

*Draft*  
*July 26, 1988*

IUPUI  
DEVELOPMENT  
PLAN:  
1988-2000

*Summary*



Indiana University-Purdue University  
at Indianapolis

# IUPUI

## PREFACE TO IUPUI DEVELOPMENT PLAN: 1988-2000

*by Chancellor Herman B Wells*

In his November 1987 newsletter, Vice President Gerald Bepko said, "It takes a while to grow ivy." He was commenting on the development of the physical aspects of the campus and later pointed out that while it takes a long time to grow trees, it likewise takes time to grow a university.

So it is with the Indianapolis campus. Much has been accomplished, but there remains much more to do if the University is to provide adequate educational services to the Indianapolis area and meet the explicit statewide responsibility of several of the professional schools, especially the health sciences.

Nothing can be accomplished unless goals are established. As the biblical proverb warns, without vision we perish. Perhaps the reader of this plan for the future will think it is ambitious. It should be. Not all of it will be realized, of course, because changes in circumstances will require changes in the plans as the years go by, but the various faculty committees of the University have sketched here a plan which establishes high goals and is worthy of the opportunities available to the institution now and in the future.

Increased funding will be necessary, as with many of the state's services and with education at all levels in Indiana, but I am convinced that when the good citizens of this state adequately comprehend the benefits to be derived from a distinguished higher education center in Indianapolis, they will be more than willing to meet its cost. The hallmark of education in Indiana has been that a great deal has been accomplished with very little. The degree of efficiency and effectiveness has been quite high.

Therefore, I find the IUPUI Development Plan for 1988 to the year 2000 exciting—and practical. I am confident that it can be realized with such modifications as will be required as the years go by.

Highlights of this plan include emphasis on using local urban resources wherever possible and cooperating with the Bloomington and West Lafayette campuses to increase the effectiveness of all three while avoiding unnecessary duplication of effort. The planners have realized that IUPUI must play a distinctive role in the state, separate from but coordinated with the other centers of excellence. Through cooperation, IUPUI can become a distinctive educational setting where the professions and the traditional liberal arts and sciences achieve their closest collaborations and where interdisciplinary learning flourishes.

The faculty who drafted this plan under the leadership provided by Vice President Bepko are due careful consideration of their vision by the policy makers of the state. I congratulate all those who had a part in drafting it, and I hope that the plan will be realized in the year 2000.

The following summary of the full plan is designed to acquaint Indiana's citizens with the remarkable new venture planned for the capital campus. I hope you will read it, and then ask to see the plan, which provides ample detail about the vision of IUPUI's future.

To reach the top of a mountain, one must take the first step. Successive steps, taken as need and opportunity arise, can turn what may seem impossible and a dream now into masterly forethought.

*Chancellor Herman B Wells*  
*September 1, 1988*

## A CAPITAL CAMPUS FOR INDIANA'S 21ST CENTURY: EXTENDING THE PROMISE

A University is a place of concourse, whither students come from every quarter for every kind of knowledge. You cannot have the best of every kind everywhere; you must go to some great city or emporium for it. There you have all the choicest productions of nature and art all together, which you find each in its own separate place elsewhere. . . . In the nature of things, unity and greatness go together; excellence implies a centre. [The Idea of a University]

John Henry Newman's famous vision of a university as the center of urban life foretells the growing energy of Indiana University-Purdue University at Indianapolis (IUPUI). This is a university in the making—Indiana's Capital Campus.

Since its founding in 1969, as a joint venture of Indiana's two major state universities, IUPUI has advanced with increasing momentum to become one of the country's most remarkable city-based centers for education and research. Indianapolis also has emerged as a hub of intellectual and economic activity for the state and nation.

Together, the city and the campus have contributed greatly to the nation's shift from manufacturing to information-based services and to advanced uses of emerging technologies. IUPUI is helping to define new ways of using knowledge and, in the process, new vocations for the next century.

Through its annual operating budget of more than \$500 million and its 10,000 jobs, IUPUI is a major economic force, but its most enduring impact will surely come through the role it plays in preparing Hoosiers for the next century. For over a third of the state's population, IUPUI is the closest public university campus, and the most comprehensive.

IUPUI is helping transform and reshape Indiana's capital city and, through professional education, the entire state. In 20 short years, IUPUI has become a sister campus of Indiana University-Bloomington and Purdue University-West Lafayette. The next ten years may hold even greater change.

This prospectus describes our plan to maintain the momentum of IUPUI's first two decades—extending the promise of the IUPUI concept and creating for Indiana's capital city a 21st Century university campus which realizes Newman's idea of what a university should be.

## *A 21st Century Place of Concourse*

Indiana has within its reach a chance to create in its capital city a new model of higher education equal to the challenges of the next century. Perhaps alone among American universities, there is a special mix of resources and potentials at IUPUI, ready to be used to build a campus for the future.

Through its two-university partnership, IUPUI's climate of collaboration sets it apart from other places for learning. The same spirit of collaboration, across academic disciplines and professions, across campuses and communities, foreshadows basic changes in how knowledge will be organized. Nowhere is this more apparent than in health care, where our School of Medicine has taken the lead in multidisciplinary studies.

The more important elements of change are these:

- As the state's leading center of professional education, IUPUI can develop its emerging liberal arts and sciences to emphasize their common ground with the applied disciplines. Theory and practice can thus achieve a natural balance at a campus where the academy has working links with the society it serves.
- IUPUI can become the state's center for interdisciplinary learning and research, finding a better match between creating new knowledge and putting it to use. Few problems of the real world are divided along the traditional departmental lines that dominate most universities.
- IUPUI can take full advantage of its partnership with two leading universities to develop new fields of inquiry, such as biomedical technology and bioengineering, geriatric studies to benefit an aging American population, applied communications, and other new combinations that might be out of place on other campuses.
- Located in the state's capital and largest city, IUPUI can work with business and industry, government agencies, and the professions in anticipating educational programs for future careers. Its urban location also offers IUPUI opportunities to work with local schools, civic groups, churches, and others in broadening access to college.
- Because it does not yet have a full-range of graduate programs, IUPUI can be more innovative and risk-taking than other university campuses, where traditions of existing programs can hamper change. At the same time, association with strong, internationally respected graduate programs at Bloomington and West Lafayette can reinforce scholarly quality.

- As a geographic center of all eight Indiana University campuses, located between Bloomington and West Lafayette, IUPUI can serve as a future hub for communication and coordination involving statewide programs, especially those with professional and urban potential.
- Growing along with electronic technologies, IUPUI can emerge in the next century as a new type of information and knowledge center linked electronically with other learning centers throughout the state and world. As a capital campus for the whole state, IUPUI is likely to become a distribution center for information services to a network of classrooms, home studies, and libraries up and down Indiana.

### *Indiana at Its Best: One Campus and Two Great Universities*

Planning will be critical in managing limited public resources to meet growing demands and expectations. IUPUI must fit a special niche in the state's system of public education—meet a need that other campuses do not.

Both Indiana University and Purdue University are engaged in broad-scale planning efforts. Although vitally important to Purdue, the needs of IUPUI are being addressed principally through a planning project called "Indiana: One University - Indiana at Its Best."

This plan recognizes that there is one statewide Indiana University with eight distinctive, community-based front doors. While holding to the special elements that set the University apart, its eight campuses and twenty-two schools and dozens of departments must each define their own means of achieving the goals of the entire institution.

The plan for IUPUI has been carefully coordinated with the overall plan. Shared goals and priorities are:

- To strengthen undergraduate education as a coherent intellectual experience of high quality.
- To support and develop faculty as the primary institutional resource by recognizing that teaching and research are complementary aspects of a single devotion to learning.

- To provide a full complement of post-baccalaureate degree programs based on adequately supported research, both theoretical and applied, in the basic disciplines and the professions.
- To promote the state's economic development through education and research; and
- To ensure access to a full range of degree programs for all academically prepared students.
- To enhance interrelationships among professional programs and between the professions and the arts and sciences.

The IUPUI plan sets forth the means to achieve the best of Indiana University in Indianapolis, with distinctive means to be provided by Purdue University as a partner in the Capital Campus.

### *A Time of Growth and Promise*

The recent growth of IUPUI has been remarkable. Since Indiana and Purdue universities combined their programs in Indianapolis, enrollment has increased from fewer than 14,000 to more than 23,000, the number of degree programs has doubled to more than 140, and some \$400 million worth of campus facilities have been completed.

Since IUPUI was created, more than 60,000 persons have earned IU or Purdue degrees here. Two-thirds of these graduates remain in the state, with more than 28,000 of them living and working in the Indianapolis area. Their services return to their fellow Hoosiers many times over the investment that citizens of the state have made in their education.

IUPUI is now the third largest campus in Indiana, and its most comprehensive in the range of offerings. No other campus in the state has such a wide selection of degree programs. IUPUI has strengths of both Purdue and Indiana universities, and is developing unique strengths of its own.

The origins of parts of IUPUI go much further back in time. Several of its schools—in law, art, and physical education—can trace their beginnings to the last century, under private auspices. Starting in the early 1890s, Indiana University professors commuted to the state capital to teach courses. Purdue's statewide mission as Indiana's land grant university also reflects a tradition of outreach and service to Indianapolis from West Lafayette.



Indiana University has been visibly present in the city since 1914 when its first teaching hospital opened and one of the nation's largest medical centers began to develop on the near Westside. The complex includes the state's only medical and dental schools and the nation's largest nursing school.

Other professional schools at IUPUI prepare future teachers, engineers, journalists, social workers, and managers.

The 1969 merger at first affected the city campuses of the two universities. Indiana had started an education center in Indianapolis in 1916, and Purdue began to sponsor training activities in the city during World War II. By the 1960s, the city campuses were offering wide ranges of courses for some 10,000 students, most of them older, employed, and part-time.

In 1972, schools of liberal arts and sciences emerged from the two universities' then existing city campuses. These units enroll increasing numbers of majors and provide support courses for other schools. They give an intellectual core to IUPUI, and they hold all of the separate disciplines together as a whole university. They are almost certain to be the region's leading resource for knowledge-based industries of the future.

Shortcomings in these schools reflect past conditions that are yet to be corrected. There remain too few full-time faculty, library shortages, outmoded laboratories, an inadequate array of graduate programs, and lower appropriations per student than are provided at other public campuses, including smaller ones, across the state. These problems can be corrected, and they will be over the next decade, if Indiana chooses quality and access for IUPUI. As Herman Wells has reminded us, we perish without vision.

We have put a high priority on catching up with the needs of our undergraduate programs in the arts and sciences. Historically, other universities have grown outward from an original college by adding professional units. IUPUI must grow from the outside in.

By careful additions, this disadvantage can become an opportunity for IUPUI to form an original organizational structure that creates and uses knowledge, in ways more ideally suited to the complex world of the next century. There is thus an advantage in having deferred completing the campus, but the opportunity will be lost without action.

With the recent completion of new classroom buildings and world-class athletic facilities, with additions to our teaching hospitals, and with other improvements that visibly proclaim the presence of a major institution of learning at the center of our state's largest metropolitan region, the citizens of Indianapolis and Indiana have become more aware of the promise and potential of this campus in their city.

On the national scene, IUPUI has become a major urban center for public higher education, joining similar campuses in Chicago, Milwaukee, Kansas City, Detroit, Birmingham, and other cities. In response to demographic changes, state universities in traditional, residential settings have been expanding their metropolitan programs. Instead of dormitories and football stadiums, their urban campuses feature a crossroads of lifestyles and living places, a diversity of peoples which require new symbols of unity and greatness.



Increasing numbers of college and university students are—and will be—older, employed, and enrolled part-time. They will require special kinds of understanding and services. They will turn to IUPUI and to city campuses like it to meet their needs and their hopes.

### *The Task Ahead*

Although growth and prospects are impressive, much work remains. The demands placed on IUPUI by a dynamic, growing city have outstripped our resources. Basic undergraduate programs at IUPUI are supported at comparatively low funding levels. Results include larger classes and fewer full-time faculty than desirable.

Also, IUPUI's struggle to meet its responsibilities to the state in research and professional education threatens to undercut the momentum of the past 20 years by straining the faculty to the breaking point.

The most pressing need is to improve IUPUI's core programs in the liberal arts and sciences until they reach the mature stage of our graduate-professional programs. This will require levels of state support matching other state university campuses.

Three commitments of resources will be required. First, there must be increased support for current faculty and the creation of at least 130 new faculty positions. All students at IUPUI should expect to have most of their courses taught by full-time faculty, and all students should have reasonable opportunities for personal association with faculty as mentors.

Second, we need to refurbish learning facilities and build a greatly enhanced library. Research is vital to the mission of IUPUI because it is a vehicle of learning—for undergraduates, professional students, graduate students, and faculty. The research infrastructure is wholly inadequate for current student and faculty needs; laboratories, clinics, libraries, and equipment must be updated and expanded.

Third, we need to add selected new degree programs and enhance the quality of our existing graduate-professional programs, some of which have attained international stature.

These objectives for IUPUI's academic future will be met as we focus on Quality, Unity, and Access.

- Quality expresses the goal of attracting first-rate faculty and supporting staff to IUPUI and for building the libraries, laboratories, and clinics they will need to do first-rate work.
- Unity means coherent and coordinated coverage of needed academic programs—undergraduate and graduate—so that programs in the liberal arts and sciences will match the full presence of professional fields.
- Access ensures that students can find the degree programs they need at IUPUI and the academic community celebrates diversity among its members as an inherent aspect of learning.

### *Quality*

In national reports on higher education, critics charge that undergraduate curricula lack intellectual rigor. They call for better teaching of skills in analysis, problem-solving, and writing. Our University-wide planning efforts have concentrated exactly on these issues.

Effective responses at this campus must involve renewed commitments to undergraduate teaching and more investments in the core areas of learning. Only then will we have a full range of instruction that will properly meet the needs of the state's largest and most diverse population.

The most important and lasting ways to strengthen our basic academic programs will be to add new full-time faculty positions and to improve support for current faculty.

Part-time faculty give a vital dimension to learning at IUPUI. They stimulate students with beyond-the-campus, real-world insights. They also extend our learning activities throughout the community.

But we rely too much on part-time teachers. We ask them to contribute time and effort far in excess of their modest stipends for teaching. Three-fourths of most basic academic learning and about half of the entire liberal arts and science credit hours are taught by part-time faculty.

Of all bachelor's level classes at IUPUI, part-time faculty teach 45 percent of the credit hours. More than 20 percent of our freshmen and sophomores are taught exclusively by part-time faculty.

A more reasonable and educationally desirable goal will be to have 30 percent of the credit hours taught by part-time faculty. This will require 56 new full-time teachers at 1987-88 enrollment levels.

We also believe that undergraduates should be able to interact with their instructors. We thus seek an average class size of 25. To meet this goal, another 65 new full-time faculty are needed. And to provide for complete disciplinary coverage in important areas such as Asian languages or ethics, still other new faculty are required.

We envision an academic mix of 60 percent full-time and 20 percent part-time faculty, with the rest being graduate assistant instructors guided by faculty mentors. We are committed to making teaching more attractive to graduate students at Indianapolis, Bloomington, and West Lafayette, thus promoting even greater inter-campus cooperation.

Another step toward achieving full academic stature and service at IUPUI will involve adding selected graduate programs.

Among United States cities of comparable size, Indianapolis is the most deficient in having state university graduate programs in the liberal arts. For companies with employees who need graduate education, the lack of such programs weakens the case for their moving to this region, especially among employers that are knowledge-based and entrepreneurial.

Within the next decade, to meet community and statewide needs, IUPUI must complete its offering of master's degrees in all of its academic disciplines. This will involve adding some 15 degrees, concentrated in the liberal arts.

Also, some carefully selected, interdisciplinary, urban oriented Ph.D.'s designed for the next century's needs will be added to doctoral programs already in place, including those offered through the Purdue Graduate School. A few traditional Ph.D.'s, in addition to the substantial number of long-standing doctoral programs in the basic medical sciences, will be developed in key areas.

The positive effects of having a full range of graduate and undergraduate programs will be significant. Departments and schools will offer comprehensive coverage of their fields and provide whole learning experiences. We will be better able to compete in the national market for faculty. Graduate students will provide models for undergraduates who are serious about their learning, and they will contribute to the intellectual life of the campus. And graduate students will play a vital role in the region's diversified industrial and technological businesses.

Our graduate programs will have close and continuing ties to those at West Lafayette and Bloomington. Both universities have institution-wide graduate schools. These arrangements will discourage unnecessary duplicative efforts and will expedite cross-campus cooperation, allowing IUPUI to develop complementary strengths as an urban center for interdisciplinary research and learning.

The pursuit of excellence has been a longtime tradition at a number of our professional schools. School of Medicine research teams, for example, publish findings that make headlines around the world. The health schools, including dentistry and nursing, conduct degree programs in 13 Indiana communities. Physicians in dozens of Hoosier towns refer their most difficult cases to our teaching hospitals.

Along with continued support for teaching future physicians, dentists, and nurses, comparable investments will be needed at IUPUI for preparing able engineers, teachers, managers, lawyers, social workers, artists, and journalists. Funds will be needed to obtain state-of-the-art equipment and to start experiments which will take Indiana to the forefront of knowledge.

Yet, we continue to return to the immediate importance of enhancing our undergraduate programs. These form the heartbeat of a university. Their improvement will benefit our professional and graduate programs as well.

To advance all of these goals, we must retain and recruit excellent faculty. The national pool of talented faculty has grown smaller as good students have chosen more lucrative careers or have been discouraged by the depressed market for graduate study in the 1970s and early 1980s. We will have to compete harder for the nation's best.

Another way to raise quality will be to help our current faculty improve their teaching through study, research, or travel. Faculty must be learners too. An adverse effect of our shortage of full-time faculty is that some are overburdened to the point of decreased effectiveness. There are few opportunities for them to acquire new areas of expertise based on discoveries in related fields. Some of the best are consumed by the opportunities and challenges which surround them, and they must be given opportunities for renewal.

As IUPUI becomes more complete, we will also become more attractive to increasing numbers of highly able undergraduates. The trend is already under way. Applicants for 1988 admission are presenting average composite SAT scores more than 45 points higher than fall 1987 beginners, and the applications from beginning students are far greater than any preceding year.

We have many talented students already, including those in a growing honors program. Based on their own research, students have delivered or published professional papers, won prestigious national fellowships, and been selected for graduate study at the nation's best universities. Student research is becoming an important, distinguishing component of undergraduate education at IUPUI.

In seeking to upgrade its undergraduate programs, however, IUPUI will remain dedicated to meeting the educational needs of all of the people in its region. We must respond to the extraordinary talent and energy of the region itself.

## *Unity*

IUPUI looks toward becoming a more unified and complete institution. This will involve bringing all of our schools and programs together at one campus location, expediting the development of shared goals and values.

Physical unification is moving forward. Completion of the Science and Engineering complex will enable the remainder of Purdue's programs, now six miles away at 38th Street, to move to the main campus. This will produce walking-distance, face-to-face communication and cooperation between faculty members who have both IU and Purdue academic missions.

Another capital project, in the planning stages, is the Center for the Visual and Performing Arts on the East side of the campus, with access to and from the city's downtown. This will be the new home for the Herron School of Art, now located at 16th and Pennsylvania streets, along with our programs in theatre and dance, plus Indianapolis-based activities of Indiana's renowned School of Music.

Bringing the sciences, the liberal arts, and the fine arts together will give our students a full-fledged college. They've never had that before. Until now, undergraduate classes, libraries, and faculty offices have been scattered around the city. For the first time, we will be able to offer college experiences that students at other unified campuses take for granted. IUPUI will, at last, be a place of concourse.

Other capital projects on the near horizon for health programs include remodeling the John VanNuys Medical Science Building (completed in 1958) and a new ambulatory care wing for the Indiana University Hospital. The purchase and remodeling—or replacement of the Mary Cable Building (built as an elementary school in 1958) is an essential requirement for improving undergraduate instruction.

Unity and wholeness also require a full range of supporting services and equipment for teaching and research. In today's world, that includes computers and related electronic technologies. These new teaching media are changing basic notions of how, when, and where students can best learn.

Our students will need at least 30 computer-based classrooms during the next decade. Many of these classrooms will be equipped for interactive video communication, providing access to learners throughout the state and world through cable and satellite media.

Plans already under discussion will provide continuing professional education to physicians, dentists, nurses, and business leaders—especially alumni—located throughout the nations and world, linking them by satellite with programs prepared for Indiana residents.

Also, a campus computing network that links faculty and students should be in full operation within five years. This voice-data-video network will give our faculty and students direct access to campus resources and to databases and other information processing systems around the world.



IUPUI's projected new university library will be the hub of an electronic network that connects all of Indiana's libraries. All Hoosiers who teach and conduct research will be better equipped for the twenty-first century.

Probably the single most important project aimed at ensuring unity of academic purpose at IUPUI is the new general library, the physical statement of a university's highest values and aspirations. It is to become the physical and symbolic centerpiece of IUPUI and the ideal university of the next century.

By any standards, our present general library is critically short of books and journals, places to put them, and staff to handle them. IUPUI's new library and electronic information center will serve our faculty and students, along with the citizens, businesses and civic institutions of Indianapolis.

A central location has been chosen for the new university library and plans have been prepared. A campaign to raise private gifts for this project is under way, with tangible evidence of strong community support. It will be a culminating example of the public-private partnership that has set Indiana and Indianapolis apart from all other midwestern counterparts.

The new library will comprise collections that cover both universities' academic missions, combining these under one roof for the first time when all of Purdue's local programs move to the main campus.

The library must be a new symbol of commitment by the universities, the community, and the state to improving the overall quality of learning at IUPUI. The new library also will foster cooperation among libraries at other campuses and communities in the state.

The library will serve as a major community resource for individual citizens, businesses, professional firms, and public agencies. It will be the information center for entrepreneurial ventures whose managers depend on knowing about the latest developments to remain competitive.

The new library also will help to unify our schools and programs and will serve as headquarters for a statewide library automation project that will tie together by computer our state's college and university libraries and, eventually, all private and public libraries in Indiana. All users at all locations will have access to all collections.

IUPUI may be the last major university campus to establish its primary library, but we may be the first to create a state-of-the-art knowledge center. We thus have the opportunity to set a new world standard as the first truly modern library of the electronic age.



## *Access*

One of the most significant ways in which IUPUI seeks to ensure access is through its commitment to cultural, economic, gender, racial, and ethnic diversity as inherently important aspects of learning. To that end, we will support ways to foster understanding, tolerance, mutual respect, and civility.

Specifically, we will increase minority participation in all aspects of learning through an active, campus-wide plan of recruiting students, faculty, and staff in proportions which seek to reflect those of the larger community and which ensure that graduates of programs based at IUPUI have experienced representative social diversity.

As a comprehensive state university campus, at the center of a major urban region, IUPUI is committed to making its degree programs physically, academically, and financially accessible to the citizens who support it. Specifically, IUPUI is committed to serving underrepresented groups by developing innovative means of access.

Within resource limitations, IUPUI seeks to admit all students who show that they are ready and able to succeed in college-level work. The campus recognizes its responsibilities to help local high school students and their parents understand the importance of a college education and to help prepare some students to apply for and begin college study.

IUPUI will play a major role in increasing the overall educational level of the entire state because it is the principal access point for over a third of the population. The number of students who earn their degrees at IUPUI and remain in the state to use and develop their knowledge is very high.

Along with communicating clearer admissions guidelines, IUPUI will develop more cooperative programs with local schools, churches, and civic organizations, so that students in our region can better prepare themselves for postsecondary study.

IUPUI has established a University Access Center to coordinate these and other activities. The center works to assure that all persons who seek an education at IUPUI have an opportunity to succeed.

No other single resource can achieve as much in providing access for students as financial aid. Through its first two decades, our campus has been able to offer only minimal levels of financial aid based on individual student need. Although IUPUI awards about \$12 million annually in such aid to more than 12,000 students, available funds fall far short of our students' legitimate needs.

Financial aid for part-time students is an especially critical concern. We will continue to seek additional funds for undergraduates, as well as for graduate and professional students, with particular emphasis on aid for under-represented groups and on graduate fellowships.

Our Adult Education Coordinating Center, special programs of the Office of Student Affairs, the University Access Center, the Office of Women's Research and Resources, and school-specific projects such as the Minority Engineering Advancement Program are examples of current efforts to increase access for under-represented groups even without expanded financial aid. These and other initiatives will help ensure that people from all walks of life can gain access to IUPUI programs.

A commitment to access also means ensuring that the students we admit will continue to find our campus environment conducive to their needs. To that end, IUPUI will reduce physical obstacles and enhance programs in undergraduate student advising and student activities.

Access also means providing education at places and times that are convenient for students with jobs and families. This has involved innovative programs which take courses off-campus to locations such as businesses, industrial plants, retail centers, and high schools. We remain committed to the principle of reaching students where they are and to the concept that excellence in teaching and learning can be achieved at non-traditional times and places.

Finally, by improving the quality of and access to our programs, we seek to broaden the horizons of the citizens of central Indiana as we communicate intellectual, social, and economic changes that are taking place throughout the nation and the world. Indiana University, and IUPUI in particular, with students from 61 countries, is a gateway to international experience and understanding.

### *A New Beginning*

IUPUI is a vital part of Indiana University and Purdue University, of Indianapolis and Indiana, and of the prospects for a better tomorrow for all Hoosiers.

The first step toward that tomorrow will be to secure for IUPUI a more competitive position in the academic labor market. With that support, we can then attract and retain high caliber

faculty, reduce reliance on part-time instruction, adjust class sizes to appropriate levels, and build undergraduate and graduate programs that will best serve the students and the institutions of our city and state.

As Indiana's Capital Campus, IUPUI is poised to take full advantage of its urban location through cooperation with the state and city, the professions, the private sector, and other educational and cultural organizations.

By the year 2000 or 2010—when a child born this year might graduate—IUPUI will be very different from what it is now. Its role, its mission, and its quality will depend upon decisions and investments to be made in the immediate years ahead.

IUPUI celebrates its 20th birthday in 1989, so this is a fitting time to seek commitments for this campus of tomorrow. It is a time for putting hopes and dreams and visions into words. It is a time for reminding the citizens of Indianapolis and Indiana that here, rooted in the American heartland, is a state university campus growing toward greatness, a place with the potential to brighten their future, their children's future, and the future of their children's children.

IUPUI...extends the promise.

*Indiana University-Purdue University at Indianapolis*

**Appendix**  
**FISCAL PERSPECTIVES**

*A University Perspective*

Indiana University is eight campuses. IUPUI operates with Indiana University Bloomington as an equal partner in the core campus concept adopted by the Trustees of Indiana University in 1974. During 1986-87, Indiana University's budgeted expenditures are \$931 million for all of its operations on all of its campuses. As shown in Table 1, IUPUI accounts for \$432 million, or 47 percent of the total. That amount nearly equals the \$441 million budgeted for the Bloomington campus and far surpasses the \$58 million budgeted for five of Indiana University's smaller campuses. (IUPU-Fort Wayne is excluded since Purdue University acts as fiscal agent for that campus.)

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**Table 1. 1986-87 Budgeted Expenditures for Indiana University**

|                            | <b>Amount<br/>In \$ Millions</b> | <b>Percent<br/>Of Total</b> |
|----------------------------|----------------------------------|-----------------------------|
| <b>IUPUI</b>               |                                  |                             |
| Total                      | \$ 432                           | 47 %                        |
| Less: University Hospitals | 162                              |                             |
| Net                        | \$ 270                           |                             |
| <b>Bloomington</b>         | 441                              | 47                          |
| <b>Smaller campuses</b>    | 58                               | 6                           |
| <b>Total</b>               | \$ 931                           | 100 %                       |

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### *IUPUI Research and Public Service Activities*

Not only does IUPUI approximate the Bloomington campus in dollar volume of expenditures but also in the maturity and development of its public service and research activities. The similarity is seen most easily if University Hospitals, with 1986-87 expenditures amounting to \$162 million, are excluded. Although they are an integral part of the health science programs, the University Hospitals are unique to IUPUI. Therefore, only major expenditure categories for \$270 million of IUPUI expenditures net of the hospitals are shown in Table 1.

For IUPUI, general-fund expenditures amounting to \$138 million account for 51 percent of the \$270 million in net expenditures budgeted for 1986-87. General-fund expenditures are used primarily to accomplish the campus's instructional mission. The remaining 49 percent consists of research and public service activities which are supported through sales and service income, contract charges, fees, grants, and gifts. For the Bloomington campus, the research and public service component is relatively less, 47 percent; for the other campuses, a modest 17 percent.

Contracts and grants amount to \$30 million, 11 percent of net expenditures, and consist largely of sponsored research. Three-fourths of the \$30 million is associated with programs in the School of Medicine. All the health science disciplines (dentistry, medicine, nursing) account for 86 percent of all contracts and grants. The School of Public and Environmental Affairs is responsible for the largest volume of sponsored program expenditures outside of the health sciences, 5 percent of the \$30 million.

Auxiliaries are self-supporting enterprises that operate for the benefit of students, faculty, staff and the public. Two units, the Bookstores and Pharmacy Stores, account for over half of \$25 million, 10 percent of \$270 million net expenditures. Other significant auxiliaries include the Union Building, parking operations, and housing and rental operations.

Service departments provide support services to other units of the university and operate from charges to those units. Central stores, the telephone system, and campus maintenance account for over two-thirds of the \$30 million budgeted for IUPUI service departments, 11 percent of the \$270 million net. Other service departments include printing and duplicating, the animal rooms of the medical school, and transportation services.

All other, \$47 million (17 percent) includes continuing education activities, consisting largely of professional school programs financed by participants' fees; (b) public service activities, primary medical laboratories supported by user fees; (c) special state appropriations, the largest of which is the Centers for Medical Education; and (d) other designated and restricted funds, whose use is specified by donors and the trustees for specific purposes, e.g., special professorships, research projects, dental student instruments.

## *IUPUI General-Fund Expenditures*

General-fund expenditures deserve special emphasis.

Not only are those funds used principally to accomplish the institution's instructional mission, but also they are particularly of public interest because they are supported largely from state appropriations and student fees.

The major schools and divisions supported from general-fund expenditures are presented in Table 2. The direct expenditures of the academic units which provide degree credit instruction account for \$90.7 million (66 percent) of the \$138.3 million total. The largest of those units is the School of Medicine, which includes the Division of Allied Health Sciences. The remaining units in Table 2 are support units. Accounting for 34 percent of the total, they assist in fulfilling the instructional mission through the services they provide in varying degrees to all the academic units as well as to students, faculty, staff, and the general public.

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**Table 2. IUPUI 1986-87 Budgeted General-Fund Expenditures by School and Division**

| SCHOOL OR DIVISION                   | AMOUNT              |
|--------------------------------------|---------------------|
| <b>ACADEMIC PROGRAMS</b>             |                     |
| <i>Health Sciences</i>               |                     |
| School of Dentistry                  | \$11,271,437        |
| School of Medicine                   | 30,059,475          |
| School of Nursing                    | 7,224,830           |
| <i>Specialized Academic Programs</i> |                     |
| School of Physical Education         | 736,960             |
| School of Law                        | 3,999,486           |
| School of Social Work                | 1,560,087           |
| Herron School of Art                 | 1,675,245           |
| <i>Basic Academic Programs</i>       |                     |
| School of Liberal Arts               | 6,232,870           |
| School of Science                    | 6,463,641           |
| School of Business                   | 2,509,554           |
| School of Education                  | 2,354,944           |
| School of Engrg. & Technology        | 4,624,427           |
| School of Public & Envir. Affrs.     | 4,808,137           |
| Columbus Center                      | 1,406,307           |
| Continuing Education                 | 4,169,507           |
| Other Instructional Departments      | 1,594,609           |
| <b>Subtotal: Academic Programs</b>   | <b>\$90,691,516</b> |

## SUPPORT UNITS

|                                |                     |
|--------------------------------|---------------------|
| Library                        | 1,995,484           |
| Student Financial Assistance   | 1,712,300           |
| Student Services               | 2,709,769           |
| Executive Management           | 10,217,939          |
| Administrative Affairs         | 4,276,189           |
| Fiscal Affairs                 | 6,376,697           |
| Physical Plant                 | 20,297,560          |
| <b>Subtotal: Support Units</b> | <b>\$47,585,938</b> |

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|              |                      |
|--------------|----------------------|
| <b>TOTAL</b> | <b>\$138,277,454</b> |
|--------------|----------------------|

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### *A Basis for Analysis*

IUPUI is incomparable when all of its general-fund operations are considered as a whole. Although the campus is managed and operated as an entity, any attempt to analyze its fiscal condition must recognize and distinguish among IUPUI's multiple roles.

In Table 3, IUPUI's \$138.3 million general-fund expenditure is separated into five major program categories. To each of those categories direct and indirect expenditures, state support, student fees, and other income are assigned. Although that assignment is artificial from the standpoint of how the campus works as a whole, it is intended to provide a more realistic and workable basis for assessing IUPUI's fiscal condition.



**Table 3. IUPUI 1986-87 General-Fund Expenditures by Major Program Category\***

| Major Program Category           | Total<br>Income/<br>Expndtr. | Income           |                 |          |         |
|----------------------------------|------------------------------|------------------|-----------------|----------|---------|
|                                  |                              | State<br>Support | Student<br>Fees | Subtotal | Other   |
| Health Science Programs          | \$ 74.0                      | \$ 58.9          | \$ 8.2          | \$ 67.1  | \$ 6.9  |
| Basic Academic Programs          | 44.0                         | 27.5             | 13.4            | 40.9     | 3.1     |
| Specialized<br>Academic Programs | 10.4                         | 7.5              | 2.5             | 10.0     | 0.4     |
| Off-Campus Programs              | 8.7                          | 2.3              | 1.5             | 3.8      | 4.9     |
| Community Service                | 1.2                          | 1.2              | 0.0             | 1.2      | 0.0     |
| Total IUPUI                      | \$138.3                      | \$ 97.4          | \$ 25.6         | \$ 123.0 | \$ 15.3 |

\* In \$ millions

### 1. *Health Science Programs*

The health science programs include the schools of dentistry, medicine, and nursing, which enroll 3,060 full-time equivalent students. The \$74 million expenditure figure excludes those expenditures of the School of Nursing that support the statewide master of science in nursing program and associate and baccalaureate degree programs in nursing offered on other campuses.

### 2. *Basic Academic Programs*

Basic academic programs include those programs commonly found at all of Indiana University's instructional sites. The direct expenditures of the schools of business, education, engineering and technology, liberal arts, public and environmental affairs, and science, and the Columbus center, together with related supporting unit costs comprise the \$44.0 million expenditure and income estimate for this component. The enrollment of those academic units for the fall semester was 9,595 full-time-equivalent students.

### 3. *Specialized Academic Programs*

Four IUPUI schools are defined as specialized academic programs: the schools of Physical Education, of Social Work, of Law, and the Herron School of Art, collectively enrolling an estimated 1,455 full-time-equivalent students for the fall semester. Each program in this \$10.4 million category must be examined individually to assess its fiscal condition.

### 4. *Off-Campus Programs*

Off-campus programs amounting to \$8.7 million, include operations on other campuses: the School of Nursing associate and baccalaureate degree programs on the other campuses, the statewide and Bloomington campus operations of the School of Public and Environmental Affairs, and the statewide operations of the School of Continuing Studies. The costs of the programs in public and environmental affairs and in continuing studies are covered by student fees and other income. The costs of the nursing programs are financed through state support.

### 5. *Community Service*

Community service includes those operations of IUPUI designed to serve principally the City of Indianapolis. The natatorium and track and field facility comprise this category. The general-fund portion of their operating cost, \$1.2 million, is financed from state appropriation.

## *An Assessment of the Financial Condition of the Health Science Programs*

Each of the health science programs is unique. To assess their financial condition, each school must be examined individually.

### 1. *School of Dentistry*

Advances over the past 25 years in the prevention of dental disease promise to revolutionize dental practice and will require significant changes in the Indiana University School of Dentistry. Those changes include a reduction in student enrollment, a shift in curriculum emphasis from correction to prevention, and increased attention to new forms of clinical training. The ability of the school to respond in a timely fashion to those changes in the profession will require temporary augmentation of its resources.

Enrollment reduction —projected at approximately 100 students below current levels— results in an immediate loss of income; however in the short run, costs are fixed. A shift in curriculum produces additional costs during the transition as existing faculty are retrained or as additional faculty are hired in developing areas. Major capital expenditures will be required to replace outmoded clinical equipment and to renovate clinical areas to improve patient traffic flow.

## 2. *School of Medicine*

Of the 122 Liaison-Committee-for-Medical-Education-approved schools of this country, the Indiana University School of Medicine has the second largest number of medical students. In terms of regular operating expenditures, however, the Indiana University School of Medicine ranks 69th among the 122 schools.

Construction currently underweight of a new research building and library will lead to favorable impact on currently deficient research and library space. In order to complete this building, \$14 million in contributions has been raised. Given the magnitude of that fund raising effort, further major contributions to improve the level of operating expenditures or to equip the building are unlikely. Approximately \$5 million will be needed to secure the research equipment and expanded library collection appropriate for the new building

In the next few years, a progressive decrease in the number of students enrolled in the School of Medicine should be anticipated. It is important that this decline be accomplished without decreasing available funding since many costs are fixed, and funding already is at a level less than that required for excellence.

A final problem of potentially major proportion involves the cost of conducting hospital-based education of medical students, allied health students, and nursing students. The State of Indiana has not provided special funding to hospitals to accomplish that purpose. Preserving our ability to conduct this important part of health profession education in Indiana may well require additional funding sources. Currently many states provide support for teaching hospitals in the form of direct appropriation. At the present time, 46 university hospitals receive such support in amounts varying between a few hundred thousand dollars and \$28 million annually.

### 3. *School of Nursing*

The major current challenge before the Indiana University School of Nursing is implementing successfully the statewide master of science in nursing program as well as delivering undergraduate degree programs of uniformly high quality on all Indiana University campuses. The MSN now is available on all Indiana University campuses. With continued state support in the next biennium, the School of Nursing will be in a position to extend the MSN program to other sites throughout the state.

In addition to its undergraduate and masters level degree programs, the School of Nursing offers the state's only doctoral program. Additional state support is needed to strengthen the research orientation of that program. The high priority assigned nationally to nursing research and its contribution to the quality of health care was evidenced in November 1985 with the establishment of the National Center for Nursing Research at NIH.

Additional state support will be needed to continue a program designed to provide licensed practical nurses with the educational opportunity to acquire the knowledge and skills necessary to qualify as registered nurses. The program, providing part-time students with a learn-and-earn option in the associate degree program has proved successful both for students and in meeting a state need in health care delivery, but federal sponsorship of the cost of the program is scheduled to expire.

#### *An Assessment of the Financial Condition of the Basic Academic Programs*

Of the five major program categories shown in Table 3, only the instructional activities in the basic academic program category are found on other campuses. In Table 4, IUPUI's basic academic programs are compared with Indiana State University, Ball State University, and the smaller campuses of Indiana University and Purdue University.

In accordance with the practice adopted for appropriation request purposes, the expenditure-income base is defined to include only student fee income and state appropriation. For IUPUI's basic academic programs that figure, \$40.9 million, is carried forward from Table 3. Fall 1986 enrollment, the most recent statistic available, is 9,595 full-time equivalent students. Similar data are provided for the other campuses.

**Table 4. Comparison between IUPUI Basic Academic Programs and Other Campuses**

**1986-87 Student Fees and State Appropriation  
Per Fall 1986 Full-Time Equivalent Student\***

|                                   | <b>Student Fees<br/>and State<br/>Appropriation</b> | <b>Full-Time<br/>Equivalent<br/>Students</b> | <b>Support<br/>per<br/>Student</b> |
|-----------------------------------|---|--|------------------------------------|
| Indiana State University          | \$ 70.0   | 9,203  | \$7,600                            |
| Ball State University             | 101.3   | 15,674                                       | 6,500                              |
| Purdue U. smaller campuses        | 53.0  | 11,161                                       | 4,750                              |
| Indiana U. smaller campuses       | 45.8  | 10,242                                       | 4,500                              |
| IUPUI —<br>Basic Academic Program | \$ 40.9   | 9,595  | \$4,250                            |

\* Student fees and state appropriation in millions of dollars. IUPUI amount taken from Table 3; amounts for other campuses, base budgets from the Commission for Higher Education 19 December 1986 funding recommendation for 1987-89.

Fall 1986 full-time equivalent student enrollment. For IUPUI Basic Academic Programs, enrollment in social work, Herron School of Art, law, and physical education courses is subtracted from enrollment reported for the NonHealth Division.

An examination of Table 4 shows that, in terms of full-time equivalent student enrollment, IUPUI's basic academic programs are smaller than Ball State University and the other campuses, taken as groups, but larger than Indiana State University. In terms of the average amount of student fee income and state appropriation per full-time equivalent student, however, IUPUI's basic academic programs rank last: \$4,250. For the regional campuses of Indiana University, the average is \$4,500; for Purdue's regional campus, \$4,750. For Ball State University, it is \$6,500; for Indiana State University, \$7,600.

The difference in per-student support between IUPUI's basic academic programs and the other campuses ranges from \$250 to \$3,350. Those differences, when multiplied by the number of full-time equivalent students, suggest a funding deficiency ranging from \$2.4 million to \$32.1 million. The mix of programs and their stages of development on no two campuses are identical. However, the existence in IUPUI's basic academic program offerings of an MBA degree, doctoral as well as master degrees in education, a full range of master degrees in the sciences, a master of science in general engineering, and a master of arts in history indicates that the deficiency is no less than \$2.4 million.

### *An Assessment of the Financial Condition of Specialized Academic Programs*

Unlike the basic academic programs, the specialized academic programs are not readily compared as a group with other campuses. Each school must be examined separately to assess its financial condition.

#### *1. School of Law - Indianapolis*

According to data available from the American Bar Association, the Indiana University School of Law - Indianapolis ranks 164th among 172 ABA approved law schools in terms of total expenditure per full-time-equivalent J.D. student. Even with an additional \$1,000 in support per student (in total, approximately \$700,000), the law school would rank among the lowest 25 percent.

The level of library acquisitions represents one of the most serious deficiencies of the law school. Major cuts have been made in the collection in recent years because of a lack of funding. The total available for purchase of books is low compared to other schools, especially in view of the size of the student body and the heavy use by non-law students and persons outside the university. State government agencies and others in the Indianapolis area rely on the resources of the law school's library.

Responding to new challenges in legal education represents another important need. The legal profession has demanded, and the school has provided increased emphasis on basic legal skills such as research, writing, trial and appellate advocacy, legal drafting, interviewing, counseling, negotiation, mediation, and arbitration. Some of this instruction has been conducted in a clinic supported through outside funding, but that funding is being phased out.





Instruction programs in lawyering skills along with perspective courses, which give students an opportunity to study law from the vantage of another discipline, such as economics, have caused a shift to smaller class sizes with resulting stress on the faculty. This shift has created special problems for the law school, which began with a lower total funding base, lower faculty salaries, and a higher student/faculty ratio than other schools.

The school also suffers because, unlike nearly all other law schools, it has no scholarship funds for students.

## **2. *Herron School of Art***

Data provided annually by Higher Education Arts Data Services indicates that the Herron School of Art ranks in the lower half among 53 comparable schools in terms of expenditure per student. An increase in support of over \$500,000 would be required to place the school's per student expenditure at the median. Additional resources are needed to develop computer graphics as an art form in the school's curriculum, to improve student access by offering an evening program, to encourage greater faculty participation in exhibitions and showings at national art centers, and to attract visiting artists to enrich the program and better serve the Indianapolis community.

## **3. *School of Social Work***

Offering the state's only accredited master of social work degree, the Indiana University School of Social Work also offers one of the state's nine accredited undergraduate programs in social work. The demand for personnel trained in social work has risen and is increasing as a result of a growth in social problems associated with continuing high rates of unemployment, alcohol and drug abuse, and a rise in the elderly population. U. S. Department of Labor projections of demand increases for social work personnel from 1982 to 1995 range from 19 to 24 percent.

Additional resources will be required to accommodate additional students, to increase the representation of minorities in the school's enrollment, to improve student access by offering additional evening and weekend courses, to extend its program to other campuses as part of its statewide mission, and to develop a doctoral program, an essential ingredient in building a solid research agenda on social problems and social interventions.

#### 4. *School of Physical Education*

Successor to the 120-year old heritage of the Normal College of the American Gymnastics Union, the Indiana University School of Physical Education this fall began its third year of operation in the Physical Education/Natatorium Building on New York Street. Although the school grew physically when it moved from its former quarters on 64th Street, it has not grown fiscally. Since 1977, enrollment in physical education courses has doubled, but the number of full-time faculty is the same. Additional resources are needed to enable the school to utilize fully the state's investment in its splendid facilities and to develop programs in exercise physiology, athletic training, and dance, for all of which substantial student and community demand exists.