study is organized by the following outline and includes goals for each area, a summary of previous and current activities, and a summary of plans to further the work.

I. Enhance Capacity for Civic Engagement

A. Demonstrate advocacy and support for civic engagement in all aspects of institutional work.
B. Expand internal resources and infrastructure for civic engagement
C. Secure external funding for civic engagement

D. Document the quality and impact of civic engagement activities.

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

A. Offer academic community-based learning opportunities
B. Engage in community-based research, scholarship, and creative activities in both public and private sectors at local, state, national, and global levels.
C. Provide professional services to local, state, national, and global communities.
D. Create opportunities for community service at local, state, national, and global levels.

III. Intensify Commitment and Accountability to Indianapolis, central Indiana, and Indiana

A. Establish widespread community participation in development, implementation, and evaluation of civic engagement.
B. Establish widespread campus participation in development, implementation, and evaluation of civic engagement.
C. Conduct regular forums on the campus community agenda for central Indiana.

Go on to: Enhance Capacity for Civic Engagement

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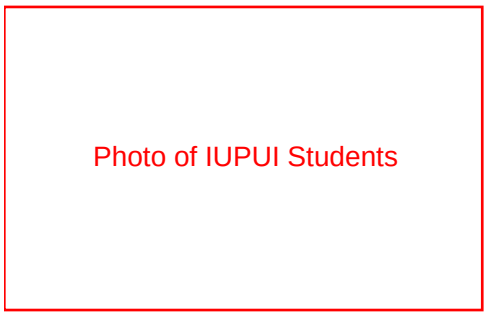

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Civic Engagement

I. Enhance Capacity for Civic Engagement

A. Demonstrate advocacy and support for civic engagement in all aspects of institutional work.

1) **Goal:** *Give sustained voice* through publicity, speeches, publications, editorials, and other public representations for the academic importance of civic engagement as a means for fulfilling campus and unit mission.

Previous and current activities: IUPUI understands the central role that civic engagement plays in its institutional identity. As Indiana's only institution with a designation as a metropolitan university, IUPUI continues to respond to the call in higher education to strengthen and deepen commitments to civic engagement. At the same time, IUPUI has been at the forefront of developing new models for how this engagement takes place. Communicating this good work both internally and externally is important to having others understand its significance and to obtaining feedback to improve its effectiveness.

Civic engagement activities are regularly reported in IUPUI's Performance Reports. These annual reports highlight the most significant work of the campus and provide an extensive portrait to external audiences that demonstrates the importance of civic engagement to IUPUI's identity. These reports present strong evidence that IUPUI is an engaged campus. The nature of the presentation of civic engagement in these reports also demonstrates the aspiration for civic engagement to have the same stature as (a) teaching and student learning and (b) research, scholarship, and creative activity.

Chancellor Bepko consistently represents the importance of civic engagement in presentations and publicity to internal and external audiences. For example, in his 1998 State of the Campus message, he emphasized how the following themes presented opportunities that are particularly well suited for IUPUI: (a) economic growth related to health; (b)

economic growth related to information technology; (c) partnerships in arts and culture; and (d) a continuing obligation to advance public service and civic involvement. In the 2000 Performance Report, he states

Exemplary civic engagement is a fundamental part of urban campuses. At IUPUI, this emphasis on engagement stems from a long tradition of practice-based education and community-responsive research agendas. While engagement often is associated with workforce and economic development, it means much more at IUPUI. It is a fundamental part of our institutional ethic that a key responsibility of a public urban university campus is to help our regional partners achieve success on a wide range of issues-including helping our community understand its strengths, priorities, and needs better; developing educational resources that respond to the community's agenda for progress; and enhancing the quality of life by linking with cultural institutions.

Under the direction of Cheryl Sullivan, Vice-Chancellor for External Affairs, the Office of External Affairs manages city, state, and federal government relations, community outreach, and special events that build relationships and increase awareness among Indianapolis residents about IUPUI. The Vice-Chancellor regularly convenes the campus-wide External Affairs Committee to gain input on priority areas for campus involvement in the community. Under Vice-Chancellor Sullivan's leadership, the Office of Communications and Marketing provides information to the community and its leaders through press releases and publicity on how IUPUI faculty, students, and staff are conducting work that contributes to communities. In 1999, the new IUPUI gateway home page was redesigned with crosslinks to provide a more effective site for prospective students, community leaders, and policy makers.

The Office of Alumni Relations provides continuing education, service, and social programming opportunities for over 110,546 living graduates from the IUPUI campus, including 71,302 in Indiana and 50,159 living in central Indiana. During 2001-2, over 14,826 alumni and friends participated in 130 alumni events, 39 class reunions, and 84 alumni board of directors meetings through the country.

The IU Foundation launched IUPUI's first comprehensive campaign of $700 million, the largest by a public university campus in Indiana. The event brought together over 600 honors, university administrators, staff, faculty, and community leaders. The IU Foundation established three non-monetary goals for the Campaign: (a) strengthening IUPUI's relationship with central Indiana and its alumni, (b) moving into a major gift campaign, and (c) increasing fundraising on the IUPUI campus.

Publications from numerous other offices on campus describe the civic engagement of IUPUI. The Summer 1999 issue of *IUPUI Partnerships* , a publication of the IU Office of Alumni Relations, was devoted to "University Community Engagement." The issue describes projects in health, the arts, public service, and technology to friends and alumni of IUPUI. The Summer 2001 issue of IUPUI Partnerships provided portraits of Diane Arnold and Daniel Fugate, two community leaders and IUPUI alumni who have worked with the Office on Neighborhood Resources for over 5 years to develop the IUPUI Community Outreach Partnership Center in the WESCO neighborhoods of Indianapolis. The January 2000 issue of *Research & Creative Activity* was devoted to "Philanthropy, Volunteerism, and Service Learning." Five articles highlighted the work of IUPUI scholars.

Many IUPUI schools, departments, and centers provide information about civic engagement through newsletters, publicity, and web pages. These provide important evidence for the alignment of civic engagement activities with the missions of these units. For example, the Center on Philanthropy, School of Liberal Arts, fielded 377 media inquiries, 141 of which dealt directly with giving in the aftermath of the September 11th attacks. The School of Engineering and Technology expanded collaborations with business and industry partners through the Dean's Industrial Advisory Council and departmental/program advisory groups.

Plans to further the work: IUPUI must continue to emphasize the importance of civic engagement to internal and external audiences. Surveys by Indiana Campus Compact found that there is significant support in the Indiana general public for higher education to play a role in the civic education of students and for improving the quality of life. However, the public must understand the educational nature of civic engagement, the integrity with which the work is being accomplished, the degree of community interaction that shapes civic engagement, and the positive benefits for the community. All members and units of the campus community must participate in letting the public know that civic engagement is a unique and noteworthy aspect of IUPUI's identity, mission, work, and stature. The IUPUI Portfolio and the database generated by the Civic Engagement Inventory will be an important means through which an even stronger

voice can be provided to the community for the civic engagement activities of the campus. To be a useful resource, focus groups should be conducted to gain community feedback to ensure that the IUPUI Portfolio is valuable to potential users.

2) **Goal:** Increase community awareness of and access to campus assets, including persons (students, staff, faculty), facilities, knowledge (e.g., websites, databases, libraries), and events (e.g., educational, cultural, recreational).

Previous and current activities: IUPUI presents a diverse and perplexing organization that has not been well understood by members of the immediate community. The partnership between Purdue University and Indiana University is confusing, some of the constituent units have maintained identities that are not clearly linked to the IUPUI campus, and the size of the campus presents a daunting puzzle to someone wanting to access campus resources.

The Office of Neighborhood Resources was designed to provide a means through which the community could access campus resources. The Office of Neighborhood Resources (ONR) promotes the sharing of knowledge and resources with the community by strengthening and increasing interaction between IUPUI and its surrounding neighborhoods. ONR is a single "point of entry" or first point of contact for neighborhood groups unfamiliar with IUPUI who are interested in accessing the educational and research resources of the campus. Rather than providing direct services, ONR can help broker and facilitate connections with other IUPUI offices or departments. If a community organization is interested in making a link with IUPUI but does not know how, ONR is a good place to start. ONR has a long-term commitment to the WESCO neighborhoods of Haughville, Stringtown, and Hawthorne to create opportunities for wider campus involvement.

The prominence of the IUPUI campus in downtown Indianapolis provides the opportunity for the campus to host a variety of civic events. The Office of External Affairs planned and coordinated 39 events in 1999 for 2,090 community members. The IUPUI Conference and Sports facilities were made available to a larger national audience through a new business partnership with Harrison Conference Centers. Events such as Race for the Cure, United Way Tennis, Indy Jazz Fest, RCA Tennis Championships and many other events bring large groups of persons to the IUPUI campus. The School of Music hosted over 7,300 audience members at concerts, recitals, and music events.

IUPUI Centers, departments, and schools also provide important resources for community access to the IUPUI campus. Collaboration with community agencies to develop programs related to teaching, research, and service improves the understanding that the general public has of IUPUI. Student Life and Diversity began Campus Community Partnerships, which is a new initiative to establish relationships with the Madame Walker Theatre Center, El Centro Hispano, and the Urban League. Inspired by the success of successful collaboration with Eteljorg Museum, an expanded plan was developed to cultivate these four partnerships. The School of Medicine supports community learning through the Sound Medicine radio broadcast and through Mini-Medical School.

The Community Learning Network (CLN) offers weekend courses at a number of sites and has established learning centers at Glendale Mall and in Carmel to provide better community access to degree and non-degree courses, ranging from microcomputers certification programs to photography. In addition, the CLN offered over 1,000 courses and 17 certificate programs to adult learners seeking certification, professional development, or enrichment activities. With marketing closely integrated with the campus marketing plan, four catalogs were released in 2001-02 that increased outreach, IUPUI brand awareness, and market visibility. The Teacher's Resource Center associated with the CLN continues to develop relationships with P-12 learners and their parents and teachers. Over 8,000 student and 98 youth-serving organizations received math and science materials during 2001-02.

Most majors now incorporate some on-line learning and entire programs offer on-line masters degrees in Nursing, Nonprofit Management, and Business.

ConnectTech provided a forum at IUPUI that brought together university specialists in technology and members of the Indiana business, industry, technology, manufacturing, and biomedical communities for a day of information sharing to encourage the development of subsequent partnerships. In addition , the Department of Computer and Information Science started a Computer Science Summer College for local middle and high school students with a grant from D.J. Angus Scientech Foundation. Dean Stocum, School of Science, and Dean Brater, School of Medicine, hosted Governor Frank O'Bannon in the Center for Regenerative Biology and Medicine to support the 21st Century Research and

Technology Fund.

Many of the facilities at IUPUI are accessible to the community. For example, in contrast to most university libraries in the nation, IUPUI's University Library is accessible to the general public. Over 10% of library usage (i.e., 100,000 persons who borrowed 25,000 items) is by the general public. The libraries of Indiana University offer borrowing privileges to all residents of Indiana and University Library has recently arranged to accept the Indiana Marion County Public Library's card for borrowing. The professional school libraries (i.e., Dentistry, Law, Medicine) all have a special mission to support the practice communities in Indiana.

Plans to further the work: IUPUI is an undervalued community resource in Indianapolis and central Indiana and must continue to educate the public about the assets that reside on campus. Geographically situated among cultural, recreational, and civic treasures of the city, IUPUI must become as easily accessible to the public as other community facilities. The University Library, Natatorium, University Place Conference Center, and health clinics are well-used public facilities. However, the community and the campus would benefit from community residents developing a stronger sense of familiarity and understanding for the diverse resources that exist on campus. The inauguration of Explore IUPUI in October 2002, which will be a day of learning and discovery for alumni, prospective students, and community residents, will be another important event for bringing the community to the campus and heightening awareness of campus resources. The day will feature more than 200 events, ranging from robots to Frankenstein, from an MBA online program to Informatics, from Pilates to floral arrangements, and from the physics of Star Trek to examining the reaches of outer-space through a solar telescope. Explore IUPUI will be a significant event for IUPUI because it will bring new groups of persons to campus to interact with those resources in friendly and informal ways.

Developing Explore IUPUI beyond the first year into a significant community event can pay large dividends to IUPUI. This must be complemented with a broad spectrum of centralized and decentralized initiatives that continue to educate central Indiana about how and why IUPUI should be more highly regarded as a community asset.

The Informatics and Communications Technology Complex (ICTC), which is now under construction, will make integrated technology resources, services, and expertise more readily accessible to the IUPUI community and for partnerships that can benefit local economic development. Similar projects should be initiated to develop appreciation among the general public for IUPUI's many assets.

3) **Goal:** Provide effective faculty and professional development activities (e.g., workshops, incentives grants, release time, sabbaticals, seminars) focused on civic engagement and public leadership skills.

Previous and current activities: The IUPUI Office for Professional Development (OPD) supports the professional development of those working to achieve IUPUI's academic mission of providing excellence in teaching and learning; research, scholarship and creative activity; and civic engagement. OPD provides a full range of professional development services for the convenience of faculty and academic staff by collaborating with University Information Technology Services, University Libraries, the Center for Service and Learning, University College, and others.

Most relevant to civic engagement, OPD has worked with the Center for Service and Learning to offer 4-8 workshops per year related to research, teaching, and professional service in the community. Over the past eight years, these workshops have covered topics such as:

- How to Design a Service Learning Course
- How to Design Reflection Activities for Service Learning
- Assessment and Research on Service Learning
- Service Learning in Freshman Courses
- Planning One-time Service Projects for Student/Staff/Faculty Groups
- Designing Service Learning for Large Gateway Courses
- Exploring Campus Community Partnerships in WESCO
- Building Campus Community Partnerships through Service Learning
- Faculty Community Engagement Opportunities on the Near Westside

- Service Learning Credit Option Workshop
- Documenting and Evaluating Professional Service

During 1994-95, the Office of Service Learning offered campus funded course development stipends to support faculty in redesigning a course to include a service learning component. Since then, faculty have applied to Indiana Campus Compact (ICC) for "Scholarship of Engagement" grants, which support faculty integrating community service with teaching, research, or service. Additionally, IUPUI faculty have participated in the ICC Faculty Fellows program, which extends the professional development of engaged faculty. Over $250,000 has come from ICC to IUPUI for faculty and institutional development since 1995. Staff from the OSL consult one-on-one with faculty on course design, implementation, and evaluation, and collaborate with faculty on scholarly publications and grant proposals.

Plans to further the work: Anecdotal and systematic evidence, both from IUPUI and from campuses nationally, supports the assertion that service learning stimulates significant outcomes among each stakeholder (i.e., community partner, recipient of service, student, faculty member). Promoting the understanding of service learning on campus, collaborating with departments, targeting increased participation in service learning, and improving the practice of service learning so that it prepares students for active participation in a diverse democracy must remain among the highest priorities of IUPUI.

Additional initiatives must approach this work in ways that are compatible with the existing academic culture. Civic engagement and service learning are most beneficial when they assist faculty, departments, and schools to reach current goals and explore how they can enhance their academic agenda. CSL and OPD must continue to work with deans and chairs to determine how the curricular goals of courses, majors, certificates, and degrees are enhanced through civic engagement and service learning. For example, Communication Studies faculty members are deliberating on the integration of service learning into their major. Because members of the faculty are central to academic life, the role that service learning can play in their professional development must be established, developed, and supported. Therefore, resources for faculty must be secured to facilitate the development of service learning classes.

New faculty orientation is an important event in the life of an institution because (a) it is the starting point of the relationship between the campus and a faculty member, (b) it sets the expectations for professional development, and (c) it introduces faculty to campus resources to support their professional development. In 2002, the Center for Service and Learning along with Research and Sponsored Programs and the Office of Professional Development developed an innovative approach to new faculty orientation that encourages each new faculty member to develop an individual plan for professional development in teaching, research, and professional service and provides information on resources to fulfill the plan. A comprehensive notebook and web-based resources provides information on campus resources to support a professional development plan.

4) **Goal:** Sponsor public forums and discourse with community partners that focus on civic engagement.

Previous and current activities: The academy is traditionally a venue for discourse through which analysis provides insights and sets the course for action. Civic engagement by IUPUI must provide opportunities for effective discourse that include the mainstream and the marginalized in society. One strength of any campus, including IUPUI, lies in the pervasive assumption by the general public that the campus provides a climate for fair, open, and productive discussion. Although this applies to most classrooms in higher education, the agenda for civic engagement presents the challenge of creating forums with these attributes that are public and include community partners from various sectors of the community.

There are numerous examples of highly successful forums at IUPUI. Three excellent examples reside in the School of Liberal Arts: the Keith Bulen Symposium on American Politics, a community forum to examine timely political issues, most recently focused on redistricting; the Joseph T. Taylor Symposium, which provides a forum for timely urban issues, most recently focused on communication as a tool for community building; and the Spirit and Place Festival, sponsored by the Polis Center, provides a collaboration of religious, educational, social, and arts organizations. The Polis Center focuses on urban issues, primarily in Indianapolis and other Indiana cities, with particular interests in neighborhoods, community planning, economic development, education, religion, and culture. Their goal is to develop knowledge that will serve the common good and invigorate the sense of community in this city and beyond. Their preferred method in

pursuing projects is to form partnerships with others, including community groups, governmental agencies, businesses, not-for-profits, foundations, religious organizations, media and cultural institutions, and schools. Their project on religion and urban culture provides an excellent example of forming partnerships in order to promote public inquiry, public teaching, and public expression to understand the role of religion in mid-sized U.S. communities.

University College, and faculty in English, Science, and Math, have entered into structured dialogue and activities with high school teachers to promote successful student transitions between high school and college education by closing gaps that exist between the secondary and post-secondary curricula in math, language arts, and the sciences. Funded by Lilly Endowment, Project SEAM holds high potential for informing high school educators and superintendents from 11 school districts in the metropolitan area about college course expectations, informing faculty about high school curriculum, and developing future collaboration projects with mutual benefits.

The Office of Neighborhood Resources has sponsored community forums, town hall meetings, and Study Circles in the community to enhance deliberation on educational issues in WESCO. These forums have focused on the implications of the city's federal desegregation order being overturned, reopening George Washington Middle School, and establishing a new elementary school in WESCO. The Center for Service and Learning hosted the Second Annual Indiana University Conference on Civic Engagement and two National Gatherings for educators interested in service learning and civic engagement.

The Center on Philanthropy, School of Liberal Arts, sponsored the 15th Annual Symposium, "Taking Fundraising Seriously: Faith and Philanthropy." The symposium brought 200 participants together to explore the interactions between religious belief and practice and charitably giving.

Plans to further the work: Deans, chairs, faculty, staff, and students of IUPUI must continue to demonstrate their willingness to create forums that provide opportunities for them to have deliberations with members of the community. Each unit at IUPUI should be able to identify at least one example of how they have created public forums that examine issues related to their mission and community issues. Structured and ongoing deliberation is an important way through which meaningful civic engagement and campus-community partnerships will grow in a way that is consistent with the mission of the unit.

5) **Goal:** Recruit faculty, staff, and students who advocate for the role of civic engagement in the mission and life of the campus.

Previous and current activities: Civic engagement is a part of the life of a campus when it is represented and renewed through recruitment of new faculty, staff, and students. The Mission, Values, and Goals of IUPUI have clearly stated the civic mission of the campus. The creation and support for the Center for Service and Learning (CSL) is a manifestation of that mission. Paralleling the Center for Teaching and Learning, the CSL provides a centralized unit that advocates for the importance of civic engagement through community service. However, understanding among all campus constituents for IUPUI's civic mission is not guaranteed.

In summer 2002, 17 deans assessed the centrality of civic engagement to the mission of their respective units and indicated a commitment to civic engagement (3.06 on a 4.0 scale; 3.0 indicating that civic engagement is "an element" of the mission), with the aspiration that the commitment of their school will increase during the next 3-5 years (3.44 across all reporting schools). In addition, there are examples in many schools for how the civic agenda has influenced the recruitment of faculty and staff. Faculty have been hired specifically because of a disciplinary specialization that supports a civic mission (e.g., museum studies, applied anthropology, public history, community dentistry, community health, community nursing, expertise in the nonprofit sector, public affairs, social work). The Center on Philanthropy has collaborated with departments to hire faculty members in many disciplines who have philanthropic studies and the nonprofit sector as areas of special interest. In addition, The Efroymson Chair in Philanthropy in the Center on Philanthropy was established to work closely with central Indiana nonprofit agencies to identify and study challenges the organizations face and to propose solutions and good practices to address those challenges.

In addition, staff members have been hired to support educational activities in departments (e.g., directors of internships), schools, and administrative units. For example, the following staff members have recently assumed roles to support civic engagement:

- Karen Yoder, Director of the Division of Community Dentistry, School of Dentistry
- Kelly Young, Director of Community Outreach, Office of External Affairs
- Nicole Oglesby, Coordinator for Community Partnerships, Student Life and Diversity Programs
- John Guare, Director of Internships, Psychology Department, School of Science
- Russell Vertner, Director of Internships, School of Business
- Patricia Keener, M.D., Assistant Dean for Medical Service Learning, Director of the Office of Medical Service Learning, School of Medicine
- Rose Mays, Associate Dean for Community Affairs, School of Nursing
- Kirsten Eamon, Coordinator for Community Work Study, Center for Service and Learning and University College
- Lorrie Brown, Coordinator for Voluntary Community Service, Center for Service and Learning and Student Life and Diversity Programs

A survey conducted by the Center for Service and Learning of entering IUPUI students found that the vast majority of students had previously been involved in community service (75% in the past five years) and that these students expressed a strong desire to help others (Bringle, Hatcher, & McIntosh, 1999). These entering students also indicated that the biggest impediment to participating in community service was lack of time and their inflexible schedules. This suggests that one of the best ways in which to involve IUPUI students in community service is through the classroom, since they have little time for extra-curricular involvement.

Prospective students also find that IUPUI has many excellent educational opportunities that support civic engagement while they are students and as a part of their career preparation. A Freshman Service Scholars program through the Center for Service and Learning recognizes the past service of prospective students and engages the recipients in educationally meaningful community service during the term of the scholarship. Service learning classes provide students with opportunities to connect community service to their classes and to become involved in activities that meet community needs. IUPUI students can also enroll in an American Humanics certificate program or an Applied Citizenship Program Certificate through the School of Public and Environmental Affairs, and can study the nonprofit sector, philanthropic studies, and many disciplines from the perspective of civic issues in ways that are not available at other institutions in the state. In addition to curricular civic engagement, the appointment of a Coordinator for Community Service, a joint position between the Center for Service and Learning and Student Life and Diversity Programs, promotes increased student participation in co-curricular service.

The Jane Addams Fellows program has brought high quality post-baccalaureate students to campus, all of whom engage in community work as part of their studies. In addition, some of these student remain at IUPUI for graduate studies in Philanthropic Studies and Non-Profit Management.

Plans to further the work: IUPUI is well positioned to develop more examples of "public scholars" who can demonstrate the benefits of high quality academic work that benefits the public. A site visit to University of Missouri St. Louis provided the campus with further information on the Des Lees Faculty Scholars program. Departments and schools at IUPUI must continue to explore how to intentionally identify faculty positions that fulfill their civic mission and contribute to other aspects of their mission. For example, the partnership between IUPUI and the Eiteljorg Museum is developing plans for a joint faculty position, possibly in public history. In a similar fashion, job descriptions for some staff positions in each unit need to reflect how the hire can support the civic mission of the unit.

IUPUI needs to continue to promote the civic agenda to prospective and continuing students. Our students provide a largely untapped resource for civic engagement. Opportunities must be expanded for community-based instruction (e.g., service learning, internship, practice-based instruction), co-curricular activities (e.g., one-time service, service clubs like Habitat for Humanity), and community service employment programs (e.g., America Reads Tutoring Program, Math Counts Tutoring Program, Community Work Study).

6) **Goal:** Create an effective means for documenting and representing the civic contributions of faculty, students, and staff, including best practices (e.g., web-based portfolios).

Previous and current activities: The Center for Service and Learning has maintained information on the number of

service learning classes that are developed and offered. In 1995-96, a total of 15 service learning classes were offered. Since 1997, the Center for Service and Learning has supplied an annual report to Indiana University on the number of students, faculty, and staff involved in service learning and voluntary service activities (Indiana University Annual Report on Community Service and Service Learning [PDF]). In 2001-02 semesters, 56 faculty offered 37 service learning classes that enrolled 1,913 students. These students worked with 71 community partners and contributed 19,675 hours of community service.

A pilot survey of civic engagement activities was conducted by the Center for Service and Learning in 1998 and 1999 (1998 Community Service Survey). Designed to collect more detailed information about civic engagement activities (e.g., number of participants, grant support, number of hours of service), the survey became the basis for the web-based Civic Engagement Inventory. This inventory is an improvement over previous activities, allowing for entries to be added, updated, and expanded at any time.

The Career Center gathered information from across campus about internships and other forms of experiential education in 2000.

Plans to further the work: The IUPUI Portfolio's Civic Engagement Inventory provides a powerful tool through which the campus can document civic engagement activities. Entries can be added, updated, and expanded at any time. Using the web, anyone will be able to search the IUPUI Portfolio database using dimensions such as department, faculty, level of student involvement, social issues, keywords, community partners, and geographic location. When Geographic Information Services information is added, it will be possible to answer more refined questions focused on geographic location of civic engagement activities. These tools will facilitate collaboration to improve civic engagement in the future and better inform residents and civic leaders of the many ways in which IUPUI is engaged in communities in central Indiana. Coordinating the Civic Engagement Inventory with other campus reporting mechanisms (e.g., faculty annual summary reports, planning processes) will be an important element of a coherent system that presents minimal obstacles.

B. Expand Internal Resources and Infrastructure for Civic Engagement

1) **Goal:** Commit resources to support civic engagement activities at the campus level and according to the mission of each campus unit.

Previous and current activities: In November 1993, the Office of Service Learning was established in Academic Affairs to support the integration of community service into the academic curriculum. In August 1994, the Office of Community Service was created in Student Life and Diversity to foster co-curricular community involvement. In 1997, the Office of Neighborhood Resources, which reported directly to the Chancellor, began to form strategic campus-community partnerships with neighborhoods in close proximity to the IUPUI campus.

The Center for Service and Learning (CSL), formed in August 2000, incorporates the work of the Office of Service Learning, the Office of Community Service, and the Office of Neighborhood Resources. The merger of these campus units provides an opportunity to leverage campus resources and focus programs to build and sustain campus-community partnerships. By providing campus leadership in promoting service in all aspects of campus work, the CSL can enhance and sustain IUPUI students, faculty, and staff in a variety of forms of community engagement. The CSL has the capacity to build multi-faceted community partnerships in a way that will create a national model for urban universities and higher education.

The Center for Service and Learning and its precursors have demonstrated significant progress in many program areas that include

- Service learning classes
- America Reads Federal Work-Study Tutoring Program
- Community Service Scholarship program
- Campus-wide days of service
- Community Outreach Partnership Center

- Volunteer listserv and clearinghouse
- Scholarship and research on service and service learning
- Campus Task Force on Professional Service
- Campus Civic Engagement Task Force
- Campus-wide Civic Engagement Survey

These programs have been developed primarily through campus resources and secondarily with external grant funds.

In the past 5 years, other campus units have developed programmatic commitments to civic engagement and have reallocated internal resources to support faculty and staff positions designated to promoting civic engagement. These positions include,

- School of Dentistry, Division of Community Dentistry, Karen Yoder, Director
- School of Medicine, Office of Medical Service Learning, Dr. Pat Keener, Director and Assistant Dean for Medical Service Learning
- School of Nursing, Community Affairs, Rose Mays, R.N.
- Office of External Affairs, Director of Community Outreach, Kelly Young
- Student Life and Diversity Programs, Coordinator for Community Partnerships, Nicole Oglesby
- School of Business, Community Internship Coordinator, Russell Vertner
- Student Life and Diversity (with CSL), Coordinator for Community Service, Lorrie Brown
- University College and the Career Center (with CSL), Coordinator of Community Work Study, Kirsten Eamon

Plans to further the work: IUPUI provides a high level of institutional infrastructure to support civic engagement. Significant return on investment has been realized through the development of centralized infrastructure in the Center for Service and Learning. The returns include curricular development of service learning classes, professional development of faculty and staff, program development for service-based scholarships, additional community service activities, a collection of resources for service learning and civic engagement, community-based employment programs, enhanced community relations, a focused partnership in WESCO, research and scholarly work, and an additional source of national recognition for IUPUI. Almost every institution of higher education aspires to excellence in teaching, excellence in research, or both. The IUPUI commitments to civic engagement provide a strong foundation from which to continue developing it as a unique and distinctive aspect of the institutional identity of IUPUI.

When deans of academic units completed Holland's matrix on key organizational factors, 12 of the 17 responding academic units indicated that they aspired to increase the presence of civic engagement (four expected to stay at their present level of commitment and one was at the top of the scale with the highest level of commitment). The success of the centralized model can provide an example that can be adopted and adapted in appropriate ways within units that view civic engagement as an underdeveloped facet of their work and are interested in making additional commitments in the future. The degree to which individual units now take responsibility to act upon this aspect of their mission will be critical for the future growth of civic engagement.

2) **Goal:** Establish promotion and tenure guidelines and annual administrative reviews that assert the legitimacy of scholarship based on community engagement.

Previous and current activities: Supporting faculty through institutional change of reward systems is promising, but often slow. Equally important is the availability of intellectual models with which faculty can present their work and have it evaluated. Under the direction of the Dean of the Faculties, the Promotion and Tenure Guidelines and the Faculty Annual Summary Report have regularly been revised to encourage applicants to produce good documentation for successful review and to encourage administrators and review committees to honor civic engagement activities that possess scholarly qualities. In addition, all members of the all-university promotion and tenure committee receive Glassick, Huber, and Maeroff's (1997) criteria for scholarly work on their working form; presentations about professional service have been made to the all-university promotion and tenure committee; and Service at *Indiana University: Defining, Documenting, and Evaluating* has been distributed to its members.

Encouraging civic engagement activities must be accompanied by institutional work that supports faculty who become professionally engaged in communities. One benefit of convening the Task Force on Service, the Strategic Directions project on Defining, Documenting, and Evaluating Service, and the Civic Engagement Task Force is creating multiple adjunct deliberations, activities, and products that result in a critical examination of the role of professional service, including community service and civic engagement, in the mission, culture, and practice of the campus. For example, presentations on documenting professional service and civic engagement have been made at the campus-wide Moore Symposium on teaching. During 1995-1996, four workshops were conducted to assist faculty and librarians to prepare documents on professional service. Across the workshop sessions, documents from the Task Force on Service provided a basis for discussing the nature of service, its documentation, and criteria through which service can be evaluated. Participants prepared sample documentation of service projects for peer review and discussion. In spring 1998, Eugene Rice, Director of the AAHE Forum on Faculty Roles and Rewards, made a presentation on professional service to deans of IUPUI schools. Lorilee Sandmann, then Director of University Outreach at Michigan State University (currently at the University of Georgia), participated in a spring workshop on service for members of school promotion and tenure committees.

To provide models for documenting civic engagement, four IUPUI faculty members participated in the Kellogg *Peer Review of Professional Service* project, along with faculty members from Michigan State University, Portland State University, and University of Memphis. This project resulted in meetings at IUPUI with the all-university promotion and tenure committee and a group of key campus leaders about the role of service in personnel decisions, the nature of evidence to support cases, and the preparation of documentation for civic engagement. The Kellogg project also produced a book by Driscoll and Lynton (1999), which is a companion book to Lynton (1995), that provides a more intensive examination of how to document professional service, including sample documents. Finally, the National Review Board for the Scholarship of Engagement (Driscoll, 2000), which has three members from IUPUI (W. Plater, R. Bringle, F. Juillerat), is designed to provide a cadre of peers to review and evaluate the scholarship of engagement.

Advancement in rank associated with excellence in service is an imperfect indicator of the degree to which the campus has the capacity to honor civic engagement because (a) service might be toward the institution or the discipline and (b) civic engagement might be put under the heading of teaching (e.g., excellence in developing and delivering service learning classes) or research (e.g., excellence in participatory research with the community). Nonetheless, it does indicate a willingness on the part of faculty review committees and administrators to consider that service, a non-traditional area for faculty advancement, can have scholarly qualities. During the past five years, the Office of Faculty Records provided the following percentages of Promotion and Tenure cases that have had service as an area of excellence: 34%, 29%, 35%, 37%, and 26%, for a five-year average of 32.4%.

Although it is difficult to achieve consensus on mission at a highly diverse institution the size of IUPUI, deliberation has been stimulated on civic engagement and professional service that increases awareness among key persons (deans, chairs, faculty governance, members of promotion and tenure committees).

Plans to further the work: All of the activities focused on civic engagement, professional service, and service learning are important because they increase the salience and literacy about an area of faculty work that is not well understood in higher education. These activities must be sustained, in part, because the audience changes (e.g., turnover in administrative positions, turnover on committees) and because multiple presentations are necessary to inform and remind key individuals about the manner in which civic engagement can be the basis for scholarly work and how it aligns with institutional mission.

Work must continue to increase campus understanding that service learning, civic engagement, and professional service are legitimate areas of faculty work that can aspire to being scholarly activities and appropriately evaluated and recognized as scholarly. The campus has demonstrated a responsiveness to different types of interventions (e.g., workshops, faculty recruitment and development, faculty roles and rewards, scholarship and research, campus-level task forces, student scholarship programs), discourse on many related topics (civic skills, institutional culture, institutional change to support high quality service learning course development, importance of community voice in developing community relationships, developing institutional infrastructure), and developing resources for the campus (Center for Service and Learning).

3) **Goal:** Establish campus administrative policies and practices (e.g., planning, assessment, budgeting) that strengthen

civic engagement.

Previous and current activities: The Office of the Vice-Chancellor for Planning and Institutional Improvement has structured a process for all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus. As a result, units detail their accomplishments related to civic engagement. The results are detailed for each unit in Planning Summaries, School Annual Reports, and summarized in IUPUI Performance Reports.

Plans to further the work: These reporting mechanisms are tied to planning and budgeting activities conducted each year with schools. Their importance is that they represent the institutional capacity to remind each unit about the entire mission of IUPUI and to make budget recommendations based on how well each unit fulfills the full campus mission, including civic engagement. Responsibility Center Management requires that each unit be responsible for resource allocation and management. An important strategy will be the capacity to assess the impact of new and existing positions, programs, and commitments to civic engagement so that their role in meeting campus and unit missions can be determined.

4) **Goal:** Develop strategic campus-community partnerships consistent with campus and unit mission.

Previous and current activities: The mission of the IUPUI Office of Neighborhood Resources (ONR) is to promote the sharing of knowledge and resources with the community by strengthening and increasing interaction between IUPUI and its surrounding neighborhoods. The IUPUI Office of Neighborhood Resources engages the expertise of faculty and staff in resolving issues and concerns facing neighborhoods surrounding the campus. ONR assists community organizations in establishing linkages with IUPUI schools, departments, and centers.

In order to develop a strategic partnership with neighborhoods close to IUPUI, ONR initiated a relationship with the WESCO neighborhoods of Stringtown, Haughville, and Hawthorne. ONR obtained a grant from the US Department of Housing and Urban Development in January 1998 to form a Community Outreach Partnership Center (COPC) with WESCO as the community partner. The COPC grant initially focused the work on the areas of economic development, education policy and programming, and organizational development initiatives and included the IUPUI departments/offices of the Center for Service and Learning, Small Business Development Center, School of Nursing Institute for Action Research in Community Health, and the School of Public and Environmental Affairs. Examples of COPC projects that have increased the presence of IUPUI in WESCO include an America Reads Tutoring Program, Education Forum and Task Force, WESCO-IUPUI Job Links, and Westside Business Alliance

The School of Medicine is one of the key planning groups involved in the Life Sciences Initiative for Central Indiana. This initiative is designed to promote economic development in the life sciences in central Indiana by coordinating the strategic planning activities of the School of Medicine, IUPUI, area employers, the city of Indianapolis and the State of Indiana.

In addition, the School of Medicine has developed important links with local neighborhoods through projects such as Spring House Calls, Greenways Rounds, the homeless shelter clinic program, Laptop Kids, The Little Red Door Cancer screen, the Westside Health Fair, and the annual Thanksgiving food drive. The School has also developed a comprehensive and ongoing partnership with the global community through the Indiana University-Moi (Kenya) University Partnership. This partnership combines research, teaching, and service as teams of faculty and students conduct research on AIDS, provide medical training in Kenya, and host students from Moi University for studies at IUPUI.

The School of Dentistry has collaborated for 10 years with School of Medicine, the County Health Department, and the Indiana Tobacco Prevention and Cessation Agency to offer the Indiana University Nicotine Dependence Program to train health care professionals on methods to help smokers quit.

The Shalom Health Care Center, under the direction of Su Moore, School of Nursing, serves patients in two primary care clinics and students in three school-based clinics.

At the Center for Urban Policy and the Environment, faculty, staff, and students are active in a wide variety of client-supported projects. As of Fall 2002, the Center's inventory of work included projects for the City of Indianapolis, the Indiana Advisory Commission on Intergovernmental Relations, the Indiana Land Resources Council, the State

Gaming Commission, the Indiana Association of Cities and Towns, the Ford Foundation, the Points of Light Foundation, the South Shore Heritage Foundation, and the Central Indiana Corporate Partnership. All of the Center's work is aimed at informing particular decisions or illuminating the context for decision-making. For example, faculty and staff research and public forums on the issue of annexation led to changes in statutes that authorize municipalities to annex land.

Plans to further the work: After 3 years, an evaluation of COPC found reasonable success in the targeted program areas. In addition, however, the study found that a significant campus-community relationship had developed that established the community's confidence that it could access the university and vice versa. The success of establishing a COPC provides the basis for expansion of more civic engagement in these WESCO neighborhoods and in other neighborhoods by students, faculty, and staff.

The challenge will be for ONR to stimulate the development of additional participation in WESCO in a manner that reflects good practice of civic engagement. Dean W. Plater has convened the directors and their staffs from the Center on Philanthropy, Center for Service and Learning, Center for Urban Policy and the Environment, Indiana Business Research Center, the Polis Center, and Public Health to determine how their work can be better coordinated and to learn from one another about effective strategies in budget management, sustaining campus-community partnerships, and representing work to internal and external audiences. Each of these campus Centers, through the involvement of students, staff, and faculty, contributes in important ways to central Indiana, the region, and international constituencies. Focusing their expertise and that of other units, faculty, and staff will be an important step in further developing the COPC strategic partnership.

In addition, each academic unit should develop a strategic campus-community partnership that reflects teaching, research, and service activities and that demonstrates reciprocity, interdependency, and mutual influence.

C. Secure External Funding for Civic Engagement

1) **Goal:** *Acquire external funds* for collaborative, interdisciplinary projects with and in communities.

Previous and current activities: The Center for Service and Learning has successfully supported planning, development, and evaluation of civic engagement and service learning activities. Sources of revenue have included:

- Indiana University Strategic Directions Initiative
- Federal Work Study program
- Pacers Foundation
- National Bank of Detroit
- Indianapolis Public Schools Educational Foundation
- Kroger Foundation
- Bursar's Office
- VISA
- Alumni Association, sale of IUPUI license plates
- Kellogg Foundation
- G-Tech
- US Department of Housing and Urban Development, Office of University Partnerships
- Indiana Campus Compact Faculty Fellows
- Indiana Campus Compact Universities as Citizens Summer Institute (4 teams)
- Indiana Campus Compact Universities as Citizens Institutional Development grant
- Indiana Campus Compact Universities as Citizens Scholarships of Engagement (4 grants awarded to IUPUI faculty)
- Indiana Campus Compact Universities as Citizens Higher Education Series
- Indiana Campus Compact Indiana Reading Corps

- Indiana Campus Compact University Dialogue Grant
- Indiana Campus Compact Partnership in Action Grant
- Indiana University Center on Philanthropy
- Campus Compact Integrating Service into Academic Study
- HUD Hope VI
- Annie E. Casey Foundation
- University of Pennsylvania, CNS subgrant

In addition to these funds for centralized projects, schools and departments have demonstrated an impressive capacity to attract external funds to support civic engagement activities. Because the traditional external funding categories of teaching, research, and service do not align with the definition of civic engagement, detailing the extent of external funding that supports civic engagement will await more extensive use of the Civic Engagement Inventory. Some examples are:

- The School of Medicine has acquired external funds for civic engagement from:
- Educational Commission for Foreign Medical Graduates
- Bill and Melinda Gates Foundation
- National Institutes of Health Regenstrief Moi Medical Informatics Fellowship
- Mother to Child Transition Plus Initiative
- USAID
- Community-Campus Partnerships

The Annual Symposium from the Institute of Psychiatric Research, School of Medicine, has received support from:

- Mental Health Association
- Eli Lilly
- The Saturday Evening Post

The Center on Philanthropy has received funding from a number of sources, some of these include:

- Thurgood Marshall Scholarship Fund to provide a 4-course Certificate in Fundraising Management for 30 senior development officers at public Historically Black Colleges and Universities
- Lilly Endowment for a number of program initiatives including scholarships for graduate students,
- Kellogg Foundation, for "Building Bridges Initiative" and "Habits of the Heart"
- Fund for American Studies has funded a Summer Institute on Philanthropy and Voluntary Service for outstanding undergraduates from across the country. Participants in the Institute enroll in summer classes in philanthropic studies and complete internships at non-profits in Indianapolis.
- Atlantic Philanthropies for research

The Aftercare at IUPUI through Mentoring (AIM) program in the School of Public and Environmental Affairs received funding from the Corporation for National and Community Service for AmeriCorps members to serve as aftercare coordinators at nine Department of Correction juvenile facilities in Indiana.

The Center for Earth and Environmental Science in the School of Science, joined as a research partner with the City of Indianapolis and U.S. Filter Corporation to investigate watersheds and improve water quality for the city with a contract for research and infrastructure to support the work over a 20-year period.

The Center for Urban Policy and the Environment operates with an annual budget of approximately $2.5 million, and currently employs 12 professional staff, three support staff, and more than 12 graduate students who work on projects for state and local government agencies, nonprofit organizations, and businesses. The Center for Urban Policy and the Environment in the School of Public and Environmental Affairs received a new grant from the Lilly Endowment to support its work.

Plans to further the work: IUPUI has demonstrated the ability to fund good work in communities. No other campus in Indiana receives more funds for grants and contracts than IUPUI. The future for funding civic engagement is encouraging and will be enhanced when more interdisciplinary and collaborative projects are developed. Strategic plans should be identified with Research and Sponsored Programs and the Indiana University Foundation to provide faculty with ready access to external funding sources who are interested in funding campus-community partnership programs.

D. Document the quality and impact of civic engagement activities

Previous and current activities: IUPUI faculty and staff provide an impressive record for how the application of knowledge can inform practice and benefit communities. The Civic Engagement Inventory currently requests evidence of impact and quality, which might be a report, a publication, or research outcomes. Thus, at the level of individual projects, it is possible to identify tangible and intellectual outcomes that demonstrate the value of the work.

However, at the institutional level, the objective of documenting quality and impact of civic engagement activities presents a formidable task. At present, there are few intellectual models for guidance and fewer examples of campuses that have even attempted to accomplish this goal in a systematic way. The roots of IUPUI's work reside in the Urban Universities Portfolio Project (UUPP), which brought together six leading urban public universities to develop a new medium: electronic portfolios that demonstrate the universities' effectiveness to various groups of stakeholders. A related project, the Urban University Statistical Portrait Project, seeks to articulate the contributions of urban universities to their communities. This work stems, in part, from a deficiency among current measures of higher education effectiveness, most of which focus on traditional notions of the quality of incoming students and the amount of available resources rather than on the contributions colleges and universities make to student, community, and societal development.

A third area of work is the Comprehensive Assessment of the Scholarship of Engagement (CASE), which is based on 50 ratings focused on the institutionalization of service learning and civic engagement (Bringle & Hatcher, 1999). CASE is based on the assumption that service learning is a necessary component of effective civic engagement and, if one can not measure and evaluate every aspect of civic engagement, then service learning is the most important critical indicator of the maturity of a campus's civic engagement. The conceptual model for CASE serves as a planning and implementation model for service learning and was used in a research study of the institutionalization of service learning at 174 campuses (Bringle & Hatcher, 1999). CASE asks a campus working group to compile a portfolio of supporting information and evidence including surveys of students, faculty, staff, and community partners in order to assess the institutionalization of service learning.

Plans to further the work: Higher education faculty have spent a great deal of time and effort determining how to evaluate scholarly work. In addition, evaluating the quality of teaching and learning has become more familiar territory. However, assessing the quality and impact of civic engagement activities is a new frontier in the discussions of thinking about the civic mission of higher education. Although there are some models that have transportable elements (e.g., evaluation of extension services, program review and evaluation), determining institutional effectiveness of civic engagement will need to draw on some unique types of evidence.

The staff and faculty at IUPUI have devoted significant intellectual work to the task of assessing civic engagement. Barbara Holland, a Senior Scholar in the IUPUI Center for Service and Learning and Director of the National Clearinghouse, was commissioned by Campus Compact to address state of the art models for assessing civic engagement. The work to date at IUPUI was one of a few that was mentioned. With one or two possible exceptions, no other institution in the nation has IUPUI's resources, personnel, expertise, and infrastructure to contribute to developing models and operations for how this assessment task can be accomplished. Preliminary work is underway to identify primary and secondary performance indicators for the components of civic engagement that are identified in the IUPUI Portfolio. The IUPUI Portfolio will need to continue to evolve so that it can effectively capture, present, and evaluate the work of IUPUI faculty, staff, and students in communities in a manner that permits evaluation of the scholarly outcomes, the instructional outcomes, and community outcomes. An evaluation procedure that feeds back relevant information so that subsequent work is improved will be the most central criterion for an effective evaluation system. In addition, developing benchmarks that allow comparisons from year to year and among peer institutions will also be an important component of this work.

Go on to: Enhance Civic Activities, Partnerships, and Patient and Client Services Locally, State-Wide, Nationally, and

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IUPUI

Units of Planning and Institutional Improvement

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IUPUI
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Message from the Chancellor

I am very pleased to make the report of IUPUI´s accreditation review team available on the Web within the IUPUI institutional portfolio. In selecting our team members, the Higher Learning Commission of the North Central Association (NCA), drew from the ranks of colleagues at colleges and universities from across the North Central region and the entire country. We at IUPUI are grateful to our colleagues on the team and at NCA for developing and carrying out such a valuable review process.

The report you are about to read follows a standard format devised by NCA that includes two main sections: an Assurance Section, which addresses IUPUI´s fulfillment of five Criteria for Accreditation; and an Advancement Section, which responds to questions asked of the team in the campus´s two special emphasis self-studies and also provides additional advice and suggestions for the campus. Like most such reports, this one refrains from effusive praise, but I could not be more pleased with the conclusions reached by the review team members. They found that IUPUI met all of the Criteria for Accreditation and recommended that the campus be fully accredited for the next ten years. It is highly unusual for an accreditation team report to include no directives, sanctions, or recommended follow-up visits.

In fact, the report strongly supports the many efforts and initiatives in which the campus has been engaged, especially in the areas of teaching and learning

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PRAC
Civic Engagement Task Force

and civic engagement. I am grateful to everyone in the IUPUI community who contributed to the work that resulted in such a positive accreditation review. I wish especially to thank the many faculty and staff members who contributed to IUPUI´s ground-breaking Web-based self-study. And I wish to pay special tribute to Jerry Bepko, who led IUPUI as Chancellor during the ten years since our last accreditation review in 1992.

The next steps in the process are review and approval of the report by a Readers´ Panel, also made up of colleagues from the North Central region, and then final action by the Higher Learning Commission. In connection with these last steps, please note that the Stipulations on Affiliation Status at the very end of the report are not yet in final form. We anticipate that some of these stipulations will be adjusted at the April 2003 meeting of the Commission and will post the final version of these to this Web site as soon as we are notified of them.

Sincerely,

William Plater
Interim Chancellor

NCA Team Report (PDF 415K) Accreditation Self-Study

This page is the entry point to IUPUI´s accreditation self-study for the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). To the left of the page, you will find links to the narrative sections of the self-study, which will guide you through the relevant materials in the portfolio. Additional links will take you to our Mission, Vision, Values and Goals statement, a list of the members of our NCA Review Team, minutes of committees that worked on the self-study, and resources, including a search function for the portfolio, a glossary of IUPUI acronyms, a list of important IUPUI Web sites (with links to those sites), and a "Questions/Comments" feature.

To begin reading the self-study, click "Introduction" or any other part of the self-study you wish to see. To simply explore the materials in the portfolio, click on one of the portfolio sections at the top of this page and use the menus, resources, and navigational aids within the portfolio to view the pages you are most interested in.

Go on to: Introduction

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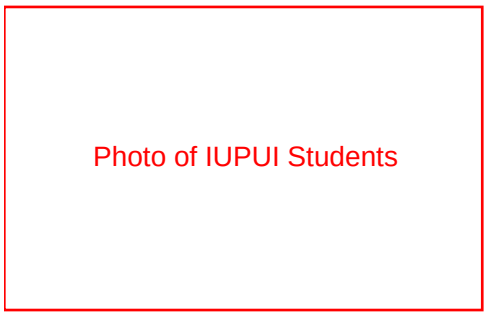

IUPUI
INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

Civic Engagement

I. Enhance Capacity for Civic Engagement

A. Demonstrate advocacy and support for civic engagement in all aspects of institutional work.

1) **Goal:** *Give sustained voice* through publicity, speeches, publications, editorials, and other public representations for the academic importance of civic engagement as a means for fulfilling campus and unit mission.

Previous and current activities: IUPUI understands the central role that civic engagement plays in its institutional identity. As Indiana's only institution with a designation as a metropolitan university, IUPUI continues to respond to the call in higher education to strengthen and deepen commitments to civic engagement. At the same time, IUPUI has been at the forefront of developing new models for how this engagement takes place. Communicating this good work both internally and externally is important to having others understand its significance and to obtaining feedback to improve its effectiveness.

Civic engagement activities are regularly reported in IUPUI's Performance Reports. These annual reports highlight the most significant work of the campus and provide an extensive portrait to external audiences that demonstrates the importance of civic engagement to IUPUI's identity. These reports present strong evidence that IUPUI is an engaged campus. The nature of the presentation of civic engagement in these reports also demonstrates the aspiration for civic engagement to have the same stature as (a) teaching and student learning and (b) research, scholarship, and creative activity.

Chancellor Bepko consistently represents the importance of civic engagement in presentations and publicity to internal and external audiences. For example, in his 1998 State of the Campus message, he emphasized how the following themes presented opportunities that are particularly well suited for IUPUI: (a) economic growth related to health; (b)

economic growth related to information technology; (c) partnerships in arts and culture; and (d) a continuing obligation to advance public service and civic involvement. In the 2000 Performance Report, he states

Exemplary civic engagement is a fundamental part of urban campuses. At IUPUI, this emphasis on engagement stems from a long tradition of practice-based education and community-responsive research agendas. While engagement often is associated with workforce and economic development, it means much more at IUPUI. It is a fundamental part of our institutional ethic that a key responsibility of a public urban university campus is to help our regional partners achieve success on a wide range of issues-including helping our community understand its strengths, priorities, and needs better; developing educational resources that respond to the community's agenda for progress; and enhancing the quality of life by linking with cultural institutions.

Under the direction of Cheryl Sullivan, Vice-Chancellor for External Affairs, the Office of External Affairs manages city, state, and federal government relations, community outreach, and special events that build relationships and increase awareness among Indianapolis residents about IUPUI. The Vice-Chancellor regularly convenes the campus-wide External Affairs Committee to gain input on priority areas for campus involvement in the community. Under Vice-Chancellor Sullivan's leadership, the Office of Communications and Marketing provides information to the community and its leaders through press releases and publicity on how IUPUI faculty, students, and staff are conducting work that contributes to communities. In 1999, the new IUPUI gateway home page was redesigned with crosslinks to provide a more effective site for prospective students, community leaders, and policy makers.

The Office of Alumni Relations provides continuing education, service, and social programming opportunities for over 110,546 living graduates from the IUPUI campus, including 71,302 in Indiana and 50,159 living in central Indiana. During 2001-2, over 14,826 alumni and friends participated in 130 alumni events, 39 class reunions, and 84 alumni board of directors meetings through the country.

The IU Foundation launched IUPUI's first comprehensive campaign of $700 million, the largest by a public university campus in Indiana. The event brought together over 600 honors, university administrators, staff, faculty, and community leaders. The IU Foundation established three non-monetary goals for the Campaign: (a) strengthening IUPUI's relationship with central Indiana and its alumni, (b) moving into a major gift campaign, and (c) increasing fundraising on the IUPUI campus.

Publications from numerous other offices on campus describe the civic engagement of IUPUI. The Summer 1999 issue of *IUPUI Partnerships* , a publication of the IU Office of Alumni Relations, was devoted to "University Community Engagement." The issue describes projects in health, the arts, public service, and technology to friends and alumni of IUPUI. The Summer 2001 issue of IUPUI Partnerships provided portraits of Diane Arnold and Daniel Fugate, two community leaders and IUPUI alumni who have worked with the Office on Neighborhood Resources for over 5 years to develop the IUPUI Community Outreach Partnership Center in the WESCO neighborhoods of Indianapolis. The January 2000 issue of *Research & Creative Activity* was devoted to "Philanthropy, Volunteerism, and Service Learning." Five articles highlighted the work of IUPUI scholars.

Many IUPUI schools, departments, and centers provide information about civic engagement through newsletters, publicity, and web pages. These provide important evidence for the alignment of civic engagement activities with the missions of these units. For example, the Center on Philanthropy, School of Liberal Arts, fielded 377 media inquiries, 141 of which dealt directly with giving in the aftermath of the September 11th attacks. The School of Engineering and Technology expanded collaborations with business and industry partners through the Dean's Industrial Advisory Council and departmental/program advisory groups.

Plans to further the work: IUPUI must continue to emphasize the importance of civic engagement to internal and external audiences. Surveys by Indiana Campus Compact found that there is significant support in the Indiana general public for higher education to play a role in the civic education of students and for improving the quality of life. However, the public must understand the educational nature of civic engagement, the integrity with which the work is being accomplished, the degree of community interaction that shapes civic engagement, and the positive benefits for the community. All members and units of the campus community must participate in letting the public know that civic engagement is a unique and noteworthy aspect of IUPUI's identity, mission, work, and stature. The IUPUI Portfolio and the database generated by the Civic Engagement Inventory will be an important means through which an even stronger

voice can be provided to the community for the civic engagement activities of the campus. To be a useful resource, focus groups should be conducted to gain community feedback to ensure that the IUPUI Portfolio is valuable to potential users.

2) **Goal:** Increase community awareness of and access to campus assets, including persons (students, staff, faculty), facilities, knowledge (e.g., websites, databases, libraries), and events (e.g., educational, cultural, recreational).

Previous and current activities: IUPUI presents a diverse and perplexing organization that has not been well understood by members of the immediate community. The partnership between Purdue University and Indiana University is confusing, some of the constituent units have maintained identities that are not clearly linked to the IUPUI campus, and the size of the campus presents a daunting puzzle to someone wanting to access campus resources.

The Office of Neighborhood Resources was designed to provide a means through which the community could access campus resources. The Office of Neighborhood Resources (ONR) promotes the sharing of knowledge and resources with the community by strengthening and increasing interaction between IUPUI and its surrounding neighborhoods. ONR is a single "point of entry" or first point of contact for neighborhood groups unfamiliar with IUPUI who are interested in accessing the educational and research resources of the campus. Rather than providing direct services, ONR can help broker and facilitate connections with other IUPUI offices or departments. If a community organization is interested in making a link with IUPUI but does not know how, ONR is a good place to start. ONR has a long-term commitment to the WESCO neighborhoods of Haughville, Stringtown, and Hawthorne to create opportunities for wider campus involvement.

The prominence of the IUPUI campus in downtown Indianapolis provides the opportunity for the campus to host a variety of civic events. The Office of External Affairs planned and coordinated 39 events in 1999 for 2,090 community members. The IUPUI Conference and Sports facilities were made available to a larger national audience through a new business partnership with Harrison Conference Centers. Events such as Race for the Cure, United Way Tennis, Indy Jazz Fest, RCA Tennis Championships and many other events bring large groups of persons to the IUPUI campus. The School of Music hosted over 7,300 audience members at concerts, recitals, and music events.

IUPUI Centers, departments, and schools also provide important resources for community access to the IUPUI campus. Collaboration with community agencies to develop programs related to teaching, research, and service improves the understanding that the general public has of IUPUI. Student Life and Diversity began Campus Community Partnerships, which is a new initiative to establish relationships with the Madame Walker Theatre Center, El Centro Hispano, and the Urban League. Inspired by the success of successful collaboration with Eteljorg Museum, an expanded plan was developed to cultivate these four partnerships. The School of Medicine supports community learning through the Sound Medicine radio broadcast and through Mini-Medical School.

The Community Learning Network (CLN) offers weekend courses at a number of sites and has established learning centers at Glendale Mall and in Carmel to provide better community access to degree and non-degree courses, ranging from microcomputers certification programs to photography. In addition, the CLN offered over 1,000 courses and 17 certificate programs to adult learners seeking certification, professional development, or enrichment activities. With marketing closely integrated with the campus marketing plan, four catalogs were released in 2001-02 that increased outreach, IUPUI brand awareness, and market visibility. The Teacher's Resource Center associated with the CLN continues to develop relationships with P-12 learners and their parents and teachers. Over 8,000 student and 98 youth-serving organizations received math and science materials during 2001-02.

Most majors now incorporate some on-line learning and entire programs offer on-line masters degrees in Nursing, Nonprofit Management, and Business.

ConnectTech provided a forum at IUPUI that brought together university specialists in technology and members of the Indiana business, industry, technology, manufacturing, and biomedical communities for a day of information sharing to encourage the development of subsequent partnerships. In addition , the Department of Computer and Information Science started a Computer Science Summer College for local middle and high school students with a grant from D.J. Angus Scientech Foundation. Dean Stocum, School of Science, and Dean Brater, School of Medicine, hosted Governor Frank O'Bannon in the Center for Regenerative Biology and Medicine to support the 21st Century Research and

Technology Fund.

Many of the facilities at IUPUI are accessible to the community. For example, in contrast to most university libraries in the nation, IUPUI's University Library is accessible to the general public. Over 10% of library usage (i.e., 100,000 persons who borrowed 25,000 items) is by the general public. The libraries of Indiana University offer borrowing privileges to all residents of Indiana and University Library has recently arranged to accept the Indiana Marion County Public Library's card for borrowing. The professional school libraries (i.e., Dentistry, Law, Medicine) all have a special mission to support the practice communities in Indiana.

Plans to further the work: IUPUI is an undervalued community resource in Indianapolis and central Indiana and must continue to educate the public about the assets that reside on campus. Geographically situated among cultural, recreational, and civic treasures of the city, IUPUI must become as easily accessible to the public as other community facilities. The University Library, Natatorium, University Place Conference Center, and health clinics are well-used public facilities. However, the community and the campus would benefit from community residents developing a stronger sense of familiarity and understanding for the diverse resources that exist on campus. The inauguration of Explore IUPUI in October 2002, which will be a day of learning and discovery for alumni, prospective students, and community residents, will be another important event for bringing the community to the campus and heightening awareness of campus resources. The day will feature more than 200 events, ranging from robots to Frankenstein, from an MBA online program to Informatics, from Pilates to floral arrangements, and from the physics of Star Trek to examining the reaches of outer-space through a solar telescope. Explore IUPUI will be a significant event for IUPUI because it will bring new groups of persons to campus to interact with those resources in friendly and informal ways.

Developing Explore IUPUI beyond the first year into a significant community event can pay large dividends to IUPUI. This must be complemented with a broad spectrum of centralized and decentralized initiatives that continue to educate central Indiana about how and why IUPUI should be more highly regarded as a community asset.

The Informatics and Communications Technology Complex (ICTC), which is now under construction, will make integrated technology resources, services, and expertise more readily accessible to the IUPUI community and for partnerships that can benefit local economic development. Similar projects should be initiated to develop appreciation among the general public for IUPUI's many assets.

3) **Goal:** Provide effective faculty and professional development activities (e.g., workshops, incentives grants, release time, sabbaticals, seminars) focused on civic engagement and public leadership skills.

Previous and current activities: The IUPUI Office for Professional Development (OPD) supports the professional development of those working to achieve IUPUI's academic mission of providing excellence in teaching and learning; research, scholarship and creative activity; and civic engagement. OPD provides a full range of professional development services for the convenience of faculty and academic staff by collaborating with University Information Technology Services, University Libraries, the Center for Service and Learning, University College, and others.

Most relevant to civic engagement, OPD has worked with the Center for Service and Learning to offer 4-8 workshops per year related to research, teaching, and professional service in the community. Over the past eight years, these workshops have covered topics such as:

- How to Design a Service Learning Course
- How to Design Reflection Activities for Service Learning
- Assessment and Research on Service Learning
- Service Learning in Freshman Courses
- Planning One-time Service Projects for Student/Staff/Faculty Groups
- Designing Service Learning for Large Gateway Courses
- Exploring Campus Community Partnerships in WESCO
- Building Campus Community Partnerships through Service Learning
- Faculty Community Engagement Opportunities on the Near Westside

- Service Learning Credit Option Workshop
- Documenting and Evaluating Professional Service

During 1994-95, the Office of Service Learning offered campus funded course development stipends to support faculty in redesigning a course to include a service learning component. Since then, faculty have applied to Indiana Campus Compact (ICC) for "Scholarship of Engagement" grants, which support faculty integrating community service with teaching, research, or service. Additionally, IUPUI faculty have participated in the ICC Faculty Fellows program, which extends the professional development of engaged faculty. Over $250,000 has come from ICC to IUPUI for faculty and institutional development since 1995. Staff from the OSL consult one-on-one with faculty on course design, implementation, and evaluation, and collaborate with faculty on scholarly publications and grant proposals.

Plans to further the work: Anecdotal and systematic evidence, both from IUPUI and from campuses nationally, supports the assertion that service learning stimulates significant outcomes among each stakeholder (i.e., community partner, recipient of service, student, faculty member). Promoting the understanding of service learning on campus, collaborating with departments, targeting increased participation in service learning, and improving the practice of service learning so that it prepares students for active participation in a diverse democracy must remain among the highest priorities of IUPUI.

Additional initiatives must approach this work in ways that are compatible with the existing academic culture. Civic engagement and service learning are most beneficial when they assist faculty, departments, and schools to reach current goals and explore how they can enhance their academic agenda. CSL and OPD must continue to work with deans and chairs to determine how the curricular goals of courses, majors, certificates, and degrees are enhanced through civic engagement and service learning. For example, Communication Studies faculty members are deliberating on the integration of service learning into their major. Because members of the faculty are central to academic life, the role that service learning can play in their professional development must be established, developed, and supported. Therefore, resources for faculty must be secured to facilitate the development of service learning classes.

New faculty orientation is an important event in the life of an institution because (a) it is the starting point of the relationship between the campus and a faculty member, (b) it sets the expectations for professional development, and (c) it introduces faculty to campus resources to support their professional development. In 2002, the Center for Service and Learning along with Research and Sponsored Programs and the Office of Professional Development developed an innovative approach to new faculty orientation that encourages each new faculty member to develop an individual plan for professional development in teaching, research, and professional service and provides information on resources to fulfill the plan. A comprehensive notebook and web-based resources provides information on campus resources to support a professional development plan.

4) **Goal:** Sponsor public forums and discourse with community partners that focus on civic engagement.

Previous and current activities: The academy is traditionally a venue for discourse through which analysis provides insights and sets the course for action. Civic engagement by IUPUI must provide opportunities for effective discourse that include the mainstream and the marginalized in society. One strength of any campus, including IUPUI, lies in the pervasive assumption by the general public that the campus provides a climate for fair, open, and productive discussion. Although this applies to most classrooms in higher education, the agenda for civic engagement presents the challenge of creating forums with these attributes that are public and include community partners from various sectors of the community.

There are numerous examples of highly successful forums at IUPUI. Three excellent examples reside in the School of Liberal Arts: the Keith Bulen Symposium on American Politics, a community forum to examine timely political issues, most recently focused on redistricting; the Joseph T. Taylor Symposium, which provides a forum for timely urban issues, most recently focused on communication as a tool for community building; and the Spirit and Place Festival, sponsored by the Polis Center, provides a collaboration of religious, educational, social, and arts organizations. The Polis Center focuses on urban issues, primarily in Indianapolis and other Indiana cities, with particular interests in neighborhoods, community planning, economic development, education, religion, and culture. Their goal is to develop knowledge that will serve the common good and invigorate the sense of community in this city and beyond. Their preferred method in

pursuing projects is to form partnerships with others, including community groups, governmental agencies, businesses, not-for-profits, foundations, religious organizations, media and cultural institutions, and schools. Their project on religion and urban culture provides an excellent example of forming partnerships in order to promote public inquiry, public teaching, and public expression to understand the role of religion in mid-sized U.S. communities.

University College, and faculty in English, Science, and Math, have entered into structured dialogue and activities with high school teachers to promote successful student transitions between high school and college education by closing gaps that exist between the secondary and post-secondary curricula in math, language arts, and the sciences. Funded by Lilly Endowment, Project SEAM holds high potential for informing high school educators and superintendents from 11 school districts in the metropolitan area about college course expectations, informing faculty about high school curriculum, and developing future collaboration projects with mutual benefits.

The Office of Neighborhood Resources has sponsored community forums, town hall meetings, and Study Circles in the community to enhance deliberation on educational issues in WESCO. These forums have focused on the implications of the city's federal desegregation order being overturned, reopening George Washington Middle School, and establishing a new elementary school in WESCO. The Center for Service and Learning hosted the Second Annual Indiana University Conference on Civic Engagement and two National Gatherings for educators interested in service learning and civic engagement.

The Center on Philanthropy, School of Liberal Arts, sponsored the 15th Annual Symposium, "Taking Fundraising Seriously: Faith and Philanthropy." The symposium brought 200 participants together to explore the interactions between religious belief and practice and charitably giving.

Plans to further the work: Deans, chairs, faculty, staff, and students of IUPUI must continue to demonstrate their willingness to create forums that provide opportunities for them to have deliberations with members of the community. Each unit at IUPUI should be able to identify at least one example of how they have created public forums that examine issues related to their mission and community issues. Structured and ongoing deliberation is an important way through which meaningful civic engagement and campus-community partnerships will grow in a way that is consistent with the mission of the unit.

5) **Goal:** Recruit faculty, staff, and students who advocate for the role of civic engagement in the mission and life of the campus.

Previous and current activities: Civic engagement is a part of the life of a campus when it is represented and renewed through recruitment of new faculty, staff, and students. The Mission, Values, and Goals of IUPUI have clearly stated the civic mission of the campus. The creation and support for the Center for Service and Learning (CSL) is a manifestation of that mission. Paralleling the Center for Teaching and Learning, the CSL provides a centralized unit that advocates for the importance of civic engagement through community service. However, understanding among all campus constituents for IUPUI's civic mission is not guaranteed.

In summer 2002, 17 deans assessed the centrality of civic engagement to the mission of their respective units and indicated a commitment to civic engagement (3.06 on a 4.0 scale; 3.0 indicating that civic engagement is "an element" of the mission), with the aspiration that the commitment of their school will increase during the next 3-5 years (3.44 across all reporting schools). In addition, there are examples in many schools for how the civic agenda has influenced the recruitment of faculty and staff. Faculty have been hired specifically because of a disciplinary specialization that supports a civic mission (e.g., museum studies, applied anthropology, public history, community dentistry, community health, community nursing, expertise in the nonprofit sector, public affairs, social work). The Center on Philanthropy has collaborated with departments to hire faculty members in many disciplines who have philanthropic studies and the nonprofit sector as areas of special interest. In addition, The Efroymson Chair in Philanthropy in the Center on Philanthropy was established to work closely with central Indiana nonprofit agencies to identify and study challenges the organizations face and to propose solutions and good practices to address those challenges.

In addition, staff members have been hired to support educational activities in departments (e.g., directors of internships), schools, and administrative units. For example, the following staff members have recently assumed roles to support civic engagement:

- Karen Yoder, Director of the Division of Community Dentistry, School of Dentistry
- Kelly Young, Director of Community Outreach, Office of External Affairs
- Nicole Oglesby, Coordinator for Community Partnerships, Student Life and Diversity Programs
- John Guare, Director of Internships, Psychology Department, School of Science
- Russell Vertner, Director of Internships, School of Business
- Patricia Keener, M.D., Assistant Dean for Medical Service Learning, Director of the Office of Medical Service Learning, School of Medicine
- Rose Mays, Associate Dean for Community Affairs, School of Nursing
- Kirsten Eamon, Coordinator for Community Work Study, Center for Service and Learning and University College
- Lorrie Brown, Coordinator for Voluntary Community Service, Center for Service and Learning and Student Life and Diversity Programs

A survey conducted by the Center for Service and Learning of entering IUPUI students found that the vast majority of students had previously been involved in community service (75% in the past five years) and that these students expressed a strong desire to help others (Bringle, Hatcher, & McIntosh, 1999). These entering students also indicated that the biggest impediment to participating in community service was lack of time and their inflexible schedules. This suggests that one of the best ways in which to involve IUPUI students in community service is through the classroom, since they have little time for extra-curricular involvement.

Prospective students also find that IUPUI has many excellent educational opportunities that support civic engagement while they are students and as a part of their career preparation. A Freshman Service Scholars program through the Center for Service and Learning recognizes the past service of prospective students and engages the recipients in educationally meaningful community service during the term of the scholarship. Service learning classes provide students with opportunities to connect community service to their classes and to become involved in activities that meet community needs. IUPUI students can also enroll in an American Humanics certificate program or an Applied Citizenship Program Certificate through the School of Public and Environmental Affairs, and can study the nonprofit sector, philanthropic studies, and many disciplines from the perspective of civic issues in ways that are not available at other institutions in the state. In addition to curricular civic engagement, the appointment of a Coordinator for Community Service, a joint position between the Center for Service and Learning and Student Life and Diversity Programs, promotes increased student participation in co-curricular service.

The Jane Addams Fellows program has brought high quality post-baccalaureate students to campus, all of whom engage in community work as part of their studies. In addition, some of these student remain at IUPUI for graduate studies in Philanthropic Studies and Non-Profit Management.

Plans to further the work: IUPUI is well positioned to develop more examples of "public scholars" who can demonstrate the benefits of high quality academic work that benefits the public. A site visit to University of Missouri St. Louis provided the campus with further information on the Des Lees Faculty Scholars program. Departments and schools at IUPUI must continue to explore how to intentionally identify faculty positions that fulfill their civic mission and contribute to other aspects of their mission. For example, the partnership between IUPUI and the Eiteljorg Museum is developing plans for a joint faculty position, possibly in public history. In a similar fashion, job descriptions for some staff positions in each unit need to reflect how the hire can support the civic mission of the unit.

IUPUI needs to continue to promote the civic agenda to prospective and continuing students. Our students provide a largely untapped resource for civic engagement. Opportunities must be expanded for community-based instruction (e.g., service learning, internship, practice-based instruction), co-curricular activities (e.g., one-time service, service clubs like Habitat for Humanity), and community service employment programs (e.g., America Reads Tutoring Program, Math Counts Tutoring Program, Community Work Study).

6) **Goal:** Create an effective means for documenting and representing the civic contributions of faculty, students, and staff, including best practices (e.g., web-based portfolios).

Previous and current activities: The Center for Service and Learning has maintained information on the number of

service learning classes that are developed and offered. In 1995-96, a total of 15 service learning classes were offered. Since 1997, the Center for Service and Learning has supplied an annual report to Indiana University on the number of students, faculty, and staff involved in service learning and voluntary service activities (Indiana University Annual Report on Community Service and Service Learning [PDF]). In 2001-02 semesters, 56 faculty offered 37 service learning classes that enrolled 1,913 students. These students worked with 71 community partners and contributed 19,675 hours of community service.

A pilot survey of civic engagement activities was conducted by the Center for Service and Learning in 1998 and 1999 (1998 Community Service Survey). Designed to collect more detailed information about civic engagement activities (e.g., number of participants, grant support, number of hours of service), the survey became the basis for the web-based Civic Engagement Inventory. This inventory is an improvement over previous activities, allowing for entries to be added, updated, and expanded at any time.

The Career Center gathered information from across campus about internships and other forms of experiential education in 2000.

Plans to further the work: The IUPUI Portfolio's Civic Engagement Inventory provides a powerful tool through which the campus can document civic engagement activities. Entries can be added, updated, and expanded at any time. Using the web, anyone will be able to search the IUPUI Portfolio database using dimensions such as department, faculty, level of student involvement, social issues, keywords, community partners, and geographic location. When Geographic Information Services information is added, it will be possible to answer more refined questions focused on geographic location of civic engagement activities. These tools will facilitate collaboration to improve civic engagement in the future and better inform residents and civic leaders of the many ways in which IUPUI is engaged in communities in central Indiana. Coordinating the Civic Engagement Inventory with other campus reporting mechanisms (e.g., faculty annual summary reports, planning processes) will be an important element of a coherent system that presents minimal obstacles.

B. Expand Internal Resources and Infrastructure for Civic Engagement

1) **Goal:** Commit resources to support civic engagement activities at the campus level and according to the mission of each campus unit.

Previous and current activities: In November 1993, the Office of Service Learning was established in Academic Affairs to support the integration of community service into the academic curriculum. In August 1994, the Office of Community Service was created in Student Life and Diversity to foster co-curricular community involvement. In 1997, the Office of Neighborhood Resources, which reported directly to the Chancellor, began to form strategic campus-community partnerships with neighborhoods in close proximity to the IUPUI campus.

The Center for Service and Learning (CSL), formed in August 2000, incorporates the work of the Office of Service Learning, the Office of Community Service, and the Office of Neighborhood Resources. The merger of these campus units provides an opportunity to leverage campus resources and focus programs to build and sustain campus-community partnerships. By providing campus leadership in promoting service in all aspects of campus work, the CSL can enhance and sustain IUPUI students, faculty, and staff in a variety of forms of community engagement. The CSL has the capacity to build multi-faceted community partnerships in a way that will create a national model for urban universities and higher education.

The Center for Service and Learning and its precursors have demonstrated significant progress in many program areas that include

- Service learning classes
- America Reads Federal Work-Study Tutoring Program
- Community Service Scholarship program
- Campus-wide days of service
- Community Outreach Partnership Center

- Volunteer listserv and clearinghouse
- Scholarship and research on service and service learning
- Campus Task Force on Professional Service
- Campus Civic Engagement Task Force
- Campus-wide Civic Engagement Survey

These programs have been developed primarily through campus resources and secondarily with external grant funds.

In the past 5 years, other campus units have developed programmatic commitments to civic engagement and have reallocated internal resources to support faculty and staff positions designated to promoting civic engagement. These positions include,

- School of Dentistry, Division of Community Dentistry, Karen Yoder, Director
- School of Medicine, Office of Medical Service Learning, Dr. Pat Keener, Director and Assistant Dean for Medical Service Learning
- School of Nursing, Community Affairs, Rose Mays, R.N.
- Office of External Affairs, Director of Community Outreach, Kelly Young
- Student Life and Diversity Programs, Coordinator for Community Partnerships, Nicole Oglesby
- School of Business, Community Internship Coordinator, Russell Vertner
- Student Life and Diversity (with CSL), Coordinator for Community Service, Lorrie Brown
- University College and the Career Center (with CSL), Coordinator of Community Work Study, Kirsten Eamon

Plans to further the work: IUPUI provides a high level of institutional infrastructure to support civic engagement. Significant return on investment has been realized through the development of centralized infrastructure in the Center for Service and Learning. The returns include curricular development of service learning classes, professional development of faculty and staff, program development for service-based scholarships, additional community service activities, a collection of resources for service learning and civic engagement, community-based employment programs, enhanced community relations, a focused partnership in WESCO, research and scholarly work, and an additional source of national recognition for IUPUI. Almost every institution of higher education aspires to excellence in teaching, excellence in research, or both. The IUPUI commitments to civic engagement provide a strong foundation from which to continue developing it as a unique and distinctive aspect of the institutional identity of IUPUI.

When deans of academic units completed Holland's matrix on key organizational factors, 12 of the 17 responding academic units indicated that they aspired to increase the presence of civic engagement (four expected to stay at their present level of commitment and one was at the top of the scale with the highest level of commitment). The success of the centralized model can provide an example that can be adopted and adapted in appropriate ways within units that view civic engagement as an underdeveloped facet of their work and are interested in making additional commitments in the future. The degree to which individual units now take responsibility to act upon this aspect of their mission will be critical for the future growth of civic engagement.

2) **Goal:** Establish promotion and tenure guidelines and annual administrative reviews that assert the legitimacy of scholarship based on community engagement.

Previous and current activities: Supporting faculty through institutional change of reward systems is promising, but often slow. Equally important is the availability of intellectual models with which faculty can present their work and have it evaluated. Under the direction of the Dean of the Faculties, the Promotion and Tenure Guidelines and the Faculty Annual Summary Report have regularly been revised to encourage applicants to produce good documentation for successful review and to encourage administrators and review committees to honor civic engagement activities that possess scholarly qualities. In addition, all members of the all-university promotion and tenure committee receive Glassick, Huber, and Maeroff's (1997) criteria for scholarly work on their working form; presentations about professional service have been made to the all-university promotion and tenure committee; and Service at *Indiana University: Defining, Documenting, and Evaluating* has been distributed to its members.

Encouraging civic engagement activities must be accompanied by institutional work that supports faculty who become professionally engaged in communities. One benefit of convening the Task Force on Service, the Strategic Directions project on Defining, Documenting, and Evaluating Service, and the Civic Engagement Task Force is creating multiple adjunct deliberations, activities, and products that result in a critical examination of the role of professional service, including community service and civic engagement, in the mission, culture, and practice of the campus. For example, presentations on documenting professional service and civic engagement have been made at the campus-wide Moore Symposium on teaching. During 1995-1996, four workshops were conducted to assist faculty and librarians to prepare documents on professional service. Across the workshop sessions, documents from the Task Force on Service provided a basis for discussing the nature of service, its documentation, and criteria through which service can be evaluated. Participants prepared sample documentation of service projects for peer review and discussion. In spring 1998, Eugene Rice, Director of the AAHE Forum on Faculty Roles and Rewards, made a presentation on professional service to deans of IUPUI schools. Lorilee Sandmann, then Director of University Outreach at Michigan State University (currently at the University of Georgia), participated in a spring workshop on service for members of school promotion and tenure committees.

To provide models for documenting civic engagement, four IUPUI faculty members participated in the Kellogg *Peer Review of Professional Service* project, along with faculty members from Michigan State University, Portland State University, and University of Memphis. This project resulted in meetings at IUPUI with the all-university promotion and tenure committee and a group of key campus leaders about the role of service in personnel decisions, the nature of evidence to support cases, and the preparation of documentation for civic engagement. The Kellogg project also produced a book by Driscoll and Lynton (1999), which is a companion book to Lynton (1995), that provides a more intensive examination of how to document professional service, including sample documents. Finally, the National Review Board for the Scholarship of Engagement (Driscoll, 2000), which has three members from IUPUI (W. Plater, R. Bringle, F. Juillerat), is designed to provide a cadre of peers to review and evaluate the scholarship of engagement.

Advancement in rank associated with excellence in service is an imperfect indicator of the degree to which the campus has the capacity to honor civic engagement because (a) service might be toward the institution or the discipline and (b) civic engagement might be put under the heading of teaching (e.g., excellence in developing and delivering service learning classes) or research (e.g., excellence in participatory research with the community). Nonetheless, it does indicate a willingness on the part of faculty review committees and administrators to consider that service, a non-traditional area for faculty advancement, can have scholarly qualities. During the past five years, the Office of Faculty Records provided the following percentages of Promotion and Tenure cases that have had service as an area of excellence: 34%, 29%, 35%, 37%, and 26%, for a five-year average of 32.4%.

Although it is difficult to achieve consensus on mission at a highly diverse institution the size of IUPUI, deliberation has been stimulated on civic engagement and professional service that increases awareness among key persons (deans, chairs, faculty governance, members of promotion and tenure committees).

Plans to further the work: All of the activities focused on civic engagement, professional service, and service learning are important because they increase the salience and literacy about an area of faculty work that is not well understood in higher education. These activities must be sustained, in part, because the audience changes (e.g., turnover in administrative positions, turnover on committees) and because multiple presentations are necessary to inform and remind key individuals about the manner in which civic engagement can be the basis for scholarly work and how it aligns with institutional mission.

Work must continue to increase campus understanding that service learning, civic engagement, and professional service are legitimate areas of faculty work that can aspire to being scholarly activities and appropriately evaluated and recognized as scholarly. The campus has demonstrated a responsiveness to different types of interventions (e.g., workshops, faculty recruitment and development, faculty roles and rewards, scholarship and research, campus-level task forces, student scholarship programs), discourse on many related topics (civic skills, institutional culture, institutional change to support high quality service learning course development, importance of community voice in developing community relationships, developing institutional infrastructure), and developing resources for the campus (Center for Service and Learning).

3) **Goal:** Establish campus administrative policies and practices (e.g., planning, assessment, budgeting) that strengthen

civic engagement.

Previous and current activities: The Office of the Vice-Chancellor for Planning and Institutional Improvement has structured a process for all academic and administrative units to develop mission, vision, and goals statements aligned with those of the campus. As a result, units detail their accomplishments related to civic engagement. The results are detailed for each unit in Planning Summaries, School Annual Reports, and summarized in IUPUI Performance Reports.

Plans to further the work: These reporting mechanisms are tied to planning and budgeting activities conducted each year with schools. Their importance is that they represent the institutional capacity to remind each unit about the entire mission of IUPUI and to make budget recommendations based on how well each unit fulfills the full campus mission, including civic engagement. Responsibility Center Management requires that each unit be responsible for resource allocation and management. An important strategy will be the capacity to assess the impact of new and existing positions, programs, and commitments to civic engagement so that their role in meeting campus and unit missions can be determined.

4) **Goal:** Develop strategic campus-community partnerships consistent with campus and unit mission.

Previous and current activities: The mission of the IUPUI Office of Neighborhood Resources (ONR) is to promote the sharing of knowledge and resources with the community by strengthening and increasing interaction between IUPUI and its surrounding neighborhoods. The IUPUI Office of Neighborhood Resources engages the expertise of faculty and staff in resolving issues and concerns facing neighborhoods surrounding the campus. ONR assists community organizations in establishing linkages with IUPUI schools, departments, and centers.

In order to develop a strategic partnership with neighborhoods close to IUPUI, ONR initiated a relationship with the WESCO neighborhoods of Stringtown, Haughville, and Hawthorne. ONR obtained a grant from the US Department of Housing and Urban Development in January 1998 to form a Community Outreach Partnership Center (COPC) with WESCO as the community partner. The COPC grant initially focused the work on the areas of economic development, education policy and programming, and organizational development initiatives and included the IUPUI departments/offices of the Center for Service and Learning, Small Business Development Center, School of Nursing Institute for Action Research in Community Health, and the School of Public and Environmental Affairs. Examples of COPC projects that have increased the presence of IUPUI in WESCO include an America Reads Tutoring Program, Education Forum and Task Force, WESCO-IUPUI Job Links, and Westside Business Alliance

The School of Medicine is one of the key planning groups involved in the Life Sciences Initiative for Central Indiana. This initiative is designed to promote economic development in the life sciences in central Indiana by coordinating the strategic planning activities of the School of Medicine, IUPUI, area employers, the city of Indianapolis and the State of Indiana.

In addition, the School of Medicine has developed important links with local neighborhoods through projects such as Spring House Calls, Greenways Rounds, the homeless shelter clinic program, Laptop Kids, The Little Red Door Cancer screen, the Westside Health Fair, and the annual Thanksgiving food drive. The School has also developed a comprehensive and ongoing partnership with the global community through the Indiana University-Moi (Kenya) University Partnership. This partnership combines research, teaching, and service as teams of faculty and students conduct research on AIDS, provide medical training in Kenya, and host students from Moi University for studies at IUPUI.

The School of Dentistry has collaborated for 10 years with School of Medicine, the County Health Department, and the Indiana Tobacco Prevention and Cessation Agency to offer the Indiana University Nicotine Dependence Program to train health care professionals on methods to help smokers quit.

The Shalom Health Care Center, under the direction of Su Moore, School of Nursing, serves patients in two primary care clinics and students in three school-based clinics.

At the Center for Urban Policy and the Environment, faculty, staff, and students are active in a wide variety of client-supported projects. As of Fall 2002, the Center's inventory of work included projects for the City of Indianapolis, the Indiana Advisory Commission on Intergovernmental Relations, the Indiana Land Resources Council, the State

Gaming Commission, the Indiana Association of Cities and Towns, the Ford Foundation, the Points of Light Foundation, the South Shore Heritage Foundation, and the Central Indiana Corporate Partnership. All of the Center's work is aimed at informing particular decisions or illuminating the context for decision-making. For example, faculty and staff research and public forums on the issue of annexation led to changes in statutes that authorize municipalities to annex land.

Plans to further the work: After 3 years, an evaluation of COPC found reasonable success in the targeted program areas. In addition, however, the study found that a significant campus-community relationship had developed that established the community's confidence that it could access the university and vice versa. The success of establishing a COPC provides the basis for expansion of more civic engagement in these WESCO neighborhoods and in other neighborhoods by students, faculty, and staff.

The challenge will be for ONR to stimulate the development of additional participation in WESCO in a manner that reflects good practice of civic engagement. Dean W. Plater has convened the directors and their staffs from the Center on Philanthropy, Center for Service and Learning, Center for Urban Policy and the Environment, Indiana Business Research Center, the Polis Center, and Public Health to determine how their work can be better coordinated and to learn from one another about effective strategies in budget management, sustaining campus-community partnerships, and representing work to internal and external audiences. Each of these campus Centers, through the involvement of students, staff, and faculty, contributes in important ways to central Indiana, the region, and international constituencies. Focusing their expertise and that of other units, faculty, and staff will be an important step in further developing the COPC strategic partnership.

In addition, each academic unit should develop a strategic campus-community partnership that reflects teaching, research, and service activities and that demonstrates reciprocity, interdependency, and mutual influence.

C. Secure External Funding for Civic Engagement

1) **Goal:** *Acquire external funds* for collaborative, interdisciplinary projects with and in communities.

Previous and current activities: The Center for Service and Learning has successfully supported planning, development, and evaluation of civic engagement and service learning activities. Sources of revenue have included:

- Indiana University Strategic Directions Initiative
- Federal Work Study program
- Pacers Foundation
- National Bank of Detroit
- Indianapolis Public Schools Educational Foundation
- Kroger Foundation
- Bursar's Office
- VISA
- Alumni Association, sale of IUPUI license plates
- Kellogg Foundation
- G-Tech
- US Department of Housing and Urban Development, Office of University Partnerships
- Indiana Campus Compact Faculty Fellows
- Indiana Campus Compact Universities as Citizens Summer Institute (4 teams)
- Indiana Campus Compact Universities as Citizens Institutional Development grant
- Indiana Campus Compact Universities as Citizens Scholarships of Engagement (4 grants awarded to IUPUI faculty)
- Indiana Campus Compact Universities as Citizens Higher Education Series
- Indiana Campus Compact Indiana Reading Corps

- Indiana Campus Compact University Dialogue Grant
- Indiana Campus Compact Partnership in Action Grant
- Indiana University Center on Philanthropy
- Campus Compact Integrating Service into Academic Study
- HUD Hope VI
- Annie E. Casey Foundation
- University of Pennsylvania, CNS subgrant

In addition to these funds for centralized projects, schools and departments have demonstrated an impressive capacity to attract external funds to support civic engagement activities. Because the traditional external funding categories of teaching, research, and service do not align with the definition of civic engagement, detailing the extent of external funding that supports civic engagement will await more extensive use of the Civic Engagement Inventory. Some examples are:

- The School of Medicine has acquired external funds for civic engagement from:
- Educational Commission for Foreign Medical Graduates
- Bill and Melinda Gates Foundation
- National Institutes of Health Regenstrief Moi Medical Informatics Fellowship
- Mother to Child Transition Plus Initiative
- USAID
- Community-Campus Partnerships

The Annual Symposium from the Institute of Psychiatric Research, School of Medicine, has received support from:

- Mental Health Association
- Eli Lilly
- The Saturday Evening Post

The Center on Philanthropy has received funding from a number of sources, some of these include:

- Thurgood Marshall Scholarship Fund to provide a 4-course Certificate in Fundraising Management for 30 senior development officers at public Historically Black Colleges and Universities
- Lilly Endowment for a number of program initiatives including scholarships for graduate students,
- Kellogg Foundation, for "Building Bridges Initiative" and "Habits of the Heart"
- Fund for American Studies has funded a Summer Institute on Philanthropy and Voluntary Service for outstanding undergraduates from across the country. Participants in the Institute enroll in summer classes in philanthropic studies and complete internships at non-profits in Indianapolis.
- Atlantic Philanthropies for research

The Aftercare at IUPUI through Mentoring (AIM) program in the School of Public and Environmental Affairs received funding from the Corporation for National and Community Service for AmeriCorps members to serve as aftercare coordinators at nine Department of Correction juvenile facilities in Indiana.

The Center for Earth and Environmental Science in the School of Science, joined as a research partner with the City of Indianapolis and U.S. Filter Corporation to investigate watersheds and improve water quality for the city with a contract for research and infrastructure to support the work over a 20-year period.

The Center for Urban Policy and the Environment operates with an annual budget of approximately $2.5 million, and currently employs 12 professional staff, three support staff, and more than 12 graduate students who work on projects for state and local government agencies, nonprofit organizations, and businesses. The Center for Urban Policy and the Environment in the School of Public and Environmental Affairs received a new grant from the Lilly Endowment to support its work.

Plans to further the work: IUPUI has demonstrated the ability to fund good work in communities. No other campus in Indiana receives more funds for grants and contracts than IUPUI. The future for funding civic engagement is encouraging and will be enhanced when more interdisciplinary and collaborative projects are developed. Strategic plans should be identified with Research and Sponsored Programs and the Indiana University Foundation to provide faculty with ready access to external funding sources who are interested in funding campus-community partnership programs.

D. Document the quality and impact of civic engagement activities

Previous and current activities: IUPUI faculty and staff provide an impressive record for how the application of knowledge can inform practice and benefit communities. The Civic Engagement Inventory currently requests evidence of impact and quality, which might be a report, a publication, or research outcomes. Thus, at the level of individual projects, it is possible to identify tangible and intellectual outcomes that demonstrate the value of the work.

However, at the institutional level, the objective of documenting quality and impact of civic engagement activities presents a formidable task. At present, there are few intellectual models for guidance and fewer examples of campuses that have even attempted to accomplish this goal in a systematic way. The roots of IUPUI's work reside in the Urban Universities Portfolio Project (UUPP), which brought together six leading urban public universities to develop a new medium: electronic portfolios that demonstrate the universities' effectiveness to various groups of stakeholders. A related project, the Urban University Statistical Portrait Project, seeks to articulate the contributions of urban universities to their communities. This work stems, in part, from a deficiency among current measures of higher education effectiveness, most of which focus on traditional notions of the quality of incoming students and the amount of available resources rather than on the contributions colleges and universities make to student, community, and societal development.

A third area of work is the Comprehensive Assessment of the Scholarship of Engagement (CASE), which is based on 50 ratings focused on the institutionalization of service learning and civic engagement (Bringle & Hatcher, 1999). CASE is based on the assumption that service learning is a necessary component of effective civic engagement and, if one can not measure and evaluate every aspect of civic engagement, then service learning is the most important critical indicator of the maturity of a campus's civic engagement. The conceptual model for CASE serves as a planning and implementation model for service learning and was used in a research study of the institutionalization of service learning at 174 campuses (Bringle & Hatcher, 1999). CASE asks a campus working group to compile a portfolio of supporting information and evidence including surveys of students, faculty, staff, and community partners in order to assess the institutionalization of service learning.

Plans to further the work: Higher education faculty have spent a great deal of time and effort determining how to evaluate scholarly work. In addition, evaluating the quality of teaching and learning has become more familiar territory. However, assessing the quality and impact of civic engagement activities is a new frontier in the discussions of thinking about the civic mission of higher education. Although there are some models that have transportable elements (e.g., evaluation of extension services, program review and evaluation), determining institutional effectiveness of civic engagement will need to draw on some unique types of evidence.

The staff and faculty at IUPUI have devoted significant intellectual work to the task of assessing civic engagement. Barbara Holland, a Senior Scholar in the IUPUI Center for Service and Learning and Director of the National Clearinghouse, was commissioned by Campus Compact to address state of the art models for assessing civic engagement. The work to date at IUPUI was one of a few that was mentioned. With one or two possible exceptions, no other institution in the nation has IUPUI's resources, personnel, expertise, and infrastructure to contribute to developing models and operations for how this assessment task can be accomplished. Preliminary work is underway to identify primary and secondary performance indicators for the components of civic engagement that are identified in the IUPUI Portfolio. The IUPUI Portfolio will need to continue to evolve so that it can effectively capture, present, and evaluate the work of IUPUI faculty, staff, and students in communities in a manner that permits evaluation of the scholarly outcomes, the instructional outcomes, and community outcomes. An evaluation procedure that feeds back relevant information so that subsequent work is improved will be the most central criterion for an effective evaluation system. In addition, developing benchmarks that allow comparisons from year to year and among peer institutions will also be an important component of this work.

Go on to: Enhance Civic Activities, Partnerships, and Patient and Client Services Locally, State-Wide, Nationally, and

Globally

IUPUI

Units of Planning and Institutional Improvement

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Photo of IUPUI Students

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Civic Engagement

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

A. Offer academic community-based learning opportunities in varied settings, including community agencies and organizations, as well as business and industry.

1) **Goal:** *Support the development* of community-based learning opportunities, including service learning classes.

Past and current activities: The central mission of IUPUI focuses on creating effective learning environments. Opportunities for learning are not limited to the classroom; central Indiana communities offer rich resources for teaching, research, and service. IUPUI has a strong tradition, particularly in the professional schools, of designing practice-based educational experiences in the communities for students (e.g., practica, internships, pre-professional training).

At IUPUI, internships can be arranged by the Career Center, a centralized unit reporting to University College, or through individual departments. The IUPUI Career Center offers internships to any IUPUI student on a self-directed basis. Students from every major may utilize the Internship Program in conducting non-credit internships. In addition, many schools and departments offer students opportunities for internships and practica experiences. In 1999, 13 schools and departments reported 859 students participated in internships. Some units combined student internships, clinicals, and other forms of experiential education, so these numbers represent an underestimate. Examples of community-based instruction include:

- Students in the School of Liberal Arts created websites for nonprofit agencies in Indianapolis.
- Practicum students in the Indiana Center for Intercultural Communication, School of Liberal Arts, are placed in

local businesses and nonprofit agencies to provide English instruction to nonnative English speaking adult and child populations.

- The Center on Philanthropy, in the School of Liberal Arts, coordinated internships and graduate assistantship placements in more than twenty community nonprofit agencies. Students in the M.A. degree in Philanthropic Studies and undergraduates in the summer Institute on Philanthropy and Voluntary Service provided approximately 13,000 hours of service to the greater Indianapolis region.
- Statewide some 250 clinical sites in communities are utilized for School of Nursing students' practice experiences; during 2000 more than 20 new sites were made available in the Indianapolis area.
- As part of their community health experience, baccalaureate Nursing students teach either breast self-exam or testicular self-exam practices to every IPS high school student.
- IUPUI students participate in the School of Public and Environmental Affairs' Washington Leadership Program, which combines undergraduate internships in government and nonprofit agencies in Washington, DC with related academic courses offered on-site. SPEA students also intern in state and local government agencies in Indianapolis.
- The School of Public and Environmental Affairs, with the leadership of Professors Kennedy and Krauss, established the Willaim H. Hudnut III Scholarship in Public Leadership. The scholarship will be available to an undergraduate SPEA student majoring in urban affairs or public policy and will include an internship with the City of Indianapolis. In addition, Larry Borst, Indiana State Senator and Chairman of the Senate Finance Committee, is funding an internship for SPEA students in civic leadership in which the interns will serve the Senate Finance Committee.
- Students in the School of Journalism intern with local broadcast stations.
- A course on Community Journalism was developed at the request of the Hoosier State Press Association; students worked on assignments for community newspapers in smaller communities.
- Museum Studies students participate in internships with local museums.
- Engineering and Technology has received industry support for senior design projects, including the redesign of a Jeep for a child with a disability.
- Herron School of Art collaborated with Thomson Consumer Electronics on a design course for students.
- School of Social Work offers undergraduate and graduate practica.
- School of Medicine collaborated with Indy Parks Greenways on an academic-based program during the School's 2002 first-year orientation. During Greenway Rounds the 280 incoming first-year medical students spent one morning working with upper-class students, professors, and Indy Parks Greenways to help expand public walkways in Indianapolis.
- School of Medicine's Indiana University-Moi University Partnership continues to be one of the strongest and longest running collaborations between medical schools in post-industrial and emerging societies. Hundreds of IU faculty, scientists, residents, and medical students have traveled to Kenya and many Moi faculty and students come to the United States to study.

The IUPUI Graduate Certificate Program in Community Building and Urban Education is an excellent example of a community-based instructional program that targets professionals in urban planing, criminal justice, community development, and social services (e.g., social work, public health, child welfare, nursing). Offered through the School of Education, the certificate program of 18 credit hours offers project-based professional development using an innovative, comprehensive approach to understanding and intervening in school-community issues in urban settings. The program offers a wide variety of community assessment, organizational management, curriculum development, and critical thinking tools necessary for improving school-community relations.

Service learning has been identified as an effective way to enhance student involvement in the community in educationally meaningful ways. The value added by promoting service learning is that it provides both excellent educational and civic outcomes. Since 1993, the Office of Service Learning has demonstrated that a centralized unit on campus can stimulate the development of high quality service learning courses that extend the existing practice-based educational curricula. The OSL has worked with the Office of Professional Development to provide workshops, grants,

publicity, information, recognition, curricular resources, consultation, and presentations that have had a positive effect on recruiting faculty to develop and implement service learning courses. OSL staff members have been active participants in campus conversations that have resulted in enhanced understanding and appreciation for service learning among faculty, staff, and students. In addition, the OSL staff has published important resources to support the professional development of faculty in the area of civic engagement. In 1995-96, 15 service learning classes were offered at IUPUI. During 2001-02 semesters, 56 faculty offered 37 service learning classes that enrolled 1,913 students. These students worked with 71 community partners and contributed 19,675 hours of community service. During 2000, IUPU Columbus students provided 1,560 service learning hours to the community.

Three examples of service learning classes on the IUPUI campus are:

- Wan-ning Bao, Sociology, taught *R346 Control of Crime* , a course in the School of Liberal Arts partnering with the Indianapolis Police Department, Westside Unit. Service learning projects placed 22 students in a neighborhood west of the IUPUI campus where the university has established a Community Outreach Partnership Center. Two student teams canvassed the neighborhood areas helping to establish crime watch programs, while other student groups worked with youth in physical training and nutrition, as well as a daycare program. IPD officers and community liaison personnel worked closely with the students, introduced them to community leaders, and explained the history involved in neighborhood crime.
- Lenore Tedesco, Department of Geology and Director of the Center for Earth and Environmental Science (CEES) advocates for service learning and civic engagement through the Lilly ARBOR project, a reforestation along the banks of the White River. Dr. Tedesco facilitates the participation of five faculty in environmental service learning courses relating to the ARBOR Project (Geography G107, G115 and Geology 107). In Fall 2001, 370 students contributed 2,310 hours of service through these service learning courses. Community partners include Indianapolis Parks Department, Indiana Department of Natural Resources, as well as Butler University and Marian College. Additionally, several local companies have worked side-by-side with service learning students: Eli Lilly corporate volunteers, Indianapolis Rotary, and the Children's Museum.
- Pam Carlisle and Marla Zimmerman, School of Nursing, created a three-credit service learning course, B104 Learning Community for Pre-Nursing Students, for entering students. During 2001-02, 31 students contributed time to 6 community agencies (i.e., Damien Center, Dayspring Center, Alzheimers Association, Crossroads Rehabilitation Services, Julian Center, Girls Inc.). These agencies represented a broad cross section of diversity based on health issues, age, race, sexual orientation, illness, ability, socioeconomic status, etc. Students participated in volunteer work at an agency as individuals, and also as part of a group.

The Center for Service and Learning also provides Service Learning Assistant (SLA) scholarships to faculty who identify students to contribute to civic engagement in teaching (e.g., assistant in a service learning class), research (e.g., working with the community to execute a mutually beneficial research project), and service (e.g., students helping faculty use their professional skills to benefit the community). During 2001-02, 15 students received SLA awards of $750 or $1,500 per semester to support the civic engagement of faculty in teaching, research, or service.

Many IUPUI faculty have received numerous Indiana Campus Compact grants that support the development and improvement of service learning classes and that promote faculty development. Eight faculty have participated as Faculty Fellows (receiving $35,000 in faculty development funds), and ten faculty have received Scholarship of Engagement Grants (totaling $22,000 in curricular development funds).

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to increase the number of service learning classes:

- Conduct campus-wide faculty development workshops.
- Conduct activities for new faculty (e.g., participation in new faculty orientation, community tours in WESCO, welcome letter)
- Consult regularly with staff in the Center for Teaching and Learning (e.g., faculty development support, teaching fellowships, program leader meetings, publicity, workshops, handbooks, faculty awards).
- Conduct surveys of service learning faculty to gain input on programming goals and priorities. · Increase funding to faculty for Service Learning Assistant Scholarships.

- Provide training for Service Learning Assistants.
- Assist faculty members to secure external funding for developing service learning classes.
- Expand the availability of the Service Learning Option each year.
- Create a teaching fellowship post-doctoral program or masters program with service learning endorsement.

2) **Goal:** *Increase understanding and support* for community-based instruction, including service learning, among administrators in each academic unit on campus.

Past and current activities: Promoting the understanding of community-based instruction and service learning on campus, collaborating with departments, targeting increased participation, and improving the quality of instruction so that it prepares students for active participation in a diverse democracy must remain among the highest priorities of the Center for Service and Learning.

The staff of the Center for Service and Learning has met with administrative staff, deans, and chairs to discuss the nature of community-based instruction. Gene Rice, American Association for Higher Education, led a discussion about civic engagement as scholarly work with the deans. Presentations on civic engagement, service learning, and documentation have been made at many campus meetings and forums (e.g., Moore Symposium on teaching, IU Conference on Civic Engagement, the Retention Forum, Dean's Council on Community Affairs).

Plans to further the work: The Center on Service and Learning has the following objectives identified in its 5-year Strategic Plan to increase the understanding of civic engagement and community-based instruction among administrators:

- Host a luncheon for service learning faculty and their department chairs.
- Conduct departmental/school faculty development workshops.
- Send information semi-annually to all department chairs.
- Meet with department chairs.
- Identify academic units and establish alignment between professional competencies for accreditation and service learning.
- Collaborate with department or school to secure external funding for discipline specific service learning program.

In addition, the campus needs to assess the learning outcomes for students in internships and community-based instruction.

3) **Goal:** *Collaborate with campus teaching and learning initiatives* to provide resources (e.g., workshops, sample syllabi, course development grants) to increase the types of community-based instruction, including service learning.

Previous and current activities: The Center for Service and Learning has been a regular collaborator with the Office of Professional Development and the Teaching and Learning Center. CSL has sponsored 4-8 workshops each academic year on topics related to civic engagement, community-based learning, service learning, research, professional service in the community, and community partnerships. It has also sponsored workshops by leading experts, including:

- Tim Stanton, Stanford University
- Ernest Lynton, University of Massachusetts-Boston
- Rick Battistoni, Providence College
- Tom Ehrlich, San Francisco State and Stanford University
- Donna Duffy, Middlesex Community College
- Kathleen Maas Weigert, University of Notre Dame
- Ken Reardon, University of Illinois
- Lorilee Sandmann, University of Georgia
- Amy Driscoll, Portland State University, CSU Monterey Bay
- Ira Harkavy, University of Pennsylvania

- Barbara Holland, Portland State University, University of Northern Kentucky
- Ed Zlotkowski, Bentley College, American Association of Higher Education

In addition, staff from the Center for Service and Learning have regularly participated in and contributed to campus activities focused on teaching and learning, including:

- retention
- first-year experience of IUPUI students
- research on teaching
- assessment of learning outcomes
- general education and the Principles of Undergraduate Learning
- First-year Success Seminar
- University College
- Undergraduate Research Opportunities Program
- Honors
- Future Faculty Program
- New Faculty Orientation
- New Student Orientation
- Moore Symposium on Teaching

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to increase the collaboration on campus with other teaching and learning initiatives.

- Collaborate with faculty and staff to develop service learning in Gateway courses for undergraduates.
- Collaborate with faculty and staff to develop service learning in Honors courses.
- Collaborate with faculty and staff to develop service learning Capstone/integrator courses for seniors.
- Collaborate with faculty and staff to develop service learning in Learning Block courses for entering students.

4) **Goal:** *Increase student enrollment* in community-based instruction, including service learning classes.

Previous and current activities: Research on entering students at IUPUI indicates that the two strongest motives they have for getting involve in community service are (a) altruistic concern for others and (b) the desire to have new learning experiences and to use knowledge, skills, and abilities. Because IUPUI students (a) work more than students at peer institutions, (b) report that lack of time is a major obstacle, and (c) are strongly motivated by empathic concern and the desire to learn through community service, using the classroom as the vehicle for community service fits an urban commuter campus like IUPUI.

Service learning classes are now scattered across schools and levels of the curriculum. Strategies must be developed to increase the awareness and appreciation for service learning among students so that they look for these opportunities and support them. Student enrollment in service learning classes has been helped by dual-listing classes under their home department and "Service Learning" in each semester's Schedule of Classes. Course descriptions provide information about the nature of the course and the community service that is expected. Brochures listing service learning classes have been distributed on campus and newspaper articles have presented portraits of service learning classes, instructors, and students. Presentations about service leaning are also made to students in First Year Success Seminars.

In 1992, the School of Medicine initiated a process of curriculum review, faculty development, and curriculum planning, known as the Primary Care Initiative. The process was characterized by faculty ownership and based in a strong faith in the quality of their undergraduate medical education program and students. This vision and plan were researched by various teams and detailed in the seminal 1996 document, "The Indiana Initiative: Physicians for the 21st Century." This document suggested the implementation of curricular revisions to include nine "competencies", which were chosen to enhance graduating physicians' ability to effectively practice medicine. In academic year 1999/2000, the School of Medicine adopted the competency-based curriculum and the class of 2003 was the first to graduate under this system.

Competency VI, The Social and Community Contexts of Health Care, is defined as follows:

The competent graduate recognizes the diverse factors that influence the health of the individual and the community; identifies the sociocultural, familial, psychological, economic, environmental, legal, political and spiritual factors impacting health care and health care delivery; and responds to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

Plans to further the work: The Center for Service Learning has identified the following objectives in a 5-year Strategic Plan to increase student enrollment in service learning classes:

- Increase publicity for service learning classes (e.g., electronic schedule of classes, JagNews, brochures, Sagamore, admissions literature, orientation, Learning Communities presentations, web pages, campus Bulletin).
- Promote service learning to key student groups (e.g., American Humanics, SPEA Nonprofit Management majors, undergraduate Philanthropic Studies classes, student organizations).
- Host biannual workshop for all academic advisors.
- Expand use of the Service Learning Option.
- Have all Community Service Scholarship recipients use the Service Learning Option.
- Establish external funding for fee reimbursement for completion of Service Learning Option.

Although creating service learning classes is typically faculty work, in order to increase student access to service learning, the CSL developed a Service Learning Option that allows a student to contract one-on-one with an instructor to complete a service learning component in a course. A resource packet provides the student with information about selecting types of community service that are appropriate for service learning, the types of reflection activities to be completed, and a service learning contract to be completed with the instructor and a community agency supervisor. The packet also contains information to help faculty understand and structure a service component. Information about the Service Learning Option was disseminated to all instructors of the 25 classes with the largest enrollment and a workshop to discuss the option was offered. Successful use of the option not only provides students with the flexibility to extend their service learning experiences but it also provides a means of faculty recruitment because instructors can become familiar with service learning on a limited basis. Students in the CSL Community Scholarship Program are asked to use the Service Learning Option in one of their courses during the Spring semester.

B. Engage in community-based research, scholarship, and creative activities in both public and private sectors at local, state, national, and global levels.

Past and current activities: IUPUI continues to compile a stellar record of accomplishment for research, scholarship, and creative activities. National rankings of schools and departments, grants and contracts to fund scholarly work, and faculty recognition and achievement confirm IUPUI's performance. Because IUPUI is the state's center for graduate professional training, many of the research, scholarship, and creative activities have eventual impact on communities and their quality of life. However, civic engagement is particularly focused on scholarly activities that are conducted in and with the community. The research, scholarship, and creative activities are summarized elsewhere in the IUPUI Portfolio. However, some of the highlights of scholarly civic engagement will be provided.

- The Center on Philanthropy's Philanthropic Giving Index, which serves as a consumer confidence index indicating the current and future climate for charitable giving, is a valuable tool for nonprofit fundraisers and was cited in 2000 in the national news media, including the front page of the Wall Street Journal.
- Research by economists and analysts at the Indiana Business Research Center explores a wide range of business and demographic issues, some of which are published in the Indian Business Report or IN Context and shown on the weekly television show Inside Indiana Business.
- The Division of Mental Health for the State of Indiana asked that the School of Social Work faculty serve as the primary resource in conducting a series of mandated program assessments of services provided by community mental health centers throughout the state; two such studies are related to the Dawn Project and Adult Protective Services.
- Eileen Udry, School of Physical Education, received a grant to study the psychological profiles of chronic pain/injury patients at the Methodist Sports Medicine group practice.

- An evaluation of the AIM program, which pairs IUPUI students with young men at the Plainfield Juvenile Correctional Facility, revealed mentored youth had a significant drop in the recidivism rate, were more likely to continue their education, and were more likely to get a job versus those who were not in the program.
- Many of the research questions pursued by Polis's Project on Religion and Urban Culture derive from the close working relationship with neighborhood groups, religious organizations, congregations, governments, not-for-profits, and social agencies. The findings, while academically sound, have practical application. For instance, they have studied faith-based partnerships between government and congregations and have both published their findings and served as evaluator for many of these programs.
- Under the leadership of Jim Perry and Laura Littlepage, the Center for Urban Policy and the Environment established a research and advisory relationship with the national Points of Light Foundation to conduct evaluations and monitor outcomes for the Foundation.
- The Indiana Center for Intercultural Communication, School of Liberal Arts, and the Center for International Business Education and Research, Kelley School of Business, wrote Language and the Global Workplace. A Handbook for Indiana Businesses.
- John Kirlin, School of Public and Environmental Affairs, is supplying research support to the Marion County Tax Alliance to identify short- and long-term strategies to re-design the fiscal structures of Marion County and Indianapolis.
- The Land Use in Central Indiana (LUCI) Model by the Center for Urban Policy and the Environment will increase understanding of the region and inform decision-makers about the array of options for improving quality of life for central Indiana residents.
- The Center for Urban Policy and the Environment served as administrative agency for the Indiana Gambling Impact Study Commission, appointed by Governor O'Bannon, and also assembled a team of researchers to complete technical work. They have organized five public-issue forums around Indiana and multiple meetings of the commission.
- The Center for Urban Policy and the Environment assists the Indianapolis-Marion County Public Library in making decisions on major capital improvements and assessing the value of its activities; the Center measured the value of services provided by the Central Library and all branch libraries using advanced techniques developed to assess the value infrastructure and recreational projects.
- The Center for Urban Policy and the Environment provided analyses of housing demand for the Indianapolis Neighborhood Housing Partnership in the region in order to enhance capacity of fifteen Community Development Corporations.
- The School of Social Work partners with (a) Ladders for Success and (b) the Indiana Consortium of Family Organizations to provide timely research information to state policy makers.
- Under a $4 million award of general support, the Center for Urban Policy and the Environment has launched an applied research initiative on the theme of investment in Central Indiana. This initiative, which is being carried out in consultation with numerous organizations, has resulted in publication of more than 25 monographs that have been distributed to more than 1000 decision makers in the region during the past three years.

Plans to further the work: The campus is well positioned to become a research center on service and civic engagement in higher education, with the resources of the Payton Philanthropic Studies Library, the Center on Philanthropy, faculty expertise in research on community service and service learning in the Center for Service and Learning, and a high degree of commitment to institutional research.

C. Provide professional services to local, state, national and global communities.

Professional service is the least understood and respected aspect of the tripartite description of faculty and university work. In 1994, the IUPUI Task Force on Service, jointly appointed by the Dean of the Faculties and the President of Faculty Council, was charged:

to develop a concept paper on service as a University responsibility, and specifically as a component of the IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic

administrators, and second, to help us make collaborative decisions about recognizing service within the formal advancement structure.

The Task Force on Service conducted research on the role and rewards associated with service in each academic unit, gathered information from peer institutions, and studied the extant literature on professional service. Task Force members met twice with Ernest Lynton, University of Massachusetts-Boston and author of *Making the Case for Professional Service* , and invited the IUPUI community to open forums to discuss its work. The *Task Force on Service Report* was received by the IUPUI Faculty Council in Fall 1996.

In order to increase campus understanding about professional service as a component of mission, the Dean of the Faculties asked each Dean to designate two faculty to attend a series of five workshops during 1996-1997. Participants

- Read the *Task Force on Service Report* and Lynton's *Making the Case for Professional Service* and discussed the implications within their academic units
- Analyzed documents from participants' units that dealt with defining, documenting and evaluating professional service
- Reviewed and evaluated sample documentation of professional service
- Evaluated claims about quality based on participants' own written documentation of professional service
- Developed suggestions for future steps at IUPUI to increase understanding and consensus about the value of professional service and ways to document and evaluate professional service.

A 3-year Indiana University Strategic Directions Initiative project expanded the discussion of the IUPUI Task Force on Service to the Indiana University system. During 1997-1998, two representatives from each campus met to discuss the nature of professional service, its documentation, and criteria for its evaluation. This work resulted in a draft document. Eleven faculty members from 7 campuses were selected as Indiana University Faculty Service Fellows to document their campus, community, disciplinary, and professional service projects during the second year of the project. A presentation on the work was made to the chief academic officers of all 8 Indiana University campuses, in Fall 1997. *Service @ Indiana University Defining, Documenting, and Evaluating* summarizes the three-year project, presents a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, provides examples of faculty documentation of professional service, and provides resources for conducting campus-based workshops to assist faculty in preparing documentation. This work on extending the understanding of the nature of professional service provides a basis for subsequent development of the institutional capacity to recognize and acknowledge excellence in service when it is warranted.

Many faculty members serve as members of boards, commissions, and task forces in the community. Faculty draw upon expertise as educators and as a member of a discipline or professional in many ways to contribute to the quality of life in communities.

School of Dentistry provides outpatient clinic services to 20,000 patients annually, including dental care for the homeless and those in shelters for domestic violence.

More than 150 teachers participated in Click 2000, a project in which School of Education staff and graduate students provided on-line development for teachers who want to incorporate technology in their classrooms.

The Indiana Center for Intercultural Communication, School of Liberal Arts, participated in the Purdue University project to reconstruct Kabul University in Afghanistan. ICIC's role is to develop English language teaching and teacher training for Kabul University.

Informatics faculty provided Saturday School for IPS students to acquaint them with the fields of informatics and new media.

The Shalom Health Care Center, under the direction of Su Moore, School of Nursing, served 7,057 patients in its two primary care clinics and 1,935 students in its three school-based clinics.

The School of Nursing's MOM project served 913 families and made 5,043 home visits. The MOM-mobile made 1,915 ultrasounds available.

The School of Dentistry offers dental service learning experiences by treating underprivileged children in Mexico and Haiti and offering continuing education for Haitian dentists.

Law students and faculty provide legal assistance clinics for indigent clients.

Allied Health faculty staff weekly MS swims and volunteer counselors for the Fall Stroke Camps.

Center on Philanthropy, School of Liberal Arts, partnered with the Indiana Youth Institute to offer 10 classes of training in fundraising and nonprofit management for about 400 nonprofit managers and volunteers in 9 Indiana Cities.

School of Engineering and Technology faculty participate in a Technical Assistance Program that provides expert advice and technical information to hundreds of Indiana companies.

The Indiana Center for Intercultural Communication, School of Liberal Arts, offers three-week intensive English for Specific Purposes Training Institute for local teachers and volunteers wanting to teach English to the local workforce. They also provided an intercultural training seminar for 1,500 service workers for the 2000 U.S. Grand Prix Hospitality Committee.

The Indiana Center for Intercultural Communication and the Center on Philanthropy, both in the School of Liberal Arts, has compiled the world's largest corpus of philanthropic fundraising materials (e.g., direct mail letters, grant proposals, case statements, annual reports). The material is available to fundraising professionals and scholars in compact disc form.

Professor Steinmetz, Liberal Arts, provides pro bono mediations for local organizations.

Division of Labor Studies faculty members provided technical assistance to the Indiana State Building and Construction Trades Council Hispanic Organizing Project.

Professors P. Sullivan and B. Van Voorhis, School of Social Work, chaired subcommittees and helped write the city's "Blueprint to End Homelessness" for the Coalition for Homelessness Intervention and Prevention.

The Institute of Psychiatric Research in the School of Medicine has partnered wit the Mental Association to offer an Annual Symposium on state of the art treatment and research in psychiatric disorders. Geared for the layperson, it attracts members of the Mental Health Association, consumers, family members, legislators, and the general public.

School of Medicine faculty and students provide health services at Moi University in Eldoret, Kenya. One of the missions of the IUSM faculty is to provide medical care to the less fortunate citizens of Indianapolis.

School of Medicine is the exclusive provider of health care at Wishard Memorial Hospital and its affiliated community health centers. In 2001, Wishard and its community health centers had 737,314 visits from patients. In that year 42% of Wishard patients had no health insurance.

The School of Law partnered with the Women and the Law Division of the Indianapolis Bar Association, the Marion County Family Advocacy Center, Inc., Breaking Free, Inc., and the Domestic Violence Network of Greater Indianapolis to establish the Protective Order Pro Bono Project to assist victims of domestic violence in Marion County.

Professor Hardy, School of Law, and her students worked as part of the Innocence Network to win the release of inmates wrongly convicted of a crime, including one inmate of 21 years.

The Office of Alumni Relations provided continuing education activities to the community, including Fall and Spring Medical Alumni Weekends, the Fall Dental Weekend, the Dean's Day for Liberal Arts, and the Frontiers of Science.

The Kelley School of Business, in partnership with the Indianapolis Black Chamber of Commerce and the Indianapolis Chapter of the National Black MBAs, began Community Business Partner, which provides discounted consulting services for selected minority businesses in order to increase their efficiency and productivity.

D. Create opportunities for community service at local, state, national, and global levels.

Promoting community service activities as part of the educational culture of IUPUI is an important way for traditions,

celebrations, and civic habits to develop among students, faculty, and staff. The Center for Service and Learning (CSL) plays an important role in coordinating programs, organizing campus-wide community service activities, and recruiting and recognizing participants. The CSL collaborates with individual schools, departments, student organizations, and athletic teams that have established community service traditions.

A successful community service program will involve students, faculty, and staff in various forms of community service and provide multiple opportunities to broaden the nature of their participation and deepen the integrity of their involvement in communities. This will be best achieved when resources are identified that can continue to support program development, promote community service activities, and recognize campus volunteers for their service contributions.

1) **Goal:** *Develop and secure resources* to support involvement in community service.

Previous and current activities: The Center for Service and Learning coordinates a comprehensive Community Service Scholarship program (i.e., Freshman Service Scholars, Community Service Scholars, Community Service Leaders, America Reads Team Leaders, Service Learning Assistants) to recognize students for their previous involvement in community service and to facilitate their continued involvement in the community. These service-based scholarships are funded through $125,000 of campus-based scholarship funds.

The CSL organizes many community service events that contribute to creating and sustaining an educational culture that promotes service. These include:

Campus Wide Days of Service

- 2001 IUPUI-United Way Day of Caring: For the seventh year, 128 IUPUI students, faculty, and staff volunteered over 780 hours at eleven community sites for the United Way Day of Caring, September 2001.
- 2001 "Jam the Jaguar's Bus" Food Drive: This is the third year for this campus-wide food drive, organized by the IUPUI Communications and Marketing Community Outreach Office and assisted by CSL. Several tons of food and $700 were collected by departments and campus centers. Thirty volunteers helped pick up food on campus and deliver the boxes and bags by busloads to 13 community sites.
- 2001 Holiday Assistance Program: For the fifth year, the Center for Service and Learning coordinated the annual Holiday Assistance Program in December 2001. Sixteen families from three community agencies including Hawthorne Community Center, the Christamore House, and Our Redeemer Church were sponsored by 19 campus groups of faculty, staff and student organizations.
- 2002 Dr. Martin Luther King, Jr. Day Service Initiative: For the third year, the Center for Service and Learning coordinated the annual MLK "Day On" of Service in January 2002. 228 IUPUI staff, faculty and students volunteered at 14 community sites across the city.
- 2002 "Into the Parks": For the fourth year, CSL organized "Into the Parks" outreach project during the Spring Semester. The April 19th event at Dr. Martin Luther King, Jr. Park involved 46 IUPUI participants and community members who prepared spring landscape beds, planted bushes, mulched around trees and cleaned up the park. The event was held in partnership with Indy Parks Department, Citizens Neighborhood Coalition, Keep Indianapolis Beautiful, and the Indiana Pacers.
- 2002 IUPUI-NPower Virus Vaccination Day: A new campus service day was piloted in June in collaboration with Npower, United Way of Central Indiana, and many campus units. Staff, faculty, and students (estimated 80 volunteers) with technology expertise were recruited to provide virus vaccination for 35 community agencies. This program is modeled after similar programs in Seattle and Atlanta.
- 2002 Komen Race for the Cure, Coordinated by the Office of External Affairs, attracted 894 IUPUI team members who joined 27,000 runners and walkers on the IUPUI campus. The IUPUI team raised $16,000 for breast cancer research.
- The Back Pack Attach event, coordinated by the Office of External Affairs, collected 404 back packs and school supplies for students in Indianapolis Public Schools #14, 15, 54, and 28. · IUPUI student-athletes contributed 1,4000 hours in community service through skill clinics, speaking engagement, and awareness programs.

Volunteer Activities

CSL continues to find ways for individuals to use their talents and explore interests by becoming involved in one-time, short-term, or on-going community service experiences.

- Volunteer Listserv: CSL maintains a Volunteer Listserv for students, staff, and faculty who are alerted to community and campus volunteer opportunities.
- Volunteer Opportunities Notebook: CSL maintains a Volunteer Agency Reference book for students, faculty, and staff that lists agencies and volunteer services needed in the community. CSL continues to field requests by local agencies for one-time volunteers for special events and posts this information and recruits students, faculty, and staff via campus e-mail, listserv, bulletin boards, and word of mouth.
- Volunteer Fair: Thirty-eight community agencies took part in the Volunteer Fair at IUPUI during Student Welcome Week, August 2001. The agencies recruited volunteers from staff, faculty, and students, distributed literature, educated and informed about their work, and exhibited agency activities.
- A Service Planning Notebook was created for students to create, publicize, recruit, and complete one-time service projects on campus or through a specific course.
- Under the guidance of a new staff member, Lorrie Brown, Coordinator of Student Life and Community Service, a Habitat for Humanity Campus Chapter and College Mentors for Kids! were formed on campus during the 2001-02 academic year.

The School of Medicine, through the Office of Medical Service Learning, sponsors Spring House Calls, a day-long activity that teams medical students with homeowners in the Haughville and Blackburn areas who have requested assistance to clean up their yards and properties. Teams of students plant flowers and provide minor exterior property maintenance. Since 1996, nearly 500 students have contributed 5,000 hours of service. The Office of Medical Service Learning also sponsors a medical mission to Calnali, Mexico, a community leadership mentoring program, and doctor camp for youth from WESCO neighborhoods.

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to attain resources to support community service.

- Create a video for students to be used in summer orientation sessions and class presentations.
- Create a student information center in the basement of University College building to inform students about short- and long-term service opportunities, including AmeriCorps, VISTA, and international service programs.
- Collaborate with Staff Council and units to identify, support, and recognize staff who serve as Team Leaders to recruit volunteers for campus wide service events.
- Create a brochure to use in student recruitment that promotes community service involvement of the campus.
- Increase number of campus teams that participate in one-time service events.
- Integrate service as a vital program component of new student housing.

2) **Goal:** *Increase ways to recognize* those involved in community service activities.

Previous and current activities: Each year, the CSL hosts a campus wide reception that recognizes and honors faculty, staff, students, and community agencies personnel who have partnered throughout the academic year with the IUPUI campus in various ways. Groups were invited for their involvement in voluntary service, tutoring programs, community outreach, and service learning activities. Approximately 50-75 guests participate in each year's recognition reception. Last year, the recognition reception was titled "Service is a Sound Investment." Each guest wrote letters of encouragement and decorated a bookmark that were placed in 150 music portfolios and donated to the George Washington Community School Marching Band.

The CSL has regularly identified external opportunities for faculty, staff, and students to be recognized for their civic engagement. The following faculty have received recognition associated with their civic engagement:

- Dr. Patricia Keener, IU School of Medicine received the Ernest Lynton Award for Faculty Professional Service and Academic Outreach, a national award given at the American Association for Higher Education Faculty Roles and Rewards Conference, 2002.
- Roger Jarjoura, School of Public and Environmental Affairs, received the Brian Hiltunen Faculty Award from

Indiana Campus Compact, 2001.

- Jose Rosario, School of Education, was selected to be Senior Faculty Fellow by Indiana Campus Compact
- Robert Bringle, School of Science, Director Center for Service and Learning, received the Brian Hiltunen Faculty Award from Indiana Campus Compact and the Thomas Ehrlich Faculty Award for Service Learning from Campus Compact and the American Association for Higher Education.
- Robert Bringle was selected to be a member of the AAHE/Campus Compact Consulting Corps
- Dean William Plater, Florence Juillerat, and Robert Bringle were selected for the National Review Board for the Scholarship of Engagement
- Greg Lindsey (School of Public and Environmental Affairs), Bob Osgood (Education), Marie Watkins (Social Work), Sanjiv Gokhale (Engineering and Technology), Roger Jarjoura (Criminal Justice), and Jose Rosario (Education) were selected as Faculty Fellows by Indiana Campus Compact

The following IUPUI students have also been recognized for their community service:

- The Richard C. Wood Community Service Award recognizing outstanding students in Indiana for their community service. Juana Watson won the statewide award in 1997, Shannon Tompkins won the award in 2000, and Denise Smith was a finalist and runner-up in 2001.
- Cathryn Cline, a Freshman Service Scholar, Community Service Scholar, and Community Service Leader, was selected as a recipient of the Mayor's Community Service Award in 2002 for exception contributions to the Indianapolis community.
- Chandana Kakani, a Community Service Leader scholarship recipient, was chosen as one of three Outstanding Female Leaders on campus in 2002.
- The following service scholarship recipients have been recognized as Outstanding Undergraduate Students by the IUPUI Alumni Advisory Council. 2002: Cathryn Cline, Rachel Gilmour, LaLakesha Holmes, Amy Kirsch, Erin Kramer, Deborah Marshall, Linda Martin, Elisha McCulloh, Jennifer Shumaker, Angela Taylor. 2001: Michael Coatney, Jacob Manaloor, John Sullivan, Patricia Taylor-Cooke, Shannon Tompkins, and Rita Trafford.
- Rachel Gilmour and Angela Taylor, Community Service Scholarship recipients, were chosen among the top ten outstanding undergraduate women on campus in 2002.
- President's Student Service Award recognizes student volunteers with at least 100 hours of service to the community. The following IUPUI students have received this award: Julie Evans, (250 hours, Youth Physical Activity), Annamarie Gorman (150 hours, Literacy and Education), Christopher Murray (150 hours, Health Services) and Shannon Tompkins (290 hours, Literacy and Education, Youth Serving Youth).

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to recognize those involved in civic engagement.

- Host annual spring recognition event.
- Provide recognition shirts to all Community Service Scholarship recipients.
- Provide publicity to Sagamore, Indianapolis Star, and Communications Office to highlight Freshman Service Scholars, Community Service Scholars, and Community Service Leaders.
- Host spring recognition event at each America Reads tutoring site for families of youth.
- Publish semi-annual newsletter for CSL and distribute to campus and community stakeholders.
- Recognize staff Team Leaders who have organized volunteers from their units to participate in campus community service activities during the year.
- Reward volunteers throughout the year with tokens of appreciation (e.g., small boxes of candy, certificates, ribbons at Volunteer Fair).

3) **Goal:** *Expand Community Service* Scholarship program to increase student participation in service activities.

Previous and current activities: The Community Service Scholarship program was initiated as the License to Learn Scholarship funded by the sale of IUPUI license plates. The original two scholarships were awarded to students who had

been active in community and campus service. The scholarship was subsequently modified to have the recipients engage in community service during the term of the scholarship. With additional funding from the Bursar's Office, Visa, businesses, and banks, the scholarship amount was increased and student recipients enrolled in a service learning class during the fall semester and continued their community service during the spring semester. The program has been expanded with campus funds and 2001-2002 marked the ninth year that IUPUI offered a service-based scholarship program. During the 2001-2002 academic year, $106,000 was awarded to 46 students who demonstrated a commitment to community service, **making it one of the largest service-based scholarship programs in the nation** . The program acknowledges students for previous service to their high school, campus, or community, and supports their continued outreach activities of in educationally meaningful service and leadership. The scholarship program has the following components:

- *Freshman Service Scholarships* (11 @ $2000) recognize entering students who have successfully demonstrated a commitment of service to their high school and/or community. Students enroll in a service learning class (B104 Psychology as a Social Science), contribute three hours of service at a community agency in the Spring, attend monthly meetings, and participate in group service projects.
- *Community Service Scholarships* (7 @ $3000) recognizes continuing IUPUI students who have demonstrated service to the campus or community. Students commit to volunteer 6 hours each week at a community agency and enroll in a service learning class (P330 Community Service Seminar).
- *Community Service Leader Scholarships* (7 @ $3000) recognize upper-class students for their academic achievement and exemplary service to the community and campus. They attend a bi-weekly seminar with faculty and staff and organize other IUPUI students to participate in service projects.
- *Service Learning Assistantships* (15@ from $750-$1500 per semester) recognize students who have successfully completed a service learning class and are chosen by a service learning professor as an assistant to implement a service learning class.
- *America Reads Scholars* (8 @ $1000-$2000) recognize America Reads tutors as site leaders at tutoring sites where they serve as team leaders, schedule meetings with other site tutors, and attend monthly meetings with program coordinators.
- *Service Associates Scholarships* (2 @ $3500 total) recognize students for community outreach and liaison positions between the university and neighborhood organizations.

In addition,

- *Slemenda Scholar Program* (2-4 @ approximately $4000) recognizes outstanding first-year medical students and provides an opportunity to understand health problems and medical education in a developing country. Recipients spend the summer following their first year of medical school at Moi University in Eldoret, Kenya.

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to expand the Community Service Scholarship program.

- Conduct annual retreat for Service Scholars.
- Collaborate with Community Service Leaders to organize group service projects annually, increasing participation of student volunteers.
- Co-sponsor an academic-based spring break service trip and offer three annual service trips for students.
- Secure external funding to increase Community Service Scholarship program funds.
- Offer presentations at national conferences on Community Service Scholarship program.

Go on to: Intensify Commitment and Accountability to Indianapolis, Central Indiana, and Indiana

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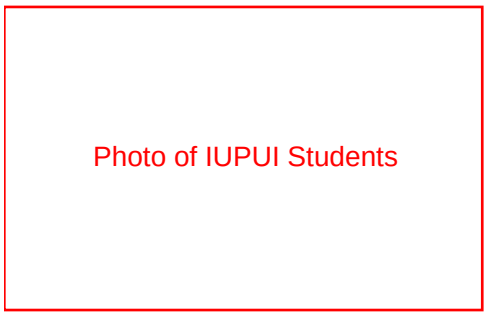

Civic Engagement

III. Intensify Commitment and Accountability to Indianapolis, Central Indiana, and Indiana

This section of the Self-Study is the least well developed and the most visionary. Although elements of a campus civic agenda exist at IUPUI, a comprehensive and coherent plan to develop and implement the infrastructure and operations for a civic agenda forged by the central Indiana communities and IUPUI is yet to be developed. All of the documentation that has preceded this section has established that, through its schools, departments, centers, and administrative units, **IUPUI is an engaged campus** . Although the topography across the units is not even, there is pervasive evidence that civic engagement is a significant part of the campus's identity and work. This is important because it lays the foundation upon which an appropriate, enduring, and effective civic agenda can be put into place. The vision for developing a civic agenda is predicated on:

- IUPUI has demonstrated the capacity for effective civic engagement.
- The work has been largely isolated projects.
- IUPUI can play a leadership role in defining a process that draws upon the community and the campus to regularly define a civic agenda.
- State, civic, private, university, and campus resources can be identified to support the implementation of a civic agenda.
- The civic agenda can have a demonstrable impact on targeted aspects of the quality of life in Indianapolis and central Indiana and the core mission of the IUPUI campus.

A. Establish widespread community participation in the development, implementation, and evaluation of IUPUI's civic engagement in Indianapolis, central Indiana, and the entire state.

There are many ways in which there is community voice in the civic engagement activities at IUPUI. The Chancellor's Community Advisory Board and various Boards of Visitors and advisory groups in individual schools and departments offer input. However, in order for the community to participate in defining and shaping a civic agenda as a centralized aspect of IUPUI's work, additional mechanisms will need to be implemented.

1. Promote to civic leaders and residents through publicity, forums, and speeches.

2. Obtain commitment of resources.

3. Establish community participation in a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and central Indiana.

B. Establish widespread campus participation in the development, implementation, and evaluation of IUPUI's civic engagement in Indianapolis, central Indiana, and the entire state.

1. Promote civic engagement through publicity, forums, and symposia to faculty, staff, and students.

2. Conduct faculty and staff development workshops focused on the local agenda.

3. Provide technical assistance.

4. Establish faculty, staff, and student participation on a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and central Indiana.

5. Engage student leadership and organizations.

6. Link to community-based learning classes.

7. Promote civic engagement through community advisor boards in schools and units.

C. Conduct regular forums on the campus-community agenda for Indianapolis, central Indiana, and the entire state.

1. Involve IUPUI campus (e.g., centers, faculty, staff, and students) and community (e.g., residents, businesses, elected policy makers, nonprofit agencies) in planning, implementation, and evaluation.

2. Develop the capacity to attend to long-term community issues and acute, unexpected issues.

3. Provide regular reports, recognition, and publicity on outcomes for Indianapolis and central Indiana.

4. Create ongoing opportunities for feedback from the community on IUPUI's progress in civic engagement.

5. Develop an IUPUI/Indianapolis and central Indiana agenda for

a. P/K-12 education and life-long learning
b. Career and professional competencies
c. Business and economic development
d. Arts, humanities, and culture
e. Urban and environmental partnerships
f. Health, social sciences, and human services
g. Information technologies
h. Science and technology

Go on to: IUPUC Civic Engagement Supplement

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Focus on Mission:

Excellence in Civic Engagement

Vision

The vision of Indiana University-Purdue University Columbus is to be the recognized source of Indiana University and Purdue University degrees and programs in southeastern Indiana.

Mission

The mission of IUPU Columbus is to identify and respond to post-secondary education needs and enhance the quality of life of the residents of our 10-county service area by providing Indiana University and Purdue University degrees, programs, courses, and faculty expertise.

To achieve this mission, we deliver high quality courses and degree programs of IU and Purdue; encourage student achievement in a supportive and caring environment by providing small classes, academic advising, mentoring programs, preparatory courses, learning labs, student clubs, social activities, and service learning; provide university access in a cost-effective manner at Columbus and other commuter locations; provide support for research by faculty and students through release time, facilities, equipment, and travel assistance, opportunities for undergraduate research, presentations, and publications, and faculty development grants and interdisciplinary scholarship; work in partnership with community institutions, organizations, and businesses; and broaden the perceptions, knowledge base, and understanding of area residents by providing access to library and learning resources, presentations and public forums,

international exchange programs, continuing education courses, in-house training, and speakers for outside groups.

Values

IUPU Columbus values honesty and integrity, achievement and excellence, collegiality and cooperation, creativity and innovation, entrepreneurship and community support, and inclusivity and diversity. These values are expressed by the commitment of students to learning and academic integrity; faculty to the highest standards of teaching, scholarship, and service; staff to the highest standards of service; and the campus to provide access and appropriate assistance for all who demonstrate the ability to benefit from higher education; personalized attention; recognition of diversity in learning styles; faculty and staff development; continuous improvement of its programs and services; an environment conducive to learning; service to the community by students, faculty, and staff.

Campus Community Partnerships

IUPU Columbus has many partnerships in the community. A brief description of several follows.

Community Education Coalition

The Community Education Coalition (CEC) is an umbrella organization working to create a "Community Learning System," a "seamless" system that supports learning from the beginning to the end of life. It seeks to integrate and align existing educational systems so that students are able to move smoothly from one to the other without having to cross barriers that impede their educational progress. Organizations involved include ArvinMeritor, the Bartholomew Consolidated School Corporation (BCSC), City of Columbus, Columbus Area Chamber of Commerce Foundation, Columbus Aviation Commission, Columbus Economic Development Board, Cummins Inc., the Heritage Fund of Bartholomew County, Indiana University-Purdue University Columbus, Irwin Financial Corporation, Ivy Tech State College, the Purdue University School of Technology, and WorkOne. Also lending guidance and support are State Senator Robert Garton and State Representative David Yount, a member of the Indiana Commission on Higher Education. IUPU Columbus has played a very active part in this organization.

The Community Education Coalition has been recognized with a 2002 Distinguished Performance award from the National Alliance of Business.

The Center for Teaching and Learning

The Center for Teaching and Learning, one of many initiatives of the Community Education Coalition, is a collaborative effort of community partners to support all learners and those who teach them. Programs supported by the Center for Teaching and Learning include Resources for Teaching, Student Programs and Resources, and Libraries and Information Services. The Center for Teaching and Learning is currently supported through funds from a Lilly CAPE Grant awarded to the Community Education Coalition in 2000. Descriptions of CTL programs supporting learners from birth through age 99 and beyond and those who teach them can be found here .

IUPUC is a major partner in the CEC and the CTL. Faculty have contributed to

· CTL vision, mission and goals

· Learning Center Design

· P-12 professional development programs

· Curriculum Resource Center for Teachers and Teacher Candidates

· Certification of the CTL as a Mentor Teacher Training Site granted by the Indiana Professional Standards Board

Columbus Learning Center (CLC)

The Columbus Learning Center is a community-driven initiative designed to provide a one-stop educational facility. The building of approximately 124,000 square feet will facilitate the delivery of education to learners of all ages, utilize the most current and appropriate technology to enhance learning and expand career offerings, and facilitate the planning for and improvement of the Community Learning System by co-locating Columbus-area educational leaders. Included in

the building will be 16 classrooms, 6 computer labs, 10 conference rooms and a 220-seat lecture hall, as well as other workstations and testing areas. The Center for Teaching and Learning that is described above will also be located in the CLC.

Careers in Indiana (CII)

Careers in Indiana was created to provide career planning and placement services for students, a job posting place for employers, and another opportunity for connecting the community with its educational institutions in ways that benefit all. A board of managing partners oversees the work of a small staff whose mission is to help people make connections for life planning and career transition. The CII is a service for both job seekers and employers. To enhance delivery of these services, seven neighborhood career access centers have been created where technology is available to facilitate skill assessments, career and job searches, as well as resume and interview coaching. Information on internships is also available through the CII.

Columbus Quality Improvement Center (CQIC)

The CQIC offers specialized programs to support continuous improvement initiatives of schools and two-year colleges throughout the Midwest. The mission of the CQIC is to support the creation of individual and organizational performance excellence by providing opportunities for learning, sharing knowledge and skills, and applying quality improvement principles and techniques. To pursue this mission, the CQIC offers services based on the Baldrige system for school improvement. In addition, the CQIC offers several products or tools, including some that will assist Indiana school corporations to meet the requirement of Public Law 221, which requires all schools to have a staff development plan that meets specific requirements. Finally, the CQIC offers professional development courses on topics such as leadership, strategic planning, student and stakeholder focus, process management, and continuous quality improvement.

Other Campus Partnerships

Senior Center Services

IUPU Columbus and Senior Center Services have enjoyed a 10-year partnership in offering an Elderhostel program in Columbus, Indiana. Elderhostel, an international organization, hosts programs in conjunction with universities and offers 21 ½ hours of instruction on topics appropriate for the host organizations, as well as tours of locations of local interest. The Columbus, Indiana Elderhostel has had a waiting list for its programs for each of the 10 years since its inauguration.

Walk Through Time

Indiana University-Purdue University Columbus worked in partnership with a host of community organizations and volunteers to sponsor an exhibit titled "A Walk Through Time...from stardust to us" during the last week of September and the first week of October 2001. This traveling, outdoor, ecological exhibit, developed by the Hewlett-Packard Company, depicts the history of the earth in a series of 90 colorful, 3-foot x 5-foot panels of graphics and text stretching one mile in length. The panels are designed to foster a scientific understanding of the significant stages in the development of the Earth. Each foot represents one million years of the Earth's history. The focus of the exhibit is the wonderful planet on which we live and the importance of preserving it. Nearly 50 community residents and 13 companies and agencies financially sponsored the exhibit; over 100 volunteers handled all aspects of it.

Breakfast with Scholars

This series, presented at a nominal cost to the attendees, is an example of one of the many benefits provided by IUPU Columbus to community residents. The campus sponsored, for a period of 10 years, a bi-monthly series of presentations of topical interest to the community by researchers resident at universities other than IUPU Columbus. The breakfast programs were well attended, creating much interest in the community.

Brown Bag Lunch Lecture Series

This noontime speaking series is free to the public and highlights the excellent qualities of IUPU Columbus full-time and

adjunct faculty. Presented once each month, the series focuses on subjects of general interest; presenters are selected from among the best of the 180 faculty members at IUPU Columbus. Like the Breakfast with Scholars series, it is an effort to reach out to the community.

American Business Seminar

This series, too, ran for a decade. The purpose of the seminar was to expose students in the third year of a business school in Chartres, France to American business practices and culture. Over 50 business leaders in the community volunteered their time to give presentations to the French students about their particular business and to interact with the class of approximately 20 students. The French young people lived in host families in Columbus, visited local elementary and high schools, and had the opportunity to interact with business owners in their businesses. The program was a campus-organized, but community-supported, effort.

Women's Conference

Sponsored by the Columbus Area Chamber of Commerce, the Women's Professional Development Conference is in its fourth year. Attracting 200-300 participants, the purpose of the conference is to provide information, insight, and stimulation to the many professional women in Columbus. This year's focus will be the many roles held by professional women. Several IUPU Columbus administrators have been and continue to be involved in the organization of this conference. IUPU Columbus faculty have been featured speakers at two of these conferences.

Leadership Bartholomew County

Leadership Bartholomew County is an organization that holds a series of monthly, day-long classes in the government, education, social service, and cultural agencies of Columbus for 25 participants each year. Begun in 1981 by three individuals, including current IUPU Columbus Dean Dr. Paul Bippen, the organization has had a huge impact on the lives of countless individuals and on the community in which they have become leaders. Faculty members and administrators have been both students and presenters in LBC over the years, and there is effective interaction between this program and the campus.

Dean's Circle

The Dean's Circle provides speakers for one or two lunchtime programs, focusing on issues of current interest, each year. In the fall of 2001, two lectures were presented on the history, politics, religion, and geography of Afghanistan. Four instructors-three from IUPUI and one from IUPUC-spoke with the aim of providing the public with research-based answers to their questions and concerns.

Program Partnerships

Division of Business and Economics

Business faculty represent IUPUC with the Connected Communities Partnership, a civic group seeking to improve the technological environment in Bartholomew County. Current initiatives include developing a network infrastructure technology plan for the county, the home-to-school connectivity project, and the Tech ReConnect Center.

The Business Programs lead the campus's involvement in an NSF grant proposal to provide entrepreneurship training and development in the state, with a special focus on start-ups and developing companies in the high tech sector, using distance education technologies and strategies.

The IUPUC Division of Business and Economics participates with the IU Kelley School of Business Economic Outlook Panel when it visits Columbus. A participant representing the local community shares an economic perspective specifically addressing the Columbus regional economic outlook.

The *Predicator* , published annually, presents the regional economic perspective.

In the first of what we anticipate will be annual meetings, the Business and Technology Programs met with local Economic Development leaders to discuss and frame the campus's involvement in regional economic development initiatives and their implementation. **Nursing**

The IU School of Nursing has provided the LPN>ASN Mobility Option at IUPU Columbus since 1986. The partnership provides the access to local health care facilities necessary to educate student nurses and an opportunity for joint appointments of selected staff and administrators at these health care facilities to teach nursing curriculum. Staff and administrators from community health facilities serve as members of the IU School of Nursing Advisory Board and provide curriculum input.

In the spring of 2002, the IU School of Nursing brought the generic ASN program to Seymour, Indiana. This program, a collaboration among the IU School of Nursing, IUPU Columbus, and Seymour Memorial Hospital, will provide the Associate Degree Nursing program in its entirety to the small town of Seymour, Indiana.

In the spring of 2001, IUPU Columbus partnered with the American Red Cross to provide a First Responder course for the IUPU Columbus community. Fourteen participants completed the course, thus improving the health and safety of the IUPU Columbus community.

Education P-16 Partnerships

The IUPU Columbus Elementary Education Program supports teaching and learning in the region through several partnerships. While many of these partnerships are in the form of emerging Professional Development School relationships, others are focused on specific community initiatives and needs. Partnerships include:

P-16 Relationship with Ivy Tech State College Early Childhood Program

· Articulation of programs

· professional development planning

· curriculum discussions

P-16 Relationships with Bartholomew Consolidated School Corporation

· Partner Teacher Preparation/Professional Development Schools: Southside Elementary School, Taylorsville Elementary School, Mt. Healthy Elementary School, Richards Elementary School, Clifty Creek Elementary School, Smith Elementary School, Fodrea Elementary School, Rockcreek Elementary School

· Service-Learning Grant application for K-16 professional development in service learning with Mt. Healthy Elementary School, Eastside Community Center

· Professional development support to the Connected Community Project

Eastside Community Center After School Program

· Senior Teacher Candidates tutor elementary students as a service learning/program experience opportunity

P-16 Relationships with Flatrock-Hawcreek School Corporation

· Partner Teacher Preparation/Professional Development Schools: Cross Cliff Elementary School, Hope Elementary School

· Professional development support to the Connected Community Project

Community-Based Service Learning Opportunities

Psychology Practicum

For over twenty years, IUPUC has offered psychology practicum courses. Students are able to select a practicum site in the community that corresponds with their personal or career interests. Learning goals are developed for the semester as a collaboration between the student, site supervisor, and course instructor. During class sessions students focus on topics such as diversity in the workplace, values/ethical concerns, professional relationships, interviewing skills and self-awareness. Course requirements include completing 120 hours at a practicum site, attending class weekly, and preparing a written paper to integrate course material with practicum experiences. Examples of practicum sites include: Head Start, Youth Services Center, Big Brothers/Big Sisters, First Call for Help, local nursing homes, public schools, a domestic abuse shelter, and a homeless shelter.

Sociology Internships

Sociology students at IUPU Columbus can complete their capstone requirement through an internship. Two IUPUC students have completed internships at First Call for Help, the comprehensive information and referral service provider for the Bartholomew County area. One intern spearheaded the creation of a directory of services available through faith-based organizations. Another intern is currently assisting with the development and production of the updated Community Resource Guide for First Call for Help. A third intern is helping the Columbus Human Rights Commission to develop an "Employing Latinos" technical assistance manual and to evaluate 2000 census data.

Business Internships

The new Business Degree Programs at IUPUC are involved with the community through Learning Communities courses linked with Business courses; through internships ; through business presentations on campus; and through participation of area business and community leaders in courses, especially case discussions.

Education Service Learning

In Education, service learning occurs across the program through field placement and student teaching requirements. These have been detailed in the partnership section.

In addition, through the America Reads Program, IUPUC provides federally funded work-study opportunities to undergraduates. Students placed in nine local elementary schools receive financial support awards and gain valuable experience working with children. IUPUC students provide elementary classroom support, with a primary focus on early literacy tutorials for children in need of extra help.

Nursing Service Learning

The LPN>ASN Mobility Option on the IUPU Columbus campus has migrated into the communities of Columbus, Seymour, and Franklin to look at societal ills. The nursing capstone course utilizes the Healthy People 2000/2010 report and the National Health Promotion and Disease Prevention Objectives developed by that body as the basis for the practicum curriculum. Students work in settings that investigate, study, and address such problems as addictive behaviors, homelessness, domestic abuse, troubled teens, obesity, and anger management for 15 consecutive weeks. There is no better way to become familiar with an issue than to become immersed in seeking solutions.

Students in the acute care class of Activity/Exercise (i.e. Cardiac, Respiratory and Hematology) are required to complete a group project that provides health information to the community. A health fair, organized and run by the students at the local mall, is held annually. This activity is seen as a way for students to give back to the community in which they live and/or work; they do not receive academic credit for the project.

IUPU Columbus Freshman Seminar

The IUPUC Freshman Seminar is required for all incoming full-time students. Each class plans and implements a community service project. Projects have included writing cards and letters for nursing home residents, assisting with Special Olympics, community mentoring, and collecting clothing and toys for shelters. Students learn to work collaboratively with each other and the community.

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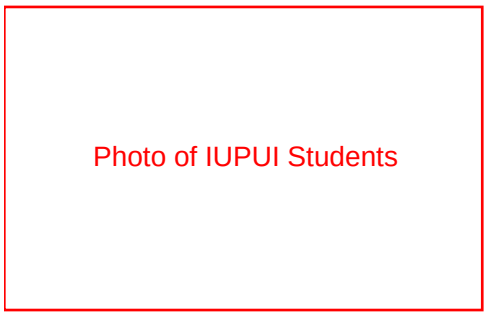

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Civic Engagement

Strengths, Challenges, and Questions

Strengths and Challenges

In Colleges and Universities as Citizens (Bringle, Games, & Malloy, 1999), prominent scholars critically analyzed Ernest Boyer's ideas about the scholarship of engagement. These scholars examined key areas of the work of the academy and probed the possibilities and risks of community engagement by providing "guidance for paradigmatic change, [raising] aspirations for excellence in higher education, and [provoking] institutional change in how higher education conceptualizes its purpose and evaluates its accomplishments" (p. x). On the basis of this analysis, Bringle et al. extracted a set of principles for civic engagement (p. 201-202) that provide a framework for campuses to examine their strengths and challenges in civic engagement. The following discussion of strengths and challenges for IUPUI is based on an adaptation of these principles for civic engagement.

Principle 1. The engaged campus will develop an understanding for how civic engagement is consistent with its mission.

Strengths

- Civic engagement, community partnerships, service in the community, and collaboration are clearly stated as central to IUPUI's campus mission.
- Campus administrators have a record of clearly and regularly articulating the importance of civic engagement in publicity and formal speeches and providing campus and community leadership in forging new partnerships.
- Civic engagement is evident in campus annual reporting and planning process. Each school reports progress and accomplishments in civic engagement and civic engagement is viewed as the responsibility of each unit. The majority of responding schools aspire to increasing civic engagement in their academic units.

Challenges

- Civic engagement is a valued aspect of campus identity; however, it is not necessarily a valued aspect of faculty work.
- Long-term commitment to sustained community partnerships is dependent, primarily, on the individual work of faculty who choose to incorporate civic issues in their teaching, research, and professional service. Too often, if a faculty member leaves, the civic engagement ends because there is not a wider commitment to sustainability by the home unit.

Principle 2. The engaged campus will involve communities in a continuous, authentic, and meaningful manner and will be flexible, responsive, and accountable to external constituencies.

Strengths

- The campus is well positioned to articulate principles of good practice that can become a guide to improve civic engagement work. Many units on campus (e.g., Polis, Center on Philanthropy, Center for Urban Policy, Office of Neighborhood Resources) provide a strong basis for exemplifying these standards and their good work needs to be better understood by the rest of the campus.
- The central administration seeks community input in a number of ways (e.g., IUPUI Board of Advisors, IUPUI Dialogue Group, IUPUI Diversity Cabinet, IUPUI Athletics Committee, Chancellor's Circle) and schools have established mechanisms to involve external constituencies in decisions (e.g., Community Advisory Boards, Program Review, Search and Screen).
- The Civic Engagement Inventory asks for evidence of community collaboration and community impact of civic engagement programs.

Challenges

- Principles of good practice for community partnerships will need to be clearly communicated and models for evaluating good work widely disseminated in order to influence practice.
- At the central level, developing a means to accomplish community input into a civic agenda to guide future work in Indianapolis and central Indiana is a challenge.
- The formation of, charge to, and funding of the Civic Advisory Committee will be crucial in determining to what extent a civic agenda is identified for the campus and for Indianapolis and central Indiana.

Principle 3. The engaged campus will value community-based learning experiences for students and faculty.

Strengths

- With the strong presence of professional schools, community-based instruction (e.g., internships, fieldwork, clinicals, practicum, student teaching, applied programs) is central to most units.
- Service learning is a uniquely important educational intervention because it involves students, faculty, and curricular revision that can have an enduring presence on the campus and in the community.
- Through the Center for Service and Learning, the executive leadership of IUPUI has made commitments to service learning since 1993 that have resulted in an (a) increased number of service learning classes, (b) staff expertise and resources for service learning, (c) campus awareness of service learning, (d) connections of service learning to other campus initiatives (e.g., Learning Communities, retention, first-year experience, Student Life and Diversity, student employment, reorganization of scholarships), (e) research and scholarship on service learning, and (f) regional, national, and international recognition for its good work.
- Emphasizing curricular-based interventions to increase student involvement in the community is well suited to a commuter campus where the classroom is the key point of contact with students.
- Research conducted by the Center for Service and Learning indicates that service learning contributes to student progress towards the Principles of Undergraduate Learning and that students enrolled in service learning during their first semester persist at a higher rate than students not enrolled in a service learning course.

Challenges

- Activities need to be planned within each school/department to identify ways that community-based learning is in alignment with unit mission and to come to consensus on unit goals and/or requirements for community-based learning.
- Concerted efforts must be put in place to support the integration of service learning into capstone courses, Honors, integrator courses, gateway courses, and within the major. Currently, only the School of Business requires service learning for all freshmen and only Communications Studies is considering making service learning a common experience for all majors.
- A system of documentation of community-based learning experiences needs to be improved so that the campus can gather information on the number of students involved in and the outcomes resulting from such learning experiences.
- Further campus assessment needs to take place to determine the added benefit of community-based experiences to student learning and future employment.

Principle 4. The engaged campus will reflect its commitment to civic engagement in strategic planning, program evaluation, allocation of resources, and administrative decisions.

Strengths

- Civic engagement is now an integral part of annual campus reporting and planning.
- The funding of the Center for Service and Learning, with its vision to make service a distinctive aspect of the educational culture at IUPUI, is a clear indication of campus commitment to civic engagement.
- Selecting civic engagement as an area of self-study demonstrates the seriousness with which the executive leadership of the campus seeks to improve this area of work through assessment of the work, analysis of the successes, and planning to improve future work.

Challenges

- The future work and role of the Civic Engagement Task Force is currently unclear. Will this committee enlarge to become a Civic Advisory Committee? Will there be a need for the CETF to monitor civic engagement in a similar way that PRAC monitors teaching and learning?
- Currently, there are no designated campus funds to support faculty engagement in community-based projects.
- Faculty need to have improved support for securing project funds on an ongoing basis. There needs to be a concerted effort within Research and Sponsored Programs to identify external funding sources for this type of work and a concerted effort with the IU Foundation to identify community funds for project support.

Principle 5. The engaged campus will value civic engagement in faculty roles and rewards.

Strengths

- Faculty roles and rewards have demonstrated the flexibility to recognize civic engagement when it is scholarly. The Promotion and Tenure guidelines have been revised to clarify the nature of professional service and how it can be documented as a scholarly activity.
- Faculty Annual Summary Report forms ask about the development of service learning classes and service learning is mentioned in the Promotion and Tenure guidelines.
- Participation in the Kellogg Peer Review of Professional Service project provides a campus resource of examples for documenting civic engagement.
- Members of the all-university promotion and tenure committee receive Glassick, Huber, and Maeroff's (1997) criteria for scholarly work on their working form and the guidebook, Service at Indiana University: Defining, Documenting, and Evaluating, is distributed to its members each year.
- A Professional Development Planner and Resource Guide was recently created by the Center for Teaching and Learning, Research and Sponsored Programs, and the Center for Service and Learning. This resource documents campus resources to support civic engagement and the documentation of professional activities in the community.

- There are some examples of faculty positions being created for public scholars who have joint responsibilities to the university and a sector or agency within the community.

Challenges

- Each academic unit has a distinct culture regarding criteria and expectations for promotion and tenure. Although IUPUI as a campus has demonstrated the capacity to honor civic engagement activities, there is not pervasive acceptance of civic engagement as potentially scholarly activity.
- Interventions must be sustained by campus leadership, in part, because the audience changes (e.g., turnover in administrative positions, turnover on committees) and because multiple presentations are necessary to inform and remind key individuals about the manner in which civic engagement can be the basis for scholarly work and how it aligns with institutional mission.
- The potential to develop public scholars needs to be developed and supported.

Principle 6. The engaged campus will develop infrastructure that supports the complex nature of civic engagement.

Strengths

- The Center for Service and Learning, which parallels the Center for Teaching and Learning and a Center for Research and Learning that is under development, is well positioned to provide campus leadership for several aspects of civic engagement. The CSL has established itself as a campus asset that has contributed to the civic culture of the campus and has garnered significant national respect for its work.
- Having the CSL under Academic Affairs affirms the desire to promote the academic integrity of this work for students and faculty.
- A number of campus and university Centers are focused on civic engagement and are doing excellent scholarly and community work. Directors of these Centers have begun meeting on a regular basis to strengthen understanding, promote collaboration, and improve work.

Challenges

- There is still no obvious "front door" to the campus for community members to knock on in order to explore campus partnerships. The Civic Engagement Inventory will provide web-based access to campus projects, and yet, this may not be nearly as helpful to a community organization as having a phone number to call for campus referrals.
- There is insufficient structure, funding, and leadership for promoting coordination of the various civic projects that are taking place.
- There is no mechanism for the campus to engage in discussions with the central Indiana communities and for the campus and community to forge a civic agenda.

Principle 7. The engaged campus will support interdisciplinary work on community issues.

Strengths

- Many Masters degree programs (e.g., Public Health and Law, Public Health and Nursing, Biomedical Engineering, New Media, Masters of Business and Law) demonstrate a commitment among schools to work together to prepare graduates for new fields of interdisciplinary study.
- There are some excellent examples of interdisciplinary work at IUPUI such as the "Better Together" project in the United North West Association neighborhood and the Community Development and Urban Education Certificate, sponsored by Social Work, Education, and Nursing and the cross-disciplinary work through the Center for Earth and Environmental Sciences and Center on Philanthropy.
- The Center on Philanthropy and the School of New Media collaborate with many schools to secure joint faculty appointments to contribute their disciplinary expertise within the interdisciplinary fields of study.

Challenges

- Most of the pressing issues in communities are interdisciplinary by nature; for the campus to be responsive, there must be mechanisms for interdisciplinary work to thrive. Currently, annual reviews of faculty occur primarily at

their home unit and interdisciplinary work is often undervalued by colleagues in the unit. There are good institutional models for professional development and faculty roles and rewards when faculty undertake interdisciplinary work.

- A campus-wide task force on Interdisciplinary work should be convened so that its findings and recommendations can facilitate the success of interdisciplinary community-based projects.
- The campus, in structured dialogue with the community, could identify interdisciplinary themes (e.g., homeless, health care, youth, education) and provide resources to develop community projects that address the themes. However, it is currently unclear how such a dialogue would occur and how the work would be funded.

Principle 8. The engaged campus will develop a culture of service as a distinctive aspect of campus life.

Strengths

- Campus-wide days of service (i.e., United Way Day of Caring, Dr. Martin Luther King, Jr. Day-On, Into the Parks Spring Clean-Up) and annual events (e.g., Jam the Bus Food Drive, Spring House Calls, Holiday Family Sponsorship, Chili for Charity, Race for the Cure) have created new campus traditions of community service for IUPUI students, faculty, and staff.
- The Coordinator for Community Service, a shared position bridging Student Life and Diversity Programs and the Center for Service and Learning, has been the catalyst for the formation and support of a number of service-based student groups (e.g., College Mentors for Kids, Habitat for Humanity, Alpha Phi Omega, American Humanics). Increasing numbers of students are participating in co-curricular service.
- The Community Service Scholars program is one of the largest service-based scholarship programs in the nation and recognizes community service as a basis of merit for students.
- This fall, U.S. News and World Report recognized IUPUI as having an exemplary program for service learning (ranked 8th nationally under a new domain of "Programs that Really Matter").
- "Service learning", "civic engagement", "community-based learning", and "community partnerships" have become a part of the language of the campus.

Challenges

- The complex diversity of the campus and the demographics of our commuter students make developing a culture of service on campus quite challenging.
- The design and development of the template for student portfolios could include ways to document civic engagement activities. The degree to which students will use portfolios is uncertain.

Questions for Review Team

1. How might we disseminate information about our own models of good practice in civic engagement to the campus, and to the community, in order to improve cross-disciplinary collaboration and commitment to civic engagement?

2. How can our campus strength in institutional assessment improve our work in civic engagement? (It is easy to conceptualize how individual projects can be assessed, but more challenging to conceptualize this on a campus-wide level. How will we know that our work is making a difference within the community?)

3. What recommendations do you have for the future campus work of the Civic Engagement Task Force upon completion of the NCA review?

4. What recommendations do you have on setting priorities for campus civic engagement (e.g., topical focus such as education, health, and youth)? What role should the proposed Civic Advisory Committee assume in this process?

5. How can our work in this self-study inform others in higher education to advance the work of civic engagement?

Units of Planning and Institutional Improvement

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Photo of IUPUI Students

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Indiana University-Purdue University Indianapolis

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Civic Engagement

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

A. Offer academic community-based learning opportunities in varied settings, including community agencies and organizations, as well as business and industry.

1) **Goal:** *Support the development* of community-based learning opportunities, including service learning classes.

Past and current activities: The central mission of IUPUI focuses on creating effective learning environments. Opportunities for learning are not limited to the classroom; central Indiana communities offer rich resources for teaching, research, and service. IUPUI has a strong tradition, particularly in the professional schools, of designing practice-based educational experiences in the communities for students (e.g., practica, internships, pre-professional training).

At IUPUI, internships can be arranged by the Career Center, a centralized unit reporting to University College, or through individual departments. The IUPUI Career Center offers internships to any IUPUI student on a self-directed basis. Students from every major may utilize the Internship Program in conducting non-credit internships. In addition, many schools and departments offer students opportunities for internships and practica experiences. In 1999, 13 schools and departments reported 859 students participated in internships. Some units combined student internships, clinicals, and other forms of experiential education, so these numbers represent an underestimate. Examples of community-based instruction include:

- Students in the School of Liberal Arts created websites for nonprofit agencies in Indianapolis.
- Practicum students in the Indiana Center for Intercultural Communication, School of Liberal Arts, are placed in

local businesses and nonprofit agencies to provide English instruction to nonnative English speaking adult and child populations.

- The Center on Philanthropy, in the School of Liberal Arts, coordinated internships and graduate assistantship placements in more than twenty community nonprofit agencies. Students in the M.A. degree in Philanthropic Studies and undergraduates in the summer Institute on Philanthropy and Voluntary Service provided approximately 13,000 hours of service to the greater Indianapolis region.
- Statewide some 250 clinical sites in communities are utilized for School of Nursing students' practice experiences; during 2000 more than 20 new sites were made available in the Indianapolis area.
- As part of their community health experience, baccalaureate Nursing students teach either breast self-exam or testicular self-exam practices to every IPS high school student.
- IUPUI students participate in the School of Public and Environmental Affairs' Washington Leadership Program, which combines undergraduate internships in government and nonprofit agencies in Washington, DC with related academic courses offered on-site. SPEA students also intern in state and local government agencies in Indianapolis.
- The School of Public and Environmental Affairs, with the leadership of Professors Kennedy and Krauss, established the Willaim H. Hudnut III Scholarship in Public Leadership. The scholarship will be available to an undergraduate SPEA student majoring in urban affairs or public policy and will include an internship with the City of Indianapolis. In addition, Larry Borst, Indiana State Senator and Chairman of the Senate Finance Committee, is funding an internship for SPEA students in civic leadership in which the interns will serve the Senate Finance Committee.
- Students in the School of Journalism intern with local broadcast stations.
- A course on Community Journalism was developed at the request of the Hoosier State Press Association; students worked on assignments for community newspapers in smaller communities.
- Museum Studies students participate in internships with local museums.
- Engineering and Technology has received industry support for senior design projects, including the redesign of a Jeep for a child with a disability.
- Herron School of Art collaborated with Thomson Consumer Electronics on a design course for students.
- School of Social Work offers undergraduate and graduate practica.
- School of Medicine collaborated with Indy Parks Greenways on an academic-based program during the School's 2002 first-year orientation. During Greenway Rounds the 280 incoming first-year medical students spent one morning working with upper-class students, professors, and Indy Parks Greenways to help expand public walkways in Indianapolis.
- School of Medicine's Indiana University-Moi University Partnership continues to be one of the strongest and longest running collaborations between medical schools in post-industrial and emerging societies. Hundreds of IU faculty, scientists, residents, and medical students have traveled to Kenya and many Moi faculty and students come to the United States to study.

The IUPUI Graduate Certificate Program in Community Building and Urban Education is an excellent example of a community-based instructional program that targets professionals in urban planing, criminal justice, community development, and social services (e.g., social work, public health, child welfare, nursing). Offered through the School of Education, the certificate program of 18 credit hours offers project-based professional development using an innovative, comprehensive approach to understanding and intervening in school-community issues in urban settings. The program offers a wide variety of community assessment, organizational management, curriculum development, and critical thinking tools necessary for improving school-community relations.

Service learning has been identified as an effective way to enhance student involvement in the community in educationally meaningful ways. The value added by promoting service learning is that it provides both excellent educational and civic outcomes. Since 1993, the Office of Service Learning has demonstrated that a centralized unit on campus can stimulate the development of high quality service learning courses that extend the existing practice-based educational curricula. The OSL has worked with the Office of Professional Development to provide workshops, grants,

publicity, information, recognition, curricular resources, consultation, and presentations that have had a positive effect on recruiting faculty to develop and implement service learning courses. OSL staff members have been active participants in campus conversations that have resulted in enhanced understanding and appreciation for service learning among faculty, staff, and students. In addition, the OSL staff has published important resources to support the professional development of faculty in the area of civic engagement. In 1995-96, 15 service learning classes were offered at IUPUI. During 2001-02 semesters, 56 faculty offered 37 service learning classes that enrolled 1,913 students. These students worked with 71 community partners and contributed 19,675 hours of community service. During 2000, IUPU Columbus students provided 1,560 service learning hours to the community.

Three examples of service learning classes on the IUPUI campus are:

- Wan-ning Bao, Sociology, taught *R346 Control of Crime* , a course in the School of Liberal Arts partnering with the Indianapolis Police Department, Westside Unit. Service learning projects placed 22 students in a neighborhood west of the IUPUI campus where the university has established a Community Outreach Partnership Center. Two student teams canvassed the neighborhood areas helping to establish crime watch programs, while other student groups worked with youth in physical training and nutrition, as well as a daycare program. IPD officers and community liaison personnel worked closely with the students, introduced them to community leaders, and explained the history involved in neighborhood crime.
- Lenore Tedesco, Department of Geology and Director of the Center for Earth and Environmental Science (CEES) advocates for service learning and civic engagement through the Lilly ARBOR project, a reforestation along the banks of the White River. Dr. Tedesco facilitates the participation of five faculty in environmental service learning courses relating to the ARBOR Project (Geography G107, G115 and Geology 107). In Fall 2001, 370 students contributed 2,310 hours of service through these service learning courses. Community partners include Indianapolis Parks Department, Indiana Department of Natural Resources, as well as Butler University and Marian College. Additionally, several local companies have worked side-by-side with service learning students: Eli Lilly corporate volunteers, Indianapolis Rotary, and the Children's Museum.
- Pam Carlisle and Marla Zimmerman, School of Nursing, created a three-credit service learning course, B104 Learning Community for Pre-Nursing Students, for entering students. During 2001-02, 31 students contributed time to 6 community agencies (i.e., Damien Center, Dayspring Center, Alzheimers Association, Crossroads Rehabilitation Services, Julian Center, Girls Inc.). These agencies represented a broad cross section of diversity based on health issues, age, race, sexual orientation, illness, ability, socioeconomic status, etc. Students participated in volunteer work at an agency as individuals, and also as part of a group.

The Center for Service and Learning also provides Service Learning Assistant (SLA) scholarships to faculty who identify students to contribute to civic engagement in teaching (e.g., assistant in a service learning class), research (e.g., working with the community to execute a mutually beneficial research project), and service (e.g., students helping faculty use their professional skills to benefit the community). During 2001-02, 15 students received SLA awards of $750 or $1,500 per semester to support the civic engagement of faculty in teaching, research, or service.

Many IUPUI faculty have received numerous Indiana Campus Compact grants that support the development and improvement of service learning classes and that promote faculty development. Eight faculty have participated as Faculty Fellows (receiving $35,000 in faculty development funds), and ten faculty have received Scholarship of Engagement Grants (totaling $22,000 in curricular development funds).

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to increase the number of service learning classes:

- Conduct campus-wide faculty development workshops.
- Conduct activities for new faculty (e.g., participation in new faculty orientation, community tours in WESCO, welcome letter)
- Consult regularly with staff in the Center for Teaching and Learning (e.g., faculty development support, teaching fellowships, program leader meetings, publicity, workshops, handbooks, faculty awards).
- Conduct surveys of service learning faculty to gain input on programming goals and priorities. · Increase funding to faculty for Service Learning Assistant Scholarships.

- Provide training for Service Learning Assistants.
- Assist faculty members to secure external funding for developing service learning classes.
- Expand the availability of the Service Learning Option each year.
- Create a teaching fellowship post-doctoral program or masters program with service learning endorsement.

2) **Goal:** *Increase understanding and support* for community-based instruction, including service learning, among administrators in each academic unit on campus.

Past and current activities: Promoting the understanding of community-based instruction and service learning on campus, collaborating with departments, targeting increased participation, and improving the quality of instruction so that it prepares students for active participation in a diverse democracy must remain among the highest priorities of the Center for Service and Learning.

The staff of the Center for Service and Learning has met with administrative staff, deans, and chairs to discuss the nature of community-based instruction. Gene Rice, American Association for Higher Education, led a discussion about civic engagement as scholarly work with the deans. Presentations on civic engagement, service learning, and documentation have been made at many campus meetings and forums (e.g., Moore Symposium on teaching, IU Conference on Civic Engagement, the Retention Forum, Dean's Council on Community Affairs).

Plans to further the work: The Center on Service and Learning has the following objectives identified in its 5-year Strategic Plan to increase the understanding of civic engagement and community-based instruction among administrators:

- Host a luncheon for service learning faculty and their department chairs.
- Conduct departmental/school faculty development workshops.
- Send information semi-annually to all department chairs.
- Meet with department chairs.
- Identify academic units and establish alignment between professional competencies for accreditation and service learning.
- Collaborate with department or school to secure external funding for discipline specific service learning program.

In addition, the campus needs to assess the learning outcomes for students in internships and community-based instruction.

3) **Goal:** *Collaborate with campus teaching and learning initiatives* to provide resources (e.g., workshops, sample syllabi, course development grants) to increase the types of community-based instruction, including service learning.

Previous and current activities: The Center for Service and Learning has been a regular collaborator with the Office of Professional Development and the Teaching and Learning Center. CSL has sponsored 4-8 workshops each academic year on topics related to civic engagement, community-based learning, service learning, research, professional service in the community, and community partnerships. It has also sponsored workshops by leading experts, including:

- Tim Stanton, Stanford University
- Ernest Lynton, University of Massachusetts-Boston
- Rick Battistoni, Providence College
- Tom Ehrlich, San Francisco State and Stanford University
- Donna Duffy, Middlesex Community College
- Kathleen Maas Weigert, University of Notre Dame
- Ken Reardon, University of Illinois
- Lorilee Sandmann, University of Georgia
- Amy Driscoll, Portland State University, CSU Monterey Bay
- Ira Harkavy, University of Pennsylvania

- Barbara Holland, Portland State University, University of Northern Kentucky
- Ed Zlotkowski, Bentley College, American Association of Higher Education

In addition, staff from the Center for Service and Learning have regularly participated in and contributed to campus activities focused on teaching and learning, including:

- retention
- first-year experience of IUPUI students
- research on teaching
- assessment of learning outcomes
- general education and the Principles of Undergraduate Learning
- First-year Success Seminar
- University College
- Undergraduate Research Opportunities Program
- Honors
- Future Faculty Program
- New Faculty Orientation
- New Student Orientation
- Moore Symposium on Teaching

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to increase the collaboration on campus with other teaching and learning initiatives.

- Collaborate with faculty and staff to develop service learning in Gateway courses for undergraduates.
- Collaborate with faculty and staff to develop service learning in Honors courses.
- Collaborate with faculty and staff to develop service learning Capstone/integrator courses for seniors.
- Collaborate with faculty and staff to develop service learning in Learning Block courses for entering students.

4) **Goal:** *Increase student enrollment* in community-based instruction, including service learning classes.

Previous and current activities: Research on entering students at IUPUI indicates that the two strongest motives they have for getting involve in community service are (a) altruistic concern for others and (b) the desire to have new learning experiences and to use knowledge, skills, and abilities. Because IUPUI students (a) work more than students at peer institutions, (b) report that lack of time is a major obstacle, and (c) are strongly motivated by empathic concern and the desire to learn through community service, using the classroom as the vehicle for community service fits an urban commuter campus like IUPUI.

Service learning classes are now scattered across schools and levels of the curriculum. Strategies must be developed to increase the awareness and appreciation for service learning among students so that they look for these opportunities and support them. Student enrollment in service learning classes has been helped by dual-listing classes under their home department and "Service Learning" in each semester's Schedule of Classes. Course descriptions provide information about the nature of the course and the community service that is expected. Brochures listing service learning classes have been distributed on campus and newspaper articles have presented portraits of service learning classes, instructors, and students. Presentations about service leaning are also made to students in First Year Success Seminars.

In 1992, the School of Medicine initiated a process of curriculum review, faculty development, and curriculum planning, known as the Primary Care Initiative. The process was characterized by faculty ownership and based in a strong faith in the quality of their undergraduate medical education program and students. This vision and plan were researched by various teams and detailed in the seminal 1996 document, "The Indiana Initiative: Physicians for the 21st Century." This document suggested the implementation of curricular revisions to include nine "competencies", which were chosen to enhance graduating physicians' ability to effectively practice medicine. In academic year 1999/2000, the School of Medicine adopted the competency-based curriculum and the class of 2003 was the first to graduate under this system.

Competency VI, The Social and Community Contexts of Health Care, is defined as follows:

The competent graduate recognizes the diverse factors that influence the health of the individual and the community; identifies the sociocultural, familial, psychological, economic, environmental, legal, political and spiritual factors impacting health care and health care delivery; and responds to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

Plans to further the work: The Center for Service Learning has identified the following objectives in a 5-year Strategic Plan to increase student enrollment in service learning classes:

- Increase publicity for service learning classes (e.g., electronic schedule of classes, JagNews, brochures, Sagamore, admissions literature, orientation, Learning Communities presentations, web pages, campus Bulletin).
- Promote service learning to key student groups (e.g., American Humanics, SPEA Nonprofit Management majors, undergraduate Philanthropic Studies classes, student organizations).
- Host biannual workshop for all academic advisors.
- Expand use of the Service Learning Option.
- Have all Community Service Scholarship recipients use the Service Learning Option.
- Establish external funding for fee reimbursement for completion of Service Learning Option.

Although creating service learning classes is typically faculty work, in order to increase student access to service learning, the CSL developed a Service Learning Option that allows a student to contract one-on-one with an instructor to complete a service learning component in a course. A resource packet provides the student with information about selecting types of community service that are appropriate for service learning, the types of reflection activities to be completed, and a service learning contract to be completed with the instructor and a community agency supervisor. The packet also contains information to help faculty understand and structure a service component. Information about the Service Learning Option was disseminated to all instructors of the 25 classes with the largest enrollment and a workshop to discuss the option was offered. Successful use of the option not only provides students with the flexibility to extend their service learning experiences but it also provides a means of faculty recruitment because instructors can become familiar with service learning on a limited basis. Students in the CSL Community Scholarship Program are asked to use the Service Learning Option in one of their courses during the Spring semester.

B. Engage in community-based research, scholarship, and creative activities in both public and private sectors at local, state, national, and global levels.

Past and current activities: IUPUI continues to compile a stellar record of accomplishment for research, scholarship, and creative activities. National rankings of schools and departments, grants and contracts to fund scholarly work, and faculty recognition and achievement confirm IUPUI's performance. Because IUPUI is the state's center for graduate professional training, many of the research, scholarship, and creative activities have eventual impact on communities and their quality of life. However, civic engagement is particularly focused on scholarly activities that are conducted in and with the community. The research, scholarship, and creative activities are summarized elsewhere in the IUPUI Portfolio. However, some of the highlights of scholarly civic engagement will be provided.

- The Center on Philanthropy's Philanthropic Giving Index, which serves as a consumer confidence index indicating the current and future climate for charitable giving, is a valuable tool for nonprofit fundraisers and was cited in 2000 in the national news media, including the front page of the Wall Street Journal.
- Research by economists and analysts at the Indiana Business Research Center explores a wide range of business and demographic issues, some of which are published in the Indian Business Report or IN Context and shown on the weekly television show Inside Indiana Business.
- The Division of Mental Health for the State of Indiana asked that the School of Social Work faculty serve as the primary resource in conducting a series of mandated program assessments of services provided by community mental health centers throughout the state; two such studies are related to the Dawn Project and Adult Protective Services.
- Eileen Udry, School of Physical Education, received a grant to study the psychological profiles of chronic pain/injury patients at the Methodist Sports Medicine group practice.

- An evaluation of the AIM program, which pairs IUPUI students with young men at the Plainfield Juvenile Correctional Facility, revealed mentored youth had a significant drop in the recidivism rate, were more likely to continue their education, and were more likely to get a job versus those who were not in the program.
- Many of the research questions pursued by Polis's Project on Religion and Urban Culture derive from the close working relationship with neighborhood groups, religious organizations, congregations, governments, not-for-profits, and social agencies. The findings, while academically sound, have practical application. For instance, they have studied faith-based partnerships between government and congregations and have both published their findings and served as evaluator for many of these programs.
- Under the leadership of Jim Perry and Laura Littlepage, the Center for Urban Policy and the Environment established a research and advisory relationship with the national Points of Light Foundation to conduct evaluations and monitor outcomes for the Foundation.
- The Indiana Center for Intercultural Communication, School of Liberal Arts, and the Center for International Business Education and Research, Kelley School of Business, wrote Language and the Global Workplace. A Handbook for Indiana Businesses.
- John Kirlin, School of Public and Environmental Affairs, is supplying research support to the Marion County Tax Alliance to identify short- and long-term strategies to re-design the fiscal structures of Marion County and Indianapolis.
- The Land Use in Central Indiana (LUCI) Model by the Center for Urban Policy and the Environment will increase understanding of the region and inform decision-makers about the array of options for improving quality of life for central Indiana residents.
- The Center for Urban Policy and the Environment served as administrative agency for the Indiana Gambling Impact Study Commission, appointed by Governor O'Bannon, and also assembled a team of researchers to complete technical work. They have organized five public-issue forums around Indiana and multiple meetings of the commission.
- The Center for Urban Policy and the Environment assists the Indianapolis-Marion County Public Library in making decisions on major capital improvements and assessing the value of its activities; the Center measured the value of services provided by the Central Library and all branch libraries using advanced techniques developed to assess the value infrastructure and recreational projects.
- The Center for Urban Policy and the Environment provided analyses of housing demand for the Indianapolis Neighborhood Housing Partnership in the region in order to enhance capacity of fifteen Community Development Corporations.
- The School of Social Work partners with (a) Ladders for Success and (b) the Indiana Consortium of Family Organizations to provide timely research information to state policy makers.
- Under a $4 million award of general support, the Center for Urban Policy and the Environment has launched an applied research initiative on the theme of investment in Central Indiana. This initiative, which is being carried out in consultation with numerous organizations, has resulted in publication of more than 25 monographs that have been distributed to more than 1000 decision makers in the region during the past three years.

Plans to further the work: The campus is well positioned to become a research center on service and civic engagement in higher education, with the resources of the Payton Philanthropic Studies Library, the Center on Philanthropy, faculty expertise in research on community service and service learning in the Center for Service and Learning, and a high degree of commitment to institutional research.

C. Provide professional services to local, state, national and global communities.

Professional service is the least understood and respected aspect of the tripartite description of faculty and university work. In 1994, the IUPUI Task Force on Service, jointly appointed by the Dean of the Faculties and the President of Faculty Council, was charged:

to develop a concept paper on service as a University responsibility, and specifically as a component of the IUPUI mission. This document would be used, first, to stimulate discussion among faculty, librarians, and academic

administrators, and second, to help us make collaborative decisions about recognizing service within the formal advancement structure.

The Task Force on Service conducted research on the role and rewards associated with service in each academic unit, gathered information from peer institutions, and studied the extant literature on professional service. Task Force members met twice with Ernest Lynton, University of Massachusetts-Boston and author of *Making the Case for Professional Service* , and invited the IUPUI community to open forums to discuss its work. The *Task Force on Service Report* was received by the IUPUI Faculty Council in Fall 1996.

In order to increase campus understanding about professional service as a component of mission, the Dean of the Faculties asked each Dean to designate two faculty to attend a series of five workshops during 1996-1997. Participants

- Read the *Task Force on Service Report* and Lynton's *Making the Case for Professional Service* and discussed the implications within their academic units
- Analyzed documents from participants' units that dealt with defining, documenting and evaluating professional service
- Reviewed and evaluated sample documentation of professional service
- Evaluated claims about quality based on participants' own written documentation of professional service
- Developed suggestions for future steps at IUPUI to increase understanding and consensus about the value of professional service and ways to document and evaluate professional service.

A 3-year Indiana University Strategic Directions Initiative project expanded the discussion of the IUPUI Task Force on Service to the Indiana University system. During 1997-1998, two representatives from each campus met to discuss the nature of professional service, its documentation, and criteria for its evaluation. This work resulted in a draft document. Eleven faculty members from 7 campuses were selected as Indiana University Faculty Service Fellows to document their campus, community, disciplinary, and professional service projects during the second year of the project. A presentation on the work was made to the chief academic officers of all 8 Indiana University campuses, in Fall 1997. *Service @ Indiana University Defining, Documenting, and Evaluating* summarizes the three-year project, presents a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, provides examples of faculty documentation of professional service, and provides resources for conducting campus-based workshops to assist faculty in preparing documentation. This work on extending the understanding of the nature of professional service provides a basis for subsequent development of the institutional capacity to recognize and acknowledge excellence in service when it is warranted.

Many faculty members serve as members of boards, commissions, and task forces in the community. Faculty draw upon expertise as educators and as a member of a discipline or professional in many ways to contribute to the quality of life in communities.

School of Dentistry provides outpatient clinic services to 20,000 patients annually, including dental care for the homeless and those in shelters for domestic violence.

More than 150 teachers participated in Click 2000, a project in which School of Education staff and graduate students provided on-line development for teachers who want to incorporate technology in their classrooms.

The Indiana Center for Intercultural Communication, School of Liberal Arts, participated in the Purdue University project to reconstruct Kabul University in Afghanistan. ICIC's role is to develop English language teaching and teacher training for Kabul University.

Informatics faculty provided Saturday School for IPS students to acquaint them with the fields of informatics and new media.

The Shalom Health Care Center, under the direction of Su Moore, School of Nursing, served 7,057 patients in its two primary care clinics and 1,935 students in its three school-based clinics.

The School of Nursing's MOM project served 913 families and made 5,043 home visits. The MOM-mobile made 1,915 ultrasounds available.

The School of Dentistry offers dental service learning experiences by treating underprivileged children in Mexico and Haiti and offering continuing education for Haitian dentists.

Law students and faculty provide legal assistance clinics for indigent clients.

Allied Health faculty staff weekly MS swims and volunteer counselors for the Fall Stroke Camps.

Center on Philanthropy, School of Liberal Arts, partnered with the Indiana Youth Institute to offer 10 classes of training in fundraising and nonprofit management for about 400 nonprofit managers and volunteers in 9 Indiana Cities.

School of Engineering and Technology faculty participate in a Technical Assistance Program that provides expert advice and technical information to hundreds of Indiana companies.

The Indiana Center for Intercultural Communication, School of Liberal Arts, offers three-week intensive English for Specific Purposes Training Institute for local teachers and volunteers wanting to teach English to the local workforce. They also provided an intercultural training seminar for 1,500 service workers for the 2000 U.S. Grand Prix Hospitality Committee.

The Indiana Center for Intercultural Communication and the Center on Philanthropy, both in the School of Liberal Arts, has compiled the world's largest corpus of philanthropic fundraising materials (e.g., direct mail letters, grant proposals, case statements, annual reports). The material is available to fundraising professionals and scholars in compact disc form.

Professor Steinmetz, Liberal Arts, provides pro bono mediations for local organizations.

Division of Labor Studies faculty members provided technical assistance to the Indiana State Building and Construction Trades Council Hispanic Organizing Project.

Professors P. Sullivan and B. Van Voorhis, School of Social Work, chaired subcommittees and helped write the city's "Blueprint to End Homelessness" for the Coalition for Homelessness Intervention and Prevention.

The Institute of Psychiatric Research in the School of Medicine has partnered wit the Mental Association to offer an Annual Symposium on state of the art treatment and research in psychiatric disorders. Geared for the layperson, it attracts members of the Mental Health Association, consumers, family members, legislators, and the general public.

School of Medicine faculty and students provide health services at Moi University in Eldoret, Kenya. One of the missions of the IUSM faculty is to provide medical care to the less fortunate citizens of Indianapolis.

School of Medicine is the exclusive provider of health care at Wishard Memorial Hospital and its affiliated community health centers. In 2001, Wishard and its community health centers had 737,314 visits from patients. In that year 42% of Wishard patients had no health insurance.

The School of Law partnered with the Women and the Law Division of the Indianapolis Bar Association, the Marion County Family Advocacy Center, Inc., Breaking Free, Inc., and the Domestic Violence Network of Greater Indianapolis to establish the Protective Order Pro Bono Project to assist victims of domestic violence in Marion County.

Professor Hardy, School of Law, and her students worked as part of the Innocence Network to win the release of inmates wrongly convicted of a crime, including one inmate of 21 years.

The Office of Alumni Relations provided continuing education activities to the community, including Fall and Spring Medical Alumni Weekends, the Fall Dental Weekend, the Dean's Day for Liberal Arts, and the Frontiers of Science.

The Kelley School of Business, in partnership with the Indianapolis Black Chamber of Commerce and the Indianapolis Chapter of the National Black MBAs, began Community Business Partner, which provides discounted consulting services for selected minority businesses in order to increase their efficiency and productivity.

D. Create opportunities for community service at local, state, national, and global levels.

Promoting community service activities as part of the educational culture of IUPUI is an important way for traditions,

celebrations, and civic habits to develop among students, faculty, and staff. The Center for Service and Learning (CSL) plays an important role in coordinating programs, organizing campus-wide community service activities, and recruiting and recognizing participants. The CSL collaborates with individual schools, departments, student organizations, and athletic teams that have established community service traditions.

A successful community service program will involve students, faculty, and staff in various forms of community service and provide multiple opportunities to broaden the nature of their participation and deepen the integrity of their involvement in communities. This will be best achieved when resources are identified that can continue to support program development, promote community service activities, and recognize campus volunteers for their service contributions.

1) **Goal:** *Develop and secure resources* to support involvement in community service.

Previous and current activities: The Center for Service and Learning coordinates a comprehensive Community Service Scholarship program (i.e., Freshman Service Scholars, Community Service Scholars, Community Service Leaders, America Reads Team Leaders, Service Learning Assistants) to recognize students for their previous involvement in community service and to facilitate their continued involvement in the community. These service-based scholarships are funded through $125,000 of campus-based scholarship funds.

The CSL organizes many community service events that contribute to creating and sustaining an educational culture that promotes service. These include:

Campus Wide Days of Service

- 2001 IUPUI-United Way Day of Caring: For the seventh year, 128 IUPUI students, faculty, and staff volunteered over 780 hours at eleven community sites for the United Way Day of Caring, September 2001.
- 2001 "Jam the Jaguar's Bus" Food Drive: This is the third year for this campus-wide food drive, organized by the IUPUI Communications and Marketing Community Outreach Office and assisted by CSL. Several tons of food and $700 were collected by departments and campus centers. Thirty volunteers helped pick up food on campus and deliver the boxes and bags by busloads to 13 community sites.
- 2001 Holiday Assistance Program: For the fifth year, the Center for Service and Learning coordinated the annual Holiday Assistance Program in December 2001. Sixteen families from three community agencies including Hawthorne Community Center, the Christamore House, and Our Redeemer Church were sponsored by 19 campus groups of faculty, staff and student organizations.
- 2002 Dr. Martin Luther King, Jr. Day Service Initiative: For the third year, the Center for Service and Learning coordinated the annual MLK "Day On" of Service in January 2002. 228 IUPUI staff, faculty and students volunteered at 14 community sites across the city.
- 2002 "Into the Parks": For the fourth year, CSL organized "Into the Parks" outreach project during the Spring Semester. The April 19th event at Dr. Martin Luther King, Jr. Park involved 46 IUPUI participants and community members who prepared spring landscape beds, planted bushes, mulched around trees and cleaned up the park. The event was held in partnership with Indy Parks Department, Citizens Neighborhood Coalition, Keep Indianapolis Beautiful, and the Indiana Pacers.
- 2002 IUPUI-NPower Virus Vaccination Day: A new campus service day was piloted in June in collaboration with Npower, United Way of Central Indiana, and many campus units. Staff, faculty, and students (estimated 80 volunteers) with technology expertise were recruited to provide virus vaccination for 35 community agencies. This program is modeled after similar programs in Seattle and Atlanta.
- 2002 Komen Race for the Cure, Coordinated by the Office of External Affairs, attracted 894 IUPUI team members who joined 27,000 runners and walkers on the IUPUI campus. The IUPUI team raised $16,000 for breast cancer research.
- The Back Pack Attach event, coordinated by the Office of External Affairs, collected 404 back packs and school supplies for students in Indianapolis Public Schools #14, 15, 54, and 28. · IUPUI student-athletes contributed 1,4000 hours in community service through skill clinics, speaking engagement, and awareness programs.

Volunteer Activities

CSL continues to find ways for individuals to use their talents and explore interests by becoming involved in one-time, short-term, or on-going community service experiences.

- Volunteer Listserv: CSL maintains a Volunteer Listserv for students, staff, and faculty who are alerted to community and campus volunteer opportunities.
- Volunteer Opportunities Notebook: CSL maintains a Volunteer Agency Reference book for students, faculty, and staff that lists agencies and volunteer services needed in the community. CSL continues to field requests by local agencies for one-time volunteers for special events and posts this information and recruits students, faculty, and staff via campus e-mail, listserv, bulletin boards, and word of mouth.
- Volunteer Fair: Thirty-eight community agencies took part in the Volunteer Fair at IUPUI during Student Welcome Week, August 2001. The agencies recruited volunteers from staff, faculty, and students, distributed literature, educated and informed about their work, and exhibited agency activities.
- A Service Planning Notebook was created for students to create, publicize, recruit, and complete one-time service projects on campus or through a specific course.
- Under the guidance of a new staff member, Lorrie Brown, Coordinator of Student Life and Community Service, a Habitat for Humanity Campus Chapter and College Mentors for Kids! were formed on campus during the 2001-02 academic year.

The School of Medicine, through the Office of Medical Service Learning, sponsors Spring House Calls, a day-long activity that teams medical students with homeowners in the Haughville and Blackburn areas who have requested assistance to clean up their yards and properties. Teams of students plant flowers and provide minor exterior property maintenance. Since 1996, nearly 500 students have contributed 5,000 hours of service. The Office of Medical Service Learning also sponsors a medical mission to Calnali, Mexico, a community leadership mentoring program, and doctor camp for youth from WESCO neighborhoods.

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to attain resources to support community service.

- Create a video for students to be used in summer orientation sessions and class presentations.
- Create a student information center in the basement of University College building to inform students about short- and long-term service opportunities, including AmeriCorps, VISTA, and international service programs.
- Collaborate with Staff Council and units to identify, support, and recognize staff who serve as Team Leaders to recruit volunteers for campus wide service events.
- Create a brochure to use in student recruitment that promotes community service involvement of the campus.
- Increase number of campus teams that participate in one-time service events.
- Integrate service as a vital program component of new student housing.

2) **Goal:** *Increase ways to recognize* those involved in community service activities.

Previous and current activities: Each year, the CSL hosts a campus wide reception that recognizes and honors faculty, staff, students, and community agencies personnel who have partnered throughout the academic year with the IUPUI campus in various ways. Groups were invited for their involvement in voluntary service, tutoring programs, community outreach, and service learning activities. Approximately 50-75 guests participate in each year's recognition reception. Last year, the recognition reception was titled "Service is a Sound Investment." Each guest wrote letters of encouragement and decorated a bookmark that were placed in 150 music portfolios and donated to the George Washington Community School Marching Band.

The CSL has regularly identified external opportunities for faculty, staff, and students to be recognized for their civic engagement. The following faculty have received recognition associated with their civic engagement:

- Dr. Patricia Keener, IU School of Medicine received the Ernest Lynton Award for Faculty Professional Service and Academic Outreach, a national award given at the American Association for Higher Education Faculty Roles and Rewards Conference, 2002.
- Roger Jarjoura, School of Public and Environmental Affairs, received the Brian Hiltunen Faculty Award from

Indiana Campus Compact, 2001.

- Jose Rosario, School of Education, was selected to be Senior Faculty Fellow by Indiana Campus Compact
- Robert Bringle, School of Science, Director Center for Service and Learning, received the Brian Hiltunen Faculty Award from Indiana Campus Compact and the Thomas Ehrlich Faculty Award for Service Learning from Campus Compact and the American Association for Higher Education.
- Robert Bringle was selected to be a member of the AAHE/Campus Compact Consulting Corps
- Dean William Plater, Florence Juillerat, and Robert Bringle were selected for the National Review Board for the Scholarship of Engagement
- Greg Lindsey (School of Public and Environmental Affairs), Bob Osgood (Education), Marie Watkins (Social Work), Sanjiv Gokhale (Engineering and Technology), Roger Jarjoura (Criminal Justice), and Jose Rosario (Education) were selected as Faculty Fellows by Indiana Campus Compact

The following IUPUI students have also been recognized for their community service:

- The Richard C. Wood Community Service Award recognizing outstanding students in Indiana for their community service. Juana Watson won the statewide award in 1997, Shannon Tompkins won the award in 2000, and Denise Smith was a finalist and runner-up in 2001.
- Cathryn Cline, a Freshman Service Scholar, Community Service Scholar, and Community Service Leader, was selected as a recipient of the Mayor's Community Service Award in 2002 for exception contributions to the Indianapolis community.
- Chandana Kakani, a Community Service Leader scholarship recipient, was chosen as one of three Outstanding Female Leaders on campus in 2002.
- The following service scholarship recipients have been recognized as Outstanding Undergraduate Students by the IUPUI Alumni Advisory Council. 2002: Cathryn Cline, Rachel Gilmour, LaLakesha Holmes, Amy Kirsch, Erin Kramer, Deborah Marshall, Linda Martin, Elisha McCulloh, Jennifer Shumaker, Angela Taylor. 2001: Michael Coatney, Jacob Manaloor, John Sullivan, Patricia Taylor-Cooke, Shannon Tompkins, and Rita Trafford.
- Rachel Gilmour and Angela Taylor, Community Service Scholarship recipients, were chosen among the top ten outstanding undergraduate women on campus in 2002.
- President's Student Service Award recognizes student volunteers with at least 100 hours of service to the community. The following IUPUI students have received this award: Julie Evans, (250 hours, Youth Physical Activity), Annamarie Gorman (150 hours, Literacy and Education), Christopher Murray (150 hours, Health Services) and Shannon Tompkins (290 hours, Literacy and Education, Youth Serving Youth).

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to recognize those involved in civic engagement.

- Host annual spring recognition event.
- Provide recognition shirts to all Community Service Scholarship recipients.
- Provide publicity to Sagamore, Indianapolis Star, and Communications Office to highlight Freshman Service Scholars, Community Service Scholars, and Community Service Leaders.
- Host spring recognition event at each America Reads tutoring site for families of youth.
- Publish semi-annual newsletter for CSL and distribute to campus and community stakeholders.
- Recognize staff Team Leaders who have organized volunteers from their units to participate in campus community service activities during the year.
- Reward volunteers throughout the year with tokens of appreciation (e.g., small boxes of candy, certificates, ribbons at Volunteer Fair).

3) **Goal:** *Expand Community Service* Scholarship program to increase student participation in service activities.

Previous and current activities: The Community Service Scholarship program was initiated as the License to Learn Scholarship funded by the sale of IUPUI license plates. The original two scholarships were awarded to students who had

been active in community and campus service. The scholarship was subsequently modified to have the recipients engage in community service during the term of the scholarship. With additional funding from the Bursar's Office, Visa, businesses, and banks, the scholarship amount was increased and student recipients enrolled in a service learning class during the fall semester and continued their community service during the spring semester. The program has been expanded with campus funds and 2001-2002 marked the ninth year that IUPUI offered a service-based scholarship program. During the 2001-2002 academic year, $106,000 was awarded to 46 students who demonstrated a commitment to community service, **making it one of the largest service-based scholarship programs in the nation** . The program acknowledges students for previous service to their high school, campus, or community, and supports their continued outreach activities of in educationally meaningful service and leadership. The scholarship program has the following components:

- *Freshman Service Scholarships* (11 @ $2000) recognize entering students who have successfully demonstrated a commitment of service to their high school and/or community. Students enroll in a service learning class (B104 Psychology as a Social Science), contribute three hours of service at a community agency in the Spring, attend monthly meetings, and participate in group service projects.
- *Community Service Scholarships* (7 @ $3000) recognizes continuing IUPUI students who have demonstrated service to the campus or community. Students commit to volunteer 6 hours each week at a community agency and enroll in a service learning class (P330 Community Service Seminar).
- *Community Service Leader Scholarships* (7 @ $3000) recognize upper-class students for their academic achievement and exemplary service to the community and campus. They attend a bi-weekly seminar with faculty and staff and organize other IUPUI students to participate in service projects.
- *Service Learning Assistantships* (15@ from $750-$1500 per semester) recognize students who have successfully completed a service learning class and are chosen by a service learning professor as an assistant to implement a service learning class.
- *America Reads Scholars* (8 @ $1000-$2000) recognize America Reads tutors as site leaders at tutoring sites where they serve as team leaders, schedule meetings with other site tutors, and attend monthly meetings with program coordinators.
- *Service Associates Scholarships* (2 @ $3500 total) recognize students for community outreach and liaison positions between the university and neighborhood organizations.

In addition,

- *Slemenda Scholar Program* (2-4 @ approximately $4000) recognizes outstanding first-year medical students and provides an opportunity to understand health problems and medical education in a developing country. Recipients spend the summer following their first year of medical school at Moi University in Eldoret, Kenya.

Plans to further the work: The Center for Service and Learning has identified the following objectives in a 5-year Strategic Plan to expand the Community Service Scholarship program.

- Conduct annual retreat for Service Scholars.
- Collaborate with Community Service Leaders to organize group service projects annually, increasing participation of student volunteers.
- Co-sponsor an academic-based spring break service trip and offer three annual service trips for students.
- Secure external funding to increase Community Service Scholarship program funds.
- Offer presentations at national conferences on Community Service Scholarship program.

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III. Intensify Commitment and Accountability to Indianapolis, Central Indiana, and Indiana

This section of the Self-Study is the least well developed and the most visionary. Although elements of a campus civic agenda exist at IUPUI, a comprehensive and coherent plan to develop and implement the infrastructure and operations for a civic agenda forged by the central Indiana communities and IUPUI is yet to be developed. All of the documentation that has preceded this section has established that, through its schools, departments, centers, and administrative units, **IUPUI is an engaged campus** . Although the topography across the units is not even, there is pervasive evidence that civic engagement is a significant part of the campus's identity and work. This is important because it lays the foundation upon which an appropriate, enduring, and effective civic agenda can be put into place. The vision for developing a civic agenda is predicated on:

- IUPUI has demonstrated the capacity for effective civic engagement.
- The work has been largely isolated projects.
- IUPUI can play a leadership role in defining a process that draws upon the community and the campus to regularly define a civic agenda.
- State, civic, private, university, and campus resources can be identified to support the implementation of a civic agenda.
- The civic agenda can have a demonstrable impact on targeted aspects of the quality of life in Indianapolis and central Indiana and the core mission of the IUPUI campus.

A. Establish widespread community participation in the development, implementation, and evaluation of IUPUI's civic engagement in Indianapolis, central Indiana, and the entire state.

There are many ways in which there is community voice in the civic engagement activities at IUPUI. The Chancellor's Community Advisory Board and various Boards of Visitors and advisory groups in individual schools and departments offer input. However, in order for the community to participate in defining and shaping a civic agenda as a centralized aspect of IUPUI's work, additional mechanisms will need to be implemented.

1. Promote to civic leaders and residents through publicity, forums, and speeches.

2. Obtain commitment of resources.

3. Establish community participation in a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and central Indiana.

B. Establish widespread campus participation in the development, implementation, and evaluation of IUPUI's civic engagement in Indianapolis, central Indiana, and the entire state.

1. Promote civic engagement through publicity, forums, and symposia to faculty, staff, and students.

2. Conduct faculty and staff development workshops focused on the local agenda.

3. Provide technical assistance.

4. Establish faculty, staff, and student participation on a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and central Indiana.

5. Engage student leadership and organizations.

6. Link to community-based learning classes.

7. Promote civic engagement through community advisor boards in schools and units.

C. Conduct regular forums on the campus-community agenda for Indianapolis, central Indiana, and the entire state.

1. Involve IUPUI campus (e.g., centers, faculty, staff, and students) and community (e.g., residents, businesses, elected policy makers, nonprofit agencies) in planning, implementation, and evaluation.

2. Develop the capacity to attend to long-term community issues and acute, unexpected issues.

3. Provide regular reports, recognition, and publicity on outcomes for Indianapolis and central Indiana.

4. Create ongoing opportunities for feedback from the community on IUPUI's progress in civic engagement.

5. Develop an IUPUI/Indianapolis and central Indiana agenda for

a. P/K-12 education and life-long learning
b. Career and professional competencies
c. Business and economic development
d. Arts, humanities, and culture
e. Urban and environmental partnerships
f. Health, social sciences, and human services
g. Information technologies
h. Science and technology

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Excellence in Teaching and Learning

Teaching and learning are at the core of IUPUI´s mission. As one of Indiana´s three principal sites for graduate and graduate professional education, we provide every region of the state with health professionals, lawyers, social workers, educators, artists, engineers, and scientists. Our partnerships with IU and Purdue make it possible for us to offer a wide range of learning opportunities and to respond quickly to emerging interdisciplinary fields with new degree offerings in areas like Forensic Science, Biotechnology, and Philanthropic Studies. Strong campus linkages among professional studies and the arts, humanities, and sciences help ensure an educated citizenry for the future of Indiana.

At the undergraduate level, IUPUI has redoubled its nationally recognized efforts to provide innovative programs to improve retention, attract a better prepared and more diverse student body, energize student life on campus, and produce outstanding athletes who excel academically. We are making progress in these areas, with the aim of helping all of our students succeed to their full potential. These students include the more than 10,000

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adults enrolled through the Community Learning Network in our credit and non-credit Continuing Education Programs and the growing number of students who transfer to IUPUI after beginning their undergraduate studies elsewhere.

Our efforts in these and other areas are detailed below, with items organized around our four principal goals for teaching and learning.

- Attract and support a well-prepared and diverse student population
- Support and Enhance Effective Teaching
- Enhance Undergraduate Student Learning
- Provide effective graduate and professional programs.

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Excellence in Research, Scholarship, and Creative Activity

Research is a crucial component of IUPUI´s mission and culture. In 2003-2004, IUPUI researchers generated $256 million in external research funding, an increase of 19 percent over 2002-2003 (excluding a one-time $50 million Lilly Endowment grant to the Indiana Genomics Initiative in 2002-2003). This increase puts us well on track to achieve our goal of doubling external research dollars by 2010 and to continue leading Indiana universities in external grant awards.

IUPUI recognizes that urban research universities have a unique responsibility to the future of their states. To serve our state as effectively as possible, we have identified five thematic emphases for research that will support Indiana´s economic development over the coming years: life and health sciences; information and communication technologies; 21st century logistics; advanced manufacturing; and nonprofit organizations. While these will never be our only research activities, they represent areas of demonstrated strength that are central to the continued momentum of IUPUI and Indianapolis.

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The highlights below are organized around our three major goals for research, scholarship, and creative activity.

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

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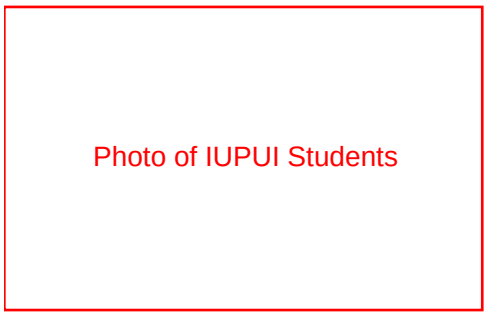

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Excellence in Civic Engagement

Civic engagementâ€”professional service, community-based learning, and other collaborations with the local, state, national, and international communitiesâ€”is one of IUPUI´s distinguishing characteristics. The camps has gained national recognition as one of America´s most civically engaged universities. Our faculty and students are extensively involved in professional and public service in Central Indiana. With our high concentration of professional programs, we rely on the local community for clinical placements in fields ranging from health, public administration, and education to social work and technology. Community contributions to the Campaign for IUPUI affirm the importance of civic engagement at IUPUI to the future of Indianapolis.

In his installation address, "The Power of Two" Chancellor Bantz committed the campus to expanding civic engagement efforts at home and abroad even further. For example, we aim to double the number of students participating in internships and service learning experiences and to establish a campus-wide expectation that all graduates will participate in a reflective experience that enhances citizenship. In addition, we will work to double initiatives to transfer research into technologies that will boost Indiana´s economy. The new IUPUI Solution Center is a centerpiece of our

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strategy for expanding student and faculty involvement with business, government, and nonprofit organizations in Indianapolis and for helping to energize Indiana´s economy. Acting as a "front door" to the university, the Center matches the needs of local organizations with relevant campus resources to benefit both community and campus.

The highlights below are organized around our three main campus goals for civic engagement.

- Enhance capacity for civic engagement
- Increase civic activities, partnerships, and patient and client services
- Intensify commitment and accountability to Indianapolis, Central Indiana, and the state
  - Life Sciences
  - Information and Communication Technologies
  - 21st Century Logistics
  - Nonprofit Organizations
  - Educational Outreach
  - Arts and Humanities

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Best Practices

IUPUI is committed to using both proven and innovative best practices to assure high-quality service to students and society in all aspects of our mission. Best practices also include strategies for minimizing administrative overhead and ensuring that both fiscal and physical resources are used as efficiently and effectively as possible. The list in this section provides examples of actions we have taken to improve efficiency, effectiveness, and quality.

- The **IU Foundation** proudly reports that the Campaign for IUPUI has succeeded far beyond its original goal of raising $700 million. At the campaign´s close on June 30, the campaign total had passed the $900 million mark, with final figures expected to exceed $1 billion. Officially launched in September 2001, the campaign has also strengthened relationships with alumni and friends throughout Central Indiana, established a strong fundraising program for IUPUI, and increased private support and opportunities for investment throughout the university. Funds raised by the campaign support $36.2 million in student scholarships; 83 new endowed faculty positions; a new law school building; several major medical facilities; three new research centers in neuroscience, leadership, and faith and giving; and a new home on campus for the Herron School of Art.

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- The **Office of the Registrar**, part of the division of **Enrollment Services**, implemented a new Web-based student registration system, which won an 89.5 percent satisfaction rating on the most recent Student Satisfaction Survey (vs. a 77 percent satisfaction rating for the previous telephone registration system). Along with **University Information Technology Services**, the office has also taken a leading role in the release and promotion of OneStart, a new online tool that provides students, faculty, and staff with streamlined and integrated access to the university´s online services. For example, students can not only register through OneStart, but can review the status of admissions applications, check transferability of courses, update demographic and other information, and access Bursar, Financial Aid, and academic services. Still under development, OneStart will expand to include additional functions during the remainder of 2004.
- In Fall 2003, University Information Technology Services released the first phase of IU´s new Online Support Environment (OSE). The OSE provides an efficient, user-friendly, virtual support center accessible 24 hours a day, year-round. Building on the best of IU´s current support structure, including the Knowledge Base and a strong human help presence, the new environment makes the best use of the university´s information technology services and resources, with tools that automate routine problem-solving and diagnosis, technology-related news, upgrades, and security alerts.
- University Place Conference Center, part of the Administration and Finance division, was named a Pinnacle Award winner for the fourth consecutive year by Successful Meetings Magazine, a result of reader voting based on quality of services and facilities.
- The IUPUI Bookstore, a unit of Administration and Finance, implemented the "Early Bird" textbook sale to save students money, alleviate bookstore congestion during the first week of classes, and assure that students have the correct textbooks by the first day of classes. The sale also allows the bookstore to cut costs by lowering the employee to customer ratio.
- As a result of four years of implementation of a series of energy-saving projects, Campus Facilities and Services, also part of Administration and Finance, has saved the campus $500,000 in utility costs.

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External Awards and Appointments

Each year, IUPUI faculty, staff, and students receive hundreds of state, regional, national, and international awards, recognitions, and appointments. The following list presents a partial, representative sample of these awards for 2003-2004.

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement

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Teaching and Learning

- Megan Leek, a Tourism, Conventions, and Event Management major in the **School of Physical Education and Tourism**, was named national "Student Planner of the Year" by the Professional Convention Management Association.
- Conversations in E-Learning, edited by Professor Diane Billings of the **School of Nursing**, was selected as the 2004 Book of the Year by the American Journal of Nursing.
- Professor Charles Davis, Director of the **Division of Labor Studies**, was re-elected as President of the United Association of Labor Education.
- The **School of Engineering and Technology** and Patricia L. Fox, Associate Dean for Administration and Finance, received the Frederick J. Berger Award for distinguished education administration from the American Society for Engineering Education.
- Interior design student Danielle Bolton, who is pursuing an interior design degree from the **School of Engineering and Technology**, was selected as state champion of the National Kitchen and Bath Association, Indiana State Chapter, kitchen design competition.
- Tiffany Kyser, a new graduate of the **School of Education**, was named Female Scholar-Athlete of the Year by the Mid-Continent Conference. She is the first student athlete in IUPUI history to win the conference´s most prestigious individual honor. Kyser has accumulated a series of awards over the course of her college career: she is the first IUPUI basketball player to be named Mid-Con Player of the Year and Defensive Player of the Year and was twice selected to the First Team All Mid-Con. Twice named the Top Female Student at IUPUI, Kyser was a three-time Verizon Academic All-District pick and a First Team Verizon Academic All-American as a senior. She was also chosen as the inaugural Creamland Dairies National College Basketball Student-Athlete of the Year.

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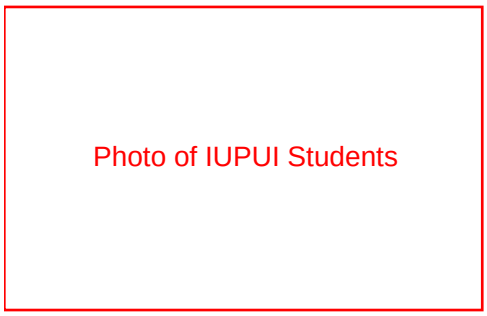

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Research, Scholarship, and Creative Activity

- Professor Joseph M. Defazio of the School of Informatics and New Media won the President´s Award from The Renal Network, Inc., which includes Illinois, Indiana, Ohio, and Kentucky, for his work on The Uninvited Guest, a video for patients suffering with end-stage renal disease.
- Professor Sandra Petronio of the Department of Communication Studies, School of Liberal Arts, received the International Association for Relationship Research Book Award and the Gerald R. Miller Book Award for her book Boundaries of Privacy: Dialectics of Disclosure.
- External organizations recognized several School of Medicine faculty members for their contributions to medical science. Professor Richard T. Miyamoto was elected to the Institute of Medicine in the National Academy of Sciences. Professor Wiltz Wagner received the Robert F. Grover Prize from the ATS Pulmonary Circulation Assembly. Professors Paul Kwo, Karen Roos, and Robert Pascuzzi were named in America´s Top Doctors, a recognized source for identifying the nation´s top specialists.
- The Indiana Historical Society honored Professor Robert Barrows of the Department of History, School of Liberal Arts with the 2003 Hoosier Historian of the Year Award.
- The American College of Sports Medicine elected Professor Rafael Bahamonde, Department of Physical Education, School of Physical Education and Tourism, a Fellow of the American College of Sports Medicine.
- Professor Hasan Akay of the School of Engineering and Technology was named a Fellow of the American Society of Mechanical Engineers, the second such Fellow in the school.
- Several faculty members in the School of Nursing were honored with national and state research awards in 2003-2004. Professor Joan K. Austin received the Distinguished Contribution to Nursing Science Award from the American Nurses Foundation in recognition of her research on family adaptation to childhood epilepsy and

asthma. Professors Susan Bennett and Rose Mays were named Fellows of the American Academy of Nursing. Professor Joyce Krothe won the Tony and Mary Hulman Achievement Award from the Indiana Public Health Foundation, its highest award. Two doctoral students in the school also received national recognition: Jin Shil Kim was awarded a 2003 Biology of Aging Fellowship; and Jan Powers received the Outstanding Clinical Nurse Specialist Award from the American Association of Clinical Nurse Specialists, as well as the Advanced Practice Nurse Award from the American Association of Neuroscience Nurses.

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Civic Engagement

- Eugene R. Tempel, Professor of Philanthropic Studies, Higher Education, and Public Administration and Executive Director of the Center on Philanthropy in the School of Liberal Arts, was named one of the "Power and Influence Top 50" by the Nonprofit Times. Tempel has been included on the list every year since it was created.
- Professor James L. Perry, School of Public and Environmental Affairs, has been appointed by Governor Joseph Kernan to serve as Chair of the Indiana Commission for Community Service and Volunteerism.
- Several faculty members in the School of Medicine are serving in national leadership positions in their specialties. Professor Douglas K. Rex has been elected President of the American College of Gastroenterology, an organization of physicians and researchers who care for patients with digestive diseases. Professor Caroline Carney Doebbeling is President of the Association of Medicine and Psychiatry. Also in the Civic Engagement category, Professor Joseph F. Fitzgerald received the first Leadership Award from the North American Society for Pediatric Gastroenterology/Hepatology/Nutrition, in recognition of his service in the field of pediatric gastroenterology.
- Professor Susan Tennant of the School of Informatics and New Media has been appointed Executive Director of the Virtual Heritage Network, an international organization designed to promote the use of technology for the interpretation, conservation, and preservation of natural, cultural, and world heritage.
- Emily Benfer, a second-year student in the School of Law, received the 2003 National Equal Justice Works/Martindale-Hubbell Exemplary Public Service Award for her work during a Summer 2003 Externship with the Washington, D.C. Legal Clinic for the Homeless.
- Dean Michael Patchner, School of Social Work, served as Chair of the Indiana Commission on Abused and Neglected Children and Their Families.
- U.S. Secretary of Health and Human Service Tommy G. Thompson has appointed Professor Victoria Champion,

School of Nursing, to the Breast and Cervical Cancer Early Detection and Control Advisory Committee, Centers for Disease Control and Prevention, and Professor Joan K. Austin to the National Advisory Council for Nursing Research.

- Amy Brown Kruzan, MSW graduate of the School of Social Work, was named Health Policy Director for Indiana by Governor Joseph Kernan.

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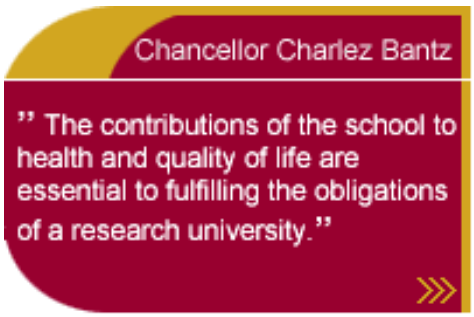
Enhance capacity for civic engagement.

Performance Indicators

- 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

IUPUI is working to develop a campus infrastructure that supports and encourages civic engagement to meet the needs of the communities we serve. We are also pursuing expanded opportunities for student involvement in academic community-based learning.

- Funded by a $1.7 million grant from the Lilly Endowment, the IUPUI Solution Center opened its doors on May 1, 2004. Led by Teresa Bennett and Ed Sullivan, the Center provides a single point of access to IUPUI´s vast array of resources for business and community organizations. It serves as a



mechanism for sharing faculty research expertise and for placing students in internships and community-based learning opportunities. Examples of Solution Center services include market research, program evaluation, just-in-time training, and assistance with e-commerce. Its $400,000/year Venture Fund supplies financial assistance to small businesses and nonprofits that provide internship opportunities for IUPUI students. Solution Center efforts focus on the five economic clusters identified by the Central Indiana Corporate Partnership and the Energize Indiana Project: Life and Health Sciences; Information and Communication Technologies; 21st Century Logistics; Advanced Manufacturing; and Nonprofit Organizations. By strengthening ties between IUPUI and local organizations, the Center will support Indiana´s economic development and encourage IUPUI students to graduate and remain in Indiana after graduation.

- With support from IUPUI alumnus Mike Hatfield and the Central Indiana Corporate Partnership, the Indiana Venture Center began operation in October 2003. The Center´s mission is to accelerate the creation and development of entrepreneurial, high-growth businesses within Indiana. With the ultimate aim of boosting Indiana´s economy by nurturing creativity, innovation, and entrepreneurship, the Center assists entrepreneurs taking high-potential ideas to market, owners of rapidly growing companies needing help with expansion, and established firms implementing innovative ideas. Located in Indianapolis near the IUPUI campus, the Center represents a unique public-private partnership between the private sector and multiple universities, including Ball State University, the University of Notre Dame, Purdue University, the Rose-Hulman Institute of Technology, and the Kelley School of Business at IUPUI and IU-Bloomington.

- IU´s Kelley School of Business has established the Randall L. Tobias Center for Leadership Excellence with a gift from the Randall L. Tobias Foundation. The Tobias Leadership Center, an IU-wide effort with headquarters at IUPUI, will serve as a resource, collaborator, and convener on effective leadership across the corporate, public service, education, and nonprofit communities. The Center will conduct innovative research and offer curricula aimed at creating effective leadership to change lives and organizations. While the Center´s mission is national, special access to its work will be offered to Indiana citizens to enhance leadership strength within the state. Gerald L. Bepko, Chancellor Emeritus of IUPUI, serves as the Tobias Center´s inaugural director.
- The Center on Philanthropy in the School of Liberal Arts has launched a new national program, the Lake Family Institute on Faith and Giving, to explore the links between religion and philanthropy and the influence of spiritual values on philanthropic action. The Institute pursues research on philanthropic issues relevant to churches, communities, and nonprofit organizations and engages the community through public lectures, seminars, mentorships, and publications.
- Over the past year, the Office for Professional Development explored strategies for integrating the work of the Center for Service and Learning, the Center On Integrating Learning, the Center for Teaching and Learning, and the new Center for Research and Learning to provide a seamless array of services for faculty and staff. This effort will allow these coordinated units to infuse service learning and civic engagement into multiple areas of faculty and staff work.
- IUPUI has been selected as a finalist for inclusion in the Campus Compact/ Princeton Review publication, Colleges with a Conscience: The Engaged Student´s Guide to College. Colleges and universities were selected based on their commitment to civic engagement and community service.

Go on to Increase civic activities, partnerships, and patient and client services

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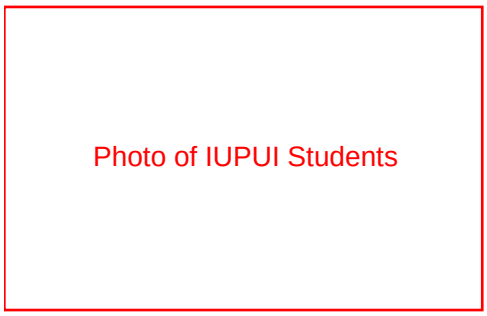

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Excellence in Civic Engagement

Civic engagementâ€”professional service, community-based learning, and other collaborations with the local, state, national, and international communitiesâ€”is one of IUPUI´s distinguishing characteristics. The camps has gained national recognition as one of America´s most civically engaged universities. Our faculty and students are extensively involved in professional and public service in Central Indiana. With our high concentration of professional programs, we rely on the local community for clinical placements in fields ranging from health, public administration, and education to social work and technology. Community contributions to the Campaign for IUPUI affirm the importance of civic engagement at IUPUI to the future of Indianapolis.

In his installation address, "The Power of Two" Chancellor Bantz committed the campus to expanding civic engagement efforts at home and abroad even further. For example, we aim to double the number of students participating in internships and service learning experiences and to establish a campus-wide expectation that all graduates will participate in a reflective experience that enhances citizenship. In addition, we will work to double initiatives to transfer research into technologies that will boost Indiana´s economy. The new IUPUI Solution Center is a centerpiece of our

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strategy for expanding student and faculty involvement with business, government, and nonprofit organizations in Indianapolis and for helping to energize Indiana´s economy. Acting as a "front door" to the university, the Center matches the needs of local organizations with relevant campus resources to benefit both community and campus.

The highlights below are organized around our three main campus goals for civic engagement.

- Enhance capacity for civic engagement
- Increase civic activities, partnerships, and patient and client services
- Intensify commitment and accountability to Indianapolis, Central Indiana, and the state
  - Life Sciences
  - Information and Communication Technologies
  - 21st Century Logistics
  - Nonprofit Organizations
  - Educational Outreach
  - Arts and Humanities

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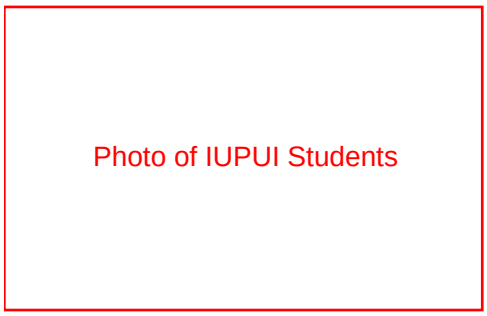

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Performance indicators have been an integral part of IUPUI's accountability practices for the past 6 years. Since 1996, campus performance indicators have been published as part of the Annual Campus Performance Report. Over the past two years, the indicators have been undergoing a substantial revision in parallel with the refinement of the campus mission, vision, values and goals.

The latest iteration of IUPUI's Performance Indicators is being developed with extensive input from a broad range of faculty, staff, and members of our local community. Review panels are being established 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 taken 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.

Incomplete - insufficient information available P Pending - voting is in process with results soon available (blank) Not yet reviewed

Current Status

This year, we reviewed most, though not all, of the indicators for two of our core mission areas: teaching and learning and civiv enegement. We are in the process of developing appropriate data to support evaluation of the performance indicators for researchm scholarship, and creative activity. In addition, we evaluated performance on our diversity indicators and developed a set of goals and indicators in the area of the best practices.

Core Mission Activities

Teaching and Learning

- Attract and support a well-prepared and diverse student population
- Support and enhance effective teaching
- Enhance undergraduate student learning and success
- Provide effective professional and graduate programs

Research, Scholarships and Creative Activity

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

Civic Engagement

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

Diversity Indicators

- 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

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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

Quality of services

Student, faculty, and staff satisfaction with services

Diversification and growth of revenue streams

Net fund balance

Efficient use of fiscal and physical resources

Minimizing administrative overhead

Improvement and expansion of physical plant

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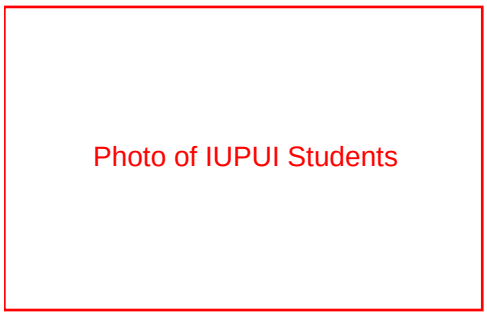

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Teaching and Learning

Attract and support a well-prepared and diverse student population 2

- Academic success of new students
- Enrollment, retention, and graduation of a diverse student body
- Alignment of student enrollment with campus capacity
- Effectiveness of student support services

Support and enhance effective teaching 3

- 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

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teaching and student learning and course and curriculum changes

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- Demonstration of students' general education and major-specific learning outcomes
- Quality of the learning environment
- Graduates contributions to their professions and communities, economically, socially, and culturally

Provide effective professional and graduate programs 5

- Demand for program admissions
- Quality of graduate and professional programs
- Student success and achievement
- Development and support of programs that fulfill community needs

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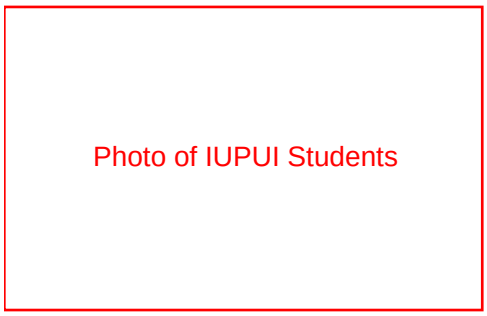

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Research, Scholarship and Creative Activity

Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond 7

- N Productivity of research, scholarship and creative activity
- N Quality of research, scholarship and creative activity
- N Impact of research, scholarship, and creative activity
- N Diversity in research, scholarship, and creative activity

Provide support to increase scholarly activity and external funding 8

- N Faculty time available for developing research and scholarly activities
- N Funding resources for research and scholarship development
- N Faculty development opportunities for research and scholarship development

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

N State of the art information resources and technologies

N Improved human resources policies and procedures for staffing research and scholarly activitie

N Perceived quality of the environment for research and scholarly activities

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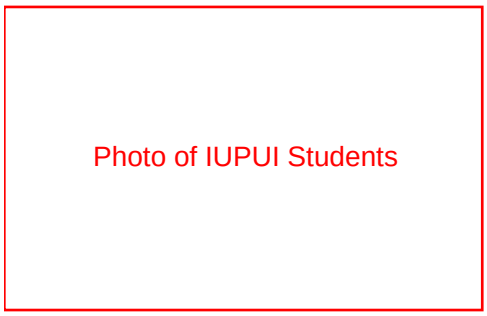

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- M Internal resources and infrastructure for civic engagement
- M External funding for civic engagement
- M Documented quality and impact of civic engagement activities

Enhance civic activities, partnerships, and patient and client services 12

- M Academic community-based learning opportunities offered in varied settings
- M Community-based research, scholarship, and creative activities
- M Professional services to local, state, national and global communities
- M Opportunities for community service at local, state, national, and global levels

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

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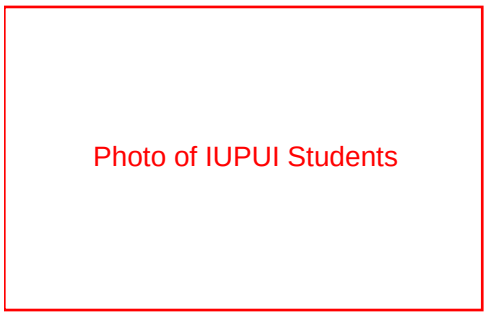

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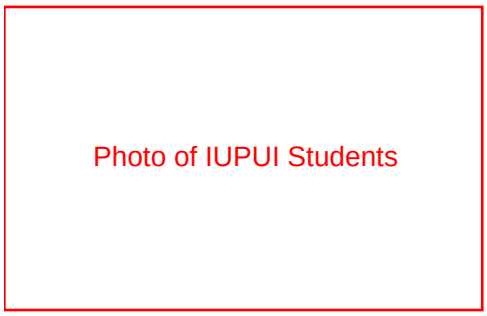

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Increase civic activities, partnerships, and patient and client services

Performance Indicators

- Academic community-based learning opportunities offered in varied settings
- Community-based research, scholarship, and creative activity
- Professional services to local, state, national, and global communities
- Opportunities for community service at local, state, national, and global levels

IUPUI is working to increase campus partnerships with organizations 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.

- On June 28, 2004, IUPUI Chancellor Charles Bantz, Indianapolis Council President Rozelle Boyd, and Mayor Bart Peterson announced a partnership that will produce information and analysis to assist the city in tackling

Chancellor Charlez Bantz

" Our faculty lead the world in research from the life sciences to the liberal arts; in the profession of medicine, dentistry, law, nursing, education, journalism, and social work. "

issues ranging from juvenile justice to property taxes to transportation.
The partnership establishes a structure to enable the city and the university to expand on their longstanding

relationship. As part of the partnership, students will gain opportunities for civic and service learning, faculty members will have greater access to local government information, and the city and council will have access to IUPUI´s resources, including research to support informed decision-making about community economic and social issues. The partnership will be facilitated by the Center on Urban Policy and the Environment in the **School of Public and Environmental Affairs**.

- Clinical services provided by the **School of Medicine** have been growing to meet community needs and to enhance delivery of care to patients and families. For example, the Solid Organ Transplant Program at Clarian now ranks fourth nationally for the number of solid organ transplants performed. Last winter, Riley Hospital for Children opened the Frank & Marian Snyder Family Resource Center to provide families with informational and educational resources and programs about childhood and adolescent health conditions. The $5 million, 12,600 square-foot center is one of the three largest of its kind in the country. A new IU Medical Group multi-specialty facility at 103rd Street and Springmill Road provides a wide range of medical specialties and an outpatient surgery center to serve the needs of north side patients and their families.
- In October 2003, School of Medicine students again sponsored their annual health fair at the Westside Community Health Center. The event was timed to coincide with National Primary Care Week, which advocates the importance of preventive health care and brings together health-care professionals to serve patients with limited access to medical care. The goal of the event is to help empower city residents to manage their health and to strengthen the Westside Center´s ties to the community. Under the direction of IU physicians, medical students offered free screenings for blood pressure, cholesterol, and diabetes for adults, and vision and hearing for children.
- As part of a major campus restructuring effort, IUPU-Columbus has expanded its Board of Advisors from 14 to 40, including active leaders from communities across South Central Indiana.
- Professor David Russick, Director of the Herron Gallery in the Herron School of Art, chairs the Engineering and Design Committee of the Canal Cultural District Initiative, which oversees the art and design commission process for public art on the canal. Professor Paula Differding serves on the Cultural District subcommittee overseeing the development of a brand identity for the Canal District, while Professor YoungBok Hong is a member of the subcommittee that focuses on the stories of the communities within the district.

- Professor Ulla Connor and staff from the Indiana Center for Intercultural Communication in the **School of Liberal Arts** developed software that provides language instruction for faculty and students at Kabul University in Afghanistan. In Spring 2004, Kabul University sent two faculty members to IUPUI for training in five types of English-teaching software. This software is laying the foundation for an English Resource Center that will meet the needs of students and faculty at Kabul University.

- Professor Sherry Ricchiardi of the School of Journalism joined an International Center for Journalists training team that conducted workshops on investigating human trafficking in the Balkans. The training brought regional journalists together in Croatia, Bosnia-Herzegovina, Macedonia, and Bulgaria. The project resulted in the formation of an eight-country reporting team that is investigating human trafficking in Southeast Europe.

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

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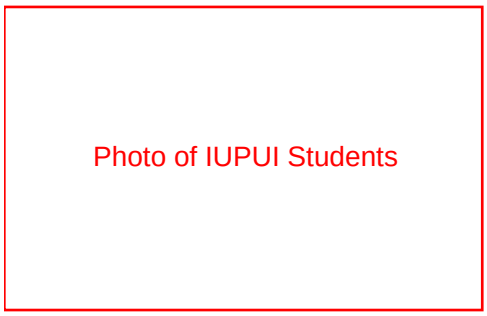

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Intensify commitment and accountability to Indianapolis, Central Indiana, and the state

Performance Indicators

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

IUPUI strives to work 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 specific areas in which the campus has been active.

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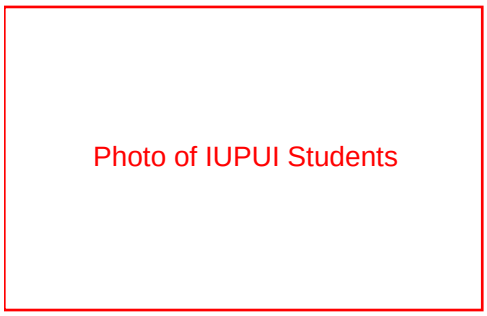

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- Students, faculty, and staff in the School of Dentistry continued to offer a range of services through the school´s Division of Community Dentistry, including a dental sealant program for children in shelters for the homeless and victims of domestic violence; S.H.A.P.E., an Indianapolis summer youth camp dental screening and education program; oral cancer screening, in collaboration with Little Red Door; and Primary Health Care Week Screening, in collaboration with the School of Medicine and the Westside Health Center.
- Professor Ann Holmes of the School of Public and Environmental Affairs was selected as co-investigator for an evaluation study for the Indiana Office of Medicaid Policy and Planning and the Indiana State Department of Health. The project, led by Professor Tom Inui, President of the Regenstrief Institute, School of Medicine, will assess the state´s chronic disease management program.
- The School of Medicine is a partner in BioCrossroads, formerly the Central Indiana Life Sciences Initiative. The program brings together Indiana´s biotechnology industries and university research centers to create new companies and attract existing companies to Indiana for the purpose of

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promoting growth in the state´s life sciences industry. BioCrossroads, along with the Regenstrief Institute and ICare Connect formed the Indiana Health Information Exchange (IHIE), Inc., its second spin-off company. IHIE will distribute clinical information among physicians and other health care providers using a secure electronic information-exchange system.

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- The School of Health and Rehabilitation Sciences, the School of Informatics, and the Ruth Lilly Health Education Center were awarded a planning grant from the National Library of Medicine to advance their collaboration on applying innovative technology to the health education of over 80,000 Indiana children. Other IUPUI partners in the grant include the Ruth Lilly Medical Library at the School of Medicine, the School of Physical Education and Tourism Management, the Polis Center of the School of Liberal Arts, and the Indiana Department of Health.
- The Health Informatics Program of the School of Informatics has created an Advisory Board made up of representatives from a broad spectrum of the Indiana health care community, including government, research, medicine, information technology, and medical devices.
- The School of Library and Information Science, in collaboration with the Indianapolis Marion County

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Public Library, has launched a new symposium series on information access issues and library history. The most recent symposium speaker was Richard Akeroyd, former director of special projects for the Bill and Melinda Gates Foundation. His presentation focused on Gates Foundation efforts to improve electronic document access in public libraries nationwide. Over ninety Indiana public libraries participated in the Gates Project from 2001 to 2003.

Go on to 21st Century Logistics

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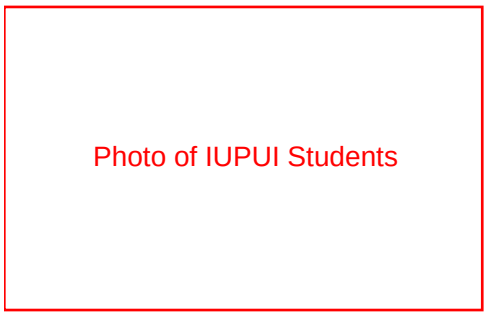

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21 Century Logistics

- Professor John Ottensmann of the School of Public and Environmental Affairs is working with the nine-county Central Indiana Suburban Transportation Mobility Study, sponsored by the Indiana Department of Transportation, to customize his Land Use in Central Indiana (LUCI) model to provide forecasts for use in traffic flow modeling. Also in the School of Public and Environmental Affairs, Professor Samuel Nunn, Research Director and Senior Scholar in the Center for Urban Policy and the Environment, has completed a study of issues related to the billion-dollar improvements at Indianapolis International Airport. Professor Nunn´s work has been widely reported in local news media.

Go on to Nonprofit Organizations

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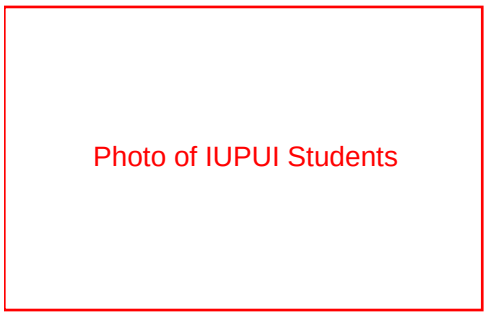

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Nonprofit Organizations

- The Center on Philanthropy of the School of Liberal Arts provided training in fundraising to such nonprofit organizations as Habitat for Humanity, the Indiana Youth Institute, the Thurgood Marshall Scholarship Fund, the National Urban League, the San Diego Foundation, the Association of Fundraising Professionals, and Brickmill Marketing Services.
- Faculty members in the School of Social Work collaborate extensively with nonprofit organizations in Indiana. Professor Irene Queiro-Tajalli works with the Indiana Latino Institute to identify and train health promoters on mobilization interventions. Professors William Barton and James Daley, along with several graduate students, are evaluating an innovative re-entry program for women returning from prison to Central Indiana. Professor Kathy Lay is studying substance dependence treatment, in conjunction with Fairbanks Hospital in Indianapolis, in order to understand factors that contribute to successful

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treatment outcomes. Professor Robert Vernon is conducting an evaluation of the Central Indiana Community Network, a secure Web site that allows social service agencies to share information on clients.

Go on to Educational Outreach

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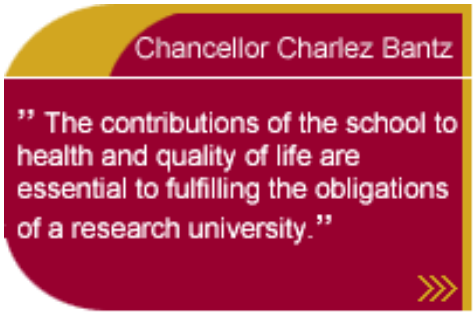
Educational Outreach

- The School of Engineering and Technology is working to attract students from under-represented groups to pursue Engineering and Technology degrees from IUPUI. The school´s Minority Engineering Advancement Program, now in its 28th year, hosted 75 minority students from grades six through twelve during Summer 2003. With support from the Indiana Department of Workforce Development, the school is also offering IPS students from under-represented groups the opportunity to be mentored by IUPUI students. The school will provide full scholarships to selected Project PETE (Pathways to Engineering and Technology Education) graduates from IPS schools.
- The Urban Archaeology Project, directed by Professor Paul Mullins of the School of Liberal Arts, began a collaboration with IPS and the Indiana State Museum, to help teachers use archaeology in the classroom and involve students in archaeological research. During the summer of 2004, students conducted excavations at Arsenal Technical High School, under the auspices of the IUPUI Archaeology Field School. Participants recovered prehistoric and historic artifacts associated with the area´s earliest indigenous peoples, the post-1862 U.S. Arsenal, and the existing post-1912 high school.
- Assistant Dean Kim Nguyen of the School of Science launched the "Investigating Middle School Mathematics with Technology" program, a two-year professional development project for IPS middle school mathematics

teachers.

- The IUPUI Upward Bound Program, sponsored by University College, served 140 students from eight Indianapolis high schools this year. The program graduated 46 students, 15 of whom are now attending either IU-Bloomington or IUPUI. The IUPUI program was one of five nationally selected to receive supplemental funding and consulting to demonstrate how to integrate technology into the curriculum.
- Professor Mary M. Fisher of the School of Education was awarded a grant entitled "Para-Educatorsâ€"Learning, Talking, and Creating Change: A Statewide Initiative to Address Para-Educator Preparation in Indiana." Executive Associate Dean of the school Khaula Murtadha won a contract from the Center for School Improvement and Performance for the Indiana Principal Leadership Academy.



- With support from the Lumina Foundation, the School of Liberal Arts collaborated with the Indiana Department of Education, Division of Language Minority and Migrant Programs, to direct "META/Mapping Education Toward Achievement." The one-day annual November workshop for Hispanic high school students focuses on careers and on preparing for college. More than 180 students from 18 area schools, along with 26 guidance counselors and 25 Latino guest speakers, participated.
- The School of Music expanded the IUPUI Summer Music Academy to accommodate over 600 young and adult learners and enhanced the Academy´s Tuition-Free Scholarship Program, a need-based program for urban youth.
- The Department of Mathematical Sciences in the School of Science, in cooperation with Roche Diagnostics, hosted the 7th High School Mathematics Contest. Participation in this contest has increased in each of the last seven years.
- The Community Learning Network created over 40 customized contract offerings to serve the needs of 13 businesses in Central Indiana, including the Hoosier Lottery, the NCAA, Kroger, Conseco, Anthem, Eli Lilly, Covance, and Roche.

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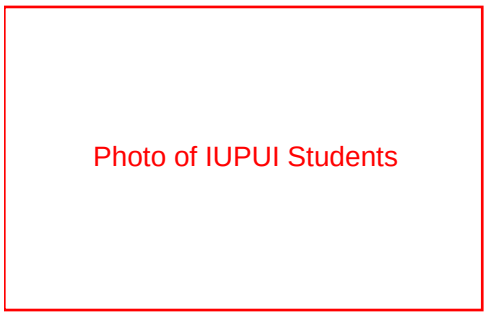

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Health Outreach

- With a $2 million grant from the Lutheran Foundation, the Fort Wayne Center for Medical Education established the Northern Indiana Cardiovascular Research and Education Center. The new Center is an example of the expanding role of the Centers for Medical Education in Evansville, Fort Wayne, Terre Haute, Gary, South Bend, Muncie, and Lafayette.
- The School of Dentistry continued to provide free dental care to underserved populations in a wide range of Indianapolis community settings, as well as to the Amish community in Northern Indiana, the Blackfeet tribe in Browning, Montana, and children in Haiti and Mexico. A new initiative, SEAL INDIANA, was partially supported by start-up funding from the State Department of Health. SEAL INDIANA is a statewide mobile dental program that provides preventive oral health services for children who lack adequate access to dental care. The program includes such services as examinations, x-rays, and dental sealants and offers a sliding fee schedule. It also gives dentistry students the opportunity to gain experience in working with children.
- The Sagamore published a special 10,000-issue supplement to its regular edition in January 2003 entitled "Bioterrorism-Is Indiana Ready?" The supplement was distributed to all members of the Indiana Legislature, the Indianapolis Press Club, and the Governor´s Office, as well as on the IUPUI campus.

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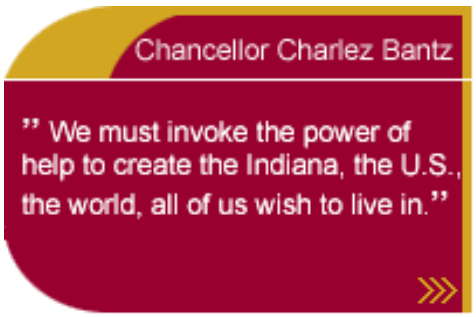
Arts and Humanities

- More than 35,000 people attended Remembering and Reconciling 2003, the eighth annual Spirit & Place Civic Festival organized by the Polis Center of the School of Liberal Arts. With over 100 events sponsored by almost 125 organizations, the festival creates opportunities through the arts, humanities, and religion for public exploration of the relationships among community, creativity, environment, spirituality, and the values that shape Central Indiana.
- The Polis Center of the School of Liberal Arts released an eleven-part video,



Faith and Community: The Public Role of Religion, as part of the Public Teaching phase of its pioneering Project on Religion and Urban Culture. The project represents an in-depth examination of the intersection of religion and community in metropolitan Indianapolis. Hosted by actor Ossie Davis, the series has received international acclaim, receiving a Gold Aurora Award in the International Competition for Excellence in the Film and Video Industries. The series was produced by Creative Street, an Indianapolis-based developer of programs for A & E, PBS, and the Discovery and Learning Channels.

- The School of Music cosponsored four "Music on the Canal" concerts featuring school faculty and hosted over 15,000 audience members at concerts, recitals, and other public events over the course of the year.

- A permanent public sculpture to be placed at Meridian Street Plaza (Meridian and South Streets) was a collaborative project of the City of Indianapolis, Eli Lilly and Company, and the Herron School of Art. The sculpture is being created by 1967 Herron alumnus Don Gummer. Other Herron community contributions included the 2005 event logo for the Brickyard 400, the brochures and marketing materials for the city-wide Cultural Development Commission, and the Ballet Internationale fundraiser invitation.
- In collaboration with the Herron School of Art, the New Media Program in the School of Informatics is leading a project sponsored by the Indiana Pacers to redesign the displays of historic memorabilia and graphics in Conseco Fieldhouse. The project is directed by Professor Steve Mannheimer. The program also produced a commercial for the Pacers Foundation that will be used during Fever games and later during the Pacers´ season.

- The School of Liberal Arts, in association with the Department of History and the Legacy Theater of the Indiana State Museum, hosted the fifteenth annual Joseph Taylor Symposium on the topic of Arts in the City: The Power of Culture. Events included a special performance of *The Hoosier Renaissance: Life on the Avenue* and a series of panel discussions on such topics as "Community Action Through the Arts" and "The Arts and Economic Development."

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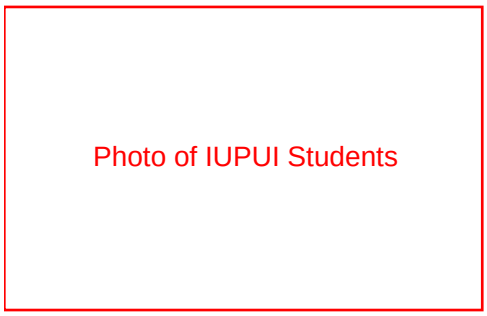

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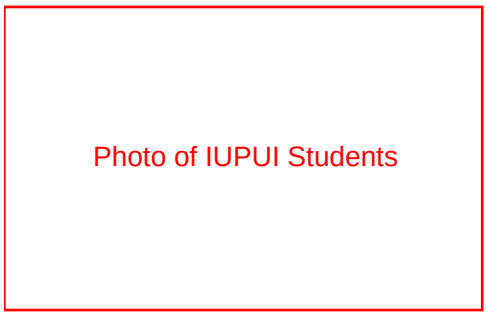

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21 Century Logistics

- Professor John Ottensmann of the School of Public and Environmental Affairs is working with the nine-county Central Indiana Suburban Transportation Mobility Study, sponsored by the Indiana Department of Transportation, to customize his Land Use in Central Indiana (LUCI) model to provide forecasts for use in traffic flow modeling. Also in the School of Public and Environmental Affairs, Professor Samuel Nunn, Research Director and Senior Scholar in the Center for Urban Policy and the Environment, has completed a study of issues related to the billion-dollar improvements at Indianapolis International Airport. Professor Nunn´s work has been widely reported in local news media.

Go on to Nonprofit Organizations

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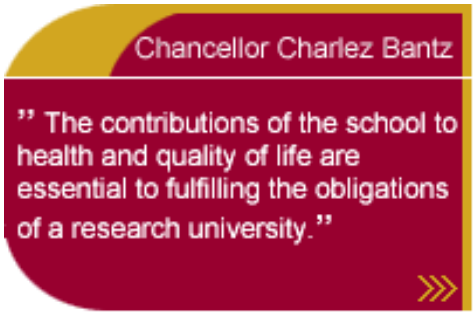
Educational Outreach

- The School of Engineering and Technology is working to attract students from under-represented groups to pursue Engineering and Technology degrees from IUPUI. The school´s Minority Engineering Advancement Program, now in its 28th year, hosted 75 minority students from grades six through twelve during Summer 2003. With support from the Indiana Department of Workforce Development, the school is also offering IPS students from under-represented groups the opportunity to be mentored by IUPUI students. The school will provide full scholarships to selected Project PETE (Pathways to Engineering and Technology Education) graduates from IPS schools.
- The Urban Archaeology Project, directed by Professor Paul Mullins of the School of Liberal Arts, began a collaboration with IPS and the Indiana State Museum, to help teachers use archaeology in the classroom and involve students in archaeological research. During the summer of 2004, students conducted excavations at Arsenal Technical High School, under the auspices of the IUPUI Archaeology Field School. Participants recovered prehistoric and historic artifacts associated with the area´s earliest indigenous peoples, the post-1862 U.S. Arsenal, and the existing post-1912 high school.
- Assistant Dean Kim Nguyen of the School of Science launched the "Investigating Middle School Mathematics with Technology" program, a two-year professional development project for IPS middle school mathematics

teachers.

- The IUPUI Upward Bound Program, sponsored by University College, served 140 students from eight Indianapolis high schools this year. The program graduated 46 students, 15 of whom are now attending either IU-Bloomington or IUPUI. The IUPUI program was one of five nationally selected to receive supplemental funding and consulting to demonstrate how to integrate technology into the curriculum.
- Professor Mary M. Fisher of the School of Education was awarded a grant entitled "Para-Educatorsâ€"Learning, Talking, and Creating Change: A Statewide Initiative to Address Para-Educator Preparation in Indiana." Executive Associate Dean of the school Khaula Murtadha won a contract from the Center for School Improvement and Performance for the Indiana Principal Leadership Academy.



- With support from the Lumina Foundation, the School of Liberal Arts collaborated with the Indiana Department of Education, Division of Language Minority and Migrant Programs, to direct "META/Mapping Education Toward Achievement." The one-day annual November workshop for Hispanic high school students focuses on careers and on preparing for college. More than 180 students from 18 area schools, along with 26 guidance counselors and 25 Latino guest speakers, participated.
- The School of Music expanded the IUPUI Summer Music Academy to accommodate over 600 young and adult learners and enhanced the Academy´s Tuition-Free Scholarship Program, a need-based program for urban youth.
- The Department of Mathematical Sciences in the School of Science, in cooperation with Roche Diagnostics, hosted the 7th High School Mathematics Contest. Participation in this contest has increased in each of the last seven years.
- The Community Learning Network created over 40 customized contract offerings to serve the needs of 13 businesses in Central Indiana, including the Hoosier Lottery, the NCAA, Kroger, Conseco, Anthem, Eli Lilly, Covance, and Roche.

Go on to Health Outreach

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

Performance Indicators

- 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

IUPUI seeks to maximize external research income, building on the campus´s unique research strengths, in collaboration with industry, nonprofit organizations, policy-makers, and cultural institutions.

- IUPUI researchers will use a grant from the 21st Century Research and Technology Fund to study ways to help the human body regenerate cells in injured eye, spinal cord, and limb tissue. Housed in the new IU Center for Regenerative Biology and Medicine in the School of Science, the team will seek

Chancellor Charlez Bantz

" Our faculty lead the world in research from the life sciences to the liberal arts; in the profession of medicine, dentistry, law, nursing, education, journalism, and social work. "

to induce regeneration of tissues by pharmaceutical means, rather than by stem cell transplant therapies.

- Cancer survivor and six-time Tour de France champion Lance Armstrong spoke to testicular cancer survivors and the general public in Indianapolis in October 2003, as part of the Bristol-Myers Squibb Tour of Hope. The IU School of Medicine is internationally recognized for developing the cure for testicular cancer in the 1970s when Professors Lawrence Einhorn and John Donohue developed a chemotherapy and surgical regimen that has saved the lives of thousands of men. Armstrong credits his recovery to the IU Cancer Center and to those patients who participate in clinical cancer research trials.
- A $10 million grant from the U.S. Department of Defense will allow researchers at the School of Medicine to study methods of individualizing treatment for women with advanced breast cancer. The grant creates the Center of Excellence for Individualization of Therapy for Breast Cancer at IU Cancer Center. Under the direction of Professor George W. Sledge, the Center will draw on the work of clinicians and researchers from across the country.
- School of Nursing Professor Tamilyn Bakas received a grant to develop a telephone intervention program to assist families in providing care to stroke survivors after they are discharged from the hospital. The grant from the National Institute for Nursing Research, one of the National Institutes of Health, will allow her and her team to design and test the Caregiver Telephone Assessment and Skill-Building Kit (TASK), an eight-week program based on detailed assessments of family caregiver needs.

- Two editorial projects at IUPUI were among the first to receive grants from a National Endowment for the Humanities program designed to strengthen the teaching, study, and understanding of American institutions, history, and culture. The Frederick Douglass Papers Project collects and publishes the writings of the 19th-century anti-slavery and human rights activist, while the Pierce Edition Project organizes and publishes the writings of Charles S. Peirce, the scientist and philosopher considered one of America´s greatest thinkers. Both projects are housed in the Institute for American Thought within the School of Liberal Arts.
- Works by Professor Fatimah Tuggar of the Herron School of Art were shown at international exhibitions at the Palais des Beaux-Arts in Brussels, the Courtauld Institute of Art in London, and the Bamako Biennial in Bamako, Mali, where she received the Special Jury Prize.
- Professors Sheila Kennedy and Wolfgang Bielefeld of the School of Public and Environmental Affairs completed a $1 million Ford Foundation study that explored the effects of the charitable choice provisions of federal welfare reform. Their research is among the first in the nation to systematically compare the effectiveness of programs delivered by faith-based and secular organizations.
- Faculty and staff in the Center on Philanthropy in the School of Liberal Arts edited and published Philanthropy in the U.S.: A Comprehensive Historical Encyclopedia; Achieving Greatness: The Story of the Hispanic Stewardship Development Partnership; The Nonprofit sector: A Research Handbook, 2nd Edition; and The Indiana Nonprofit Sector: A Profile.

Go on to Provide support to increase scholarly activity and external funding

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Excellence in Research, Scholarship, and Creative Activity

Research is a crucial component of IUPUI´s mission and culture. In 2003-2004, IUPUI researchers generated $256 million in external research funding, an increase of 19 percent over 2002-2003 (excluding a one-time $50 million Lilly Endowment grant to the Indiana Genomics Initiative in 2002-2003). This increase puts us well on track to achieve our goal of doubling external research dollars by 2010 and to continue leading Indiana universities in external grant awards.

IUPUI recognizes that urban research universities have a unique responsibility to the future of their states. To serve our state as effectively as possible, we have identified five thematic emphases for research that will support Indiana´s economic development over the coming years: life and health sciences; information and communication technologies; 21st century logistics; advanced manufacturing; and nonprofit organizations. While these will never be our only research activities, they represent areas of demonstrated strength that are central to the continued momentum of IUPUI and Indianapolis.

2002 Accreditation Self-Study

IUPUI Mission, Vision, and Values

Related Links

Progress On Key Indicators

The highlights below are organized around our three major goals for research, scholarship, and creative activity.

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

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Provide support to increase scholarly activity and external funding.

Performance Indicators

- 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 research and faculty scholarship

IUPUI provides resources to support scholarly activity among faculty and to help them obtain external funding.

- The IU School of Law-Indianapolis established a new Center for Intellectual Property Law and Innovation that is expected to serve as an important national resource to researchers, government, and businesses as discoveries move from the laboratory to the marketplace. The Center, which aims to produce graduates with expertise in intellectual property law and business development, will focus much of its effort on the life sciences, as well as on information technology.

- The Office for Professional Development sponsors the Scholarly and Creative Activity Program (SCAP) to help IUPUI researchers succeed in winning external support for research and creative projects. This year, 148 faculty members participated in workshops offered by the program.
- The Office of Research and Graduate Education reorganized the Corporate Contract Office to accommodate dramatic growth in corporate research contracts. The reorganization reduced the amount of time it took to process contracts from an average of 87 days in 2002-2003 to an average of 68 days in 2003-2004, as the number of contracts and material transfer agreements increased from 688 to 1,026 in the same period.

Go on to Enhance the Infrastructure for Research, Scholarship, and Creative Activity

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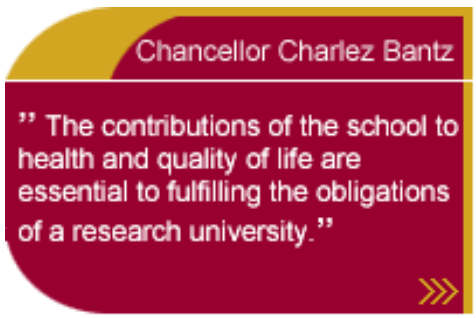
Enhance the infrastructure for research, scholarship, and creative activity.

IUPUI strives to provide state-of-the-art facilities and resources to support faculty research and to develop interdisciplinary collaborations that help attract external funding by leveraging the campus´s unique strengths.

- In September 2003, IU was recognized as one of IBM´s charter Institutes of Innovation, initiating collaboration between IU and IBM on 3D modeling of cells. Working with IBM, the Indiana Genomics Initiative, supported by University Information Technology Services, established the Centralized Life Sciences Data system, providing medical researchers with a wealth of knowledge about the genes and proteins related to disease. The powerful new system stands to accelerate biomedical research and places the School of Medicine in the forefront of institutions using innovative technology.



- IU and Purdue Universities have received a $3 million National Science Foundation (NSF) grant to create the IP-grid— the network linkages that will extend the NSF "Teragrid" to IUPUI, IU-Bloomington, and Purdue-West Lafayette. The project, managed by University Information Technology Services, will bring the campuses into the NSF Teragrid, a network of half a dozen institutions that

provide researchers with tens of teraflops of computing power and more than a petabyte of storage capacity. Funded through NSF´s Advanced Computational Infrastructure program, the IP-grid will allow researchers from participating campuses to collaborate with colleagues at other institutions in real time, as if they were working together in the same laboratory.

- The Polis Center of the School of Liberal Arts launched the National Outreach Mapping Center, which it created and now manages for the National Library of Medicine, one of the National Institutes of Health. With its partner, the Ruth Lilly Medical Library of the School of Medicine, Polis is making mapping technology available in a Web application to serve the assessment and evaluation needs of the National Library.

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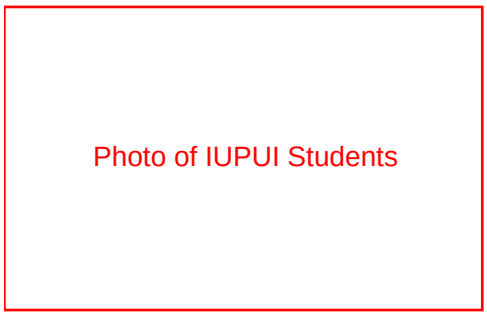

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Accreditation Self Study

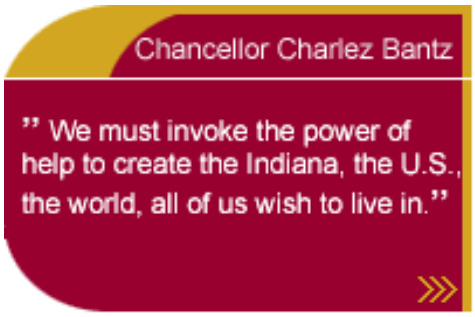
Attract and support a well-prepared and diverse student population

Performance Indicators

- Academic success of new students
- Enrollment, retention, and graduation of a diverse student body
- Alignment of student enrollment with campus capacity
- Effectiveness of student support services

IUPUI is moving forward with ongoing efforts 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.

- **University College**, the academic home for new students, reports that retention of first-time, full-time freshmen to the second year increased from 61.8 percent for the cohort that began in Fall 2000 to 67.2 percent for the Fall 2002 cohort. Although the percentage dropped to 66 percent for Fall 2003, we expect the overall upward trend to continue, as we move forward with our nationally recognized first-year experience initiatives and continue to apply more rigorous admission standards.
- Student enrollment reached an all-time high of 29,860 in Fall 2003, up 2.9 percent from the previous fall.



Contributing to this growth were a two percent increase in new freshmen and a ten percent increase in transfer students, according to the Office of Undergraduate Admissions, a unit within **Enrollment Services**. The largest source of IUPUI transfer students is Ivy Tech-Indianapolis. In addition, new admission guidelines and intensified recruitment efforts led to 15 percent growth in the number of new students from the top ten percent of their high school graduating class and ten percent growth in the number of those admitted from the top third of their class. The new freshman class included five percent more minority students than the class that began the previous year.

- The **Community Learning Network (CLN)** enables adults with jobs and other full-time responsibilities to complete a college degree. CLN´s General Studies Program is the largest major at IUPUI, with over 1,100 students whose average age is 33.5. In 2003-2004, the number of graduates from the program increased by three percent, for a total of 458. Attesting to the quality of the programs at CLN, the Continuing Studies Noncredit Project Management Certificate Program won the Program of the Year Award from the Indiana Council for Continuing Education.
- The **Office of Student Life and Diversity** reports that the Campus Apartments at the River Walk opened to residents in August 2003, with 23 houses able to accommodate up to 771 residents. Increasing the number of residential students is part of a broader effort to strengthen co-curricular student life on the campus and thus to boost retention. This effort includes the plans for a Student Center at the intersection of Michigan Street and University Boulevard; approval for the Center was granted this year by the IU Board of Trustees and the State Legislature.
- According to the **Office of International Programs**, IUPUI achieved a record high of 910 international students in 2003-2004, a ten percent increase over the previous year. The number of students studying abroad also reached an all-time high of 300, a 15 percent increase over 2002-2003â€"due in part to the appointment of a full-time Study Abroad Coordinator and the opening of a Study Abroad office in the center of the campus. Service learning and internships are key features of IUPUI Study Abroad programs, which include new opportunities in the United Kingdom, Ecuador, France, and Mexico.
- The **Office of Student Financial Aid**, a unit of **Enrollment Services**, served 16,514 students who applied for financial aid, a seven percent increase over the previous academic year.
- The Student African-American Brotherhood, sponsored by **University College**, continued to work with African-American male students to support work toward degree completion. A new staff member was appointed to lead the group and to assist all minority students in their quest to complete their degrees.
- The Informatics Women´s Organization in the School of Informatics was founded in July 2003 as a resource to help women succeed in the fields of Informatics, Computer Science, and Computer Technologies. Historically, women in these fields have been substantially outnumbered by men.
- The School of Nursing received the Women and High Tech Leading Light Award as an Organization Dedicated to the Mentoring and Growth of Women in Science or Technology.

Go on to Support and Enhance Effective Teaching

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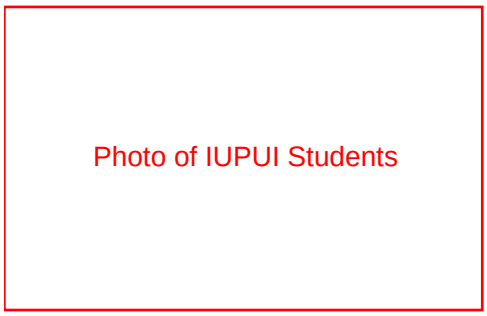

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Support and Enhance Effective Teaching

Performance Indicators

- 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

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 throughout their careers, and uses cutting-edge technologies to enhance teaching effectiveness and prepare students for the future.

- The Center for Teaching and Learning, a unit within the Office for Professional Development, provided a wide selection of opportunities to faculty, ranging from thousands of individual consultations, to faculty "Communities of Practice" focused on such topics as problem-based learning and multicultural course transformation, to the "Tech Camp" and "Jump Start" programs, which help faculty across disciplines to integrate the use of technology into their courses and to develop online courses. OPD programs also supported IUPUI´s emhasis on diversity through events like the "Excellence in Diversity" conference, which engaged faculty members and external experts in discussions about the needs, goals, and outcomes of IUPUI´s diversity efforts.
- Under the auspices of University Information Technology Services, IU and partner universities around the country

received $2.4 million from the Mellon Foundation for the Sakai Project. The project brings IU together with the University of Michigan, MIT, Stanford, and the uPortal Consortium to create a pre-integrated collection of open source tools for course management, research collaboration, and assessment of learning. With the ability to be easily shared among universities, the tools are expected to create opportunities for teaching innovation across disciplines. Over the next few years, IU will launch improved versions of OnCourse, our course management program, and OneStart, the portal for all online functions throughout the university. An additional Mellon grant is supporting IU´s Electronic Portfolio Project. Electronic portfolios provide a means to enhance student learning and allow students to demonstrate their learning of both broad and discipline-specific intellectual skills.

- The Community Learning Network assisted IUPUI academic units in offering 41 courses through the Web and CD, resulting in 3,068 course enrollments, and 19 televised and DVD courses, resulting in 2,317 enrollments. DVDs have proved especially popular with IUPUI students.
- The School of Nursing was recognized for national leadership in applying information technology to nursing education with a Women and Hi Tech Leading Light Award. The school has promoted the use of technology in developing instructional learning products that support student learning, making degree programs accessible through distance education, offering new models of interactive learning that address workforce needs, and using information technology in patient care. It has also collaborated in the development of national benchmarks for best practices in using technology for teaching in nursing programs.
- Professor Barry Cournoyer of the School of Social Work developed a marketable version of the Curriculum Analyzer, a software program that helps schools of social work analyze their curricula along multiple dimensionsâ€”including school or department goals, program objectives, accreditation requirements, and a taxonomy of course learning objectives. He and Professor Cathy Pike have since formed The Indiana University School of Social Work´s Office of Educational Assessment to offer curriculum analysis services to schools and departments of social work throughout the country.
- The Office of International Affairs has established several faculty committees to work on internationalization across the curriculum, with the aim of infusing international perspectives even into degree programs that have not historically had an international dimension. The Global Crossroads, a new computer facility currently in the planning stages, will assist this effort by supporting international learning among faculty, students, and staff.

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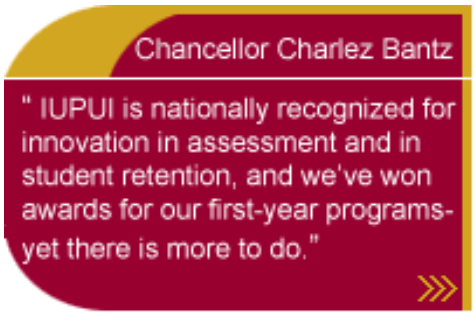
Enhance Undergraduate Student Learning

Performance Indicators

- Demonstration of students´ general education and major-specific learning outcomes
- Quality of the learning environment
- Student academic progress and achievement
- Success of recent graduates in obtaining suitable employment or pursuing further education

IUPUI seeks to meet the wide range of student learning needs by creating an engaging campus environment,



offering support services that promote academic success for all students, and providing a broadly based education that will serve students beyond their first and second jobs and throughout their lives. Close relationships among the liberal arts, basic sciences, and professional fields provide opportunities to create new degree programs at the cutting edge of emerging interdisciplinary fields.

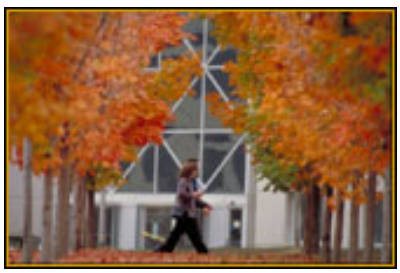
- The Office of External Affairs reports that IUPUI was recognized for the second consecutive year as one of 15 NCAA member colleges and universities that graduate student athletes at the highest rates. The announcement

earned the university a $20,000 USA Todayâ€”NCAA Academic Achievement Award.

- The American Association of State Colleges and Universities "Foundations of Excellence in the First College Year Project" is a two-year effort to develop and validate a set of "foundational dimensions" for first-year college students. Based on the award-winning first-year programs sponsored by University College, IUPUI was selected as one of twelve institutions to participate in this national project.
- The School of Engineering and Technology and the School of Liberal Arts have joined forces to offer a unique dual degree program in Engineering and German. Launched in Fall 2003 and led by Professors Claudia Grossman and Nancy Lamm, the Program for International Engineering is a five-year undergraduate degree program in which students study computer, electrical, or mechanical engineering, while mastering the German language. A highlight of the program is a five-month internship in Germany during the fourth year. Graduates are expected to be highly competitive candidates for positions with international engineering firms.
- Several other interdisciplinary undergraduate degree programs have been approved for implementation in Fall

2004: A new Bachelor of Science in Forensic and Investigative Science, to be offered by the School of Science, will combine courses in biology, chemistry, psychology, law, and criminal justice with an internship in a crime lab. The program will offer six specialized tracks geared to the needs of the rapidly expanding job market in the field. A bachelor´s degree in Biomedical Engineering will integrate life sciences and engineering courses, offered by the School of Science and the School of Engineering and Technology, with a medical and clinical component offered by the School of Medicine. The program aims to solve contemporary problems in the life and health sciences and to contribute to the current emphasis on the life sciences in Indiana.

- The Individualized Major Program, offered through the School of Liberal Arts, enables students to earn a B.A. through specially designed programs of study that lie outside the scope of existing majors at IUPUI. In 2003-2004, the program graduated its first three students. Topics of focus for currently enrolled students include: Linguistics, Medical Humanities, Translation Studies, Japanese Studies, Media Arts, Environmental Ethics, and the Philosophy and History of Science and Technology.
- The School of Dentistry is in the second year of its part-time Dental Assisting Program. The program enhances access to dental education at IUPUI and provides a badly needed increase in the dental assisting workforce in Indiana.
- According to the 2003 issue of Profiles of Engineering and Engineering Technology Colleges, the School of Engineering and Technology ranks fourth nationally in the number of bachelor´s degrees awarded in engineering technology (223), second in the number of engineering technology degrees awarded to women (53), and first in engineering technology enrollment (1,890).



- IUPU-Columbus has restructured its academic units into divisions, which now include Business, Education, Library and Information Science, Nursing, Liberal Arts, and University College. The campus has also established articulation agreements with IUPUI to offer joint baccalaureate programs in Nursing

and engineering and is moving to increase course offerings at the third- and fourth-year levels.

- Students graduating from the Division of Nursing at IUPUC have achieved an average 96 percent pass rate on the National Council of State Boards of Nursing Licensing Exam over the past ten years, well above the national average of 86 percent.
- The Health Information Administration program in the School of Informatics reports that 100 percent of its graduates who took the Registered Health Information Administrator examination passed with scores exceeding the national average. In the class that graduated in 2003, 100 percent found employment in the profession, with 93 percent of the group remaining in Indiana.

Go on to Provide effective graduate and professional programs.

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Photo of IUPUI Students

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Indiana University-Purdue University Indianapolis

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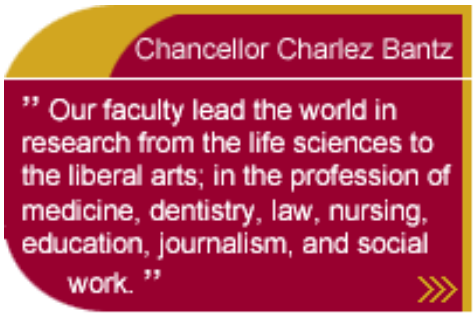
Provide effective graduate and professional programs

Performance Indicators

- Demand for program admissions
- Quality of graduate and professional programs
- Student success and achievement
- Development and support of programs that fulfill community needs



Graduate and professional programs at IUPUI seek to meet local, national, and global needs. 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 collaborations to create unique programs that address society´s needs now and in the future.

- The Center on Philanthropy in the School of Liberal Arts admitted its first cohort of seven students for the IUPUI Ph.D. in Philanthropic Studies. The Center also celebrated its U.S. News and World Report ranking as number

three among nonprofit management programs nationally.

- Two graduate programs in the School of Public and Environmental Affairs were ranked among the top ten nationally in the latest edition of U.S. News and World Report´s "America´s Best Graduate Schools." The Nonprofit Management concentration ranked fourth nationally and the Criminal Justice concentration tied for third. Overall, SPEA now ranks among the top 35 public affairs programs nationally.
- In Fall 2004, the School of Liberal Arts will begin offering a new Master of Arts in Philosophy, with concentrations in either Bioethics or American Philosophy. The program makes IUPUI the world´s only institution to offer a master´s level program in American Philosophy and the only institution in Indiana offering the master´s level option in Bioethics. The school will also inaugurate a new MA degree in Museum Studies, the first such program in the state, building on partnerships with local museums. The program will qualify graduates for such museum positions as collections manager, registrar, and museum educator-programmer.
- The School of Medicine has created a new graduate-level Biotechnology Certificate Training Program as part of the Indiana Genomics Initiative. The program responds to new developments in biotechnology and the biomedical sciences. Housed in the new Biotechnology Research Training Center, the program will provide continuing education to people working in academic and industrial laboratories, as well as to new college graduates.
- The School of Engineering and Technology has developed a combined five-year degree program that will allow students to complete both a Bachelor of Science and a Master of Science in Mechanical Engineering.
- The School of Health and Rehabilitation Sciences, historically a school within the School of Medicine, became a free-standing school at IUPUI. The new school will focus on graduate professional education in key health areas.
- The School of Law reports that its Center for Law and Health was again ranked among the top ten health law programs nationally by U.S. News and World Report.

The school has launched a number of new programs and program tracks: a Latin American Law Summer Program, offered in collaboration with the Universidad Nacional de la Plata in La Plata, Argentina; new LL.M. tracks in International and Comparative Law; Health Law, Policy, and Bioethics; Intellectual Property Law; and International Human Rights Law; and two new joint degree programs in the J.D. curriculum, the J.D./M.L.S. (Doctor of Law/Master of Library Science); and the J.D./M.Phil. (Doctor of Jurisprudence/Master of Arts in Philosophy) with a concentration in health law and bioethics.

- IUPU-Columbus graduated its first class of 18 MBA students in May. The third class began studies in Fall 2003, with credit hours increasing by 15.8 percent over the previous year.
- The School of Medicine´s competence-driven curriculum has been receiving national attention in recent years and has helped the school to secure a Reynolds Foundation grant to prepare the physician workforce to care for the state´s aging population by strengthening medical training in geriatric medicine. Curricular innovation also led to the school´s selection as one of ten medical schools in a new consortium focused on innovative approaches to incorporating and assessing professionalism during medical training.

Go back to the Performance Report

IUPUI

Units of Planning and Institutional Improvement

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Civic Engagement

IUPUC Civic Engagement Supplement

Focus on Mission:

Excellence in Civic Engagement

Vision

The vision of Indiana University-Purdue University Columbus is to be the recognized source of Indiana University and Purdue University degrees and programs in southeastern Indiana.

Mission

The mission of IUPU Columbus is to identify and respond to post-secondary education needs and enhance the quality of life of the residents of our 10-county service area by providing Indiana University and Purdue University degrees, programs, courses, and faculty expertise.

To achieve this mission, we deliver high quality courses and degree programs of IU and Purdue; encourage student achievement in a supportive and caring environment by providing small classes, academic advising, mentoring programs, preparatory courses, learning labs, student clubs, social activities, and service learning; provide university access in a cost-effective manner at Columbus and other commuter locations; provide support for research by faculty and students through release time, facilities, equipment, and travel assistance, opportunities for undergraduate research, presentations, and publications, and faculty development grants and interdisciplinary scholarship; work in partnership with community institutions, organizations, and businesses; and broaden the perceptions, knowledge base, and understanding of area residents by providing access to library and learning resources, presentations and public forums,

international exchange programs, continuing education courses, in-house training, and speakers for outside groups.

Values

IUPU Columbus values honesty and integrity, achievement and excellence, collegiality and cooperation, creativity and innovation, entrepreneurship and community support, and inclusivity and diversity. These values are expressed by the commitment of students to learning and academic integrity; faculty to the highest standards of teaching, scholarship, and service; staff to the highest standards of service; and the campus to provide access and appropriate assistance for all who demonstrate the ability to benefit from higher education; personalized attention; recognition of diversity in learning styles; faculty and staff development; continuous improvement of its programs and services; an environment conducive to learning; service to the community by students, faculty, and staff.

Campus Community Partnerships

IUPU Columbus has many partnerships in the community. A brief description of several follows.

Community Education Coalition

The Community Education Coalition (CEC) is an umbrella organization working to create a "Community Learning System," a "seamless" system that supports learning from the beginning to the end of life. It seeks to integrate and align existing educational systems so that students are able to move smoothly from one to the other without having to cross barriers that impede their educational progress. Organizations involved include ArvinMeritor, the Bartholomew Consolidated School Corporation (BCSC), City of Columbus, Columbus Area Chamber of Commerce Foundation, Columbus Aviation Commission, Columbus Economic Development Board, Cummins Inc., the Heritage Fund of Bartholomew County, Indiana University-Purdue University Columbus, Irwin Financial Corporation, Ivy Tech State College, the Purdue University School of Technology, and WorkOne. Also lending guidance and support are State Senator Robert Garton and State Representative David Yount, a member of the Indiana Commission on Higher Education. IUPU Columbus has played a very active part in this organization.

The Community Education Coalition has been recognized with a 2002 Distinguished Performance award from the National Alliance of Business.

The Center for Teaching and Learning

The Center for Teaching and Learning, one of many initiatives of the Community Education Coalition, is a collaborative effort of community partners to support all learners and those who teach them. Programs supported by the Center for Teaching and Learning include Resources for Teaching, Student Programs and Resources, and Libraries and Information Services. The Center for Teaching and Learning is currently supported through funds from a Lilly CAPE Grant awarded to the Community Education Coalition in 2000. Descriptions of CTL programs supporting learners from birth through age 99 and beyond and those who teach them can be found here .

IUPUC is a major partner in the CEC and the CTL. Faculty have contributed to

· CTL vision, mission and goals

· Learning Center Design

· P-12 professional development programs

· Curriculum Resource Center for Teachers and Teacher Candidates

· Certification of the CTL as a Mentor Teacher Training Site granted by the Indiana Professional Standards Board

Columbus Learning Center (CLC)

The Columbus Learning Center is a community-driven initiative designed to provide a one-stop educational facility. The building of approximately 124,000 square feet will facilitate the delivery of education to learners of all ages, utilize the most current and appropriate technology to enhance learning and expand career offerings, and facilitate the planning for and improvement of the Community Learning System by co-locating Columbus-area educational leaders. Included in

the building will be 16 classrooms, 6 computer labs, 10 conference rooms and a 220-seat lecture hall, as well as other workstations and testing areas. The Center for Teaching and Learning that is described above will also be located in the CLC.

Careers in Indiana (CII)

Careers in Indiana was created to provide career planning and placement services for students, a job posting place for employers, and another opportunity for connecting the community with its educational institutions in ways that benefit all. A board of managing partners oversees the work of a small staff whose mission is to help people make connections for life planning and career transition. The CII is a service for both job seekers and employers. To enhance delivery of these services, seven neighborhood career access centers have been created where technology is available to facilitate skill assessments, career and job searches, as well as resume and interview coaching. Information on internships is also available through the CII.

Columbus Quality Improvement Center (CQIC)

The CQIC offers specialized programs to support continuous improvement initiatives of schools and two-year colleges throughout the Midwest. The mission of the CQIC is to support the creation of individual and organizational performance excellence by providing opportunities for learning, sharing knowledge and skills, and applying quality improvement principles and techniques. To pursue this mission, the CQIC offers services based on the Baldrige system for school improvement. In addition, the CQIC offers several products or tools, including some that will assist Indiana school corporations to meet the requirement of Public Law 221, which requires all schools to have a staff development plan that meets specific requirements. Finally, the CQIC offers professional development courses on topics such as leadership, strategic planning, student and stakeholder focus, process management, and continuous quality improvement.

Other Campus Partnerships

Senior Center Services

IUPU Columbus and Senior Center Services have enjoyed a 10-year partnership in offering an Elderhostel program in Columbus, Indiana. Elderhostel, an international organization, hosts programs in conjunction with universities and offers 21 ½ hours of instruction on topics appropriate for the host organizations, as well as tours of locations of local interest. The Columbus, Indiana Elderhostel has had a waiting list for its programs for each of the 10 years since its inauguration.

Walk Through Time

Indiana University-Purdue University Columbus worked in partnership with a host of community organizations and volunteers to sponsor an exhibit titled "A Walk Through Time...from stardust to us" during the last week of September and the first week of October 2001. This traveling, outdoor, ecological exhibit, developed by the Hewlett-Packard Company, depicts the history of the earth in a series of 90 colorful, 3-foot x 5-foot panels of graphics and text stretching one mile in length. The panels are designed to foster a scientific understanding of the significant stages in the development of the Earth. Each foot represents one million years of the Earth's history. The focus of the exhibit is the wonderful planet on which we live and the importance of preserving it. Nearly 50 community residents and 13 companies and agencies financially sponsored the exhibit; over 100 volunteers handled all aspects of it.

Breakfast with Scholars

This series, presented at a nominal cost to the attendees, is an example of one of the many benefits provided by IUPU Columbus to community residents. The campus sponsored, for a period of 10 years, a bi-monthly series of presentations of topical interest to the community by researchers resident at universities other than IUPU Columbus. The breakfast programs were well attended, creating much interest in the community.

Brown Bag Lunch Lecture Series

This noontime speaking series is free to the public and highlights the excellent qualities of IUPU Columbus full-time and

adjunct faculty. Presented once each month, the series focuses on subjects of general interest; presenters are selected from among the best of the 180 faculty members at IUPU Columbus. Like the Breakfast with Scholars series, it is an effort to reach out to the community.

American Business Seminar

This series, too, ran for a decade. The purpose of the seminar was to expose students in the third year of a business school in Chartres, France to American business practices and culture. Over 50 business leaders in the community volunteered their time to give presentations to the French students about their particular business and to interact with the class of approximately 20 students. The French young people lived in host families in Columbus, visited local elementary and high schools, and had the opportunity to interact with business owners in their businesses. The program was a campus-organized, but community-supported, effort.

Women's Conference

Sponsored by the Columbus Area Chamber of Commerce, the Women's Professional Development Conference is in its fourth year. Attracting 200-300 participants, the purpose of the conference is to provide information, insight, and stimulation to the many professional women in Columbus. This year's focus will be the many roles held by professional women. Several IUPU Columbus administrators have been and continue to be involved in the organization of this conference. IUPU Columbus faculty have been featured speakers at two of these conferences.

Leadership Bartholomew County

Leadership Bartholomew County is an organization that holds a series of monthly, day-long classes in the government, education, social service, and cultural agencies of Columbus for 25 participants each year. Begun in 1981 by three individuals, including current IUPU Columbus Dean Dr. Paul Bippen, the organization has had a huge impact on the lives of countless individuals and on the community in which they have become leaders. Faculty members and administrators have been both students and presenters in LBC over the years, and there is effective interaction between this program and the campus.

Dean's Circle

The Dean's Circle provides speakers for one or two lunchtime programs, focusing on issues of current interest, each year. In the fall of 2001, two lectures were presented on the history, politics, religion, and geography of Afghanistan. Four instructors-three from IUPUI and one from IUPUC-spoke with the aim of providing the public with research-based answers to their questions and concerns.

Program Partnerships

Division of Business and Economics

Business faculty represent IUPUC with the Connected Communities Partnership, a civic group seeking to improve the technological environment in Bartholomew County. Current initiatives include developing a network infrastructure technology plan for the county, the home-to-school connectivity project, and the Tech ReConnect Center.

The Business Programs lead the campus's involvement in an NSF grant proposal to provide entrepreneurship training and development in the state, with a special focus on start-ups and developing companies in the high tech sector, using distance education technologies and strategies.

The IUPUC Division of Business and Economics participates with the IU Kelley School of Business Economic Outlook Panel when it visits Columbus. A participant representing the local community shares an economic perspective specifically addressing the Columbus regional economic outlook.

The *Predicator* , published annually, presents the regional economic perspective.

In the first of what we anticipate will be annual meetings, the Business and Technology Programs met with local Economic Development leaders to discuss and frame the campus's involvement in regional economic development initiatives and their implementation. **Nursing**

The IU School of Nursing has provided the LPN>ASN Mobility Option at IUPU Columbus since 1986. The partnership provides the access to local health care facilities necessary to educate student nurses and an opportunity for joint appointments of selected staff and administrators at these health care facilities to teach nursing curriculum. Staff and administrators from community health facilities serve as members of the IU School of Nursing Advisory Board and provide curriculum input.

In the spring of 2002, the IU School of Nursing brought the generic ASN program to Seymour, Indiana. This program, a collaboration among the IU School of Nursing, IUPU Columbus, and Seymour Memorial Hospital, will provide the Associate Degree Nursing program in its entirety to the small town of Seymour, Indiana.

In the spring of 2001, IUPU Columbus partnered with the American Red Cross to provide a First Responder course for the IUPU Columbus community. Fourteen participants completed the course, thus improving the health and safety of the IUPU Columbus community.

Education P-16 Partnerships

The IUPU Columbus Elementary Education Program supports teaching and learning in the region through several partnerships. While many of these partnerships are in the form of emerging Professional Development School relationships, others are focused on specific community initiatives and needs. Partnerships include:

P-16 Relationship with Ivy Tech State College Early Childhood Program

· Articulation of programs

· professional development planning

· curriculum discussions

P-16 Relationships with Bartholomew Consolidated School Corporation

· Partner Teacher Preparation/Professional Development Schools: Southside Elementary School, Taylorsville Elementary School, Mt. Healthy Elementary School, Richards Elementary School, Clifty Creek Elementary School, Smith Elementary School, Fodrea Elementary School, Rockcreek Elementary School

· Service-Learning Grant application for K-16 professional development in service learning with Mt. Healthy Elementary School, Eastside Community Center

· Professional development support to the Connected Community Project

Eastside Community Center After School Program

· Senior Teacher Candidates tutor elementary students as a service learning/program experience opportunity

P-16 Relationships with Flatrock-Hawcreek School Corporation

· Partner Teacher Preparation/Professional Development Schools: Cross Cliff Elementary School, Hope Elementary School

· Professional development support to the Connected Community Project

Community-Based Service Learning Opportunities

Psychology Practicum

For over twenty years, IUPUC has offered psychology practicum courses. Students are able to select a practicum site in the community that corresponds with their personal or career interests. Learning goals are developed for the semester as a collaboration between the student, site supervisor, and course instructor. During class sessions students focus on topics such as diversity in the workplace, values/ethical concerns, professional relationships, interviewing skills and self-awareness. Course requirements include completing 120 hours at a practicum site, attending class weekly, and preparing a written paper to integrate course material with practicum experiences. Examples of practicum sites include: Head Start, Youth Services Center, Big Brothers/Big Sisters, First Call for Help, local nursing homes, public schools, a domestic abuse shelter, and a homeless shelter.

Sociology Internships

Sociology students at IUPU Columbus can complete their capstone requirement through an internship. Two IUPUC students have completed internships at First Call for Help, the comprehensive information and referral service provider for the Bartholomew County area. One intern spearheaded the creation of a directory of services available through faith-based organizations. Another intern is currently assisting with the development and production of the updated Community Resource Guide for First Call for Help. A third intern is helping the Columbus Human Rights Commission to develop an "Employing Latinos" technical assistance manual and to evaluate 2000 census data.

Business Internships

The new Business Degree Programs at IUPUC are involved with the community through Learning Communities courses linked with Business courses; through internships ; through business presentations on campus; and through participation of area business and community leaders in courses, especially case discussions.

Education Service Learning

In Education, service learning occurs across the program through field placement and student teaching requirements. These have been detailed in the partnership section.

In addition, through the America Reads Program, IUPUC provides federally funded work-study opportunities to undergraduates. Students placed in nine local elementary schools receive financial support awards and gain valuable experience working with children. IUPUC students provide elementary classroom support, with a primary focus on early literacy tutorials for children in need of extra help.

Nursing Service Learning

The LPN>ASN Mobility Option on the IUPU Columbus campus has migrated into the communities of Columbus, Seymour, and Franklin to look at societal ills. The nursing capstone course utilizes the Healthy People 2000/2010 report and the National Health Promotion and Disease Prevention Objectives developed by that body as the basis for the practicum curriculum. Students work in settings that investigate, study, and address such problems as addictive behaviors, homelessness, domestic abuse, troubled teens, obesity, and anger management for 15 consecutive weeks. There is no better way to become familiar with an issue than to become immersed in seeking solutions.

Students in the acute care class of Activity/Exercise (i.e. Cardiac, Respiratory and Hematology) are required to complete a group project that provides health information to the community. A health fair, organized and run by the students at the local mall, is held annually. This activity is seen as a way for students to give back to the community in which they live and/or work; they do not receive academic credit for the project.

IUPU Columbus Freshman Seminar

The IUPUC Freshman Seminar is required for all incoming full-time students. Each class plans and implements a community service project. Projects have included writing cards and letters for nursing home residents, assisting with Special Olympics, community mentoring, and collecting clothing and toys for shelters. Students learn to work collaboratively with each other and the community.

Go on to: Strengths, Challenges, and Questions

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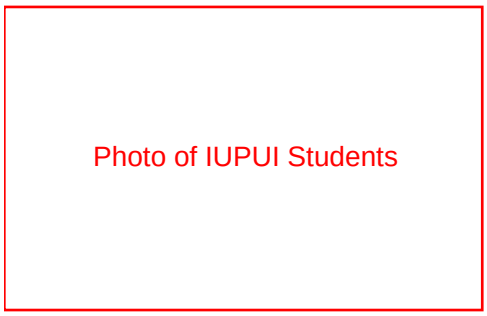

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General Institutional Requirements

NCA GIRs

Sections:

- **Mission**
- **Authorization**
- **Governance**
- **Faculty**
- **Educational Program**
- **Finances**
- **Public Information**

Mission

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

The mission statement is a public document, published in IUPUI's paper and online bulletins, annual reports, and other materials intended for internal and external audiences. It also appears on the main campus Web site. The IUPUI Faculty Council endorsed the current mission in April 2002 and the Indiana University Board of Trustees gave its approval in June 2002.

Links:

Mission statement (PDF)
Resolutions to adopt or approve by Faculty Council (agenda)
Board of Trustee minutes

2. It is a degree-granting institution.

Degrees from IUPUI are conferred by either Indiana University or Purdue University, as appropriate to the degree-granting unit, based on recommendations by the faculties of such units at IUPUI. Certificate, associate, bachelor's, master's, doctoral, and professional degrees are awarded.

Links:
Approved Degree List
Trends in Degrees Awarded
IUPUI Comprehensive online bulletin

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Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

IUPUI has authority to confer degrees as an academic component of Indiana University and Purdue University and operates under the authority of both institutions. It meets all statutory and regulatory requirements applicable to state universities in Indiana. Currently, IUPUI does not offer degrees at sites overseas. The university is in compliance with the Indiana Commission for Higher Education's (ICHE) policy obligating it to meet all legal requirements for offering distance degree programs to students outside Indiana.

Links:
1970 IUPUI Agreement
State authorization to IU to grant degrees
State authorization to Purdue to grant degrees
ICHE Distance Education policy (PDF)

4. It has legal documents to confirm its status: not-for-profit, for-profit or public.

The state of Indiana code IC 20-12-23-1 states: " Sec. 1. Indiana University is hereby recognized as the university of the state.(Formerly: Acts 1852, 1RS, c.114, s.1.) As amended by P.L.2-1988, SEC.613." Appropriate IRS documents related to the federal tax-exempt status of Indiana University are available in the resource room. **Links:**
IC 20-12-23-1

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Governance

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

Under the 1970 IUPUI Agreement, the Indiana University Board of Trustees is the governing body for IUPUI. The Board is charged by the Indiana General Assembly with broad decision-making authority to carry out the programs and missions of the eight campuses of Indiana University, including review and approval of university policies, rules, and budgets. The Purdue University Board of Trustees is consulted as appropriate.

Links:
Creation, Organization, Powers, and Responsibilities of Board of Trustees
1970 IUPUI Agreement

IU Board of Trustees IU Board of Trustees Contacts
Purdue Board of Trustees

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The Indiana University Board of Trustees includes nine people elected or selected to serve the public interest. Five members are selected by the Governor for three-year terms; three are elected for three-year terms by Indiana University alumni; and one student is appointed to a two-year term by the Governor following a search-and-screen process. The IU Board meets monthly. Its autonomy and integrity are ensured by the processes for electing and selecting its members, by its powers and responsibilities as prescribed by the Indiana Code, and by its own Bylaws, which explicitly require compliance with the Indiana Open Meeting Law and the Code of Ethics as set forth in the Indiana Code. In addition, IUPUI has a Board of Advisors composed of community leaders in Indianapolis. While this Board has no statutory responsibility, members are consulted about important issues. The Board of Advisors meets every other month during the academic year.

Links:
Creation, Organization, Powers, and Responsibilities of Board of TrusteesIndiana Code Table of Contents
Members of the IUPUI Board of Advisors

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Indiana University Board of Trustees is empowered to appoint the president of Indiana University, who is chief executive officer. The Board of Trustees also approves the appointment of the chancellors of each of the eight campuses of the university, including the chancellor of IUPUI, who also serves as a vice president of Indiana University.

Links: Creation, Organization, Powers, and Responsibilities of Board of TrusteesChancellor Bepko
President Brand

8. Its governing board authorizes the institution's affiliation with the Commission.

IUPUI has been accredited continuously by the North Central Association of Colleges and Schools since 1972. The Trustees of Indiana University affirm IUPUI's affiliation with the NCA's Higher Learning Commission through authorization of payment of dues and participation in the reaccreditation process.

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Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Appropriate degrees are required or are a primary criterion for appointment to full-time faculty rank, with 85 percent of full-time faculty holding doctoral/professional degrees from accredited institutions. In addition, 30 percent of part-time faculty hold doctoral/professional degrees.

Links:
Basic Institutional Data Forms-Full and Part-time faculty degrees

10. A sufficient number of the faculty are full-time employees of the institution.

Currently, 1688 faculty members at IUPUI, representing 65 percent of total faculty members, are employed full-time. IUPUI is working to increase the number and proportion of full-time faculty; on June 5, 2001, the Indiana University Board of Trustees raised tuition at IUPUI by 7.5 percent, with two percentage points of this increase designated for recruiting and hiring full-time lecturers to replace associate faculty (our unofficial term for part-time faculty), especially in threshold undergraduate courses. A three-year phased approach was undertaken to provide funding for employing

over 100 new full-time lecturers - 17 in Liberal Arts,16 in Science, and two at IUPU Columbus were established in 2001-02. In year two (2002-03) 43 additional positions were established.

IUPUI works actively to support the professional development and recognition of associate faculty. An Associate Faculty Office within the IUPUI Office for Professional Development offers a range of instructional development conferences and workshops designed to enhance the teaching skills of associate faculty. Associate faculty members are eligible for internal teaching grants and awards (with several awards explicitly designated for associate faculty), as well as for an Associate Faculty Outstanding Service Recognition Award that recognizes and rewards associate faculty members who have made significant service contributions to the department, school, or university.

Associate faculty are invited to participate in all campus-wide faculty development programs and have full access to the services of the campus's Center for Teaching and Learning, where consultants work individually with clients on teaching issues, including the development of effective technology-based materials and approaches for specific courses. Individual schools and departments also provide professional development opportunities for associate faculty and work in other ways to include these faculty members in department academic planning and other aspects of department life. Opportunities for associate faculty are discussed more extensively in the "Learning and Teaching" special emphasis self-study.

Links:
December 2000 Report on Teaching (PDF)
Board Resolution to increase number of full-time lecturers (minutes, item II)
Office of Associate Faculty
Dean Plater memo on Conversion of Part-Time Lecturers

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Indiana University policy mandates that faculty be involved in all phases of developing, offering, and evaluating educational programs, and that they have primary responsibility for planning and approving new programs prior to such programs' submission for university approval. At IUPUI departmental faculty propose new programs. Their dean sends a proposal to the Dean of the Faculties, who consults the membership of the Academic Policies and Procedures Committee (APPC), and then forwards approved proposals to the Academic Officers Committee of Indiana University (the chief academic officers of IU's eight campuses). If given approval by the Academic Officers, proposals must be approved subsequently by the Trustees of Indiana University and then by the Indiana Commission on Higher Education. Guidelines for comprehensive program reviews for academic programs are established by the faculty-led Program Review and Assessment Committee (PRAC).

For Purdue degree programs, departmental faculty propose new programs and their dean sends the proposal to the Dean of the Faculties. Once received by the Dean of the Faculties, programs are reviewed and sent to the Indiana University Academic Officers Committee as an information item. The proposal is forwarded to the Office of the Purdue University Provost for review and approval and from there to the Office of the President of Purdue University. Once approved by the President, the proposal is sent to the Purdue University Board of Trustees, which forwards the proposal to the ICHE for final action.

Links:
Course Approval Process
Program Approval Process
Constitution of the IUPUI Faculty
Program Review Guidelines
New Academic Program Approval Guidelines (PDF)
Program Review and Assessment Committee (PRAC)
Academic Policies and Procedures Committee (APPC)

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Educational Program

12. It confers degrees.

In the 2001-2002 academic year 4684 degrees and certificates were conferred (4442 in 2000-01), including 358 certificates (288 in 2000-01), 537 associate degrees (638 in 2000-01), 2212 bachelor's degrees (2080 in 2000-01), 939 master's degrees (777 in 2000-01), 29 doctorates (38 in 2000-01), and 609 first professional degrees (621 in 2000-01).

Links:
Trends in Degrees Awarded
IUPUI Comprehensive online bulletin
1970 IUPUI Agreement
Degrees Conferred 2001-02

13. It has degree programs in operation with students enrolled in them.

In Fall 2002-2003, 29,025 students are enrolled: 577 in certificate programs (434 in 2001-02), 2676 in associate degree programs (2713 in 2001-02), 17639 in bachelor's degree programs (17335 in 2001-02), 2964 in master's degree programs (2633 in 2001-02), 256 doctoral programs (256 in 2001-02), and 2390 in first professional degree programs (2356 in 2001-02),. In addition 2523 non-degree seeking students are enrolled (2612 in 2001-02). The university also has 246 post-doctoral fellows.

Links:
Five year enrollment trend
Registrar's Enrollment Reporting Site
Fall 2002 Student Headcount

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

IUPUI's mission includes health and professional programs, as well as general academic programs. Its programs are compatible with Indiana University's overall mission, Purdue University's overall mission, and IUPUI's specific mission.

Links:
CIP code designations for degree programs
IUPUI Mission (PDF)

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of length and content of the programs.

IUPUI follows common practices in assigning degree designations to its academic programs. Degree programs also follow common higher education practices in defining length of study and both the content and proficiencies students are expected to master.

Links:
CIP code designations for degree programs
IUPUI Comprehensive online bulletin
Nursing PRAC report

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

General education at IUPUI is based on six "Principles of Undergraduate Learning" (PULs) that specify the fundamental outcomes we expect all graduates to achieve. Accomplishment of the PULs is intended to equip IUPUI graduates with the knowledge and skills they will need to succeed as professionals, community members, and decision-makers and to lead productive, satisfying lives. Adopted by IUPUI's Faculty Council in May 1998, following nearly a decade of

deliberation, development, and campus-wide discussion, the PULs include a set of core skills in communication, quantitative reasoning, and information literacy, as well as higher-order intellectual abilities to think critically, integrate and apply knowledge, and understand the diversity of human cultures, societies, and perspectives.

Each school at IUPUI independently determines the specific course requirements that will enable its students to master the PULs. In practice, we have found that an "empirical core" curriculum has emerged, as each degree program has reached similar conclusions about those elements of the curriculum most likely to contribute to student learning of the PULs. In addition to this informal "empirical core," in 1998, the IU School of Liberal Arts and the Purdue School of Science jointly adopted the "Principled Curriculum" (now called the "Common Core Curriculum"), a set of common course requirements for general education, structured on the foundation of the PULs. The shared Common Core Curriculum allows students in two of IUPUI's largest schools greater flexibility in choosing a major or pursuing a double major across the two schools. Building on the framework of first-year experiences that introduce students to the PULs, designated courses that address one or more of the PULs, interdisciplinary "integrator" courses, and capstone experiences, the curriculum also encourages faculty collaboration across the schools.

IUPUI's approach to general education is discussed extensively in the "Planning and Assessing for Effective Learning" section of the Learning and Teaching special emphasis self-study.

Links:
May 1998 Faculty Council action on passage of the PULs
May 1998 Minutes of Faculty Council approval of PULs (agenda item VIII)
The PULs
The Common Core Curriculum
2000 - 2001 Campus-Wide Study of PULs

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational program.

Access to higher education has long been a primary responsibility of IUPUI. The new community college system, however, also has a strong access mission, and is expected to absorb many students, particularly those less well-prepared, who might otherwise have sought admission to IUPUI. Accordingly, while IUPUI continues to emphasize access, admissions policies are gradually moving from open-door admissions to modest selectivity, consistent with the ICHE's efforts to direct some under-prepared and nontraditional students to the community colleges. IUPUI continues to offer developmental programs to those students who need additional preparation.

Currently, new freshman applicants are expected to have completed a core of college preparatory courses with grades of C or better in those courses. Students fulfilling the course requirements, but not the grade requirements, are considered on a case-by-case basis with the number of unacceptable grades determining conditional admission or referral to the Community College of Indiana (CCI). Those students referred to the CCI are provided with a "passport" explaining the courses that must be completed at CCI and the grades required. Students completing the requirements are guaranteed transfer admission to the University College.

These admissions policies are intended to provide prospective students with guidelines that will to lead them to a successful higher education experience. The Academic Policies and Procedures Committee, representing all academic units, monitors admissions practices and recommends policy and procedural changes as needed to ensure consistency and equity.
Effective with students admitted for 2004, University College faculty will assume primary and initiating responsibility for reviewing and recommending changes in undergraduate admissions policies and practices in collaboration and in coordination with the IUPUI Faculty Council and with Enrollment Services.

Links:
Academic Handbook (PDF)
Academic Policies and Procedures Committee
Community College of Indiana

Passport
Undergraduate Admissions managed by University College
Beginning Freshman Admission Requirements

18. It provides its students access to those learning resources and support services requisite for its degree programs.

IUPUI provides students with access to a wide array of learning resources and support services. Five libraries (including the IUPU Columbus), together containing over 2,194,000 books and other printed materials, printed serials/periodicals, electronic serials/periodicals, and microforms, support IUPUI programs and students. Over 800 computer workstations are available in the libraries and other campus buildings, providing access to a full range of learning and information resources.

University College (UC), launched in 1998, is the academic home for new students at IUPUI. New students attend orientations sponsored by University College and are strongly encouraged to enroll in learning communities, courses taught by instructional teams that combine faculty, librarians, technology experts, advisors, and student mentors, all of whom help orient students to academic work at IUPUI. In 2002-2003, approximately 65 percent of entering beginning students participated in learning communities; efforts are underway to increase this number to 100 percent, if possible. UC students have access, not only to advisors, mentors, and tutors, but to Structured Learning Assistance (an adaptation of Supplemental Instruction), and career counseling. In 2000, University College, in collaboration with the Office for Professional Development, launched the Gateway Program, which targets the 33 highest-enrollment courses for first- and second-year students, providing special programs and support to both faculty teaching these courses and students enrolled in them.

A range of other support services, including services that provide individual help with writing and mathematics, are available to IUPUI students. Developmental courses in writing and mathematics are offered to students identified as needing further work in those fields in order to succeed academically, and an Honors Program serves high-achieving, highly motivated students. Once students are enrolled in a major program, the individual schools offer a full range of advising, internships, career placement counseling and other support services as well.

Learning resources and support services for students are discussed in detail in the Learning and Teaching special emphasis self-study.

Links:
Libraries at IUPUI Web site
Basic Institutional Data Form-Libraries (PDF)
Documentation on computing resources
UC Web site
Learning Communities/First Year Seminars Web site
Honors Program Web site
Math Assistance Center Web site
University Writing Center Web site
Career Center Web site
Oncourse
Status of Distance Education at IUPUI
Adaptive Education Services
Office of Professional Development
Gateway Program
IUPUI Comprehensive online bulletin
Student Technology Centers

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Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

IUPUI is audited as a part of the Indiana University annual audit by the Indiana State Board of Accounts, as are all other public institutions in the state. This annual process is ongoing and is required by state law. The most recent financial audit was completed in 2001. A copy of the Indiana University Financial Report for Fiscal Year 2000-2001 is available in the resource room.

Links:
Indiana State Board of Accounts
Indiana State Board of Accounts Audit Report

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

In 2000-2001 (the most recent year for which figures are available), IUPUI allocated approximately $213,780,000 of general fund revenues (state appropriations plus tuition and fees) to instruction, $102,740,000 to academic support, $10,880,000 to student services, and $8,000,000 to scholarships and fellowships. This total of $335,400,000 comprises about 70 percent of our general fund revenues, which were $484,610,000 in 2000-2001. Previous years show a similar pattern of allocations, which is consistent with IUPUI's strong emphasis on the educational component of its mission.

In addition, most of the revenues generated by the nine percent increase in IUPUI's tuition and fees for 2002-2003 have been allocated to support teaching and learning. Of the nine percent, two percentage points are being used to convert part-time faculty positions to full-time ones, one percentage point is allocated to retention initiatives, and most of the remaining funds support faculty salary increases.

Indiana University's system of responsibility center management (RCM), implemented in 1989, devolves most budgeting responsibilities to the academic units, meaning that those closest to instructional activities make allocation decisions related to support for educational programs. Reviews of RCM in 1994 and 2000 affirmed the value of the RCM model in ensuring that budget allocations are both consistent with overall institutional priorities and responsive to individual units' academic program needs, stating that "it is the unanimous consensus of the Committee that RCM should be continued. The committee strongly reaffirms the benefits of decentralized financial management found in the RCM environment." The report further recommended that we keep and enhance RCM, maintain the principle of carry-forward of surpluses and deficits, continue the policy of not permitting deficit spending as the rule, move to a flat tax to replace the current RC assessments, provide additional information about the sources and uses of funds for the IU Administration Tax.

Links:
Committee members (1994 and 2000)
2000 Committee report (PDF) (1994 Committee report available in resource room)
Fiscal Health Report 2002

21. Its financial practices, records, and reports demonstrate fiscal viability.

IUPUI is on sound financial footing, as the 2000-2001 Indiana University Financial Report shows. In response to uncertainties about the Indiana economy that may affect levels of state support for the university, IUPUI has outlined a plan to address potential reductions or delays in state funding. A contingency fund has been established to help offset anticipated reductions in legislative appropriations for the next fiscal year. Following a mandate by the IU Board of Trustees, each Responsibility Center maintains financial reserves of at least three percent, as does the campus as a whole.

To date, higher revenues from tuition and fees generated by enrollment growth and tuition and fee increases have largely compensated for state funding delays and rescissions. In addition, the current "Campaign for IUPUI" has succeeded beyond expectations and has twice increased its original goal. As of September 2002, 21 months before the campaign is scheduled to end, the campus has exceeded the goal of $700 million. These funds will help to solidify and expand

IUPUI's total resource base.

Indiana University's Financial Information System (FIS) and Financial Data Retrieval System (FDRS) provide fiscal officers and other administrators the ability to monitor the financial status of individual accounts, Responsibility Centers, and the campus as a whole in real time and on an ongoing basis. Fiscal officers have ongoing professional development opportunities through the Fiscal Officer Development Training Series offered through the Office of the IU Vice President for Finance. Each fall and spring, Responsibility Center fiscal officers, the campus administration, the university administration, and the Board of Trustees project RC fiscal expectations for the current year. Mid-year analyses of these projections provide an early warning system for potential problem areas.

Links:
Demonstration of FDRS
Office of Administration and Finance
Financial Management Service
The Campaign for IUPUI

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Public Information

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of:

Its educational programs and degree requirements;

Its learning resources;

Its admissions policies and practices;

Its academic and non-academic policies and procedures directly affecting students;

Its charges and refund policies;

The academic credentials of its faculty and administrators.

In 2000, IUPUI began publishing a single university bulletin with information on all undergraduate and most master's programs. Basic information on graduate and professional programs is also included, as is the mission statement. The bulletin is available both in print and on the Web. In addition, each school maintains a Web site where educational programs, school policies, and school-specific learning resources are described. The main campus Web site, as well as the print and online bulletins, include comprehensive information on learning resources at IUPUI. Policies and procedures affecting students are described in several publications: school brochures and bulletins; the IUPUI Class Schedule; the online and printed campus-wide bulletins; and the Student Code of Ethics (also in the online bulletin). Orientation programs also provide information on these policies and procedures. Admissions policies are set forth in the bulletins, on the campus Web site, and on school Web sites, where applicable. Policies concerning charges, refunds, and fees are published in the online and printed bulletins and the schedule of classes. A variety of resources provide information on faculty members' academic credentials, including: school Web sites, bulletins, deans' offices, and the Office of Academic Policies, Procedures and Documentation.

Links:
IUPUI's comprehensive on-line bulletin
Office of Academic Policies, Procedures and Documentation Web site
IUPUI Schools Admission and Enrollment

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

IUPUI's standing with appropriate accrediting bodies is discussed in the online and printed bulletins and relevant Web sites.

Links:
IUPUI's comprehensive on-line bulletin (accreditation section)

IUPUI Accreditation by School

24. It makes available upon request information that accurately describes its financial condition.

IUPUI's annual Performance Report, which is widely distributed to on- and off-campus stakeholders, includes information on the campus's financial status. Detailed reports on the fiscal health of each responsibility center are included in unit annual reports available on the Web. Such information is also available in the Indiana University Financial Report for 2000-2001 (available in the resource room). In addition, the campus budget is public information, available through the University Budget Office, the Office of the Vice Chancellor for Administration and Finance, and state government.

Links:
Annual Planning and Budgeting Report, 2001-2002
Annual Planning and Budgeting Report, 2002-2003

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Photo of IUPUI Students

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Indiana University-Purdue University Indianapolis

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IUPUI Principles of Undergraduate Learning

IUPUI's Principles of Undergraduate Learning, developed over several years of discussion involving hundreds of faculty, students, and staff, were adopted by the Faculty Council in May 1998. These principles describe the fundamental intellectual competence and cultural and ethical awareness that we believe every graduate of an IUPUI baccalaureate degree program should attain.

Core Communication and Quantitative Skills

The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology and the foundation skills necessary for all IUPUI students to succeed. This set of skills is demonstrated, respectively, by the ability to:

- express ideas and facts to others effectively in a variety of written formats;
- comprehend, interpret, and analyze texts;
- communicate orally in one-on-one and group settings;
- solve problems that are quantitative in nature, and
- make efficient use of information resources and technology for personal and professional needs.

Critical Thinking

The ability of students to analyze information and ideas carefully and logically from multiple perspectives. This skill is demonstrated by the ability of students to:

- analyze complex issues and make informed decisions;
- synthesize information in order to arrive at reasoned conclusions;
- evaluate the logic, validity, and relevance of data;

- solve challenging problems, and;
- use knowledge and understanding in order to generate and explore new questions.

Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- enhance their personal lives;
- meet professional standards and competencies, and;
- further the goals of society.

Intellectual Depth, Breadth, and Adaptiveness

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

- Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study.
- Intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.
- Adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture

The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:

- compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- analyze and understand the interconnectedness of global and local concerns, and; operate with civility in a complex social world.

Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:

- make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices, and;
- recognize the importance of aesthetics in their personal lives and to society.

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Civic Engagement

IUPUC Civic Engagement Supplement

Strengths, Challenges, and Questions

Focus on Mission:

Excellence in Teaching and Learning

This section of the IUPUI portfolio is a Web-based special emphases self-study for the campus's November 2002 accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools. In it, we discuss and critically review the main concepts, strategies, and initiatives that have driven our efforts to support effective learning and teaching at IUPUI; examine the impact of our strategies and structures; identify strengths and challenges, and recommend actions for improvement. We conclude with several questions to our accreditation review team members on how we might further improve the impact and effectiveness of our approaches.

Throughout this section, you will find menus and text linked to portions of this portfolio or other IUPUI Web sites that include:

- Detailed information on topics, programs, initiatives, and offices referenced in the narrative
- Policy and planning documents, reports, and statistical information
- Statements of learning objectives including our Principles of Undergraduate Learning (PULs), and findings from direct and indirect

General Institutional Requirements
Criteria for Accreditation
Questions for Review Team
1982 & 1992 NCA Team Concerns
Request for Reaccreditation
Future Group
NCA Steering Committee
PRAC
Civic Engagement Task Force

assessments of student learning

- Representative examples of student and faculty work presented to demonstrate specific teaching and learning practices and outcomes
- Indicators of our effectiveness in teaching and learning.

We hope this self-study will be of interest to visitors beyond our accreditation review team members themselves: our many stakeholders in the Indianapolis community and the state of Indiana, colleagues at other higher education institutions and organizations, and our own students, staff members, and faculty members at IUPUI, so many of whom have contributed to the work represented here.

Go on to: Focuses of the Self-Study

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Web-Based Approach to Self-Study

Questions for Review Team

- In what ways was the Web presentation of the self-study more helpful to you than a paper-based self-study? What difficulties did you have with the Web approach? What suggestions do you have for improving such presentations for accreditation purposes?
- How might a Web portfolio like IUPUI's be useful for general public accountability purposes? With what audiences? For what purposes? How would we need to adapt the portfolio for other audiences and purposes?
- How can we make the portfolio and its Web presence as useful as possible for internal improvement? How can we encourage stakeholders to use it as an information resource?

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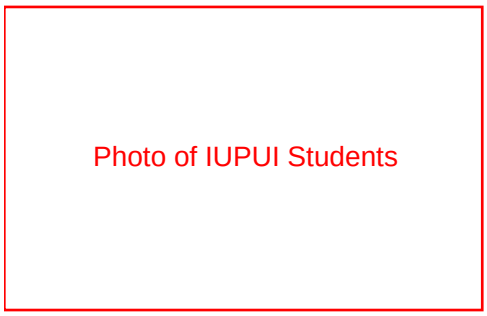

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1982 and 1992 NCA Team Concerns and Advice and IUPUI Responses

1982 Concerns	1992 Concerns	2002 Status
The mission statement of IUPUI still does not seem to be clear to all constituencies. Efforts should be made by the IUPUI administration to work with the various units of the university to clarify the implications of the mission statement in both short- and long-term aspects.	The absence of a concise, but inclusive, **statement of mission** and a coherent statement of purposes consistent with its mission will hamper IUPUI's ability to gain public support, its efforts to assess its performance, and the fair and effective implementation of RCM.	Since 1992 two strategic planning efforts have produced concise vision/mission and goals statements that have been shared with faculty, staff, and students as well as community stakeholders. A discussion of the development of the mission appears in the Criteria as well as the GIRs and Special Emphasis sections.

	Given the temptation which besets all urban public universities to be all things for all constituency groups and to provide services and programs for any potential audience, IUPUI, given the obvious limitations of its resource base, should continually strive to **sharpen its mission, limit its goals, focus** its attention on what it can do better & consolidate its array of program offerings.	IUPUI has continued to develop and focus its mission, as evidenced in the work of the Future Group (the entity responsible for the most recent strategic plan) in conjunction with standing faculty, staff, and student committees. Annual plans for resource reallocation at the campus level have been guided by goals in the strategic plan. Decisions about programs to add or terminate originate at the school level. Since 1992 some 50 academic programs have been added; 15 have been discontinued. (See list)
Substantial long-term future operating and maintenance costs are being assumed for the new physical plant, especially for the comprehensive physical education facilities. These costs will increase with new or expanded programs if these capital resources are to be effectively utilized.	Resources for operation of new buildings and long-term maintenance of all buildings must be addressed to avoid serious **deferred maintenance** problems.	As is unfortunately the case across the country, this concern has been exacerbated recently by legislative reductions in the allowance for operation of new buildings as well as cuts in basic maintenance funding from the state. The cut in repair and rehabilitation money is hoped to be a temporary action that will be restored in the next legislative session. The funding gap in plant operations has been narrowed, in part, by using Indirect Cost Recovery funds from research and a facility fee assessment at the School of Law. The IUPUI General R and R Analysis — 2001-2003 Appropriated Funds .
As funds become available, attention should be given to adding more full-time faculty to reduce the dependence on part-time faculty. Efforts should continue to recruit faculty with	IUPUI had not addressed adequately and systematically the concern expressed in the 1982 NCA report about over-reliance on **part-time faculty** . The % of instruction delivered by part-time faculty appears to have increased	IUPUI has made a commitment to strengthen the development of associate faculty through department, school, and campus-wide professional development activities and through activities that strengthen the ties between associate faculty and their home departments. In addition, a three-year plan for employing over 100 new full-time lecturers

academic interests and preparation consistent with the mission of IUPUI.	during the past decade as enrollment growth out-paced budget increases. RCM may be contributing. (p 15 and 27)	has been established - 17 in Liberal Arts, 16 in Science, and two at IUPU Columbus were established in 2001-02. In year two (2002-03) 43 additional positions were established. The self-study on Teaching and Learning contains more details.
	% of **minority students** enrolled at IUPUI not representative of the metropolitan community, nor does the percentage of minority students match the % of minority students graduating from area high schools. The university must persist in its efforts to cooperate with other institutions in programs and activities that will, in time, correct the imbalance. Our highlighting this imbalance should not be interpreted as advocating the admission of students who will surely fail or the relaxing of academic expectations or standards.	Many focused efforts, including the establishment of The Diversity Cabinet by Chancellor Bepko, have increased the numbers and percentages of minority students during the past decade. The *2001 IUPUI Performance Report* provides evidence that the percentage of minority students enrolled at IUPUI now reflects closely the minority percentage of the population in its region. Minorities as a percentage of all students: 14%; minorities as a percentage of the regional population: 16%. The self-study on Teaching and Learning contains more details.
Despite improvements since the 1972 NCA visit, there remains a serious deficiency in the libraries of the university with respect to the number of staff, extent and quality of the collections, space for faculty and students, and the range of academic programs served. Allocations of budgetary resources for libraries is considerably less than recommended by the American Library Association	IUPUI's **library collections** in areas other than law and biomedical fields are insufficient to support competitive, research-oriented graduate programs, especially at the doctoral level. The technological capabilities of the new Library building will require additional resources for operation and maintenance.	While actual dollars for materials increased by 78.7 %, this increase did not keep pace with the inflation rate for purchasing new materials. However, the technology funding required to support the technology in the new building has been added to the library's base budget. In 1992/93 the library budget for computer equipment was $7,571 in 2001/02 it was $233,238. In 1992/93 there was one staff member dedicated to technology; in 2001/02 there were 15. When the new library opened, a fund of nearly $4 million was made available to put technology in place in the library; as that money was spent down, base funds were added to replace it. Consequently, we are in a position to develop, deploy, and support technology so that

		we can continue to be a leader nationally in the use of technology in academic libraries.
	Absence of a single, comprehensive **assessment plan** and there is a need for the institution, through its new Office of Planning and Institutional Improvement and its Assessment Committee, to develop such a plan and implement it.	In January 1995, IUPUI submitted a Plan for Assessment that was approved by the North Central Association in April 1995. Since then the campus has been making steady progress on implementing this plan. The self-study on Teaching and Learning contains more details.
	Numerous complaints from undergraduate students and staff about the quality, timeliness, and lack of availability of **basic student services** , especially in the evening and on weekends, but also during the day. Additional resources and better in-service training of student services personnel will be necessary.	Since 1992 major strides have been made in providing services to students. The Office of Enrollment Services has been restructured under new leadership. Extensive quality improvement training for staff was initiated in 1994 and the outcome of the work of six cross-functional teams has been a far more cohesive organization of the offices of Admissions, Bursar, Registrar, and Financial Aid. INSITE provides each student easy access to the academic record from the time of admission through graduation. Nevertheless, Indiana University is implementing an entirely new student information system with an anticipated completion date of 2004. Students have several modes of registration — in person, via computer, and via the telephone at virtually any time of day or night. As a result, The 2001 Continuing Student Satisfaction Survey responses indicate that 83% of students are satisfied with registration and 67 % with fee payment processes; 68 % report being satisfied with the general helpfulness of IUPUI staff. We continue to make

	efforts to improve these services and address other recurring concerns such as availability of staff on the telephone and parking spaces.
Appoint a special task force to examine the **effectiveness of its student services** functions and make specific recommendations for improvement.	In 1999 a new office of Vice Chancellor for Student Life and Diversity was created and a national search resulted in the appointment of Karen M. Whitney as vice chancellor. Under her leadership the student life division has been restructured and strengthened. Teams of academic and student life professionals have attended several AAHE Summer Quality Academy sessions to address various aspects of the work of integrating academic and student life. A program review of student activities is underway with the goal of advancing a robust campus life. Plans include opening new student housing in 2003 and a new Campus Center in 2005.
Review wording of the description in its Self-Study of how it meets items 1.c [in 1992: The institution confers certificates, diplomas or degrees] and 1.d [in 1992: The institution has legal authority to confer its certificates, diplomas and degrees] of the GIRs in order to remove an apparent contradiction regarding the conferring of its degrees. Greater clarity on this point in IUPUI publications will help people understand the **nature of IUPUI's relationship with Indiana University and Purdue** University.	Virtually all public communications (bulletins, marketing materials, and advertisements — print, electronic and broadcast) make it explicit that degrees are conferred by either Indiana University or Purdue University. Signage on campus indicates that the schools housed here are either Indiana University schools or Purdue University schools. The Office of External Affairs frequently tests through the use of focus groups the awareness of prospective high school students about the conferring of degrees.

Develop a procedure for periodic **review of graduate faculty** with the assistance of disciplinary experts from other universities.	Comprehensive program review instituted in 1994 provides periodic review of all departmental faculty as the program is reviewed. A post-tenure review policy is now in place.
General Education . "It may be more important, for example for the recipients of bachelor's degrees from all IUPUI schools to have a sound and coherent experience in general education that is monitored at the campus level than for the graduates of all the schools to have the same general education experience." Regarding RCM: RCM causing some professional schools to teach general education courses. Who is monitoring content? Are they truly general education courses? Is there duplication?	After nearly a decade of discussion, the Faculty Council approved six "Principles for Undergraduate Learning& in May 1998. These principles describe general education in terms of the skills and abilities students will master as opposed to the content they will be taught. Now each school must describe the ways in which students will master the skills and how student achievement will be assessed. In 2000 a school-by-school review of implementation of the principles was undertaken. The development of an electronic portfolio for each student also is conceived as a means of ensuring that each student has opportunities to learn the designated skills and masters them prior to graduation. The Program Review and Assessment Committee oversees the implementation and assessment of the Principles for Undergraduate Learning.
Should continuously monitor **RCM**	RCM has been reviewed on a five-year cycle (see June 1994 IUPUI Responsibility Center Management: An Assessment of the Last Five Years, 1989-1994 and June 2000 RCM Review: Final Report and Recommendations reports in the resource room) and continues to enjoy widespread support among deans and faculty budget committees. (See also the Indiana University Strategic Directions Task Force for Operational Efficiency and

	Revenue Enhancement - June 15, 1995).
Success of the **technology** thrust (IT, CLN and new library) depends on ability to a). engage the faculty and deans in these initiatives; b) incorporate goal assessment and feedback control mechanisms in the RCM process so that this process does not undermine support for IT; c) pay continued attention to the **costs and benefits of new technologies** ; d) maintain continuing attention to and support for the technology infrastructure	The University Information Technology Services (UITS) was established in 1997 under the direction of IU Vice President for Information Technology (VPIT) and CIO Michael A. McRobbie. Garland Elmore is the Associate Vice President for Teaching and Learning Information Technologies and Dean, Information Technology, IUPUI. The VPIT oversees implementation of Indiana University's strategic plan for information technology, which is assessed periodically. Faculty survey responses indicate general satisfaction with IT and increased use of technology in instruction. (See faculty survey responses on technology, UITS survey and technology section of faculty survey and (or here) At IUPUI the Center for Teaching and Learning, a component of the Office for Professional Development, is offering extended opportunities for faculty to increase their use of technology in instruction and research. Campus-wide discussions and planning for a new entity, tentatively called IUPUI Online, also are underway.
Appoint task force to examine the suitability and availability of its **athletic facilities** for recreational use and intramurals.	In 1998-99 IUPUI conducted a self-study and was certified for NCAA Division I status by a visiting team in March 1999. Community partnerships are being sought to address continuing concerns about the quality and availability of facilities for team sports as well as intramurals and recreational use. (Link to NCAA self-study report and the report on the Physical Education program

		review and responses.) The importance of a multi-purpose convocation facility to meet the needs of the campus and intercollegiate athletics is being discussed by the campus Athletics Committee.
	Should consider, in consultation with NCA staff, requesting a focused visit to the program **[Malaysia]** , perhaps in conjunction with site visits to other southeast Asia programs operated by NCA institutions.	The partnerships with the Institute Teknologi (MARA) and Universiti Tenaga Nasional in Malaysia achieved the goals set for them.

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Request for Reaccreditation

IUPUI has been continuously accredited since 1972 and most recently had its accreditation status reaffirmed in 1992. Over the past ten years, the campus has expanded and upgraded its physical facilities and technology resources, maintained and improved the quality of its academic programs, outpaced all other Indiana higher education institutions in research funding, and developed structures and processes for assessing and documenting these accomplishments.

Our self-study report and Web site present substantial evidence that IUPUI continues to fulfill the General Institutional Requirements and meet the Criteria for Accreditation. The two special emphases self-studies demonstrate both our efforts to excel in the areas of learning and teaching and civic engagement and our considerable accomplishments in these areas. We have created a vision for undergraduate education and for our role as an engaged urban campus. We have developed strategies for implementing that vision that have been widely recognized as national models. We have the energy, capacity, and commitment to sustain and improve these efforts into the future.

On the basis of our accomplishments and of the materials and evidence in our self-study report and Web site, IUPUI requests that the Higher Learning Commission of the North Central Association of Colleges and Schools continue the university's accreditation for the next ten years.

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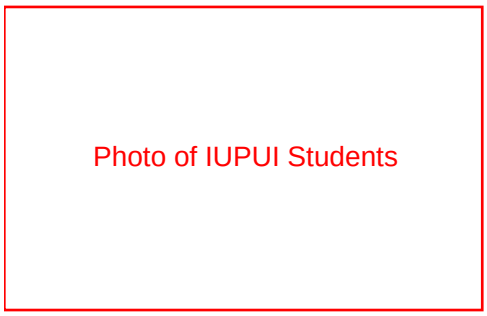

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Future Group

The Future Group was named by Chancellor Gerald Bepko in early summer 1999. Its first members included the Chancellorás Staff, the President and Vice President of the Faculty Council, and the deans of the schools most likely to experience a significant impact due to the formation of Indianaás community college (i.e., Liberal Arts, Science, and Engineering and Technology). The first charge to the Future Group was to respond to a directive from Indiana University President Myles Brand that each IU campus undertake a study of the likely effects of the new community college initiative on that campus.

By August 1999 the Future Group had drafted a response to the Brand directive in the form of a report entitled IUPUI in 2000 and Beyond. By January 2000 it was clear that recent developments, including the advent of the Community College of Indiana, required a fresh look at IUPUIás planning documents. The Future Group was expanded to include all interested deans and the chairs of the Faculty Council Planning and Budgetary Affairs Committees. A new statement of vision, mission, values, goals, and implementation strategies was completed in April 2001 and subsequently the Future Group was charged with oversight of the NCA self-study process.

Future Group Activities

Future Group Members

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Future Group Activities

Summary of Future Group Activities	
Summer 1999	Future Group Inaugurated Initially included Chancellor's Staff as well as several deans and faculty in leadership positions whose interests were likely to be affected most by the community college initiative.
June 11, 1999	Discussed: • IUPUI's Internal Strengths • IUPUI's Internal Weaknesses • IUPUI's External Opportunities • IUPUI's External Threats • President Myles Brand's Memo of 5/27/99 regarding Indiana's Community College • Strategies for the Future

July 2, 1999	Discussed: ● Role of associate degrees at IUPUI ● Recruitment of students ● Future shape and size of IUPUI student body ● Relationships with Ivy Tech and Vincennes ● Transfer of credits and degree programs ● Strategies to increase retention ● Additional points in the Brand memo
August 3, 1999	Discussed: Draft of Future Group's report entitled *IUPUI in 2000 and Beyond* at the Academic Deans' Retreat
August/September 1999	Wide distribution of the *IUPUI in 2000 and Beyond* document to: Council on Undergraduate Learning, Faculty Council, and other groups
September 22, 1999	Discussed: ● Revised draft - *IUPUI in 2000 and Beyond* ● List of *Suggestions for Action*
October 5, 1999	Town Hall Meeting to discuss Community College Initiative— *IUPUI in 2000 and Beyond*
October 22, 1999	Discussed the nearly-final *IUPUI in 2000 and Beyond*
January 14, 2000	Discussed needed revisions in IUPUI's Mission
February 18, 2000	Continued discussion of the newly-defined IUPUI mission
April 24, 2000	Discussed: ● March 13, 2000 draft of the new plans for effective student learning, excellence in research and scholarship, and exemplary civic engagement ● Executive Summary of *IUPUI in 2000 and Beyond* , pages i-iv ● 5/27/97 long version of the Mission, Vision, Values …
October 26, 2000	Memo sent extending invitation to all deans to join Future Group if interested—the expansion was necessary to review the entire IUPUI plan. It was clear that we needed to adapt our five-year old planning document in areas other than those related to undergraduate education. Thus the committee was expanded to draft a new mission and goals statement for the campus.
November 28, 2000	Considered proposal for the content of the Research and Scholarship section of the campus plan (Stocum/Brenner document).
January 31, 2001	Discussed Civic Engagement section of the planning document and the Stocum/Brenner document on Excellence in Research, Scholarship, and Creative Activity
March 12, 2001	Continued discussion of the Excellence in Research and the Civic Engagement documents.
March 19, 2001	Continued discussion of the Excellence in Research and Civic Engagement documents
April 10, 2001	Discussed the Civic Engagement section and the Research, Scholarship, and Creative Activity section and the Support and Enhance Scholarly Teaching section

April 23, 2001	Discussed April 9 version of the Mission Statement and the April 10 version of the Excellence in Research, Scholarship, and Creative Activity document
April 26, 2001	Discussed the above mentioned documents at the Faculty Council Executive Committee Meeting
May 3, 2001	Discussed *Summary Statement and Goals for Implementing IUPUI's Mission* at the Faculty Council Meeting
	Following the May 3 Faculty Council meeting, several faculty, staff, and student groups were asked to react to and comment on the planning document
January 28, 2002	Discussed the following documents: ● January 15 version of the planning document (now revised according to suggestions from faculty and student groups) ● Goals for Implementation ● NCA Self-Study Plan ● Teaching and Learning Self-Study Outline ● Civic Engagement Self-Study Outline Also distributed NCA Self-Study Materials prior to the meeting: ● Sample pages from the IUPUI E-Portfolio ● 1982 and 1992 NCA Team Concerns ● NCA GIRs (General Institutional Requirements) ● Ideas for Outlining Criteria One, Two, Three, Four, and Five
March 2002	Suggestion from Faculty Council: The Faculty Council Academic Affairs Committee strongly suggested rewording the IUPUI vision statement. Suggestions were circulated to the Future Group via email in March.
March 20, 2002	• Studied IUPUI's electronic portfolio • Discussed each of the NCA criteria • Discussed rewording of IUPUI's mission statement • Looked at a skeleton of the Web site for the self-studies
May 6, 2002	• Looked at how one of the criteria is shaping up on the web • Considered new material for our special emphasis self-studies: Learning and Teaching and Civic Engagement • Put finishing touches on the self-studies
September 26, 2002	• Made substantial changes to the two special emphasis self-studies: Learning and Teaching and Civic Engagement • Discussed list of strengths and concerns derived from each of the two special self-studies. • Considered list of questions for review team

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Future Group Members

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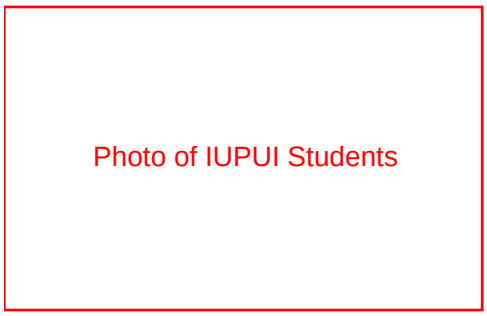

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Future Group Members

Hasan Akay	Professor and Chair, Department of Mechanical Engineering
Darrell Bailey	Executive Associate Dean, Informatics
Trudy W. Banta	Vice Chancellor for Planning and Institutional Improvement
Gerald Bepko	Vice President for Long-Range Planning and Chancellor of IUPUI
Paul Bippen	Dean, IUPU Columbus
Catherine Bonser-Neal	Associate Professor of Finance, IU Kelley School of Business
Mark Brenner	IU Associate Vice President for Research & Vice Chancellor for Research & Graduate Programs
Robert Bringle	Professor of Psychology & Director, Center for Service and Learning
Ulla Connor	Director, Indiana Center for Intercultural Communication
Scott Evenbeck	Dean, University College
Mary Fisher	Associate Professor, Department of Environments for Health
Paul Galanti	Professor of Law, IU School of Law, Indianapolis
Larry Goldblatt	Dean, School of Dentistry
Sharon Hamilton	Chancellor's Professor of English and IU Director of the Faculty Colloquium on Excellence in Teaching

Phil Hardwick	Vice President, IU Foundation-Indianapolis
Susan Kahn	Director, Office of Institutional Effectiveness
P.Nicholas Kellum	Dean, School of Physical Education
David Lewis	Dean, University Libraries, IUPUI
Robert Martin	Vice Chancellor for Administration & Finance
Angela McBride	University Dean, School of Nursing
Lyn Means	Executive Associate Dean for Academic Affairs, IU School of Medicine
Michael A. Patchner	Dean, School of Social Work
Sylvia Payne	Assistant for Communications, Office of Vice President for Long-Range Planning and Chancellor of IUPUI
William M. Plater	Executive Vice Chancellor & Dean of the Faculties
Rebecca Porter	Director for Enrollment Services, Undergraduate Admissions Office
Herman J. Saatkamp Jr.	Dean, School of Liberal Arts
Mark Sothmann	Dean, School of Allied Health Sciences
David Stocum	Dean, School of Science
Cheryl Sullivan	Vice Chancellor for External Affairs
Susan Sutton	Professor of Anthropology, School of Liberal Arts
Karen Whitney	Vice Chancellor for Student Life & Diversity
Oner Yurtseven	Dean, School of Engineering & Technology

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Civic Engagement Task Force

In 2000, the IUPUI Civic Engagement Task Force was formed to examine the methods to document civic engagement activities (e.g., reports, web displays of information), to evaluate the quality of civic engagement activities, and to envision a civic engagement agenda for the campus and its surrounding communities.

Civic Engagment Task Force Members

Civic Engagement Minutes

November 3, 2000 November 21, 2000 December 13, 2000 January 10, 2001 January 24, 2001 February 13, 2002

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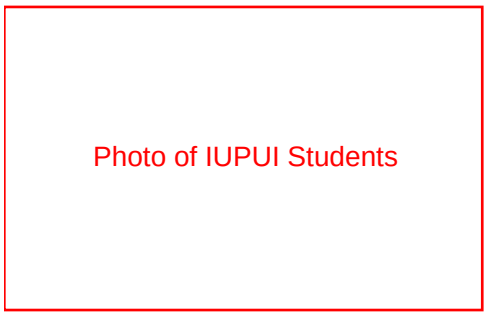

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Civic Engagement Task Force Members

Mary Alice Bell	School of Medicine
Victor Borden	Institutional Research
Robert Bringle	Center for Service and Learning
Herbert Cushing	Infectious Disease
Sharon Hamilton	Office of Campus Writing
Julie Hatcher	Center for Service and Learning
Stephen Jay	Department of Public Health
Susan Kahn	Planning and Institutional Improvement
Steve Kirchhoff	Department of Pediatrics
David Lewis	University Library
Greg Lindsey	SPEA
Georgia Miller	UITS
Paul Mullins	Department of Anthropology
Paula Parker-Sawyer	Center on Philanthropy
Cheryl Sullivan	External Affairs
Lenore Tedesco	Department of Geology/CEES
Amy Warner	Community Learning Network
Barbara Wilcox	School of Education

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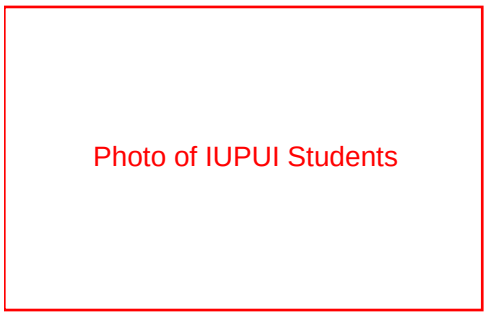

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Civic Engagement Task Force Minutes

Civic Engagement Task Force

Minutes from Friday November 3, 2000

Present: Robert Bringle, Julie Hatcher, Victor Borden, Susan Hamilton, Susan Kahn, Jackie Blackwell, Trudy Banta The multiple purposes for the Task Force were presented. These include

- the current revision of the IUPUI Mission/Vision statement,
- the need to inventory campus activities in the community,
- the relationship of activities to campus activities to annual reports, planning, and budgeting
- campus accreditation in 2002
- the Brain Gain Task Force, which is focused on experiential education
- the Urban Universities Portfolio Project
- national initiatives that include the revision of the Carnegie classification system and the rating system by U.S. News and World Report

The relationship of this Task Force to the group that was convened by Vice-Chancellor Sullivan last year was described and a summary of that group's work was distributed. The memo from Dean Plater on the NCA self-study and site visit contains a brief description of the Task Force and places it in the context of accreditation. Two draft versions of the "Vision of IUPUI" (6/5/00 & 6/19/00) were distributed. A summary of the UUPP (8/15/00) was distributed along with a summary of the Hays Mansion Conference Center meeting (10/15-17/00) that mentions key points about Carnegie classification and U.S. News and World Report.

An issue that the CETF must consider is the definition of civic engagement: What constitutes civic engagement and how can it best be differentiated from the other two areas of the Vision statement (Effective Student Learning & Excellent Research and Scholarship) and the other special emphasis self-study area of accreditation (Effective Student Learning). The campus inventory of civic engagement activities that was used by the CPSL in Spring, 2000 was distributed as one example of an operationalization of civic engagement. A figure from Bringle, Games, & Malloy (1999) was also distributed. The discussion highlighted a range of possibilities for defining civic engagement that ranged from it being (a) the application of professional faculty skills in the community (too narrow) to (b) everything that IUPUI does having civic implications (too broad). **The CETF will need to offer a preliminary definition of civic engagement in order for its work to proceed.**

It was agreed that the to be completed by the CETF will be a delineation of the "Exemplary Civic Engagement" section of the IUPUI Vision statement. Victor Borden distributed a copy of sample "performance indicators" with examples of indicators, operational measures, and source of data. A draft copy of the report form the IUPUI Board of Advisors and a copy of N. Thomas's (NERCHE) types of outreach were distributed. The discussion focused on clarifying the nature of delineation that should be in the Vision statement: should it be (a) based on types of activities (Thomas's list, Bringle et al.'s Venn diagram), or (b) content areas (Sullivan's list, Board of Advisor's list, other lists gleaned from community sources). The value of using types of activities is that it organizes activities in institutional terms for presentation to internal and external audiences. The value of content areas is that they state directions for campus focus that are coordinated with community needs/issues/priorities. It was acknowledged that a synthesis of these two approaches is possible with content areas leading types of activities in the organization, or vice versa.

This is a key issue that must be decided in order for the work of the CETF to proceed. Task Force members are asked to read the materials and bring their ideas about how the Vision statement for Exemplary Civic Engagement could be delineated to the next meeting. It may be helpful to use Borden's list and matrix as an example of what each member should bring (with enough copies to distribute).

The Task Force will need to keep several issues in mind in planning activities associated with its work:

1. Surveying, soliciting, and consulting with community resources (persons, agencies, publications) for issues/problems/needs that are identified as significant for the central Indiana area. Trudy has supplied a number of written reports that will need to be considered by the task force.
2. Obtaining broader campus participation that will represent diverse academic and nonacademic interests, provide input and feedback, and facilitate understanding and acceptance of the Task Force's work. The Task Force will need to develop a plan for this component.
3. In addition to providing a framework for inventorying and evaluating civic engagement, the Task Force will need to integrate (a) campus work and resources with (b) community interests to produce (c) a visionary civic agenda for IUPUI.

NEXT MEETING: November 21, 2000, 3 to 5:30, Payton Library in the University Library, Room UL 2115 J.

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Civic Engagement Task Force Minutes

Civic Engagement Task Force

November 21, 2000

Present: Linda Stein, Greg Lindsey, Susan Kahn, Victor Borden, Sharon Hamilton, Julie Hatcher, Steve Kirchoff, Bob Bringle

Definition

Several definitions of civic engagement were considered and the following tentative definition was crafted from the discussion:

Civic Engagement: Collaborative activities with the community that use resources, skills, expertise, and knowledge of both the campus and the community to improve the quality of life and to advance campus mission.

[note: I changed "Collaborative work" to "Collaborative activities"]

[note: Does this definition clearly exclude personal service]

The Task Force members are asked to ask their unit head (e.g., chair, dean, director) and one faculty member of each rank (assistant, associate, full professor) for reactions to the proposed definition. Please bring this feedback to the next meeting.

The Task Force will develop a plan to broaden the distribution of this definition, including distribution at meetings that will focus on other aspects of our agenda, and continue to revise the definition.

Organization

Several new schemes were presented and considered in discussion.

J. Hatcher provided a handout that (a) referred us to the current mission and values statement, (b) differentiated between

engagement activities and effectiveness, and (c) looked at activities in terms of faculty, students, partnerships, and infrastructure.

R. Bringle's handout focused on institutional infrastructure, community voice, and capitalizing on strengths.

V. Borden provided an approach that focused on infrastructure, the strengths of the institution, and the quality of campus-community dialogue.

S. Kahn noted that the discussion included references to who, what types of activities, to whom, content areas (e.g., environment, education), and with what effect.

From the discussion, the following synthesis is tentatively offered to guide subsequent work:

1. Infrastructure-evidence that units and the campus provide and develop organizational structures (e.g., mission statements, policies, staff, professional development, resources, and unit development, incentives) to enhance effective civic engagement for the campus and the community.
2. Community Voice-evidence that units and the campus provide ongoing strategic dialogue between community and campus (e.g., opportunities for community input, advocacy, feedback, and guidance) to enhance effective civic engagement for the campus and the community.
3. Urban Commitment-evidence that units and the campus produce significant results (e.g., programs, learning, scholarly activities, community impact) on the visionary civic agenda for IUPUI that is developed and revised through a joint analysis of (a) campus and unit strengths, resources, and mission and (b) community interests, needs, and priorities.

V. Borden has supplied the following list for consideration for #3:

Career and Professional Preparation

Lifelong Learning

Leadership and Service

Linkages with P/K-12 Education

Business and Economic Development

Arts, Humanities, and Culture

Urban and Environmental Partnerships

Health, Social Sciences, and Human Services

Information Technologies

Science and Technology

Breakthroughs and Innovations

It was the consensus of the group that we would test the usefulness of these headings by

1. defining and elaborating what is contained within each (e.g., for reporting)
2. identifying outcomes
3. identifying indicators
4. identifying standards for evaluation that work across the spectrum of types of projects and units

Task Force members are requested to refer to various informational handouts that have been provided (e.g., minutes from Sullivan's group, the Gelmon article, the draft of "Teaching and Learning", the Board of Advisors summary, Principles for the engaged campus) and bring an elaboration of the headings to the next meeting for distribution and discussion (see next page).

NEXT MEETING: Wednesday, December 13, 2000, 9:00 A.M., UL2115J

Brainstorming Grid

Definition of Goals	Outcomes	Indicators of Progress	Standard for Evaluation
Campus Infrastructure			
Community Voice			
Urban Commitment			

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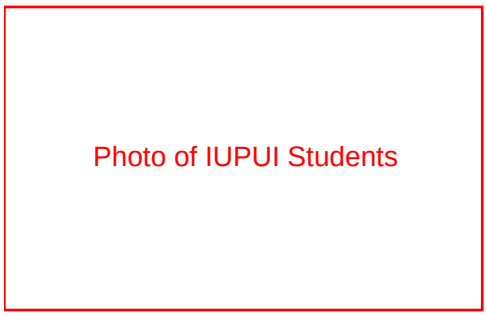

Civic Engagement Task Force Minutes

Civic Engagement Task Force
December 13, 2000

1. A first draft of the "Excellence in Research and Scholarship" document was circulated to Task Force members. The document that we read had been distributed to the Futures Group and feedback was given to D. Stocum and M. Brenner. Sharon Hamilton shared a summary of some of the feedback from the Futures Group to the authors. Discussion by Task Force members included (a) the document focuses on rather traditional forms of scholarship (i.e., discover) and traditional measures of the quantity of scholarly production versus the value, worth, community impact, and distinctive nature that scholarly activities at a metropolitan university might have; (b) the lack of links to the other two areas (teaching/learning and civic engagement); (c) a heavy emphasis on graduate versus undergraduate research and how undergraduate research might be strategically used to help graduate and faculty research and to cultivate future graduate students; and (d) the potential for collaborative arrangements between the community and campus that would not only keep our graduates in the area but also keep researchers in the region. It was determined that, because the Futures Group had provided feedback, R. Bringle would convey (a) these general reactions to the document, (b) suggest that the authors consult the report from the Board of Advisors, (c) suggest that links to the other two areas be developed in future drafts, and (d) indicate our interest in seeing subsequent drafts.

2. Definition. The definition of civic engagement was reviewed and discussed. The phrase "quality of life" generated discussion about potential indicators of impact and work on this issue that is currently taking place (e.g., SAVI, CIRCLE, SPEA, technology). The following definition resulted from the discussion:

Civic engagement encompasses collaborative activities with communities that draw on resources, skills, expertise, and knowledge of both the campus and the community to improve the quality of life of communities in a manner that advances campus mission.

The Task Force members are again requested to ask their unit head (e.g., chair, dean, director) and one faculty member of each rank (assistant, associate, full professor) for reactions to the proposed definition.

3. Kirchoff, Bringle, and Hamilton and Kahn distributed elaborations of the three main categories of civic engagement (infrastructure, community voice, urban commitment). The specific contributions of each approach were noted. The discussion about outcomes, indicators, and consequences resulted in the suggestion that the Task Force consult two other documents: (a) United Way's materials developed by the Impact Council, and (b) the recently released model for learning that is proposed for use for accreditation. S. Kirchoff will get copies of the first, and S. Kahn will get copies of the second for distribution to the Task Force. A synthesis of the elaborations is attached. Subsequent work will need to be done on outcomes, indicators, and standards

NEXT MEETING: Wednesday, January 10th, 10-12, UL2115J

Exemplary Civic Engagement

As one of the nation's leading metropolitan universities, and the only such campus in the state with a specifically designated metropolitan mission, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its mission, "to develop and apply knowledge to ever-changing social issues through teaching, research, and service . . . and to serve as a model for collaboration and interdisciplinary work through partnerships with the community." Institutional work and scholarship based on community service is consistent with the goal to be a model metropolitan university, to provide leadership to others in all facets of integrating service with teaching and research, and to engage educators, staff, and students in activities that benefit their communities as well as themselves.

In order to fulfill this vision, IUPUI must commit to civic engagement. Civic engagement includes collaborative activities with communities that draw on resources, skills, expertise, and knowledge of both the campus and the community to improve the quality of life of communities in a manner that advances campus mission. Effective civic engagement encompasses

- fostering dialogue with communities
- developing infrastructure to support civic engagement
- achieving excellence for an institutional vision of Urban Commitment

1. **Community Dialogue**- units and the campus develop and provide opportunities for planned, regular, and strategic dialogue between communities and the campus to enhance effective civic engagement for the campus and the community.

Effective community dialogue encompasses . . .· Providing opportunities at all levels (e.g., campus, unit, department, individual) for community input and participation in

- planning
- budgets
- implementation
- decision making
- program review
- dissemination
- Providing effective organizational and professional development to increase campus understanding of community issues
- Providing opportunities for effective community participation (e.g., design, implementation, co-teaching)in academically-based community learning (ABCL)
- Providing effective community access to educational resources
- Providing opportunities for advancing collaboration among community partners
- Fostering mutual trust and commitment from communities for collaborative work with the campus

2. Infrastructure-units and the campus develop and provide organizational structures and resources to enhance effective

civic engagement for the campus and the community.

Effective infrastructure encompasses

Providing support to civic engagement in all aspects of institutional work, including

- mission statement
- professional staff
- budget
- resources
- incentives and rewards
- interdisciplinary collaboration
- professional development
- teaching and learning
- scholarly activities
- publicity
- Providing opportunities for effective academically-based community learning
- Providing opportunities for community-based scholarship
- Developing and maintaining campus-community collaborative partnerships
- Developing external funding for civic engagement
- Developing interdisciplinary relationships
- Providing effective professional development activities to promote civic engagement
- Providing publicity for civic engagement
- Providing leadership for civic engagement

3. Urban Commitment-a mutually agreed on visionary civic agenda for IUPUI that is a joint analysis of (a) campus and unit strengths, resources, and mission and (b) community interests, needs, and priorities. The Urban Commitment will include:

P/K-12 Education and Life Long Learning
Career and Professional Competencies
Business and Economic Development
Arts, Humanities, and Culture
Urban and Environmental Partnerships
Health, Social Sciences, and Human Services
Information Technologies
Science and Technology

Effectively achieving excellence for the vision of the Urban Commitment encompasses · Providing information that informs decisions about the nature of the Urban Commitment

- Promoting wide-spread community participation in the development and implementation of the Urban Commitment
- Promoting wide-spread campus participation in the development and implementation of the Urban Commitment
- Promoting advocacy for the Urban Commitment by both campus and communities
- Conducting annual reassessment and revision of the Urban Commitment's nature by campus and communities
- Establishing leadership and infrastructure to support the Urban Commitment
- Ensuring that units make strategic decisions to contribute to the Urban Commitment
- Designing innovative and effective programs, activities, and collaborations consistent with the Urban

Commitment

- Demonstrating positive impact of the Urban Commitment on faculty, staff, and student knowledge, attitudes, skills, and aspirations
- Demonstrating positive impact of the Urban Commitment on the actions, decisions, and practice of faculty, staff, and students (i.e., patterns of behaviors, procedures, or actions related to social, economic, and environmental conditions)
- Demonstrating positive impact of the Urban Commitment on social, economic, and environmental conditions in the community

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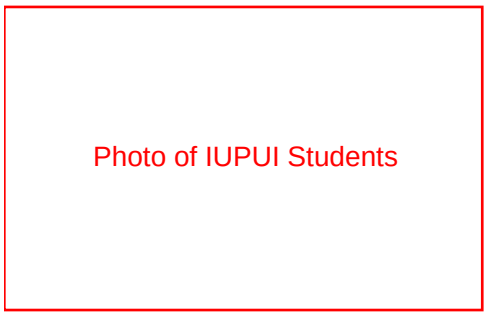

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Civic Engagement Task Force Minutes

Civic Engagement Task Force

January 10, 2001

Present: B. Wilcox, S. Hamilton, S. Kirchoff, G. Miller, V. Borden, J. Hatcher, R. Bringle

1. Feedback was provided on the last version of the definition. Discussion focused on the degree to which reciprocity was evident in the current wording, does "campus mission" need to say "(teaching, research, and service)", the overlap of civic engagement with the other two areas, and the degree to which Central Indiana needed to be explicit as a focus of campus mission. It was suggested that civic engagement be considered institutional mission, and that faculty work (teaching, research, service) be viewed as contributing to civic engagement. Nonetheless, administrators and faculty will need to know how to respond to requests to identify plans, work, and accomplishments as civic engagement.

   NOTE: In my revision of the definition, I elected to leave in the first "communities" because I think it has to be explicit that the collaborative activities are not internal to the university (I know that's obvious to you, but it has to be stated). If that is the case, I don't see how the other two can be deleted (maybe the last one, but I don't think so). I changed "draw" to "builds." I strongly prefer a single sentence definition, so I did not move to a semicolon or a period "after activities with communities." We can continue our work on this.
2. Discussion focused on revisions to a preliminary document on Exemplary Civic Engagement that is being designed to go to the Futures Group for discussion and feedback. S. Kahn distributed documents about the accreditation process and S. Kirchoff distributed documents from the United Way's Impact Council. A reorganization and expansion of the introduction was recommended.

   V. Borden recommended the following dimensions for assessment:

- Pervasiveness
- Capacity
- Accessibility
- Inclusiveness

In trying to re-write the document, I thought that these might be dimensions under each of the key indicators (e.g., those 4 dimensions applied to institutional infrastructure, community-based scholarship, ABCL, understanding of the Urban Commitment, etc.). As a result, I did not make many revisions to the body of the document.

3. Task Force members are asked to carefully examine the revisions of the Exemplary Civic Engagement document and bring comments to the next meeting.
4. NOTE: The Futures Group meeting has been scheduled for January 31, 2001. We will need a presentable document by that time.

NEXT MEETING: 9:30, Wednesday, January 24, UL 2115 G

Exemplary Civic Engagement

As one of the nation's leading metropolitan universities, and the only such campus in the state with a specifically designated metropolitan mission, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its mission, "to develop and apply knowledge to ever-changing social issues through teaching, research, and service . . . and to serve as a model for collaboration and interdisciplinary work through partnerships with the community." Institutional work and scholarship based on community service is consistent with the goal to be a model metropolitan university, to provide leadership to others in all facets of integrating service with teaching and research, and to engage educators, staff, and students in activities that benefit their communities as well as themselves.

In order to fulfill this vision, IUPUI must commit to civic engagement. Civic engagement is collaborative activities with communities that build on resources, skills, expertise, and knowledge of both the campus and communities to improve the quality of life of communities in a manner that advances campus mission.

Effective civic engagement requires

1. **Institutional Capacity And Commitments-**units and the campus develop and provide organizational structures and resources to enhance effective civic engagement.
2. **Partnerships-**units and the campus develop reciprocal and mutually beneficial relationships with the community that are fair, responsive, and effective.
3. **Urban Commitment-**units and the campus agree on a visionary civic agenda for IUPUI that is a joint analysis of (a) campus and unit strengths, resources, and mission and (b) community interests, needs, and priorities.

1. **Institutional Capacity And Commitments-**units and the campus develop and provide organizational structures and resources to enhance effective civic engagement.

Effective institutional capacity and commitments encompasses

- Providing support to civic engagement in all aspects of institutional work, including
  - mission statement
  - professional staff
  - budget
  - resources
  - incentives and rewards
  - interdisciplinary collaboration
  - professional development
  - teaching and learning
  - scholarly activities
  - publicity

- Providing opportunities for effective academically-based community learning
- Providing opportunities for community-based scholarship
- Developing and maintaining campus-community collaborative partnerships
- Developing external funding for civic engagement
- Developing interdisciplinary relationships
- Providing effective professional development activities to promote civic engagement
- Providing publicity for civic engagement
- Providing leadership for civic engagement

2. **Partnerships**-units and the campus develop reciprocal and mutually beneficial relationships with the community that are fair, responsive, and effective.

Effective community dialogue encompasses . . .

- Pervasive examples of partnerships
- Providing effective community access to educational resources
- Evidence of inclusiveness
- Providing opportunities at all levels (e.g., campus, unit, department, individual) for community input and participation in such activities as
  - planning
  - budgets
  - implementation
  - decision making
  - program review
  - dissemination
- Providing effective organizational and professional development to increase campus understanding of community issues
- Providing opportunities for effective community participation (e.g., design, implementation, co-teaching) in academically-based community learning (ABCL)
- Providing opportunities for advancing collaboration among community partners
- Fostering mutual trust and commitment from communities for collaborative work with the campus

3. Urban Commitment-units and the campus agree on a visionary civic agenda for IUPUI that is a joint analysis of (a) campus and unit strengths, resources, and mission and (b) community interests, needs, and priorities.

Effectively achieving excellence for the vision of the Urban Commitment encompasses

- Providing information that informs decisions about the nature of the Urban Commitment
- Promoting wide-spread community participation in the development and implementation of the Urban Commitment
- Promoting wide-spread campus participation in the development and implementation of the Urban Commitment
- Promoting advocacy for the Urban Commitment by both campus and communities
- Conducting annual reassessment and revision of the Urban Commitment's nature by campus and communities
- Establishing leadership and infrastructure to support the Urban Commitment
- Ensuring that units make strategic decisions to contribute to the Urban Commitment
- Designing innovative and effective programs, activities, and collaborations consistent with the Urban Commitment
- Demonstrating positive impact of the Urban Commitment on faculty, staff, and student knowledge, attitudes, skills, and aspirations

- Demonstrating positive impact of the Urban Commitment on the actions, decisions, and practice of faculty, staff, and students (i.e., patterns of behaviors, procedures, or actions related to social, economic, and environmental conditions)
- Demonstrating positive impact of the Urban Commitment on social, economic, and environmental conditions in the community

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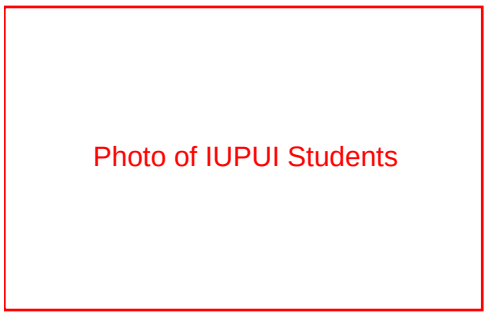

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Civic Engagement Task Force Minutes

Civic Engagement Task Force
January 24, 2001

Present: B. Wilcox, G. Lindsey, S. Hamilton, S. Kirchoff, G. Miller, V. Borden, J. Hatcher, R. Bringle

1. The most recent copy of the "Excellence in Research and Scholarship" document was circulated to Task Force members. Discussion by Task Force members reiterated earlier points that (a) the document focuses on rather traditional forms of scholarship (i.e., discover) and traditional measures of the quantity of scholarly production versus the value, worth, community impact, and distinctive nature that scholarly activities at a metropolitan university might have; (b) the lack of links to the other two areas (teaching/learning and civic engagement); (c) a heavy emphasis on graduate versus undergraduate research and how undergraduate research might be strategically used to help graduate and faculty research and to cultivate future graduate students; (d) the potential for innovative collaborative arrangements between the community and campus that would not only keep our graduates in the area but also keep researchers in the region; and (e) fostering community-based action research through sabbaticals and joint campus-community appointments. **Most apparent during a quick read of the document was the lack of attention to II. Distinguishing features of Research in the Urban University in the subsequent sections of the document.**
2. The definition of civic engagement was revisited and the following version will be presented to the Futures Group:

   Civic Engagement is collaborative activity that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life and advance the campus mission.
3. The descriptions of the three main areas of civic engagement were rewritten. In doing so, it was noted that the three areas have good parallels with other documents (e.g., accreditation), but there is a need to build outcomes into subsequent work. The Urban Committee was acknowledged to include both geographic location (i.e., local

and regional activities) and content (the Urban Commitment Agenda-to be forged subsequently). The relationships between the work to date and other documents (e.g., Board of Advisors summary, Sullivan's group from last year, Futures Group's initial list) was discussed. It was noted that Bringle will seek advice from the Futures Group about how to reflect those materials in this document and subsequent work. Work on key performance indicators will commence after the meeting with the Future's Group.

Task Force members are asked to carefully examine the revisions of the Exemplary Civic Engagement document and bring any changes to the Bringle's attention, before the Futures Group, if possible. The Futures Group meeting has been scheduled for January 31, 2001. We will need a presentable document by that time.

Exemplary Civic Engagement

As one of the nation's leading metropolitan universities, and the only such campus in the state with a specifically designated metropolitan mission, Indiana University-Purdue University Indianapolis (IUPUI) takes seriously its mission, "to develop and apply knowledge to ever-changing social issues through teaching, research, and service . . . and to serve as a model for collaboration and interdisciplinary work through partnerships with the community." Institutional work and scholarship based on community service is consistent with the goal to be a model metropolitan university, to provide leadership to others in all facets of integrating service with teaching and research, and to engage educators, staff, and students in activities that benefit their communities as well as themselves.

In order to fulfill this vision, IUPUI must commit to civic engagement. **Civic Engagement is collaborative activity that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life and advance the campus mission.**

Exemplary civic engagement requires

I. Institutional Capacity And Commitments-units and the campus develop and support organizational structures and provide resources to enhance effective civic engagement.

II. Partnerships-units and the campus develop and sustain reciprocal and mutually beneficial relationships with the community.

III. Urban Commitment-units and the campus collaborate with local and regional communities to develop and implement a visionary civic agenda for IUPUI.

I. **Institutional Capacity And Commitments-**units and the campus develop and support organizational structures and provide resources to enhance effective civic engagement.

Exemplary institutional capacity and commitments encompasses

- Providing support to civic engagement in all aspects of institutional work, including
- mission statement
- professional staff
- budget
- resources
- incentives and rewards
- interdisciplinary collaboration
- professional development
- teaching and learning
- scholarly activities
- publicity
- Providing opportunities for effective academically-based community learning
- Providing opportunities for community-based scholarship
- Developing and maintaining campus-community collaborative partnerships
- Developing external funding for civic engagement
- Developing interdisciplinary relationships

- Providing effective professional development activities to promote civic engagement
- Providing publicity for civic engagement
- Providing leadership for civic engagement

II. Partnerships-units and the campus develop and sustain reciprocal and mutually beneficial relationships with the community.

Exemplary community partnerships encompass . . .

- Relationships that intensive, extensive, diverse, innovative, responsive, fair, and effective
- Pervasive
- Providing effective community access to educational resources
- Evidence of inclusiveness
- Providing opportunities at all levels (e.g., campus, unit, department, individual) for community input and participation in such activities as
  - planning
  - budgets
  - implementation
  - decision making
  - program review
  - dissemination
- Providing effective organizational and professional development to increase campus understanding of community issues
- Providing opportunities for effective community participation (e.g., design, implementation, co-teaching) in academically-based community learning (ABCL)
- Providing opportunities for advancing collaboration among community partners
- Fostering mutual trust and commitment from communities for collaborative work with the campus

III. Urban Commitment-units and the campus collaborate with local and regional communities to develop and implement a visionary civic agenda for IUPUI.

Exemplary achievement of the Urban Commitment encompasses

- Developing the means for establishing the Urban Commitment
- Conducting annual reassessment and revision of the Urban Commitment's nature by campus and communities
- Promoting wide-spread community participation in the development and implementation of the Urban Commitment
- Promoting wide-spread campus participation in the development and implementation of the Urban Commitment
- Promoting advocacy for the Urban Commitment by both campus and communities
- Establishing leadership and infrastructure to support the Urban Commitment
- Providing information that informs decisions about the nature of the Urban Commitment
- Ensuring that units make strategic decisions to contribute to the Urban Commitment
- Designing innovative and effective programs, activities, and collaborations consistent with the Urban Commitment
- Demonstrating positive impact of the Urban Commitment on faculty, staff, and student knowledge, attitudes, skills, and aspirations
- Demonstrating positive impact of the Urban Commitment on the actions, decisions, and practice of faculty, staff, and students (i.e., patterns of behaviors, procedures, or actions related to social, economic, and environmental conditions)
- Demonstrating positive impact of the Urban Commitment on social, economic, and environmental conditions in

the community

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Photo of IUPUI Students

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Civic Engagement Task Force Minutes

Civic Engagement Task Force
February 13, 2002

Present: V. Borden, S. Kahn, G. Miller, S. Kirchhoff, M. Bell, J. Hatcher, C. Sullivan, S. MacLaughlin

1. The charge of the CETF was reviewed and the work for the Spring and Summer, which will be focused on the NCA accreditation was presented.
2. The Context for Planning was distributed and discussed.
3. The Preliminary Plan for Teaching and Learning was distributed and was discussed as a parallel document to civic engagement.
4. V. Borden distributed the Performance Indicator document. Examples of macro and micro indicators were provided. For example, for a macro level indicator, Minority Participation, there are Key Indicators, Other Indicators, and Unit Indicators. A Technical Advisory Group will review the adequacy of indicators (e.g., ability to communicate to external stakeholders) and an administrative group will review the relevance of the indicator (e.g., the availability of data for the indicator).

   For NCA work on civic engagement, we should arrive at the macro and micro performance indicators, but probably not judgements about quality. The base for developing the criteria for the judgments will be a longer-term process. The indicators may represent current status and recent trends with the institutional context. Concerning the institutional-level vs. sum of the work of individual units, for teaching and learning, PRAC has accumulated unit reports. For civic engagement, information will come from annual reports plus the web-based Civic Engagement Inventory.

5. Steve showed the Task Force the Civic Engagement Inventory, which is operational. Information from sample projects will be entered into the CEI and distributed to units for review and updates. Rollout of the CEI to Deans is expected in 2 weeks; they will be asked to enter "big ticket" items for piloting. The CEI is currently seen as better suited for project activities rather than individual activities by faculty (e.g., individual consulting).
6. S. Kahn noted that the NCA campus visit is scheduled for Nov. 18-20 and requires a good draft by early to mid-September. For Teaching and Learning, all performance indicators will be presented as in developing and informing strategic planning. For Civic Engagement, the language and structure should be in place with evidence and examples in both web-based (with links) and print form. The portfolio can be previewed at www.iport.iupui.edu.

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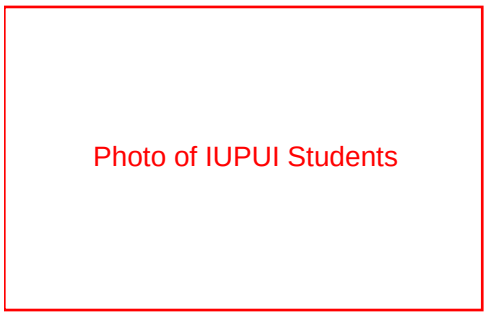

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Focuses of the Self-Study

IUPUI's newly revised mission statement re-affirms the IUPUI commitment to excellence in teaching and learning, within the context of our role as the urban public university in Indiana's largest city and with a strong emphasis on professional education and the health sciences. The new strategic plan (PDF) further defines four key performance objectives within this commitment:

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

This special emphasis self-study focuses on the second and third of these strategic goals: "Support and Enhance Effective Teaching" and "Enhance Undergraduate Student Learning and Success." While newly restated, these goals emerge from commitments integral to our mission from the institution's founding.

These commitments bring with them significant challenges. IUPUI's students and campus environment bear scant resemblance to traditional paradigms of higher education. We are a commuter institution serving largely working, first-generation, financial aid-eligible students in a state ranked 50th in the proportion of adults over age 25 with college degrees. Many students arrive on campus without any clear sense of what to expect from college. While admission and enrollment statistics show that our beginning students' preparation for college is rapidly improving, more than half of entering freshmen in Fall 2001 and slightly less than half in Fall 2002 were "conditional admits." That is, they were considered under-prepared for college-level work by virtue of class rank, SAT/ACT scores, or high-school coursework.

Moreover, most students are extensively engaged in pursuits other than college study; a majority work 30 or more hours a week, for example, and many have family and community commitments outside school.

Research on higher education shows that academic preparedness for college and time and attention devoted to college studies are among the most influential predictors of undergraduate retention and performance. From this perspective, IUPUI faces even greater challenges than our peer urban universities do. According to research carried out in collaboration with peer institutions, the dual challenges of student under-preparation and significant off-campus work commitments are substantially greater at IUPUI. For example, our beginning students, on average, spend over 60 percent more time working off-campus as students at peer institutions. In addition, they enter higher education with comparatively lower scores on standardized tests and fewer college preparatory courses completed in high school.

Alexander Astin has noted that for many students at commuter campuses like IUPUI, higher education is a disruption in their lives, in contrast to students at residential institutions, whose lives and identities are focused on their student status. Our student satisfaction surveys confirm this; for example, availability of parking, ranks higher among our students' pre-eminent concerns than many academic issues, such as being able to take courses in appropriate sequence or the availability of library materials. Family needs, job pressures, and other responsibilities not faced by full time, residential students make it more difficult for commuter students to focus on learning the skills needed to succeed in college.

In addition, the "New Majority" students who typify IUPUI undergraduates rarely follow traditional college attendance patterns or timelines; most attend multiple higher education institutions successively or even simultaneously. According to the most recent study of "Degrees Conferred" at IUPUI, approximately two-thirds of our baccalaureate degree recipients begin their undergraduate studies at another institution; our most recent "Non-Returning Student Survey" report tells us that about one-third of non-returning students transfer to non-IU institutions. (These students are counted as "non-retained.")

Given these circumstances, it is at the same time critically important and extremely difficult for IUPUI to engage students deeply in learning, provide them with intellectually coherent educational experiences, and retain them through graduation. Much of our work on teaching and learning has focused on developing, implementing, and assessing strategies for addressing these multiple challenges in order to serve our student population and the Central Indiana region as well as possible. This special emphasis self-study takes stock of these strategies with an eye to revising or augmenting them where evidence indicates a need for change. Ultimately, our purpose is to chart a course for pursuing Excellence in Teaching and Learning in ways that will best serve our particular student body and our particular mission as Indiana's urban public university.

Teaching and Learning at IUPUI: A Historical Perspective

By virtue of the campus's mission and student demographics, effective teaching and learning have historically been at the forefront of IUPUI's concerns. Much of the focus of the campus's early years, however, was on merging IU and Purdue academic and administrative units and on winning "undergraduate autonomy"-i.e., gaining IUPUI faculty control over academic matters for undergraduate students. Since the early to mid-1980s, however, and especially over the past ten years, our strategies for pursuing effectiveness in teaching and learning with our student population have evolved rapidly. The document on Milestones in teaching and learning at IUPUI provides a condensed overview of the development of major initiatives and offices supporting teaching and learning over the campus's 33-year history.

Our early efforts and strategies aimed to encourage improvement and innovation in teaching. During the mid-1980s, the campus established an Office of Faculty Development, which, among other activities, encouraged faculty, through internal grants and other mechanisms, to experiment with innovative approaches to teaching that would be effective with IUPUI's urban, career-oriented student body. As a campus, IUPUI was also an early adopter of the use of instructional technologies to promote access and improved teaching and learning in higher education.

In the late 1980s, IUPUI established the Council on Undergraduate Learning (CUL) to provide campus-wide leadership for student learning in our predominantly decentralized campus environment and with our specific student population. The founding of CUL was part of a shift in focus from teaching to learning and, over a period of years, led to the development of the Principles of Undergraduate Learning, which encapsulate the campus's vision for general education.

Campus work on both teaching and learning accelerated in the early 1990s with the opening of an Undergraduate Education Center (UEC), a merger of three advising centers: the University Division, serving primarily traditional-aged students; the Adult Education Coordinating Center, serving mainly returning adults; and the University Access Center, serving under-prepared students. Many of the efforts of the UEC were designed to implement recommendations made in the Involvement in Learning report issued in 1984 by the U.S. Department of Education. That report stressed the importance of engaging students in their learning and with one another, an idea strongly supported by research on undergraduate learning.

Other efforts of the late 1980s and early 1990s also focused on serving the needs of nontraditional learners both on and off the campus. During this period, IUPUI developed articulation agreements with Ivy Tech State College, becoming the first four-year institution in the state to accept Ivy Tech credits, and started a campus chapter of Alpha Sigma Lambda, the national honorary society for part-time adult college students. A Community Learning Network project, initially funded by the Annenberg Foundation, has since evolved into a major community outreach unit serving individual learners, community groups, and corporate clients through online and correspondence courses, programs offered at sites throughout the Indianapolis area, customized training packages for local businesses, and a Weekend College.

Another key development was the 1993 opening of the new University Library (UL) described in the 1988 development plan. At the time, the library was probably the most technologically sophisticated academic library in the country; it has since served as a model for many other academic library buildings. It was among the first academic libraries to deploy large numbers of computers (and now includes nearly 250 public machines), to combine library resources with word processing and other productivity software, and to use World Wide Web protocols as the basis for the interface to library resources. It was a pioneer in use of electronic reserves and deployment of full-text electronic resources. Its catalogue currently includes records for nearly 8,000 electronic books.

Teaching and Learning at IUPUI: A Current Perspective

Today, many of these fledgling initiatives of the late 1980s and early 1990s have been institutionalized as key campus-wide and school-based academic units, offices, and features of IUPUI, as we continue working to address the challenges of providing effective teaching and learning for our New Majority students. For example, the 1998 establishment of University College (UC), which grew out of the work of the UEC, CUL, and other earlier initiatives, represented a major commitment of resources to an effort to enhance new students' engagement with their education, to increase and centralize support for learning, and, ultimately, to improve student persistence and academic achievement.

The Center for Teaching and Learning (CTL), initially a collaboration between University Information Technology Services (UITS) and University Library, was founded in 1995 to help faculty develop and use pedagogically sound applications of technology to higher education. Subsequently, the CTL broadened its focus to include innovation and good practice in teaching and learning more generally.

A more recent milestone was the 1999 reorganization of faculty development efforts and initiatives, including CTL, under the umbrella of a new Office for Professional Development (OPD), one of the most extensive such offices in the country, offering programs and faculty forums on teaching and learning, assisting faculty in using technology to enhance learning, and, with UC, providing campus-wide leadership in addressing such key challenges as helping our students succeed in large introductory courses. A new Office of Student Life and Diversity (SLD), also initiated in 1999, seeks to expand co-curricular learning opportunities, to ensure that IUPUI's commitment to diversity informs both the formal curriculum and the co-curriculum, and, working with OPD, UC, and other units, to improve the physical environment for learning on campus.

The development of these new offices and initiatives has been accompanied and shaped by systematic campus-wide planning, assessment, and improvement processes spearheaded by the Office of Planning and Institutional Improvement (PAII), established in 1992. Under the auspices of PAII, a campus-wide Program Review and Assessment Committee (PRAC) was launched in 1993 with faculty representation from every IUPUI school, as well as from administrative units with responsibility for supporting student learning and success. PRAC oversees campus-wide and school-based assessment of student learning, focusing especially on the core abilities defined by IUPUI's Principles of Undergraduate

Learning (PULs). It is the principal campus group working on the development of this special emphasis self-study, which is based in part on the assessment work in which the PRAC representatives and their schools or offices have been engaged over the past ten years.

With the advent of the Community College of Indiana (CCI) in 2000, IUPUI has very recently begun to see changes in enrollment patterns and student demographics. CCI has assumed responsibility for part of IUPUI's access mission and draws on a portion of our customary student base; in turn, IUPUI has tightened its admission requirements. Over the past two years, the proportion of traditional-aged and full-time students has increased, preparation of entering students has improved, and overall enrollment has increased, due in part to growth in retention. It was in anticipation of such changes that the Future Group was formed in 1999 to consider the impact of CCI on IUPUI's mission, priorities, and goals. In 2000, the Future Group began work on revising IUPUI's Mission, Vision, and Values statement and developing a new strategic plan (PDF) for the campus.

This special emphasis self-study emerges from the Future Group's campus-wide planning effort, examining the efficacy of current practices and initiatives and identifying areas where our efforts may need to be enhanced or rethought. It begins by considering student learning at IUPUI and goes on to address the ways in which we have sought to ensure that teaching effectively advances learning.

Go on to: Enhance Undergraduate Student Learning and Success

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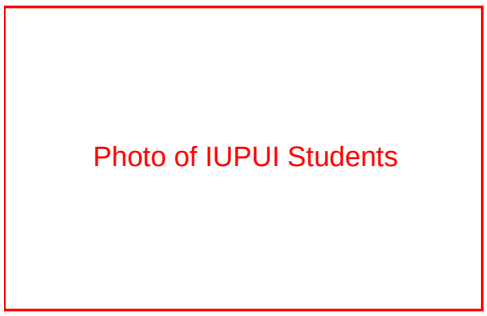

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Focus on Mission:

Excellence in Teaching and Learning

This section of the IUPUI portfolio is a Web-based special emphases self-study for the campus's November 2002 accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools. In it, we discuss and critically review the main concepts, strategies, and initiatives that have driven our efforts to support effective learning and teaching at IUPUI; examine the impact of our strategies and structures; identify strengths and challenges, and recommend actions for improvement. We conclude with several questions to our accreditation review team members on how we might further improve the impact and effectiveness of our approaches.

Throughout this section, you will find menus and text linked to portions of this portfolio or other IUPUI Web sites that include:

- Detailed information on topics, programs, initiatives, and offices referenced in the narrative
- Policy and planning documents, reports, and statistical information
- Statements of learning objectives including our Principles of Undergraduate Learning (PULs), and findings from direct and indirect

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Future Group
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PRAC
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assessments of student learning

- Representative examples of student and faculty work presented to demonstrate specific teaching and learning practices and outcomes
- Indicators of our effectiveness in teaching and learning.

We hope this self-study will be of interest to visitors beyond our accreditation review team members themselves: our many stakeholders in the Indianapolis community and the state of Indiana, colleagues at other higher education institutions and organizations, and our own students, staff members, and faculty members at IUPUI, so many of whom have contributed to the work represented here.

Go on to: Focuses of the Self-Study

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Teaching and Learning at IUPUI

Milestones

1979	IUPUI Honors Program established (incorporated into UC in 1998)
1984	Network for Excellence in Teaching (NET) grants established
1985	Adult Education Coordinating Center established
	Office of Faculty Development established
1988	*IUPUI Development Plan 1998-2000*
	IUPUI Assessment Committee formed
	Council on Undergraduate Learning established
1990	Undergraduate Education Center . Formed when the Adult Education Coordinating Center, University Division and the University Access Center were merged.
	Zeta Chi chapter of Alpha Sigma Lambda - national honorary society dedicated to part-time adult students
	IVY Tech - IUPUI agreement initiated (Passport Program)
1991	Community Learning Network project funded by Annenberg/Corporation for Pubic Broadcasting
1992	Office of the Vice Chancellor for Planning and Institutional Improvement established
	Information Management and Institutional Research (IMIR) and role in research related to student services
1993	Program Review and Assessment Committee (PRAC) established
	Office of Service Learning established (now part of Center for Service and Learning)
1994	University Library dedicated
1995	Center for Teaching and Learning established (now part of Office for Professional Development)

1997	University College established
	Restructuring for Urban Student Success (RUSS Project) begun
1998	Faculty/Librarian Review and Enhancement
	Urban Universities Portfolio Project
	Principles of Undergraduate Learning approved by Faculty Council
1999	Office of Faculty Development restructured to form the Office for Professional Development
	Office of Student Life and Diversity established
2000	Trustees' Teaching Award
	Diversity Cabinet established
	Gateway Program begun
2001	Center for Service and Learning formed as merger of The Office of Service Learning, The Office of Community Service, and The Office of Neighborhood Resources.
	Trustees' Lecturer Initiative begun
	New reporting format aligns unit goals with campus goals

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Honors Program

The IUPUI Undergraduate Honors Program offers highly motivated and qualified students the chance to enrich their university education through opportunities to enroll in special Honors sections and classes, collaboration with faculty in independent study and research projects, and other features. Housed in University College, the program aims to improve student academic achievement, increase intellectual vitality campus-wide, and attract highly qualified students to IUPUI. To accommodate the varying needs and circumstances of IUPUI students, the program maintains multiple points of access for full- and part-time students, beginning and returning students, and nontraditional students. The development of Honors learning communities, interdisciplinary Integrator courses, and Honors capstone experiences by schools and departments across the campus ensures that Honors opportunities are available to students, whatever their major field may be.

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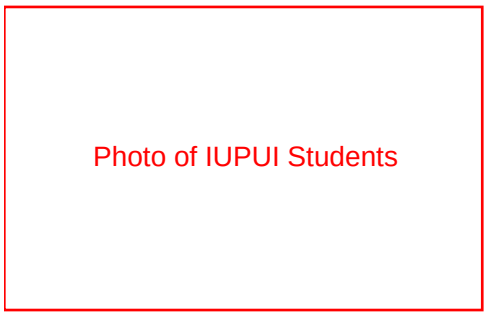

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NET Grants

These grants, now administered by the Office for Professional Development, provide seed monies of up to $5,000 to create a new course or redesign an existing course.

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Adult Education Coordinating Center

The Adult Education Coordinating Center was established to provide "a special access point for adults interested in a range of educational opportunities from taking a single course to completing a degree" (IUPUI Development Plan: 1988-2000). The programs were designed to enhance access to higher education for nontraditional-aged students, whether beginning or returning to higher education, by assisting them in exploring options and developing plans of study.

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Office for Professional Development (OPD; formerly Office of Faculty Development)

The Office for Professional Development was formed in 1999 through a merger of the Center for Teaching and Learning and the Office of Faculty Development. It is the major campus-wide unit responsible for faculty development to enhance teaching and learning. Staffed by approximately 45 people, the office "supports the professional development of those working to achieve IUPUI's academic mission of providing excellence in teaching and learning; research, scholarship and creative activity; and civic engagement" by promoting "reflective practice, collaboration, innovation, and celebration of difference." Activities, programs, and services include individual consultation, workshops, conferences, seminars, and leadership of important campus-wide teaching and learning initiatives.

In addition to the Center, units within OPD now include:

- The Associate Faculty Office
- The Office for Multicultural Professional Development
- The Office for Women
- The Scholarly and Creative Activity Program
- The CyberLab
- The Copyright Management Center
- The Office of Campus Writing
- Administrative and Organizational Development

In addition to incorporating these sub-offices and programs under the its umbrella, OPD collaborates closely with University Information Technology Services , the Center for Service and Learning , University College , University

Library , where OPD is housed, and other units in carrying out its mission.

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IUPUI Development Plan

The IUPUI Development Plan, developed by Executive Vice Chancellor and Dean of the Faculties William Plater, with broad campus input and participation, set forth a comprehensive blueprint that has guided much of the development of campus academic and administrative infrastructure and support services in the years since 1988.

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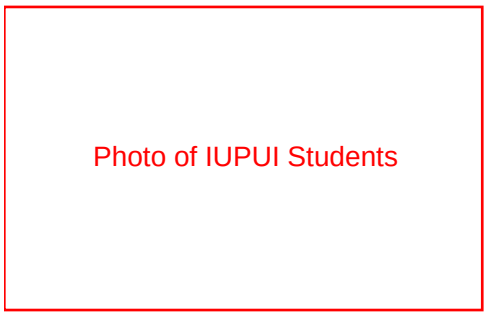

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IUPUI Assessment Committee

In 1987, the Office of the Dean of Faculties sponsored a meeting in Indianapolis that brought together faculty and administrators from all Indiana University campuses to examine possibilities and responsibilities for assessment. As a result of discussions at that meeting, IUPUI established an Assessment Committee, including representatives from most schools offering undergraduate degrees, the following year. Committee members began to encourage the use of a variety of methods to assess learning outcomes in the major. Campus funds were provided for committee members and other colleagues to attend national assessment conferences, to produce a campus newsletter on assessment, and to offer competitive grants to faculty interesting in experimenting with assessment methods.

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Council on Undergraduate Learning (CUL)

The Council on Undergraduate Learning was established to provide a campus-wide forum for discourse about undergraduate curriculum, instruction, and student services. IUPUI schools, as well as student services units, such as the Offices of Admissions and the Registrar, were represented. The body studied general education and debated and recommended to the Dean of Faculties changes in undergraduate programming, including new academic degree programs and the Principles of Undergraduate Learning. In 1995, the CUL was restructured to enable it to function as an undergraduate curriculum committee, chaired each year by the current president of the Faculty Council. In Fall 2000, the CUL was disbanded in a move to streamline faculty governance and its functions divided between the Academic Policies and Procedures Committee and the Program Review and Assessment Committee.

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Undergraduate Education Center (UEC)

The Undergraduate Education Center merged three advising units: the University Division (UD), which worked with traditional-aged students, the Adult Education Coordinating Center, which worked with nontraditional-aged students, and the University Access Center, which worked with under-prepared students. A component of what was then the Office of the Vice Chancellor for Undergraduate Education, the UEC assumed the missions of its three component units with an overall charge to develop strategies for engaging students more deeply with learning and with the campus.

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Zeta Chi Chapter of Alpha Sigma Lambda

IUPUI's Zeta Chi Chapter of Alpha Sigma Lambda strives to provide impetus to highly motivated adult students continuing their higher education. It recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work and provides programs, including speaker series, brown-bag lunches, panels, and mentoring, to support part-time adult students' adjustment to campus and promote strategies for academic success.

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Passport Program

The Passport program is a collaboration between Ivy Tech State College and IUPUI that supports access to all levels of higher education for people in Central Indiana. The program encourages and assists faculty from both institutions in developing course and program articulation agreements. This year, the program is serving about 1,300 students. It currently includes 25 collaborative Associate-to- Bachelor degree options and articulations with eight liberal arts and social sciences degrees offered by Vincennes University (as part of the Community College of Indiana) at the Ivy Tech-Community College campus in Indianapolis.

Passport works with student services offices to assure that students are informed of transfer opportunities and receive academic advising that helps them make a smooth transition between the community college and IUPUI. Passport also coordinates shared student-life activities, a deferral-referral program to help students build their academic skills, and academic excellence scholarships for associate-degree graduates who transfer to IUPUI.

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Community Learning Network (CLN)

The Community Learning Network is charged with delivering training and education to learners at the times and places most convenient to them. Initially funded by a grant from the Annenberg Foundation, CLN is now a major community outreach unit serving individual learners, community groups, and corporate clients through online and correspondence courses, programs offered at sites throughout the Indianapolis area, customized training packages for local businesses, and a Weekend College.

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Office of the Vice Chancellor for Planning and Institutional Improvement (PAII)

The Office of Planning and Institutional Improvement is charged with developing, integrating and continuously improving institutional planning, implementation strategies, evaluation, and improvement activities at IUPUI. It includes the Office of Information Management and Institutional Research, the Testing Center, the Economic Model Office, and the Office of Institutional Effectiveness.

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Office of Information Management and Institutional Research

The Office of Information Management and Institutional Research provides and coordinates information support for planning, administering, and evaluating academic and administrative programs at IUPUI for the purpose of continuous improvement. Its activities and services include developing management reports and analyses based on data from internal and external sources; creating accessible data resources for the campus and external communities; conducting survey research to assess the expectations, satisfaction, and outcomes of students, alumni, faculty, staff, employers, and other IUPUI stakeholders; supporting program evaluation and planning activities carried out by individual schools and campus offices; and developing computer network-based systems for collecting, accessing and analyzing information in a timely, cost-effective manner.

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Program Review and Assessment Committee (PRAC)

The Program Review and Assessment Committee is a representative body, under faculty leadership, composed of faculty and administrative representatives from each of IUPUI's schools and staff from offices with key responsibilities for student learning. The committee establishes guidelines for comprehensive program review for academic and support units and provides guidance for student outcomes assessment across the campus. PRAC also funds small grant projects that explore innovative assessment approaches or promise to improve assessment practices. It is responsible for preparing campus assessment plans and reports required by the Higher Learning Commission of the North Central Association and oversees the "Learning and Teaching" portion of the IUPUI institutional portfolio. PRAC's activities are supported by the Office of the Vice Chancellor for Planning and Institutional Improvement .

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Center for Service and Learning (CSL)

The Center for Service and Learning combines three constituent offices, the Office of Service Learning, the Office of Community Service, and the Office of Neighborhood Resources. As part of its broad mission to make service a distinctive aspect of the educational culture at IUPUI, CSL works in collaboration with other campus units to expand service learning opportunities through faculty development and other efforts, develop and strengthen community partnerships, advance the scholarship of service, and promote civic engagement across the IUPUI campus.

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University Library

IUPUI's University Library , begun in 1990 and dedicated in 1994, is a high-technology facility that includes extensive print and electronic resources, as well as study and learning spaces for individuals and groups, multimedia classrooms, and a 100-seat auditorium. Among its unique resources are a philanthropic studies collection, IUPUI-generated research, and materials related to Central Indiana. Its holdings and services are available to IUPUI students, faculty, and staff; students at other area colleges and universities; and members of the local community, who comprise about 10 percent of all library users. UL plays a central role in the campus's academic programs, housing the Office for Professional Development and its Center for Teaching and Learning, and collaborating closely with University College in helping beginning students learn to access library resources and develop information literacy skills.

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University College (UC)

University College serves as the academic home for students entering IUPUI. Its academic offerings and support resources have been developed expressly to ease new students' transition to college-level work, encourage student engagement with learning and with the IUPUI campus, and enhance student persistence and success. With 64 appointed faculty members drawn from every undergraduate academic unit on the campus, UC oversees IUPUI's First-Year Experience programs, sponsors a number of pre-college programs, coordinates major campus initiatives to improve undergraduate retention and learning, and collaborates closely with such units as the Office for Professional Development, the Office of Information Management and Institutional Research, the Office for Student Life and Diversity, and the 21 other IUPUI schools.

Today, University College sponsors student and parent orientation programs, houses a branch of the University Writing Centers and is home to the following units:

- The Advising Center
- The Career Center
- The Honors Program
- The Learning Center
- The Math Assistance Center
- Special Programs for Academic Nurturing (SPAN)

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Restructuring for Urban Student Success (the RUSS Project)

The RUSS Project brought together three urban public universities-IUPUI, Portland State University, and Temple University-to collaborate on studying the experience of first-year students, to improve learning and retention among these students, and to design new assessment processes to gauge success. Each partner institution experimented with a learning community model, developed a self-study and participated in a site visit focused on that model, and ultimately refined its model, based on findings of the self-study and site visit and on successful practices at other participating institutions. Funded by The Pew Charitable Trusts, the three-year project provided an important opportunity at a crucial time to learn from institutions facing similar challenges to student learning and success. It strongly influenced the development and design of learning communities/first-year experiences at IUPUI.

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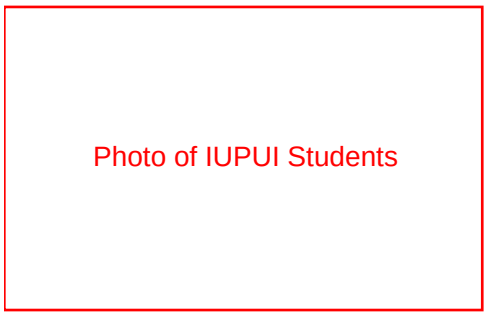

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Faculty/Librarian Review and Enhancement (FLRE)

Faculty/Librarian Review and Enhancement is IUPUI's post-tenure review policy, developed by the IUPUI Faculty Affairs Committee and approved by the Faculty Council and IUPUI Chancellor. It is intended to support career-long faculty professional development and growth, while providing increased accountability. The policy relies on peer review and focuses on faculty/librarians seeking a change in career direction or emphasis and on faculty/librarians whose performance or productivity has declined below minimum standards. As such, the policy is closely linked with the annual merit review and with department, school, and campus-wide faculty development programs

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Urban Universities Portfolio Project (UUPP)

The Urban Universities Portfolio Project was a collaboration among six urban public universities aimed at developing first-generation electronic institutional portfolios focused on demonstrating institutional effectiveness in the context of mission. With funding from The Pew Charitable Trusts, project universities worked on using electronic media to document and demonstrate for multiple audiences accomplishment in key areas of the urban public mission, such as student attainment of fundamental collegiate learning outcomes and civic engagement. At IUPUI, the project catalyzed several assessment and improvement initiatives, including a study of the integration of the Principles of Undergraduate Learning into teaching, learning, and assessment practices across the campus (Phase One of a Study of Student Learning). The IUPUI Portfolio was initially developed as part of IUPUI's participation in the UUPP.

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Principles of Undergraduate Learning (PULs)

The Principles of Undergraduate Learning comprise a common, campus-wide articulation of expectations for baccalaureate degree recipients at IUPUI. They define a set of higher order abilities and skills that all IUPUI undergraduates are expected to master, providing a focused statement of expectations for all undergraduate students, no matter what their major, and a common framework for assessing and evaluating academic programs. They also supply the foundation for a concept of general education built upon common cognitive experiences and deliberately sequenced intellectual development, continuing from the freshman year through the major to graduation. Thus, the PULs are introduced to beginning students in their First-Year Seminars, woven into introductory courses across the campus, and incorporated into majors, which generally include capstone courses designed as culminating experiences that integrate the six PULs with one another and with the content of the major.

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Office of Student Life and Diversity (SLD)

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Trustees' Teaching Award (TTA)

The Trustees' Teaching Award was instituted IU-wide in 2000 to honor faculty and full-time lecturers whose teaching results in demonstrated impact on student learning, especially undergraduate student learning. Eligible individuals include tenured and tenure-track faculty, full-time lecturers, and clinical faculty and librarians whose primary duties are teaching. Each academic unit determines criteria and selection processes within a set of general guidelines for the award. The TTA may be awarded to up to six percent of total eligible faculty each year and carries a one-time stipend of $2,500.

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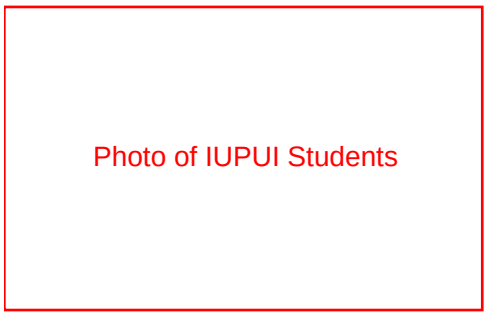

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Diversity Cabinet

IUPUI Chancellor Gerald Bepko appointed the Diversity Cabinet in 2000 to oversee the "transformation of IUPUI from a campus that believes in diversity to a campus that lives its commitment to diversity." Working out of the chancellor's office, the Diversity Cabinet includes community representatives, faculty and staff members, and administrative officers with particular responsibility for advancing diversity initiatives. The cabinet's activities include reviewing faculty recruitment, development, and retention; encouraging new diversity initiatives; helping the campus develop relationships with relevant community groups; working with P-12 teachers, administrators, and school districts with an eye to increasing student diversity on campus; and creating and reviewing unit action plans and progress reports on enhancing diversity at IUPUI. The cabinet has also created an annual "State of Diversity" report, published and delivered annually by the chancellor on Martin Luther King Day, to review the progress of the campus in relation to the goals and benchmarks for diversity that we have established.

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Gateway Program

The Gateway Program is a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students. It represents a collaboration among the Office for Professional Development, University College, academic departments that offer Gateway courses, and units such as the Office of Information Management and Institutional Research, the Office of Student Life and Diversity, the Diversity Inquiry Group, and the Office of Enrollment Management. The program includes faculty development offerings, a series of Gateway Forums open to all members of the campus community, a Web Forum for exchanging information on successful strategies and best practices, course and curriculum revision, and Structured Learning Assistance. The success of the two-year-old effort in improving student retention led to national recognition by the Theodore M. Hesburgh Award program in February of this year.

Information on the program is available on the Web sites linked above. To view a recent PowerPoint presentation on the program's impact on retention, click here. For a presentation on revised courses, click here(PowerPoint) . For examples of revised courses, click example 1, example 2, or example 3. To read the materials on the program submitted for the Hesburgh Award, click here.

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Trustees' Lecturer Initiative

In 2001, the IU Board of Trustees created a three-year initiative to replace part-time faculty positions with full-time lecturer positions across the eight campuses of Indiana University. At IUPUI, the initiative added 35 full-time positions to the Schools of Science and Liberal Arts in 2001-2002 and 43 positions across the campus in 2002-2003. In 2003-2004, an additional 22 positions will be established. Because the purpose of the initiative is to expand the number of undergraduate course sections taught by full-time faculty, new full-time lecturers may not be used to reduce participation of other full-time faculty in undergraduate teaching. The initiative has already resulted in substantial increases in undergraduate course sections taught by full-time faculty members.

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New Reporting Format

For the past two years (FY2001 and FY2002), annual reports for all academic and administrative units have been posted on a Web site that uses a template to ensure alignment of unit and campus goals. The unit annual reports are reviewed by the Faculty Council Planning and Budgetary Affairs Committees, whose members recommend priorities in allocation of campus resources to the chancellor.

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Passport Program

The Passport program is a collaboration between Ivy Tech State College and IUPUI that supports access to all levels of higher education for people in Central Indiana. The program encourages and assists faculty from both institutions in developing course and program articulation agreements. This year, the program is serving about 1,300 students. It currently includes 25 collaborative Associate-to- Bachelor degree options and articulations with eight liberal arts and social sciences degrees offered by Vincennes University (as part of the Community College of Indiana) at the Ivy Tech-Community College campus in Indianapolis.

Passport works with student services offices to assure that students are informed of transfer opportunities and receive academic advising that helps them make a smooth transition between the community college and IUPUI. Passport also coordinates shared student-life activities, a deferral-referral program to help students build their academic skills, and academic excellence scholarships for associate-degree graduates who transfer to IUPUI.

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Community Learning Network (CLN)

The Community Learning Network is charged with delivering training and education to learners at the times and places most convenient to them. Initially funded by a grant from the Annenberg Foundation, CLN is now a major community outreach unit serving individual learners, community groups, and corporate clients through online and correspondence courses, programs offered at sites throughout the Indianapolis area, customized training packages for local businesses, and a Weekend College.

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University Library

IUPUI's University Library , begun in 1990 and dedicated in 1994, is a high-technology facility that includes extensive print and electronic resources, as well as study and learning spaces for individuals and groups, multimedia classrooms, and a 100-seat auditorium. Among its unique resources are a philanthropic studies collection, IUPUI-generated research, and materials related to Central Indiana. Its holdings and services are available to IUPUI students, faculty, and staff; students at other area colleges and universities; and members of the local community, who comprise about 10 percent of all library users. UL plays a central role in the campus's academic programs, housing the Office for Professional Development and its Center for Teaching and Learning, and collaborating closely with University College in helping beginning students learn to access library resources and develop information literacy skills.

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University College (UC)

University College serves as the academic home for students entering IUPUI. Its academic offerings and support resources have been developed expressly to ease new students' transition to college-level work, encourage student engagement with learning and with the IUPUI campus, and enhance student persistence and success. With 64 appointed faculty members drawn from every undergraduate academic unit on the campus, UC oversees IUPUI's First-Year Experience programs, sponsors a number of pre-college programs, coordinates major campus initiatives to improve undergraduate retention and learning, and collaborates closely with such units as the Office for Professional Development, the Office of Information Management and Institutional Research, the Office for Student Life and Diversity, and the 21 other IUPUI schools.

Today, University College sponsors student and parent orientation programs, houses a branch of the University Writing Centers and is home to the following units:

- The Advising Center
- The Career Center
- The Honors Program
- The Learning Center
- The Math Assistance Center
- Special Programs for Academic Nurturing (SPAN)

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Office of Student Life and Diversity (SLD)

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Office of the Vice Chancellor for Planning and Institutional Improvement (PAII)

The Office of Planning and Institutional Improvement is charged with developing, integrating and continuously improving institutional planning, implementation strategies, evaluation, and improvement activities at IUPUI. It includes the Office of Information Management and Institutional Research, the Testing Center, the Economic Model Office, and the Office of Institutional Effectiveness.

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Program Review and Assessment Committee (PRAC)

The Program Review and Assessment Committee is a representative body, under faculty leadership, composed of faculty and administrative representatives from each of IUPUI's schools and staff from offices with key responsibilities for student learning. The committee establishes guidelines for comprehensive program review for academic and support units and provides guidance for student outcomes assessment across the campus. PRAC also funds small grant projects that explore innovative assessment approaches or promise to improve assessment practices. It is responsible for preparing campus assessment plans and reports required by the Higher Learning Commission of the North Central Association and oversees the "Learning and Teaching" portion of the IUPUI institutional portfolio. PRAC's activities are supported by the Office of the Vice Chancellor for Planning and Institutional Improvement .

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Future Group

The Future Group was named by Chancellor Gerald Bepko in early summer 1999. Its first members included the Chancellorás Staff, the President and Vice President of the Faculty Council, and the deans of the schools most likely to experience a significant impact due to the formation of Indianaás community college (i.e., Liberal Arts, Science, and Engineering and Technology). The first charge to the Future Group was to respond to a directive from Indiana University President Myles Brand that each IU campus undertake a study of the likely effects of the new community college initiative on that campus.

By August 1999 the Future Group had drafted a response to the Brand directive in the form of a report entitled IUPUI in 2000 and Beyond. By January 2000 it was clear that recent developments, including the advent of the Community College of Indiana, required a fresh look at IUPUIás planning documents. The Future Group was expanded to include all interested deans and the chairs of the Faculty Council Planning and Budgetary Affairs Committees. A new statement of vision, mission, values, goals, and implementation strategies was completed in April 2001 and subsequently the Future Group was charged with oversight of the NCA self-study process.

Future Group Activities

Future Group Members

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  - Creating a Supportive Environment
  - Planning and Assessing for Learning
- Examples
- Initiatives
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- Important IUPUI Sites
- Questions/Comments?

The past decade at IUPUI has been marked by a series of initiatives that have mobilized the campus to address the challenges of effectively educating our "New Majority" students. These efforts have targeted enhanced learning and retention among all students, with a strong focus on improving the persistence of first-time, full-time freshmen-a cohort that makes up only about a third of new students entering IUPUI, but that is emphasized by most measures of

educational effectiveness. Accordingly, the campus has worked to develop and implement strategies for encouraging deeper student engagement with learning and with the campus, improving the facilities and resources that comprise the physical environment for learning, and improving approaches to academic planning and assessment to ensure that all students develop the higher-order skills expected of college graduates.

Our efforts to enhance undergraduate student learning and success can be seen as falling into three broad "themes" or categories:

- Fostering Student Engagement for Effective Learning
- Creating a Supportive Environment for Effective Learning
- Planning and Assessing for Effective Learning

Our discussion of undergraduate student learning is organized around these themes.

Go on to: Fostering Student Engagement for Effective Learning

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Research on higher education has demonstrated that prior academic success and residential status are among the strongest predictors of student retention and performance. As noted in the introduction to this self-study, both factors present challenges for IUPUI and our undergraduate students. First, a large proportion of new freshmen at IUPUI continue to enter with deficits in preparation and readiness for college-level work. Second, our students'

circumstances-commuter status, accompanied by heavy off-campus work and family commitments -constrain their involvement in learning and in campus life. For them, simply finding the time and energy to devote attention to college study is difficult; at the same time, their attachment to the campus may be weak in comparison to that of students at residential campuses.

To address these challenges to effective learning and persistence, IUPUI has invested substantial energy and resources in encouraging student engagement with learning and with the campus. Through a number of initiatives, we have worked to develop students' sense of community on campus, make academic support programs readily accessible to them, and ensure that they experience a range of active learning pedagogies.

- University College
- Active Learning Across the Campus
- Technology and Enhancement of Student Learning
- Assessment of the Impact of Technology on Student Learning
- Diversity, Learning, and Success

Go on to: University College

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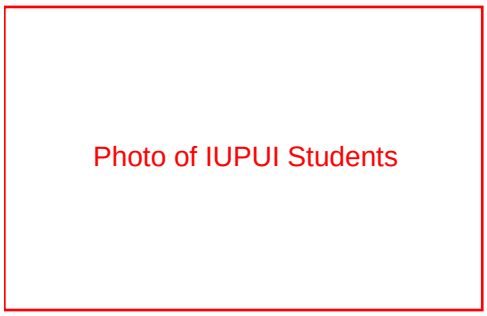

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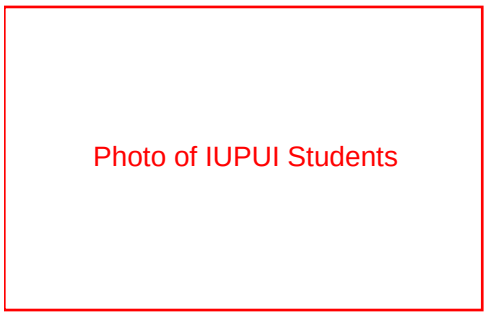

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IUPUI's efforts to support student retention and success through academic program-based initiatives and the development of co-curricular opportunities have been accompanied by a series of long-term building and renovation projects intended to create more welcoming and "learner-friendly" physical facilities and environments on the campus. These projects have been among the campus's highest planning and budgeting priorities over the past decade. The

changes and improvements underway and planned for the next few years are motivated, in large part, by our focus on engaging students more deeply with learning and with the campus: for commuter students, especially, an environment conducive to spending time on campus before and after classes and engaging in activities outside the formal classroom is likely to strengthen their connection with the institution and with faculty and fellow students.

Redesigning Existing Learning Spaces

Some of the renovations are meant to support changes in instructional approaches, which are placing increased emphasis on the pursuit of active, experiential, and group learning, as well as on the use of instructional technologies. Such approaches call for new ways of conceiving learning spaces originally designed to accommodate lecture/presentation-based pedagogies. As an August 2000 concept paper of the IUPUI Learning Environments Committee explains,

No longer is the traditional classroom space, most suited to a presentational format, the only kind of facility we need to pursue our goals of better learning and affiliation; many other kinds of spaces are required to achieve these goals. We need to support spaces that enable interchange between students and students as well as between students and faculty, spaces that allow students to stay engaged between class meetings, spaces that encourage use of instructional technology in learning. The campus must be rich in instructional spaces of many kinds.

Among IUPUI's first experiments with creating new kinds of learning spaces and facilities was the construction of the new University Library and the renovation of the old library building for University College. UL marked the first of these efforts, providing approximately 1,800 comfortable study spaces and technology resources that are especially important for commuting students and students who do not have access to technology at home. All carrels and study rooms are wired and IUPUI's wireless network is available in the building. UL's gate count was over 1,000,000 in 2001-2002 and continues to rise, counter to national trends toward declining library use.

UC was envisioned as an academic "home" for entering students. Accordingly, the UC building includes a variety of areas designed to support group learning and technology-assisted learning, as well as spaces where students can relax, study, and socialize. A redesign and upgrade of the UC food services area this year is intended to make the building an even more inviting environment for students to spend time in.

Similar upgrades are underway or planned throughout the campus, with the Learning Environments Committee, launched in 1999, playing a central role in conceptualizing the redesigned spaces, prioritizing spaces for renovation, and developing standards for both classroom and informal learning spaces. Working with task groups of students, faculty, and architectural planners to analyze needs and generate ideas for specific campus locations, the committee has developed a concept paper calling for "the creation of clustered seating, work tables, outdoor benches, additional pocket cafes, stand-up Internet kiosks or wireless clusters throughout connectors, in lobbies, and other public spaces" to make visible "the culture of learning that we are promoting at IUPUI." When plans are fully implemented, all classrooms will be wired for voice, data, and video connectivity, and many will include temporary or permanent partitions, work surfaces for use by groups of eight or fewer people, and moveable furniture to facilitate small-group learning.

To date, a redesign of several informal learning spaces in the Lecture Hall has been completed. Plans for the future call for classroom upgrades and the development of informal learning spaces in the Business/SPEA Building, Cavanaugh Hall, the Education/Social Work Building, the School of Nursing, and the Science, Engineering and Technology Building. Tentative locations for wireless computing environments include the Lecture Hall, the Education/Social Work connector, and Cavanaugh Hall.

New Buildings to Foster Student Engagement with Campus Life

Even more ambitious plans call for the development of a 173,000 square foot Campus Center by 2005 and for staged completion of student residences, which will increase our total student housing capacity from 350 to 3,000 students. Construction of Phase I of the residences has been, with completion expected as early as 2007. The Campus Center, which will be centrally located at the southwest corner of Michigan Street and University Boulevard, is slated to include student gathering places and lounges, food services, meeting and event spaces, student academic assistance services and resources, performance space, a computer lab, and a range of auxiliary services. The Center, which will begin

construction in 2003 with completion anticipated in 2005, is a cornerstone of IUPUI's plan to create a welcoming campus environment and encourage stronger academic and social connections to the campus among students.

Equally important, the student residences, which will house approximately 3,000 students, are being carefully planned as learning communities for students able to devote full attention to their educational experience at IUPUI. It is anticipated that adding a core group of residential students to IUPUI will strongly influence the student culture on campus, encouraging deeper engagement in learning among all students and, with the help of the Campus Center, strengthening and expanding co-curricular activities and student life. Planning for the residences is geared to accomplishing these key objectives for the campus. The residences will include an Honors House, an International House, first-year only student housing, and other special interest housing. UC is working closely with the Office of Student Life and Diversity to develop programming that will bring residential students together in UC first-year seminars, involve them in service learning projects and campus organizations, and create opportunities for student-faculty interaction outside class.

As part of its strategic planning (PDF) process, SLD is developing approaches to assessing the impact and success of the student residences and Campus Center through surveys, a student advisory council, and benchmarking of best practices at peer urban institutions. (Click here to view an interactive timeline of IUPUI building projects, past and future.)

Go on to: Planning and Assessing for Effective Learning

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Student Learning

Planning and Assessing for Effective Learning

Planning for General Education: The Principles of Undergraduate Learning

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- *Sections*
  - Fostering Student Engagement
  - Creating a Supportive Environment
  - Planning and Assessing for Learning
- Examples
- Initiatives
- Performance Indicators
- Site Search
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- Important IUPUI Sites
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No campus-wide planning initiative at IUPUI can afford to ignore the highly decentralized culture of the campus. This culture originated with IUPUI's founding as a loose confederation of professional schools, each with its own distinct history and identity. In 1969, when IUPUI was established, its academic units ranged from the School of Medicine,

which had become part of Indiana University in the early twentieth century, to the School of Physical Education, which had been founded elsewhere in the mid-nineteenth century and subsequently relocated to Indianapolis, to extension divisions of IU and Purdue that had no mandate to operate autonomous undergraduate programs in the liberal arts and sciences.

The campus thus lacked the "arts and sciences core" that traditionally provides the common curriculum for general education on university campuses. Each school at IUPUI had its own distinct and separate academic requirements and expectations. As the campus grew and added new schools and programs, primarily in professional areas, this decentralized approach to undergraduate education continued.

By the late 1980s, many at IUPUI recognized the problems inherent in this approach: students had difficulty transferring from one major to another and the university lacked a common, campus-wide articulation of expectations for baccalaureate degree recipients to guide curricular and pedagogical approaches. To develop strategies for addressing these problems, the campus established the Council on Undergraduate Learning in 1988. In 1991, a subgroup of CUL, the Commission on General Education, was charged with developing recommendations on general education.

In 1993, the Commission introduced an initial draft of the IUPUI Principles of Undergraduate Learning, proposing their adoption campus-wide. Rather than attempting to prescribe specific common course requirements for students in all IUPUI schools, the draft defined a set of higher order abilities and skills that all IUPUI undergraduates would be expected to master; course requirements to support student learning of the PULs were to be determined by each individual school. Winning approval of the proposed list of PULs at a large, complex campus like IUPUI was no easy task, but following a number of iterations and extensive discussion at the department, school, and campus levels, the current version of the PULs was adopted by the IUPUI Faculty Council in 1998.

The PULs provide a focused, common statement of expectations for all students, whatever their particular major may be, as well as a common framework for assessing and evaluating academic programs. They include a set of core skills in communication, quantitative reasoning, and information literacy, as well as higher-order intellectual abilities to think critically, integrate and apply knowledge, and understand the diversity of human cultures, societies, and perspectives, among others. Emphasizing liberal learning across the curriculum, the PULs are intended as a blueprint for equipping graduates with the higher-order skills and dispositions that characterize effective citizens, professionals, and leaders.

Using the PULs as a foundation, general education at IUPUI is built around a set of common cognitive experiences and deliberately sequenced intellectual development, continuing from the freshman year through the major to graduation. Teaching and learning of the PULs thus is not expected to be "completed" by the time a student enters a major, but rather to continue within the context of the discipline and/or profession. Capstone courses, required by many majors across the campus, for example, are designed to integrate the six PULs with the content of the major or profession.

Each school at IUPUI that grants baccalaureate degrees is free to determine the specific course requirements that will best enable its students to achieve the PULs. In practice, an "empirical core" curriculum has emerged, as degree programs have reached similar conclusions about the kinds of courses most likely to contribute to student learning of the PULs. This empirical core includes:

- A first-year seminar/learning community (1 course/1-3 hours)
- College writing (English W131/3 hours)
- Speech/communications (Speech Communications R110/3 hours)
- Mathematics competence (3 hours or demonstrated competence)
- Arts and humanities (2 courses/6 hours)
- Social sciences (1 course/3 hours)
- Science (1 or 2 courses/3-6 hours)
- Capstone (number of hours varies)
- TOTAL: 24-27 hours

The empirical core extends across most baccalaureate degree-granting units at IUPUI. In addition, the IU School of

Liberal Arts and the Purdue School of Science formally adopted a common core curriculum in 1998. This common core represents the culmination of a lengthy effort, parallel to, but somewhat separate from, the work of CUL, by the Council of Liberal Arts and Sciences (CLAS). Now renamed the Common Core Curriculum Committee, CLAS, a joint committee of the Schools of Liberal Arts and Science, based its "Principled Curriculum" on the PULs. It is intended to strengthen liberal arts and science students' preparation for the major, to expand student options for choosing a major or pursuing a double degree, and to foster faculty collaboration and interdisciplinary ties across the two schools. The strongest single emphasis in the curriculum is on writing; the design of the curriculum is meant to ensure that substantial writing is required of all Liberal Arts and Science students throughout their undergraduate education. The specific elements of the common core curriculum are described on the Web site of the Common Core Curriculum Committee.

- Assessment of the PULs
- Planning for and Assessing Student Learning in the Major
- A Special PRAC Study of Assessment in the Schools
- Using Surveys in Assessing Student Learning

Go on to: Assessment of the PULs

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Teaching and Learning - Examples

This part of the IUPUI Portfolio contains examples of student and faculty work in individual courses.

Learning Communities/First-Year Seminars

- Learning Communities (PDF) are courses offered to first-year students that help orient them to college-level work and to campus life and resources. Students in this learning community for student athletes, UCOL 110-R505, offered by University College, have been retained at an exceptionally high rate compared to "all" beginning students.
- Engineering 195, Introduction to the Engineering Profession, is a learning community for prospective Engineering majors. Read the syllabus here.
- Here is the syllabus for section R462, a first-year learning community offered by the Department of Tourism, Conventions, and Event Management.

Gateway Courses

- W131, Elementary Composition I, is part of the Department of English Writing Program. Along with the University Writing Center and the Office of Campus Writing, the program provides campus-wide support for writing as a means to improve and demonstrate student learning in all academic schools and programs. Click here to see examples and assessments of student essays written for a W131 assignment that asks students to reflect on their own writing processes.
- R110 Fundamentals of Speech Communication, taken by almost all IUPUI students, introduces students to the fundamentals of public speaking. To see what students learn in the course, click here.

- Workshop Chemistry: This PowerPoint presentation summarizes the impact of revisions made to General Chemistry I, an important Gateway course in which high proportions of students were dropping or failing the course, or not learning enough to succeed in subsequent Chemistry courses. As part of the Gateway Program and Project SEAM, a large-scale high school-to-college articulation project, the course was revised to include new features aimed at increasing students' opportunities to engage with course materials. Among other interventions, mandatory peer-led, small-group "workshop" sessions allow each student more time to work with class-peers to discover problem solutions, while improving time-on-task, leading to significantly enhanced student success in the course.

Capstone Courses

- Capstone courses typically ask students to integrate and apply their learning of the Principles of Undergraduate Learning and their major discipline by completing a significant project, often one that addresses a "real-world" issue or a close simulation of one. In TCEM 499 Operational Analysis, students majoring in Tourism, Conventions, and Event Management work in small groups over the semester to create a business plan for a new company in the field. At the end of the semester, they present the plan to classmates and invited guests from the industry. Click here to see an example of one of these projects and its assessment.
- In this capstone course for English majors, students reflect on their learning of the PULs and the extent to which their major and their IUPUI experience as a whole have contributed to this learning. Click here to see student reflections on PULs and view a video on a student's capstone project.

Teaching, Learning, and Technology

- Sociology and English: This report resulted from an experiment funded by the Pew Grant Program in Course Redesign. The project created linked sections of two key Gateway courses, R100 Introduction to Sociology and W131 Elementary Composition I, and made extensive use of technology to enhance students' interaction with one another and with course instructors, all with the aim of improving student learning and success in these courses. The experimental project is still ongoing, but this preliminary report suggests that the redesign is leading to significantly enhanced student learning and retention.
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- This report on a survey of students (PDF) enrolled in three online courses in Labor Studies provides some insight on the characteristics and experiences of students who enroll in distance education courses. It also suggests that the availability of the courses online were a key factor in motivating many students to enroll.

More Course Examples

- Honors B104 Introductory Psychology as a Social Science introduces students to critical thinking by asking them to apply it to their own lives. Read more about the course here.
- IET 104 Introduction to Industrial Organizations: A new instructor was challenged to revitalize an introductory course for majors in Organizational Leadership and Supervision, School of Engineering and Technology, that was traditionally organized around theoretical textbook-based material. Her solution was to re-focus the course around a business plan each student was required to develop, drawing as needed on the materials in the text. Click here to read a short article about the newly restructured course, view a PowerPoint presentation on the course revision, and read a business plan written by a student who went on to start his own business based on the business plan he developed.
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site includes the syllabus and related materials, assignments, and information on student course outcomes.

- A104 Cultural Anthropology: Here is an extensive Web site created for an introductory Anthropology course section that uses concepts from Anthropology to introduce students to the PULs and to college-level learning. This course is classroom-based, but the instructor makes extensive use of the Web, and, specifically, Oncourse, IUPUI's online course management system, to support student engagement in course materials and in discussing course concepts with one another outside the classroom. (Unfortunately, privacy policies do not allow us to provide access to student online discussion.)

Department and School Assessment Pages

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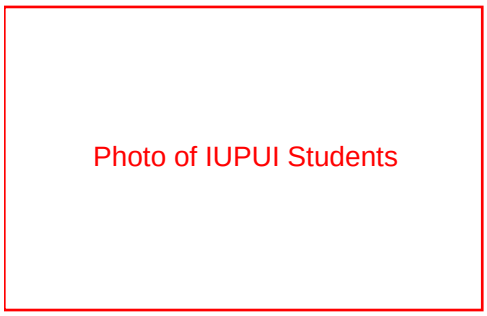

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Activities and Partnerships

Commitment and Accountability

Teaching and Learning

Civic Engagement

IUPUC Civic Engagement Supplement

Strengths, Challenges, and Questions

Focus on Mission:

Excellence in Teaching and Learning

This section of the IUPUI portfolio is a Web-based special emphases self-study for the campus's November 2002 accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools. In it, we discuss and critically review the main concepts, strategies, and initiatives that have driven our efforts to support effective learning and teaching at IUPUI; examine the impact of our strategies and structures; identify strengths and challenges, and recommend actions for improvement. We conclude with several questions to our accreditation review team members on how we might further improve the impact and effectiveness of our approaches.

Throughout this section, you will find menus and text linked to portions of this portfolio or other IUPUI Web sites that include:

- Detailed information on topics, programs, initiatives, and offices referenced in the narrative
- Policy and planning documents, reports, and statistical information
- Statements of learning objectives including our Principles of Undergraduate Learning (PULs), and findings from direct and indirect

General Institutional Requirements
Criteria for Accreditation
Questions for Review Team
1982 & 1992 NCA Team Concerns
Request for Reaccreditation
Future Group
NCA Steering Committee
PRAC
Civic Engagement Task Force

assessments of student learning

- Representative examples of student and faculty work presented to demonstrate specific teaching and learning practices and outcomes
- Indicators of our effectiveness in teaching and learning.

We hope this self-study will be of interest to visitors beyond our accreditation review team members themselves: our many stakeholders in the Indianapolis community and the state of Indiana, colleagues at other higher education institutions and organizations, and our own students, staff members, and faculty members at IUPUI, so many of whom have contributed to the work represented here.

Go on to: Focuses of the Self-Study

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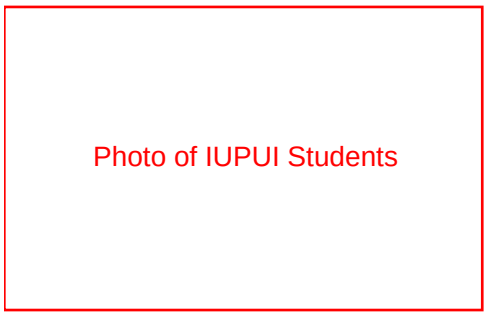

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Enhance Undergraduate Student Learning and Success

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  - Creating a Supportive Environment
  - Planning and Assessing for Learning
- Examples
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- Performance Indicators
- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

The past decade at IUPUI has been marked by a series of initiatives that have mobilized the campus to address the challenges of effectively educating our "New Majority" students. These efforts have targeted enhanced learning and retention among all students, with a strong focus on improving the persistence of first-time, full-time freshmen-a cohort that makes up only about a third of new students entering IUPUI, but that is emphasized by most measures of

educational effectiveness. Accordingly, the campus has worked to develop and implement strategies for encouraging deeper student engagement with learning and with the campus, improving the facilities and resources that comprise the physical environment for learning, and improving approaches to academic planning and assessment to ensure that all students develop the higher-order skills expected of college graduates.

Our efforts to enhance undergraduate student learning and success can be seen as falling into three broad "themes" or categories:

- Fostering Student Engagement for Effective Learning
- Creating a Supportive Environment for Effective Learning
- Planning and Assessing for Effective Learning

Our discussion of undergraduate student learning is organized around these themes.

Go on to: Fostering Student Engagement for Effective Learning

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Since campus-wide adoption of the PULs in 1998, a number of campus-level committees and offices-principally the Program Review and Assessment Committee, the Office of Planning and Institutional Improvement, and the Office for Professional Development-in addition to the individual schools themselves, have worked to ensure that they are firmly embedded into curricula and pedagogical approaches and into our ongoing assessment programs. University College and the first-year seminars, in particular, have played a prominent role in introducing the PULs to new students. Currently,

assessment of student learning of the PULs takes place primarily at the school level. Assessment of the PULs at the campus level has occurred primarily through surveys of students, alumni, and employers carried out by the Office of Information Management and Institutional Research and through a series of special studies and initiatives. Perhaps the most ambitious of these initiatives, the Student Electronic Portfolio, is currently under development.

Based on evidence derived from assessment efforts to date, we believe that our students are achieving the PULs to some degree, but not to the extent that we would like. In addition, we need to continue our efforts to ensure that faculty and departments are working systematically and effectively to improve and assess student learning of the PULs. The performance indicators page for Teaching and Learning reflects this judgment. Below, we discuss our approaches to gathering evidence related to teaching and learning of the PULs at the school and campus levels and strategies underway for improving these approaches.

Assessment of the PULs at the Department and School Level

Each academic program at IUPUI is responsible for developing statements of learning expectations for its majors and assessing for accomplishment of those expectations. Most undergraduate programs have either incorporated the PULs into these statements or explicitly mapped the PULs to elements of their expected learning outcomes. (Here are examples from the Schools of Nursing, Engineering and Technology and Public and Environmental Affairs). Processes and results of assessment of the PULs, as well as of the major, are synthesized in the annual reports submitted by each school to PRAC and posted to the PAII Web site.

To supplement the annual school reports, and as part of IUPUI's work on the Urban Universities Portfolio Project, the Dean of the Faculties funded a special study in 2000-2001 that examined teaching, learning, and assessment of the PULs in each IUPUI school that grants baccalaureate degrees. Conducted by three Faculty Associates under the leadership of the Director of the Office of Campus Writing, the study produced a major report, *Phase I of a Study of Student Learning* , which provides a cross-cutting analysis of how the PULs are integrated into school curricula and assessed across the campus. This analysis found that integration and assessment of the PULs, as well as faculty and student understanding of the principles and their purpose, vary both across and within schools. Results of the report are summarized in a set of matrices that provide information on how each PUL is addressed by each individual school; these matrices have been updated, drawing on information from the annual school assessment reports, to reflect changes and improvements implemented in 2001-2002.

As an outgrowth of the Faculty Associates' study, the Office for Professional Development at IUPUI has sponsored several major programs intended to increase faculty and student understanding of the PULs and to disseminate good practices for teaching and assessing for the skills and abilities the PULs represent. Specific examples of how various PULs are taught, learned, and assessed can be found on the " Examples" page of this section and are highlighted in the "Inside IUPUI" call-outs throughout this self-study.

Assessment of the PULs Campus-Wide

In 2000, the campus embarked on an even more ambitious effort to embed the PULs explicitly and firmly in undergraduate curricula through the development and implementation of student electronic portfolios organized around student learning of the PULs over the course of their undergraduate studies at IUPUI. The student portfolios, currently in the pilot phase, include samples of student work demonstrating achievement of the PULs over time, along with reflective essays by students focused on their intellectual growth in college within the framework of the PULs. We anticipate that by 2006, all undergraduate students at IUPUI will be required to develop and maintain a portfolio over the course of their undergraduate studies. Courses and programs across the campus will incorporate assignments explicitly designed for inclusion in the portfolios as demonstrations of achievement in one or more of the PULs.

As part of the student portfolio initiative, a broad campus-wide effort is currently underway to develop rubrics, defined by faculty, that describe introductory, intermediate, advanced, and exemplary levels of competence for each PUL. All portfolios will be assessed at several points in each student's progress through the curriculum, using these rubrics to determine how effectively the PULs are taught and learned across departments, schools, and the entire campus and over the course of each undergraduate student's education.

We expect these efforts to enhance awareness of and focus on the PULs among both students and faculty and to yield insights into more and less effective approaches to supporting student achievement of the outcomes encapsulated in the PULs. We thus see the student portfolio initiative as an important step in a long-term process of integrating, assessing, and improving our strategies for helping students achieve the key general education outcomes they will need in order to work, learn, and contribute to their professions, communities, families, and beyond.

Go on to: Planning for and Assessing Student Learning in the Major

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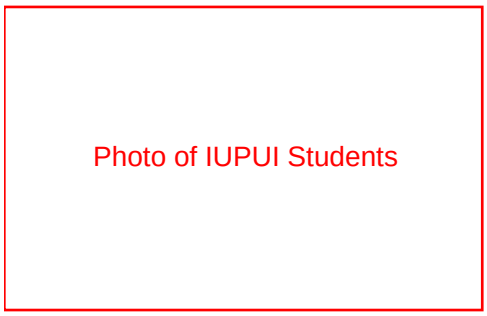

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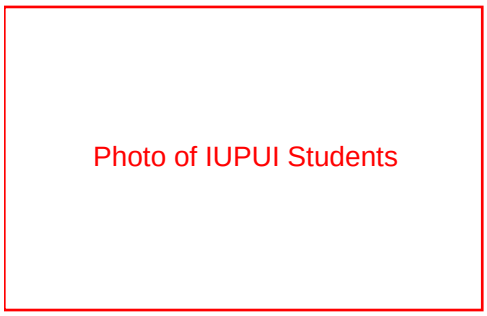

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Student Electronic Portfolio (ePort)

IUPUI's Student Electronic Portfolio (ePort) initiative has been evolving for about five years, but was formally launched in 1999 when Executive Vice Chancellor William Plater appointed a committee, chaired by Professor Sharon Hamilton, to oversee the project. The ePort is organized around IUPUI's Principles of Undergraduate Learning and has several purposes:

- To support students' learning of and engagement with the PULs over their entire undergraduate experience at IUPUI, beginning in the freshman learning community(.pdf) and culminating in the capstone experience.
- To help both faculty and students reach a clearer, more coherent understanding of how various aspects of the curriculum (including specific assignments, courses, and programs) support students' increasing mastery of the PULs.
- To contribute to assessment of student learning of the PULs at the levels of the individual student, the course, program, and institution.

After a series of pilots in UC learning communities and in the Schools of Nursing and Business in 2001 and 2002, the template for the portfolio is being revised with a tighter focus on demonstrating students' improvement and achievement in the PULs through formal coursework and participation in co-curricular activities. As part of the initiative, IUPUI faculty are collaboratively developing definitions of introductory, intermediate, advanced, and exemplary achievement of each of the PULs. This effort began with a university-wide workshop in April 2002 that brought together over 100 faculty members from schools and departments across the campus. Currently, this work is being continued by ten committees (five for PUL1, which includes verbal, quantitative, and information literacies, and five for the remaining PULs), also representative of a wide range of disciplines. To date, several hundred faculty and students have been involved.

Additional pilots are planned for 2003. Eventually, we intend the ePorts to serve not only the purposes listed above, but to supply examples and overviews of student attainment of the PULs for IUPUI's institutional portfolio.

Here are some materials related to our work on the ePort project:

- Current template for the portfolio
- A PowerPoint presentation on the project
- Content Matrix
- Announcement of April 12 workshop
- Current draft of "introductory" and "intermediate" competence in the PULs
- PUL committee members
- Draft guidelines for students on demonstrating progress on PUL 1 during their first year at IUPUI
- Reflections on the portfolio by a sophomore who participated in a pilot of the ePort

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Teaching and Learning - Examples

This part of the IUPUI Portfolio contains examples of student and faculty work in individual courses.

Learning Communities/First-Year Seminars

- Learning Communities (PDF) are courses offered to first-year students that help orient them to college-level work and to campus life and resources. Students in this learning community for student athletes, UCOL 110-R505, offered by University College, have been retained at an exceptionally high rate compared to "all" beginning students.
- Engineering 195, Introduction to the Engineering Profession, is a learning community for prospective Engineering majors. Read the syllabus here.
- Here is the syllabus for section R462, a first-year learning community offered by the Department of Tourism, Conventions, and Event Management.

Gateway Courses

- W131, Elementary Composition I, is part of the Department of English Writing Program. Along with the University Writing Center and the Office of Campus Writing, the program provides campus-wide support for writing as a means to improve and demonstrate student learning in all academic schools and programs. Click here to see examples and assessments of student essays written for a W131 assignment that asks students to reflect on their own writing processes.
- R110 Fundamentals of Speech Communication, taken by almost all IUPUI students, introduces students to the fundamentals of public speaking. To see what students learn in the course, click here.

- Workshop Chemistry: This PowerPoint presentation summarizes the impact of revisions made to General Chemistry I, an important Gateway course in which high proportions of students were dropping or failing the course, or not learning enough to succeed in subsequent Chemistry courses. As part of the Gateway Program and Project SEAM, a large-scale high school-to-college articulation project, the course was revised to include new features aimed at increasing students' opportunities to engage with course materials. Among other interventions, mandatory peer-led, small-group "workshop" sessions allow each student more time to work with class-peers to discover problem solutions, while improving time-on-task, leading to significantly enhanced student success in the course.

Capstone Courses

- Capstone courses typically ask students to integrate and apply their learning of the Principles of Undergraduate Learning and their major discipline by completing a significant project, often one that addresses a "real-world" issue or a close simulation of one. In TCEM 499 Operational Analysis, students majoring in Tourism, Conventions, and Event Management work in small groups over the semester to create a business plan for a new company in the field. At the end of the semester, they present the plan to classmates and invited guests from the industry. Click here to see an example of one of these projects and its assessment.
- In this capstone course for English majors, students reflect on their learning of the PULs and the extent to which their major and their IUPUI experience as a whole have contributed to this learning. Click here to see student reflections on PULs and view a video on a student's capstone project.

Teaching, Learning, and Technology

- Sociology and English: This report resulted from an experiment funded by the Pew Grant Program in Course Redesign. The project created linked sections of two key Gateway courses, R100 Introduction to Sociology and W131 Elementary Composition I, and made extensive use of technology to enhance students' interaction with one another and with course instructors, all with the aim of improving student learning and success in these courses. The experimental project is still ongoing, but this preliminary report suggests that the redesign is leading to significantly enhanced student learning and retention.
- This report (PDF), by three faculty members in the Department of Organizational Leadership and Supervision, discusses student responses and self-reported learning outcomes in an online course on "Human Behavior in Organizations" that made extensive use of small-group work.
- Here is a PowerPoint presentation by a faculty member in the English Department on the advantages and challenges of teaching writing in a Web-based distance education format.
- This report on a survey of students (PDF) enrolled in three online courses in Labor Studies provides some insight on the characteristics and experiences of students who enroll in distance education courses. It also suggests that the availability of the courses online were a key factor in motivating many students to enroll.

More Course Examples

- Honors B104 Introductory Psychology as a Social Science introduces students to critical thinking by asking them to apply it to their own lives. Read more about the course here.
- IET 104 Introduction to Industrial Organizations: A new instructor was challenged to revitalize an introductory course for majors in Organizational Leadership and Supervision, School of Engineering and Technology, that was traditionally organized around theoretical textbook-based material. Her solution was to re-focus the course around a business plan each student was required to develop, drawing as needed on the materials in the text. Click here to read a short article about the newly restructured course, view a PowerPoint presentation on the course revision, and read a business plan written by a student who went on to start his own business based on the business plan he developed.
- Engineering Ethics: A professor in the Department of Electrical and Computer Engineering has developed this Web site as an example of how engineering ethics and professionalism are taught to and learned by majors. The

site includes the syllabus and related materials, assignments, and information on student course outcomes.

- A104 Cultural Anthropology: Here is an extensive Web site created for an introductory Anthropology course section that uses concepts from Anthropology to introduce students to the PULs and to college-level learning. This course is classroom-based, but the instructor makes extensive use of the Web, and, specifically, Oncourse, IUPUI's online course management system, to support student engagement in course materials and in discussing course concepts with one another outside the classroom. (Unfortunately, privacy policies do not allow us to provide access to student online discussion.)

Department and School Assessment Pages

- Several departments and schools have begun pages on their Web sites that provide information on learning outcomes for their majors, assessment strategies, assessment findings, and related information. Here are several examples:

Department of Psychology

Department of Mechanical Engineering University College

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improvement, including improvement of assessment approaches and support for assessment work. The reports revealed both ongoing progress in implementing effective assessment practices across the campus and a need for continued advocacy, faculty development, and support to encourage the spread of more sophisticated and ongoing assessment practices. Based on consideration of the entire set of reports, PRAC developed a list of recommendations that address the following areas:

- Building faculty and student commitment to and participation in assessment
- Improving incentives and rewards for faculty involved with assessment
- Enhancing administrative support for assessment
- Strengthening the campus infrastructure for assessment

This year, PRAC has begun working with relevant campus committees, groups, and offices to implement these recommendations.

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The PULs provide a focused, common statement of expectations for all students, whatever their particular major may be, as well as a common framework for assessing and evaluating academic programs. They include a set of core skills in communication, quantitative reasoning, and information literacy, as well as higher-order intellectual abilities to think critically, integrate and apply knowledge, and understand the diversity of human cultures, societies, and perspectives, among others. Emphasizing liberal learning across the curriculum, the PULs are intended as a blueprint for equipping graduates with the higher-order skills and dispositions that characterize effective citizens, professionals, and leaders.

Using the PULs as a foundation, general education at IUPUI is built around a set of common cognitive experiences and deliberately sequenced intellectual development, continuing from the freshman year through the major to graduation. Teaching and learning of the PULs thus is not expected to be "completed" by the time a student enters a major, but rather to continue within the context of the discipline and/or profession. Capstone courses, required by many majors across the campus, for example, are designed to integrate the six PULs with the content of the major or profession.

Each school at IUPUI that grants baccalaureate degrees is free to determine the specific course requirements that will best enable its students to achieve the PULs. In practice, an "empirical core" curriculum has emerged, as degree programs have reached similar conclusions about the kinds of courses most likely to contribute to student learning of the PULs. This empirical core includes:

- A first-year seminar/learning community (1 course/1-3 hours)
- College writing (English W131/3 hours)
- Speech/communications (Speech Communications R110/3 hours)
- Mathematics competence (3 hours or demonstrated competence)
- Arts and humanities (2 courses/6 hours)
- Social sciences (1 course/3 hours)
- Science (1 or 2 courses/3-6 hours)
- Capstone (number of hours varies)
- TOTAL: 24-27 hours

The empirical core extends across most baccalaureate degree-granting units at IUPUI. In addition, the IU School of

Liberal Arts and the Purdue School of Science formally adopted a common core curriculum in 1998. This common core represents the culmination of a lengthy effort, parallel to, but somewhat separate from, the work of CUL, by the Council of Liberal Arts and Sciences (CLAS). Now renamed the Common Core Curriculum Committee, CLAS, a joint committee of the Schools of Liberal Arts and Science, based its "Principled Curriculum" on the PULs. It is intended to strengthen liberal arts and science students' preparation for the major, to expand student options for choosing a major or pursuing a double degree, and to foster faculty collaboration and interdisciplinary ties across the two schools. The strongest single emphasis in the curriculum is on writing; the design of the curriculum is meant to ensure that substantial writing is required of all Liberal Arts and Science students throughout their undergraduate education. The specific elements of the common core curriculum are described on the Web site of the Common Core Curriculum Committee.

- Assessment of the PULs
- Planning for and Assessing Student Learning in the Major
- A Special PRAC Study of Assessment in the Schools
- Using Surveys in Assessing Student Learning

Go on to: Assessment of the PULs

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Over the 2001-2002 academic year, in preparation for this Learning and Teaching special emphasis self-study, PRAC undertook a study of assessment practices across IUPUI schools through a series of oral reports presented at the monthly PRAC meetings. Amplifying and extending the written reports submitted annually by the schools, the oral reports considered assessment findings in relation to key learning outcomes, uses being made of those findings, and needs for

improvement, including improvement of assessment approaches and support for assessment work. The reports revealed both ongoing progress in implementing effective assessment practices across the campus and a need for continued advocacy, faculty development, and support to encourage the spread of more sophisticated and ongoing assessment practices. Based on consideration of the entire set of reports, PRAC developed a list of recommendations that address the following areas:

- Building faculty and student commitment to and participation in assessment
- Improving incentives and rewards for faculty involved with assessment
- Enhancing administrative support for assessment
- Strengthening the campus infrastructure for assessment

This year, PRAC has begun working with relevant campus committees, groups, and offices to implement these recommendations.

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Kelley School of Business

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School of Education

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School of Journalism

School of Law

School of Liberal Arts

School of Library Science

School of Medicine

School of Music

School of Nursing

School of Physical Education and Tourism Management

School of Public and Environmental Affairs (SPEA)

School of Science

School of Social Work

University College

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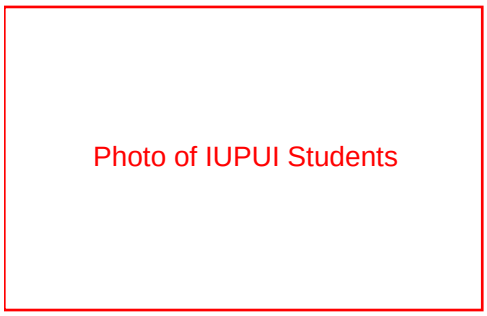

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IUPUI makes extensive use of surveys at both the school and campus levels to gather indirect evidence of student learning that supplements and fleshes out evidence gathered through other assessment activities. Campus-wide survey efforts began in earnest in 1993, following the inception of the Office of Information Management and Institutional Research (IMIR) the previous year. The first student satisfaction survey focused on needs for additional student support

resources, including student housing. Over the next four years, IMIR developed annually administered surveys of continuing and non-returning students, recent alumni, faculty, and staff. These instruments were designed specifically to serve campus and school improvement efforts, focusing on support service issues and using satisfaction and importance ratings to determine support needs and perceived service quality.

In the late 1990s, as the campus focused increasingly on student learning, the student and faculty surveys were revised to include more items relevant to teaching and learning improvement efforts. The continuing student and alumni surveys were refocused around students' self-reported learning gains in relation to the PULs. A new reporting format, quadrant maps, was developed to help portray responses to these items. A survey of alumni employers(PDF) , conducted in 2000, also focused on PUL-related learning outcomes.

In 1997, as part of the Restructuring for Urban Student Success Project, IMIR staff worked with colleagues from Portland State University and Temple University to develop a common entering freshman survey. Items from this RUSS survey were subsequently combined with items from the ACT, Inc. Student Information Survey, conducted as part of the ACT/COMP placement testing process, to form IUPUI's current entering student survey. The survey instrument queries new students about their academic goals, perceived learning needs, expectations about college, and outside obligations, such as work and family commitments.

IUPUI also participated in the National Survey of Student Engagement (NSSE) in 2000 and 2002. In collaboration with colleagues from other urban universities, we developed a set of common additional items specifically relevant to the urban student context. Our collaboration with peer campuses allowed for comparison of our survey results with those of our peers. We plan to participate in the NSSE every other year, administering our own Continuing Student Satisfaction and Priorities Survey in alternate years. In 2002, a set of NSSE items was adapted for use in the Faculty Survey, so that faculty perceptions of the learning environment at IUPUI could be compared with those of students.

Current IUPUI surveys are linked closely to campus diversity initiatives. The 1998 editions of the continuing student and faculty surveys and the 1999 staff survey included items related to the campus climate for women and minorities. These items are now being revised to correlate more closely with the latest performance indicators for diversity.

IMIR has incorporated several features into its survey program intended to promote the use of results for program assessment. Stratified random samples are used to ensure the availability of reliable school-level results. Students enrolled in programs scheduled for academic program review are over-sampled the year prior to the review so that program-level results can be included in the program's self-study. For small programs, results from several years' worth of surveys are combined to create a sufficient sample size. IMIR staff also provides programs the opportunity to customize the alumni survey instrument to serve departmental assessment purposes. In addition, when schools undergo professional accreditation reviews, special surveys tailored to self-study needs are conducted.

Indicators and trends from the range of IUPUI surveys are included in annual reports to support the annual campus planning and budgeting process. Deans and Vice Chancellors are expected to respond to survey findings in their annual plans. Survey results are also incorporated into our performance indicators and annual *Campus Performance Report* . Presentations of survey results are featured yearly at PRAC meetings and at numerous faculty and administrative department meetings. Units ranging from the University Library to academic programs, departments, and schools, the Registrar's Office, and many support programs monitor survey results to determine the impact of improvement initiatives on student, faculty, and staff perceptions.

These surveys include both in-house and national instruments. At the campus level, surveys of entering and continuing students, of non-returning students, of graduates and of employers of graduates yield valuable information on student expectations, satisfaction, and perceived learning outcomes that helps faculty and programs plan curricula and pedagogical approaches that engage students and fit their needs.

The various student surveys have been especially important tools in our efforts to improve student retention, helping to illuminate the challenges our students face as they work to continue and complete their education. For example, comparing our results on the NSSE to those of participating peer urban public campuses, we learned that, on average, IUPUI students spend twice as much time working at outside jobs than students at our peer institutions-a statistic that

may help explain why our retention rates have been lower than those of peer campuses. NSSE and other survey results were used extensively in developing the Gateway Program's strategies for improving retention of first-year students, as discussed in depth in the "Teaching" portion of this self-study.

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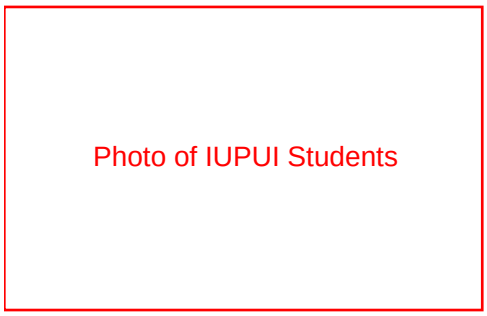

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Support and Enhance Effective Teaching

IUPUI's effectiveness and, indeed, our survival as an institution depend on our ability to meet the learning needs of an unusually diverse, nontraditional student body with whom the "tried and true" approaches to college teaching are less than successful. The work on enhancing undergraduate student learning and success discussed in this self-study could not have been accomplished without sustained institution-wide effort to create a campus environment that fosters teaching excellence and innovation. Key strategies in this effort have included creation of meaningful rewards and

incentives for teaching achievements, development of resources that support active, student-centered pedagogies and encourage reflective, informed teaching practices, and a series of highly visible campus-wide initiatives (including campus participation in national initiatives) focused on seeking solutions to the particular teaching challenges IUPUI faces as a large, urban, commuter university.

The success of these strategies relies, in turn, on our ability to understand and address teaching and learning as collective responsibilities that can be most effectively carried out through evidence-based, coordinated action. This understanding of teaching as a collaborative activity runs counter to many traditions of the academy and, at IUPUI, to the decentralized structure of the campus itself. An effort to cultivate a sense of shared responsibility for teaching has thus been woven throughout the various strategies and initiatives we have pursued. Just as our work on learning has concentrated, to a great extent, on creating community among our students, our teaching efforts seek to develop a sense of community and shared purpose among faculty and staff. An extended example of such an effort is presented at the end of this "teaching" portion of the self-study.

This portion of our special emphasis self-study focuses on three major themes that have informed our initiatives to support and enhance effective teaching:

- Ensuring Rewards and Incentives for Effective Teaching
- Developing People, Programs, and Resources for Effective Teaching
- Collaborating for Teaching Innovation and Success

Go on to: Ensuring Rewards and Incentives for Effective Teaching

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Ensuring Rewards and Incentives

Over the past ten years, IUPUI faculty and administrative leaders have sought to develop policies and practices that ensure that teaching is as highly valued and as well-rewarded as research and professional service. Efforts have focused specifically on enhancing the role of teaching in faculty recruitment, tenure, promotion, and salary determinations, expanding other incentives and rewards for teaching excellence, and building a system of rewards and incentives for

part-time faculty (informally called "associate faculty" at IUPUI). A December 2000 Interim Report on Teaching Effectiveness(PDF) at IUPUI provides a detailed summary of these and other efforts.

The Role of Teaching in Faculty Recruitment and Hiring

Attention to rewarding and recognizing teaching accomplishments begins with the recruitment and hiring process. Prospective faculty hires are required to provide documented evidence of teaching effectiveness. Following IUPUI's participation in the " Peer Review of Teaching Project," sponsored by the American Association for Higher Education (AAHE), many schools and departments have adopted the practice of asking candidates for faculty positions to conduct a pedagogical seminar or to teach a sample class observed by peers. Each department recommending appointment of a candidate to a full-time faculty position must certify that the candidate has presented evidence of teaching effectiveness. Candidates for tenured initial appointments must, in addition, present evidence of teaching effectiveness from external peers.

The Role of Teaching in Annual Reporting

Once hired, all faculty members are required to submit an annual report(PDF) that includes evidence of teaching effectiveness and detailed information on activities related to teaching and learning, including advising and mentoring of students, work related to such areas as retention, service learning, assessment, and the scholarship of teaching, and innovations in teaching and learning with technology. Since 2000-2001, when our post-tenure review policy (formally titled "Faculty/Librarian Review and Enhancement") took effect, these reports, including evaluation of teaching effectiveness, have been mandatory for tenured, as well as non-tenured, faculty members. Each unit makes use of these reports to set individual salaries, in accordance with its own policies and with IU and campus guidelines. While emphases on teaching, research, and professional service may vary for individuals over time and both within and across units, teaching effectiveness is considered a fundamental responsibility of all members of the faculty.

The 2000 *Interim Report on Teaching Effectiveness* recommended conducting a longitudinal study of the salaries of teaching award winners to determine whether excellence in teaching is, in fact, rewarded commensurately with excellence in research in salary determinations. IMIR is exploring the possibility of carrying out such a study in collaboration with a member of the Department of Economics.

The Role of Teaching in Promotion and Tenure

IUPUI Promotion and Tenure Guidelines require all promotion and tenure candidates to submit extensive documentation of teaching effectiveness. Candidates must also identify and document at least one area of "excellence"-i.e., teaching, research, or professional service. Those who offer evidence of excellence in teaching are encouraged to present a range of documentation of impact at the classroom, unit, campus, and national levels, but must base the case for excellence primarily on demonstrated student learning. Such evidence might include "documentation that students have met specified learning objectives" for the course or degree program, evidence that courses and scholarship of teaching reflect the PULs, and evidence of learning outcomes resulting from the innovative use of technology or other new teaching approaches.

Over the last several years, approximately one third of candidates for promotion and tenure and one-third of faculty actually promoted and tenured at IUPUI have offered teaching as their area of excellence. These results are documented in an annual Report on Promotion and Tenure Actions, which is distributed to all faculty to demonstrate that teaching effectiveness is a proven basis for seeking and gaining promotion and tenure. This information is also presented at new faculty orientations, workshops on preparing for promotion and tenure, and other venues.

Other Incentives and Rewards for Teaching

In addition, special awards are made each year to faculty for teaching excellence. Awards include the Trustees' Teaching Award (TTA), newly instituted in 2000-2001, the Chancellor's Award for Teaching Excellence, which has been granted for many years to one full-time faculty member and one part-time faculty member, and the Chancellor's Professorship, newly instituted in 1999-2000. These awards range from a one-time cash supplement of $2,500 for the TTA to a base salary adjustment of $5,000 for faculty named as Chancellor's Professors. IUPUI has also developed a number of internal

grant programs related to teaching. Some programs, such as OPD's Faculty Fellows program, are ongoing; others, such as the Gateway Grants, aim to address current campus priorities. Depending on the program and nature of the specific grant project, awards may be made to individual faculty members or to groups of faculty collaborating on an initiative.

Recognition and Rewards for Part-Time (Associate) Faculty

Associate faculty members play an important role at IUPUI, not only because of their number, but because they often bring to the campus critical expertise based on practice in their fields. To the greatest extent feasible, they are included in the policies and practices summarized here. For example, while associate faculty are often hired without a full search, the chair or dean responsible is expected to conduct an interview that includes an assessment of teaching. Once hired, first-year associate faculty members must undergo a peer review of their teaching by at least one full-time faculty member; in subsequent years, periodic peer reviews continue, in addition to reviews through student evaluations. (Click here for detailed information on evaluation policies for part-time faculty.) Like full-time faculty, associate faculty are required to submit an annual report.

Other teaching awards are likewise available to associate faculty. For example, while the TTA initially excluded clinical faculty, lecturers and part-time faculty, an IUPUI proposal persuaded the IU Board of Trustees to expand eligibility to these categories of faculty beginning in 2001-2002. The Chancellor's Award for Teaching Excellence has always been granted to one associate faculty member, in addition to one full-time faculty member, each year. Associate faculty members are eligible for teaching grants and are encouraged to participate in IUPUI's wide range of professional development opportunities, which include a full set of programs geared to their specific development needs offered by the Associate Faculty Office. (Professional development for faculty at IUPUI is discussed more fully later in this self-study.) Associate faculty who complete Dialogues for First-Year Student Success, a workshop/discussion series focused on the needs of first-year students, receive a stipend for participating. An online version of this series is under development, with the first six modules expected to be ready by October 2002.

Trustee Lecturer Initiative

In 2001, the IU Board of Trustees created a three-year initiative to replace part-time faculty positions with full-time lecturer positions. Two percentage points of IUPUI's tuition increase this year is dedicated to funding that conversion of part-time positions to full-time ones. During 2001-2002, IUPUI used Trustee Lecturer Initiative funds to hire 35 lecturers in the Schools of Liberal Arts and Science (including two faculty at IUPU Columbus). This year, the program has been expanded to other schools on campus, adding a total of approximately 43 new full-time faculty members.

The Dean of the Faculties has directed schools and departments to take all possible steps to ensure that we hire only highly effective teachers able to contribute to undergraduate retention through effective student learning for these new positions. Accordingly, candidates are required to submit a personal statement of teaching philosophy and evidence of peer evaluation of teaching or peer assessment of a pedagogical colloquium. Each new lecturer is assigned a mentor responsible for helping the new appointee adjust to the department and school and for ensuring the new appointee's participation in orientation, programs and discussions on Gateway course issues, and other activities aimed at helping new faculty be effective teachers and contributors to retention in the IUPUI environment. In addition, full-time lecturers new to the IUPUI campus must complete a series of sessions orienting them to teaching at IUPUI.

Since the purpose of this initiative is to expand the number of course sections taught by full-time faculty, new full-time lecturers may not be used to reduce the participation of full-time tenured or tenure-track faculty in teaching undergraduate courses. In Fall 2001, 52 percent of undergraduate course sections were taught by full-time faculty as opposed to 47 percent the previous fall. Data for this year's full-time lecturer hires and class sections are currently being analyzed. **Evaluation of Incentives and Rewards for Teaching**

A range of committees and offices play roles in evaluating incentives and rewards for teaching, including the Faculty Affairs Committee of the IUPUI Faculty Council, various committees associated with the Office for Professional Development, ad hoc committees charged with selecting faculty for teaching awards, the Office of the Dean of the Faculties, and the Office of Academic Policies, Procedures, and Documentation. The campus-level Promotion and Tenure Committee, which includes a representative from each school, three faculty members elected at large, and the

Dean of the Faculties, annually assesses each year's work, reviews guidelines for promotion and tenure dossiers, and recommends needed revisions. In addition, the campus conducted a self-study and developed the Interim Report on Teaching Effectiveness(PDF) for the Office of the President of IU in 2000.

The Office of Information Management and Institutional Research also surveys all IUPUI faculty members every other year on a variety of topics, including satisfaction with rewards and recognition for their teaching, research, and service activities. Results of the three most recent surveys, conducted in 1996, 1998, and 2000, show a small trend toward greater satisfaction with rewards for teaching and a slightly larger trend toward less dissatisfaction. Over the same period, faculty have become more neutral in their assessment of rewards and recognition for research and scholarship and professional and institutional service. The TTA, which can be awarded to up to six percent of the faculty in a given year, was instituted in part to enhance the reward structure for teaching IU-wide.

Go on to: Developing People, Programs, and Resources for Effective Teaching

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Developing People, Programs, and Resources for Effective Teaching

As part of our effort to cultivate a campus environment that promotes effective teaching and learning, IUPUI devotes substantial resources to supporting teaching through faculty development. We view professional development and growth as essential for every faculty member, as we move to a more complex conception of teaching that emphasizes effective learning experiences over transmission of content and reflective practice over quick fixes and "teaching tips."

Faculty development at IUPUI occurs in a wide variety of settings and takes many different forms. Departments and schools have the major responsibility for professional development of faculty and some larger schools, such as Dentistry and Nursing, sponsor programs and offices with formal faculty development responsibilities.

The Office for Professional Development

At the campus-wide level, the Office for Professional Development, created in 1999 through a merger of the Center for Teaching and Learning and the Office of Faculty and Senior Staff Development, carries the main responsibility for faculty development to enhance teaching and learning. With a staff of approximately 40 people, OPD brings together the CTL, which works with faculty on instructional design and development, instructional technology, and instructional research and assessment; the Office for Women, the Office for Multicultural Faculty Development, and the Associate Faculty Office, which focus on programs and advocacy for their target populations; the Office of Campus Writing, whose programs help faculty across disciplines incorporate writing into their courses and use writing assignments to enhance student learning; and other programs, including the Copyright Management Center and the Scholarly and Creative Activity Program.

OPD programs and services focus on student-centered learning informed by research-based practice. They range from individual consultation to workshops, conferences, and seminar series, to leadership of groups and initiatives addressing important campus teaching and learning issues, including the Gateway Program (discussed in detail later in this self-study), the Learning Environments Committee , and the Preparing Future Faculty Program. A new Faculty Learning Communities Program, funded by FIPSE, convenes small faculty groups over the course of an academic year to explore areas like problem-based learning and the capstone experience and to provide support for classroom experimentation. We have found that forming ongoing, collaborative faculty groups focused on exploring specific teaching and learning issues and challenges can be a powerful tool for faculty development and institutional change-a topic explored in greater depth later in this self-study.

A key resource within OPD is the Office for Multicultural Faculty Development and the Diversity Inquiry Group sponsored by that office. OMFD supports the career advancement of faculty and staff of color through career consultation, faculty development grants, symposia, and work with academic departments. It also works to promote good practices in multicultural teaching and learning and works with faculty on curricular and classroom climate issues. Through the Diversity Inquiry Group, OMFD offers workshops, Diversity Enhancement Grants, and other programs on inclusive teaching and curricula and works with the Gateway Program to enhance attention to multicultural teaching in Gateway courses. A new Web site developed by DIG provides a resource for faculty at IUPUI and beyond on multicultural curriculum and pedagogical issues. DIG, like other OPD initiatives and programs, seeks to situate its work in the context of the scholarship of teaching and learning, emphasizing proven good practices and encouraging research and experimentation to adapt existing practices to the IUPUI environment and discover new ones that are effective for our students and faculty.

Other Campus-Wide Resources

In addition to school/campus efforts and OPD, a number of other offices and committees play roles in faculty development to enhance teaching and learning. IUPUI's nationally recognized Office of Service Learning , for example, provides resources for and assists faculty in incorporating community service learning experiences into courses and curricula. University College leads initiatives like the RUSS Project, and, in collaboration with OPD, the Gateway Program. The Office of Planning and Institutional Improvement consults with academic units on assessing student learning. The IU-wide Faculty Colloquium on Excellence in Teaching (FACET), housed at IUPUI, sponsors multi-campus forums and institutes to develop faculty leadership for teaching and learning and to support relevant institution-wide change efforts. These units, along with the committees associated with them, work together to help ensure that our various campus initiatives to enhance teaching and learning are integrated and closely tied to the institution's mission and priorities.

Assessment of Programs and Resources for Effective Teaching

Ultimately, the final test of the effectiveness of our faculty development programs is student learning; our approaches to

assessing student learning and many of our findings are reported in the student learning portion of this self-study and in the annual assessment reports from the individual schools. Another indicator of the impact of faculty development efforts is the number of faculty who report using the kinds of active, experiential, and collaborative learning strategies emphasized by these programs and the number of students who report active engagement in learning; those findings are also summarized in the student learning section of the self-study. Assessment of impact is incorporated into significant campus initiatives, such as the RUSS Project and the Gateway Program. In addition, major offices and programs responsible for faculty development, such as OPD, conduct a range of needs assessments and self-assessments and report annually on performance. One indicator of OPD's success is faculty participation in its programs, which increased by a third in 2001-2002, bringing total instances of faculty participation to 4,441. (To view OPD's most recent annual report, click here(PDF) .)

Go on to: Collaborating for Teaching Innovation and Success

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Collaborating for Teaching Innovation and Success

Major institution-wide, collaborative initiatives undertaken by IUPUI faculty and staff have become a significant feature of the campus teaching and learning environment; the specific initiatives change and develop, but our engagement with such efforts is ongoing as we seek continuous improvement of teaching and learning. Recent and current initiatives include the Restructuring for Urban Student Success Project , the Urban Universities Portfolio Project , Greater Expectations, and Faculty Learning Communities.

As discussed earlier in this self-study, we have found that the campus-wide collaboration on teaching and learning that such initiatives encourage has been among the most powerful strategies available for developing faculty, improving student learning, and effecting genuine campus change. In this section, we discuss one of the campus's current efforts, the Gateway Program, as an example of collaborative work that supports teaching innovation and student success.

Background

The Gateway Program is a two-year-old collaboration among the Office for Professional Development, University College, other administrative units, and many IUPUI departments and schools aimed at improving student success in IUPUI courses with the highest enrollments of first-year students. We have termed such courses "Gateway Courses," because students' success or failure in them is critical to retention in the first year. As this report discusses elsewhere, retention has been a key challenge for IUPUI and retention of first-year students has been a particularly intractable problem. Enhancing students' persistence and success in Gateway courses thus has the potential for significant impact on our overall retention rates.

By the end of the 1990s, IUPUI was in a strong position to undertake an initiative to retain first-year students. Several years of especially disappointing performance and pressure to improve from the IU Board of Trustees had placed the issue of first-year retention front and center for upper administrators at IUPUI. At the same time, the recent inception of University College and the Office of Professional Development had created more coordinated support structures for both students and faculty than had previously existed. Both the Dean of University College and the Associate Dean of the Faculties for Professional Development had been charged with making first-year student success the priority of their units and coordinating the responses of other units. Bringing together UC, responsible for helping newly-enrolled undergraduates succeed, and OPD, responsible for working with faculty to enhance teaching effectiveness, made possible strategies that supported the needs of both learners and teachers.

Strategies and Approaches

Coordinated by a broad-based team that includes faculty, the Associate Dean of the Faculties for Professional Development, the Dean of UC, and an undergraduate student, the Gateway Program has emphasized widespread grass-roots participation and collaboration across campus units. The program began in 1999-2000 with a series of well-attended Gateway Forums for faculty, students, and staff. Held in a town hall meeting format, the forums focused on defining the dimensions of the first-year retention problem and on brainstorming solutions. Crucial assistance at the forums was provided by the Office of Information Management and Institutional Research, which presented data on the numbers of students enrolled in first-year courses and on DFW rates in these courses (i.e., the rates at which students received grades of D or F or withdrew). These data made public and specific what had previously been, for most faculty, only a vague awareness of overall poor undergraduate retention at IUPUI.

IMIR also helped the campus community to identify reasons for the low retention rates by supplying analyses of the IUPUI student profile drawn from existing institutional data. To flesh out the definition of the problem, faculty and staff added information drawn from their own experiences. Students discussed their perceptions and needs. The quest for more and fuller information stimulated enhanced institutional and faculty efforts, including course exit surveys, in-class discussions, and formal data modeling.

The various components of the Gateway Program were designed to respond to the information gathered through these efforts. Data on poor student preparation for college led to such UC initiatives as linkage of Critical Inquiry sections with Gateway courses and adoption of the Structured Learning Assistance model. Information about the amount of time IUPUI students spend on commuting and on their lack of identification with the campus led to enhanced support for beginning students through learning communities, tutoring, and advising and to pilots that experimented with the use of course blocks and an Administrative Withdrawal policy in key departments. Data on the percentage of Gateway course sections taught by associate faculty led to the creation of incentives for these faculty to participate in faculty development experiences, changes in the scheduling of key events to accommodate their schedules, and creation of new office space and communication tools for them.

To support the needs of faculty teaching Gateway courses, OPD established a series, Dialogues for First-Year Student

Success, that examined basic teaching topics like course design, classroom management, active learning, multicultural teaching, and others to identify effective practices. Full- and part-time faculty across disciplines enrolled in the year-long series of eight three-hour discussions. Series leaders and participants developed tip sheets and exchanged strategies on such topics as improving student attendance and motivating students; these were subsequently made available to all instructors of first-year students.

A second approach used by the coordinating team, which has come to be known as the " Gateway Group," includes regular meetings with representatives of each department that offers Gateway courses. At these meetings, the department chair, faculty teaching Gateway courses, and representatives of OPD and UC discuss the courses-problems encountered, experiments and changes underway, what has been learned about the effectiveness of various strategies and approaches, and what progress has been realized. These inquiry-based sessions create occasions for group dialogue and problem-solving within departments, helping to make what was formerly a private enterprise to each faculty member a matter of departmental conversation and concern. After the first iteration of this process, the Gateway Group compiled a working document called " Principles of Effective Gateway Courses," (PDF) which now serves as a discussion resource. Chairs and faculty are urged to share supporting evidence, including statistical and anecdotal information, for conclusions they draw about effective practices.

Gateway Grants make up a third faculty development strategy. The grants fund projects in four categories: inquiry, course development, dissemination of effective practices, and integration of activity across course sections. Proposals must represent collaborative, rather than individual, efforts. Examples of successful Gateway Grant projects include development of a Web site on effective practice in Gateway courses, an initiative by faculty in the writing program to collaborate on establishing standards for assessing student portfolios, and revision of key Gateway courses and course sequences, including the freshman writing course, W131 , Introduction to Literature, and introductory courses in psychology, Spanish, chemistry, computer technology, and anthropology. In addition, an online version of Fundamentals of Speech Communication, R110 , which introduces students to public speaking has been developed. In a related effort, funding from the Pew Center for Academic Transformation has supported a joint course project linking introductory writing and sociology courses (PDF) .

The Call for Proposals for the current year's Gateway Grants identified four priority areas: planning orientation activities for faculty teaching in multiple-section Gateway courses; coordinating approaches to assessing student performance across sections of a Gateway course; understanding how instructional technology can help support student retention in Gateway courses; and integrating activities across "learning blocks" of Gateway courses. Again, the intent is to foster collaboration among faculty working with these courses. Consultants from the Center for Teaching and Learning work with faculty groups conducting projects to foster productive conversations and inquiry.

Grant activities, programming, and findings are reported at Gateway Forums, which continue to be held twice each semester and focus on problem areas, effective practices, and perceptions of both Gateway students and faculty members about the purposes of these courses. Topics in 2001-2002 included "Sustaining Innovations for Student Success," "Connecting with Professional Schools and Upper Division Courses," "Integrating Residential Communities," and "Enhancing the Climate for Diversity." As an ongoing feature of the forums, faculty members discuss their experiments with new practices in a scholarship of teaching format, outlining their diagnosis of a learning problem in a Gateway course and describing the approach they took to addressing the problem, the results they observed, how they are now teaching, and questions they plan to explore in the future. Ideas generated in the forums and in other venues for discussion of Gateway course issues are prioritized for action by the Gateway Group and relevant offices, units, or departments.

The forum format has thus created a set of occasions for exchange among faculty and students and a vehicle for proposing new ideas, questioning assumptions, and modeling inquiry into teaching through collection of assessment data and reflective analysis of the results. Put another way, the forums bring together people interested in a common problem to work with information that will help them to understand key issues and arrive at more effective practices.

Diversity

Retention rates for students of color at IUPUI have been particularly poor. The Gateway effort has thus worked closely

with the Diversity Inquiry Group, charged with promoting inclusive teaching and multicultural curriculum development at IUPUI. DIG is housed within the Center for Teaching and Learning and receives its resources from that unit. Early on, DIG identified the success of first-generation students, particularly students of color, as its main goal, linking it with the retention effort. The DIG faculty coordinator is a member of the Gateway Group and DIG activities have been closely coordinated with the Gateway initiative. As a by-product of DIG involvement, a report by one of the DIG members focusing on the sense of community needed for the retention of students of color resulted in engagement of the Office of Student Life and Diversity in the Gateway discussions. Had this emphasis not been raised by DIG, the Gateway effort might not have sought this collaboration.

Impact on Students

As noted earlier in this self-study, first-year retention rates increased from Fall 2000, when changes emerging from Gateway efforts began to be implemented, to Fall 2001 by 3.3 percent and from Fall 2001 to Fall 2002 by 3.9 percent. We attribute a large part of this improvement to the Gateway Program. In some contexts where there has been a major emphasis on Gateway courses, retention gains have been even more substantial. For example, in the Sociology and Writing Program, the DFW rate for first-time, full-time students in the enhanced sections, which linked the introductory writing course to the introductory sociology course, was 25 percent, compared with 52.3 percent in traditional sections. First to second year retention rates improved from 68.6 percent for students in traditional sections to 84.1 percent for students in the linked, enhanced sections. Students in the linked, enhanced sections also performed better on common exams and received higher course grades. (Click here for a report on this program.)

Impact on Faculty

The Gateway Program attracted extensive faculty participation. To date, participation rates among faculty, staff, and students in the forums alone have exceeded 500 instances and over 81 faculty have completed the Dialogues for First-Year Student Success series or attended workshops relevant to Gateway courses. Follow-up studies from the Dialogues have indicated that recommended practices have been incorporated into courses and that models of teaching explored through the series have altered prior assumptions about effective teaching.

More broadly, the Gateway Program is serving as a highly visible campus example of how faculty development and institutional change can occur as faculty collaborate to define problems, arrive at solutions, and learn to alter practice accordingly. By involving faculty and academic units in these processes, focused on an issue central to the vitality of the campus, the program has enhanced faculty inquiry, dialogue, and engagement at IUPUI and taken advantage of the creativity of the entire campus community. Gateway's strategy of combining theoretical knowledge about student learning and teaching with front-line realism has generated both grounded solutions and buy-in, producing a broad campus-wide coalition that holds the promise of producing lasting change.

The Gateway Program also stands as a model that has already exerted strong influence on subsequent faculty development efforts. For example, OPD plans to base future initiatives on community dialogue informed by the scholarship of teaching-i.e., ongoing collective assessment, reflection, and reconceptualization of strategies. A recent forum held by the School of Science to share best practices in first-year courses was termed a "first of its kind" by one faculty member and is an indication of the spread of the Gateway approach. The program has also garnered national recognition as a model for faculty development from the Hesburgh Award competition sponsored by TIAA-CREF. (A report on Gateway Program activities and accomplishments in 2001-2002 is included in Appendix B of OPD's annual report(PDF) for that year.)

Just as we have come to understand the importance of the social context of learning for students, the Gateway Program has helped us come to envision teaching, at its best, as a collaborative activity, not an individual and private one. Indeed, it is a truism that student learning is most likely to be enhanced when teaching is viewed as a collective responsibility, a set of intentional coherent strategies that span the curriculum, not a collection of separate, unrelated courses or experiences. While earlier initiatives at IUPUI certainly evidenced the power of collaboration around real teaching and learning challenges, the Gateway Program and its impact have provided IUPUI with perhaps the most persuasive campus example to date of the impact of a broad-based campus-wide program of inquiry, dialogue, and support.

Go on to: IUPUC Teaching and Learning Supplement

IUPUI

Units of Planning and Institutional Improvement

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Teaching and Learning - Examples

This part of the IUPUI Portfolio contains examples of student and faculty work in individual courses.

Learning Communities/First-Year Seminars

- Learning Communities (PDF) are courses offered to first-year students that help orient them to college-level work and to campus life and resources. Students in this learning community for student athletes, UCOL 110-R505, offered by University College, have been retained at an exceptionally high rate compared to "all" beginning students.
- Engineering 195, Introduction to the Engineering Profession, is a learning community for prospective Engineering majors. Read the syllabus here.
- Here is the syllabus for section R462, a first-year learning community offered by the Department of Tourism, Conventions, and Event Management.

Gateway Courses

- W131, Elementary Composition I, is part of the Department of English Writing Program. Along with the University Writing Center and the Office of Campus Writing, the program provides campus-wide support for writing as a means to improve and demonstrate student learning in all academic schools and programs. Click here to see examples and assessments of student essays written for a W131 assignment that asks students to reflect on their own writing processes.
- R110 Fundamentals of Speech Communication, taken by almost all IUPUI students, introduces students to the

fundamentals of public speaking. To see what students learn in the course, click here.

- Workshop Chemistry: This PowerPoint presentation summarizes the impact of revisions made to General Chemistry I, an important Gateway course in which high proportions of students were dropping or failing the course, or not learning enough to succeed in subsequent Chemistry courses. As part of the Gateway Program and Project SEAM, a large-scale high school-to-college articulation project, the course was revised to include new features aimed at increasing students' opportunities to engage with course materials. Among other interventions, mandatory peer-led, small-group "workshop" sessions allow each student more time to work with class-peers to discover problem solutions, while improving time-on-task, leading to significantly enhanced student success in the course.

Capstone Courses

- Capstone courses typically ask students to integrate and apply their learning of the Principles of Undergraduate Learning and their major discipline by completing a significant project, often one that addresses a "real-world" issue or a close simulation of one. In TCEM 499 Operational Analysis, students majoring in Tourism, Conventions, and Event Management work in small groups over the semester to create a business plan for a new company in the field. At the end of the semester, they present the plan to classmates and invited guests from the industry. Click here to see an example of one of these projects and its assessment.
- In this capstone course for English majors, students reflect on their learning of the PULs and the extent to which their major and their IUPUI experience as a whole have contributed to this learning. Click here to see student reflections on PULs and view a video on a student's capstone project.

Teaching, Learning, and Technology

- Sociology and English: This report resulted from an experiment funded by the Pew Grant Program in Course Redesign. The project created linked sections of two key Gateway courses, R100 Introduction to Sociology and W131 Elementary Composition I, and made extensive use of technology to enhance students' interaction with one another and with course instructors, all with the aim of improving student learning and success in these courses. The experimental project is still ongoing, but this preliminary report suggests that the redesign is leading to significantly enhanced student learning and retention.
- This report (PDF), by three faculty members in the Department of Organizational Leadership and Supervision, discusses student responses and self-reported learning outcomes in an online course on "Human Behavior in Organizations" that made extensive use of small-group work.
- Here is a PowerPoint presentation by a faculty member in the English Department on the advantages and challenges of teaching writing in a Web-based distance education format.
- This report on a survey of students (PDF) enrolled in three online courses in Labor Studies provides some insight on the characteristics and experiences of students who enroll in distance education courses. It also suggests that the availability of the courses online were a key factor in motivating many students to enroll.

More Course Examples

- Honors B104 Introductory Psychology as a Social Science introduces students to critical thinking by asking them to apply it to their own lives. Read more about the course here.
- IET 104 Introduction to Industrial Organizations: A new instructor was challenged to revitalize an introductory course for majors in Organizational Leadership and Supervision, School of Engineering and Technology, that was traditionally organized around theoretical textbook-based material. Her solution was to re-focus the course around a business plan each student was required to develop, drawing as needed on the materials in the text. Click here to read a short article about the newly restructured course, view a PowerPoint presentation on the course revision, and read a business plan written by a student who went on to start his own business based on the business plan he developed.

- Engineering Ethics: A professor in the Department of Electrical and Computer Engineering has developed this Web site as an example of how engineering ethics and professionalism are taught to and learned by majors. The site includes the syllabus and related materials, assignments, and information on student course outcomes.
- A104 Cultural Anthropology: Here is an extensive Web site created for an introductory Anthropology course section that uses concepts from Anthropology to introduce students to the PULs and to college-level learning. This course is classroom-based, but the instructor makes extensive use of the Web, and, specifically, Oncourse, IUPUI's online course management system, to support student engagement in course materials and in discussing course concepts with one another outside the classroom. (Unfortunately, privacy policies do not allow us to provide access to student online discussion.)

Department and School Assessment Pages

- Several departments and schools have begun pages on their Web sites that provide information on learning outcomes for their majors, assessment strategies, assessment findings, and related information. Here are several examples:

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Student Learning - Examples

Core Communication and Quantitative Skills:

Fundamentals of Speech Communication (R110) a Student Example:

For an example of an individual student's work and progress in the course, watch the video clips and explore the links below.

Student's First Speech	Student's Final Speech

• Student's outline of first speech • Student's audience analysis for first speech • Student's self-evaluation of speech from videotape • Instructor's evaluation of speech, using the rubric	• Student's outline of final speech • Student's audience analysis for first speech • Student's self-evaluation of speech from videotape • Instructor's evaluation of the speech, using the rubric

PUL 1, Core Communication and Quantitative Skills, includes the ability "to communicate orally in one-on-one and group settings." Most IUPUI students are introduced to this PUL in the R110 course, "Fundamentals of Speech Communication," offered by the Department of Communication Studies. The course focuses on public speaking in a variety of situations and for a variety of audiences. While many sections of the course are offered in a given semester, instructors use a common syllabus, assignments, and evaluation rubrics.

The links above provide examples of teaching and learning of oral communications skills in a Fall 2002 section of R110 that was taught online. To view the syllabus and course objectives and to see how the instructor approached teaching and learning online, click here. (Note that purposes of the course include development of critical thinking and learning to draw on appropriate research resources, listen effectively and effectively, and make effective use of technology in public speaking.

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Slide 3

Notes

Outline

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- David J. Malik
  Indiana University Purdue University Indianapolis USA
-

2 IUPUI Profile

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- SAT (science) 1100
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- Retention among commuters 56%
- Freshman outside work average 20 h/w
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- Retention (20-29 h/w) 55%
- Retention (30+ h/w) 44%

3 Crisis in General Chem I

- Poor student attendance
- Success rate (A, B, C) 40-50%
- “C” students experience high failure rates in upper level analytical chemistry

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- Minimum passing standards
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  - 1997 39 • 2001 39
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- Mean scores by course enrollment
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Peer-Led Team Learning in a Large Urban University

David J. Malik
Indiana University Purdue University Indianapolis USA

Improving the Transition from Secondary to Higher Education

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  - Placement Exam .46
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  - HS Rank .29

7 Purpose of Placement Exam: Placement or Prediction?

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- In progress:
  - On-line homework
  - Escalating performance expectations
  - Improved Secondary-University interactions

17 Secondary to University Transition: Project SEAM

- Campus involved in central Indiana project to improve transition from secondary to university expectations
- Projects invented by teams of HS teachers and University faculty to address problems
  For example,
  - Learning strategies
  - Curriculum mapping
  - Future career employment possibilities
  - Matching curricula between HS/University
- Funded by Lilly Endowment ($12 million)

18 SEAM Projects Address Gaps between Secondary-University

- Current curriculum in science too broad prohibiting depth in level of learning
- Some curricula not useful for incoming freshman
- Prerequisite knowledge and skills weighted differently between Secondary and University
- Curriculum topics/sequence are “private”
- Incoming freshman weaknesses:
  *critical thinking *experimentation * problem solving *communication *making inferences *communication *prediction
- Educator’s skills have not kept pace with the current pedagogy and educational research

19 Gaps, cont’d

- Low motivation due to unknown career opportunities
- Students demonstrate general apathy, absence of practical work ethic, and lack of confidence
- Students have a fragmented knowledge base
- Students do not demonstrate the ability to transfer knowledge from one course to another
- Students weak at critical reading and writing skills with technical material
- Articulation across curriculum areas and grade levels K-16 weak or non-existent

- Lecture used too much and ineffectively

20 Gaps, cont'd

- Current assessments do not match skills/performance-based curriculum needs
- Assessments not aligned between secondary/university
- Schools' assessment practices not aligned with state standards and state assessments
- Post-secondary educators are often ill prepared to meet the needs of the diverse nature of students
- Some students are receiving instruction form teachers placed in assignments outside their training
- Biology does not often require mathematical science
- Mathematics/science courses use different synonyms
- Counselors lack up-to-date info on university expectations

21 Acknowledgments

- Bob Blake (now Texas Tech)
- Melissa Glendening
- Karla Glaser

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- Curriculum topics/sequence are "private"
- Incoming freshman weaknesses:
  *critical thinking *experimentation * problem solving *communication *making inferences *communication *prediction
- Educator's skills have not kept pace with the current pedagogy and educational research

14 Improved overall learning?

- Prior to PLTL Chemistry
  - Students performed 60-65%ile
- Post-PLTL Students (N = 1514)
  - Students perform 70-74%ile

15 GPA Effects

- No strong effect

16 What Smoothes the Transition?

- Proper placement based on tools and skills, some chemistry: PE is better than other measures
- Mandated time-on-task problem-solving
- Class work for credit: attendance remedy, content re-enforcement
- Workshop leader opportunities for more qualified
- In progress:
  - On-line homework
  - Escalating performance expectations
  - Improved Secondary-University interactions

17 Secondary to University Transition: Project SEAM

- Campus involved in central Indiana project to improve transition from secondary to university expectations
- Projects invented by teams of HS teachers and University faculty to address problems
  For example,
  - Learning strategies
  - Curriculum mapping
  - Future career employment possibilities
  - Matching curricula between HS/University
- Funded by Lilly Endowment ($12 million)

19 Gaps, cont'd

- Low motivation due to unknown career opportunities
- Students demonstrate general apathy, absence of practical work ethic, and lack of confidence
- Students have a fragmented knowledge base
- Students do not demonstrate the ability to transfer knowledge from one course to another
- Students weak at critical reading and writing skills with technical material
- Articulation across curriculum areas and grade levels K-16 weak or non-existent
- Lecture used too much and ineffectively

20 Gaps, cont'd

- Current assessments do not match skills/performance-based curriculum needs
- Assessments not aligned between secondary/university
- Schools' assessment practices not aligned with state standards and state assessments
- Post-secondary educators are often ill prepared to meet the needs of the diverse nature of students
- Some students are receiving instruction form teachers placed in assignments outside their training
- Biology does not often require mathematical science
- Mathematics/science courses use different synonyms
- Counselors lack up-to-date info on university expectations

21 Acknowledgments

- Bob Blake (now Texas Tech)
- Melissa Glendening
- Karla Glaser

18 SEAM Projects Address Gaps between Secondary-University

- Current curriculum in science too broad prohibiting depth in level of learning
- Some curricula not useful for incoming freshman
- Prerequisite knowledge and skills weighted differently between Secondary and University
- Curriculum topics/sequence are “private”
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Slide 3

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1 Writing on the Web: Pedagogy, Technology and Faculty Development

- Helen J. Schwartz
- Hschwart@iupui.edu
- CCCC 2002
- Chicago, Illinois
- March 22, 2002

2 The Ecology and Architecture of Teaching

- Ecology of teaching (Randy Bass) : classroom, seating, texts, assignments, testing, grading, scheduling. Conscious only when something changes (once-a-week, students called up for Reserve duty, student gives birth)
- Working with technology allows us to look at the ecology and consciously design an architectural ecology for the technology-based classroom.

3 Needs of Writing Pedagogy

- Timely, individual feedback on writing
- Use of student work in instruction
- Peer review to develop self-editing
- Web Writing: Web access for demo & technical support
- Originally F2f class 2 x weekly in a computer classroom in on-campus computer labs and teacher supervision.

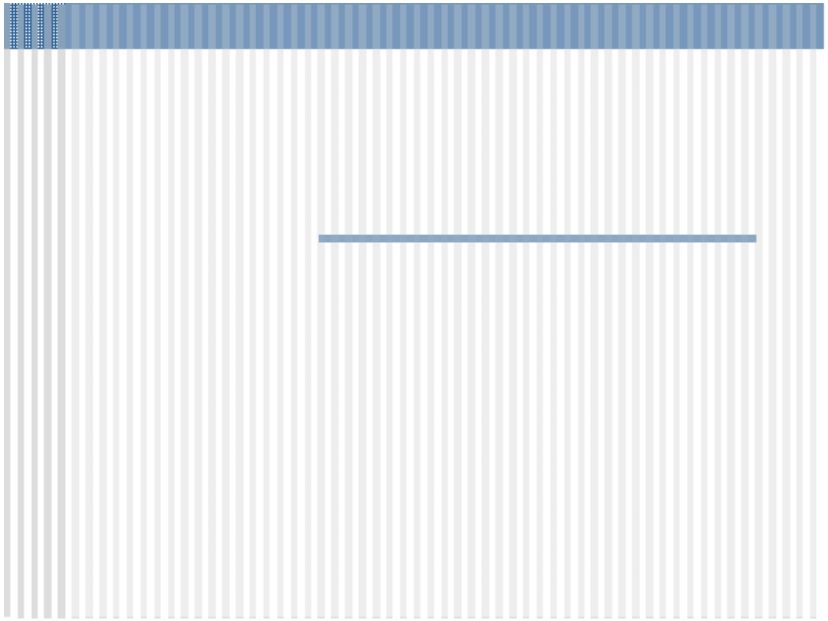
4 Distance Ed Meets Writing Pedagogy

5 English W315 Architecture

6 A Typical Week

7 Assignment building

- Instruct and explain (ex: credibility)
- Ungraded exercise w/ feedback
- Draft of graded paper w/ audiocast on issues
- Peer review
- Final submission



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- Final project: website for non-profit

9 Support

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- STEPS mini-classes
- Center for teachers
- Apprentice teacher: division of labor
  - Materials (HS); Editing (BCM)
- Grants to prepare and for release time

10 Tweaks

- Archive of webcasts and quiz allows flexible attendance on Mondays
- Volunteer group on Wed. nights allows some flexibility
- Group grace period
- Sidekick (apprentice & firewall à requirement to sidekick)
- *Better STEPS support needed
- *Better on-line evaluation needed

11 Faculty Development

- Lead teacher—time & tech support to develop (best with pre-existing course)
- Apprentice teacher—interest/ability so a real contribution & partnership
- Clear division of tasks
- Trust
- Review and revision

12 Evaluation

- Audiocast keeps prep time low, use of student work high, some recycling, good access to Internet
- Class management software simplifies development & recycling
- Creating a website is most valuable
- The agony and the ecstasy

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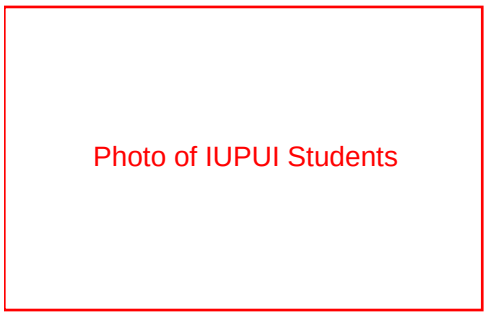

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Teaching and Learning - Initiatives

This part of the IUPUI Portfolio contains examples of our objectives in action:

Assessment Initiatives

- 2000 - 2001 Campus-Wide Study of PULs: Phase One of a Study of Student Learning.
- The Urban Universities Portfolio Project
- The RUSS Self-Study (PDF)
- PRAC Study of Assessment in the Schools
- Interim Report on Teaching Effectiveness (PDF)

Student Learning Initiatives

- The Gateway Program
- Student Electronic Portfolio
- Undergraduate Research Opportunities Program (UROP)
- The RUSS Project
- Learning Environments Committee
- Association of American Colleges and Universities, Greater Expectations Project

Teaching Initiatives and the Scholarship of Teaching

- IUPUI Faculty Learning Communities
- Faculty Publications on Teaching and Learning

Diversity Initiatives

- Campus Climate for Diversity Self-Study and External Consultants' Report (PDF)
- Chancellor's Diversity Cabinet
- The Diversity Inquiry Group (DIG)
- Student Life and Diversity Programs

Recent Awards and Recognitions for IUPUI

- Theodore M. Hesburgh Award (Honorable Mention)
- Institution of Excellence in the First College Year
- NCAA Academic Achievement Award
- U.S. News and World Report "Programs That Really Work"

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Gateway Program

The Gateway Program is a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students. It represents a collaboration among the Office for Professional Development, University College, academic departments that offer Gateway courses, and units such as the Office of Information Management and Institutional Research, the Office of Student Life and Diversity, the Diversity Inquiry Group, and the Office of Enrollment Management. The program includes faculty development offerings, a series of Gateway Forums open to all members of the campus community, a Web Forum for exchanging information on successful strategies and best practices, course and curriculum revision, and Structured Learning Assistance. The success of the two-year-old effort in improving student retention led to national recognition by the Theodore M. Hesburgh Award program in February of this year.

Information on the program is available on the Web sites linked above. To view a recent PowerPoint presentation on the program's impact on retention, click here. For a presentation on revised courses, click here(PowerPoint) . For examples of revised courses, click example 1, example 2, or example 3. To read the materials on the program submitted for the Hesburgh Award, click here.

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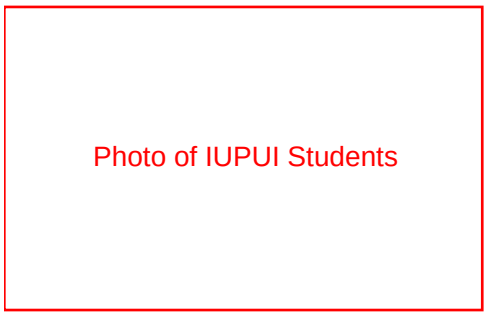

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Milestones

Teaching and Learning at IUPUI

Milestones

1979	IUPUI Honors Program established (incorporated into UC in 1998)
1984	Network for Excellence in Teaching (NET) grants established
1985	Adult Education Coordinating Center established
	Office of Faculty Development established
1988	*IUPUI Development Plan 1998-2000*
	IUPUI Assessment Committee formed
	Council on Undergraduate Learning established
1990	Undergraduate Education Center . Formed when the Adult Education Coordinating Center, University Division and the University Access Center were merged.
	Zeta Chi chapter of Alpha Sigma Lambda - national honorary society dedicated to part-time adult students
	IVY Tech - IUPUI agreement initiated (Passport Program)
1991	Community Learning Network project funded by Annenberg/Corporation for Pubic Broadcasting
1992	Office of the Vice Chancellor for Planning and Institutional Improvement established
	Information Management and Institutional Research (IMIR) and role in research related to student services
1993	Program Review and Assessment Committee (PRAC) established
	Office of Service Learning established (now part of Center for Service and Learning)
1994	University Library dedicated
1995	Center for Teaching and Learning established (now part of Office for Professional Development)

1997	University College established
	Restructuring for Urban Student Success (RUSS Project) begun
1998	Faculty/Librarian Review and Enhancement
	Urban Universities Portfolio Project
	Principles of Undergraduate Learning approved by Faculty Council
1999	Office of Faculty Development restructured to form the Office for Professional Development
	Office of Student Life and Diversity established
2000	Trustees' Teaching Award
	Diversity Cabinet established
	Gateway Program begun
2001	Center for Service and Learning formed as merger of The Office of Service Learning, The Office of Community Service, and The Office of Neighborhood Resources.
	Trustees' Lecturer Initiative begun
	New reporting format aligns unit goals with campus goals

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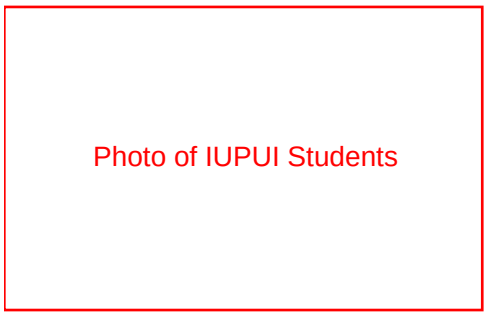

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Teaching and Learning

IUPUC Teaching and Learning Supplement

IUPU COLUMBUS
Focus on Mission:
Excellence in Teaching and Learning

Vision

The vision of Indiana University-Purdue University Columbus is to be the recognized source of Indiana University and Purdue University degrees and programs in southeastern Indiana.

Mission

The mission of IUPU Columbus is to identify and respond to post-secondary education needs and enhance the quality of life of the residents of our 10-county service area by providing Indiana University and Purdue University degrees, programs, courses, and faculty expertise.

To achieve this mission, we deliver high quality courses and degree programs of IU and Purdue; encourage student achievement in a supportive and caring environment by providing small classes, academic advising, mentoring programs, preparatory courses, learning labs, student clubs, social activities, and service learning; provide university access in a cost-effective manner at Columbus and other commuter locations; provide support for research by faculty and students through release time, facilities, equipment, and travel assistance, opportunities for undergraduate research, presentations, and publications, and faculty development grants and interdisciplinary scholarship; work in partnership with community institutions, organizations, and businesses; broaden the perceptions, knowledge base, and understanding of area residents by providing access to library and learning resources, presentations and public forums, international

exchange programs, continuing education courses, in-house training, and speakers for outside groups.

Values

IUPU Columbus values honesty and integrity, achievement and excellence, collegiality and cooperation, creativity and innovation, entrepreneurship and community support, and inclusivity and diversity. These values are expressed by the commitment of students to learning and academic integrity; faculty to the highest standards of teaching, scholarship, and service; staff to the highest standards of service; and the campus to provide access and appropriate assistance for all who demonstrate the ability to benefit from higher education; personalized attention; recognition of diversity in learning styles; faculty and staff development; continuous improvement of its programs and services; an environment conducive to learning; service to the community by students, faculty, and staff.

Enhance Undergraduate Student Learning and Success

At IUPU Columbus, we work on the same model as IUPUI and attempt to implement the teaching and learning initiatives as our resources allow. For example, in our University College we provide a math assistance center, a campus writing center, and a student advising center. Core to the University College is the First-Year Seminar, or learning community.

Learning Communities

IUPU Columbus offers learning communities through University College as well as program learning communities in business, education, and psychology. Within the learning communities, we have a successful student mentor program. We have experimented with block scheduling of linked courses and are evaluating the effectiveness of the linking.

Analysis of the block schedule program for entering freshmen is ongoing. In the fall of 2001, students in 21 courses (10 part of a block schedule and 11 comparable courses) were surveyed regarding their educational plans and their experiences at IUPUC. Preliminary analysis indicates that students participating in the blocked program were more likely to develop friendships with their classmates (social engagement) that led to a higher intention to re-enroll for courses at IUPUC in the Spring 2002 and Fall 2003 semesters. The block schedule of classes did not have an impact on student learning (academic engagement). Tracking of these students is continuing.

Technology and Enhancement of Student Learning

We are encouraging our faculty to use technology in the classroom and have installed computers and projectors in almost every classroom. Every class has access to PowerPoint presentations, computer simulations and programs, and resources from the Internet. We also encourage the use of OnCourse in every class.

Principles of Undergraduate Learning

We encourage the awareness and use of the Principles of Undergraduate Learning in all of our courses. We have asked the faculty to indicate the extent to which the PULs are integrated into their courses. Based on the data collected to date, 95 percent of the courses include components of the Core Communication and Quantitative Skills; 94 percent include Critical Thinking; 81 percent Integration and Application of Knowledge; 73 percent Intellectual Depth, Breadth, and Adaptiveness; 49 percent Understanding Society and Culture; and 65 percent Values and Ethics. We have also begun to collect data from graduating students in the form of reflective statements of their growth in the Principles of Undergraduate Learning.

In addition to the campus Principles of Undergraduate Learning, the education program has developed six Principles of Teacher Education.

These principles form the conceptual framework for the Teacher Preparation Program at IUPU Columbus, as they do for the Teacher Preparation Program at IUPUI.

Principle 1: Conceptual Understanding of Core Knowledge
Definition: The ability of teachers to communicate and solve problems while working with the central concepts, tools of

inquiry, and structures of different disciplines. For secondary education candidates, this means developing rich expertise within their chosen discipline. For elementary education majors, this means developing a solid understanding of the range of disciplines taught in the elementary grades. This principle is demonstrated by the ability to:

- Set learning goals that reflect command of the subject matter.
- Design and implement instruction that develops students' conceptual frameworks.
- Interact with learners, providing accurate and in-depth information.
- Improve learners' communication and quantitative skills through meaningful learning engagements.
- Model effective communication and problem solving.
- Use a variety of media and technology.
- Distinguish high-quality educational materials.
- Write and speak with clarity.

Principle 2: Reflective Practice
Definition: The ability of teachers to step outside of the experiences that make up teaching and to analyze and critique the impact of the experiences and contexts from multiple perspectives. This principle is demonstrated by the ability to:

- Explain the principles that guide the teaching.
- Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning, and generating plans designed to support student learning.
- Entertain multiple perspectives.
- Self-assess from multiple perspectives.
- Collect information through observation of classroom interaction.
- Assess learners' development and knowledge.
- Use assessment processes appropriate to learning outcomes.
- Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.

Principle 3: Teaching for Understanding
Definition: The ability of teachers to draw on their knowledge and frameworks to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning. This principle is demonstrated by the ability to:

- Set clear goals for learning experiences.
- Establish suitable classroom routines.
- Provide learners with meaningful choices.
- Create a collaborative, supportive social environment.
- Engage learners in generating knowledge and testing hypotheses.
- Help learners articulate their ideas and thinking processes.
- Use multiple strategies that engage students in active learning.
- Encourage learners to see, question, and interpret ideas from diverse perspectives.
- Convince learners to assume responsibility for themselves and their own learning.
- Motivate all children to learn.
- Create an inviting, interactive learning environment.
- Ask questions that promote learning.
- Build on children's prior knowledge.

Principle 4: Passion for Learning
Definition: The ability of teachers continually to develop their own complex content and pedagogical knowledge and to support the development of students' habits of continual purposeful learning. This principle is demonstrated by the

ability to:

- Synthesize and teach complex concepts and networks of knowledge.
- Learn about learners and teaching through reflective practice.
- Recognize and support learners' intellectual, social, and personal growth.
- Support learners with special needs.
- Engage learners in multiple ways of knowing.
- Convey reasonable, but high and positive expectations for learner achievement.
- Integrate the disciplines to create meaningful curriculum.
- Give learners opportunities to solve community problems and make authentic choices.
- Provide learners with access to learning opportunities.
- Seek help from other professionals when needed.
- Engage in personal inquiry to construct content knowledge and skills.

Principle 5: Understanding School in Context of Society and Culture
Definition: The ability of teachers to value and teach about diversity, to recognize the impact of social, cultural, economic, and political systems on daily school life, and to capitalize on the potential of school to minimize inequities. This principle is demonstrated by the ability to:

- Act as a change agent.
- Communicate in ways that demonstrate a sensitivity to a broad range of diversity.
- Mediate when learners need help to resolve problems or change attitudes.
- Collaborate with parents, teachers, administrators, and other community members involved in the lives of students.
- Embed knowledge of community into teaching.
- Challenge negative attitudes

Principle 6: Professionalism
Definition: The ability of teachers to be active members of professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices. This principle is demonstrated by the ability to:

- Articulate the ethical principles guiding professional conduct.
- Demonstrate and document standards-based practice in the classroom.
- Stay current in terms of research on pedagogy and content areas.
- Participate in professional organizations and resource networks beyond the school.
- Dialogue with colleagues about issues that are complex and difficult.
- Give presentations for other professionals.
- Initiate activities such as teacher research, study groups, coaching, and so on to improve the teaching and learning of a school community.
- Promote positive attitudes.
- Facilitate decision-making.
- Operate on democratic principles .

Assessment of Learning

In addition to the traditional ways of assessing learning for the assignment of grades, we monitor the outcomes of our courses in several ways. For those programs that have licensing exams, we track the pass rates. For courses where there is a common final, we compare the results of our students with those in Indianapolis. For all of our courses, we compare the grades assigned with the grades assigned in the same or similar courses in Indianapolis. In addition, some of our

faculty use their own research to look at student achievement. Below are examples from psychology and sociology.

In psychology, some instructors use pre-post testing and measure student knowledge at the beginning of the semester and then after completion of specific topics or the entire course. One instructor asks students to write a description of what they have learned at mid-term and checks their statements for accuracy. Instructors in the capstone courses continuously evaluate students' knowledge in a variety of psychology content areas and in research methodology, throughout the semester. One instructor is planning an initiative to compare the efficacy of different instructional formats, including live classroom interaction, videotape, and Web-based instruction. Two instructors are completing an ongoing study of predictors of success in introductory psychology.

End-of-semester surveys of students in one instructor's R100 Introduction to Sociology courses have been conducted for five semesters. The surveys request information regarding students' study habits and use of learning resources (e.g., PowerPoint lectures, partial lecture notes on OnCourse, exam review sites on the internet, and practice exams). Early analysis indicates that students who earn a B or above tend to spend almost twice as much time studying for each exam. Higher scoring students are also more likely to read the assignments, use the practice exams, and the exam review sites on the Internet.

Students in the Elementary Education Program at IUPU Columbus are evaluated at four points during their program coursework.

- Admission to the program (Praxis I Exam)
- Block I Assessment
- Block II Assessment
- Licensing (Praxis II Exam)

Support and Enhance Effective Teaching

As part of the Trustee Lecturer Initiative to hire additional full-time lecturers, IUPUC has added four lecturers in the past two years, in English, Math, Communications, and Business. As a campus, we have always emphasized and encouraged excellence in teaching. Now that we have started to implement site-specific degree programs, we are developing promotion and tenure guidelines. These guidelines will have a strong emphasis on teaching and the scholarship of teaching. We have also promoted one of our lecturers to Senior Lecturer based on teaching. In addition to the Trustees' Teaching Award, we recognize a full-time faculty member each year with an Outstanding Full-Time Faculty award for excellence in teaching, research, or service.

Because of our heavy reliance on part-time faculty, we have a faculty development program for them that provides for mentoring and the possibility of promotion into a Merit Status.

IUPU Columbus Faculty Mentoring Program Faculty Mentoring Program pairs new part-time faculty with experienced faculty members. One program goal is to promote excellence in teaching and increase communication and the spirit of collegiality. Another program goal is to help new faculty feel welcome and be acknowledged as an integral part of the university community during their first semester. This program encourages peer review in an atmosphere of mutual respect and exchange of information. **IUPU Columbus Merit Status Program** IUPUC Merit Status is offered to part-time faculty who have taught for three continuous years. Candidates must submit a portfolio for review by the review committee. The portfolio includes a summary of teaching philosophy, course outlines/summaries for all courses taught at IUPUC, classroom observations by three reviewers, summaries of student evaluations, a 10-minute videotape of teaching, and outcome measurements for successful teaching. The candidate should document use of the Principles of Undergraduate Learning in the coursework and use of technology. Those who achieve Merit Status will receive $100 additional stipend per credit hour and will be expected to serve as mentors to new part-time faculty.
Other Recognition and Rewards for Part-Time Faculty

For many years we have given an outstanding part-time faculty award for excellence in teaching. We also recognize part-time faculty who have taught for ten and twenty years at IUPU Columbus.

Go on to: Strengths, Challenges, and Questions

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Strengths, Challenges, and Questions

Strengths

- Strong first-year experience programs, including University College, learning communities, and instructional teams for first-year students, and the various support services and resources offered under one roof by UC.
- The Gateway Program, bringing together faculty development and student learning, with a focus on academic achievement of beginning students.
- Substantial improvement in retention over the past two years.
- New and expanding student support resources and student life programs.
- The emphasis on assessment at UC and collaboration among UC, the Office of Information Management and Institutional Research, and the Office for Professional Development to use assessment to identify and implement those interventions most effective in enhancing first-year student learning and retention.
- The campus-wide Principles of Undergraduate Learning, which define the knowledge and skills all undergraduates should attain and which are integrated in statements of expected competence for each major.
- An agreed-upon "core" curriculum (formerly the CLAS Curriculum) for Liberal Arts and Science majors that also serves as the basis for general education in most other schools.
- Well-defined and improving structures and processes for strengthening and assessing student learning of core skills (the PULs) and of the major.
- Senior capstone courses in most major fields.
- Capstone faculty learning community to develop models for different types of capstones.

- A growing honors program, which has brought more highly qualified students to campus, and increasing undergraduate involvement in research.
- Collaboration with Ivy Tech State College and then the Community College of Indiana to support student academic achievement and articulation between CCI and IUPUI; this collaboration has resulted in a dramatic increase in transfers since 1995.
- Well-developed program of survey research to gather indirect evidence of student learning and data on student, faculty, and staff satisfaction with the working environment on campus.
- University Library, the availability of state-of-the-art technology resources to access library materials, and the quality of the library as a learning space.
- A technology-rich learning environment and resources to support faculty in developing pedagogically effective applications of technology to teaching.
- Efforts to improve the physical environment for learning and engagement on campus.
- High-quality, comprehensive professional development programs for faculty.
- Rewards and incentives for effective teaching.
- Widespread use of active learning and inquiry-based pedagogies to promote student learning and engagement.
- A strong and growing service learning program and student involvement in clinical experiences and community internships in many major fields.
- Widespread use of technology to provide access to educational resources at IUPUI and to enhance the learning environment, along with initiatives to assess the impact of technology applications in specific teaching and learning contexts.
- Collaborations among IUPUI faculty within and between departments and schools to achieve important goals like improved retention and effective student learning of the PULs and major.
- Participation in national and consortial initiatives to improve teaching and learning that provide IUPUI with opportunities to learn from successful practices at other institutions and adapt them to our context.
- Open information environment and efforts to keep stakeholders informed of the institution's effectiveness in teaching and learning through the annual Performance Report, the IUPUI portfolio, the campus Web site, and other media.

Challenges

- Implementing additional developmental programs that will promote success for IUPUI's many under-prepared students.
- Continuing to raise our undergraduate retention and persistence-to-graduation rates for all students.
- Increasing collaboration with P-12 education to increase access to and preparation for higher education, especially for graduates of the Indianapolis Public Schools.
- Strengthening planning and implementation of diversity efforts in some units.
- Continuing to improve student learning of the PULs and major.
- Continuing to improve student life, when most of our students commute to campus.
- Ensuring continuing support for the technology infrastructure and other infrastructure items to support academic programs.
- Maintaining and increasing funding for library collections and programs.
- Maintaining and expanding scholarship support for students.
- Expanding Web-based and distance education courses; bringing IUPUI Online to its full potential.
- Ensuring that every faculty member works to develop at least some of the Principles of Undergraduate Learning in every undergraduate course, that students understand the purpose of the PULs, and that students develop the expected knowledge and skills.
- Ensuring that all faculty members and administrators understand the purposes of assessment and participate in (or

support) meaningful assessment and improvement efforts.

Questions for Review Team 1. How can we continue to improve the first-year experience and to help new transfer students adjust to the campus?

2. What strategies might we use to engage more faculty members in integrating the PULs into their work with students and assessing for achievement of the PULs and learning outcomes for the major?

3. How can we measure and document our progress on teaching and learning, especially on the PULs, more effectively?

4. What strategies might help us sustain the teaching and learning innovations and initiatives we currently have underway? What more can we do to ensure that the initiatives are coordinated with one another?

5. Given that IUPUI is the principal site for graduate professional education in Indiana, how can we take advantage of the concentration of professional schools on campus to benefit undergraduates?

6. The President of IU has suggested that all eight IU campuses adopt a common set of general education course requirements. How feasible and desirable is it to try to integrate all eight IU campuses in terms of common curriculum expectations and other academic issues?

7. What priorities would you suggest IUPUI focus on in the area of teaching and learning over the next five to ten years?

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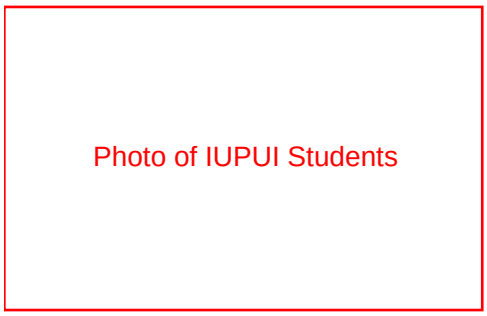

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Collaborating for Teaching Innovation and Success

Major institution-wide, collaborative initiatives undertaken by IUPUI faculty and staff have become a significant feature of the campus teaching and learning environment; the specific initiatives change and develop, but our engagement with such efforts is ongoing as we seek continuous improvement of teaching and learning. Recent and current initiatives include the Restructuring for Urban Student Success Project , the Urban Universities Portfolio Project , Greater Expectations, and Faculty Learning Communities.

As discussed earlier in this self-study, we have found that the campus-wide collaboration on teaching and learning that such initiatives encourage has been among the most powerful strategies available for developing faculty, improving student learning, and effecting genuine campus change. In this section, we discuss one of the campus's current efforts, the Gateway Program, as an example of collaborative work that supports teaching innovation and student success.

Background

The Gateway Program is a two-year-old collaboration among the Office for Professional Development, University College, other administrative units, and many IUPUI departments and schools aimed at improving student success in IUPUI courses with the highest enrollments of first-year students. We have termed such courses "Gateway Courses," because students' success or failure in them is critical to retention in the first year. As this report discusses elsewhere, retention has been a key challenge for IUPUI and retention of first-year students has been a particularly intractable problem. Enhancing students' persistence and success in Gateway courses thus has the potential for significant impact on our overall retention rates.

By the end of the 1990s, IUPUI was in a strong position to undertake an initiative to retain first-year students. Several years of especially disappointing performance and pressure to improve from the IU Board of Trustees had placed the issue of first-year retention front and center for upper administrators at IUPUI. At the same time, the recent inception of University College and the Office of Professional Development had created more coordinated support structures for both students and faculty than had previously existed. Both the Dean of University College and the Associate Dean of the Faculties for Professional Development had been charged with making first-year student success the priority of their units and coordinating the responses of other units. Bringing together UC, responsible for helping newly-enrolled undergraduates succeed, and OPD, responsible for working with faculty to enhance teaching effectiveness, made possible strategies that supported the needs of both learners and teachers.

Strategies and Approaches

Coordinated by a broad-based team that includes faculty, the Associate Dean of the Faculties for Professional Development, the Dean of UC, and an undergraduate student, the Gateway Program has emphasized widespread grass-roots participation and collaboration across campus units. The program began in 1999-2000 with a series of well-attended Gateway Forums for faculty, students, and staff. Held in a town hall meeting format, the forums focused on defining the dimensions of the first-year retention problem and on brainstorming solutions. Crucial assistance at the forums was provided by the Office of Information Management and Institutional Research, which presented data on the numbers of students enrolled in first-year courses and on DFW rates in these courses (i.e., the rates at which students received grades of D or F or withdrew). These data made public and specific what had previously been, for most faculty, only a vague awareness of overall poor undergraduate retention at IUPUI.

IMIR also helped the campus community to identify reasons for the low retention rates by supplying analyses of the IUPUI student profile drawn from existing institutional data. To flesh out the definition of the problem, faculty and staff added information drawn from their own experiences. Students discussed their perceptions and needs. The quest for more and fuller information stimulated enhanced institutional and faculty efforts, including course exit surveys, in-class discussions, and formal data modeling.

The various components of the Gateway Program were designed to respond to the information gathered through these efforts. Data on poor student preparation for college led to such UC initiatives as linkage of Critical Inquiry sections with Gateway courses and adoption of the Structured Learning Assistance model. Information about the amount of time IUPUI students spend on commuting and on their lack of identification with the campus led to enhanced support for beginning students through learning communities, tutoring, and advising and to pilots that experimented with the use of course blocks and an Administrative Withdrawal policy in key departments. Data on the percentage of Gateway course sections taught by associate faculty led to the creation of incentives for these faculty to participate in faculty development experiences, changes in the scheduling of key events to accommodate their schedules, and creation of new office space and communication tools for them.

To support the needs of faculty teaching Gateway courses, OPD established a series, Dialogues for First-Year Student

Success, that examined basic teaching topics like course design, classroom management, active learning, multicultural teaching, and others to identify effective practices. Full- and part-time faculty across disciplines enrolled in the year-long series of eight three-hour discussions. Series leaders and participants developed tip sheets and exchanged strategies on such topics as improving student attendance and motivating students; these were subsequently made available to all instructors of first-year students.

A second approach used by the coordinating team, which has come to be known as the " Gateway Group," includes regular meetings with representatives of each department that offers Gateway courses. At these meetings, the department chair, faculty teaching Gateway courses, and representatives of OPD and UC discuss the courses-problems encountered, experiments and changes underway, what has been learned about the effectiveness of various strategies and approaches, and what progress has been realized. These inquiry-based sessions create occasions for group dialogue and problem-solving within departments, helping to make what was formerly a private enterprise to each faculty member a matter of departmental conversation and concern. After the first iteration of this process, the Gateway Group compiled a working document called " Principles of Effective Gateway Courses," (PDF) which now serves as a discussion resource. Chairs and faculty are urged to share supporting evidence, including statistical and anecdotal information, for conclusions they draw about effective practices.

Gateway Grants make up a third faculty development strategy. The grants fund projects in four categories: inquiry, course development, dissemination of effective practices, and integration of activity across course sections. Proposals must represent collaborative, rather than individual, efforts. Examples of successful Gateway Grant projects include development of a Web site on effective practice in Gateway courses, an initiative by faculty in the writing program to collaborate on establishing standards for assessing student portfolios, and revision of key Gateway courses and course sequences, including the freshman writing course, W131 , Introduction to Literature, and introductory courses in psychology, Spanish, chemistry, computer technology, and anthropology. In addition, an online version of Fundamentals of Speech Communication, R110 , which introduces students to public speaking has been developed. In a related effort, funding from the Pew Center for Academic Transformation has supported a joint course project linking introductory writing and sociology courses (PDF) .

The Call for Proposals for the current year's Gateway Grants identified four priority areas: planning orientation activities for faculty teaching in multiple-section Gateway courses; coordinating approaches to assessing student performance across sections of a Gateway course; understanding how instructional technology can help support student retention in Gateway courses; and integrating activities across "learning blocks" of Gateway courses. Again, the intent is to foster collaboration among faculty working with these courses. Consultants from the Center for Teaching and Learning work with faculty groups conducting projects to foster productive conversations and inquiry.

Grant activities, programming, and findings are reported at Gateway Forums, which continue to be held twice each semester and focus on problem areas, effective practices, and perceptions of both Gateway students and faculty members about the purposes of these courses. Topics in 2001-2002 included "Sustaining Innovations for Student Success," "Connecting with Professional Schools and Upper Division Courses," "Integrating Residential Communities," and "Enhancing the Climate for Diversity." As an ongoing feature of the forums, faculty members discuss their experiments with new practices in a scholarship of teaching format, outlining their diagnosis of a learning problem in a Gateway course and describing the approach they took to addressing the problem, the results they observed, how they are now teaching, and questions they plan to explore in the future. Ideas generated in the forums and in other venues for discussion of Gateway course issues are prioritized for action by the Gateway Group and relevant offices, units, or departments.

The forum format has thus created a set of occasions for exchange among faculty and students and a vehicle for proposing new ideas, questioning assumptions, and modeling inquiry into teaching through collection of assessment data and reflective analysis of the results. Put another way, the forums bring together people interested in a common problem to work with information that will help them to understand key issues and arrive at more effective practices.

Diversity

Retention rates for students of color at IUPUI have been particularly poor. The Gateway effort has thus worked closely

with the Diversity Inquiry Group, charged with promoting inclusive teaching and multicultural curriculum development at IUPUI. DIG is housed within the Center for Teaching and Learning and receives its resources from that unit. Early on, DIG identified the success of first-generation students, particularly students of color, as its main goal, linking it with the retention effort. The DIG faculty coordinator is a member of the Gateway Group and DIG activities have been closely coordinated with the Gateway initiative. As a by-product of DIG involvement, a report by one of the DIG members focusing on the sense of community needed for the retention of students of color resulted in engagement of the Office of Student Life and Diversity in the Gateway discussions. Had this emphasis not been raised by DIG, the Gateway effort might not have sought this collaboration.

Impact on Students

As noted earlier in this self-study, first-year retention rates increased from Fall 2000, when changes emerging from Gateway efforts began to be implemented, to Fall 2001 by 3.3 percent and from Fall 2001 to Fall 2002 by 3.9 percent. We attribute a large part of this improvement to the Gateway Program. In some contexts where there has been a major emphasis on Gateway courses, retention gains have been even more substantial. For example, in the Sociology and Writing Program, the DFW rate for first-time, full-time students in the enhanced sections, which linked the introductory writing course to the introductory sociology course, was 25 percent, compared with 52.3 percent in traditional sections. First to second year retention rates improved from 68.6 percent for students in traditional sections to 84.1 percent for students in the linked, enhanced sections. Students in the linked, enhanced sections also performed better on common exams and received higher course grades. (Click here for a report on this program.)

Impact on Faculty

The Gateway Program attracted extensive faculty participation. To date, participation rates among faculty, staff, and students in the forums alone have exceeded 500 instances and over 81 faculty have completed the Dialogues for First-Year Student Success series or attended workshops relevant to Gateway courses. Follow-up studies from the Dialogues have indicated that recommended practices have been incorporated into courses and that models of teaching explored through the series have altered prior assumptions about effective teaching.

More broadly, the Gateway Program is serving as a highly visible campus example of how faculty development and institutional change can occur as faculty collaborate to define problems, arrive at solutions, and learn to alter practice accordingly. By involving faculty and academic units in these processes, focused on an issue central to the vitality of the campus, the program has enhanced faculty inquiry, dialogue, and engagement at IUPUI and taken advantage of the creativity of the entire campus community. Gateway's strategy of combining theoretical knowledge about student learning and teaching with front-line realism has generated both grounded solutions and buy-in, producing a broad campus-wide coalition that holds the promise of producing lasting change.

The Gateway Program also stands as a model that has already exerted strong influence on subsequent faculty development efforts. For example, OPD plans to base future initiatives on community dialogue informed by the scholarship of teaching-i.e., ongoing collective assessment, reflection, and reconceptualization of strategies. A recent forum held by the School of Science to share best practices in first-year courses was termed a "first of its kind" by one faculty member and is an indication of the spread of the Gateway approach. The program has also garnered national recognition as a model for faculty development from the Hesburgh Award competition sponsored by TIAA-CREF. (A report on Gateway Program activities and accomplishments in 2001-2002 is included in Appendix B of OPD's annual report(PDF) for that year.)

Just as we have come to understand the importance of the social context of learning for students, the Gateway Program has helped us come to envision teaching, at its best, as a collaborative activity, not an individual and private one. Indeed, it is a truism that student learning is most likely to be enhanced when teaching is viewed as a collective responsibility, a set of intentional coherent strategies that span the curriculum, not a collection of separate, unrelated courses or experiences. While earlier initiatives at IUPUI certainly evidenced the power of collaboration around real teaching and learning challenges, the Gateway Program and its impact have provided IUPUI with perhaps the most persuasive campus example to date of the impact of a broad-based campus-wide program of inquiry, dialogue, and support.

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Developing People, Programs, and Resources for Effective Teaching

As part of our effort to cultivate a campus environment that promotes effective teaching and learning, IUPUI devotes substantial resources to supporting teaching through faculty development. We view professional development and growth as essential for every faculty member, as we move to a more complex conception of teaching that emphasizes effective learning experiences over transmission of content and reflective practice over quick fixes and "teaching tips."

Faculty development at IUPUI occurs in a wide variety of settings and takes many different forms. Departments and schools have the major responsibility for professional development of faculty and some larger schools, such as Dentistry and Nursing, sponsor programs and offices with formal faculty development responsibilities.

The Office for Professional Development

At the campus-wide level, the Office for Professional Development, created in 1999 through a merger of the Center for Teaching and Learning and the Office of Faculty and Senior Staff Development, carries the main responsibility for faculty development to enhance teaching and learning. With a staff of approximately 40 people, OPD brings together the CTL, which works with faculty on instructional design and development, instructional technology, and instructional research and assessment; the Office for Women, the Office for Multicultural Faculty Development, and the Associate Faculty Office, which focus on programs and advocacy for their target populations; the Office of Campus Writing, whose programs help faculty across disciplines incorporate writing into their courses and use writing assignments to enhance student learning; and other programs, including the Copyright Management Center and the Scholarly and Creative Activity Program.

OPD programs and services focus on student-centered learning informed by research-based practice. They range from individual consultation to workshops, conferences, and seminar series, to leadership of groups and initiatives addressing important campus teaching and learning issues, including the Gateway Program (discussed in detail later in this self-study), the Learning Environments Committee , and the Preparing Future Faculty Program. A new Faculty Learning Communities Program, funded by FIPSE, convenes small faculty groups over the course of an academic year to explore areas like problem-based learning and the capstone experience and to provide support for classroom experimentation. We have found that forming ongoing, collaborative faculty groups focused on exploring specific teaching and learning issues and challenges can be a powerful tool for faculty development and institutional change-a topic explored in greater depth later in this self-study.

A key resource within OPD is the Office for Multicultural Faculty Development and the Diversity Inquiry Group sponsored by that office. OMFD supports the career advancement of faculty and staff of color through career consultation, faculty development grants, symposia, and work with academic departments. It also works to promote good practices in multicultural teaching and learning and works with faculty on curricular and classroom climate issues. Through the Diversity Inquiry Group, OMFD offers workshops, Diversity Enhancement Grants, and other programs on inclusive teaching and curricula and works with the Gateway Program to enhance attention to multicultural teaching in Gateway courses. A new Web site developed by DIG provides a resource for faculty at IUPUI and beyond on multicultural curriculum and pedagogical issues. DIG, like other OPD initiatives and programs, seeks to situate its work in the context of the scholarship of teaching and learning, emphasizing proven good practices and encouraging research and experimentation to adapt existing practices to the IUPUI environment and discover new ones that are effective for our students and faculty.

Other Campus-Wide Resources

In addition to school/campus efforts and OPD, a number of other offices and committees play roles in faculty development to enhance teaching and learning. IUPUI's nationally recognized Office of Service Learning , for example, provides resources for and assists faculty in incorporating community service learning experiences into courses and curricula. University College leads initiatives like the RUSS Project, and, in collaboration with OPD, the Gateway Program. The Office of Planning and Institutional Improvement consults with academic units on assessing student learning. The IU-wide Faculty Colloquium on Excellence in Teaching (FACET), housed at IUPUI, sponsors multi-campus forums and institutes to develop faculty leadership for teaching and learning and to support relevant institution-wide change efforts. These units, along with the committees associated with them, work together to help ensure that our various campus initiatives to enhance teaching and learning are integrated and closely tied to the institution's mission and priorities.

Assessment of Programs and Resources for Effective Teaching

Ultimately, the final test of the effectiveness of our faculty development programs is student learning; our approaches to

assessing student learning and many of our findings are reported in the student learning portion of this self-study and in the annual assessment reports from the individual schools. Another indicator of the impact of faculty development efforts is the number of faculty who report using the kinds of active, experiential, and collaborative learning strategies emphasized by these programs and the number of students who report active engagement in learning; those findings are also summarized in the student learning section of the self-study. Assessment of impact is incorporated into significant campus initiatives, such as the RUSS Project and the Gateway Program. In addition, major offices and programs responsible for faculty development, such as OPD, conduct a range of needs assessments and self-assessments and report annually on performance. One indicator of OPD's success is faculty participation in its programs, which increased by a third in 2001-2002, bringing total instances of faculty participation to 4,441. (To view OPD's most recent annual report, click here(PDF) .)

Go on to: Collaborating for Teaching Innovation and Success

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IUPUI makes extensive use of surveys at both the school and campus levels to gather indirect evidence of student learning that supplements and fleshes out evidence gathered through other assessment activities. Campus-wide survey efforts began in earnest in 1993, following the inception of the Office of Information Management and Institutional Research (IMIR) the previous year. The first student satisfaction survey focused on needs for additional student support

resources, including student housing. Over the next four years, IMIR developed annually administered surveys of continuing and non-returning students, recent alumni, faculty, and staff. These instruments were designed specifically to serve campus and school improvement efforts, focusing on support service issues and using satisfaction and importance ratings to determine support needs and perceived service quality.

In the late 1990s, as the campus focused increasingly on student learning, the student and faculty surveys were revised to include more items relevant to teaching and learning improvement efforts. The continuing student and alumni surveys were refocused around students' self-reported learning gains in relation to the PULs. A new reporting format, quadrant maps, was developed to help portray responses to these items. A survey of alumni employers(PDF) , conducted in 2000, also focused on PUL-related learning outcomes.

In 1997, as part of the Restructuring for Urban Student Success Project, IMIR staff worked with colleagues from Portland State University and Temple University to develop a common entering freshman survey. Items from this RUSS survey were subsequently combined with items from the ACT, Inc. Student Information Survey, conducted as part of the ACT/COMP placement testing process, to form IUPUI's current entering student survey. The survey instrument queries new students about their academic goals, perceived learning needs, expectations about college, and outside obligations, such as work and family commitments.

IUPUI also participated in the National Survey of Student Engagement (NSSE) in 2000 and 2002. In collaboration with colleagues from other urban universities, we developed a set of common additional items specifically relevant to the urban student context. Our collaboration with peer campuses allowed for comparison of our survey results with those of our peers. We plan to participate in the NSSE every other year, administering our own Continuing Student Satisfaction and Priorities Survey in alternate years. In 2002, a set of NSSE items was adapted for use in the Faculty Survey, so that faculty perceptions of the learning environment at IUPUI could be compared with those of students.

Current IUPUI surveys are linked closely to campus diversity initiatives. The 1998 editions of the continuing student and faculty surveys and the 1999 staff survey included items related to the campus climate for women and minorities. These items are now being revised to correlate more closely with the latest performance indicators for diversity.

IMIR has incorporated several features into its survey program intended to promote the use of results for program assessment. Stratified random samples are used to ensure the availability of reliable school-level results. Students enrolled in programs scheduled for academic program review are over-sampled the year prior to the review so that program-level results can be included in the program's self-study. For small programs, results from several years' worth of surveys are combined to create a sufficient sample size. IMIR staff also provides programs the opportunity to customize the alumni survey instrument to serve departmental assessment purposes. In addition, when schools undergo professional accreditation reviews, special surveys tailored to self-study needs are conducted.

Indicators and trends from the range of IUPUI surveys are included in annual reports to support the annual campus planning and budgeting process. Deans and Vice Chancellors are expected to respond to survey findings in their annual plans. Survey results are also incorporated into our performance indicators and annual *Campus Performance Report* . Presentations of survey results are featured yearly at PRAC meetings and at numerous faculty and administrative department meetings. Units ranging from the University Library to academic programs, departments, and schools, the Registrar's Office, and many support programs monitor survey results to determine the impact of improvement initiatives on student, faculty, and staff perceptions.

These surveys include both in-house and national instruments. At the campus level, surveys of entering and continuing students, of non-returning students, of graduates and of employers of graduates yield valuable information on student expectations, satisfaction, and perceived learning outcomes that helps faculty and programs plan curricula and pedagogical approaches that engage students and fit their needs.

The various student surveys have been especially important tools in our efforts to improve student retention, helping to illuminate the challenges our students face as they work to continue and complete their education. For example, comparing our results on the NSSE to those of participating peer urban public campuses, we learned that, on average, IUPUI students spend twice as much time working at outside jobs than students at our peer institutions-a statistic that

may help explain why our retention rates have been lower than those of peer campuses. NSSE and other survey results were used extensively in developing the Gateway Program's strategies for improving retention of first-year students, as discussed in depth in the "Teaching" portion of this self-study.

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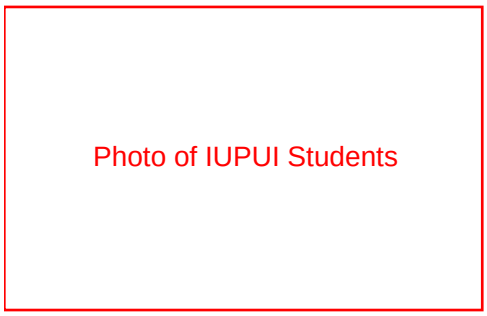

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No campus-wide planning initiative at IUPUI can afford to ignore the highly decentralized culture of the campus. This culture originated with IUPUI's founding as a loose confederation of professional schools, each with its own distinct history and identity. In 1969, when IUPUI was established, its academic units ranged from the School of Medicine,

which had become part of Indiana University in the early twentieth century, to the School of Physical Education, which had been founded elsewhere in the mid-nineteenth century and subsequently relocated to Indianapolis, to extension divisions of IU and Purdue that had no mandate to operate autonomous undergraduate programs in the liberal arts and sciences.

The campus thus lacked the "arts and sciences core" that traditionally provides the common curriculum for general education on university campuses. Each school at IUPUI had its own distinct and separate academic requirements and expectations. As the campus grew and added new schools and programs, primarily in professional areas, this decentralized approach to undergraduate education continued.

By the late 1980s, many at IUPUI recognized the problems inherent in this approach: students had difficulty transferring from one major to another and the university lacked a common, campus-wide articulation of expectations for baccalaureate degree recipients to guide curricular and pedagogical approaches. To develop strategies for addressing these problems, the campus established the Council on Undergraduate Learning in 1988. In 1991, a subgroup of CUL, the Commission on General Education, was charged with developing recommendations on general education.

In 1993, the Commission introduced an initial draft of the IUPUI Principles of Undergraduate Learning, proposing their adoption campus-wide. Rather than attempting to prescribe specific common course requirements for students in all IUPUI schools, the draft defined a set of higher order abilities and skills that all IUPUI undergraduates would be expected to master; course requirements to support student learning of the PULs were to be determined by each individual school. Winning approval of the proposed list of PULs at a large, complex campus like IUPUI was no easy task, but following a number of iterations and extensive discussion at the department, school, and campus levels, the current version of the PULs was adopted by the IUPUI Faculty Council in 1998.

The PULs provide a focused, common statement of expectations for all students, whatever their particular major may be, as well as a common framework for assessing and evaluating academic programs. They include a set of core skills in communication, quantitative reasoning, and information literacy, as well as higher-order intellectual abilities to think critically, integrate and apply knowledge, and understand the diversity of human cultures, societies, and perspectives, among others. Emphasizing liberal learning across the curriculum, the PULs are intended as a blueprint for equipping graduates with the higher-order skills and dispositions that characterize effective citizens, professionals, and leaders.

Using the PULs as a foundation, general education at IUPUI is built around a set of common cognitive experiences and deliberately sequenced intellectual development, continuing from the freshman year through the major to graduation. Teaching and learning of the PULs thus is not expected to be "completed" by the time a student enters a major, but rather to continue within the context of the discipline and/or profession. Capstone courses, required by many majors across the campus, for example, are designed to integrate the six PULs with the content of the major or profession.

Each school at IUPUI that grants baccalaureate degrees is free to determine the specific course requirements that will best enable its students to achieve the PULs. In practice, an "empirical core" curriculum has emerged, as degree programs have reached similar conclusions about the kinds of courses most likely to contribute to student learning of the PULs. This empirical core includes:

- A first-year seminar/learning community (1 course/1-3 hours)
- College writing (English W131/3 hours)
- Speech/communications (Speech Communications R110/3 hours)
- Mathematics competence (3 hours or demonstrated competence)
- Arts and humanities (2 courses/6 hours)
- Social sciences (1 course/3 hours)
- Science (1 or 2 courses/3-6 hours)
- Capstone (number of hours varies)
- TOTAL: 24-27 hours

The empirical core extends across most baccalaureate degree-granting units at IUPUI. In addition, the IU School of

Liberal Arts and the Purdue School of Science formally adopted a common core curriculum in 1998. This common core represents the culmination of a lengthy effort, parallel to, but somewhat separate from, the work of CUL, by the Council of Liberal Arts and Sciences (CLAS). Now renamed the Common Core Curriculum Committee, CLAS, a joint committee of the Schools of Liberal Arts and Science, based its "Principled Curriculum" on the PULs. It is intended to strengthen liberal arts and science students' preparation for the major, to expand student options for choosing a major or pursuing a double degree, and to foster faculty collaboration and interdisciplinary ties across the two schools. The strongest single emphasis in the curriculum is on writing; the design of the curriculum is meant to ensure that substantial writing is required of all Liberal Arts and Science students throughout their undergraduate education. The specific elements of the common core curriculum are described on the Web site of the Common Core Curriculum Committee.

- Assessment of the PULs
- Planning for and Assessing Student Learning in the Major
- A Special PRAC Study of Assessment in the Schools
- Using Surveys in Assessing Student Learning

Go on to: Assessment of the PULs

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A primary locus of these activities is University College , the academic home for new students at IUPUI. UC opened in 1997 and was dedicated in 1998, following several years of experimentation, sponsored by the Undergraduate Education Center, aimed at creating first-year experiences that would ease students' transition to college-level work and provide them with strong connections to the learning process, to their peers, and to faculty. This work emerged initially from the

higher education literature, particularly the literature on learning communities of the late 1980s and early 1990s, which suggested that such communities might be an especially effective strategy for retaining commuter students (see, for example, Tinto, Leaving College: Rethinking the Causes and Cures of Student Attrition, 1993). More recent UC efforts have focused on using assessment findings to refine models originally imported from elsewhere to make them as effective as possible for IUPUI's specific student population.

UC currently has 64 appointed faculty members, drawn from all undergraduate units on campus. This group makes key policy decisions and develops UC programs and initiatives. UC also includes a large advising staff, who work actively with students. Thus, while its offerings span a wide range of disciplines, UC is a true school, not an administrative unit.

A central element of the UC model is a first-year seminar(PDF) -known as a "learning community"-intended to provide an intensive orientation to IUPUI, to the skills needed for college-level study, and to the many support resources available within UC and across the campus. Taught by an instructional team that includes a faculty member, a librarian, an advisor, and a peer mentor, the seminar provides new students with easy access to advising and mentoring and helps them learn to "navigate" the IUPUI campus at the outset of their academic careers.

Following a number of pilots and much restructuring based on assessment findings, the first-year seminar program was extended across the entire campus in the late 1990s. (For a detailed analysis of this history, see the RUSS Self-Study(PDF) .) Currently, first-year seminars are offered by all undergraduate units and enroll 65 percent of entering freshmen. (The aim is ultimately to enroll all entering freshmen.) UC retains a central coordinating role through the First-Year Studies Committee and the IUPUI Learning Community Network.

All first-year seminars introduce students to the critical elements of success in college, with the discipline-based ones adding an introduction to the discipline or department for students already admitted or planning to seek admission to those schools. An important feature of the seminars is their strong emphasis on active and collaborative learning, as well as on development of skills in critical thinking and information literacy. A template(PDF) developed by UC for the first-year seminars includes anticipated learning outcomes, recommended pedagogical strategies, and required curriculum components, in order to ensure that all new students are exposed to key information, resources, and learning experiences in their first semester. (Click here to see several examples of First-Year Seminars offered by UC and other units.)

A second critical feature of UC is that it brings together crucial student support resources and programs in a single physical location. UC is home to such units as the Advising Center, the Career Center, the Learning Center, the Mathematics Assistance Center , and a branch of the University Writing Centers. In addition, UC sponsors a number of IUPUI's pre-college programs, such as SPAN and Upward Bound, new student orientation, and a summer bridge program for new students. UC also houses other important campus-wide programs, such as the University Honors Program and the IUPUI Center for Service and Learning. Thus, new students can find most of the help and information they need in one building that is designed to provide a welcoming, student-friendly environment. Equally important, the efforts of the various centers and programs can be coordinated, and assessment findings and good practices can be quickly disseminated among key units.

UC also serves as the administrative home and coordinator for a number of major campus initiatives to improve undergraduate education, such as the Gateway Program (where UC works in collaboration with the Office for Professional Development), and for IUPUI's participation in a number of national initiatives, including the Greater Expectations project, sponsored by the Association of American Colleges and Universities, and the Restructuring for Urban Student Success Project (RUSS). Placing these campus improvement initiatives under one administration helps to ensure that they are integrated with one another and with UC's academic offerings and support services. For example, Greater Expectations focuses on core collegiate learning outcomes, such as critical thinking and written and oral communication. At IUPUI, these outcomes are encapsulated in the Principles of Undergraduate Learning, which most students initially learn about in the first-year seminar. Bringing Greater Expectations under the same administration as the first-year seminars allows coordination between the two programs. (Click here to link to a brief report on the Greater Expectations Web site on IUPUI's work with the project.)

Similarly, a core component of the Gateway Program, discussed in detail later in this self-study, is Structured Learning Assistance (SLA), which is offered under the aegis of UC's Learning Center. The Writing Center and the Mathematics Assistance Center also play critical roles in the Gateway Program. The fact that these programs are under one administration and one roof makes it easier for them to align efforts to achieve the goals of the Gateway initiative.

Assessment of UC Programs Because UC's mission directly targets enhanced student learning of core collegiate learning outcomes and improved retention of first-year students-priorities critical to IUPUI's effectiveness as an institution-assessment has been intrinsic to its operations from the outset. Substantial resources are committed to UC assessment: in addition to assessment work conducted by UC's own staff, the Office of Information Management and Institutional Research (IMIR) includes a staff member assigned to support UC assessment efforts, while OPD and UC share a staff member whose role includes qualitative assessment of UC programs. In addition, a UC Faculty Fellows Program(PDF) has supported a range of special, targeted assessment projects. (For a summary of UC assessment approaches and initiatives, click here.)

During UC's first several years, assessment efforts focused broadly on the program's overall impact on student grades and retention, comparing new students who participated in UC programs with non-participants. (Click here for a report on initial UC assessment efforts.) As UC programs expanded and were refined, based on early assessment findings, assessment efforts became more focused, examining the impact of specific interventions, such as SLA or the use of peer mentors, for example. (For an overview of this more focused approach, see Part 2 of the Fall 2000 Enrollment Report.) UC assessment methods include both quantitative and qualitative approaches and are intended to serve both formative and summative purposes, so that findings yield information not only on program impact, but on the reasons for that impact, and on unmet needs. Using a range of approaches, including focus groups and personal interviews, to tease out information on why certain outcomes do or do not result, as well as on what outcomes result, is especially important for improving the effectiveness of the programs as they mature.

Ongoing UC assessment processes use a three-phase approach:

- Needs assessment, conducted via an entering student survey, student satisfaction surveys, non-returning student surveys, and through special task forces and Faculty Fellowships.
- Process assessment, which examines alignment between program concept and implementation, using focus groups, interviews, questionnaires, and special studies, such as the RUSS self-study.
- Outcomes assessment, focused on determining how well programs are meeting their goals, using information on the impact of specific interventions on retention and academic performance, survey results, and students' self-reported learning gains.

In addition to these ongoing assessments, UC has conducted and sponsored a number of special assessment initiatives, including the RUSS Project, the Gateway Program, the Learning Center Task Force, the Transitional Education Task Force, and the various projects carried out by the Faculty Fellows. (Click here for a summary of these projects)

Assessment at UC has led to substantial refinement of its approaches to working with first-year students. For example, the initial pilot experiments with first-year seminars used a broad-stroke, "one size fits all" approach, where course content and activities were more or less interchangeable among seminar sections. More recently, information gathered through assessment has led to the development of seminar sections tailored to student interests and needs-e.g., seminars for honors students, non-traditional-aged students, students with interests in specific majors, and students with particular learning needs.

Other examples of changes made by UC as a result of assessment findings include:

- The addition of a set of new UC courses, "Critical Inquiry" (CI). These are reading-intensive sections linked to department-based content courses and designed to support the readings in those courses. CI uses a specific approach to helping students read and critically analyze difficult texts. In a Fall 2000 pilot, beginning freshmen enrolled in CI sections earned higher course grades in the content course and were less likely to withdraw from the course than non-CI students. These results have continued to hold true as the program has expanded in subsequent semesters.

- Adoption of the " Structured Learning Assistance" (SLA) model for high-risk-for-failure Gateway courses (i.e., introductory-level courses with high enrollments of new students). Early experiments with Supplemental Instruction in Gateway courses at IUPUI showed benefits for students who participated, but suggested that many students who would most benefit were not taking advantage of the program. SLA is a specific form of Supplemental Instruction that mandates student attendance at weekly directed study and practice sessions. The sessions provide enhanced background on course content and assistance in specific study skills required to master course material. Experience with SLA over the past two years has shown that students in SLA sections withdraw from those courses at significantly lower rates than students in non-SLA sections.
- A 2001-2002 pilot of a proposed "Administrative Withdrawal" policy, whereby students who miss more than half of a class's meetings during the first four weeks of the semester are automatically withdrawn from the course. The pilot resulted in significantly increased retention in participating courses. As a result of the pilot's success, the administrative withdrawal policy is in effect this fall for selected courses in the departments of English, Mathematics, Psychology, and Communication Studies, as well as in UC courses. Discussions about applying the policy campus-wide are currently underway.
- Revision of the learning communities mentor program, as a result of a Faculty Fellow's analysis of the program. Changes included enhancements to mentor training and supervision, greater faculty involvement in mentor recruitment, and clearer definition of peer mentor roles and responsibilities.
- Block scheduling of linked courses. The learning communities model at IUPUI, until recently, did not include the course blocks usually associated with learning communities, in part because of the formidable logistics of block scheduling at a commuter campus. We have just recently begun a major initiative to develop course blocks, with support from a grant by the Lumina Foundation for Higher Education. Twenty blocks were piloted in Fall 2001 and additional blocks are under development, making our efforts in this area among the most comprehensive in the nation among urban commuter institutions. Two task forces are currently addressing a range of issues related to this initiative, from curriculum integration to scheduling logistics.

Impact of UC Programs

The years of work and intensive campus-wide effort invested in UC and related learning and retention initiatives have begun to yield tangible benefits in the form of a 3.4 percent increase over the previous year in retention of new freshmen from Fall 2000 to Fall 2001 and a 3.2 percent increase from Fall 2001 to Fall 2002. Our analysis indicates that approximately half of a percentage point of the increase from 2000 to 2001 is attributable to changes in admission standards and that half of the total change from 2001-2002 is attributable to these changes. A good portion of the remaining increases can be attributed to the program interventions discussed here. In addition, while fewer new students have enrolled for the current semester than for the Fall 2001 semester, improved retention has led to a 2.4 percent increase in overall enrollments at IUPUI , which reached an all-time high this semester of over 29,000 students.

The work of UC has led to less quantifiable, but perhaps no less beneficial, changes as well. UC has provided a highly visible model in which respected, senior faculty members, drawn from academic units across the campus, have collaborated with one another and with other staff members to address difficult teaching and learning issues. Other schools and departments have followed suit; for example, the departments of Mathematics, Psychology, Sociology, English, and Communication Studies, among others, have adopted the practice of appointing senior faculty as coordinators of large, multi-section courses and collaboratively determining desired learning outcomes for these courses and criteria for assessment of those outcomes.

These and other departments have also initiated or augmented their own efforts to encourage community and engagement among their students, particularly new students, and have enhanced advising, mentoring, and resources for student support. While IUPUI faculty certainly were dedicated to student learning prior to the existence of UC, UC's visibility and success have provided encouragement and direction to efforts based in other campus units, supplied a prominent model of senior faculty collaboration to enhance student learning, and created a centralized location for dialogue about first-year student learning and success and for coordinating related campus-wide improvement initiatives.

UC has also been recognized as a national model: the Association of American Colleges and Universities selected IUPUI

for the Greater Expectations project on the basis of UC's accomplishments; and IUPUI was recently named a recipient of a First-Year Experience award from the national Policy Center for the First-Year of College. (Click here to read our applications materials for Greater Expectations and here for our First-Year Experience materials.) *US News and World Report* this year cited IUPUI's learning communities as an example of "programs that really work" to enhance student learning.

Go on to: Active Learning Across the Campus

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Active Learning Across the Campus. IUPUI seeks to make active, collaborative, and experiential forms of teaching and learning a hallmark, not only of UC, but of the campus as a whole, as we work to promote student engagement and success. The predominance of professional schools at IUPUI and the strong professional orientation of our students mean that hands-on, real-life learning opportunities are especially important for them-both to keep them engaged and motivated to learn and to prepare them for the challenges they will face in their post-graduate, professional lives.

Moreover, IUPUI's urban setting and engagement with the Indianapolis community provide a wealth of opportunities and resources for service learning, internships, clinical experiences, field work, and hands-on research.

Our approaches to helping faculty incorporate these pedagogies into their teaching are discussed in the teaching portion of this self-study. It is worth noting here, however, that in the most recent IUPUI faculty survey , 92 percent of faculty report using class discussion as a teaching approach "often," "frequently," or "very frequently," 72 percent report assigning group projects "often" or more, and 65 percent report asking students to make in-class presentations "often" or more.

Results of student surveys, including student satisfaction surveys and the National Survey of Student Engagement (NSSE), also suggest that IUPUI students are active learners. For example, on the NSSE, approximately 59 percent of freshmen and 70 percent of seniors responded that they "often" or "very often" ask questions in class or contribute to class discussions. More than 35 percent of freshmen and 58 percent of seniors report making class presentations often or very often. In addition, 68 percent of seniors indicated that they had completed or planned to complete an internship, practicum, or field experience , while 54 percent had participated or planned to participate in community service or volunteer work while in college.

In addition, 26 percent of seniors reported working with faculty on research outside their regular coursework, whether through our three-year-old Undergraduate Research Opportunities Program (UROP) or through other campus, school, or department programs. This percentage is the same as the average for doctoral intensive universities and above the average for our urban peer institutions.

These results are not surprising, given that virtually every professional program at IUPUI and many programs in the liberal arts and sciences require or provide opportunities for field work, internships, or clinical experiences, while all students can take advantage of a campus-wide internship program offered through the IUPUI Career Center. In addition, a number of undergraduate professional programs, including Education and Dentistry, have instituted curricula designed to ensure that students are involved in clinical experiences from the outset of the program. Capstone courses , required by most undergraduate majors, whether in professional disciplines or in the liberal arts and sciences, typically incorporate significant final projects in which students are asked to apply what they have learned either in a real-world setting or a close simulation of one, often working with one another in groups.

Other survey results related to student engagement are less encouraging; for example, in the NSSE, students reported relatively little interaction with faculty outside the classroom. While we might expect less student-faculty interaction outside class than would be typical at a residential campus, a number of current initiatives, including UROP, are seeking to foster higher levels of academic engagement of students with faculty outside class. For example, the Office of Student Life and Diversity is working to expand co-curricular activities that bring students and faculty members together around shared academic and professional interests. Plans for improving the physical environment for learning at IUPUI and for new student residences on campus, discussed elsewhere in this self-study, are likewise intended, among other things, to create increased opportunities for student-faculty interaction outside class.

Go on to: Technology and Enhancement of Student Learning

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Research on higher education has demonstrated that prior academic success and residential status are among the strongest predictors of student retention and performance. As noted in the introduction to this self-study, both factors present challenges for IUPUI and our undergraduate students. First, a large proportion of new freshmen at IUPUI continue to enter with deficits in preparation and readiness for college-level work. Second, our students'

circumstances-commuter status, accompanied by heavy off-campus work and family commitments -constrain their involvement in learning and in campus life. For them, simply finding the time and energy to devote attention to college study is difficult; at the same time, their attachment to the campus may be weak in comparison to that of students at residential campuses.

To address these challenges to effective learning and persistence, IUPUI has invested substantial energy and resources in encouraging student engagement with learning and with the campus. Through a number of initiatives, we have worked to develop students' sense of community on campus, make academic support programs readily accessible to them, and ensure that they experience a range of active learning pedagogies.

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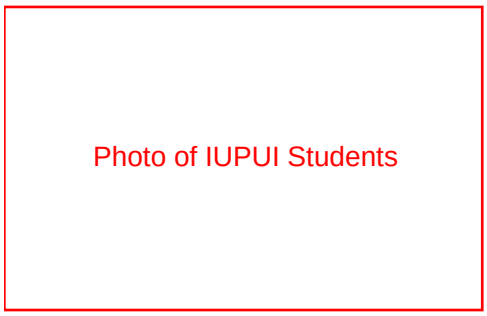

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Teaching and Learning - Examples

This part of the IUPUI Portfolio contains examples of student and faculty work in individual courses.

Learning Communities/First-Year Seminars

- Learning Communities (PDF) are courses offered to first-year students that help orient them to college-level work and to campus life and resources. Students in this learning community for student athletes, UCOL 110-R505, offered by University College, have been retained at an exceptionally high rate compared to "all" beginning students.
- Engineering 195, Introduction to the Engineering Profession, is a learning community for prospective Engineering majors. Read the syllabus here.
- Here is the syllabus for section R462, a first-year learning community offered by the Department of Tourism, Conventions, and Event Management.

Gateway Courses

- W131, Elementary Composition I, is part of the Department of English Writing Program. Along with the University Writing Center and the Office of Campus Writing, the program provides campus-wide support for writing as a means to improve and demonstrate student learning in all academic schools and programs. Click here to see examples and assessments of student essays written for a W131 assignment that asks students to reflect on their own writing processes.
- R110 Fundamentals of Speech Communication, taken by almost all IUPUI students, introduces students to the fundamentals of public speaking. To see what students learn in the course, click here.

- Workshop Chemistry: This PowerPoint presentation summarizes the impact of revisions made to General Chemistry I, an important Gateway course in which high proportions of students were dropping or failing the course, or not learning enough to succeed in subsequent Chemistry courses. As part of the Gateway Program and Project SEAM, a large-scale high school-to-college articulation project, the course was revised to include new features aimed at increasing students' opportunities to engage with course materials. Among other interventions, mandatory peer-led, small-group "workshop" sessions allow each student more time to work with class-peers to discover problem solutions, while improving time-on-task, leading to significantly enhanced student success in the course.

Capstone Courses

- Capstone courses typically ask students to integrate and apply their learning of the Principles of Undergraduate Learning and their major discipline by completing a significant project, often one that addresses a "real-world" issue or a close simulation of one. In TCEM 499 Operational Analysis, students majoring in Tourism, Conventions, and Event Management work in small groups over the semester to create a business plan for a new company in the field. At the end of the semester, they present the plan to classmates and invited guests from the industry. Click here to see an example of one of these projects and its assessment.
- In this capstone course for English majors, students reflect on their learning of the PULs and the extent to which their major and their IUPUI experience as a whole have contributed to this learning. Click here to see student reflections on PULs and view a video on a student's capstone project.

Teaching, Learning, and Technology

- Sociology and English: This report resulted from an experiment funded by the Pew Grant Program in Course Redesign. The project created linked sections of two key Gateway courses, R100 Introduction to Sociology and W131 Elementary Composition I, and made extensive use of technology to enhance students' interaction with one another and with course instructors, all with the aim of improving student learning and success in these courses. The experimental project is still ongoing, but this preliminary report suggests that the redesign is leading to significantly enhanced student learning and retention.
- This report (PDF), by three faculty members in the Department of Organizational Leadership and Supervision, discusses student responses and self-reported learning outcomes in an online course on "Human Behavior in Organizations" that made extensive use of small-group work.
- Here is a PowerPoint presentation by a faculty member in the English Department on the advantages and challenges of teaching writing in a Web-based distance education format.
- This report on a survey of students (PDF) enrolled in three online courses in Labor Studies provides some insight on the characteristics and experiences of students who enroll in distance education courses. It also suggests that the availability of the courses online were a key factor in motivating many students to enroll.

More Course Examples

- Honors B104 Introductory Psychology as a Social Science introduces students to critical thinking by asking them to apply it to their own lives. Read more about the course here.
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Center for Teaching and Learning provides faculty with a technology-rich environment and access to expertise to help them incorporate technology into courses and curricula in ways that enhance and enrich the learning environment. University Library has developed extensive electronic resources to support learning and teaching, both on-site and at a distance, including Web access to the catalogue, as well as to indexes and abstracts, reference materials, electronic journals, and over 4,500 electronic books.

One of the aims of IUPUI's current Student Electronic Portfolio initiative, discussed elsewhere in this self-study, is to engage students more deeply in learning through online reflection and integration of knowledge and skills across courses. In addition, a joint project conducted in 2000-2001 by the Departments of Sociology and English(PDF) , funded by the Pew Center for Academic Transformation, provides a compelling model for using technology to reduce the costs of offering a large introductory course, while realizing significant gains in student learning.

Go on to: Assessment of the Impact of Technology on Student Learning

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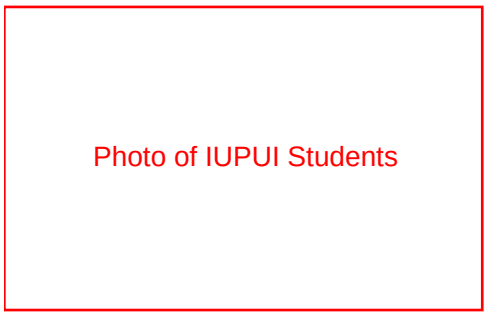

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Research on higher education has demonstrated that prior academic success and residential status are among the strongest predictors of student retention and performance. As noted in the introduction to this self-study, both factors present challenges for IUPUI and our undergraduate students. First, a large proportion of new freshmen at IUPUI continue to enter with deficits in preparation and readiness for college-level work. Second, our students'

circumstances-commuter status, accompanied by heavy off-campus work and family commitments -constrain their involvement in learning and in campus life. For them, simply finding the time and energy to devote attention to college study is difficult; at the same time, their attachment to the campus may be weak in comparison to that of students at residential campuses.

To address these challenges to effective learning and persistence, IUPUI has invested substantial energy and resources in encouraging student engagement with learning and with the campus. Through a number of initiatives, we have worked to develop students' sense of community on campus, make academic support programs readily accessible to them, and ensure that they experience a range of active learning pedagogies.

- University College
- Active Learning Across the Campus
- Technology and Enhancement of Student Learning
- Assessment of the Impact of Technology on Student Learning
- Diversity, Learning, and Success

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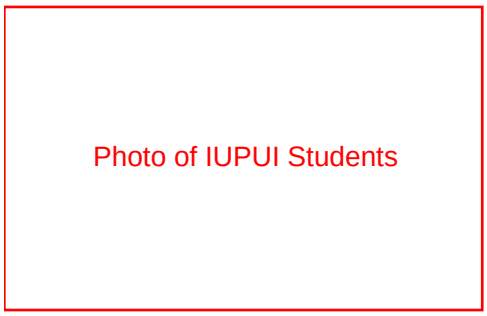

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Student Electronic Portfolio (ePort)

IUPUI's Student Electronic Portfolio (ePort) initiative has been evolving for about five years, but was formally launched in 1999 when Executive Vice Chancellor William Plater appointed a committee, chaired by Professor Sharon Hamilton, to oversee the project. The ePort is organized around IUPUI's Principles of Undergraduate Learning and has several purposes:

- To support students' learning of and engagement with the PULs over their entire undergraduate experience at IUPUI, beginning in the freshman learning community(.pdf) and culminating in the capstone experience.
- To help both faculty and students reach a clearer, more coherent understanding of how various aspects of the curriculum (including specific assignments, courses, and programs) support students' increasing mastery of the PULs.
- To contribute to assessment of student learning of the PULs at the levels of the individual student, the course, program, and institution.

After a series of pilots in UC learning communities and in the Schools of Nursing and Business in 2001 and 2002, the template for the portfolio is being revised with a tighter focus on demonstrating students' improvement and achievement in the PULs through formal coursework and participation in co-curricular activities. As part of the initiative, IUPUI faculty are collaboratively developing definitions of introductory, intermediate, advanced, and exemplary achievement of each of the PULs. This effort began with a university-wide workshop in April 2002 that brought together over 100 faculty members from schools and departments across the campus. Currently, this work is being continued by ten committees (five for PUL1, which includes verbal, quantitative, and information literacies, and five for the remaining PULs), also representative of a wide range of disciplines. To date, several hundred faculty and students have been involved.

Additional pilots are planned for 2003. Eventually, we intend the ePorts to serve not only the purposes listed above, but to supply examples and overviews of student attainment of the PULs for IUPUI's institutional portfolio.

Here are some materials related to our work on the ePort project:

- Current template for the portfolio
- A PowerPoint presentation on the project
- Content Matrix
- Announcement of April 12 workshop
- Current draft of "introductory" and "intermediate" competence in the PULs
- PUL committee members
- Draft guidelines for students on demonstrating progress on PUL 1 during their first year at IUPUI
- Reflections on the portfolio by a sophomore who participated in a pilot of the ePort

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questions from which faculty can choose. The instrument is now part of the TLT Group's suite of assessment tools.

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IUPUI Online

A new initiative, *IUPUI Online* , launched this fall, is bringing together what IUPUI has learned from these and other experiences with technology with the results of a series of incubator projects to implement expanded use of technology-enabled learning and student services over the next ten years. Ultimately, the initiative aims to realize both greater efficiency and enhanced learning through technology-based tools, allowing the campus to alleviate strains on campus resources and facilities while improving the learning environment. A March 2002 concept paper for *IUPUI Online* envisions "development of learning experiences that use technology to improve learning by using class and laboratory time differently, by using more active and student-inquiry pedagogies, and by differentiating roles in the teaching process."

IUPUI Online will be implemented in stages. Activities and plans for 2002-2003 include:

- A series of focused campus-wide conversations featuring leading thinkers-from both on- and off-campus-on the topics of learning technologies and change. These conversations will examine possibilities for alternative modes of learning, cost savings, and the future of higher education generally.
- A set of "incubator" projects, supported by the Center for Teaching and Learning and the Digital Media Services group in University Information Technology Services (UITS). Six projects are in progress during the current semester, with additional ones to be added in Spring 2003. Both the development process and learning outcomes from these courses will be carefully assessed, with findings shared across the campus and nationally.
- Work on identifying the types of courses the initiative will focus on and on addressing intellectual property issues.
- Development of a variety of business plans that reflect the varying contexts of schools and departments across the IUPUI campus, in order to gain a better understanding of how we can expand our use of technology-enabled learning at costs we can afford.
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Teaching and Learning - Examples

This part of the IUPUI Portfolio contains examples of student and faculty work in individual courses.

Learning Communities/First-Year Seminars

- Learning Communities (PDF) are courses offered to first-year students that help orient them to college-level work and to campus life and resources. Students in this learning community for student athletes, UCOL 110-R505, offered by University College, have been retained at an exceptionally high rate compared to "all" beginning students.
- Engineering 195, Introduction to the Engineering Profession, is a learning community for prospective Engineering majors. Read the syllabus here.
- Here is the syllabus for section R462, a first-year learning community offered by the Department of Tourism, Conventions, and Event Management.

Gateway Courses

- W131, Elementary Composition I, is part of the Department of English Writing Program. Along with the University Writing Center and the Office of Campus Writing, the program provides campus-wide support for writing as a means to improve and demonstrate student learning in all academic schools and programs. Click here to see examples and assessments of student essays written for a W131 assignment that asks students to reflect on their own writing processes.
- R110 Fundamentals of Speech Communication, taken by almost all IUPUI students, introduces students to the fundamentals of public speaking. To see what students learn in the course, click here.

- Workshop Chemistry: This PowerPoint presentation summarizes the impact of revisions made to General Chemistry I, an important Gateway course in which high proportions of students were dropping or failing the course, or not learning enough to succeed in subsequent Chemistry courses. As part of the Gateway Program and Project SEAM, a large-scale high school-to-college articulation project, the course was revised to include new features aimed at increasing students' opportunities to engage with course materials. Among other interventions, mandatory peer-led, small-group "workshop" sessions allow each student more time to work with class-peers to discover problem solutions, while improving time-on-task, leading to significantly enhanced student success in the course.

Capstone Courses

- Capstone courses typically ask students to integrate and apply their learning of the Principles of Undergraduate Learning and their major discipline by completing a significant project, often one that addresses a "real-world" issue or a close simulation of one. In TCEM 499 Operational Analysis, students majoring in Tourism, Conventions, and Event Management work in small groups over the semester to create a business plan for a new company in the field. At the end of the semester, they present the plan to classmates and invited guests from the industry. Click here to see an example of one of these projects and its assessment.
- In this capstone course for English majors, students reflect on their learning of the PULs and the extent to which their major and their IUPUI experience as a whole have contributed to this learning. Click here to see student reflections on PULs and view a video on a student's capstone project.

Teaching, Learning, and Technology

- Sociology and English: This report resulted from an experiment funded by the Pew Grant Program in Course Redesign. The project created linked sections of two key Gateway courses, R100 Introduction to Sociology and W131 Elementary Composition I, and made extensive use of technology to enhance students' interaction with one another and with course instructors, all with the aim of improving student learning and success in these courses. The experimental project is still ongoing, but this preliminary report suggests that the redesign is leading to significantly enhanced student learning and retention.
- This report (PDF), by three faculty members in the Department of Organizational Leadership and Supervision, discusses student responses and self-reported learning outcomes in an online course on "Human Behavior in Organizations" that made extensive use of small-group work.
- Here is a PowerPoint presentation by a faculty member in the English Department on the advantages and challenges of teaching writing in a Web-based distance education format.
- This report on a survey of students (PDF) enrolled in three online courses in Labor Studies provides some insight on the characteristics and experiences of students who enroll in distance education courses. It also suggests that the availability of the courses online were a key factor in motivating many students to enroll.

More Course Examples

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Diversity is a core value of IUPUI, reflected in the *Vision for Diversity* laid out by the Chancellor in 2000, in our revised mission statement and strategic plan(PDF) , in the performance indicatorsemerging from that plan, and in the structures and initiatives we have put in place to support diversity across the work of the institution. Accordingly, all of the initiatives to enhance student learning, engagement, and persistence already discussed in this self-study have included a strong emphasis on supporting academic success among students from traditionally underserved groups. For example,

UC's Mathematics Assistance Center, while established to support all students, has helped to attract additional funding for initiatives focused on nontraditional students, including a grant from the Nina Mason Pulliam Trust designated to assist minority, low-income, and first-generation college students. Programs like SLA, the UC learning communities mentor program, Critical Inquiry, and the Gateway Program are in part designed to meet the needs of our students of color, who are disproportionately represented among the ranks of under-prepared and first-generation college students at IUPUI and have already benefited from the enhanced academic support these programs provide.

Assessment of Diversity

Approaches to assessing academic success among students of color and related areas like campus climate have included focus groups, surveys, and analysis of student profiles and of retention and graduation rates. A *Campus Climate for Diversity Review* , commissioned by the Chancellor in 1997, and including a self-study and evaluation by two outside consultants, contributed substantially to current campus strategies and initiatives to support diversity efforts. The Chancellor's Diversity Cabinet oversees and monitors these efforts, while the Chancellor reports annually on diversity to the IUPUI and Indianapolis communities in his annual IUPUI State of Diversity Address.

Major issues we are addressing as a result of assessment findings include these:

- Retention and graduation rates among African American students, by far the largest minority group on campus , are lower than those for "all other" students. To some extent, this result is predictable, because a higher percentage of our new African American students are considered under-prepared for college work. Comparisons between "regularly" admitted African American beginning students and "all other" regularly admitted students, however, still show a significant disparity in graduation rates, as do comparisons between "conditionally" admitted African American and all other students. The fact that African American students at IUPUI have significantly heavier outside work commitments than other students may partly explain this gap, but assessment findings suggest that other factors also play a role. (While the Latino student population at IUPUI is growing rapidly, reflecting the demographics of Indianapolis and Central Indiana, the number of Latino students has been too small to make meaningful comparisons of their graduation rates and those of other groups.)
- One-year retention rates for African American students have risen recently, with retention of regularly admitted African American beginners reaching parity with that of all others in Fall 2001 . Retention of conditionally admitted African American students , however, remained seven percentage points lower than retention of all others.
- Student satisfaction survey results show that students feel moderately positive about the campus climate for diversity and believe that race relations on campus are good . But results of the NSSE suggest that, compared to students from other urban universities and from large public research universities, fewer IUPUI students feel that the campus encourages interaction among students from different backgrounds or that they graduate with an understanding of different cultures and ideas . (Since many of our peer urban institutions are on the East and West Coasts, the less diverse Midwest context should be taken into account in interpreting this finding.)
- The Campus Climate for Diversity self-study and consultants' report suggest that some units have begun to realize the campus's *Vision for Diversity* , but that other units lack clear plans for incorporating diversity into their core activities of teaching, research, and service. The external consultants' report observes that these units need to mount "a sustained set of activities, motivated by a coherent philosophy and action agenda" and tied to ongoing planning and reporting.

Diversity Initiatives and Actions Taken in Response to Assessment Findings

IUPUI's new mission statement and strategic plan include a set of goals, indicators , and strategies for diversity. Beginning in 2001-2002, schools have been encouraged to include in their annual reports information about their progress in each area of the campus's strategic plan, including diversity (Click here for an example.)

In addition to the many student support and engagement efforts already discussed, IUPUI has undertaken a range of initiatives at the campus, school, and department levels to support academic success among diverse undergraduates.

These programs fall into several broad categories:

- Pre-college programs geared to encouraging students of color to consider IUPUI and to help prepare them to succeed in college and in various areas of specialization. Such programs are sponsored by a number of units at IUPUI, including UC and the Schools of Education, Engineering and Technology, and Science.
- Financial aid programs designated for students of color. Many IUPUI schools fund scholarships, assistantships, and other financial aid targeted to these students. For example, the Minority Research Scholars Program provides tuition rebates for students in science, engineering, and health professions.
- Academic support programs tailored to the needs of diverse undergraduates. For instance, the Schools of Nursing and Science offer peer mentoring for students of color. The Minority Engineering Advancement Program combines pre-college work with promising minority students in grade 6 and up, help in obtaining financial aid to attend college, and academic support during college to provide students in the program with hands-on instruction and summer work experiences in their chosen field.
- Co-curricular organizations and programs. Many schools, including the Schools of Nursing and Engineering and Technology sponsor co-curricular organizations and activities that bring minority students together with one another and with successful professionals in their fields.
- Initiatives to improve the campus climate for diversity. The role and mission of the Office of Student Life and Diversity are strongly focused on improving the campus climate for diversity. Since its inception, the office has conducted a number of student focus groups and campus-wide forums on diversity issues. Their new strategic plan(PDF) has emerged, in large part, from student input gathered through these activities.

In addition to these efforts, school-based and campus-wide offices and groups like the Office for Multicultural Faculty Development (OMFD) and the Diversity Inquiry Group (DIG) plan and sponsor faculty and staff development programs aimed at ensuring that diversity issues are incorporated into curricula and that faculty are sensitive to and able to manage issues of classroom climate. The Office for Multicultural Faculty Development also provides support programs for faculty and staff of color and consults with departments on recruitment and retention of faculty and staff of color. These aspects of our diversity efforts are discussed more fully in the teaching portion of this self-study.

Go on to: Creating a Supportive Environment for Effective Learning

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Gateway Program

The Gateway Program is a faculty-led effort to improve student learning and retention in courses with high enrollments of first-year students. It represents a collaboration among the Office for Professional Development, University College, academic departments that offer Gateway courses, and units such as the Office of Information Management and Institutional Research, the Office of Student Life and Diversity, the Diversity Inquiry Group, and the Office of Enrollment Management. The program includes faculty development offerings, a series of Gateway Forums open to all members of the campus community, a Web Forum for exchanging information on successful strategies and best practices, course and curriculum revision, and Structured Learning Assistance. The success of the two-year-old effort in improving student retention led to national recognition by the Theodore M. Hesburgh Award program in February of this year.

Information on the program is available on the Web sites linked above. To view a recent PowerPoint presentation on the program's impact on retention, click here. For a presentation on revised courses, click here(PowerPoint) . For examples of revised courses, click example 1, example 2, or example 3. To read the materials on the program submitted for the Hesburgh Award, click here.

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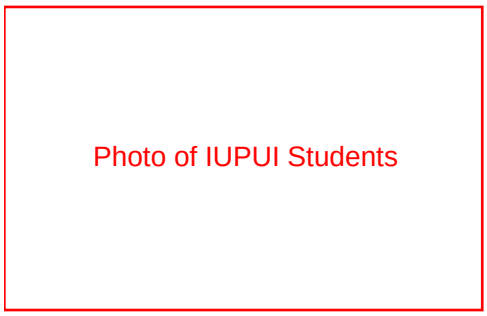

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IUPUI's efforts to support student retention and success through academic program-based initiatives and the development of co-curricular opportunities have been accompanied by a series of long-term building and renovation projects intended to create more welcoming and "learner-friendly" physical facilities and environments on the campus. These projects have been among the campus's highest planning and budgeting priorities over the past decade. The

changes and improvements underway and planned for the next few years are motivated, in large part, by our focus on engaging students more deeply with learning and with the campus: for commuter students, especially, an environment conducive to spending time on campus before and after classes and engaging in activities outside the formal classroom is likely to strengthen their connection with the institution and with faculty and fellow students.

Redesigning Existing Learning Spaces

Some of the renovations are meant to support changes in instructional approaches, which are placing increased emphasis on the pursuit of active, experiential, and group learning, as well as on the use of instructional technologies. Such approaches call for new ways of conceiving learning spaces originally designed to accommodate lecture/presentation-based pedagogies. As an August 2000 concept paper of the IUPUI Learning Environments Committee explains,

No longer is the traditional classroom space, most suited to a presentational format, the only kind of facility we need to pursue our goals of better learning and affiliation; many other kinds of spaces are required to achieve these goals. We need to support spaces that enable interchange between students and students as well as between students and faculty, spaces that allow students to stay engaged between class meetings, spaces that encourage use of instructional technology in learning. The campus must be rich in instructional spaces of many kinds.

Among IUPUI's first experiments with creating new kinds of learning spaces and facilities was the construction of the new University Library and the renovation of the old library building for University College. UL marked the first of these efforts, providing approximately 1,800 comfortable study spaces and technology resources that are especially important for commuting students and students who do not have access to technology at home. All carrels and study rooms are wired and IUPUI's wireless network is available in the building. UL's gate count was over 1,000,000 in 2001-2002 and continues to rise, counter to national trends toward declining library use.

UC was envisioned as an academic "home" for entering students. Accordingly, the UC building includes a variety of areas designed to support group learning and technology-assisted learning, as well as spaces where students can relax, study, and socialize. A redesign and upgrade of the UC food services area this year is intended to make the building an even more inviting environment for students to spend time in.

Similar upgrades are underway or planned throughout the campus, with the Learning Environments Committee, launched in 1999, playing a central role in conceptualizing the redesigned spaces, prioritizing spaces for renovation, and developing standards for both classroom and informal learning spaces. Working with task groups of students, faculty, and architectural planners to analyze needs and generate ideas for specific campus locations, the committee has developed a concept paper calling for "the creation of clustered seating, work tables, outdoor benches, additional pocket cafes, stand-up Internet kiosks or wireless clusters throughout connectors, in lobbies, and other public spaces" to make visible "the culture of learning that we are promoting at IUPUI." When plans are fully implemented, all classrooms will be wired for voice, data, and video connectivity, and many will include temporary or permanent partitions, work surfaces for use by groups of eight or fewer people, and moveable furniture to facilitate small-group learning.

To date, a redesign of several informal learning spaces in the Lecture Hall has been completed. Plans for the future call for classroom upgrades and the development of informal learning spaces in the Business/SPEA Building, Cavanaugh Hall, the Education/Social Work Building, the School of Nursing, and the Science, Engineering and Technology Building. Tentative locations for wireless computing environments include the Lecture Hall, the Education/Social Work connector, and Cavanaugh Hall.

New Buildings to Foster Student Engagement with Campus Life

Even more ambitious plans call for the development of a 173,000 square foot Campus Center by 2005 and for staged completion of student residences, which will increase our total student housing capacity from 350 to 3,000 students. Construction of Phase I of the residences has been, with completion expected as early as 2007. The Campus Center, which will be centrally located at the southwest corner of Michigan Street and University Boulevard, is slated to include student gathering places and lounges, food services, meeting and event spaces, student academic assistance services and resources, performance space, a computer lab, and a range of auxiliary services. The Center, which will begin

construction in 2003 with completion anticipated in 2005, is a cornerstone of IUPUI's plan to create a welcoming campus environment and encourage stronger academic and social connections to the campus among students.

Equally important, the student residences, which will house approximately 3,000 students, are being carefully planned as learning communities for students able to devote full attention to their educational experience at IUPUI. It is anticipated that adding a core group of residential students to IUPUI will strongly influence the student culture on campus, encouraging deeper engagement in learning among all students and, with the help of the Campus Center, strengthening and expanding co-curricular activities and student life. Planning for the residences is geared to accomplishing these key objectives for the campus. The residences will include an Honors House, an International House, first-year only student housing, and other special interest housing. UC is working closely with the Office of Student Life and Diversity to develop programming that will bring residential students together in UC first-year seminars, involve them in service learning projects and campus organizations, and create opportunities for student-faculty interaction outside class.

As part of its strategic planning (PDF) process, SLD is developing approaches to assessing the impact and success of the student residences and Campus Center through surveys, a student advisory council, and benchmarking of best practices at peer urban institutions. (Click here to view an interactive timeline of IUPUI building projects, past and future.)

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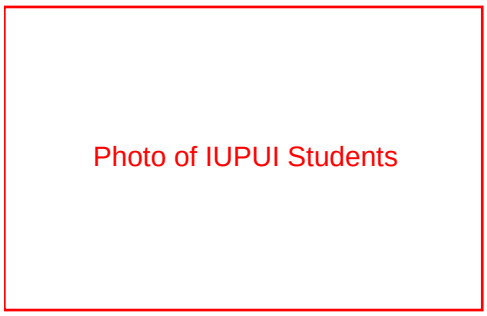

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Accreditation Self Study

Self-Study Introduction

Organization and Special Features of the Self-Study

This self-study has two features that differentiate it from most self-studies developed for accreditation by the Higher Learning Commission of the North Central Association: First, it is a special emphases self-study; and second, it is presented in electronic form on the World Wide Web, as part of the electronic institutional portfolio that IUPUI has been developing since 1998. These two features have strongly influenced the content, organization, and style of the narrative sections, as well as the process of preparing the self-study.

The NCA Handbook of Accreditation defines a special emphasis self-study as "an option for accredited, established, well-functioning institutions that are willing to commit serious attention to a select group of critical issues in order to contribute to institutional improvement and educational excellence." The Handbook goes on to note that "The accreditation process is revitalized for some institutions when they seize this opportunity to build their self-study processes around a small number of carefully selected critical areas in which they want to improve or excel."

Teaching and Learning and Civic Engagement represent two areas in which IUPUI aims "to improve or excel." Over the past two years we have revised our Mission, Vision, Values, and Goals and developed a new strategic plan that renews our commitment to these two key components of our mission. The special emphasis self-studies take stock of what we have accomplished in these areas and solicit the advice of our consultant-evaluators concerning ways in which we can carry our work forward into the future most effectively within the context of our mission and goals. We are grateful to the Higher Learning Commission for allowing us to pursue the special emphases option.

The self-study is primarily Web-based and is included in IUPUI's online "institutional portfolio" at www.iport.iupui.edu. IUPUI has been engaged in developing this portfolio for the past four years. Much like an individual faculty member's teaching portfolio or a student's learning portfolio, the institutional portfolio provides a site and an occasion for

reflection, self-analysis, and improvement. Much of the substance and evidence we present for the self-study is available only on the Web site, which is not a supplement to the narrative, but rather the main product of our collective self-study efforts. We hope it will provide both a more solid foundation of evidence for the self-study and a clearer, richer portrait of the campus than a paper self-study might accommodate. The use of the Web for the self-study is something of an experiment both for IUPUI and the Higher Learning Commission. We will be very interested in comments from our consultant-evaluators on the effectiveness of using the Web as a self-study medium.

Our special emphasis self-studies have been circulated widely among faculty, students, and staff as well as community stakeholders, and we have incorporated input from all these sectors. In preparing our narratives for the Criteria for Accreditation, we have focused on "making the case" that we fulfill the Criteria. These narratives are relatively brief and while they include information gathered from across the campus, have been subject to less extensive discussion and review than the two special emphasis studies. In addition, all of the self-study's narrative sections were written with the assumption that they would be read on-line; readers will find frequent references to "this section of the Web site," "menus," and other language reflecting the development of these narratives as components of a complex Web site.

Special Emphases

IUPUI's recently revised mission statement and current strategic planning effort focus on three principal elements: excellence in teaching and learning; excellence in research, scholarship and creative activity; and excellence in civic engagement. While higher education institutions and their stakeholders have formed some consensus on the characteristics and indicators of excellence in research, our understanding of the nature of excellence in teaching and learning and in civic engagement is still evolving. By exploring these two latter aspects of our mission in our self-study, we hope to contribute to this developing understanding, with a strong focus on our specific urban setting, context, and challenges, and with the aim of continuing to strengthen our institution's effectiveness in these key areas as the strategic plan challenges us to do.

The self-study thus considers our accomplishments and effectiveness in relation to our strategic goals and objectives in the areas of teaching and learning and civic engagement, using evidence derived from assessment to determine areas of strength and areas needing improvement. We also consider the usefulness of our current assessment and improvement practices for providing the evidence we need to determine effectiveness in meeting the goals and objectives in the new strategic plan. Where necessary, we identify needs to change these practices in order to guide improvement within the framework of the plan.

Teaching and Learning

Throughout its brief 33-year history, and especially over the past ten years, IUPUI has focused intensively on developing strategies to provide the most effective education possible for our students, consistent with our commitment to serving educational needs and raising educational attainment in Indianapolis, Central Indiana, and throughout the state. Promoting student learning and success by developing new structures, programs, and initiatives responsive to the needs of our student body-which comprises a diverse and nontraditional mix-has been the central emphasis of our efforts.

To that end, we have revised undergraduate curricula and pedagogical strategies campus-wide to focus more explicitly and coherently on supporting students' development of an agreed-upon set of higher-order skills and abilities. We have established a new University College dedicated to helping entering students make a successful transition to college-level work. We have created new student life programs, instituted new learning support centers, and worked to foster an inclusive and supportive climate and improved physical environment for learning. Faculty development programs have been expanded and reorganized; the Center for Teaching and Learning and its parent office, the Office of Professional Development, have supported implementation of innovative and effective curricular and pedagogical strategies, collaborated with other offices and initiatives aimed at supporting student learning and success, and disseminated proven best practices for teaching and learning across the campus.

These new efforts and initiatives have been guided and informed by evidence derived from assessment. Building on earlier assessment initiatives, IUPUI began a new Office of Planning and Institutional Improvement (PAII) in 1992; under the auspices of PAII, a campus-wide Program Review and Assessment Committee (PRAC) was founded in 1993 with representation from every IUPUI school, as well as those administrative units with responsibility for supporting

student learning and success. Current membership includes University College, as well as representatives of the University Library, the Center for Teaching and Learning, and the Office of Student Life and Diversity. PRAC serves as the main oversight body for assessment of student learning in the individual schools and across the IUPUI campus and has been the principal campus group working on the development of the special emphasis self-study on Excellence in Teaching and Learning. This self-study is based in part on the assessment work in which the PRAC representatives and their schools or offices have been engaged over the past nine years.

During the 2001-2002 academic year, PRAC worked to develop a broad picture of the effectiveness of teaching and learning across campus through a series of oral reports presented by each school. Amplifying and extending the written reports submitted annually by each school, the oral reports considered assessment findings in relation to key learning outcomes, uses being made of those findings, and needs for improvement, including improvement of assessment approaches and support for assessment work. Using the information gathered from these reports, along with evidence from other sources, including the Office of Information Management and Institutional Research and other current and recent campus-wide assessment and improvement initiatives, PRAC and the self-study Steering Committee evaluated the effectiveness of IUPUI's efforts to achieve excellence in teaching and learning in relation to the goals, objectives, and indicators in the new strategic plan. That plan also provided guidance for the development of the "Strengths and Challenges" section toward the end of learning and teaching self-study. The self-study concludes with a set of questions to our accreditation review team members, soliciting their advice on directions we might pursue in light of the findings of the self-study and the aspirations articulated in the strategic plan.

Civic Engagement

As an urban public university situated in Indiana's largest city, IUPUI has long considered engagement with Indianapolis, Central Indiana, and the entire state as a major component of its mission. As we define it, "civic engagement" spans the traditional categories of teaching, research, and service. Faculty conduct research aimed at improving the quality of life in Indianapolis and in cities and communities nationally and internationally; faculty and staff apply their professional expertise to work in and with communities and their members in Indianapolis and around the world; and students contribute to and learn from the city through service and other experiential learning in a range of community agencies and organizations, as well as in business and industry. The IUPUI Center for Service and Learning has a campus-wide mission to support and encourage civic engagement efforts, especially in the areas of service learning and professional service. Major interdisciplinary centers, such as the Center on Philanthropy, the Center on Urban Policy and the Environment, the Polis Center, and the Center for Earth and Environmental Science play key roles in advancing this component of the campus mission. In addition, a number of schools on the IUPUI campus include centers, institutes, and other units with civic engagement, service learning, and professional service missions.

The current strategic planning effort has reaffirmed the centrality of "excellence in civic engagement" to IUPUI's mission and institutional identity. Accordingly, a representative Civic Engagement Task Force was established in Fall 2000 to bring greater focus and effectiveness to civic engagement at IUPUI. Led by the director of the Center for Service and Learning, the task force has developed goals, objectives, strategies, and indicators of effectiveness for civic engagement at IUPUI, and continues to work on mechanisms for assessing progress toward those goals. This task force has had the principal responsibility for developing the special emphasis self-study on civic engagement.

As part of its efforts, the Civic Engagement Task Force has developed Web-based questionnaires that query deans about school-level civic engagement initiatives, including patient and client services offered by professional schools. The deans' responses supplement information that individual faculty members provide on their own civic engagement activities in their annual summary reports. It is important to understand that we aim to go beyond merely "counting" or inventorying civic engagement initiatives in our approaches to assessing our civic engagement work. To enhance the effectiveness of civic engagement at IUPUI, we hope to improve our capacity and support structures for civic engagement, to become more adept at involving community collaborators as full partners in our efforts, and to develop more systematic approaches to assessing our capacity to support civic engagement, as well as the impact of civic engagement activities on community, student, and faculty stakeholders. Data collected from the deans' questionnaire, which we plan to administer annually, the annual faculty reports, and other information gathered in past years, provided much of the material for the civic engagement self-study and allowed the task force to draw conclusions about strengths and challenges and to develop a set of questions for NCA reviewers about our work within the framework of the

strategic plan.

Given the absence of any broadly accepted model for defining and assessing effectiveness in the area of civic engagement, we hope that the approach we are developing will be widely applicable to other institutions. Our visiting team members will be asked to review the current status of this ongoing initiative and to recommend ways to improve the strategies, indicators, and assessment practices we are developing to accomplish our goal of achieving excellence in civic engagement.

The IUPUI Electronic Institutional Portfolio

Background

From July 1998 to June 2001, IUPUI collaborated with the American Association for Higher Education (AAHE) and with five other large, public, urban universities on the Urban Universities Portfolio Project (UUPP), an initiative supported by a grant from The Pew Charitable Trusts. Each of the six institutions in the project developed its own prototype for an electronic, Web-based institutional portfolio focused on effectiveness in mission-critical areas. The portfolios bring together authentic examples of student and faculty work, authentic examples of academic and administrative processes (such as planning, curriculum development, and assessment), assessment findings, and performance indicators and data, all framed by narrative description, interpretation, and reflection, to demonstrate accountability and effectiveness. While the portfolios were by no means "finished" after three years, institutions in the project found that the work of conceptualizing and constructing the portfolios, identifying and generating evidence of effectiveness within the framework of mission, and interpreting and reflecting on that evidence has catalyzed more systematic efforts to define, assess, and improve institutional effectiveness in mission-critical areas.

An important aim of the UUPP was to experiment with using new media to do a better job of communicating with stakeholders about the work that takes place at our institutions and about our effectiveness and responsiveness to stakeholder needs in carrying out our missions, with a strong emphasis on student learning and success. At IUPUI, our hope from the beginning of the project was to use our portfolio as a new type of accreditation self-study, one that harnesses the ability of technology to communicate in multiple media-audio, video, and graphics, in addition to written narrative-and that allows us to use these media to capture a wider variety of evidence, especially primary materials and authentic performances by students and faculty, than would be possible in a paper-only format. The portfolio uses hyperlinking to connect and contextualize information, evidence, and examples in new ways, along with multiple pathways and interactive features that allow users to zero in on specific information.

The self-study narrative provides a pathway through the portfolio materials for NCA reviewers and other interested stakeholders. Ultimately, that narrative will be one of several paths through the portfolio as we draw on the material contained within the site for multiple purposes. Following the NCA review, we plan to develop our annual performance report, currently distributed on paper to Indianapolis community leaders, state legislators, members of the IU Board of Trustees and IUPUI Board of Advisors, and people and offices across the IUPUI campus, within the portfolio, making information on our performance available on the Web 24 hours a day, 365 days a year.

Overview of the Self-Study

We have developed our self-study within the IUPUI electronic institutional portfolio. New sections of the portfolio were created to address the Higher Learning Commission's General Institutional Requirements and Criteria for Accreditation, with links to sections of the portfolio and other IUPUI Web sites that provide relevant supporting evidence, examples, documentation, and discussion. We have also built new evidence and narrative interpretation and discussion into the portfolio to support our claim that IUPUI fulfills the GIRs and Criteria for Accreditation. There is some overlap between the Criteria and our special emphases self-studies; the efficiency of the Web has been extremely helpful to us in accommodating this overlap through cross-referenced links among materials and evidence related to both the special emphases and the Criteria.

For each of the five criteria, we have developed a short essay aimed at making the case that IUPUI meets the criterion. The five essays are available on paper and on the IUPUI portfolio Web site in both .pdf (i.e., designed for easy print-out) and HTML formats. The HTML versions of the essays include links to detailed evidence, reports, policies, and other important information contained elsewhere in the portfolio or on the main IUPUI campus Web site. We strongly

recommend that team members review these HTML documents and linked materials: together, we believe, they provide a richer, more complete picture of the institution than traditional paper self-studies and their appendices. At the same time, the direct links between the narrative self-study and back-up materials are intended to make it easier for reviewers to manage the voluminous amounts of information that self-study appendices normally include and to connect this information with the relevant sections of the self-study.

Similarly, each of the two special emphases portions of the self-study includes an overview essay describing the initiative under study, discussing its current status, summarizing assessment methods and findings, critiquing our progress, and defining areas where we would especially appreciate advice from the review team. As with the criteria, these essays are available both on paper and on the portfolio site in .pdf and HTML formats, with links to supporting materials and illustrative examples in the HTML versions.

Current Status of the Self-Study/Portfolio

In preparing for the NCA review, we have considerably revised the IUPUI portfolio to improve the navigability of the site, created an entry point for reviewers, added new evidence, examples, and background information, and developed the narrative portions of the self-study, in conjunction with the relevant offices and committees. The self-study portion of the portfolio Web site, which can be found at www.iport.iupui.edu, includes links to the narrative components of the self-study, minutes of committees that worked on the self-study, and links to evidence and background materials. It also includes such resources as a search function, a glossary of IUPUI acronyms used in the narratives, a list of important IUPUI Web sites with links to those sites, and an "ask a question/make a comment" feature.

Work on the teaching and learning special emphasis has, in effect, been under development from the outset of our portfolio initiative, since a priority of the IUPUI portfolio from the beginning has been to demonstrate our students' learning and our ongoing efforts to assess and improve learning. We have continued to build this section of the Web site, with the hyperlinked self-study narrative designed to serve as a pathway guiding our review team members through this area of the site. Development of the Civic Engagement portion of the site is at an earlier stage and ultimately will be enriched by data generated from new electronic annual faculty reports and questionnaires for deans piloted over the past year, as well as additional assessment findings and relevant examples and evidence. In this case, again, the narrative is designed to lead reviewers through the portfolio, analyzing and interpreting the information, evidence, and examples that the portfolio includes.

Overall review and guidance for the self-study have been provided by the Future Group, the representative body that developed our new strategic plan. A smaller working group served as the Steering Committee that guided day-to-day work on developing the self-study. As explained above, PRAC coordinated the special emphasis self-study on Excellence in Teaching and Learning, while the Civic Engagement Task Force played that role for the self-study on Excellence in Civic Engagement. As the self-study developed, faculty governance groups and other faculty committees, including members of the Portfolio Implementation Committee that guided initial work on the IUPUI portfolio, the IUPUI Board of Advisors, Chancellor's Cabinet, Deans' Council, student groups, and staff governance have been consulted and invited to provide input.

Paper and Electronic Resources for the Team Visit

On behalf of the various groups and committees involved in the self-study, the Steering Committee is providing our NCA review team with a paper document that includes the essays on the two special emphases, our responses to the GIRs, the essays developed for each of the five criteria, the Basic Institutional Data Forms, and several additional documents that we hope will provide helpful guidance, such as a Glossary of Acronyms and a Guide to the IUPUI Portfolio. Most material normally included in paper appendices is linked to the portfolio Web site, and we have chosen not to duplicate these materials on paper. Similarly, our document room will include primarily materials not available or difficult to digest on the Web. During the accreditation visit itself, each team member who does not have his or her own laptop will be provided with one. In addition, the team's principal meeting room will be equipped to allow all members to connect to the Internet and view the portfolio during their discussions.

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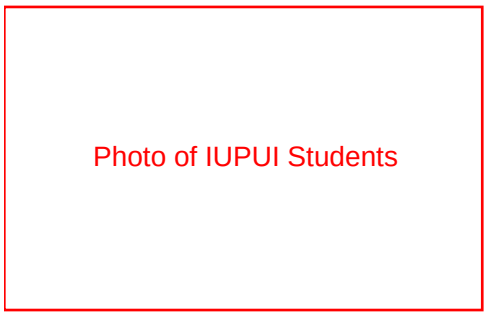

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Frequently Asked Questions - IUPUI Portfolio

What is a Portfolio?

Portfolios play a major role in the working lives of artists, financiers, writers, photographers, and many others. For all of them, a portfolio is a collection of items selected for the purpose of achieving an explicit goal.

Our goal in this portfolio is to demonstrate to a wide range of people and communities that IUPUI is not only achieving its mission but has strategies, policies, and procedures in place to continue improving its level of achievement. In that sense, this portfolio involves more than collection and selection of its contents; it also includes reflection and evaluation, with a view to assuring quality in the three major themes of the campus goals for IUPUI: effective student learning, excellent research and scholarship, and exemplary civic engagement.

How does the Portfolio relate to other IUPUI web sites?

The purpose of the IUPUI Web site is primarily informative. It has a wealth of information about schools, programs, student support services, and so on. You can probe both

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What is a Portfolio?

How does the Portfolio relate to other IUPUI web sites?

Who is the Portfolio for?

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widely and deeply to find just about anything you want to know about what goes on at IUPUI.

The purpose of the IUPUI portfolio is to assure different interested people that these programs, support services, and campus activities are constantly evaluated to demonstrate the extent of their effectiveness and to determine where improvement is needed. It also shows what strategies, processes, and policies are in place to enable that improvement to occur. It links frequently to the information provided on the Web site, but always in the context of evaluating effectiveness and indicating plans for improvement. In that sense, it is similar to a persuasive argument, making the case that IUPUI is dedicated to constantly improving its levels of achievement in terms of student learning, research and scholarship, and community engagement.

Who is the Portfolio for?

It is for anyone who is interested in how IUPUI can assure quality not just in its achievements but in its ongoing processes, programs, and strategies for improvement. Specifically, we have four major kinds of audiences in mind:

- Students (current, future, and potential) and their parents: We think you might be interested in what it is like being a student at IUPUI, how we support effective student learning, and how our graduates fare in the workplace and in post-graduate work. But we would be happy to hear about other interests you might have.
- Community stakeholders in higher education (employers of our graduates; legislators; taxpayers; community groups): We think you might want to know about the kind of education our students receive, and what standards of learning they achieve. You might also be very interested in the role that IUPUI plays in your community, and about how the community and IUPUI work together to make Indianapolis a better place to live.
- Accrediting agencies: You will want to know how IUPUI can assure quality in student learning, research and scholarship, and civic engagement. You will want evidence to support the claims we make of achievements in this area. And you will want to what ongoing procedures are in place to evaluate achievement and to use this evaluation to improve achievement.
- Internal and external audiences interested in higher education: We think our colleagues both within the university and in other universities would be interested in how IUPUI defines and achieves its

mission.

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Background

The IUPUI electronic institutional portfolio, much like individual faculty or student electronic portfolios, is a Web site for self-evaluation, reflection, and planning. Originally developed as part of a national initiative that experimented with the use of electronic media to inform university stakeholders about campus work and effectiveness, it is ultimately intended to reach a number of key IUPUI audiences. The narrative materials currently included in the portfolio were developed specifically for NCA accreditation purposes; eventually, these narratives will become just one of several possible pathways through the portfolio Web site.

In developing the portfolio, we have focused on using the features of the Web-menus, navigational tools, and drill-downs-to allow users of the site to make efficient connections between arguments and supporting evidence and between general statements and more detailed information. The multi-media capabilities of the electronic environment have enabled us to capture authentic samples of student and faculty work, accomplishments, and performances in audio, video, and graphical, as well as written

form. We encourage you to explore these links; we believe they provide a more comprehensive, evidence-rich portrait of the campus than can be captured in linear written narrative alone.

Organization

The portfolio is organized around seven main sections:

- About the Portfolio
- About IUPUI
- Teaching and Learning
- Civic Engagement
- Research, Scholarship, and Creative Activity
- Performance Indicators
- Accreditation Self-Study

Three of the sections-teaching and learning; research, scholarship, and creative activity; and civic engagement-correspond to the main components of IUPUI's mission. "About the Portfolio" includes this guide, along with historical background on the development of the portfolio and links to similar efforts by other universities. "About IUPUI" provides important factual information about the campus, its facilities, and its students. The "Performance Indicators" section displays information on evaluation of the campus's performance in relation to its mission, based on evidence, and includes drill-down capabilities that allow portfolio users to access detailed information, relevant reports and other documents, and, where applicable, information on improvement efforts. The "Accreditation Self-Study" portion of the portfolio is your entry point to the main self-study narrative materials and links.

Each main section includes sub-sections and content pages. A variety of navigational aids and usability design best practices were developed to make the portfolio as user-friendly as possible. Some of these features are:

- Universal navigation present on all pages
- Sub-section navigation present on section pages and relevant content pages
- Breadcrumb text navigation present on all pages
- Text navigation present on the footers of all pages

The portfolio also includes additional user resources to help with searching for and retrieving information. These resources can be accessed from any section or sub-section page and include:

- A site-wide search engine
- A glossary of common IUPUI acronyms
- Important IUPUI Web site links

"Reading" the IUPUI Portfolio

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What is a Portfolio?

How does the Portfolio relate to other IUPUI web sites?

Who is the Portfolio for?

Guide to the IUPUI Portfolio

Because the narrative materials developed for the NCA self-study are fairly extensive, we suggest that you read them in paper form first to get a sense of the major themes and arguments of the self-study. Then visit the Web site and explore the linked information, using the links embedded in the narrative or in the menus and navigational aids on the site to access the information you want to see.

Because Web-based self-studies are a relatively new phenomenon, there are no hard-and-fast rules for how much of the linked materials you should review. These materials are comparable to what might be found in the appendices or the resource room in a paper-based self-study. We suggest that you read as much as you need to satisfy yourself that you have sufficient information on the topic under discussion to make a judgment about it. In some cases, this may mean simply clicking on a link and assuring yourself that documentation and evidence exist; in other cases, you may wish to read materials in detail. The material that can be accessed from the portfolio site-as with any other complex Web site-is voluminous. We do not expect that all team members will have thoroughly read all linked reports, policies, analyses, and so on.

We do wish to encourage you to visit the "Examples" pages, which use multiple media to show the work that our students, faculty, and staff actually do, and the "Initiatives" pages, which provide overviews and examples of our ongoing efforts to assess and improve our effectiveness. We hope that as you review the portfolio/self-study, you will consider the usefulness of presenting material in this way and strategies that might make the Web site more helpful in the future. Some of the questions we ask our NCA review team members to focus on concern the electronic presentation of material and its potential for improving future accreditation review processes.

Questions about the IUPUI Portfolio may be directed to Dr. Susan Kahn, Director, Office of Institutional Effectiveness at (317) 278-3604 or skahn@iupui.edu.

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Photo of IUPUI Students

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IUPUI is an urban research university created in 1969 as a partnership by and between Indiana and Purdue Universities, with IU as the managing partner. Thus IUPUI is a campus of Indiana University that grants degrees in some 185 programs from both Indiana University and Purdue University. IUPUI offers the broadest range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education. This campus ranks among the top fifteen in the country in the number of first professional degrees it confers and among the top five in the number of health-related degrees. IUPUI is the home campus for state-wide programs in medicine, dentistry, nursing, allied health, and social work and extends its program offerings through IUPU Columbus.

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Units of Planning and Institutional Improvement

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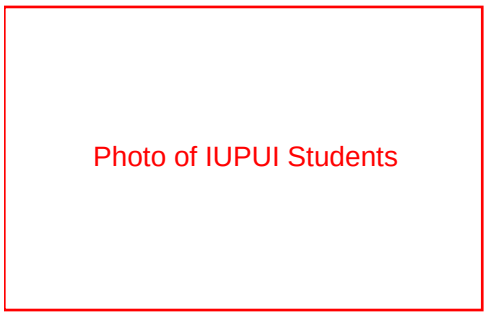

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IUPUI Statistical Portrait

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NOTE: The data contained in these tables are based on definitions most commonly used for IUPUI reports and analyses. In addition, the most current data is presented for each chart, even if the timeframe varies from one table to another. For these reasons, some data in these tables and charts may differ from those reported in the NCA Basic Institutional Data Form.

Student Enrollment

Ten Year Trend by Student Level

Following a period of stable overall enrollments, student headcount reached an all-time high in Fall 2002, led by large increases in master's level students.

State Resident Enrollment among Indiana Large Public Universities

Although signficantly smaller in overall enrollment compared to IU Bloomington and Purdue, West Lafayette, IUPUI enrolls the largest number of state residents.

Graduate/Professional Enrollment among Indiana Large Public Universities

Based on the most recently available national data (Fall 2000), IUPUI enrolls the largest percentage of graduate/professional students compared to all other large public and private Indiana universities.

Student Profile Trends

Although IUPUI has large proportions of non-traditional undergraduate students (age 25+ or part-time), recent trends are toward an increasing proportion of younger students who enroll full-time (12 or more credit hours). IUPUI's graduate and professional students include a majority of part-time students who are age 25 or older. A majority of students, and especially undergraduates, are female. Minority student representation at IUPUI has remained stable over the last five years. Parallel to the demographics of Central Indiana, African American students are the largest minority group.

Undergraduate Admissions

Annual Admissions Activity

Student admissions at IUPUI is a year-round activity. The majority of new beginners (first-time freshmen) enroll for the Fall Semester. Transfer admissions activity is also significant in the spring and summer semesters. Temporary and Transient enrollments peak in the summer when students return to their home base from residential universities and take summer courses at IUPUI. Despite proportional increases in recent years, only one-third of all new IUPUI undergraduate students start as first-time, full-time fall freshmen (i.e., the traditional cohort tracked for retention and graduation rate purposes).

Trends in New Student Profile and Qualifications

With recent changes in admissions practices related to the formation of the Community College of Indiana, IUPUI is enrolling fewer but better qualified new beginners (first-time freshmen), who are more likely to enroll with full-time course loads. There has been a slight decline in minority enrollments attendant with these changes, but efforts to recruit minorities have helped minimized these declines

Geographic Origin of New Beginners

Over the past few years, IUPUI has enrolled fewer new beginners (first-time freshmen), as part of a shift in admissions practices related to the formation of the Community College of Indiana. Independently of this change, IUPUI has been drawing larger proportions of new beginners from the 7 counties immediately adjacent to its home county, Marion.

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Profile of New Transfers

IUPUI's work with Ivy Tech State College (Community College of Indiana) to increase student articulation has resulted in Ivy Tech becoming the largest transfer feeder school. Relatedly, the plurality of transfers come to IUPUI as Freshmen. As with IUPUI's general population, there has been a recent trend toward an increasing percentage of transfer students enrolling with full-time course loads (12 or more credit hours). Transfers generally reflect the IUPUI population in gender and racial/ethnic distribution. However, this past year included a disproportionate number of women, and fewer minorities. NOTE: students who come to the IUPUI campus after attending IU Bloomington or any other IU campus are not considered as transfers. They are referred to internally as "Intercampus Transfers" but are treated in enrollment statistics as continuing students, unless specified otherwise.

Undergraduate Retention and Graduation Rates

Full-time Freshman One-year Retention Rates

First-time, full-time freshman one-year retention rates have increased substantially over the past two years, partly because IUPUI admits fewer students conditionally, and partly because of the impact of extensive retention initiatives.

Full-time Freshman Six-year Graduation Rates

IUPUI has a historically low graduation rate, like other Indiana commuter universities, related to the qualifications of entering students and other factors associated with the non-residential and non-traditional student populations.

Student Satisfaction

Trends in Key Satisfaction Indicators

Between 1995 and 2001, there have been substantial increases in student satisfaction with the registration process, the amount of financial aid available, use of technology in the classroom, and relevance of courses to career goals and objectives.

Degrees Conferred

Trends by Degree Level

The number of degrees conferred at IUPUI has climbed slowly but steadily in recent years. Master's degree conferrals increased significantly for the second year in a row, reversing a recent downward trend. Degrees conferred at the

bachelor's level now account for just under one-half of all degrees conferred. Graduate and professional degrees comprise roughly three of ten degrees conferred. The number of degrees earned by African American students and by all minority students increased significantly for the second year with numbers reaching a nine-year high

Alumni Outcomes

Trends in Employment/Further Education Outcomes

Recently nine of ten undergraduate degree recipients report working full time in the year after getting their degree from IUPUI. The vast majority of alumni feel that their education prepared them well for their jobs and even more agree that it more generally enhanced their future prospects.

Faculty and Staff

Trends in IUPUI's Academic and Non-Academic Workforce

IUPUI's academic workforce has grown in recent years with the most notable increase in the past year coming in clinical positions, visiting academics, and non-tenure eligible faculty (predominantly full-time lecturers hired as part of the Trustees' initiative to convert part-time faculty positions into full-time lecturers). The number of non-academic appointments has continued to grow following a steep decline in 1997 caused by the move of hospital employees to Clarian.

Instructional Workload

IUPUI faculty teach just under six courses per academic year, on average. This load is slightly higher than the load recommended by the American Association for University Professors for campuses with a similar program and student level mix.

The recent notable increase can be attributed, in large part, to the the Trustees' Full-Time Lecturer Initiative. A portion of tuition revenues was devoted to converting part-time into full-time lecturer positions.

The vast majority of IUPUI faculty teach undergraduate courses.

Peer Comparison of Instructional Personnel

IUPUI is in the middle of its peer group in terms of overall number of faculty. Relative to that placement, IUPUI is ranked higher in proportion of non-tenure eligible faculty, as well as part-time faculty, and lower with regard to graduate assistants.

Grants and Contract Awards

Proposals and Awards for Sponsored Grants and Contracts

The number and dollar amounts of proposal and awards have climbed steadily over the last decade, even when excluding the $105 million Indiana Genomics Center award in fiscal year 2001

Budget & Finance

Revenue Trends

The State appropriation has declined as a percentage of IUPUI's total Education & General revenue stream over the past 5 years. Income from student fees and indirect cost recovery has increased in proportion.

Expenditure Trends

Although still representing nearly two-thirds of all expenditures, compensation has decreased slightly as a proportion of all expenditures over the past five years.

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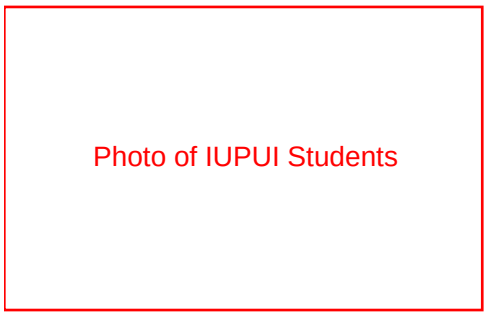

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A Brief History of IUPUI (1891 - 1971)

It all began rather inauspiciously. Upon an invitation in 1891 from a number of college graduates living in Indianapolis, Indiana University sent a young professor to offer a class in economics. Accordingly Jeremiah W. Jenks, then a newcomer to Bloomington who went on to a distinguished career in New York, traveled to the capital city weekly to present about a dozen lectures to his class on Friday evenings. For those enrollees seeking university credit (two hours) for the course, there was also a required quiz and discussion session the following morning.

Jenks's pioneering course led to others--in history, sociology, English--as Indiana participated in the phenomenon known as the "extension movement." Pioneered by Cambridge University in England in the 1860s, it reached the United States in the 1880s and was discussed at a national conference in Philadelphia in 1892, which at least one Indiana University professor attended. The movement in Indiana, however, nearly became just a momentary fad, for the "extended" professors soon tired of their long hours of difficult travel and extra weekend work. Moreover, as Bloomington campus teaching duties grew in the early years of this century, the travels stopped and extension courses evolved into correspondence courses. This activity eventually fell under the purview of an Extension Division, established in 1912 and based in Bloomington, and soon thereafter "in person" credit courses began to be offered in Indianapolis again.

Then, in response to a request (and modest financial support) from the Indianapolis Chamber of Commerce, Indiana University established its first Extension Center in the capital city in 1916.

Utilizing free accommodations on the tenth floor of the Merchants Bank Building, then, at sixteen stories, the city's tallest building, the Extension Center began offering both credit and non-credit courses. Usually these classes were held in the late afternoon or evening, most often in classrooms at Shortridge High School, still at its downtown location, and in meeting rooms of the public library. Ray S. Trent (1916-1918) was the first head of the center, and he was succeeded by Robert E. Cavanaugh (1918-1921), a former superintendent of schools in Salem, Indiana.

When Cavanaugh moved up to replace John J. Pettijohn as Director of the entire Extension Division, he kept his office in Indianapolis. At that time, Mary B. Orvis (1921-1945) became the actual head of the Indianapolis Center in everything but the title, for she was referred to as the "officer in charge." Orvis had come to Indiana University in 1916 to work in the Extension Division as a secretary, moved on in the same capacity to Indianapolis in 1918, and began teaching there in 1920. She was named an assistant professor of journalism in 1921, when she also assumed her administrative post. Despite her lack of title recognition in both capacities, Orvis proved to be an effective teacher and "officer in charge." The author of The Art of Writing Fiction, Orvis counted among her students the highly successful novelist and playwright, Joseph Hayes, who is best known for The Desperate Hours, a thriller as both a novel and a play that was set in Indianapolis.

The Indianapolis Extension Center, officially termed the "Indianapolis Center" in the 1920s and unofficially simply as the Downtown Center or Downtown Campus, had many homes during its first dozen years. In 1920 the Center's offices moved from the bank building into a medical building used by the IU School of Medicine prior to its move to the westside in 1919. But Cavanaugh and the others found the building, located behind (to the west of) the State Capitol to be inadequate and unsatisfactory. There less than a full year, the Center next occupied space in a more centrally located building at 319 North Pennsylvania.

Finally, in 1928, the Downtown Center came by its first permanent home, one owned by the university, in a most unusual fashion. Construction of the magnificent Indiana World War Memorial Hall on space between Meridian and Pennsylvania streets in the latter 1920s forced the removal of as many as forty-five buildings. One of them, a sturdy five-story structure that housed the Bobbs-Merrill Company, a well-known publishing house, was vacated by the company shortly before the building was moved around the corner to a site at 122 East Michigan Street. Indiana University purchased it in 1928 for both its Indianapolis Center headquarters and a place to hold classes. Subsequently known as the E Building for it housed the education department for many years, its acquisition marked the beginning of the development of a quite substantial "campus" near the intersection of East Michigan and North Delaware streets.

The major addition came in 1948 when the university acquired a second, even larger building nearby. Known as the A (for administration) Building, the 8-story structure was the former home of the national headquarters of the Lumberman's Union. Located at 518 North Delaware, the A Building also housed the library on the 5th, 7th, and 8th floors--administrative offices occupied the 6th floor. The

lower floors, in addition to providing classrooms, were also used for a bookstore, a food service (Hanna's), and various student activity offices, such as, eventually, a quirky campus newspaper named Onomatopoeia. Interestingly, the library included the collections of both the Downtown Campus and the Graduate School of Social Service, now the School of Social Work. But the two collections used different cataloging systems--Dewey Decimal for the Social Service books, Library of Congress for the others. Neither "side" would give in to the other, so this anomaly continued until after the move to a new library on the westside campus.

Eventually the campus expanded eastward along Michigan Street. In 1963 the university leased the C Building, probably so-called because the solid four-story building had formerly been the national headquarters of the Carpenter's Union. This building at 222 East Michigan Street is the sole survivor of the Downtown Campus's "Big Three" cluster near the intersection of Michigan and Delaware. It now serves as an adjunct to the Barton Nursing Home, a corner building that had always separated the C from the A and E buildings. Lastly, the Downtown Campus also included a building at 902 North Meridian Street.

This building, originally the home of the Hoosier Athletic Club, had been purchased for Purdue University by George Marott in 1943. Purdue had started its Indianapolis extension programs in 1940 from offices in Indiana University's E Building and then three other downtown locations before getting its own building. But it soon outgrew the limited, poorly suited accommodations at the Marott Building, which the academic programs had to share with agricultural extension services personnel (and chickens, sometimes). Fortunately, an additional, timely benefaction enabled Purdue to move its Indianapolis operations to new facilities on East 38th Street in 1961, when the Krannert Building was ready for use. Indiana University then occupied the Marott Building, referred to as the M Building, which it purchased in 1967.

Despite the inadequacies of its scattered physical properties, not one of which had been designed for academic use, and chronic underfunding of its activities, the Downtown Campus survived its shaky start and the challenges of the depression and another world war. Enrollments rose steadily, from about 450 in 1920 and 1,100 in 1924 (including 63 graduate students in history, education, and English) to more than 3,000 in 1936 and just over 5,000 in 1968.

A sizable collection of bulletins from the Extension Center/Downtown Campus in the university archives reveals many interesting things about it during the early years. Distinguished professors from Bloomington and the Medical Center, rather than simply graduate students trying to make ends meet, often taught in Indianapolis, as did some prominent, well-placed individuals in the city, whose generic title was that of Extension Instructors. The former group included Dr. Charles P. Emerson, dean of the Medical School, folklorist Stith Thompson, poet Samuel Yellin, dramatist Lee Norvelle, and mathematician Kenneth P. Williams, who also made his mark as a Civil War historian and author of the influential Lincoln Finds a General. The latter group of local talented people included W. G. Gingery, head of the mathematics department at Shortridge High who offered a course in astronomy; Ray S. Trent, director of Industrial Research for the Indianapolis Chamber of Commerce (as well as the first director of the Extension Center), and Herman B Wells, then with the Indiana Department of Financial Institutions, who in 1935 taught economics to undergraduates. Wells, later of course the legendary president and then chancellor of the university, was so little

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known to the IU family that his name was misspelled in the bulletin.

An interesting feature of virtually every semester during the 1930s was the presentation of what were billed as "Popular Lectures." That must have been an accurate label, for they were repeated regularly. The topics differed and came to have great relevancy to the changing world situation. This series began in the fall of 1930 with twelve lectures, every Thursday evening on the fifth floor of the Center's main building, on "Great Men in History." The "great men" included some from antiquity, moved on to Napoleon and finally to Woodrow Wilson. Future Pulitzer Prize-winning historian R. C. Buley, then just a lowly assistant professor, was the one who spoke on the Democratic president who led the nation through World War I but not into the League of Nations. In the next series on "Great Men of Letters," President William Lowe Bryan lectured on Mark Twain.

The fee for these lectures, carried as a credit course for those who wished to pick up an extra credit, was $5.00; for those who simply audited the lectures, the fee was $3.00. Subsequent "popular lecture" series topics included Public Welfare and Social Security (1936), China and Japan Today (1938), and Our Friends and Enemies in the Far East (1942). Other specially publicized courses were on interior decoration, music and art appreciation, and even one on "how to dress." Another series that might cause wonderment to us in this day of ubiquitous music and videos was the "Free Victrola Concerts" offered in the spring of 1936. Arranged by Mary B. Orvis, the series was intended to familiarize the students with good classical music, such as works by Bach, Beethoven, Brahms, Haydn, Mozart, and others.

In 1945, just in time to meet the enormous onslaught of new students largely occasioned by the G. I. Bill of Rights, Roy E. Feik replaced Orvis as head of the Indianapolis Center. During Director Feik's ten-year tenure in office, the center's enrollment doubled again, both its part-time and full-time faculty also doubled, and its physical facilities tripled. Growth continued under Virgil Hunt, a former small college president and director of IU's Kokomo Campus who also, like Feik, served as director of the Indianapolis campus for ten years. One of his most significant steps during that time was hiring Dr. Joseph T. Taylor, then at the Flanner House, first to teach sociology at the campus, and then to join him in its administration.

The story of the development of the westside campus is too complex for adequate summary here, but gradually, over the course of more than ten years, the university acquired some 2,000 individual pieces of property--houses, stores, churches, industries and industrial sites, and more. Designated the University Quarter, land between West Street and the White River (east to west) and Washington Street to 10th Street or Fall Creek (south to north) was destined to become the home of a unique, new university, awkwardly but perhaps unavoidably named Indiana University-Purdue University at Indianapolis.

Of course there were concerns and objections to this plan by many of the area residents. Essentially a black neighborhood near famed Indiana Avenue and its once lively center of restaurants, shops, and halls for outstanding jazz musicians, the area was also adjacent to the equally famed and revered Lockefield Gardens, one of the nation's first public housing projects of the New Deal era. But both "the Avenue" and Lockefield had fallen on hard times, the neighborhood was in decline, and by 1960 had become a priority within the city administration as a site for urban renewal. The university's approach in acquiring the designated land and

properties was both fair and firm--independent appraisals fixed the prices, and no one was forced to sell or leave his or her property without relocation assistance both in finding acceptable housing elsewhere and in meeting the expenses of moving. But the pressure for action was inexorable and often, quite understandably, deeply resented.

An unwieldy amalgamation of the regional campuses in Indianapolis operated separately by Indiana and Purdue University occurred in 1969. Originally planned, as in Fort Wayne, to be simply a physical merger--placing both operations on a single site near the Medical Center, the merger suddenly and still inexplicably became complete and comprehensive. This melding of two operations into an unprecedented, seemingly impossible single unit managed by one university--Indiana--but offering the programs and degrees of both has succeeded beyond the wildest dreams of all involved.

At the time of the merger, an attempt at rationalizing the organization of the undergraduate faculty involved the creation--by 1973--of at least three new schools: the Downtown Campus of Indiana University, its departments augmented by former Purdue University faculty in the same fields, became the School of Liberal Arts, and Purdue University programs, with a few former IU faculty joining Purdue mission departments, evolved into the Schools of Science and Engineering and Technology. Earlier, certain programs administered by the Downtown Campus, such as in business, education, and nursing, had joined other schools or divisions, so the School of Liberal Arts consisted, for the most part, of programs in the traditional arts and humanities.

The first dean of the new School of Liberal Arts was Dr. Taylor, a revered and honored community leader, especially among the African American community. He headed the Downtown Campus, and then the SLA, for twelve, highly significant years, 1966-1978. Thus he played a large role in working out the details of the merger as IU-I and PU-I became IUPUI. Ably assisted by Dr. James R. East, Taylor also coordinated planning for the school's new home on the westside in a building appropriately named for Dr. Cavanaugh, the long-time director from Indianapolis of IU's Extension Division. Besides, the school had already had a C (for classrooms) building. Adjacent to Cavanaugh Hall were a much needed new library and a modern, state-of-the-art lecture hall, known generically as the Library and the Lecture Hall, not by just letters. Two of these buildings were ready for use beginning in January 1971; the third, the Lecture Hall was ready by that summer.

Not only were the faculty and curricular mergers completed, as planned, slightly before the mandated date of July 1, 1971, but also administrative and staff personnel and student organizations at both institutions became part of single units. IUPUI, the shortened designation of the new institution, had one registrar, one bursar, one student newspaper, and eventually one undergraduate library. The overall head of the new university, a chancellor, was Dr. Maynard K. Hine. The former dean of the School of Dentistry, Hine appointed as his first vice chancellor the former head of Purdue's Indianapolis campus, Dr. Jack Ryder. Soon thereafter, Dr. Hine appointed a second vice chancellor, Dr. John (Jack) C. Buhner, who came to Indianapolis from his post as director of the IU campus in Gary. This, as Dr. Hine never tired of saying, gave him "two Jacks for openers" in his negotiations with others.

In the meantime, Dr. Taylor, who noted that the former Downtown Campus

faculty was "in limbo" for a time after the merger, having no formal school designation or organization, presided over impressive growth of the school despite continued neglect, lack of funding, and the frequent loss of badly needed classrooms in Cavanaugh to various central administration offices. His successors, in turn Martha Francois, William Plater, John Barlow, and now Herman Saatkamp, have each furthered and broadened the school's mission and its role within the university and the metropolitan community. The body that numbered only 13 1/2 full-time faculty when Dr. Taylor first joined it in 1958, is now over 180 members strong.

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Excellence in Teaching and Learning

Teaching and learning are at the core of IUPUI´s mission. As one of Indiana´s three principal sites for graduate and graduate professional education, we provide every region of the state with health professionals, lawyers, social workers, educators, artists, engineers, and scientists. Our partnerships with IU and Purdue make it possible for us to offer a wide range of learning opportunities and to respond quickly to emerging interdisciplinary fields with new degree offerings in areas like Forensic Science, Biotechnology, and Philanthropic Studies. Strong campus linkages among professional studies and the arts, humanities, and sciences help ensure an educated citizenry for the future of Indiana.

At the undergraduate level, IUPUI has redoubled its nationally recognized efforts to provide innovative programs to improve retention, attract a better prepared and more diverse student body, energize student life on campus, and produce outstanding athletes who excel academically. We are making progress in these areas, with the aim of helping all of our students succeed to their full potential. These students include the more than 10,000

2002 Performance Report

2002 Accreditation Self-Study

IUPUI Mission, Vision, and Values

Related Links

Progress On Key Indicators

adults enrolled through the Community Learning Network in our credit and non-credit Continuing Education Programs and the growing number of students who transfer to IUPUI after beginning their undergraduate studies elsewhere.

Our efforts in these and other areas are detailed below, with items organized around our four principal goals for teaching and learning.

- Attract and support a well-prepared and diverse student population
- Support and Enhance Effective Teaching
- Enhance Undergraduate Student Learning
- Provide effective graduate and professional programs.

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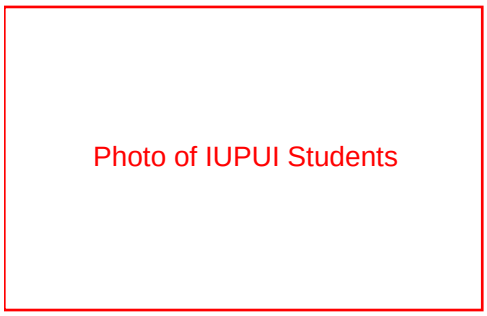

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The year was also marked by substantial progress toward these goals, as we renewed our efforts to serve our local community, while becoming a world-class urban research university. Landmark accomplishments included:

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- Record enrollments of almost 30,000 students.
- The most highly qualified entering freshman class since we began tracking entering qualifications in the late 1980s.
- The opening of a new "front door" to the university, the IUPUI Solution Center, which matches businesses and non-profits with relevant campus resources, including faculty expertise, research collaborations, student interns, and a Community Venture Fund supported by the Lilly Endowment.
- An increase of 19 percent in research funding over the previous year, for a total of $256 million in grants and contracts.
- Innovative new degree programs, including the world´s first Ph.D. in Philanthropic Studies.
- Continued national leadership in health and life sciences, engineering and information technology, and a broad range of interdisciplinary fields.
- Opening of new campus apartments for students and approval of a campus center that will energize student life on campus.
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In his installation address, "The Power of Two" Chancellor Bantz committed the campus to expanding civic engagement efforts at home and abroad even further. For example, we aim to double the number of students participating in internships and service learning experiences and to establish a campus-wide expectation that all graduates will participate in a reflective experience that enhances citizenship. In addition, we will work to double initiatives to transfer research into technologies that will boost Indiana´s economy. The new IUPUI Solution Center is a centerpiece of our

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The highlights below are organized around our three main campus goals for civic engagement.

- Enhance capacity for civic engagement
- Increase civic activities, partnerships, and patient and client services
- Intensify commitment and accountability to Indianapolis, Central Indiana, and the state
  - Life Sciences
  - Information and Communication Technologies
  - 21st Century Logistics
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IUPUI recognizes that urban research universities have a unique responsibility to the future of their states. To serve our state as effectively as possible, we have identified five thematic emphases for research that will support Indiana´s economic development over the coming years: life and health sciences; information and communication technologies; 21st century logistics; advanced manufacturing; and nonprofit organizations. While these will never be our only research activities, they represent areas of demonstrated strength that are central to the continued momentum of IUPUI and Indianapolis.

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The highlights below are organized around our three major goals for research, scholarship, and creative activity.

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

Teaching and learning are at the core of IUPUI´s mission. As one of Indiana´s three principal sites for graduate and graduate professional education, we provide every region of the state with health professionals, lawyers, social workers, educators, artists, engineers, and scientists. Our partnerships with IU and Purdue make it possible for us to offer a wide range of learning opportunities and to respond quickly to emerging interdisciplinary fields with new degree offerings in areas like Forensic Science, Biotechnology, and Philanthropic Studies. Strong campus linkages among professional studies and the arts, humanities, and sciences help ensure an educated citizenry for the future of Indiana.

At the undergraduate level, IUPUI has redoubled its nationally recognized efforts to provide innovative programs to improve retention, attract a better prepared and more diverse student body, energize student life on campus, and produce outstanding athletes who excel academically. We are making progress in these areas, with the aim of helping all of our students succeed to their full potential. These students include the more than 10,000

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adults enrolled through the Community Learning Network in our credit and non-credit Continuing Education Programs and the growing number of students who transfer to IUPUI after beginning their undergraduate studies elsewhere.

Our efforts in these and other areas are detailed below, with items organized around our four principal goals for teaching and learning.

- Attract and support a well-prepared and diverse student population
- Support and Enhance Effective Teaching
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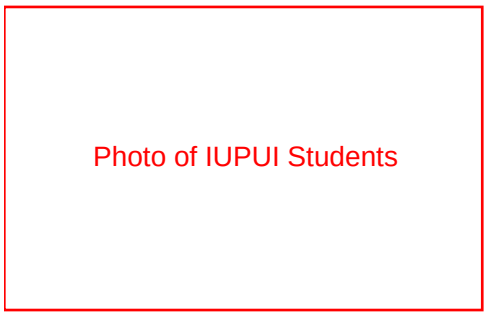

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  - Nonprofit Organizations
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Revised February 6, 2002

Context for Planning at IUPUI

Every great city has a great university. Universities advance the skills of the urban workforce, enhance intellectual and cultural vitality, support the health and well-being of the citizenry, and expand the city's economic base through research and development. Great universities are magnets that attract business, industry, and well-educated people to a city.

To ensure a vibrant future for Indiana, Indianapolis must be a great city. This goal will be realized only if the city's colleges and universities collaborate with the community and with each other and if Central Indiana's system of private and public higher education is anchored by an urban public campus located at the very heart of the population and accessible to the largest range of students. For Indianapolis, that public campus is IUPUI, fast emerging as one of the nation's leading urban universities and supplying critical educational and cultural resources, professional expertise, and health services to the city, the state, the nation, and the world.

IUPUI's growing prominence draws on the inherent assets of the IUPUI model, which blends the great traditions of Indiana University and Purdue University to bring higher education to the state's largest urban community. A corridor of higher education, research, advanced technology, patient and client services, and

economic and cultural growth runs from Lafayette in the north to Bloomington in the south, with the state's capital—and IUPUI—at the center. From this central position, IUPUI draws on and enhances the resources of the city and region through teaching and learning, research and scholarship, and civic engagement.

Providing educational opportunity to Indianapolis and Central Indiana is at the core of IUPUI's mission. Our diverse student body evidences our dedication to extending this opportunity to students of every race, age, income level, and background. The campus serves students' wide-ranging needs through innovative student life initiatives, resources and environments designed to support learning, faculty professional development, and ongoing assessment and improvement to ensure excellent teaching and learning. Our wide array of undergraduate and graduate programs includes nationally recognized interdisciplinary programs that are among the first in their fields. IUPUI faculty, staff, and students work extensively with P-12 programs in Indianapolis to prepare students for college by offering the academic support they need to accomplish their educational goals.

Excellence in research and scholarship is another hallmark of IUPUI. New knowledge generated by research enhances students' opportunities to learn and work at the frontiers of their fields and supports the university's commitment to educational opportunity and productive engagement with communities in Indianapolis, Central Indiana, and beyond. As the state capital's research university, set in Indiana's largest population center, IUPUI supplies vital support to the city's economic development, health care and professional services, and cultural growth. In turn, the city offers the university opportunities for research and development through collaboration with business and industry, government, and cultural institutions. The partnership of IU, Riley, and Methodist Hospitals, nationally recognized as a successful collaboration providing outstanding health care for its region, expands opportunities for students and the university's capacity to conduct cutting-edge research. Our robust research programs forge regional, national, and international connections that are strengthened by our collaborations with IU and Purdue University and have earned us a place in global networks of advanced research and practice.

IUPUI's faculty, students, and staff strive to be good citizens of the surrounding community. The university's range of community collaborations and of patient and client services builds on the resources and expertise of both university and community to improve the quality of life in Indianapolis and Central Indiana. Civic engagement, informed by community needs and resources, both serves the community and informs the disciplines and professions. As an engaged institution, IUPUI stands as a national model for effective, mutually beneficial collaboration of students, faculty, staff, and community.

Indiana University Purdue University Indianapolis

Vision, Mission, and Values

IUPUI is an urban research university created in 1969 as a partnership by and between Indiana and Purdue Universities, with IU as the managing partner. Thus IUPUI is a campus of Indiana University that grants degrees in some 185 programs from both Indiana University and Purdue University. IUPUI offers the broadest range of academic programs of any campus in Indiana and is the state's principal site for graduate professional education. This campus ranks among the

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top fifteen in the country in the number of first professional degrees it confers and among the top five in the number of health-related degrees. IUPUI is the home campus for state-wide programs in medicine, dentistry, nursing, allied health, and social work and extends its program offerings through IUPU Columbus. Internet II and TransPAC are located here. IUPUI's University Library provides regional leadership for developing digital resources and making them available throughout the community. Building upon a tradition of excellence in higher education, IUPUI provides access for committed learners to quality education that conveys the skills, intellectual framework, and values necessary for life-long learning. Its programs and services influence thinking and practice throughout the state, across the country, and around the world. IUPUI serves as a catalyst for collaboration in teaching, research, and service among its faculty, students, and staff, and among the state's educational institutions, including colleges, universities, and schools of the Indianapolis region, and other learning organizations. IUPUI is home to dozens of interdisciplinary research centers and in the next century expects to become one of the nation's leading centers of interdisciplinary teaching and learning.

The VISION of IUPUI is to be recognized as one of the best urban universities.

The MISSION of IUPUI is to provide 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

IUPUI's mission is derived from and aligned with the principal components--Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices--of Indiana University's Strategic Directions Charter.

Statement of Values

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, providing educational programs, working with a wide array of community partners that serve Indianapolis and Central Indiana, offering expert care and assistance to patients and clients, and engaging in field research spanning virtually every academic discipline. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of a diverse campus community of students, faculty, and staff; to continuous improvement of its programs and services; and to building a strong, welcoming campus community

for all.

Goals for Implementing IUPUI's Mission:

Excellence in Teaching and Learning

I. Attract and support a better prepared, 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 and creative activities relevant to Indianapolis, the state, and beyond

II. Provide support for scholarly activity and external funding

III. Enhance infrastructure for research and creative activities

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

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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. The number of international students enrolled has grown steadily over the past decade. Females continue to outnumber males. The number of 18-22 year-olds continues to grow, although the percentage of older students has not changed.

	Fall Semesters									
Ethnicity	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
African American	2,032	2,181	2,344	2,543	2,675	2,602	2,597	2,681	2,661	2,718
Asian American	652	625	697	694	717	735	722	747	750	816
Hispanic American	287	313	349	356	372	411	432	453	509	541
Native American	58	65	72	83	75	80	72	72	73	95
Total Minority	3,029	3,184	3,462	3,676	3,839	3,828	3,823	3,953	3,993	4,170
International[1]	382	397	405	514	592	604	646	812	840	913
White/Unknown	23,206	23,205	23,006	22,713	23,271	23,018	22,921	23,552	24,132	24,601
African American as Percent of All Students	8%	8%	9%	9%	10%	9%	9%	9%	9%	9%
Minority as Percent of All Students	11%	12%	13%	14%	14%	14%	14%	14%	14%	14%
Minority as Percent of Regional Population	16%	16%	16%	16%	16%	16%	18%[2]	18%[2]	18%[2]	18%[2]
Gender										
Male	11,177	11,305	11,273	11,290	11,752	11,602	11,710	12,010	12,028	12,545
Female	15,537	15,581	15,695	15,693	16,026	15,925	15,764	16,329	16,997	17,315
%Female	58%	58%	58%	58%	58%	58%	57%	58%	59%	58%
Age										
Under 18	182	198	207	209	225	224	219	230	157	125
18-22	8,034	8,468	9,234	9,638	10,377	10,783	10,709	10,884	11,203	11,297
23-25	5,360	5,506	5,222	5,129	5,211	4,916	5,008	5,299	5,549	5,841
>25	13,117	12,687	12,275	11,991	11,939	11,599	11,533	11,925	12,116	12,596
Invalid Birthdate	21	27	30	16	26	5	5	1	0	1
Percent over age 25	49%	47%	46%	44%	43%	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 figures are not as directly comparable as they were in prior years.

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Student Enrollment

Student enrollment reached an all-time high of 29,860 in Fall 2003. In addition, IUPUI has enrolled an increasing number of full-time undergraduates in recent years and, except for 2001, a decreasing number of part-time students. Master's level enrollments increased for the sixth year in a row. Enrollments in both first professional and doctoral programs decreased this year, following increases in 2002.

	Fall Semesters									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Fall Semester Enrollment										
Total Enrollment	26,714	26,886	26,968	26,983	27,778	27,527	27,474	28,339	29,025	29,860
Undergraduate	19,435	19,616	19,910	20,078	20,628	20,357	20,160	20,695	21,060	21,388
Full-Time	9,105	9,698	10,370	10,852	11,418	11,570	11,673	11,957	12,835	13,371
Part-Time	10,330	9,918	9,540	9,226	9,210	8,787	8,487	8,738	8,225	8,017
Graduate	7,279	7,270	7,058	6,905	7,150	7,170	7,314	7,644	7,965	8,472
Non-degree	2,320	2,307	2,176	2,120	2,228	2,135	2,113	2,217	2,153	1,882
Master's	2,314	2,281	2,212	2,074	2,232	2,376	2,543	2,815	3,166	3,866
First Professional	2,277	2,296	2,312	2,365	2,381	2,379	2,374	2,356	2,434	2,390
Doctoral	368	386	358	346	309	280	284	256	290	256
Annual unduplicated student enrollment[1]	37,443	37,561	38,003	38,361	38,904	38,722	38,779	39,692	40,954	40,709
Fall enrollment as a percent of annual	71%	72%	71%	70%	71%	71%	71%	71%	71%	73%
Credit Hour Enrollments (Spring and Fall)	491,474	495,932	506,501	519,062	531,707	540,645	539,062	552,859	572,408	598,423

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

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Academic Background of New Undergraduates

With the recent changes in admissions practices resulting from the formation of the community college system, IUPUI is enrolling fewer, but better qualified, new freshmen. These changes in academic background indicators for new students continue to reduce the percentage of freshman who require remediation. The number of top-ranked students (valedictorians, salutatorians, and students ranked in the top 10% of their high school graduating classes) selecting IUPUI continued an upward trend this year, following a slight decline last fall.

	Fall Semesters									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
New Freshmen										
Average SAT Score										
UC[1] Conditional Admits	857	852	902	874	874	881	895	900	917	903
UC[1] Regular Admits	987	984	854	1,007	1,024	1,015	1,017	1,001	1,006	1,002
Direct School/Dual Admits	1,046	1,042	1,045	1,059	1,086	1,091	1,097	1,099	1,087	1,093
H.S. Class Rank										
Pct. from Top Quartile	22%	22%	21%	20%	19%	22%	23%	27%	28%	32%
Pct. from Bottom Quartile	18%	18%	19%	19%	20%	16%	13%	9%	7%	6%
Average Percentile Rank	52	51	51	51	49	52	54	58	59	61
Avg. Number of College Prep Units	14.5	14.4	14.6	15.0	15.3	15.9	16.2	16.5	16.8	17.0
Number of new valedictorians and salutatorians[2]	12	9	11	13	13	14	15	17	9	20
First-Time Freshman ranked in the top 10% of their high school graduating classes	124	139	136	153	169	194	169	192	177	221

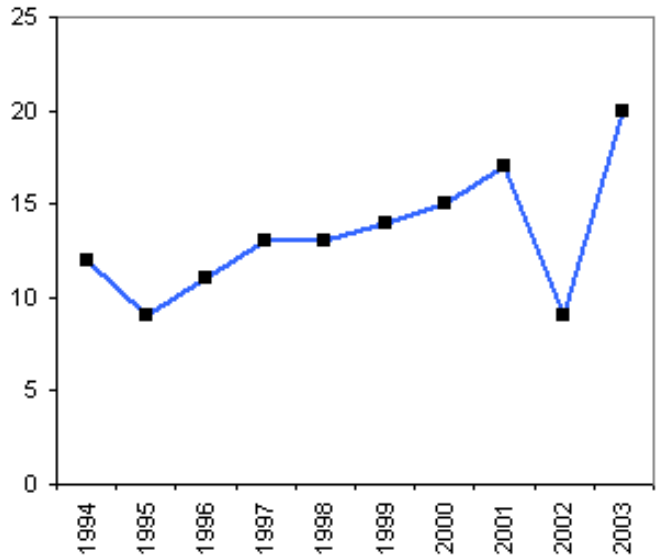
Pct. Requiring Remediation										
At least one subject	85%	83%	84%	83%	85%	79%	66%	na[3]	na[3]	na[3]
Mathematics	75%	75%	79%	81%	81%	77%	64%	59%	40%	31%
Writing	54%	46%	30%	21%	29%	16%	15%	na[3]	na[3]	na[3]
Reading	28%	26%	27%	24%	28%	20%	na[3]	na[3]	na[3]	na[3]
Average Prior College GPA for New Transfers	2.59	2.52	2.46	2.50	2.52	2.56	2.54	2.53	2.63	na

[1]University College

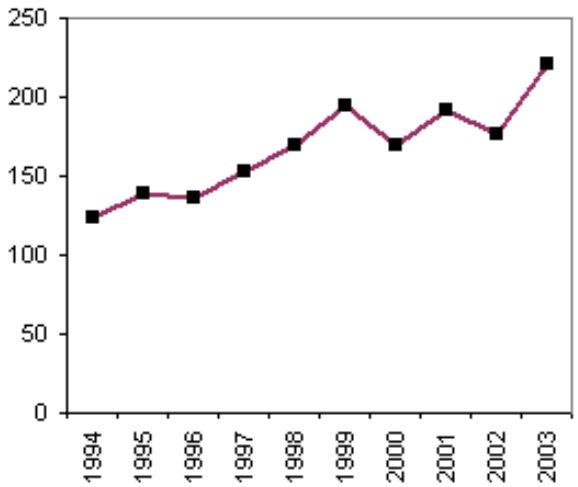
[2]First-time freshmen ranked first or second in their classes with a high school percentile rank in the top 10%.

[3]Not applicable. Remedial courses in reading and writing are no longer offered at IUPUI.

No. of Valedictorians/Salutatorians



Beginners in Top 10% of H.S. Class



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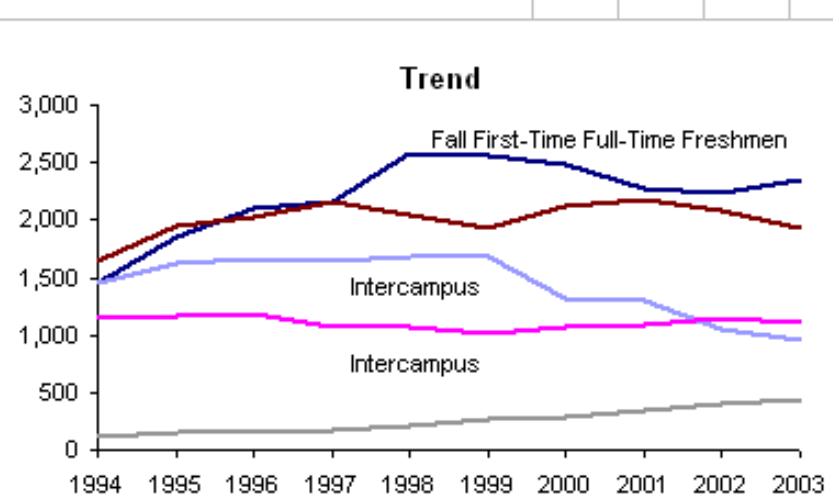
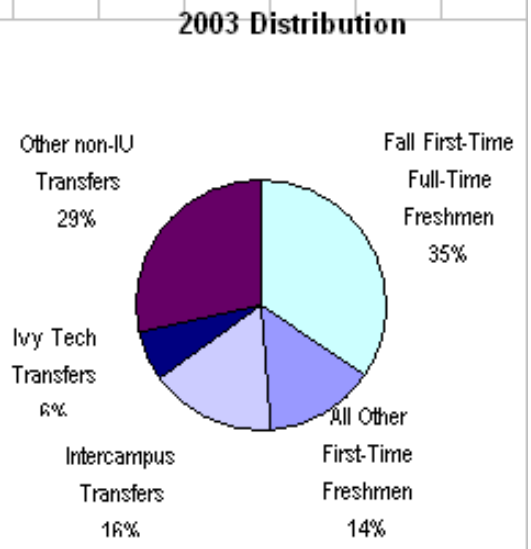
New Undergraduate Students by Mode of Admission

Only 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). A change in IUPUI admissions practices related to the formation of the community college system has also led to enrollment of fewer first-time freshmen compared to the late 1990s. The number of students transferring from Ivy Tech-Indianapolis to IUPUI continues an upward trend as a result of IUPUI's work with Ivy Tech State College to improve transfer opportunities.

	Calendar Year									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Fall First-Time Full-Time Freshmen	1,451	1,862	2,102	2,154	2,577	2,563	2,481	2,279	2,243	2,344
All Other First-Time Freshmen	1,454	1,632	1,667	1,638	1,673	1,674	1,327	1,291	1,047	960
Intercampus Transfers	1,141	1,164	1,177	1,074	1,069	1,021	1,072	1,089	1,145	1,105
Ivy Tech-Indianapolis Transfers	115	146	160	169	208	276	290	342	410	436
Other non IU-Transfers	1,643	1,942	2,016	2,152	2,046	1,935	2,116	2,181	2,092	1,936
Total	5,804	6,746	7,122	7,187	7,573	7,469	7,286	7,182	6,937	6,781
Pct. Fall first-time full-time freshmen	25%	28%	30%	30%	34%	34%	34%	32%	32%	35%





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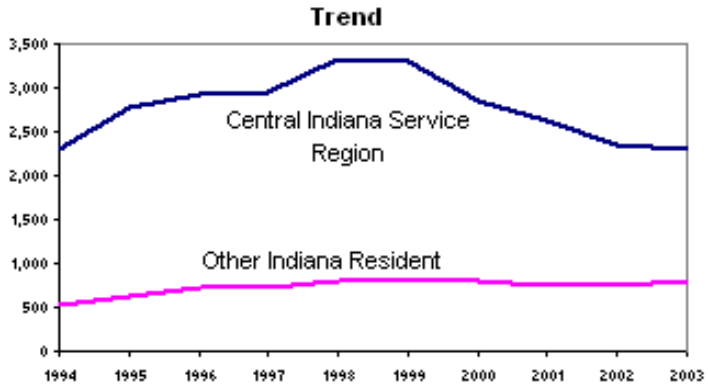
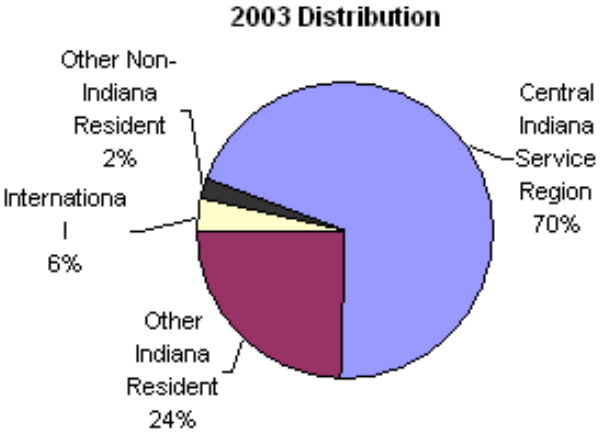
Teaching and Learning

Geographic Origin of New Freshmen

Almost three of every four new freshmen come to IUPUI from IUPUI's home county, Marion, and the seven surrounding counties of Central Indiana.

	Calendar Year									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Central Indiana Service Region	2,312	2,785	2,926	2,957	3,324	3,290	2,850	2,621	2,346	2,300
Other Indiana Resident	525	623	733	722	806	792	795	748	746	802
International Student	47	58	82	88	84	104	107	127	110	129
Other Non-Indiana Resident	21	28	28	25	36	51	56	74	88	73
Total	2,905	3,494	3,769	3,792	4,250	4,237	3,808	3,570	3,290	3,304
Percent in Service Region	80%	80%	78%	78%	78%	78%	75%	73%	71%	70%





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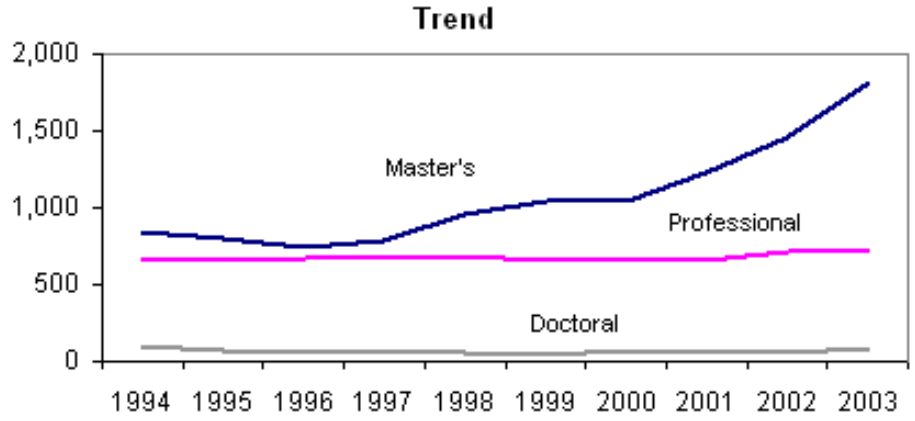
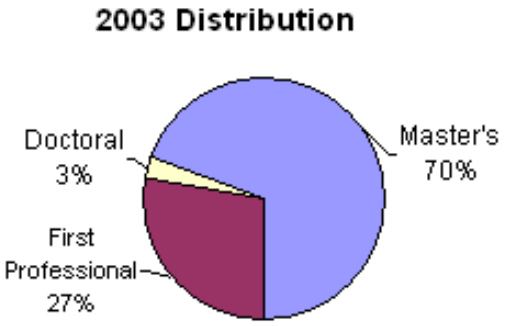
New Graduate Students

The number of students entering master's level programs at IUPUI has increased dramatically over the last four years. New student enrollments in first professional programs in medicine, dentistry, law, and health and rehabilitation sciences are higher for the last two years due in part to enrollments in the new Doctor of Physical Therapy program. The number of new doctoral students has fluctuated over time and increased significantly for 2003.

	Calendar Year									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Master's	848	794	748	780	952	1,036	1,049	1,231	1,461	1,808
First Professional	674	652	666	671	688	652	666	664	713	709
Doctoral	94	74	57	50	63	41	68	54	54	82
Total	1,616	1,520	1,471	1,501	1,703	1,729	1,783	1,949	2,228	2,599





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Graduate Enrollment at Indiana Universities with More than 7500 Students Fall 2003

IUPUI educates more graduate professional students than any Indiana campus.

	Total Enrollment	Grad/Prof Enrollment	
		Number	Pct. of Total
IUPUI	29,860	8,472	28%
Indiana University-Bloomington	38,589	8,270	21%
Purdue University-Main Campus	40,376	7,999	20%
University Of Notre Dame	11,415	3,104	27%
Ball State University	20,490	2,830	14%
Indiana Wesleyan University	10,149	3,411	34%
Indiana State University	11,360	1,745	15%
Purdue University-Calumet Campus	9,129	933	10%
Indiana University-Purdue Univeristy Ft. Wayne	11,806	738	6%
University Of Southern Indiana	9,899	745	8%

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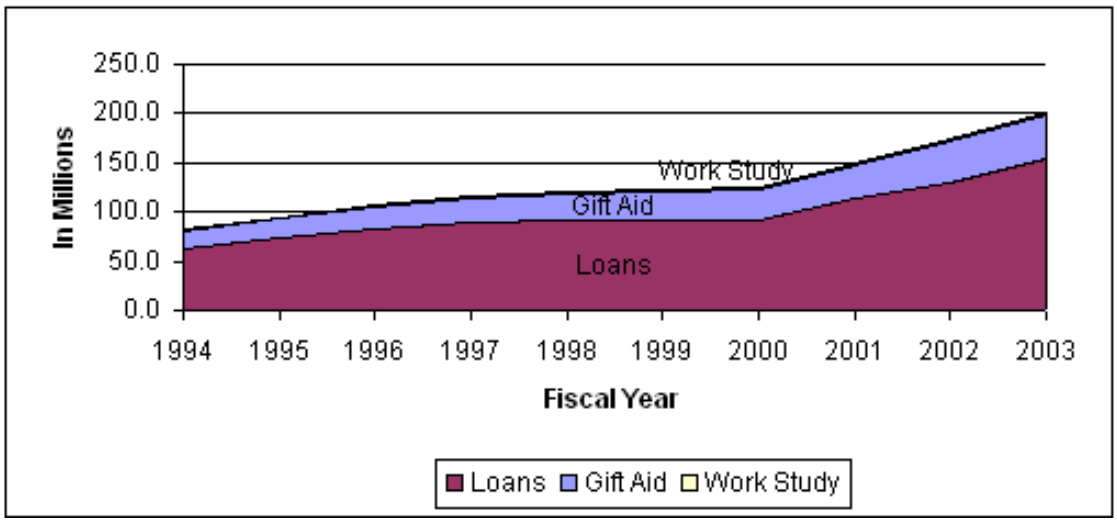
Financial Aid Trends by Type*

Financial aid has increased over time with significant changes in work study and student loan appropriations. Increase in work-study is evidence of IUPUI's ongoing effort to support student engagement by offering more opportunities to stay connected through on-campus

	Fiscal Year									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Gift Aid	18.2	20.1	22.5	24.8	27.5	29.0	30.4	34.2	41.6	45.1
Loans	62.9	73.3	83.4	89.0	91.5	92.3	92.5	112.9	129.6	154.3
Work Study	1.0	1.0	1.1	1.2	1.6	1.9	1.5	1.8	2.4	2.4
Total	82.1	94.4	107.0	115.0	120.6	123.2	124.5	148.9	173.6	201.8

*In millions of dollars.



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Student Satisfaction

Between 1995 and 2003, there have been substantial increases in student satisfaction with the registration process, the use of technology in the classroom, and the relevance of courses to career goals and objectives. Advising, the quality of the classroom environment, availability of financial aid, and parking continue to be areas where students report relatively low satisfaction. Figures represent the percent of students responding "satisfied" or "very satisfied" to questions on the Continuing Student Satisfaction and Priorities Survey.

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

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

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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 took an average of seven and a half years to complete their degrees. However, because a few students take exceptionally long to graduate, this average is not the best measure of a typical career. Over half of the native freshman who graduated did so in six or fewer years. As would be expected, students who transferred from a non-IU college or university to IUPUI took less time on average, since they came with significant credits.

	Mean Years			Median Years			% Taking Longer than Six Years		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Began at IUPUI as Freshman	7.9	7.5	7.4	5.8	5.8	5.3	43%	44%	44%
Began at other IU Campus as Freshman	7.7	8.3	7.6	5.3	5.3	5.3	38%	40%	40%
Began at IUPUI as Transfer	5.2	5.5	5.2	3.9	3.9	3.8	22%	25%	25%
Began at other IU Campus as Transfer	7.5	8.1	9.8	5.3	6.1	5.3	38%	50%	50%

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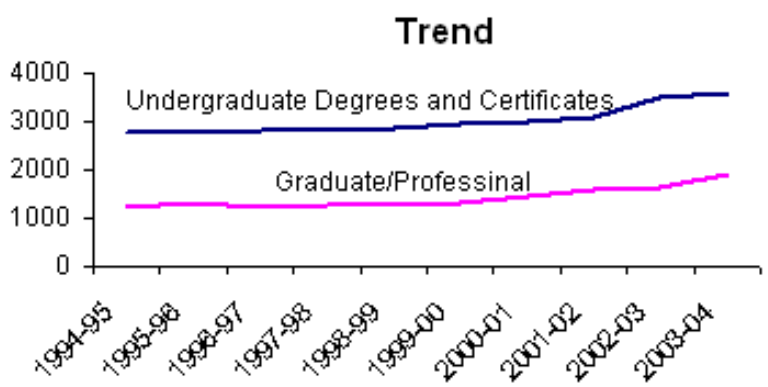
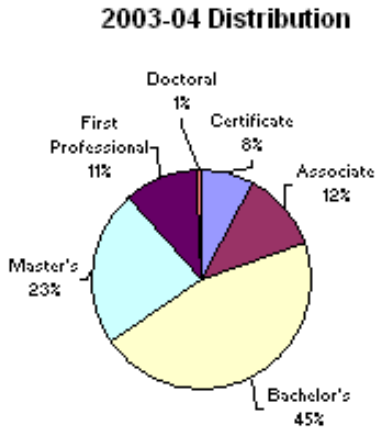
Degrees Conferred

The number of degrees conferred at IUPUI has climbed steadily in recent years. Degrees conferred at the Master's level have increased significantly over the past five years. Baccalaureate degree conferrals increased for each of the last three years and and reached a ten-year high in 2003-04. Today, degrees at the bachelor's level account for just under one-half of all degrees conferred. One-third of all degrees conferred in recent years are graduate or first professional degrees. The number of degrees earned by African Americans students and by all minority students increased for the fifth year, with numbers reaching ten-year highs.

	Academic Year									
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Certificate	106	107	155	163	197	238	288	358	461	439
Associate	532	524	540	551	559	575	638	537	620	649
Bachelor's	2,125	2,129	2,128	2,101	2,097	2,155	2,080	2,212	2,429	2,499
Master's	608	681	659	612	615	652	777	939	1,023	1,267
First Professional	583	587	542	624	601	604	621	609	598	605
Doctoral	31	32	32	36	37	43	38	29	24	35
Total	3,985	4,060	4,056	4,087	4,106	4,267	4,442	4,684	5,155	5,494
Total African American	198	233	233	273	249	293	337	364	388	423
Total Minority	373	389	411	443	440	494	528	615	639	705





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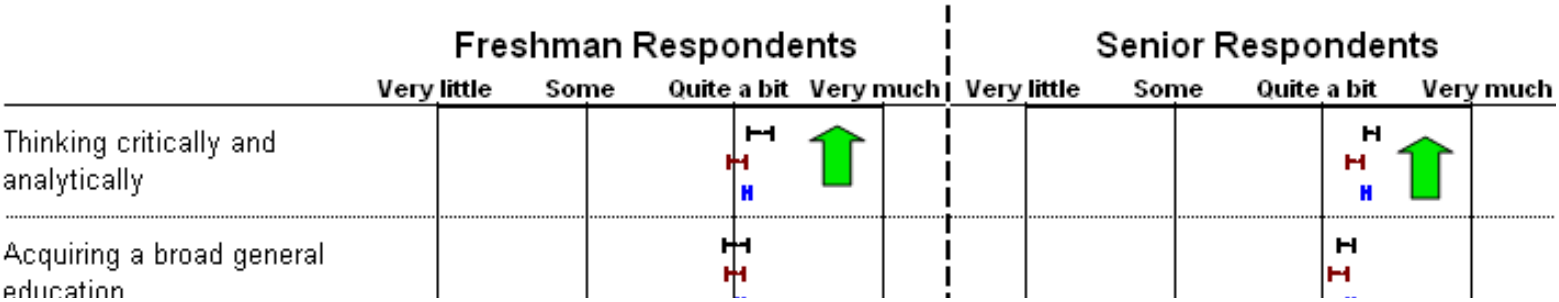
Principles of Undergraduate Learning Survey

IUPUI freshman and senior respondents indicate significantly higher learning gains across a range of general education outcomes compared to their peers at other urban universities and universities classified in the same Carnegie category as IUPUI (Doctoral-Intensive). Specifically, freshman rate themselves as experiencing larger gains on 10 items and lower gains on 3 items, whereas 2002 IUPUI freshman rated themselves higher on 4 items and lower on 8. Seniors now rate themselves higher on 6 items and lower on 5, compared to 2002 when they rated themselves higher on 9 and lower on only 1 (voting).



Using computing and information technology
Writing clearly and effectively
Learning effectively on your own
Working effectively with others
Speaking clearly and effectively
Acquiring job or work-related knowledge and skills
Analyzing quantitative problems
Understanding yourself
Solving complex real-world problems
Understanding people of other racial and ethnic backgrounds
Developing a personal code of values and ethics
Contributing to the welfare of your community
Voting in local, state, or national elections
Developing a sense of spirituality
IUPUI Respondents
Peer Urban Students
Peer DocInt Students

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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. Graduate employment showed signs of beginning to move up to prior year levels, though the percentage of workers advancing in their jobs after completing a degree continued a decline that began in 1999. A dip in the percent of alumni who said their jobs were related to their major suggests that while the level of employment was slightly better, the perceived quality of jobs might be

	Academic Year of Graduation									
	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Percent Employed Full Time[1]	85%	80%	84%	85%	86%	84%	86%	81%	79%	81%
Percent Advancing based on Degree[2]	45%	48%	50%	52%	56%	52%	50%	48%	45%	42%
Percent Pursuing Further Education Full Time	8%	9%	9%	8%	8%	9%	9%	10%	11%	10%
How Well Education Prepared for Current Job[3]	86%	87%	89%	90%	91%	90%	90%	87%	88%	86%
Enhancement of Future Prospects[3]	96%	95%	95%	96%	96%	96%	96%	95%	96%	94%
Satisfaction with Overall Quality of Education[4]	na	88%	86%	89%	88%	91%	88%	88%	88%	88%
Satisfaction with Instruction in Major[4]	86%	80%	78%	83%	83%	85%	81%	83%	81%	81%
Advising[4]	51%	50%	50%	53%	55%	56%	55%	55%	59%	56%
Relatedness of Job to Major[5]	84%	83%	82%	84%	88%	82%	83%	83%	83%	79%
Health and Social Services	97%	98%	97%	97%	99%	98%	97%	97%	98%	98%
Arts and Sciences	66%	59%	64%	65%	73%	61%	73%	76%	67%	68%
All Other Fields	83%	83%	79%	82%	86%	80%	79%	78%	81%	77%

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

working, but looking for work.

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.

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Gender and Ethnic Minority Representation

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

	Academic Year									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Tenure and Tenure-Track Faculty[1]										
Percent Women	25%	25%	26%	25%	25%	25%	26%	27%	27%	29%
Percent Minority	13%	13%	13%	13%	13%	14%	14%	15%	17%	17%
Percent African-American	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
Professional Staff										
Percent Women	65%	67%	67%	62%	62%	64%	65%	66%	67%	66%
Percent Minority	9%	9%	9%	10%	12%	11%	11%	11%	13%	13%
Percent African-American	6%	6%	6%	6%	6%	6%	6%	7%	7%	7%
Students										
Percent Women	58%	58%	58%	58%	58%	58%	57%	58%	59%	58%
Percent Minority	11%	12%	13%	14%	14%	14%	14%	14%	14%	14%
Percent African-American	8%	8%	9%	9%	10%	9%	9%	9%	9%	9%

Note: Shaded area includes Hospital employees moved to Clarian.

[1]Excludes librarians.

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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 appointments has continued to grow, following a deep decline in 1997 resulting from the move of hospital employees to Clarian.

	Academic Year									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Academic Appointments	**2,001**	**2,009**	**2,074**	**2,121**	**2,115**	**2,168**	**2,177**	**2,254**	**2,443**	**2,500**
Tenured/Tenure-Track Faculty (exc librarians)	1,268	1,262	1,267	1,280	1,284	1,262	1,241	1,235	1,274	1,284
Tenured	866	872	879	874	906	918	908	882	887	883
Tenure-Track	402	390	388	406	378	344	333	353	387	401
Percent Tenured	68%	69%	69%	68%	71%	73%	73%	71%	70%	69%
Other Academic Appointments	733	747	807	841	831	906	936	1,019	1,169	1,216
Postdoctoral Fellow	77	78	88	111	132	139	142	151	162	168
Researchers	192	189	198	191	189	200	193	188	215	226
Clinicians	213	212	236	269	257	299	329	352	392	439
Other Non-Tenure Eligible	84	77	66	62	46	60	51	80	128	159
Librarians	47	49	47	47	45	48	47	43	53	54
Visiting Academics	120	142	172	161	162	160	174	205	219	170
Non-Academic Appointments	**6,959**	**6,758**	**6,824**	**3,456**	**3,607**	**3,726**	**3,863**	**4,057**	**4,333**	**4,479**
Professional	1,650	1,683	1,784	1,233	1,323	1,366	1,539	1,673	1,783	1,923
Clerical*	1,779	1,723	1,693	1,184	1,215	1,239	1,255	1,281	1,368	1,418
Technical	2,515	2,349	2,395	631	670	721	651	698	769	751
Service Maintenance/Food Services	1,015	1,003	952	408	399	400	418	405	413	387

*Includes support staff.

Note: Figures prior to 1997 include the hospitals.

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Faculty Satisfaction

Faculty satisfaction with rewards and recognition for teaching has steadily increased over time. There have also been significant increases in faculty satisfaction with the availability of support related to technologies used in both teaching and research activities.

	1996	1998	2000	2002
Satisfaction with Rewards and Recognition for Teaching[1]	39%	44%	49%	56%
Perception of the Quality of Undergraduate Students[2]	42%	33%	36%	NA
Perception of the Quality of Graduate Students[2]	78%	75%	74%	NA
Satisfaction with Access to Technology for Teaching[1]	NA	66%	77%	NA
Satisfaction with Access to Technology for Research[1]	NA	61%	73%	NA
Satisfaction with Availability of Training Related to Technologies used in Teaching Activities[1]	NA	46%	53%	NA
Satisfaction with Availability of Training Related to Technologies used in Research Activities[1]	NA	42%	52%	NA
Satisfaction with Availability of Support Related to Technologies used in Teaching Activities[1]	NA	50%	61%	74%
Satisfaction with Availability of Support Related to Technologies used in Research Activities[1]	NA	46%	58%	74%
Perceptions of the clarity of objectives and plans for the next few years at IUPUI[1]	46%	49%	50%	48%

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.

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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, while the number of sections taught per year has remained relatively stable.

	Academic Year							
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Credit Hours/FTE[1]	372	382	395	366	372	389	376	384
Sections/FTE[1]	5.7	5.6	5.6	5.4	5.7	5.8	5.5	5.5

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

Full-Time Faculty Teaching Undergraduate Courses

initiative. A portion of tuition revenues was devoted to converting part-time into full-time lecturer positions.

	Academic Year							
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Sections	45%	45%	45%	46%	47%	52%	54%	54%
Credit Hours	48%	49%	49%	51%	54%	58%	60%	60%

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

Faculty gave the campus libraries the highest rating on a list 34 campus programs and services. Students were generally satisfied with the availability of library services.

	Very Important		Good or Excellent	
	Pct.	Rank*	Pct.	Rank*
University Library	96%	1	92%	2
Medical Library	94%	2	94%	1

*Faculty rated 34 campus programs and services.

Student Satisfaction with Library Services

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

Note: The Continuing Student Satisfaction and Priorities Survey was not admininstered in 2000 or 2002.
*These items were revised for the 2003 survey

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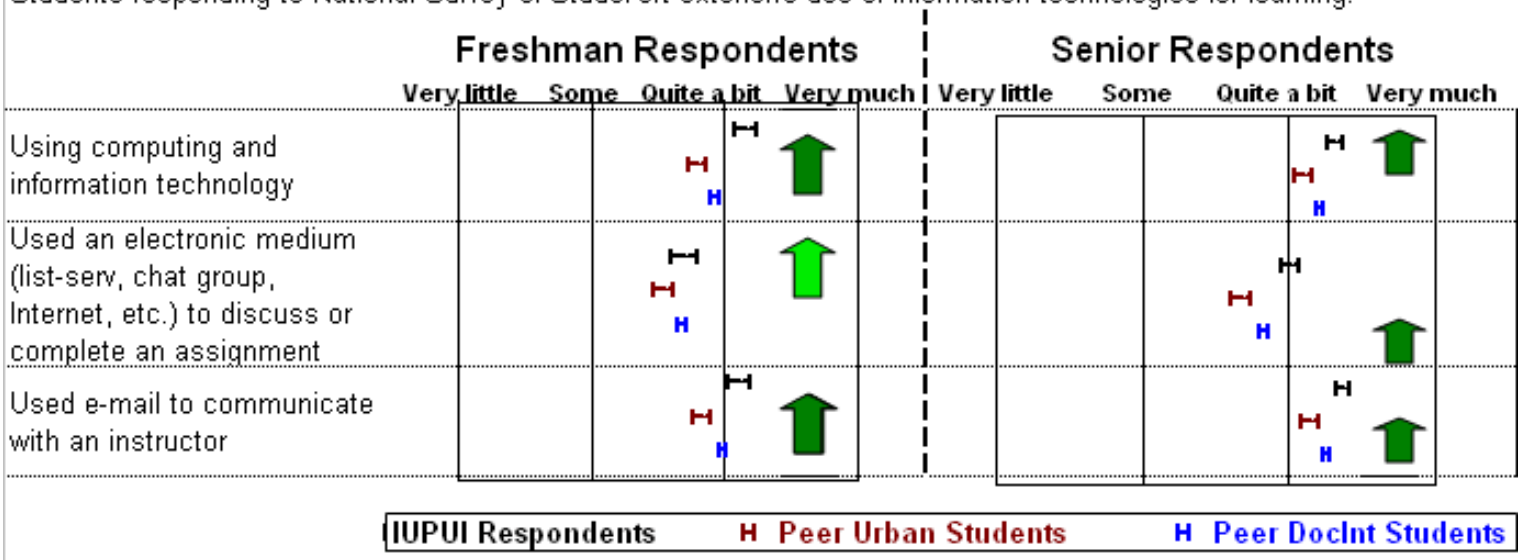
University Information and Technology Services

Students responding to National Survey of Studer ort extensive use of information technologies for learning.



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. The lighter green arrow signifies that the IUPUI average response is significantly higher than one of the two groups.

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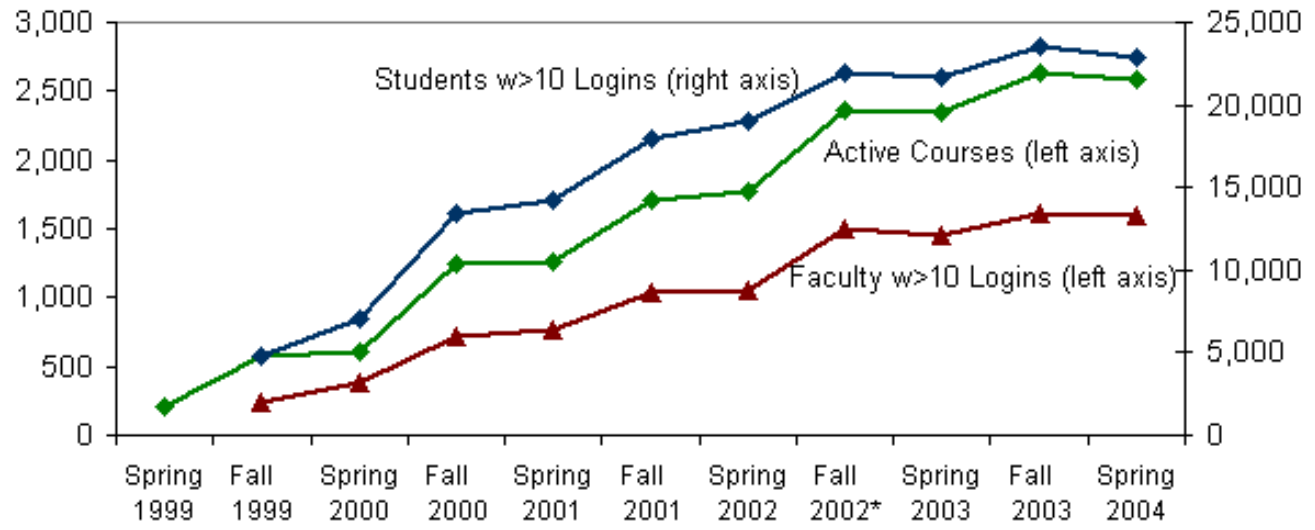
Oncourse Use Trends, Fall 1999-Spring 2004

Faculty and student use of Oncourse, IU's Web-based course management system, has increased steadily and dramatically over the past five years.

	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002*	Spring 2003	Fall 2003	Spring 2004
Active Courses	200	574	610	1,237	1,254	1,715	1,767	2,363	2,351	2,629	2,591
Faculty Logins											
Overall		392	659	977	986	1,312	1,342	1,700	1,749	1,875	1,854
>10/Semester		243	387	724	771	1,041	1,056	1,500	1,451	1,613	1,588
Student Logins											
Overall		7,520	10,744	16,523	17,099	21,223	21,717	24,100	24,094	25,828	24,724
>10/Semester		4,840	7,063	13,365	14,283	17,999	19,017	22,000	21,657	23,601	22,871

*Estimate only available for the faculty and student logins for Fall 2002



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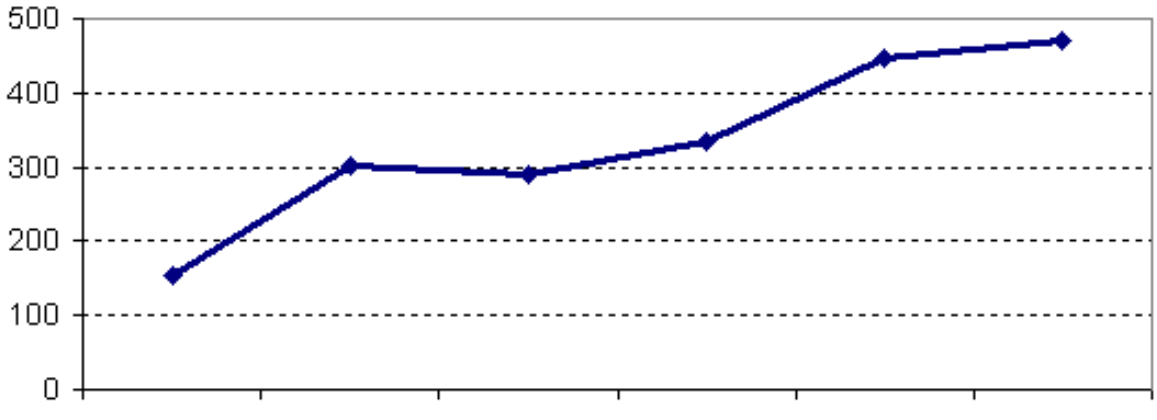
Number of assessment methods used, according to annual assessment reports by school

The number of methods used to assess student learning (e.g., standardized tests, surveys, senior projects) is considered an indicator of the level and quality of asessment. Experts on assessment recommed the use of multiple methods.

	Academic Year					
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
CAMPUS TOTAL	**153**	**301**	**290**	**335**	**446**	**470**
Allied Health	12	18	20	22	22	22
Business	6	8	3	8	6	9
Dentistry	10	11	11	12	12	12
Education	6	9	7	11	11	11
Engineering & Technology						
Computer Technology/CIT	6	6	5	10	10	12
Construction Technology	7	7	7	7	10	11
Electrical & Computer Engineering	5	5	5	6	11	11
Elec. & Computer Engineering Technology	7	7	10	8	12	14
Mechanical Engineering	4	4	5	7	13	13
Mechanical Engineering Technology	4	4	4	4	8	8

Organizational Leadership & Supervision	na	na	na	5	6	7
Herron School of Art	na	na	na	9	12	12
Informatics					10	10
Journalism	na	na	na	na	na	na
Law	na	na	na	na	4	4
Liberal Arts - School Wide	na	1	na	na	na	
Anthropology	11	11	11	11	13	13
Communication Studies	14	14	6	10	11	11
Economics	4	4	4	4	4	4
English	na	13	13	13	16	18
Foreign Languages	na	8	8	11	11	11
Geography	na	7	8	9	10	10
History	na	10	10	10	10	10
Philosophy	na	7	7	7	7	7
Political Science	2	2	2	3	9	9
Religious Studies	na	9	9	9	9	9
Sociology	7	8	10	7	7	7
Library & Information Sciences						
Medicine (Health Sciences 2002-03)	na	13	11	11	14	14
Music						
Nursing	14	14	14	16	17	17
Optometry						
Physical Education	5	5	6	17	26	26
Public & Environmental Affairs	6	10	10	10	17	17
Science (School-Wide)	na	5	5	5	5	5
Biology	na	18	18	18	23	23
Chemistry	11	11	11	11	13	17
Computer & Information Science	na	3	3	7	9	9
Geology	na	4	4	4	5	5
Mathematical Science	na	11	11	11	12	12
Physics	na	18	18	5	12	12
Psychology	na	5	5	5	12	12
Social Work						
BSW	5	5	5	5	7	10
MSW	5	5	5	5	7	10
PhD	5	5	5	5	7	10
University College	4	4	4	4	13	13

Trend in Total Number of Assessment Methods Used by IUPUI Academic



1998-99 1999-00 2000-01 2001-02 2002-03 2003-04

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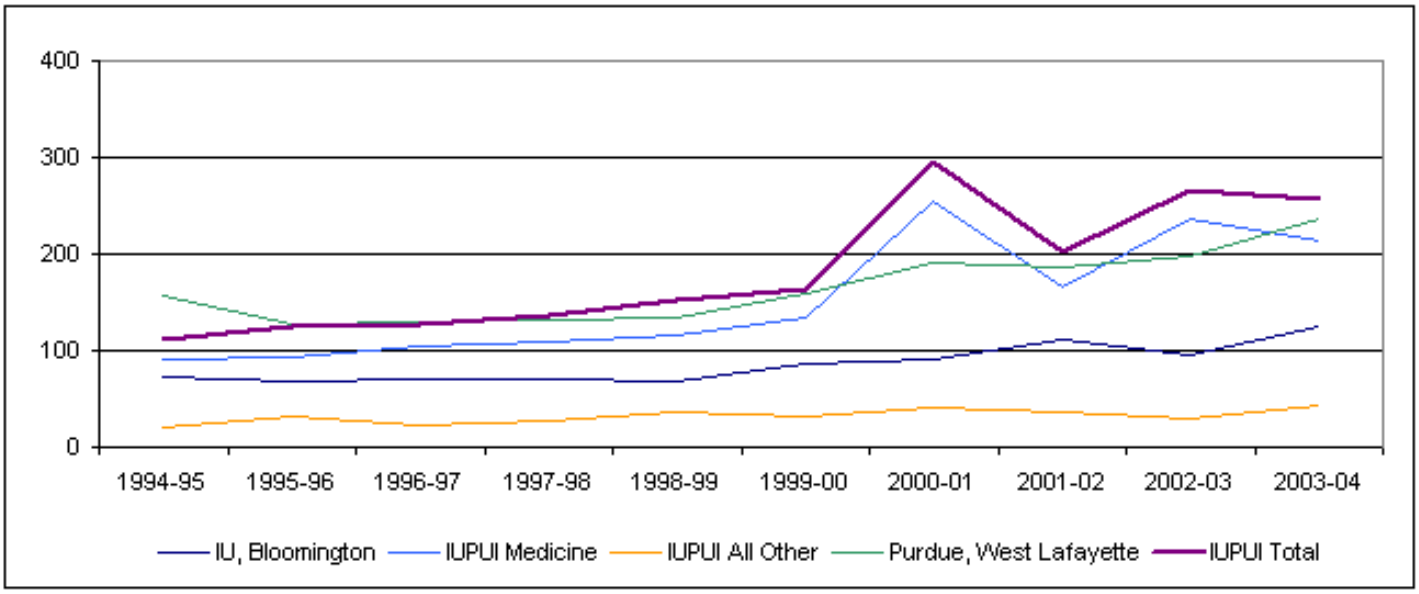
Grant and Contract Awards*

IUPUI continues to obtain record amounts of external grant and contract support for research, service, and instruction. Funding received by IUPUI has exceeded the figure for Purdue, West Lafayette for the past seven years. While these numbers reflect the increasing success of the School of Medicine, IUPUI's other programs are contributing increasingly to this growth.

	Fiscal Year									
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02[1]	2002-03[1]	2003-04[1]
IUPUI	111.7	124.3	128.3	135.4	151.2	164.5	295.5	202.4	265.9	256.8
IU, Bloomington	71.8	68.1	70.9	69.5	68.6	86.4	90.0	111.6	96.3	124.4
Purdue, West Lafayette	156.6	126.3	129.9	132.3	134.5	160.2	190.3	185.9	198.7	235.6
IUPUI Medicine	90.6	92.9	104.9	109.1	114.9	133.2	253.6	166.0	237.0	213.9
IUPUI excluding Medicine	21.1	31.4	23.4	26.3	36.3	31.2	41.9	36.4	28.9	42.9

*In millions of dollars.

[1]Purdue figure excludes voluntary support awards (private donations) and are comparable to IU and IUPUI figures.



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Total Awards: Ten-Year Summary

Unit	FY 93-94	FY 94-95	FY 95-96	FY 96-97	FY 97-98
Art	$10,268	$3,542	$11,284	$17,203	$7,198
Business	152,530	87,187	121,721	32,000	5,000
Continuing Studies	0	0	0	0	0
Dentistry	4,689,181	3,070,733	3,368,960	3,410,751	3,079,561
Education	458,734	576,198	698,945	918,345	599,041
Engineering & Technology	4,593,486	1,356,894	4,600,134	5,917,711	1,933,237
Informatics					
IUPU Columbus (4)					
Journalism	0	0	0	0	0
Law	1,157,355	1,292,021	1,361,399	1,279,673	1,307,314
Liberal Arts	1,255,690	7,003,497	12,624,187	1,435,732	5,798,133

Library & Info. Sciences	0	0	0	14,979	0
Medicine (1)	74,752,965	90,636,294	92,891,226	104,897,232	109,027,964
Music	0	0	0	0	0
Nursing	1,901,888	1,831,616	2,392,869	2,446,470	4,147,615
Physical Education (3)	0	2,200	0	1,128	7,524
Public & Env. Affairs	4,080,237	1,582,588	1,100,874	1,793,518	870,548
Science	3,094,443	3,052,776	3,622,002	4,193,191	4,187,476
Social Work	418,014	528,590	174,887	89,077	287,682
University College (4)					
Admin. Units (2) (4)	1,139,518	708,028	1,310,979	1,831,934	4,114,997
Totals	**$97,704,309**	**$111,732,164**	**$124,279,467**	**$128,278,944**	**$135,373,290**

Total Awards: Ten-Year Summary - Contd...

Unit	FY 98-99	FY 99-00	FY 00-01	FY 01-02	FY 02-03
Art	$11,037	$17,158	$18,725	$0	$18,000
Business	0	0	314,070	0	0
Continuing Studies	0	0	0	0	0
Dentistry	3,582,774	4,158,998	5,647,582	3,678,303	4,084,588
Education	488,240	500,055	377,374	569,107	289,316
Engineering & Technology	1,667,320	1,934,368	2,688,627	1,827,322	1,010,211
Informatics		0	0	75,000	0
IUPU Columbus (4)		788,191	222,727	0	0
Journalism	0	0	0	0	0
Law	1,184,224	1,249,422	796,539	486,053	0
Liberal Arts	13,362,404	5,866,042	11,734,539	6,041,664	5,066,342
Library & Info. Sciences	0	0	0	73,005	0
Medicine (1)	114,929,293	133,245,606	253,599,583	165,984,256	236,974,090
Music	0	0	0	0	6,000
Nursing	7,032,633	4,086,712	8,320,535	6,290,815	7,315,153
Physical Education (3)	12,018	2,473	9,924	11,453	13,502
Public & Env. Affairs	1,490,787	4,437,502	2,456,449	6,038,573	2,161,161
Science	5,921,260	6,348,691	6,922,969	6,898,796	6,198,199
Social Work	147,483	302,179	400,761	1,541,113	217,895
University College (4)		1,159,508	1,488,485	2,250,458	1,552,013
Admin. Units (2) (4)	1,388,962	384,833	533,573	637,063	1,016,185
Totals	**$151,218,435**	**$164,481,738**	**$295,532,462**	**$202,402,981**	**$265,922,655**

(1) Includes Bloomington Medical Sciences, Centers for Medical Education, and School of Allied and Rehabilitation Sciences
(2) Includes all administrative units (e.g. non-academic units)
(3) Includes Restaurant, Hotel, and Institutional Management
(4) IUPU Columbus and University College were included with Administrative Units until FY1999-2000

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IUPUI Programs and Activities in the Community

In 2002, IUPUI created an inventory of activities and programs that engaged academic and administrative units in serving the Indianapolis community, Central Indiana, the State, and beyond. These activities were catalogued in the campus Civic Engagement Inventory (http://www.imir.iupui.edu/ceinv).

Activities in the inventory were sorted into ten topical domains. The table below shows how 212 different programs and activities were identified in relation to these topical areas. The most popular areas were "Arts, Humanities and Cultural Enrichment," followed by "Health, Social Sciences, and Human Services," and then "Education and Lifelong Learning." "Career and Professional Competencies" was often identified as a secondary domain of the work being done.

	Primary Domain		All Related Domains	
Topical Domain	Number	% of Total Activities	Number	% of Activites Related
Arts, Humanities, and Cultural Enrichment	68	32%	36	17%
Business/Technical Assistance	3	1%	28	13%
Career and Professional Competencies	13	6%	75	35%
Economic Development	4	2%	28	13%
Health, Social Sciences, and Human Services	58	27%	34	16%
Education and Lifelong Learning	40	19%	85	40%
Housing and Community Development	2	1%	26	12%
Information Technologies	7	3%	22	10%
Science, Engineering, and Technology	13	6%	24	11%
Government, Urban Planning and Environment	4	2%	28	13%
Total Programs	212			

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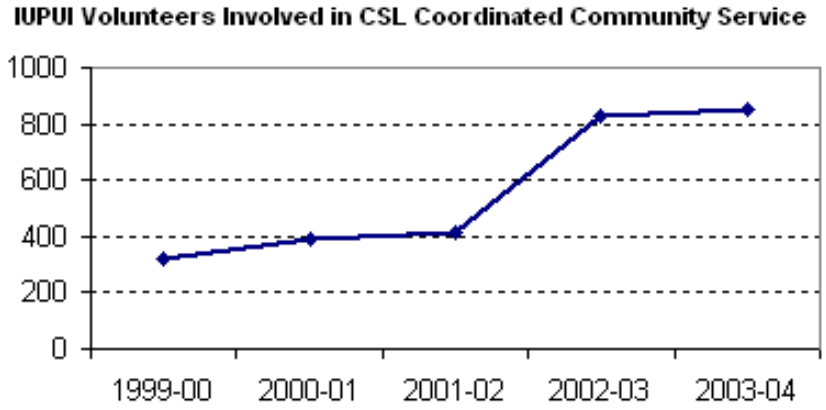
Campuswide Volunteer Activities Coordinated by the Center for Service and Learning

An increasing number of students, faculty, and staff are participating in the volunteer community service activities sponsored by the Center for Service and Learning (CSL). These activities include such events as the United Way Day of Caring, Make a Difference Day, Oxfam Hunger Banquet, Jam the Jaguars Bus Food Drive, Holiday Assistance Program, Martin Luther King Day of Service, Into the Parks, Student Summit on Service and Activism, Shantytown, College Mentors for Kids, and Activote America.

	1999-00	2000-01	2001-02	2002-03	2003-04
Number of Activities	5	5	6	11	8
IUPUI Volunteers Involved	317	391	416	831	850
Hours Volunteered	na	na	na	3700	3774
Number of Community Sites				68	77



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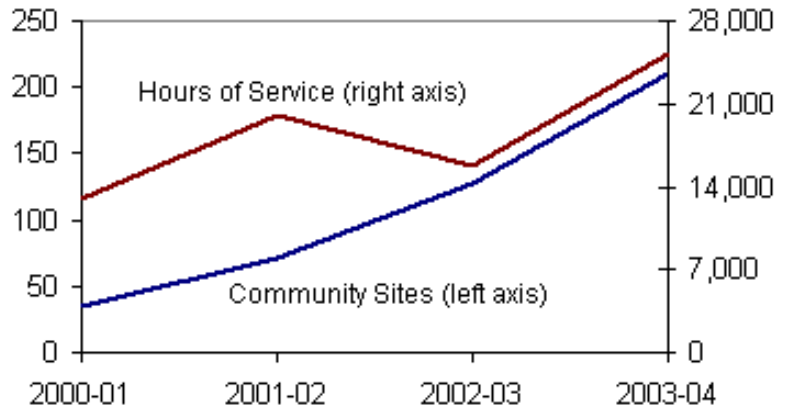
Service Learning

Over the past four years, participation in classes in which service at a community site is integrated into the curriculum has increased notably. The number of service learning classes and the hours of service provided have nearly doubled. The number of community sites served by IUPUI students has increased nearly seven-fold.

	2000-01	2001-02	2002-03	2003-04
Classes	24	37	42	41
Faculty Involved	48	56	57	50
Student Enrollment	1,440	1,922	1,889	2,001
Hours of Service	13,006	20,037	15,758	25,307
Community Sites	35	71	128	210



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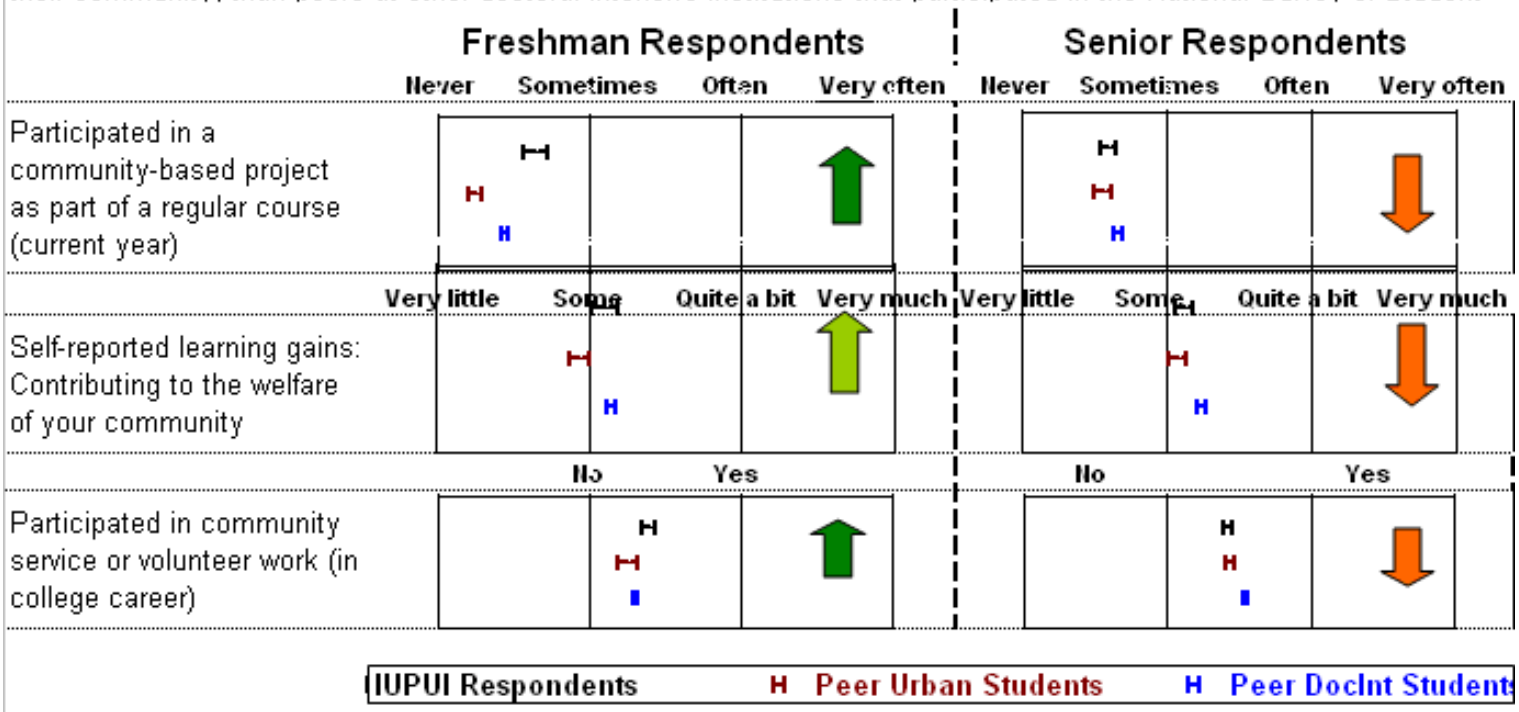
IUPUI Student Participation in Service and Learning

IUPUI **freshmen** are more likely than their counterparts at other urban and other doctoral intensive universities to have participated in a community-based project as part of a course. They also report higher levels of participation in community service and higher learning gains than their urban peers in regard to contributing to the welfare of their communities.

IUPUI **seniors,** like their urban peers, report fewer instances of participating in a course-related community-based project or in community service or volunteer work, and lower learning outcomes related to contributing to the welfare of their community, than peers at other doctoral intensive institutions that participated in the National Survey of Student



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

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IUPUI Continuing Student and Alumni Perception of Service and Learning

Only a modest percentage of IUPUI current students and undergraduate degree recipients are interested in opportunities to engage in community service at IUPUI. However, a larger percentage believe their education has increased the value they place on exercising their responsibilities as citizens.

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

	1999	2000	2001	2002	2003
*Importance**					
Recent Undergraduate Degree Recipients	47%	45%	49%	48%	47%
Continuing Students	42%	na	40%	na	45%
*Satisfaction***					
Continuing Students	25%	na	29%	na	25%
Recent Undergraduate Degree Recipients	39%	36%	40%	40%	42%

*Percent rating important or very important

**Percent rating satisfied or very satisfied

Note. The continuing student survey was not conducted in 2000.

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)

Impact/Ability	1999	2000	2001	2002	2003
Continuing Students	61%	67%	64%	na	64%
Recent Undergraduate Degree Recipients	62%	67%	63%	64%	62%
Importance					
Continuing Students	65%	71%	73%	na	75%
Recent Undergraduate Degree Recipients	66%	71%	65%	66%	78%

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

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- Special Emphases Self-Study
- Milestones

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- Examples
- Initiatives
- Progress On Key Indicators
- Performance Indicators

RESOURCES

- Site Search
- Glossary
- Important IUPUI Sites
- Questions/Comments?

For more information about the IUPUI Portfolio, please click on one of the links above.

Excellence in Civic Engagement

Civic engagementâ€”professional service, community-based learning, and other collaborations with the local, state, national, and international communitiesâ€”is one of IUPUI´s distinguishing characteristics. The camps has gained national recognition as one of America´s most civically engaged universities. Our faculty and students are extensively involved in professional and public service in Central Indiana. With our high concentration of professional programs, we rely on the local community for clinical placements in fields ranging from health, public administration, and education to social work and technology. Community contributions to the Campaign for IUPUI affirm the importance of civic engagement at IUPUI to the future of Indianapolis.

In his installation address, "The Power of Two" Chancellor Bantz committed the campus to expanding civic engagement efforts at home and abroad even further. For example, we aim to double the number of students participating in internships and service learning experiences and to establish a campus-wide expectation that all graduates will participate in a reflective experience that enhances citizenship. In addition, we will work to double initiatives to transfer research into technologies that will boost Indiana´s economy. The new IUPUI Solution Center is a centerpiece of our strategy for expanding student and faculty involvement with business, government, and nonprofit organizations in Indianapolis and for helping to energize Indiana´s economy. Acting as a "front door" to the university, the Center matches the needs of local organizations with relevant campus resources to benefit both community and campus.

The highlights below are organized around our three main campus goals for civic engagement.

- Enhance capacity for civic engagement
- Increase civic activities, partnerships, and patient and client services
- Intensify commitment and accountability to Indianapolis, Central Indiana, and the state
  - Life Sciences
  - Information and Communication Technologies
  - 21st Century Logistics
  - Nonprofit Organizations
  - Educational Outreach
  - Arts and Humanities

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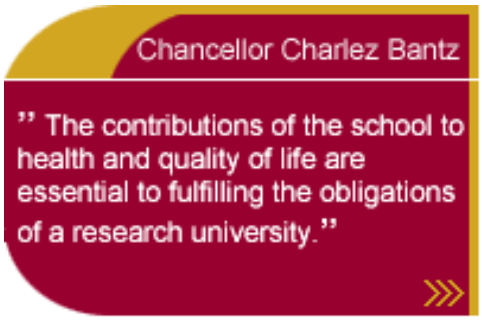
Enhance capacity for civic engagement.

Performance Indicators

- 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

IUPUI is working to develop a campus infrastructure that supports and encourages civic engagement to meet the needs of the communities we serve. We are also pursuing expanded opportunities for student involvement in academic community-based learning.

- Funded by a $1.7 million grant from the Lilly Endowment, the IUPUI Solution Center opened its doors on



May 1, 2004. Led by Teresa Bennett and Ed Sullivan, the Center provides a single point of access to IUPUI´s vast array of resources for business and community organizations. It serves as a mechanism for sharing faculty research expertise and for placing students in internships and community-based learning opportunities. Examples of Solution Center services include market research, program evaluation, just-in-time training, and assistance with e-commerce. Its $400,000/year Venture Fund supplies financial assistance to small businesses and nonprofits that provide internship opportunities for IUPUI students. Solution Center efforts focus on the five economic clusters identified by the Central Indiana Corporate Partnership and the Energize Indiana Project: Life and Health Sciences; Information and Communication Technologies; 21st Century Logistics; Advanced Manufacturing; and Nonprofit Organizations. By strengthening ties between IUPUI and local organizations, the Center will support Indiana´s economic development and encourage IUPUI students to graduate and remain in Indiana after graduation.

- With support from IUPUI alumnus Mike Hatfield and the Central Indiana Corporate Partnership, the Indiana Venture Center began operation in October 2003. The Center´s mission is to accelerate the creation and development of entrepreneurial, high-growth businesses within Indiana. With the ultimate aim of boosting Indiana´s economy by nurturing creativity, innovation, and entrepreneurship, the Center assists entrepreneurs taking high-potential ideas to market, owners of rapidly growing companies needing help with expansion, and established firms implementing innovative ideas. Located in Indianapolis near the IUPUI campus, the Center represents a unique public-private partnership between the private sector and multiple universities, including Ball State University, the University of Notre Dame, Purdue University, the Rose-Hulman Institute of Technology, and the Kelley School of Business at IUPUI and IU-Bloomington.

- IU´s Kelley School of Business has established the Randall L. Tobias Center for Leadership Excellence with a gift from the Randall L. Tobias Foundation. The Tobias Leadership Center, an IU-wide effort with headquarters at IUPUI, will serve as a resource, collaborator, and convener on effective leadership across the corporate, public service, education, and nonprofit communities. The Center will conduct innovative research and offer curricula aimed at creating effective leadership to change lives and organizations. While the Center´s mission is national, special access to its work will be offered to Indiana citizens to enhance leadership strength within the state. Gerald L. Bepko, Chancellor Emeritus of IUPUI, serves as the Tobias Center´s inaugural director.
- The Center on Philanthropy in the School of Liberal Arts has launched a new national program, the Lake Family Institute on Faith and Giving, to explore the links between religion and philanthropy and the influence of spiritual values on philanthropic action. The Institute pursues research on philanthropic issues relevant to churches, communities, and nonprofit organizations and engages the community through public lectures, seminars, mentorships, and publications.
- Over the past year, the Office for Professional Development explored strategies for integrating the work of the Center for Service and Learning, the Center On Integrating Learning, the Center for Teaching and Learning, and the new Center for Research and Learning to provide a seamless array of services for faculty and staff. This effort will allow these coordinated units to infuse service learning and civic engagement into multiple areas of faculty and staff work.
- IUPUI has been selected as a finalist for inclusion in the Campus Compact/ Princeton Review publication, Colleges with a Conscience: The Engaged Student´s Guide to College. Colleges and universities were selected based on their commitment to civic engagement and community service.

Go on to Increase civic activities, partnerships, and patient and client services

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- 2002 Performance Report
- 2001 Performance Report
- 2002 Accreditation Self-Study
- IUPUI Mission, Vision, and Values

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Toward a Vision for 2010: A World-Class Urban Research University for Indiana

A signal year for IUPUI, 2003-2004 saw the installation of new campus leadership that has set aggressive goals for the future, building on the unique partnership of two major universities in a vibrant city. In his inaugural address to the IUPUI community, "The Power of Two," Chancellor Charles Bantz committed IUPUI to doubling its accomplishments in its three main mission areas: teaching and learning; research, scholarship, and creative activity; and civic engagement. Over the course of the year, three "doubling" task forces translated this commitment into specific goals for increasing retention and graduation, continuing to lead Indiana´s universities in external research funding, and working with community partners to ensure that Indianapolis fulfills its potential to be one of the world´s best places to live, to work, and to learn.

The year was also marked by substantial progress toward these goals, as we renewed our efforts to serve our local community, while becoming a world-class urban research university. Landmark accomplishments included:

- Record enrollments of almost 30,000 students.
- The most highly qualified entering freshman class since we began tracking entering qualifications in the late 1980s.
- The opening of a new "front door" to the university, the IUPUI Solution Center, which matches businesses and non-profits with relevant campus resources, including faculty expertise, research collaborations, student interns, and a Community Venture Fund supported by the Lilly Endowment.
- An increase of 19 percent in research funding over the previous year, for a total of $256 million in grants and contracts.
- Innovative new degree programs, including the world´s first Ph.D. in Philanthropic Studies.
- Continued national leadership in health and life sciences, engineering and information technology, and a broad range of interdisciplinary fields.
- Opening of new campus apartments for students and approval of a campus center that will energize student life on campus.
- A "Campaign for IUPUI" that had neared the $1 billion mark by the end of the academic year, affirming the importance of IUPUI to the future of the Indianapolis community.

In this annual Performance Report, published in both print and Web versions, we provide details on these and other accomplishments of our dynamic campus over the past year. Organized around our key mission areas, strategic goals, and performance indicators, the report also includes sections on best practices and

notable faculty awards. The "Profile of Progress" in the final section provides data on our students, programs, and fiscal health. This report is for you, the stakeholders in the future of IUPUI and Indianapolis.

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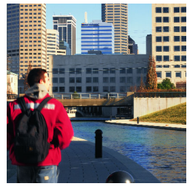
Excellence in Teaching and Learning



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Gerald L. Bepko and William M. Plater

December 2002

As Fiscal Year 2001-2002 came to a close just before this past fall semester, it had become clear that the Campaign for IUPUI—the first-ever comprehensive campaign for all of IUPUI's units and programs—would surpass its goal of $700 million well in advance of its scheduled conclusion in 2004. In December 2002, we assembled our friends and supporters, our academic community, and all those who had contributed extraordinary time and effort to the campaign to tell them the good news. We were over our goal by $28 million—with 20 months yet to go—and lots of energy left to make the final push and achieve the goals set for individual schools as well.

A list of just a few of the projects made possible by generous leadership gifts tells a compelling story.

- Inlow Hall, our new law school building, named in honor of the late Lawrence Inlow
- Eskenazi Hall, the new home for the Herron School of Art, named in honor of Sid and Lois Eskenazi
- The IU School of Medicine Research Building II, with a lead gift by Clarian Health Partners
- The Paul and Carol Stark Neurosciences Research Institute, endowed by the Starks in addition to their helping fund the Stark Chair in Pharmacology and the Stark Neurosciences Scholarship Fund
- The Lake Institute on Faith and Giving, made possible by a gift from the Lake family in memory of former Lilly Endowment president Tom Lake
- $25 million in scholarships for our students, including the Masarachia Scholars Program, established by retired United Steelworkers of America representative Sam Masarachia to provide four years of full tuition and expenses for 12 new students in the School of Liberal Arts each year
- 43 new endowed chair positions, including the first chair established in our Purdue School of Engineering and Technology: the Thomas J. Linnemeier Guidant Foundation Chair in Biomedical Engineering
- 21 professorships in a variety of disciplines across campus.

Receiving such a generous response from our community to the Campaign for IUPUI was a highlight of the past year, but our 2002 Performance Report includes many other points of pride. In addition to reaching our campaign goal, income from external grants and contracts reached a record high. National recognitions came our way for excellence in Gateway Programs, Learning Communities, academic advising, service learning, graduation of athletes, and other support for undergraduate learning. Our faculty rose to leadership positions in their professional organizations in ever-greater numbers and earned praise for their scholarship, teaching, and service. In preparation for a site visit by the North Central Association, in conjunction with our 10-year reaccreditation, we assembled a state-of-the-art web-based institutional portfolio that links achievements to goals, performance to planning, in a way that should become a new national model for institutional research, assessment, and accountability.

The renowned educational theorist John W. Gardner observed: "Where community exists, it confers upon its members identity, a sense of belonging, and a measure of security. A community has power to motivate its members to exceptional performance. It can set standards of expectation for the individual and provide the climate in which great things happen." It is in that spirit that we share with our community this record of our performance. There is much, much more to say about this past year at IUPUI, but we will let this report speak for itself.

Gerald L. Bepko
Chancellor

William M. Plater
Acting Chancellor
Dean of the Faculties

INTRODUCTION

IUPUI's campus vision is to be "one of the best urban universities, recognized locally, nationally, and internationally for its achievements." The 2001-2002 academic year was marked by significant accomplishments and progress toward this vision. Important among these accomplishments was the development of a refined mission, vision, and goals statement and a new strategic plan—efforts that emerged from a changing environment for higher education in Indiana and an upcoming accreditation review of the entire campus.

The strategic plan, available online at www.planning.iupui.edu/mission/missionvalue.pdf, reaffirms IUPUI's commitment to meeting the educational needs of Indianapolis, Central Indiana, and the state and to collaborating with community partners to support the ongoing development and vitality of our region. It defines diversity and pursuit of best practices as core values that infuse all campus efforts and activities. Finally, it sets forth goals, objectives, and performance indicators for each key component of our mission: Providing for our constituents excellence in teaching and learning; research, scholarship, and creative activity; and civic engagement. The past year saw notable achievements in each of these three areas:

- In teaching and learning, IUPUI realized significant gains in retention, enrollment, and student qualifications, won national recognition for innovation and effectiveness in its efforts to improve retention, and continued efforts to develop a welcoming campus environment and robust campus life for all students.
- In research, scholarship, and creative activity, IUPUI achieved an all-time high of over $200 million in external grant and contract income. Last year's gift of over $100 million from the Lilly Endowment continues to support the Indiana Genomics Initiative. This initiative, along with others, will help IUPUI and Indiana strengthen their national leadership in such areas as the life and health sciences and technology.
- In civic engagement, the campus's new goals include intensifying our commitment and accountability to Indianapolis, Central Indiana, and the state. An early step in working toward this goal was the development of a Civic Engagement Inventory on the World Wide Web that will help both the campus and our community stakeholders assess our impact and progress in improving the quality of life in such domains as PK-12 education, health, and economic development in the region.

This annual report for 2001-2002 is organized around our three key mission areas and our major goals for each, with an additional section devoted to best practices. Along with information on highlights of our achievements for each goal, the report also includes data on IUPUI's fiscal health and important statistics on our students, faculty, and staff. Finally, it includes information on our performance in relation to the main performance indicators developed as part of the year's strategic planning effort.

We hope this report provides you with useful information and we welcome comments and questions on it. Comments and questions may be directed to:

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EXCELLENCE IN TEACHING AND LEARNING

Efforts to improve teaching and, especially, student learning outcomes focused this year on retention, transfer, diversity, and campus infrastructure. The Gateway Program, a campus-wide collaboration aimed at improving first-to-second year student retention through increased support for new students, curriculum revision, and faculty development, won recognition as a national model for such efforts from the Hesburgh Award program. External grants for home-grown teaching approaches like Just-in-Time Teaching helped solidify IUPUI's national reputation as an innovator in undergraduate education. At the graduate level, new programs aimed to serve the changing workforce needs of the city and region.

Attract and support a better-prepared, more diverse student population.

- *Transfer applications and enrollments from Ivy Tech-Indianapolis* grew substantially as a result of collaborative curriculum arrangements, including the Passport program. In addition to a record number of transfer applicants, we also saw a 24 percent increase in enrollments of new transfer students from Ivy Tech-Indianapolis, with 372 students this year, up from 301 last year. The overall grade point average of transfer students improved from 2.59 to 2.68.

- The *Community Learning Network (CLN)* offered over 1,000 courses and 17 certificate programs to learners at sites throughout the Greater Indianapolis area. New student applications through CLN increased this year by 7 percent, from 859 to 921, while enrollments grew 6 percent, from 816 to 868. IUPUI graduation rates at CLN sites increased 17 percent, from 323 to 377.

- *Project TEAM* is an initiative of the IU School of Education aimed at recruiting talented low-income and first-generation college students, along with other students committed to serving urban and culturally diverse schools, into the teaching profession. Currently, 30 students are participating in the program, which includes an honors seminar and opportunities to work directly with students in Indianapolis schools.

- IUPUI's *Center for Young Children* was awarded a four-year Childcare Access Means Parents Stay in School (CAMPSIS) grant to provide low-income student parents with access to high-quality campus child care. The first-year award of $94,000 led to substantial enrollment increases in the Center's part-time program.

- Designed to serve non-traditional students, the *Nina Mason Pulliam Legacy Scholars Program,* an initiative of The Nina Mason Pulliam Charitable Trust, provided awards to its first cohort of five students at IUPUI (along with 12 students at Ivy Tech and a total of 23 students at partner institutions in Arizona). The program includes an assessment component to help IUPUI and other participating campuses evaluate and improve effectiveness in meeting the needs of non-traditional students.

Efforts to improve teaching and, especially, student learning outcomes focused this year on retention, transfer, diversity, and campus infrastructure.

- *Planning and development of new facilities* for students continued as part of IUPUI's ongoing commitment to creating and sustaining a dynamic campus environment and student community. Designs for a new 800-bed resident-apartment community, as well as a $49 million, 250,000 square foot Campus Center, were completed, with anticipated openings in Fall of 2003 and 2005, respectively.

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

~ Anatole France

Support and enhance effective teaching.

- The *Office for Professional Development (OPD),* now in its third year, served almost 4,500 faculty and staff members this year through individual consultations, seminars, workshops, and other programs. Focuses of OPD's work included effective uses of instructional technology, findings from new research on teaching and learning, and issues of multicultural teaching and learning, among others.

- The *School of Public and Environmental Affairs (SPEA),* in collaboration with SPEA-Bloomington and IUPUI's Center on Philanthropy, implemented the Nonprofit Management Certificate Online, attracting students from Indianapolis, the nation, and the world. SPEA also offered the Indiana State Leadership Public Management Certificate in a four-week intensive weekend format, with course content designed for state government employees. Credits from the intensive program are applicable to a Master of Public Affairs, should students wish to continue.

- A grant from the National Science Foundation is supporting collaboration among the departments of Biology, Chemistry, Mathematical Sciences, and Physics to implement *Just-in-Time Teaching,* an innovative teaching program developed by IUPUI faculty. The program's approach, proven to increase retention and boost critical thinking skills, combines Web-based preparatory assignments that help students and faculty identify areas of difficulty with active learning approaches in the classroom.

- IU's online teaching and learning environment, *Oncourse,* supported the development of course tools and online learning for more than 65,000 active users. One of the nation's largest course-management and information systems, Oncourse was used by 70 percent of IUPUI faculty this year and earned an overall 94.7 percent satisfaction rating in a UITS User Satisfaction Survey.

Enhance undergraduate student learning and success.

- *Retention of first-time, full-time students to the following fall increased substantially,* from 58.1 percent for the class entering in 1999 to 61.5 percent for the class entering in 2000. This increase is nearly three-and-a-half times our initial goal of improving retention by one percentage point per year. The work of University College with entering students and the Gateway Program, a campus-wide initiative that combines faculty development with new approaches to supporting student learning in large introductory courses, were major contributors to the increase.

- The success of the *Gateway Program* won national recognition with a Certificate of Excellence from the Hesburgh Award program sponsored by TIAA-CREF.

- *"Making Meaning out of Tragedy,"* a series of campus educational forums, was part of a comprehensive university response to the September 11 tragedy intended to support international students and bring together the IUPUI community. Other events included opportunities for student service, education on valuing diversity, and weekly educational seminars.

- The three-year-old *Office of Student Life and Diversity,* in collaboration with the *Undergraduate Student Assembly, the Student Activities Programming Board,* and the new *Cultural Enrichment Programming Committee,* provided approximately 7,000 students with opportunities to participate in on-campus programs and events. Getting students involved with campus activities and organizations is a proven method for enhancing student learning, retention, and academic success.

- *IUPUI student-athletes* garnered multiple recognitions for academic excellence this year. The IUPUI Women's Basketball Team was named by the Women's Basketball Coaches Association as one of the top teams in the country academically. Twelve upper-class student athletes were accepted into Chi Alpha Sigma, the National College Athlete Honor Society. Overall, 52 percent of student athletes earned at least a 3.0 GPA. Athletes and coaches also demonstrated dedication to community service, together devoting more than 1,400 hours to community activities.

Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows.

- The *Department of Chemistry,* in partnership with Eli Lilly, Dow Agrosciences, Heritage Environmental, and Reilly Industries, developed a new graduate co-op program leading to the Master of Science degree.

- A new professional doctoral degree, the *Doctor of Physical Therapy,* was approved by the Indiana Commission on Higher Education in November 2001, with plans to enroll the first class of 24 students in the fall of 2002.

- The *Purdue University Graduate School* approved graduate certificate programs in Computer-Aided Mechanical Engineering and Digital Signal Processing, as well as a combined five-year bachelor's degree in Physics and a master's degree in Mechanical Engineering.

- The *Master of Public Health (MPH) Program* was granted accreditation by the Council on Education for Public Health. The location of this dynamic MPH Program at IUPUI will help the campus respond to the urgent need for highly qualified public health professionals and an enhanced public health system in Indiana.

If you have built castles in the air your work need not be lost: that is where they should be. Now put the foundation under them.

– Henry David Thoreau

Student Satisfaction

Between 1995 and 2001, there have been substantial increases in student satisfaction with the registration process, the amount of financial aid available, use of technology in the classroom, and relevance of courses to career goals and objectives. Satisfaction with the quality of instruction and availability of faculty for discussion outside class has also increased over time. The figures below represent the percentages of students responding that they were "satisfied" or "very satisfied" with the following aspects of their experience at IUPUI.

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

Note: Continuing Student Satisfaction and Priorities Survey was not conducted in 2000.

Alumni Employment and Further Education Outcomes

The vast majority of recent alumni believe that their education prepared them well for their jobs. Nearly eight of ten undergraduate degree recipients report that they are working full-time the year after receiving their degree.

	'92-93	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01
Percent Employed Full-Time	79%	80%	79%	80%	80%	81%	79%	80%	77%
Percent Advancing based on Degree[1]	na	45%	48%	50%	52%	56%	52%	50%	48%
Percent Pursuing Further Education Full-Time	8%	8%	9%	9%	8%	8%	9%	9%	10%
How well Education Prepared for Current Job[2]	89%	86%	87%	89%	90%	91%	90%	90%	87%
Enhancement of Future Prospects[2]	95%	96%	95%	95%	96%	96%	96%	96%	95%
Satisfaction with Overall Quality of Education[3]	74%	na	88%	86%	89%	88%	91%	88%	88%
Satisfaction with Instruction in Major[3]	73%	86%	80%	78%	83%	83%	85%	81%	83%
Advising[3]	43%	51%	50%	50%	53%	55%	56%	55%	55%
Relatedness of Job to Major	82%	84%	83%	82%	84%	88%	82%	83%	83%
Health and Social Services[4]	98%	97%	98%	97%	97%	99%	98%	97%	97%
Arts and Sciences[4]	65%	66%	59%	64%	65%	73%	61%	73%	76%
All Other Fields[4]	79%	83%	83%	79%	82%	86%	80%	79%	78%

1- Percentage of respondents employed full-time who remained at their current job and received a raise or promotion or who got a new job because of their degree.
2- Percentage responding somewhat or very well.
3- Percentage responding satisfied or very satisfied.
4- Percentage responding somewhat or directly related.

EXCELLENCE IN RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

External grants to support research at IUPUI soared to an all-time high of over $200 million in 2001-2002, allowing the campus to continue to develop a national leadership role for Indiana in such areas as life sciences research. Grants also boost the state economy; for every $1 million received in grants, over 41 jobs are created, while two-thirds of every dollar received is spent locally.

Enhancements to the research infrastructure, such as I-Light, a high performance optical fiber network, and the expansion of IU's IBM SP supercomputer, one of the nation's largest university-owned supercomputers, provide technological capabilities unequaled in the nation. A different kind of support for faculty research was provided by the Office of Research and Graduate Education and the Office for Professional Development, which supplied internal seed monies and grant consultation services for faculty members launching new research projects and programs.

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

- IUPUI achieved an all-time high of over *$200 million in external grant funding* this year.

- Researchers in the *Oral Facial Genetics Division of the School of Dentistry* discovered specific genes that influence how a patient responds to orthodontic treatment. Faculty members in the division also collaborated with the Preventive and Community Dentistry Program to establish, for the first time, a genetic basis for the development of dental fluorosis.

- The Lilly Endowment gift to the Indiana School of Medicine of over $100 million to support the *Indiana Genomics Initiative (INGEN)* has already influenced the school's infrastructure and educational programs. New researchers have been recruited; the first cohort of students has begun the INGEN Biotechnology Certificate Program; INGEN funds have helped attract extramural dollars for research; and INGEN-sponsored conferences and lectures are promoting growing levels of collaboration among researchers at colleges and universities throughout the state.

- The Schools of Medicine, Nursing, Dentistry, Science, and Engineering and Technology are major partners in the *Central Indiana Life Sciences Initiative*. Created to spur the development of a community of biomedical research efforts and health-based businesses in Indianapolis, the program is a partnership among the city of Indianapolis, the Central Indiana Corporate Partnership, the Indiana Health Industry Forum, Indiana University, and Purdue University. Among the partnership's first efforts was the purchase this year of property at 10th Street along the canal, next to IU's Advanced Research and Technology Institute, for development of an incubator for life sciences and technology start-up companies.

Grants also boost the economy; for every $1 million received in grants, over 41 jobs are created, while two-thirds of every dollar received is spent locally.

Provide support to increase scholarly activity and external funding.

- *University Library* now subscribes to nearly 1,800 electronic journals. Through databases available to all library users, IUPUI faculty, staff, and students, and Indianapolis community members have immediate access to approximately 10,000 electronic journals and 8,000 electronic books. Ongoing improvements to hardware and software capabilities will allow for continued expansion of these electronic resources to bring more information to faculty, staff, students, and community members.

- The *Office of Research and Graduate Education* created several new resources to support faculty seeking external research funding. These include online modules on developing grant proposal budgets, a new faculty orientation to research opportunities at IUPUI, and an enhanced version of the online newsletter, *Research Communicator,* which alerts faculty to grant opportunities.

- The *Office for Professional Development* offered 11 workshops on grant writing to a total of almost 400 attendees.

- The *Office for Professional Development* and the *Office of Research and Graduate Education* together awarded approximately $2.2 million in internal grant support to 89 projects. These internal grants provide seed funding for projects that may later win external grant support or infrastructure support for projects primarily supported by external funds.

Enhance the infrastructure for research, scholarship and creative activity.

- In December 2001, Governor Frank O'Bannon activated *I-Light,* the $5.3 million, high performance, optical fiber network that links IUPUI, Indiana University Bloomington, and Purdue University, and connects all three to Internet2. I-Light has the capacity to move the entire written contents of the universities' libraries from one campus to another in seconds and will serve as a key component of a state-wide infrastructure of supercomputers and fiber optic networks. Its capabilities will allow, for example, high-speed access to huge DNA and protein databases for scientists across the state.

- *IU's IBM SP supercomputer* was expanded to one teraflop, making it one of the largest university-owned computers in the nation. Funded in part by the Lilly Endowment Grant for the Indiana Genomics Initiative, this expansion creates a unique facility in which IU has two massive data storage silos—one in Bloomington, one in Indianapolis—and connection to Purdue's large-memory supercomputer. These new data capabilities will allow us to leverage the university's strengths in biomedical and life sciences research and will provide for real-time, three-dimensional information sharing among scientists across the three campuses as they diagnose and treat diseases.

- The new *Visualization and Interactive Spaces Lab* is the first Pervasive Technology Lab to be based at IUPUI. The Lab, funded by the Lilly Endowment, is expected to encourage economic development in Central Indiana through technology transfer, industry partnerships, and the creation of new businesses.

- The *Informatics and Communications Technology Complex (ICTC)* is now under construction at the corner of Michigan and West Streets, the gateway to the IUPUI campus. The complex will be the hub of I-Light and the Internet2 Abilene Network and will house the IUPUI-based Pervasive Technology Labs. The ICTC will make information technology services, resources, and expertise more readily accessible to the IUPUI and Indianapolis communities, providing enhanced access to information technology resources for partnerships that benefit local research and economic development.

- The *IU Center for Bioethics (IUCB)* was established in July 2001 with a broad mandate to conduct research, engage in education, and provide service to the statewide IU community. The IUCB is an interdisciplinary effort currently supported by the School of Medicine, the Indiana Genomics Initiative, the School of Liberal Arts, and the School of Law.

Grant and Contract Awards

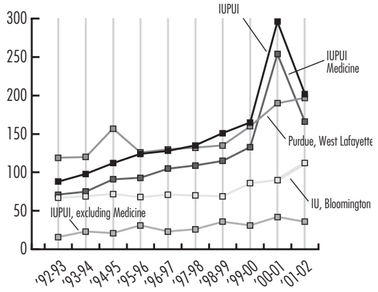
IUPUI continues to obtain record amounts of external grant and contract support for research, service, and instruction. Funding received by IUPUI has exceeded the figure for Purdue, West Lafayette for the past five years. While these numbers reflect in part the increasing success of the School of Medicine, IUPUI's other programs are contributing significantly to this growth.

Fiscal Year (Figures are in millions of dollars.)

	'92-93	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02
IUPUI	87.6	97.7	111.7	124.3	128.3	135.4	151.2	164.5	295.5	202.4
IU, Bloomington	66.6	68.7	71.8	68.1	70.9	69.5	68.6	86.4	90.0	111.6
Purdue, West Lafayette	119.2	120.2	156.6	126.3	129.9	132.3	134.5	160.2	190.3	197.3
IUPUI Medicine	71.2	74.8	90.6	92.9	104.9	109.1	114.9	133.2	253.6	166.0
IUPUI excluding Medicine	16.4	22.9	21.1	31.4	23.4	26.3	36.3	31.2	41.9	36.4

Grant and Contract Awards Trend

(Figures are in millions of dollars.)



The Academic and Non-Academic Workforces

IUPUI's academic workforce has grown in recent years. The most notable increase in the past two years has been in clinical positions, visiting faculty, 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 appointments has continued to grow, following a deep decline in 1997 resulting from the move of hospital employees to Clarian.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Academic Appointments	1952	2001	2009	2074	2121	2115	2168	2177	2254
Tenured/Tenure Track Faculty (exc librarians)	1276	1268	1262	1267	1280	1284	1262	1241	1235
Tenured	853	866	872	879	874	906	918	908	882
Tenure Track	423	402	390	388	406	378	344	333	353
Percent Tenured	67%	68%	69%	69%	68%	71%	73%	73%	71%
Other Academic Appointments	676	733	747	807	841	831	906	936	1019
Postdoctoral Fellow	69	77	78	88	111	132	139	142	151
Researchers	180	192	189	198	191	189	200	193	188
Clinicians	182	213	212	236	269	257	299	329	352
Other Non-Tenure Eligible	78	84	77	66	62	46	60	51	80
Librarians	41	47	49	47	47	45	48	47	43
Visiting Faculty	126	120	142	172	161	162	160	174	205
Non-Academic Appointments	6964	6959	6758	6824	3456	3607	3726	3863	4057
Professional	1553	1650	1683	1784	1233	1323	1366	1539	1673`
Clerical*	1823	1779	1723	1693	1184	1215	1239	1255	1281
Technical	2555	2515	2349	2395	631	670	721	651	698
Service Maintenance/Food Services	1033	1015	1003	952	408	399	400	418	405

*- Figure for 2001 includes one person classified as support staff.
Note: Figures prior to 1997 include the hospitals.

EXCELLENCE IN CIVIC ENGAGEMENT

IUPUI's new mission statement affirms our long-held commitment to community engagement to improve the quality of life, particularly in Indianapolis and Central Indiana. Our new strategic plan, for the first time, delineates specific goals, objectives, and performance indicators for this aspect of our mission.

During 2001-2002, IUPUI continued its nationally recognized efforts in service-learning, won the Mayor's Celebration of Diversity Award, and worked with community partners on such issues as homelessness, PK-12 education, health, economic development, technology, and the arts. (Special sections highlighting our work in some of these areas follow.) Our new online Civic Engagement Inventory at www.imir.iupui.edu/ceinv/ provides a database of community projects that can be searched by topic or academic unit. The inventory represents the first step in an effort to assess and systematically enhance the impact of IUPUI's civic engagement on the community, on our students, and on the campus as a whole.

Enhance capacity for civic engagement.

- IUPUI's *new strategic plan* includes, for the first time, performance goals and indicators that will help us assess our effectiveness in the area of civic engagement.

The Civic Engagement Inventory represents the first step in an effort to assess and systematically enhance the impact of IUPUI's civic engagement

- The Center for Service and Learning, in collaboration with the Office of Information Management and Institutional Research and a campus-wide Civic Engagement Task Force, created an online *Civic Engagement Inventory* at http://www.imir.iupui.edu/ceinv/ that brings together information on civic engagement across the IUPUI campus. The Inventory is available to all on the Web and can be searched by topic, school, and key word.

Enhance civic activities, partnerships, and patient and client services.

- Two new student service groups were formed at IUPUI this year: *Habitat for Humanity Campus Chapter* and *College Mentors for Kids!* These groups join the many other campus organizations that promote days of community service for faculty, staff, and students at IUPUI.

- Forty-six students were recognized by the *Center for Service and Learning* with scholarships totaling $106,000 for their commitment to campus and community service. The Center organized year-round programming for this group of students, including service learning, group service projects, and student leadership opportunities; the students, in turn, provided more than 4,000 hours of community service to 42 community agencies and schools.

- *IUPUI faculty* across the campus taught 37 service learning classes. With nearly 2,000 students participating, these courses provided close to 20,000 hours of service to the Indianapolis community.

- Through a contract with the *Thurgood Marshall Scholarship Fund,* the Center on Philanthropy provided a four-course program, culminating in a Certificate in Fundraising Management, to 30 senior development officers

from public Historically Black Colleges and Universities.

- The *Center on Philanthropy* coordinated internships and graduate assistantship placements in more than twenty Greater Indianapolis community nonprofit agencies for both undergraduate and graduate students. Approximately 13,000 hours of service, the equivalent of 6 full-time employees for one year, were provided to nonprofit organizations in the area.

- The *Indiana University-Moi University Partnership* continues to be one of the strongest and longest-running collaborations between medical schools in post-industrial and emerging societies. Hundreds of faculty, scientists, residents, and medical students have traveled to Kenya for work that many have called the highlight of their careers. This year, the IU-Moi Partnership received a $1 million grant from the Bill and Melinda Gates Foundation for HIV prevention work in Kenya. The IUSM-Moi Partnership also received one of 12 grants from Columbia University's Mailman School of Public Health and a consortium of foundations (including the Gates Foundation) to provide HIV care and treatment to infected pregnant women, mothers, and children in Kenya and to help prevent the transmission of HIV to newborns.

- Almost 900 IUPUI team members, coordinated through the Office of External Affairs, participated in this year's *Komen Race for the Cure,* raising $16,400 for breast cancer research. The IUPUI campus is the host for 25,000 runners and walkers in this annual event.

- The *Office of Alumni Relations* provides continuing education, service, and social programming opportunities for more than 110,000 living graduates of the IUPUI campus, including 71,302 living in Indiana and 50,159 living in Central Indiana. This year, close to 15,000 alumni took part in events that included Medical Alumni Weekends, the Fall Dental Weekend, the Dean's Day for Liberal Arts, and the Frontiers of Science.

- *Herron School of Art* ceramic students created more than 400 ceramic bowls for the *Empty Bowls* event, recognizing World Hunger Day in October 2001. Proceeds totaling nearly $5,000 went to the Children's Bureau of Indianapolis, Inc. and the 9-11 Relief Fund.

The spirit in which a thing is given determines that in which the debt is acknowledged; it's the intention, not the face-value of the gift, that's weighed.

~ Seneca

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

In this section, we highlight IUPUI community initiatives and partnerships in specific areas, including PK-12 education, health, arts and humanities, science and technology, and economic development and technical assistance.

Educational Outreach

- The *Office of Neighborhood Resources* received a WEPIC Replication Community-Higher Education-Schools Partnership grant and a Partnership in Action Grant from Indiana Campus Compact for west side neighborhood initiatives. The WEPIC grant will fund service learning opportunities in the George Washington Community School, while the Partnership in Action Grant will implement a Westside Education/Neighborhood Schools Campaign to plan for a new public elementary school in the Haughville neighborhood.

- The *America Reads/Indiana Reading Corps,* now in its fifth year, provided more than 14,000 hours of tutoring by IUPUI students to over 400 K-6 youth to enhance reading skills.

- Through the *Community Learning Network's Teachers' Resource Center,* more than 8,000 P-12 students were provided with hands-on math and science learning kits.

- *El Puente, "The Bridge,"* is a three-year program, begun in 2001, that works with middle and high school Hispanic/Latino youth to help keep students in school and encourage them to go on to college. The project provides comprehensive services that engage parents as well as students. Working with students, the program includes leadership development, tutoring services, community service opportunities, college and career planning guidance, and study abroad experiences. The project is a partnership between *IUPUI's Center for Urban and Multicultural Education* and its *Hispanic Education Center.*

- The *School of Science* hosted two pre-college summer events aimed at encouraging students to consider science careers: a Computer Science Summer College for local middle and high school students, organized by the Department of Computer and Information Science; and a Genetics Update Symposium for 300 high school students, sponsored by the Department of Biology.

- The new *"Transition to Teaching" program (T2T)* allows participants with a Bachelor's degree in a science discipline to complete their secondary science teaching certification work within one calendar year. T2T is supported in part by federal Title II funding that will also be used to plan expansion of the program and to conduct a longitudinal study of the program's effectiveness and impact.

- Faculty members in the *School of Education* developed a Web portal, the *New Urban Teacher Collaborative (NUTC),* to address the low retention of new teachers in urban education settings. The Web site provides the Collaborative's 15 members with professional development materials, recruitment information, research, online discussion and support groups, and access to on-site mentors and a university professor liaison.

- The *Central Indiana Twenty-first Century Scholars* office at IUPUI serves 10,000 students, grades 7-12, to encourage and prepare them for higher education. Highlights of the program include campus visits and events for parents. Some 350 parents and family members participated in an April 2002 Pre-College Program Parent Conference.

The program includes leadership development, tutoring services, community service opportunities, college and career planning guidance, and study abroad experiences.

Health Outreach

- The *IU National Center of Excellence in Women's Health* greatly increased its outreach activities to minority communities in Central Indiana during this past year. Key initiatives include educational programs on breast health and disease offered to the region's rapidly growing Hispanic community through churches, community centers, and clinics in the Wishard Health System; and outreach to young minority women, both Hispanic and African American, on HIV/STDs. These programs aim to stem ongoing increases in these conditions within these communities, even as they decrease in other segments of the population.

- The *School of Dentistry* continued to operate outpatient dental clinics throughout the Marion County area, serving the local community and providing care to underserved populations. For example, through the Indiana Donated Dental Services program, faculty-supervised dental students provided free dental services to developmentally disabled adults working at Goodwill Industries.

- Now in its 10th year, the *Indiana University Nicotine Dependence Program,* a collaboration among the *Schools of Dentistry and Medicine,* the County Health Department, and the Indiana Tobacco Prevention and Cessation Agency, promotes tobacco control/cessation and trains health care professionals in methods to help smokers quit.

- More than 1,900 Indiana mothers benefited from ultrasounds provided by the *School of Nursing's MOM Project,* which aims to reduce infant mortality in underserved communities. In 2001-2002, the MOM Project served 913 families and made 5,043 home visits with the MOM-mobile.

- The *Shalom Health Care Center* served more than 7,000 patients in its two primary care clinics, Farrington and Jubilee, in addition to providing care to 1,935 children at its three school-based clinics: Gambold Elementary School, Farrington Middle School, and Northwest High School.

Arts and Humanities

- The *Herron Art Gallery* was ranked "Best of Indy" for 2002 by *Indianapolis Magazine.*

- The *Indiana University Press* earned the "Voice of the Heartland" Great Lakes Bookseller Award for excellence in regional publishing in September 2001.

- *University Place* received a Pinnacle Award from *Successful Meetings* magazine, the only conference center in Indiana to be so honored.

- The *School of Music* hosted over 7,300 audience members at concerts, recitals and music events this year. Such groups as the University Choir, the Urban Percussion Ensemble, and the IUPUI Jazz and Pep bands presented a range of musical genres and styles. Special events included eight "Music on the Canal Concerts," the Indy Jazz Festival and a variety of music education courses and conferences, such as the Music Technology Workshop hosted for Indianapolis Public School Teachers.

- Inspired by the success of IUPUI's collaboration with the Eiteljorg Museum, a new initiative called *Campus Community Partnerships* established links with the Madame Walker Theatre Center, El Centro Hispano, and the Urban League. The initiative includes a mutual exchange of programs and facilities among students, faculty, staff, and community and cultural organizations close to the university.

Science and Technology

- The *Center for Earth and Environmental Science* and the *Department of Geology* joined as research partners with the City of Indianapolis and U.S. Filter Corp. to investigate local watersheds and improve water quality for the city of Indianapolis. The project includes a U.S. Filter contract for research and infrastructure support of $5 million over a 20-year period.

- The Office of the Vice President for Information Technology, University Information Technology Services, and the Pervasive Technology Labs joined campus and industry partners to host the *ConnectTech* forum at IUPUI, bringing

We make a living by what we get, we make a life by what we give.

~ Sir Winston Churchill

together members of the Indiana business, industry, technology, manufacturing, and biomedical communities for a day of information sharing. University leaders also helped to encourage the development of information technology in Central Indiana by sponsoring and participating in other forums and conferences during the year, including the Indiana Information Technology Exposition and Conference (ITEC), the Indiana Technology Summit V, the Indiana Technology Partnership, and the Indiana Information Technology Association.

- IU led Indiana's presence at the premier national supercomputing conference, *SC2001,* providing exhibit leadership and booth infrastructure and coordinating demonstrations by over 50 participants from IUPUI, IUB, Purdue, the University of Notre Dame, and Rose Hulman. Five IUPUI faculty members from the Schools of Engineering and Technology, Informatics, and Science were among the conference exhibitors. This event marks the first collaboration among a state's institutions to promote the accomplishments of the state.

Economic Development and Technical Assistance

- In collaboration with the Women and the Law Division of the Indianapolis Bar Association, the Marion County Family Advocacy Center, Inc., Breaking Free, Inc., and the Domestic Violence Network of Greater Indianapolis, Inc., the *IU School of Law-Indianapolis* established the *"Protective Order Pro Bono Project"* to assist victims of domestic violence in Marion County.

- Faculty and students from the law school's clinic program cooperated with the *Innocence Network* to win the release of an inmate wrongly convicted of a crime 21 years ago. Professor Fran Hardy and her students, along with Indiana public defender Susan K. Carpenter, filed the petition requesting DNA testing that led to the release of Larry Mayes.

- Two Social Work faculty members, William Patrick Sullivan and Rebecca Van Voorhis, chaired subcommittees and helped author the city's *"Blueprint to End Homelessness"* for the Coalition for Homelessness Intervention and Prevention.

- The *Kelley School of Business-Indianapolis* established the *Community Business Partner* program in collaboration with the Indianapolis Black Chamber of Commerce and the Indianapolis Chapter of National Black MBAs. Designed to provide a "safety net" of discounted consulting services for selected minority businesses, the organization aims to "teach small minority-owned businesses how to manage and improve the efficiency and productivity of their organizations."

Student Enrollment

IUPUI has enrolled an increasing number of full-time undergraduates in recent years and, until this fall, a decreasing number of part-time undergraduates. Enrollments in first professional programs decreased slightly for the third year, reversing a slight, but steady, upward trend from earlier years. Master's level enrollments increased for the fourth year in a row; however, enrollments in doctoral programs decreased, continuing a recent downward trend.

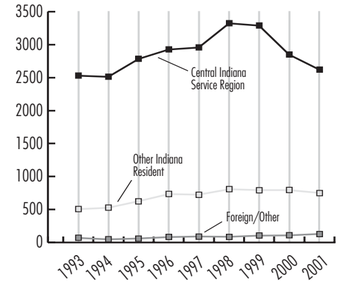
	1993	1994	1995	1996	1997	1998	1999	2000	2001
Fall Semester Enrollment	27,498	26,714	26,886	26,968	26,983	27,778	27,527	27,474	28,339
Undergraduate	20,342	19,435	19,616	19,910	20,078	20,628	20,357	20,160	20,695
Full-Time	9,246	9,105	9,698	10,370	10,852	11,418	11,570	11,673	11,957
Part-Time	11,096	10,330	9,918	9,540	9,226	9,210	8,787	8,487	8,738
Graduate	7,156	7,279	7,270	7,058	6,905	7,150	7,170	7,314	7,644
Non-degree	2,332	2,320	2,307	2,176	2,120	2,228	2,135	2,113	2,217
Master's	2,229	2,314	2,281	2,212	2,074	2,232	2,376	2,543	2,815
First Professional	2,241	2,277	2,296	2,312	2,365	2,381	2,379	2,374	2,356
Doctoral	354	368	386	358	346	309	280	284	256
Annual non-duplicated student enrollment	38,086	37,443	37,561	38,003	38,361	38,904	38,722	38,779	39,692
Fall enrollment as a percent of annual	72%	71%	72%	71%	70%	71%	71%	71%	71%
Credit Hour Enrollments (Spring and Fall)	500,882	491,474	495,932	506,501	519,062	531,707	540,645	539,062	552,859

Geographic Origin of New Freshmen

Almost three of every four new freshmen come to IUPUI from IUPUI's home county, Marion, and the seven counties surrounding it.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Central Indiana Service Region	2529	2312	2785	2926	2957	3324	3290	2850	2621
Other Indiana Resident	505	525	623	733	722	806	792	795	748
Foreign Student	69	47	58	82	88	84	104	107	127
Other Non-Indiana Resident	27	21	28	28	25	36	51	56	74
Total	3130	2905	3494	3769	3792	4250	4237	3808	3570
Foreign/Non-Indiana	96	68	86	110	113	120	155	163	201
Percent in Service Region	81%	80%	80%	78%	78%	78%	78%	75%	73%

Geographic Origin Trend



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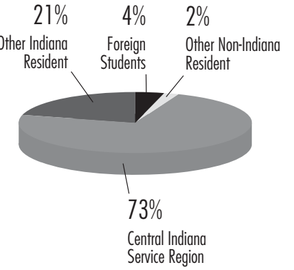


BEST PRACTICES

IUPUI strives to be as efficient and effective in its practices and procedures as possible. Following are several examples of changes made this past year for the purpose of improving services to our stakeholders and reducing costs without decreasing educational quality.

- A *new online system* was launched in January 2002 to improve the efficiency and reduce the costs of the student application process. Over 1,400 students have taken advantage of the opportunity to apply online.

- *Campus Facility Services Procurement* documented savings and cost avoidance of approximately $130,000 for the year. Much of these savings resulted from preferred supplier contracts negotiated for Janitorial Supplies, Building Services Management, Uniforms and MRO materials.

- The *Office of External Affairs, Communications and Marketing,* earned recognitions from the National Admissions Marketing Advertising Awards for the faculty and staff newsletter *Campuscape* (silver award) and the television commercial "Why Not Both?" (merit awards for student recruitment, television advertising, and magazine advertising).

- The *Office of Planning and Institutional Improvement* spearheaded development of an online self-study in preparation for IUPUI's reaccreditation review in November 2002. The self-study, which focuses on the two mission areas of teaching and learning and civic engagement, includes goals, objectives, and performance indicators for each aspect of the campus's mission. To our knowledge, it is the most extensive Web-based accreditation self-study yet developed. It is available at www.iport.iupui.edu.

IUPUI strives to be as efficient and effective in its practices and procedures as possible.

I know the price of success: dedication, hard work, and an unremitting devotion to the things you want to see happen.

~ Frank Lloyd Wright

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 eight years to complete their degrees. However, because a few students take exceptionally long to graduate, this average is not the best measure of a typical career. Over half of the native freshmen who graduated did so within six or fewer years. As would be expected, students who transferred from a non-IU college or university to IUPUI took less time on average, since they came with significant credits.

	Mean Years			Median Years			% Taking Longer than Six Years		
	'99-00	'00-01	'01-02	'99-00	'00-01	'01-02	'99-00	'00-01	'01-02
Began at IUPUI as Freshman	8.1	7.4	7.9	5.8	5.8	5.8	45%	41%	43%
Began at other IU Campus as Freshman	7.8	7.6	7.7	5.3	5.0	5.3	40%	37%	38%
Began at IUPUI as Transfer	5.6	5.3	5.2	4.3	3.9	3.9	28%	24%	22%
Began at other IU Campus as Transfer	8.5	7.5	7.5	5.8	5.3	5.3	45%	44%	38%

New Academic Programs

Several new academic programs were approved in 2001-02. These include:

Graduate School	Master of Science in Clinical Research
Liberal Arts	Master of Arts in Applied Communications
Herron	Master of Fine Arts in Visual Communication

Faculty Satisfaction

Faculty satisfaction with rewards and recognition for teaching has increased over time. There has been significant improvement in faculty satisfaction with the availability of support related to technologies used in both teaching and research activities.

	1996	1998	2000	2002
Satisfaction with Rewards and Recognition for Teaching[1]	39%	44%	49%	56%
Perception of the Quality of Undergraduate Students[2]	42%	33%	36%	na
Perception of the Quality of Graduate Students[2]	78%	75%	74%	na
Satisfaction with Access to Technology for Teaching[1]	na	66%	77%	na
Satisfaction with Access to Technology for Research[1]	na	61%	73%	na
Satisfaction with Availability of Training Related to Technologies used in Teaching Activities[1]	na	46%	53%	na
Satisfaction with Availability of Training Related to Technologies used in Research Activities[1]	na	42%	52%	na
Satisfaction with Availability of Support Related to Technologies used in Teaching Activities[1]	na	50%	61%	74%
Satisfaction with Availability of Support Related to Technologies used in Research Activities[1]	na	46%	58%	74%
Perceptions of the clarity of objectives and plans for the next few years at IUPUI[1]	46%	49%	50%	48%

1- Percentage responding very satisfied or satisfied.
2- Percentage responding excellent or good.

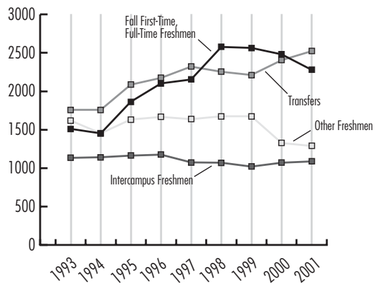
APPENDIX – PROGRESS ON KEY INDICATORS

New Undergraduate Students by Mode of Admissions

Only 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).

	Calendar Year								
	1993	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
Fall First-Time Full-Time Freshmen	1510	1451	1862	2102	2154	2577	2563	2481	2279
All Other First-Time Freshmen	1620	1454	1632	1667	1638	1673	1674	1327	1291
Transfers	1758	1758	2088	2176	2321	2254	2211	2406	2523
Intercampus Transfers	1136	1141	1164	1177	1074	1069	1021	1072	1089
Total	6024	5804	6746	7122	7187	7573	7469	7286	7182
Pct. Fall first-time full-time freshmen	25%	25%	28%	30%	30%	34%	34%	34%	32%

Trend



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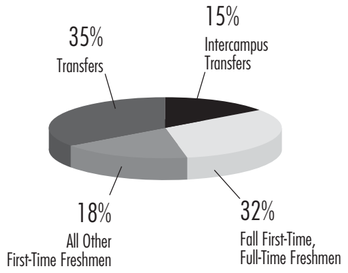


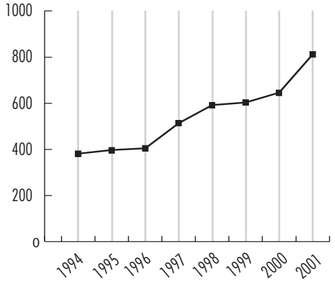
IUPUI Ten-Year Enrollment Trend Statistics

The numbers of international students and valedictorians, salutatorians, and other top-ranked students selecting IUPUI continue their upward trends. Simultaneously, Ivy Tech-Indianapolis has become the largest transfer feeder school as a result of IUPUI's work with Ivy Tech State College to improve transfer opportunities.

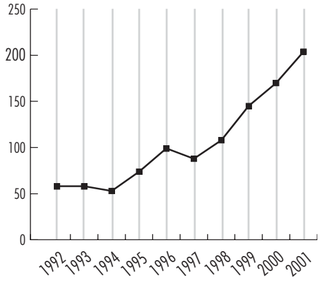
	Fall Semesters									
	1992	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
International Students			382	397	405	514	592	604	646	812
New transfers from Ivy Tech-Indianapolis	58	58	53	74	99	88	108	145	170	204
Number of valedictorians and salutatorians[1]	4	6	12	9	11	13	13	14	15	17
Beginners ranked in the top 10% of their high school class	126	122	124	139	136	153	169	194	169	192

1 - Ranked first or second in their class with a high school percentile rank in the top 10%. 192

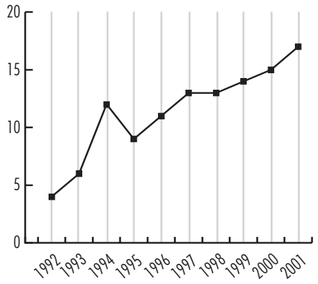
Number of International Students



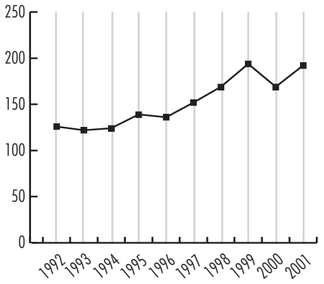
New Transfers from Ivy Tech Indianapolis



Number of Valedictorians/Salutatorians



Beginners in Top 10% of H.S. Class



Ethnicity of Students

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 continue as the largest minority group.

	Fall Semesters								
	1993	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
African American	2135	2032	2181	2344	2543	2675	2602	2597	2681
Asian American	658	652	625	697	694	717	735	722	747
Hispanic	300	287	313	349	356	372	411	432	453
Native American	60	58	65	72	83	75	80	72	72
Total Minority	3153	3029	3184	3462	3676	3839	3828	3823	3953
Foreign	460	479	497	500	594	668	681	729	834
African American as Percent of All Students	8%	8%	8%	9%	9%	10%	9%	9%	9%
Minority as Percent of All Students	11%	11%	12%	13%	14%	14%	14%	14%	14%
Minority as Percent of Regional Population	16%	16%	16%	16%	16%	16%	16%	18%[1]	18%[1]

1- Based on US Census 2000 data, which include a new method for collecting race/ethnicity information. IUPUI has not adopted the new method so figures are not as directly comparable as they were in prior years.

Academic Background of New Undergraduates

With the recent changes in admissions practices related to the formation of the Community College of Indiana, IUPUI is enrolling fewer, but better qualified, first-time freshmen. These changes in academic background indicators for new students continue to reduce the percentage of freshmen who require remediation.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
First-Time Freshmen (Fall only)									
Average SAT Score									
UC[1] Conditional Admits	848	857	852	902	874	874	881	895	900
UC[1] Regular Admits	1003	987	984	854	1007	1024	1015	1017	1001
Direct School/Dual Admits	1024	1046	1042	1045	1059	1086	1091	1097	1099
H.S. Class Rank									
Pct from Top Quartile	22%	22%	22%	21%	20%	19%	22%	23%	27%
Pct from Bottom Quartile	18%	18%	18%	19%	19%	20%	16%	13%	9%
Average Percentile Rank	51	52	51	51	51	49	52	54	58
Avg. Number of College Prep Units	13.6	14.5	14.4	14.6	15.0	15.3	15.9	16.2	16.5
Pct. Requiring Remediation									
At least one subject	83%	85%	83%	84%	83%	85%	79%	66%	na
Mathematics	76%	75%	75%	79%	81%	81%	77%	64%	59%
Writing	30%	54%	46%	30%	21%	29%	16%	15%	na
Reading	32%	28%	26%	27%	24%	28%	20%	na	na
Average Prior College GPA for New Transfers	2.52	2.59	2.52	2.46	2.50	2.52	2.56	2.54	2.53

1- University College

Student Retention

Retention of IUPUI's largely non-traditional, commuter student population has always been challenging; however, one-year retention rates have increased substantially for first-time, full-time students over the past two years. This 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 Freshman

Year of Entry	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Full-time	59%	62%	62%	63%	62%	60%	60%	58%	62%	65%
Part-time	50%	49%	46%	48%	44%	43%	46%	42%	40%	48%

Graduate Enrollment at Indiana Universities with More than 7,500 Students

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

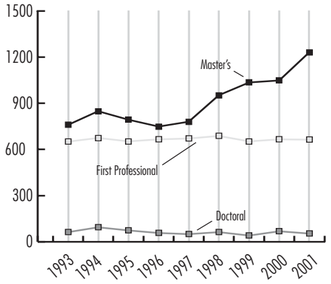
	Fall 2001	
	Total Enrollment	**Grad/Prof Enrollment**
Indiana University, Bloomington	37,963	7,806
IUPUI	28,339	7,644
Purdue University, West Lafayette	39,882	7,234
Ball State University	19,488	2,873
University of Notre Dame	11,054	2,846
Indiana Wesleyan University	7,929	2,208
Indiana State University	11,321	1,587
Purdue University, Calumet	9,103	983
IUPU-Fort Wayne	11,128	847
University of Southern Indiana	9,362	579

New Graduate Students

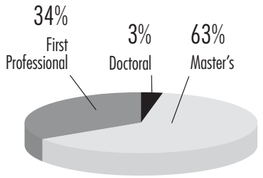
IUPUI enrolls about 1600 to 2000 new students in graduate degree programs every year. The numbers of students entering master's level programs has varied considerably over the years with significant increases for 1998, 1999, and 2001. First professional medicine, dentistry, and law new enrollments have been fairly stable, while the number of new doctoral students has fluctuated over time.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Master's	760	848	794	748	780	952	1036	1049	1231
First Professional	651	674	652	666	671	688	652	666	664
Doctoral	63	94	74	57	50	63	41	68	54
Total	1474	1616	1520	1471	1501	1703	1729	1783	1949

New Graduate Students Trend



2001 Distribution

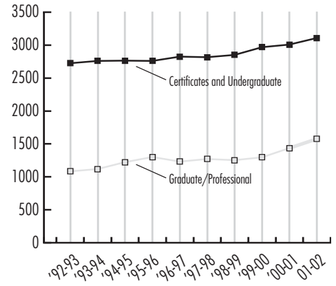


Ten-Year Degrees Conferred Trend

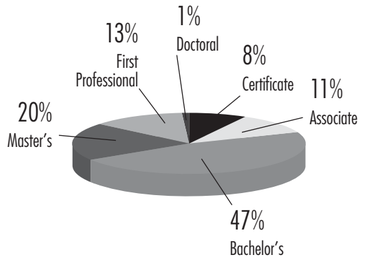
The number of degrees conferred at IUPUI has climbed slowly, but steadily, in recent years. Master's degree conferrals have increased notably over the past three years. Baccalaureate degree conferrals have fluctuated slightly in recent years and reached a ten-year high in 2001-02. Today, degrees conferred at the bachelor's level account for just under one-half of all degrees conferred. One-third of all 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 significantly for the third year, with numbers reaching a ten-year high.

	'92-93	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02
Certificate	220	186	106	107	155	163	197	238	288	358
Associate	552	581	532	524	540	551	559	575	638	537
Bachelor's	1954	1994	2125	2129	2128	2101	2097	2155	2080	2212
Master's	494	518	608	681	659	612	615	652	777	939
First Professional	560	572	583	587	542	624	601	604	621	609
Doctoral	30	28	31	32	32	36	37	43	38	29
Total	3810	3879	3985	4060	4056	4087	4106	4267	4442	4684
Total African American	210	193	198	233	233	273	249	293	337	364
Total Minority	359	340	373	389	411	443	440	494	528	615

Trend



2001-2002 Distribution



Instructional Workload of Tenured and Tenure–Eligible Faculty

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, while the number of sections taught per year has remained relatively stable.

	General Academic					
	'96-97	**'97-98**	**'98-99**	**'99-00**	**'00-01**	**'01-02**
Credit Hours/FTE[a]	372	382	395	366	372	389
Sections/FTE[a]	5.7	5.6	5.6	5.4	5.7	5.8

a- Includes assistant, associate, and full professors, excluding faculty with administrative roles other than chairs.

Full-Time Faculty Teaching Undergraduate Courses

The recent notable increase can be attributed, in large part, to the Trustees' Full-Time Lecturer Initiative. A portion of tuition revenues was devoted to converting part-time to full-time lecturer positions.

	'96-97	**'97-98**	**'98-99**	**'99-00**	**'00-01**	**'01-02**
Sections[a]	45%	45%	45%	46%	47%	52%
Credit Hours[a]	48%	49%	49%	51%	54%	58%

a- In addition to faculty included in the above table, these figures include non-tenure-eligible full-time faculty.

Gender and Ethnic Minority Representation

Representation of women and African Americans among professional staff is more reflective of IUPUI's student population than is this representation among faculty.

	1993	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
Tenure and Tenure-Track Faculty[1]									
Percent Women	25%	25%	25%	26%	25%	25%	25%	26%	27%
Percent Minority	13%	13%	13%	13%	13%	13%	14%	14%	15%
Percent African American	3%	3%	3%	3%	3%	3%	3%	3%	3%
Professional Staff									
Percent Women	66%	65%	67%	67%	62%	62%	64%	65%	66%
Percent Minority	9%	9%	9%	9%	10%	12%	11%	11%	11%
Percent African American	6%	6%	6%	6%	6%	6%	6%	6%	7%
Students									
Percent Women	58%	58%	58%	58%	58%	58%	58%	57%	58%
Percent Minority	12%	11%	12%	13%	14%	14%	14%	14%	14%
Percent African American	8%	8%	8%	9%	9%	10%	9%	9%	9%

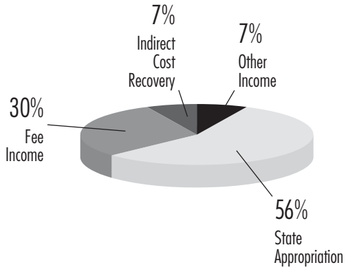
Note: Shaded area includes Hospital employees moved to Clarian.
1- Excludes librarians.

Recent Trends in IUPUI Education and General Revenues

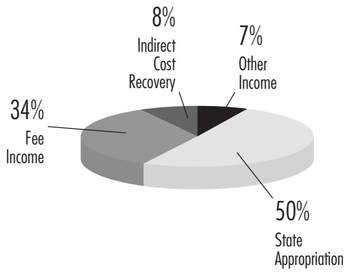
The state appropriation has declined as a percentage of IUPUI's total Education and General Revenue stream over the last four years, while student fee income now accounts for a greater portion of revenues.

	'98-99	'99-00	'00-01	'01-02
State Appropriation	$176,752,890	$187,395,219	$193,818,239	$197,463,174
Student Fee Income	$95,681,233	$102,407,036	$105,616,971	$117,396,384
Indirect Cost Recovery	$23,978,800	$25,405,701	$26,060,100	$27,184,000
Other Income	$23,427,799	$22,093,226	$24,452,220	$25,447,594
Total	$319,840,722	$337,301,182	$349,947,530	$367,491,152

1998-1999 Revenues



2001-2002 Revenues

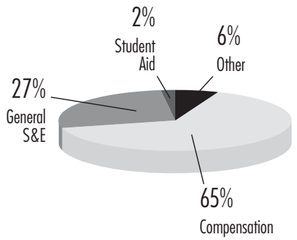


Recent Trends in IUPUI Expenditures

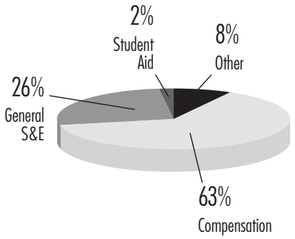
Although still representing nearly two-thirds of all expenditures, compensation has decreased slightly as a proportion of all expenditures over the past four years.

	'98-99	'99-00	'00-01	'01-02
Compensation	$206,246,781	$211,578,675	$222,710,004	$234,042,535
General S & E	$87,335,152	$94,270,931	$93,145,066	$99,076,834
Student Financial Aid	$7,115,827	$7,569,060	$9,059,378	$7,397,078
Other Expenses	$19,142,962	$23,882,516	$25,033,082	$26,974,705
Total	$319,840,722	$337,301,182	$349,947,530	$367,491,152

1998-1999 Expenditures



2001-2002 Expenditures



PERFORMANCE INDICATORS

Performance indicators have been an integral part of IUPUI's accountability practices for the past 6 years. Since 1996, campus performance indicators have been published as part of the Annual Campus Performance Report. Over the past two years, the indicators have been undergoing a substantial revision in parallel with the refinement of the campus mission, vision, values and goals.

The latest iteration of IUPUI's Performance Indicators is being developed with extensive input from a broad range of faculty, staff, and members of our local community. Review panels are being established 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 taken 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

As of November 15, 2002, the process has been completed for five of the ten core mission indicators, specifically, those most closely related to the IUPUI regional accreditation self-study focuses: Support and Enhance Effective Teaching, Enhance Undergraduate Learning and Success, and all the indicators for Civic Engagement. In addition, the Chancellor's Diversity Cabinet has evaluated IUPUI's Campus Climate for Diversity as reflected in the relevant indicators.

Core Mission Activities

Teaching and Learning

Attract and Support Diverse Students

- Academic success of new students
- Enrollment, retention, and graduation of a diverse student body
- Alignment of student enrollment with campus capacity
- Effectiveness of student support services

Support and Enhance Effective Teaching

- 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

- Demonstration of students' general education and major-specific learning outcomes
- Quality of the learning environment
- Student academic progress and achievement
- Graduates' contributions to their professions and communities, economically, socially, and culturally

Provide Effective Professional and Graduate Programs

- 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

- 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

- 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

- 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

The IUPUI Civic Engagement Task Force evaluated the performance indicators for civic engagement during two face-to-face meetings (10/9/02 and 11/6/02) and through follow-up email discussions.

Enhance Capacity for Civic Engagement

- 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**
  - [ ] Academic community-based learning opportunities offered in varied settings
  - [ ] Community-based research, scholarship, and creative activities
  - [ ] Professional services to local, state, national and global communities
  - [ ] Opportunities for community service at local, state, national, and global levels
- [ ] **Intensify Commitment and Accountability to Indianapolis, Central Indiana, and the Entire State**
  - [ ] 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 & Effectiveness

- [ ] **Diversity Indicators**
  - [ ] 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**
  - [ ] Quality of services
  - [ ] Student, faculty, and staff satisfaction with services
  - [ ] Diversification and growth of revenue streams
  - [ ] Net fund balance
  - [ ] Efficient use of fiscal and physical resources
  - [ ] Minimizing administrative overhead
  - [ ] Improvement and expansion of physical plant

- 2002 Performance Report (PDF)
- 2001 Performance Report (PDF)
- 2002 Accreditation Self-Study
- IUPUI Mission, Vision, and Values

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- Glossary
- Important IUPUI Sites
- Questions/Comments?

For more information about the IUPUI Portfolio, please click on one of the links above.

IUPUI Portfolio Home > 2003 Performance Report

A Word from the Chancellor: Toward a Vision for 2010

Charles R. Bantz, Chancellor

Excerpted and adapted from the 2004 "State of the Campus Address"

I like to compare IUPUI to a wave moving forward with momentum that continues to gain in velocity. When I arrived in 2003, IUPUI already had significant momentum, driven by a strategic plan that kept us focused on excellence in teaching and learning; research, scholarship, and creative activity; and civic engagement, which we achieve while seeking to enhance diversity, collaboration, and best practices. In December 2003, I challenged the campus to double our achievements in all of these areas. Achieving the doubling goals depends on adding to the momentum that has made IUPUI what it is today. This 2004 IUPUI Performance Report measures the crest of the wave we find ourselves on at this moment in time, but the vision of doubling our achievements for 2010 is already moving forward with all deliberate speed, as this report explains in detail.

Charles R. Bantz
Chancellor of IUPUI

IUPUI Portfolio Home About the Portfolio About IUPUI
Teaching and Learning Civic Engagement Research, Scholarship, and Creative Activity
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- Conduct World-class research
- Increase scholarly activity
- Enhance the infrastructure

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- Questions/Comments?

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Excellence in Research, Scholarship, and Creative Activity

Research is a crucial component of IUPUI´s mission and culture. In 2003-2004, IUPUI researchers generated $256 million in external research funding, an increase of 19 percent over 2002-2003 (excluding a one-time $50 million Lilly Endowment grant to the Indiana Genomics Initiative in 2002-2003). This increase puts us well on track to achieve our goal of doubling external research dollars by 2010 and to continue leading Indiana universities in external grant awards.

IUPUI recognizes that urban research universities have a unique responsibility to the future of their states. To serve our state as effectively as possible, we have identified five thematic emphases for research that will support Indiana´s economic development over the coming years: life and health sciences; information and communication technologies; 21st century logistics; advanced manufacturing; and nonprofit organizations. While these will never be our only research activities, they represent areas of demonstrated strength that are central to the continued momentum of IUPUI and Indianapolis.

The highlights below are organized around our three major goals for research, scholarship, and creative activity.

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

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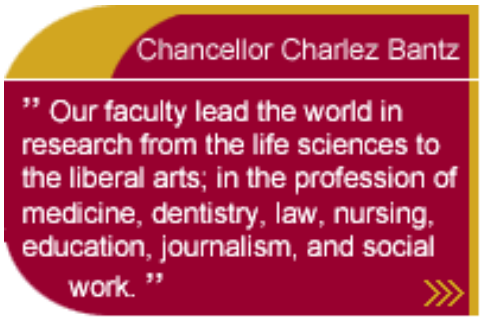
Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond

Performance Indicators

- 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

IUPUI seeks to maximize external research income, building on the campus´s unique research strengths, in collaboration with industry, nonprofit organizations, policy-makers, and cultural institutions.

- IUPUI researchers will use a grant from the 21st Century Research and Technology Fund to study ways to help the human body regenerate cells in injured eye, spinal cord, and limb tissue. Housed in the new IU Center for Regenerative Biology and Medicine in the School of Science, the team will seek to induce regeneration of tissues by pharmaceutical means, rather than by stem cell transplant therapies.



- Cancer survivor and six-time Tour de France champion Lance Armstrong spoke to testicular cancer survivors and the general public in Indianapolis in October 2003, as part of the Bristol-Myers Squibb Tour of Hope. The IU School of Medicine is internationally recognized for developing the cure for testicular cancer in the 1970s when Professors Lawrence Einhorn and John Donohue developed a chemotherapy and surgical regimen that has saved the lives of thousands of men. Armstrong credits his recovery to the IU Cancer Center and to those patients who participate in clinical cancer research trials.
- A $10 million grant from the U.S. Department of Defense will allow researchers at the School of Medicine to study methods of individualizing treatment for women with advanced breast cancer. The grant creates the Center of Excellence for Individualization of Therapy for Breast Cancer at IU Cancer Center. Under the direction of Professor George W. Sledge, the Center will draw on the work of clinicians and researchers from across the country.
- School of Nursing Professor Tamilyn Bakas received a grant to develop a telephone intervention program to assist families in providing care to stroke survivors after they are discharged from the hospital. The grant from the National Institute for Nursing Research, one of the National Institutes of Health, will allow her and her team to design and test the Caregiver Telephone Assessment and Skill-Building Kit (TASK), an eight-week program based on detailed assessments of family caregiver needs.

- Two editorial projects at IUPUI were among the first to receive grants from a National Endowment for the Humanities program designed to strengthen the teaching, study, and understanding of American institutions, history, and culture. The Frederick Douglass Papers Project collects and publishes the writings of the 19th-century anti-slavery and human rights activist, while the Pierce Edition Project organizes and publishes the writings of Charles S. Peirce, the scientist and philosopher considered one of America´s greatest thinkers. Both projects are housed in the Institute for American Thought within the School of Liberal Arts.
- Works by Professor Fatimah Tuggar of the Herron School of Art were shown at international exhibitions at the Palais des Beaux-Arts in Brussels, the Courtauld Institute of Art in London, and the Bamako Biennial in Bamako, Mali, where she received the Special Jury Prize.
- Professors Sheila Kennedy and Wolfgang Bielefeld of the School of Public and Environmental Affairs completed a $1 million Ford Foundation study that explored the effects of the charitable choice provisions of federal welfare reform. Their research is among the first in the nation to systematically compare the effectiveness of programs delivered by faith-based and secular organizations.
- Faculty and staff in the Center on Philanthropy in the School of Liberal Arts edited and published Philanthropy in the U.S.: A Comprehensive Historical Encyclopedia; Achieving Greatness: The Story of the Hispanic Stewardship Development Partnership; The Nonprofit sector: A Research Handbook, 2nd Edition; and The Indiana Nonprofit Sector: A Profile.

Go on to Provide support to increase scholarly activity and external funding

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Provide support to increase scholarly activity and external funding.

Performance Indicators

- 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 research and faculty scholarship

IUPUI provides resources to support scholarly activity among faculty and to help them obtain external funding.

- The IU School of Law-Indianapolis established a new Center for Intellectual Property Law and Innovation that is expected to serve as an important national resource to researchers, government, and businesses as discoveries move from the laboratory to the marketplace. The Center, which aims to produce graduates with expertise in intellectual property law and business development, will focus much of its effort on the life sciences, as well as on information technology.
- The Office for Professional Development sponsors the Scholarly and Creative Activity Program (SCAP) to help IUPUI researchers succeed in winning external support for research and creative projects. This year, 148 faculty members participated in workshops offered by the program.
- The Office of Research and Graduate Education reorganized the Corporate Contract Office to accommodate dramatic growth in corporate research contracts. The reorganization reduced the amount of time it took to process contracts from an average of 87 days in 2002-2003 to an average of 68 days in 2003-2004, as the number of contracts and material transfer agreements increased from 688 to 1,026 in the same period.

Go on to Enhance the Infrastructure for Research, Scholarship, and Creative Activity

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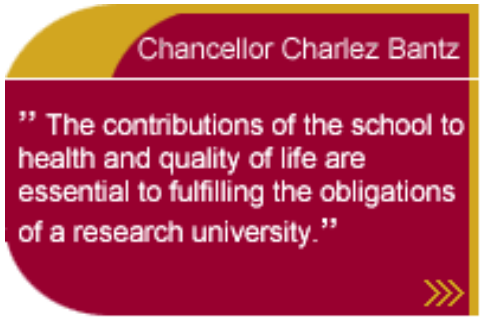
Enhance the infrastructure for research, scholarship, and creative activity.

IUPUI strives to provide state-of-the-art facilities and resources to support faculty research and to develop interdisciplinary collaborations that help attract external funding by leveraging the campus´s unique strengths.

- In September 2003, IU was recognized as one of IBM´s charter Institutes of Innovation, initiating collaboration between IU and IBM on 3D modeling of cells. Working with IBM, the Indiana Genomics Initiative, supported by University Information Technology Services, established the Centralized Life Sciences Data system, providing medical researchers with a wealth of knowledge about the genes and proteins related to disease. The powerful new system stands to accelerate biomedical research and places the School of Medicine in the forefront of institutions using innovative technology.



- IU and Purdue Universities have received a $3 million National Science Foundation (NSF) grant to create the IP-grid— the network linkages that will extend the NSF "Teragrid" to IUPUI, IU-Bloomington, and Purdue-West Lafayette. The project, managed by University Information Technology Services, will bring the campuses into the NSF Teragrid, a network of half a dozen institutions that provide researchers with tens of teraflops of computing power and more than a petabyte of storage capacity. Funded through NSF´s Advanced Computational Infrastructure program, the IP-grid will allow researchers from participating campuses to collaborate with colleagues at other institutions in real time, as if they were working together in the same laboratory.
- The Polis Center of the School of Liberal Arts launched the National Outreach Mapping Center, which it created and now manages for the National Library of Medicine, one of the National Institutes of Health. With its partner, the Ruth Lilly Medical Library of the School of Medicine, Polis is making mapping technology available in a Web application to serve the assessment and evaluation needs of the National Library.

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Research, Scholarship, and Creative Activity Examples

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Research, Scholarship, and Creative Activity Initiatives

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Best Practices

IUPUI is committed to using both proven and innovative best practices to assure high-quality service to students and society in all aspects of our mission. Best practices also include strategies for minimizing administrative overhead and ensuring that both fiscal and physical resources are used as efficiently and effectively as possible. The list in this section provides examples of actions we have taken to improve efficiency, effectiveness, and quality.

- The **IU Foundation** proudly reports that the Campaign for IUPUI has succeeded far beyond its original goal of raising $700 million. At the campaign´s close on June 30, the campaign total had passed the $900 million mark, with final figures expected to exceed $1 billion. Officially launched in September 2001, the campaign has also strengthened relationships with alumni and friends throughout Central Indiana, established a strong fundraising program for IUPUI, and increased private support and opportunities for investment throughout the university. Funds raised by the campaign support $36.2 million in student scholarships; 83 new endowed faculty positions; a new law school building; several major medical facilities; three new research centers in neuroscience, leadership, and faith and giving; and a new home on campus for the Herron School of Art.

- The **Office of the Registrar**,

part of the division of **Enrollment Services**, implemented a new Web-based student registration system, which won an 89.5 percent satisfaction rating on the most recent Student Satisfaction Survey (vs. a 77 percent satisfaction rating for the previous telephone registration system). Along with **University Information Technology Services**, the office has also taken a leading role in the release and promotion of OneStart, a new online tool that provides students, faculty, and staff with streamlined and integrated access to the university´s online services. For example, students can not only register through OneStart, but can review the status of admissions applications, check transferability of courses, update demographic and other information, and access Bursar, Financial Aid, and academic services. Still under development, OneStart will expand to include additional functions during the remainder of 2004.

- In Fall 2003, University Information Technology Services released the first phase of IU´s new Online Support Environment (OSE). The OSE provides an efficient, user-friendly, virtual support center accessible 24 hours a day, year-round. Building on the best of IU´s current support structure,

including the Knowledge Base and a strong human help presence, the new environment makes the best use of the university´s information technology services and resources, with tools that automate routine problem-solving and diagnosis, technology-related news, upgrades, and security alerts.

- University Place Conference Center, part of the Administration and Finance division, was named a Pinnacle Award winner for the fourth consecutive year by Successful Meetings Magazine, a result of reader voting based on quality of services and facilities.
- The IUPUI Bookstore, a unit of Administration and Finance, implemented the "Early Bird" textbook sale to save students money, alleviate bookstore congestion during the first week of classes, and assure that students have the correct textbooks by the first day of classes. The sale also allows the bookstore to cut costs by lowering the employee to customer ratio.
- As a result of four years of implementation of a series of energy-saving projects, Campus Facilities and Services, also part of Administration and Finance, has saved the campus $500,000 in utility costs.

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External Awards and Appointments

Each year, IUPUI faculty, staff, and students receive hundreds of state, regional, national, and international awards, recognitions, and appointments. The following list presents a partial, representative sample of these awards for 2003-2004.

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement

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Teaching and Learning

- Megan Leek, a Tourism, Conventions, and Event Management major in the **School of Physical Education and Tourism**, was named national "Student Planner of the Year" by the Professional Convention Management Association.
- Conversations in E-Learning, edited by Professor Diane Billings of the **School of Nursing**, was selected as the 2004 Book of the Year by the American Journal of Nursing.
- Professor Charles Davis, Director of the **Division of Labor Studies**, was re-elected as President of the United Association of Labor Education.
- The **School of Engineering and Technology** and Patricia L. Fox, Associate Dean for Administration and Finance, received the Frederick J. Berger Award for distinguished education administration from the American Society for Engineering Education.
- Interior design student Danielle Bolton, who is pursuing an interior design degree from the **School of Engineering and Technology**, was selected as state champion of the National Kitchen and Bath Association, Indiana State Chapter, kitchen design competition.
- Tiffany Kyser, a new graduate of the **School of Education**, was named Female Scholar-Athlete of the Year by the Mid-Continent Conference. She is the first student athlete in IUPUI history to win the conference´s most prestigious individual honor. Kyser has accumulated a series of awards over the course of her college career: she is the first IUPUI basketball player to be named Mid-Con Player of the Year and Defensive Player of the Year and was twice selected to the First Team All Mid-Con. Twice named the Top Female Student at IUPUI, Kyser was a three-time Verizon Academic All-District pick and a First Team Verizon Academic All-American as a senior. She was also chosen as the inaugural Creamland Dairies National College Basketball Student-Athlete of the Year.

Go on to Research, Scholarship, and Creative Activity

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Research, Scholarship, and Creative Activity

- Professor Joseph M. Defazio of the School of Informatics and New Media won the President´s Award from The Renal Network, Inc., which includes Illinois, Indiana, Ohio, and Kentucky, for his work on The Uninvited Guest, a video for patients suffering with end-stage renal disease.
- Professor Sandra Petronio of the Department of Communication Studies, School of Liberal Arts, received the International Association for Relationship Research Book Award and the Gerald R. Miller Book Award for her book Boundaries of Privacy: Dialectics of Disclosure.
- External organizations recognized several School of Medicine faculty members for their contributions to medical science. Professor Richard T. Miyamoto was elected to the Institute of Medicine in the National Academy of Sciences. Professor Wiltz Wagner received the Robert F. Grover Prize from the ATS Pulmonary Circulation Assembly. Professors Paul Kwo, Karen Roos, and Robert Pascuzzi were named in America´s Top Doctors, a recognized source for identifying the nation´s top specialists.
- The Indiana Historical Society honored Professor Robert Barrows of the Department of History, School of Liberal Arts with the 2003 Hoosier Historian of the Year Award.
- The American College of Sports Medicine elected Professor Rafael Bahamonde, Department of Physical Education, School of Physical Education and Tourism, a Fellow of the American College of Sports Medicine.
- Professor Hasan Akay of the School of Engineering and Technology was named a Fellow of the American Society of Mechanical Engineers, the second such Fellow in the school.
- Several faculty members in the School of Nursing were honored with national and state research awards in 2003-2004. Professor Joan K. Austin received the Distinguished Contribution to Nursing Science Award from the American Nurses Foundation in recognition of her research on family adaptation to childhood epilepsy and asthma. Professors Susan Bennett and Rose Mays were named Fellows of the American Academy of Nursing. Professor Joyce Krothe won the Tony and Mary Hulman Achievement Award from the Indiana Public Health Foundation, its highest award. Two doctoral students in the school also received national recognition: Jin Shil Kim was awarded a 2003 Biology of Aging Fellowship; and Jan Powers received the Outstanding Clinical Nurse Specialist Award from the American Association of Clinical Nurse Specialists, as well as the Advanced Practice Nurse Award from the American Association of Neuroscience Nurses.

Go on to Civic Engagement

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Civic Engagement

- Eugene R. Tempel, Professor of Philanthropic Studies, Higher Education, and Public Administration and Executive Director of the Center on Philanthropy in the School of Liberal Arts, was named one of the "Power and Influence Top 50" by the Nonprofit Times. Tempel has been included on the list every year since it was created.
- Professor James L. Perry, School of Public and Environmental Affairs, has been appointed by Governor Joseph Kernan to serve as Chair of the Indiana Commission for Community Service and Volunteerism.
- Several faculty members in the School of Medicine are serving in national leadership positions in their specialties. Professor Douglas K. Rex has been elected President of the American College of Gastroenterology, an organization of physicians and researchers who care for patients with digestive diseases. Professor Caroline Carney Doebbeling is President of the Association of Medicine and Psychiatry. Also in the Civic Engagement category, Professor Joseph F. Fitzgerald received the first Leadership Award from the North American Society for Pediatric Gastroenterology/Hepatology/Nutrition, in recognition of his service in the field of pediatric gastroenterology.
- Professor Susan Tennant of the School of Informatics and New Media has been appointed Executive Director of the Virtual Heritage Network, an international organization designed to promote the use of technology for the interpretation, conservation, and preservation of natural, cultural, and world heritage.
- Emily Benfer, a second-year student in the School of Law, received the 2003 National Equal Justice Works/Martindale-Hubbell Exemplary Public Service Award for her work during a Summer 2003 Externship with the Washington, D.C. Legal Clinic for the Homeless.
- Dean Michael Patchner, School of Social Work, served as Chair of the Indiana Commission on Abused and Neglected Children and Their Families.
- U.S. Secretary of Health and Human Service Tommy G. Thompson has appointed Professor Victoria Champion, School of Nursing, to the Breast and Cervical Cancer Early Detection and Control Advisory Committee, Centers for Disease Control and Prevention, and Professor Joan K. Austin to the National Advisory Council for Nursing Research.
- Amy Brown Kruzan, MSW graduate of the School of Social Work, was named Health Policy Director for Indiana by Governor Joseph Kernan.

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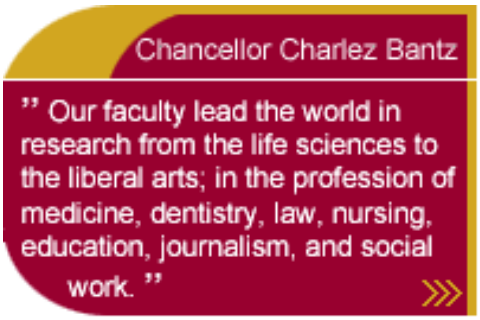
Increase civic activities, partnerships, and patient and client services

Performance Indicators

- Academic community-based learning opportunities offered in varied settings
- Community-based research, scholarship, and creative activity
- Professional services to local, state, national, and global communities
- Opportunities for community service at local, state, national, and global levels

IUPUI is working to increase campus partnerships with organizations 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.

- On June 28, 2004, IUPUI Chancellor Charles Bantz, Indianapolis Council President Rozelle Boyd, and Mayor Bart Peterson announced a partnership that will produce information and analysis to assist the city in tackling issues ranging from juvenile justice to property taxes to transportation.



The partnership establishes a structure to enable the city and the university to expand on their longstanding relationship. As part of the partnership, students will gain opportunities for civic and service learning, faculty members will have greater access to local government information, and the city and council will have access to IUPUI´s resources, including research to support informed decision-making about community economic and social issues. The partnership will be facilitated by the Center on Urban Policy and the Environment in the **School of Public and Environmental Affairs**.

- Clinical services provided by the **School of Medicine** have been growing to meet community needs and to enhance delivery of care to patients and families. For example, the Solid Organ Transplant Program at Clarian now ranks fourth nationally for the number of solid organ transplants performed. Last winter, Riley Hospital for Children opened the Frank & Marian Snyder Family Resource Center to provide families with informational and educational resources and programs about childhood and adolescent health conditions. The $5 million, 12,600 square-foot center is one of the three largest of its kind in the country. A new IU Medical Group multi-specialty facility at 103rd Street and Springmill Road provides a wide range of medical specialties and an outpatient surgery center to serve the needs of north side patients and their families.
- In October 2003, School of Medicine students again sponsored their annual health fair at the Westside Community Health Center. The event was timed to coincide with National Primary Care Week, which advocates the importance of preventive health care and brings together health-care professionals to serve patients with limited access to medical care. The goal of the event is to help empower city residents to manage their health and to strengthen the Westside Center´s ties to the community. Under the direction of IU physicians, medical students offered free screenings for blood pressure, cholesterol, and diabetes for adults, and vision and hearing for children.

- As part of a major campus restructuring effort, IUPU-Columbus has expanded its Board of Advisors from 14 to 40, including active leaders from communities across South Central Indiana.
- Professor David Russick, Director of the Herron Gallery in the Herron School of Art, chairs the Engineering and Design Committee of the Canal Cultural District Initiative, which oversees the art and design commission process for public art on the canal. Professor Paula Differding serves on the Cultural District subcommittee overseeing the development of a brand identity for the Canal District, while Professor YoungBok Hong is a member of the subcommittee that focuses on the stories of the communities within the district.

- Professor Ulla Connor and staff from the Indiana Center for Intercultural Communication in the **School of Liberal Arts** developed software that provides language instruction for faculty and students at Kabul University in Afghanistan. In Spring 2004, Kabul University sent two faculty members to IUPUI for training in five types of English-teaching software. This software is laying the foundation for an English Resource Center that will meet the needs of students and faculty at Kabul University.

- Professor Sherry Ricchiardi of the School of Journalism joined an International Center for Journalists training team that conducted workshops on investigating human trafficking in the Balkans. The training brought regional journalists together in Croatia, Bosnia-Herzegovina, Macedonia, and Bulgaria. The project resulted in the formation of an eight-country reporting team that is investigating human trafficking in Southeast Europe.

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

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

Performance Indicators

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

IUPUI strives to work 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 specific areas in which the campus has been active.

Go on to Life Sciences

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Educational Outreach

- The School of Engineering and Technology is working to attract students from under-represented groups to pursue Engineering and Technology degrees from IUPUI. The school´s Minority Engineering Advancement Program, now in its 28th year, hosted 75 minority students from grades six through twelve during Summer 2003. With support from the Indiana Department of Workforce Development, the school is also offering IPS students from under-represented groups the opportunity to be mentored by IUPUI students. The school will provide full scholarships to selected Project PETE (Pathways to Engineering and Technology Education) graduates from IPS schools.
- The Urban Archaeology Project, directed by Professor Paul Mullins of the School of Liberal Arts, began a collaboration with IPS and the Indiana State Museum, to help teachers use archaeology in the classroom and involve students in archaeological research. During the summer of 2004, students conducted excavations at Arsenal Technical High School, under the auspices of the IUPUI Archaeology Field School. Participants recovered prehistoric and historic artifacts associated with the area´s earliest indigenous peoples, the post-1862 U.S. Arsenal, and the existing post-1912 high school.
- Assistant Dean Kim Nguyen of the School of Science launched the "Investigating Middle School Mathematics with Technology" program, a two-year professional development project for IPS middle school mathematics teachers.
- The IUPUI Upward Bound Program, sponsored by University College, served 140 students from eight Indianapolis high schools this year. The program graduated 46 students, 15 of whom are now attending either IU-Bloomington or IUPUI. The IUPUI program was one of five nationally selected to receive supplemental funding and consulting to demonstrate how to integrate technology into the curriculum.
- Professor Mary M. Fisher of the School of Education was awarded a grant entitled "Para-Educatorsâ€"Learning, Talking, and Creating Change: A Statewide Initiative to Address Para-Educator Preparation in Indiana." Executive Associate Dean of the school Khaula Murtadha won a contract from the Center for School Improvement and Performance for the Indiana Principal Leadership Academy.

Chancellor Charlez Bantz

" The contributions of the school to health and quality of life are essential to fulfilling the obligations of a research university."

- With support from the Lumina Foundation, the School of Liberal Arts collaborated with the Indiana Department of Education, Division of Language Minority and Migrant

Programs, to direct "META/Mapping Education Toward Achievement." The one-day annual November workshop for Hispanic high school students focuses on careers and on preparing for college. More than 180 students from 18 area schools, along with 26 guidance counselors and 25 Latino guest speakers, participated.

- The School of Music expanded the IUPUI Summer Music Academy to accommodate over 600 young and adult learners and enhanced the Academy´s Tuition-Free Scholarship Program, a need-based program for urban youth.
- The Department of Mathematical Sciences in the School of Science, in cooperation with Roche Diagnostics, hosted the 7th High School Mathematics Contest. Participation in this contest has increased in each of the last seven years.
- The Community Learning Network created over 40 customized contract offerings to serve the needs of 13 businesses in Central Indiana, including the Hoosier Lottery, the NCAA, Kroger, Conseco, Anthem, Eli Lilly, Covance, and Roche.

Go on to Health Outreach

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Health Outreach

- With a $2 million grant from the Lutheran Foundation, the Fort Wayne Center for Medical Education established the Northern Indiana Cardiovascular Research and Education Center. The new Center is an example of the expanding role of the Centers for Medical Education in Evansville, Fort Wayne, Terre Haute, Gary, South Bend, Muncie, and Lafayette.
- The School of Dentistry continued to provide free dental care to underserved populations in a wide range of Indianapolis community settings, as well as to the Amish community in Northern Indiana, the Blackfeet tribe in Browning, Montana, and children in Haiti and Mexico. A new initiative, SEAL INDIANA, was partially supported by start-up funding from the State Department of Health. SEAL INDIANA is a statewide mobile dental program that provides preventive oral health services for children who lack adequate access to dental care. The program includes such services as examinations, x-rays, and dental sealants and offers a sliding fee schedule. It also gives dentistry students the opportunity to gain experience in working with children.
- The Sagamore published a special 10,000-issue supplement to its regular edition in January 2003 entitled "Bioterrorism-Is Indiana Ready?" The supplement was distributed to all members of the Indiana Legislature, the Indianapolis Press Club, and the Governor´s Office, as well as on the IUPUI campus.

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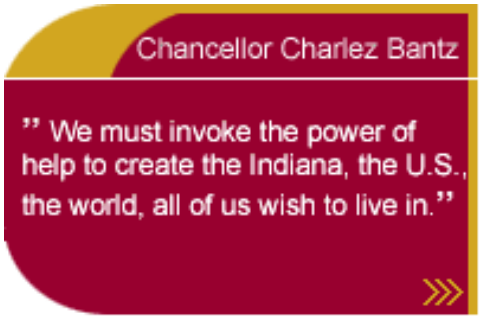
Arts and Humanities

- More than 35,000 people attended Remembering and Reconciling 2003, the eighth annual Spirit & Place Civic Festival organized by the Polis Center of the School of Liberal Arts. With over 100 events sponsored by almost 125 organizations, the festival creates opportunities through the arts, humanities, and religion for public exploration of the relationships among community, creativity, environment, spirituality, and the values that shape Central Indiana.
- The Polis Center of the School of Liberal Arts released an eleven-part video,



Faith and Community: The Public Role of Religion, as part of the Public Teaching phase of its pioneering Project on Religion and Urban Culture. The project represents an in-depth examination of the intersection of religion and community in metropolitan Indianapolis. Hosted by actor Ossie Davis, the series has received international acclaim, receiving a Gold Aurora Award in the International Competition for Excellence in the Film and Video Industries. The series was produced by Creative Street, an Indianapolis-based developer of programs for A & E, PBS, and the Discovery and Learning Channels.

- The School of Music cosponsored four "Music on the Canal" concerts featuring school faculty and hosted over 15,000 audience members at concerts, recitals, and other public events over the course of the year.
- A permanent public sculpture to be placed at Meridian Street Plaza (Meridian and South Streets) was a collaborative project of the City of Indianapolis, Eli Lilly and Company, and the Herron School of Art. The sculpture is being created by 1967 Herron alumnus Don Gummer. Other Herron community contributions included the 2005 event logo for the Brickyard 400, the brochures and marketing materials for the city-wide Cultural Development Commission, and the Ballet Internationale fundraiser invitation.
- In collaboration with the Herron School of Art, the New Media Program in the School of Informatics is leading a project sponsored by the Indiana Pacers to redesign the displays of historic memorabilia and graphics in Conseco Fieldhouse. The project is directed by Professor Steve Mannheimer. The program also produced a commercial for the Pacers Foundation that will be used during Fever games and later during the Pacers´ season.

- The School of Liberal Arts, in association with the Department of History

and the Legacy Theater of the Indiana State Museum, hosted the fifteenth annual Joseph Taylor Symposium on the topic of Arts in the City: The Power of Culture. Events included a special performance of *The Hoosier Renaissance: Life on the Avenue* and a series of panel discussions on such topics as "Community Action Through the Arts" and "The Arts and Economic Development."

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Economic Development and Technical Assistance

- *School of Informatics* students and faculty members provided technology services to a wide range of community organizations and individuals. Students created web sites for former Indiana First Lady Judy O'Bannon; the Little Red Door Cancer Agency, which serves the needs of cancer patients and their families; and the Paladin Foundation, a national scholarship-awarding foundation. Other community projects included development of a series of CD-ROMs promoting the image of Indianapolis for the Indianapolis Convention and Visitor's Association; a CD for the Renal Network, "The Uninvited Guest," including original music; and an interactive CD-ROM, "The STD Express," with a grant from the Women's Fund of the Central Indiana Community Foundation.
- The *Center on Philanthropy's* Fund Raising School provided training in fundraising to 1,622 participants from Indiana nonprofit organizations. The Center also released results of a multi-year study of Indiana's nonprofit sector, including new information about employment in the state's nonprofit sector, management and capacity challenges for Indiana nonprofits, and the role of religious congregations in delivering social services. The study has drawn statewide media coverage and elicited positive feedback from practitioners around the state.
- The Land Use in Central Indiana (LUCI) Model, a computer simulation tool that predicts growth patterns in Central Indiana, was released for public use in May 2003. Developed by a faculty member in the *School of Public and Environmental Affairs*, LUCI allows users to plug in hypothetical scenarios to test how changes, such as new businesses, transportation services, and development restrictions, would affect future urbanization patterns, including population density, development, and traffic congestion.

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Civic Engagement Examples

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Civic Engagement Initiatives

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A Brief History of IUPUI and the School of Liberal Arts (1891 - 1971)

It all began rather inauspiciously. Upon an invitation in 1891 from a number of college graduates living in Indianapolis, Indiana University sent a young professor to offer a class in economics. Accordingly Jeremiah W. Jenks, then a newcomer to Bloomington who went on to a distinguished career in New York, traveled to the capital city weekly to present about a dozen lectures to his class on Friday evenings. For those enrollees seeking university credit (two hours) for the course, there was also a required quiz and discussion session the following morning.

Jenks's pioneering course led to others--in history, sociology, English--as Indiana participated in the phenomenon known as the "extension movement." Pioneered by Cambridge University in England in the 1860s, it reached the United States in the 1880s and was discussed at a national conference in Philadelphia in 1892, which at least one Indiana University professor attended. The movement in Indiana, however, nearly became just a momentary fad, for the "extended" professors soon tired of their long hours of difficult travel and extra weekend work. Moreover, as Bloomington campus teaching duties grew in the early years of this century, the travels stopped and extension courses evolved into correspondence courses. This activity eventually fell under the purview of an Extension Division, established in 1912 and based in Bloomington, and soon thereafter "in person" credit courses began to be offered in Indianapolis again. Then, in response to a request (and modest financial support) from the Indianapolis Chamber of Commerce, Indiana University established its first Extension Center in the capital city in 1916.

Utilizing free accommodations on the tenth floor of the Merchants Bank Building, then, at sixteen stories, the city's tallest building, the Extension Center began offering both credit and non-credit courses. Usually these classes were held in the late afternoon or evening, most often in classrooms at Shortridge High School, still at its downtown location, and in meeting rooms of the public library. Ray S. Trent (1916-1918) was the first head of the center, and he was succeeded by Robert E. Cavanaugh (1918-1921), a former superintendent of schools in Salem, Indiana.

When Cavanaugh moved up to replace John J. Pettijohn as Director of the entire Extension Division, he kept his office in Indianapolis. At that time, Mary B. Orvis (1921-1945) became the actual head of the Indianapolis Center in everything but the title, for she was referred to as the "officer in charge." Orvis had come to Indiana University in 1916 to work in the Extension Division as a secretary, moved on in the same capacity to Indianapolis in 1918, and began teaching there in 1920. She was named an assistant professor of journalism in 1921, when she also assumed her administrative post. Despite her lack of title recognition in both capacities, Orvis proved to be an effective teacher and "officer in charge." The author of *The Art of Writing Fiction*, Orvis counted among her students the highly successful novelist and playwright, Joseph Hayes, who is best known for *The Desperate Hours*, a thriller as both a novel and a play that was set in Indianapolis.

The Indianapolis Extension Center, officially termed the "Indianapolis Center" in the 1920s and unofficially simply as the Downtown Center or Downtown Campus, had many homes during its first dozen years. In 1920 the Center's offices moved from the bank building into a medical building used by the IU School of Medicine prior to its move to the westside in 1919. But Cavanaugh and the others found the building, located behind (to the west of) the State Capitol to be inadequate and unsatisfactory. There less than a full year, the Center next occupied space in a more centrally located building at 319 North Pennsylvania.

Finally, in 1928, the Downtown Center came by its first permanent home, one owned by the university, in a most unusual fashion. Construction of the magnificent Indiana World War Memorial Hall on space between Meridian and Pennsylvania streets in the latter 1920s forced the removal of as many as forty-five buildings. One of them, a sturdy five-story structure that housed the Bobbs-Merrill Company, a well-known publishing house, was vacated by the company shortly before the building was moved around the corner to a site at 122 East Michigan Street. Indiana University purchased it in 1928 for both its Indianapolis Center headquarters and a place to hold classes. Subsequently known as the E Building for it housed the education department for many years, its acquisition marked the beginning of the development of a quite substantial "campus" near the intersection of East Michigan and North Delaware streets.

The major addition came in 1948 when the university acquired a second, even larger building nearby. Known as the A (for administration) Building, the 8-story structure was the former home of the national headquarters of the Lumberman's Union. Located at 518 North Delaware, the A Building also housed the library on the 5th, 7th, and 8th floors--administrative offices occupied the 6th floor. The lower floors, in addition to providing classrooms, were also used for a bookstore, a food service (Hanna's), and various student activity offices, such as, eventually, a quirky campus newspaper named Onomatopoeia. Interestingly, the library included the collections of both the Downtown Campus and the Graduate School of Social Service, now the School of Social Work. But the two collections used different cataloging systems--Dewey Decimal for the Social Service books, Library of Congress for the others. Neither "side" would give in to the other, so this anomaly continued until after the move to a new library on the westside campus.

Eventually the campus expanded eastward along Michigan Street. In 1963 the university leased the C Building, probably so-called because the solid four-story building had formerly been the national headquarters of the Carpenter's Union. This building at 222 East Michigan Street is the sole survivor of the Downtown Campus's "Big Three" cluster near the intersection of Michigan and Delaware. It now serves as an adjunct to the Barton Nursing Home, a corner building that had always separated the C from the A and E buildings. Lastly, the Downtown Campus also included a building at 902 North Meridian Street.

This building, originally the home of the Hoosier Athletic Club, had been purchased for Purdue University by George Marott in 1943. Purdue had started its Indianapolis extension programs in 1940 from offices in Indiana University's E Building and then three other downtown locations before getting its own building. But it soon outgrew the limited, poorly suited accommodations at the Marott Building, which the academic programs had to share with agricultural extension services personnel (and chickens, sometimes). Fortunately, an additional, timely benefaction enabled Purdue to move its Indianapolis operations to new facilities on East 38th Street in 1961, when the Krannert Building was ready for use. Indiana University then occupied the Marott Building, referred to as the M Building, which it purchased in 1967.

Despite the inadequacies of its scattered physical properties, not one of which had been designed for academic use, and chronic underfunding of its activities, the Downtown Campus survived its shaky start and the challenges of the depression and another world war. Enrollments rose steadily, from about 450 in 1920 and 1,100 in 1924 (including 63 graduate students in history, education, and English) to more than 3,000 in 1936 and just over 5,000 in 1968.

A sizable collection of bulletins from the Extension Center/Downtown Campus in the university archives reveals many interesting things about it during the early years. Distinguished professors from Bloomington and the Medical Center, rather than simply graduate students trying to make ends meet, often taught in Indianapolis, as did some prominent, well-placed individuals in the city, whose generic title was that of Extension Instructors. The former group included Dr. Charles P. Emerson, dean of the Medical School, folklorist Stith Thompson, poet Samuel Yellin, dramatist Lee Norvelle, and mathematician Kenneth P. Williams, who also made his mark as a Civil War historian and author of the influential Lincoln Finds a General. The latter group of local talented people included W. G. Gingery, head of the mathematics department at Shortridge High who offered a course in astronomy; Ray S. Trent, director of Industrial Research for the Indianapolis Chamber of Commerce (as well as the first director of the Extension Center), and Herman B Wells, then with the Indiana Department of Financial Institutions, who in 1935 taught economics to undergraduates. Wells, later of course the legendary president and then chancellor of the university, was so little known to the IU family that his name was misspelled in the bulletin.

An interesting feature of virtually every semester during the 1930s was the presentation of what were billed as "Popular Lectures." That must have been an accurate label, for they were repeated regularly. The topics differed and came to have great relevancy to the changing world situation. This series began in the fall of 1930 with twelve lectures, every Thursday evening on the fifth floor of the Center's main building, on "Great Men in History." The "great men" included some from antiquity, moved on to Napoleon and finally to Woodrow Wilson. Future Pulitzer Prize-winning historian R. C. Buley, then just a lowly assistant professor, was the one who spoke on the Democratic president who led the nation through World War I but not into the League of Nations. In the next series on "Great Men of Letters," President William Lowe Bryan lectured on Mark Twain.

The fee for these lectures, carried as a credit course for those who wished to pick up an extra credit, was $5.00; for those who simply audited the lectures, the fee was $3.00. Subsequent "popular lecture" series topics included Public Welfare and Social Security (1936), China and Japan Today (1938), and Our Friends and Enemies in the Far East (1942). Other specially publicized courses were on interior decoration, music and art appreciation, and even one on "how to dress." Another series that might cause wonderment to us in this day of ubiquitous music and videos was the "Free Victrola Concerts" offered in the spring of 1936.

Arranged by Mary B. Orvis, the series was intended to familiarize the students with good classical music, such as works by Bach, Beethoven, Brahms, Haydn, Mozart, and others.

In 1945, just in time to meet the enormous onslaught of new students largely occasioned by the G. I. Bill of Rights, Roy E. Feik replaced Orvis as head of the Indianapolis Center. During Director Feik's ten-year tenure in office, the center's enrollment doubled again, both its part-time and full-time faculty also doubled, and its physical facilities tripled. Growth continued under Virgil Hunt, a former small college president and director of IU's Kokomo Campus who also, like Feik, served as director of the Indianapolis campus for ten years. One of his most significant steps during that time was hiring Dr. Joseph T. Taylor, then at the Flanner House, first to teach sociology at the campus, and then to join him in its administration.

The story of the development of the westside campus is too complex for adequate summary here, but gradually, over the course of more than ten years, the university acquired some 2,000 individual pieces of property--houses, stores, churches, industries and industrial sites, and more. Designated the University Quarter, land between West Street and the White River (east to west) and Washington Street to 10th Street or Fall Creek (south to north) was destined to become the home of a unique, new university, awkwardly but perhaps unavoidably named Indiana University-Purdue University at Indianapolis.

Of course there were concerns and objections to this plan by many of the area residents. Essentially a black neighborhood near famed Indiana Avenue and its once lively center of restaurants, shops, and halls for outstanding jazz musicians, the area was also adjacent to the equally famed and revered Lockefield Gardens, one of the nation's first public housing projects of the New Deal era. But both "the Avenue" and Lockefield had fallen on hard times, the neighborhood was in decline, and by 1960 had become a priority within the city administration as a site for urban renewal. The university's approach in acquiring the designated land and properties was both fair and firm--independent appraisals fixed the prices, and no one was forced to sell or leave his or her property without relocation assistance both in finding acceptable housing elsewhere and in meeting the expenses of moving. But the pressure for action was inexorable and often, quite understandably, deeply resented.

An unwieldy amalgamation of the regional campuses in Indianapolis operated separately by Indiana and Purdue University occurred in 1969. Originally planned, as in Fort Wayne, to be simply a physical merger--placing both operations on a single site near the Medical Center, the merger suddenly and still inexplicably became complete and comprehensive. This melding of two operations into an unprecedented, seemingly impossible single unit managed by one university--Indiana--but offering the programs and degrees of both has succeeded beyond the wildest dreams of all involved.

At the time of the merger, an attempt at rationalizing the organization of the undergraduate faculty involved the creation--by 1973--of at least three new schools: the Downtown Campus of Indiana University, its departments augmented by former Purdue University faculty in the same fields, became the School of Liberal Arts, and Purdue University programs, with a few former IU faculty joining Purdue mission departments, evolved into the Schools of Science and Engineering and Technology. Earlier, certain programs administered by the Downtown Campus, such as in business, education, and nursing, had joined other schools or divisions, so the School of Liberal Arts consisted, for the most part, of programs in the traditional arts and humanities.

The first dean of the new School of Liberal Arts was Dr. Taylor, a revered and honored community leader, especially among the African American community. He headed the Downtown Campus, and then the SLA, for twelve, highly significant years, 1966-1978. Thus he played a large role in working out the details of the merger as IU-I and PU-I became IUPUI. Ably assisted by Dr. James R. East, Taylor also coordinated planning for the school's new home on the westside in a building appropriately named for Dr. Cavanaugh, the long-time director from Indianapolis of IU's Extension Division. Besides, the school had already had a C (for classrooms) building. Adjacent to Cavanaugh Hall were a much needed new library and a modern, state-of-the-art lecture hall, known generically as the Library and the Lecture Hall, not by just letters. Two of these buildings were ready for use beginning in January 1971; the third, the Lecture Hall was ready by that summer.

Not only were the faculty and curricular mergers completed, as planned, slightly before the mandated date of July 1, 1971, but also administrative and staff personnel and student organizations at both institutions became part of single units. IUPUI, the shortened designation of the new institution, had one registrar, one bursar, one student newspaper, and eventually one undergraduate library. The overall head of the new university, a chancellor, was Dr. Maynard K. Hine. The former dean of the School of Dentistry, Hine appointed as his first vice chancellor the former head of Purdue's Indianapolis campus, Dr. Jack Ryder. Soon thereafter, Dr. Hine appointed a second vice chancellor, Dr. John (Jack) C. Buhner, who came to Indianapolis from his post as director of the IU campus in Gary. This, as Dr. Hine never tired of saying,

gave him "two Jacks for openers" in his negotiations with others.

In the meantime, Dr. Taylor, who noted that the former Downtown Campus faculty was "in limbo" for a time after the merger, having no formal school designation or organization, presided over impressive growth of the school despite continued neglect, lack of funding, and the frequent loss of badly needed classrooms in Cavanaugh to various central administration offices. His successors, in turn Martha Francois, William Plater, John Barlow, and now Herman Saatkamp, have each furthered and broadened the school's mission and its role within the university and the metropolitan community. The body that numbered only 13 1/2 full-time faculty when Dr. Taylor first joined it in 1958, is now over 180 members strong.

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