

IUPUI

A core campus of Indiana University

2012
PERFORMANCE REPORT



Extraordinary
STUDENTS,
Extraordinary
SUCCESS



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Images courtesy of Indiana University.

MISSION

(Trustee Approved—November 2005)

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

VISION

(Trustee Approved—June 2002)

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

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

with each of these core activities characterized by

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

INDICATOR COLORS

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

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

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

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

A MESSAGE FROM CHANCELLOR CHARLES BANTZ

Extraordinary Students, Extraordinary Success

IUPUI students are extraordinary. Many are the first in their families to attend or graduate from college. Many are members of minorities historically underrepresented in higher education. Even though 72 percent of our undergraduates are enrolled full time, most hold jobs that pay at least part of the cost of their education and 28 percent have children. They and their families sacrifice for their education, and some surmount formidable personal and financial obstacles to persevere to graduation. We owe it to them to offer extraordinary opportunities to succeed.

And we do. Ensuring and enhancing student success is at the core of our mission as Indiana's urban research and academic health sciences campus. Through systematic evaluation and improvement, we have developed first-year experience programs that ease the transition to college-level work and have been recognized repeatedly as among the nation's best. Carefully designed learning environments, academic support services, and co-curricular opportunities promote the academic success of all of our students. While we must continue to do more, the number of bachelor's degrees has increased by more than 1,400 (a 64 percent increase), master's degrees have increased by 87 percent, and the number of Ph.D.'s conferred has doubled in the last ten years.

We are keenly aware of our responsibility to prepare students to work and thrive in a changing, challenging, globalizing, diverse, and technological world. Our RISE (research, international experience, service learning, and other experiential learning) to the Challenge Initiative and endowed RISE Scholarships offer expanded opportunities for students to engage in discovery and innovation, learn first-hand about other cultures, translate theory into practice, and serve their communities. Such experiences build on IUPUI's unique strengths and are

grounded in proven high-impact educational practices. They deepen learning, add value for employers, and prepare students for roles as thoughtful, engaged citizens.

New 21st-century degree programs, a faculty known for innovative, evidence-based teaching, and access to the latest technologies equip students for employment in growing fields like behavioral neuroscience, energy engineering, public health, philanthropy, and health communication. In fact, the achievements of our students and faculty have earned us recognition for four years running as one of the top ten "up and coming" national universities by *U.S. News & World Report* and as the eighth best public college in the Midwest by *Forbes*.

Now more than ever, our students' success is crucial to the future of Indiana and Indianapolis. We know that the biggest predictor of a city's economic vitality is the percentage of adults over 25 with baccalaureate degrees and above. Fully 86 percent of our undergraduate students are employed in the state after graduation. Our alumni include 80 percent of Indiana's dentists, more than half of the physicians and lawyers, and large proportions of the work force in other health professions and fields ranging from engineering



and technology to social work to education. It is imperative that these graduates be well prepared to take on today's and tomorrow's challenges.

Since our founding in 1969, members of our community have continued to affirm the importance of IUPUI to the future of our city and region and have invested in our success. We are proud that, to date, the current IUPUI IMPACT Campaign has raised more than \$1 billion, with many of these funds dedicated to enabling us to continue our focus on extraordinary student success. The RISE Initiative, in particular, has attracted close to \$1 million in private donations, matched by \$300,000 in campus funds—enough to fund 49 students every year. We are deeply grateful to the community members and friends who have supported our students, faculty, and staff throughout the campaign.

These funds and your confidence provide a foundation for the future, as we begin work on a new strategic plan that aims to

establish IUPUI as a premier urban research university. As we envision IUPUI in 20 years, we are asking ourselves what talents and resources are required to make our nation and state successful? How can our campus prepare citizens and professionals who are ready to contribute, create, innovate, and lead? What can we do to ensure that extraordinary student success translates to extraordinary success for our city, region, state, and beyond?

The following pages offer highlights of the extraordinary successes of our students, as well as of our outstanding faculty and staff members, and of the work of our faculty and staff in supporting student success. I invite you to visit the report web site at iport.iupui.edu for a wealth of additional details and data. I hope that you will be as encouraged as I am by the impact of IUPUI on our students' lives—and by their impact on all the communities they touch.

Excellence in Teaching and Learning

At IUPUI, extraordinary student success begins the moment students walk in the door—even earlier, for those primary and secondary students involved in our many pre-college programs. Our nationally recognized freshman Learning Communities and First-Year Experience programs, under the aegis of **University College**, support the transition to college and build student confidence and commitment to attaining a degree. Across the undergraduate experience, students have easy access to an array of support services targeted to their needs. Once ready to specialize, they can choose among innovative 21st century degree programs and growing opportunities for high-impact learning experiences like undergraduate research, international experiences, service learning, and internships.

These programs and initiatives represent years of persistent effort—based on research findings on high-impact practices here and elsewhere—to improve student outcomes. These efforts paid off in Spring 2012, when IUPUI awarded a record 3,633 new bachelor's degrees, bringing us closer to achieving Chancellor Bantz's ambition to double the number of such degrees, a goal that is also high on state and national agendas. And we are continuing to develop our graduate/professional programs as well to ensure that the region, state, and nation have the expertise they need to succeed. The **School of Medicine** continued expanding to address projected shortages of physicians in coming decades. New **Schools of Philanthropy** and **Public Health** will address growing needs in our community. And generous endowments for the **School of Law** and the **School of Public Health** will enable these schools to attract even more extraordinary students from across the state, nation, and world.





3,633

BACHELOR'S DEGREES

IUPUI conferred 3,633 bachelor's degrees in 2011-12, a 64 percent increase over the past ten years.



■ Attract and Support a Well-Prepared and Diverse Student Body

- IUPUI continues to attract highly qualified and diverse students. **Enrollment Services** reports that 44 percent of entering freshmen in Fall 2011 graduated in the top quartile of their high school class. Minority students accounted for 23.4 percent of new freshmen. According to the **Office of International Affairs**, 1,446 international students enrolled in Fall 2011—an IUPUI record. Among these students, 300 came from China.
- A record 3,635 students who previously attended Ivy Tech-Indianapolis enrolled at IUPUI in Fall 2011, and former Ivy Tech students accounted for 18 percent of all undergraduates, reports **Enrollment Services**. The rising numbers of Ivy Tech transfers reflect increased collaboration between IUPUI and Ivy Tech to improve bachelor's degree attainment in Central Indiana and across the state. A new Office for Transfer Services established in **University College** will offer a range of support services and serve as a communications hub for all transfer students in their first year at IUPUI.
- IUPUI's **Honors College** completed a second year in its newly renovated space in **University Library** and enrollment increased to 484 scholars in Fall 2011. The new College offers qualified high-achieving students access to specialized advising, state-of-the-art facilities, and leadership development opportunities.
- In May 2012, IUPUI announced that the University Place Hotel and Conference Center will be converted to a student residence, dining hall, and classroom facility, helping the campus to meet critical shortages of residential and classroom space and to support student success. Research has shown that students who live on campus are likely to be more successful than those living off-campus. An IUPUI study concluded that first-year students who live in residence halls are more engaged in university life and have higher grade-point averages and retention rates than their off-campus peers. The Office of Housing and Residence Life in the **Division of Student Life** is collaborating with the **Division of Finance and Administration** to plan and execute the renovation.



■ Support and Enhance Effective Teaching

- While extraordinary student success starts with the student, skilled instructors play an indispensable role. Ongoing professional development, access to research findings about effective teaching and learning, and understanding of new technologies are of key importance to effective university teaching. Providing these services to advance teaching excellence across the institution is the mission of IUPUI's **Center for Teaching and Learning**. The CTL offers programs, events, and services that foster innovation and translation of educational research into practice. Recognized nationally and internationally as a leading instructional development center, the CTL served close to 1,400 IUPUI faculty and staff members in 2011-2012.
- Innovative interdisciplinary 21st century degree programs, often targeted to areas of economic growth and emerging local industries, help to fuel extraordinary student success. New undergraduate programs recently begun or approved include Energy Engineering in the **School of Engineering and Technology**, a degree unique to IUPUI; Medical Humanities and Health Studies in the **School of Liberal Arts**; Sustainable Management and Policy in the **School of Public and Environmental Affairs**; and Neuroscience in the **School of Science**.
- The new undergraduate program in Mechanical Engineering at **Indiana University-Purdue University Columbus** responds to growing local demand; Columbus, Indiana has the highest population of engineers per capita in the country. Since the program's inception in 2010, the number of students reporting Mechanical Engineering as their major has leapt from 11 to 71.
- IUPUI's new STEM (Science, Technology, Engineering, and Mathematics) Education Research Institute will develop, coordinate, and disseminate STEM education research programs across the IUPUI campus and in collaboration with external partners, with the goal of advancing STEM education in Indiana and across the nation. Under the Institute's auspices, researchers will investigate fundamental questions about how people master STEM learning and evaluate the effectiveness of existing and proposed STEM educational practices. Institute leaders combine knowledge of teaching and learning with expertise in discipline-specific STEM content and represent the **Schools of Science, Engineering and Technology**, and **Education**. The Institute is overseen by the **Office of the Vice Chancellor for Research** in partnership with the **Center for Teaching and Learning** and the Urban Center for the Advancement of STEM Education in the School of Education.







1,446

INTERNATIONAL STUDENTS

Enrollment of international students increased to a record 1,446—almost 5 percent of all IUPUI students—in Fall 2011.



328

SCHOOL OF MEDICINE

The School of Medicine accepted the largest entering class in its history—328 students—as part of a long-term expansion to address predicted physician shortages state- and nationwide.



26

SCHOOL OF SOCIAL WORK

Over the past ten years, the School of Social Work at IUPUI advanced from 114th in *U.S. News & World Report's* annual rankings to 26th out of 200 social work programs nationally.



5

PHILANTHROPIC STUDIES

The first five students in the world to earn bachelor's degrees in Philanthropic Studies graduated from IUPUI in May 2012.



\$33,088,492

GIFT AID

Gift financial aid awarded to students reached an all-time high of \$33,088,492, 450 percent the amount awarded ten years earlier.





Renee Wright, '12
School of Social Work

PHOTOGRAPH BY: PETER STAMENOV

When Renee Wright decided to pursue a degree in Social Work, she chose IUPUI in part because it was on a convenient bus route. After her first day on campus, the 44-year-old single mother wanted to quit and go home. Today, she credits the Nina Mason Pulliam Legacy Scholars Program in IUPUI's University College with helping her realize her dream career.

The Nina Scholars Program offers financial, academic, and life skills support to promising disadvantaged students. Legally blind all her life, Renee qualified as a result of her disability. The Nina Scholars connected her with Adaptive Educational Services, which helped her get her books in a usable format. (They're shipped to Bloomington, where they're scanned and e-mailed to her as audio files.) She learned to navigate the campus with assistance from her guide dog, Emmett. Today, he knows the campus "like the back of his paw," she quips.

A May 2012 graduate with a 3.88 GPA in her Social Work major, Renee plans to enter IUPUI's M.S.W. program in the fall. But the bachelor's degree is only one of her accomplishments. As a peer mentor, Renee has inspired her fellow Nina Scholars and was named IUPUI Mentor of the Year in 2012. Nina Scholars Director Charlie Johnson calls her a "stellar student" distinguished by "assiduousness and intellectual curiosity" and "a unique ability to be supportive, affirming and direct."

Renee has been extensively engaged in community service through volunteering, service learning, and practicum experiences, including working with participants in the Inside Out Program on prison re-entry and substance abuse recovery and involvement in state committee hearings on health-care legislation. Today, she is a nominee for a Marshall Scholarship and for the Mayor's Advisory Council on Disability. She is determined to be a voice for the marginalized in society. Charlie Johnson calls her "an amazing person and promising scholar-practitioner who has beaten the odds." She counsels others to do the same and tells struggling students "Don't give up!" She certainly hasn't.

■ Enhance Undergraduate Student Learning and Success

- Vying with both undergraduate- and MBA-level students from around the world, **Kelley School of Business** undergraduate teams finished first in two categories—return on equity and return on assets—of the global Capstone Simulation Experience. Over 400 teams compete in the international event, which simulates an eight-year business cycle with students directing all aspects of a simulated business. Kelley Indianapolis consistently sees more than half of its team ranked in the top ten percent of all participants in this annual competition.
- IUPUI teams have dominated the annual Purdue Grand Prix go-kart race for the last three years, and in April 2012, IUPUI students swept the top three positions. The event requires student teams to apply engineering learning to practice as they design and build the karts and develop and execute pit stop strategies, which can be crucial to race results. IUPUI Junior Blake Deister, a Computer Science major in the **School of Science**, won first place, with **School of Engineering and Technology** students Wayman Brown and Patrick Nirschl finishing second and third respectively.
- The new Jaguar Forensics Speech and Debate Team, sponsored by IUPUI's Department of Communication Studies in the **School of Liberal Arts**, placed second in the Indiana State Speech Tournament and third in Division 1 at the 30th Annual Novice National Individual Event Tournament, an event for first-year competitors. Student Josh Kats won the tournament championship for Oral Interpretation and team members earned high placements in other areas, including Dramatic Interpretation and Poetry and Prose Interpretation.
- The benefits of international experience and undergraduate research in boosting student success were illustrated this past year when IUPUI's Top 100 Students included 31 who had studied abroad through the **Office of International Affairs** and 31 who had participated in undergraduate research projects under the auspices of the Center for Research and Learning in the **Office of the Vice Chancellor for Research**. Research on student learning at the college level has consistently demonstrated that experience in both of these areas enhances academic achievement.



STUDENT DEMOGRAPHICS

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

FALL SEMESTERS	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Ethnicity										
African-American	2,661	2,718	2,814	2,812	2,631	2,650	2,630	2,743	2,806	2,871
Asian American/Pacific Islander	750	816	882	907	980	1,059	1,155	1,132	1,178	1,150
Hispanic American	509	541	612	649	669	724	731	795	998	1,129
Native American	73	95	96	89	99	89	83	78	67	58
Total Minority	3,993	4,170	4,404	4,457	4,379	4,522	4,599	4,748	5,049	5,208
International ¹	900	913	925	916	955	1,137	1,357	1,347	1,363	1,446
White/Unknown	24,132	24,777	24,624	24,560	24,430	24,195	24,344	24,288	24,154	23,876
Total Student Headcount	29,025	29,860	29,953	29,933	29,764	29,854	30,300	30,383	30,566	30,530

African-American as Percent of All Students	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
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Total Minority as Percent of All Students	14%	14%	15%	15%	15%	15%	15%	16%	17%	17%
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UR Minority as Percent of All Students ²	11%	11%	12%	12%	11%	12%	11%	12%	13%	13%
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UR Minority as Percent of SAT Takers in IUPUI's Service Area ³					16%	14%	14%	15%	16%	16%
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Ethnicity - New NCES Definition Effective Fall 2010

Black or African-American		2,806	2,871
Asian		1,159	1,133
Hispanic/Latino		998	1,129
American Indian or Alaska Native		67	58
Native Hawaiian/Other Pacific Islander		19	17
Two or More Races		402	621
Total Minority ⁴		5,451	5,829
International ¹		1,363	1,446
White/Unknown		23,752	23,255
Total Student Headcount		30,566	30,530
African-American as Percent of All Students		9%	9%
Total Minority as Percent of All Students ⁴		18%	19%
UR Minority as Percent of All Students ²		14%	15%
UR Minority as Percent of SAT Takers in IUPUI's Service Area ³		16%	16%

1—BASED ON COUNTRY/VISA AS REPORTED BY THE OFFICE OF INTERNATIONAL AFFAIRS. | 2—UR (UNDERREPRESENTED) MINORITY DOES NOT INCLUDE ASIANS | 3—SOURCE: COLLEGE BOARD | 4—TWO OR MORE RACES ARE INCLUDED IN TOTAL MINORITY.



■ Provide Effective Graduate and Professional Programs

- Generous gifts provided endowments and names for the **School of Law** and the new **School of Public Health**. The School of Law is now the **Robert H. McKinney School of Law** in honor of McKinney's \$24 million gift. McKinney began his law school studies as a night student here in 1949, attending part-time and working full-time, as many IUPUI students still do. His gift will fund student scholarships, endowed professorships, and an opportunity to achieve top 30 status in national rankings. The School of Public Health will be named the **Richard M. Fairbanks School of Public Health**, thanks to the Fairbanks Foundation's \$20 million gift. The endowment, along with a \$1 million grant from the Eli Lilly Corporation Foundation, will support the education of public health professionals trained to address critical public health issues like obesity, diabetes, and heart disease. The gifts will enable the two schools to attract top students from across the state, nation, and world.
- Since 2007, the Woodrow Wilson Indiana Teaching Fellowships program has enabled IUPUI's Urban Center for the Advancement of STEM Education (UCASE) to prepare accomplished professionals and outstanding recent college graduates as STEM teachers in high-need urban secondary schools in Indiana. A new grant of nearly \$5 million from the Lilly Endowment, which originally created the program with a grant of more than \$10 million, will enable UCASE, a partnership among the **Schools of Education, Engineering and Technology, and Science**, to offer 40 additional fellowships over the next two years. Fellows receive intensive training in teaching approaches specific to the STEM fields, and must commit to teaching for at least three years in a high-needs Indiana secondary school, with mentoring by School of Education faculty.
- A proposal for the world's first **School of Philanthropy** at IUPUI, building on the foundation of the Center on Philanthropy (previously situated in the **School of Liberal Arts**), was approved by the IU Board of Trustees and the Indiana Commission for Higher Education. Eugene Tempel has been named founding dean.



STUDENT DEMOGRAPHICS (CONTINUED)

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

FALL SEMESTERS	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Gender										
Male	12,028	12,545	12,682	12,570	12,445	12,560	13,052	12,898	13,135	13,231
Female	16,997	17,315	17,271	17,363	17,319	17,294	17,248	17,485	17,431	17,299
% Female	59	58	58	58	58	58	57	58	57	57
Age										
Invalid Birthdates	0	1	1	2	0	2	0	0	0	0
Under 18	157	125	160	166	157	187	231	318	274	290
18-22	11,203	11,297	11,123	11,093	11,174	11,544	11,910	12,386	12,539	12,713
23-24	3,869	4,190	4,392	4,424	4,283	4,136	4,283	4,312	4,355	4,498
25 and over	13,796	14,247	14,277	14,248	14,150	13,985	13,876	13,367	13,398	13,029
Percentage 25 and over	48%	48%	48%	48%	48%	47%	46%	44%	44%	43%

STUDENT ENROLLMENT

Student enrollment reached a record high in 2010. IUPUI has enrolled an increasing number of full-time undergraduates in recent years and a decreasing number of part-time students. Master's enrollment has increased substantially over the last decade. Enrollment in both doctoral-practice and doctoral-research programs has also increased.

FALL SEMESTERS	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total Enrollment	29,025	29,860	29,953	29,933	29,764	29,854	30,300	30,383	30,566	30,530
Undergraduate										
Full-Time	12,835	13,371	13,637	13,736	13,942	14,408	14,893	15,696	16,015	16,085
Part-Time	8,225	8,018	7,535	7,702	7,251	6,794	6,530	6,423	6,230	6,151
Graduate										
Master's ¹	3,166	3,865	4,020	4,365	4,693	4,803	5,035	4,315	4,346	4,377
Doctoral-Research	256	290	317	373	451	455	502	564	606	643
Doctoral-Practice	2,390	2,434	2,517	2,550	2,580	2,600	2,637	2,718	2,738	2,790
Non-degree	2,153	1,882	1,927	1,207	847	794	703	667	631	484

Credit Hour

Enrollments

(Spring and Fall) **572,408 598,423 609,400 611,025 616,316 623,846 639,295 660,559 672,728 679,801**

¹—INCLUDES POST-BACCALAUREATE CERTIFICATE SEEKERS

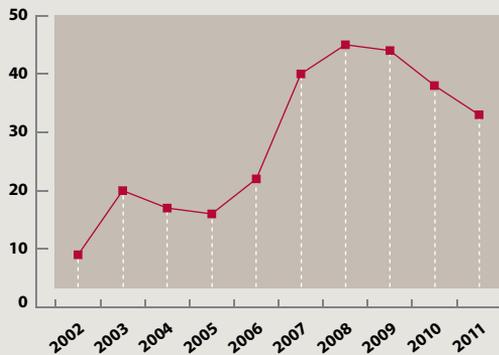
ACADEMIC BACKGROUND OF NEW UNDERGRADUATES

As a result of changing admissions practices, IUPUI is enrolling better prepared students as measured by average SAT scores and high school class rank. The numbers of valedictorians, salutatorians, and students ranked in the top 10 percent of their high school class who enrolled at IUPUI decreased slightly in Fall 2011.

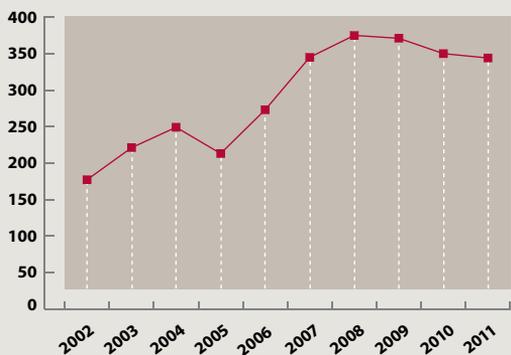
FALL SEMESTERS	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
New Freshmen										
Average SAT Score										
University College Conditional Admits	917	903	905	905	877	885	892	881	884	905
University College Regular Admits	1006	1002	1002	992	994	988	998	967	967	957
Direct School/Dual Admits	1087	1093	1094	1113	1102	1089	1092	1089	1076	1082
Overall Average	986	988	993	997	994	990	1005	1001	1003	996
H.S. Class Rank										
Pct. from Top Quartile	28	32	31	33	35	40	46	45	44	44
Pct. from Bottom Quartile	7	6	7	5	5	3	1	1	1	1
Average Percentile Rank	59	61	60	61	63	67	70	71	70	70
Avg. Number of College Prep Units	16.8	17.0	17.3	17.6	18.6	18.3	19.1	23.7	27.1	30.4
Number of New Valedictorians and Salutatorians ¹	9	20	17	16	22	40	45	44	38	33
First-Time Freshmen Ranked in the Top 10 pct. of Their High School Graduating Classes	177	221	249	213	273	345	375	371	350	344
Top 10 pct. as Percent of all First-Time Freshmen	6%	8%	9%	8%	10%	12%	12%	12%	12%	11%
Pct. Requiring Remediation ²										
Mathematics	40	31	28	31	25	24	21	47	47	49

1—FIRST-TIME FRESHMEN RANKED FIRST OR SECOND IN THEIR HIGH SCHOOL CLASSES. | 2—PASSING SCORES FOR MATHEMATIC PLACEMENT TESTING WERE RAISED IN 2009.

NUMBER OF VALEDICTORIANS/SALUTATORIANS



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

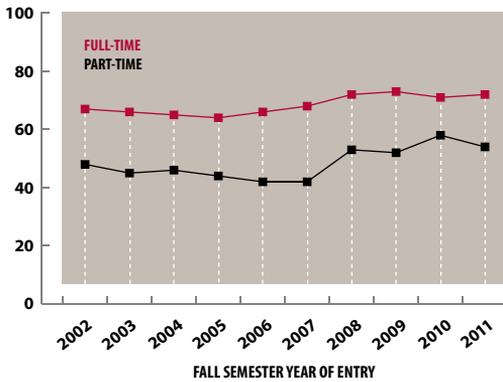


STUDENT RETENTION

Retention of IUPUI's commuter student population has always been challenging. Despite a decline for the 2010 cohort, one-year retention rates have increased for first-time, full-time freshmen over the past 10 years. The upward trend is due in part to better prepared students and in part to a wide array of retention initiatives.

FALL SEMESTER YEAR OF ENTRY	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Retention of First-Time Students										
Full-Time	67%	66%	65%	64%	66%	68%	72%	73%	71%	72%
Part-Time	48%	45%	46%	44%	42%	42%	53%	52%	58%	54%

ONE-YEAR RETENTION RATES



GRADUATION RATES FOR FIRST-TIME, FULL-TIME BEGINNERS

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

FALL SEMESTER YEAR OF ENTRY**	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Graduation Rates										
150% Rate**	21%	23%	22%	25%	28%	31%	33%	34%	35%	33%

** --DEGREE COMPLETIONS ARE MEASURED BY THE ACCEPTED FEDERAL GUIDELINE OF 150 PERCENT OF PROGRAM LENGTH (1.5 YEARS FOR CERTIFICATES, THREE YEARS FOR ASSOCIATES, AND SIX YEARS FOR BACCALAUREATES).

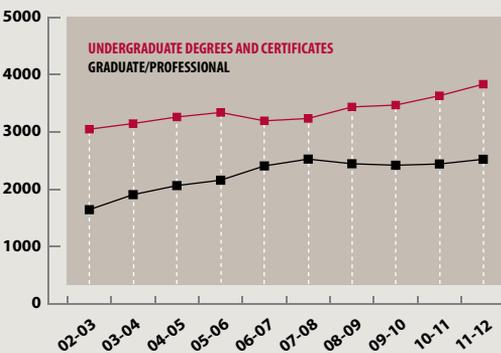
DEGREES CONFERRED

The number of degrees conferred at IUPUI has climbed steadily over the last decade. Baccalaureate degree conferrals reached a ten-year high in 2011-12. The number of degrees earned by all minority students continued to rise following a slight dip in 2006-07.

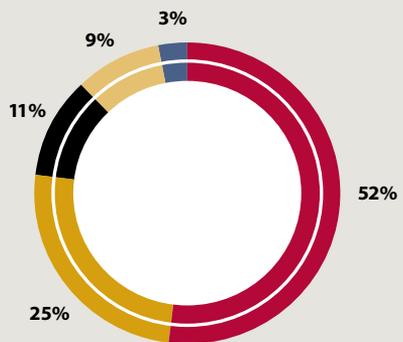
DEGREE YEAR (JULY TO JUNE)	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Certificate	461	439	469	442	459	487	467	409	556	629
Associate	620	649	608	565	444	405	364	289	229	201
Bachelor's	2,429	2,499	2,654	2,776	2,751	2,831	3,073	3,181	3,404	3,633
Master's	1,023	1,267	1,410	1,490	1,689	1,807	1,759	1,669	1,687	1,753
Doctoral-Research	24	35	26	31	34	44	56	48	57	35
Doctoral-Practice	598	605	629	638	685	676	631	703	698	736
Total	5,155	5,494	5,796	5,942	6,062	6,250	6,350	6,299	6,631	6,987
Total African-American	388	423	438	488	427	475	487	521	454	514
Total Minority	639	705	747	805	788	848	876	888	952	1,011
Total Minority (new IPEDS definition)**									1,003	1,084

** – TWO OR MORE RACES ARE INCLUDED IN TOTAL MINORITY.

TREND



2011-12 DISTRIBUTION



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



STUDENT PARTICIPATION IN RISE¹ EXPERIENCES²

Forty-six percent of senior respondents in 2012 indicated that they had participated in a practicum, internship, field experience, or clinical assignment, about the same as the previous NSSE administration in 2009. About 60 percent of seniors in 2012 indicated that they had participated in community service or volunteer work. Fewer than one out of ten senior respondents in 2012 indicated that they had studied abroad and 18 percent indicated that they had participated in research with a faculty member outside course or program requirements.

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

1—RESEARCH, INTERNATIONAL EXPERIENCE, SERVICE LEARNING AND OTHER EXPERIENTIAL LEARNING | 2—PERCENTS OF STUDENTS INDICATING THEY HAD DONE THE ACTIVITY. | a—SOURCE: NATIONAL SURVEY OF STUDENT ENGAGEMENT | b—SOURCE: STUDENT SATISFACTION AND PRIORITIES SURVEY

THE ACADEMIC AND NON-ACADEMIC WORKFORCES

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

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

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

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

FALL SEMESTERS	2005	2006	2007	2008	2009	2010	2011
Tenured and Tenure-Track Faculty¹							
Percent Women	30	30	31	32	31	33	33
Percent Minority	19	19	20	22	23	23	23
Percent African-American	3	3	3	4	4	4	4
Percent Minority (new IPEDS definition)**						24	25
<hr/>							
Executive, Administrative, Managerial, and Professional Staff							
Percent Women	68	68	68	68	67	67	67
Percent Minority	15	15	15	15	15	14	14
Percent African-American	7	7	8	8	8	8	9
Percent Minority (new IPEDS definition)**						15	16
<hr/>							
Students							
Percent Women	58	58	58	57	58	57	57
Percent Minority	15	15	15	15	16	17	17
Percent African-American	9	9	9	9	9	9	9
Percent Minority (new IPEDS definition)**						18	19

1—EXCLUDES LIBRARIANS. | **—NEW IPEDS DEFINITIONS FOR RACE/ETHNICITY WERE IMPLEMENTED IN 2010. THE NEW CATEGORY OF "TWO OR MORE RACES" IS INCLUDED IN MINORITY.



IUPUI
Helen Sanematsu
Heron School of Art & Design

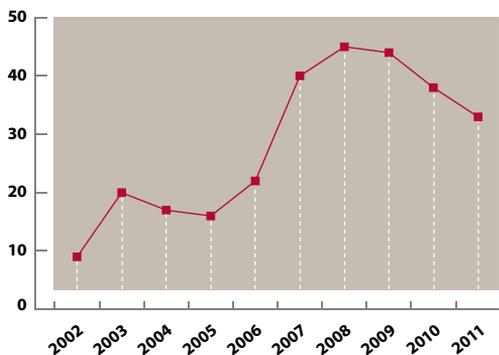


PERCENTAGE OF NEW STUDENTS ACHIEVING A FIRST SEMESTER GRADE POINT AVERAGE OF 2.0 OR HIGHER

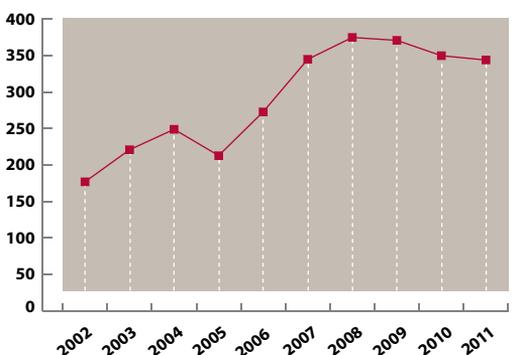
The percentage of first-time, full-time freshmen, and the percentage of full-time transfers achieving a 2.0 or higher GPA has increased significantly over the last decade. The corresponding percentages for part-time students have shown more modest increases.

FALL SEMESTERS	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
First-Time, Full-Time Freshmen	74	74	73	70	72	74	77	83	83	82
First-Time, Part-Time Freshmen	67	67	62	65	58	64	66	64	68	60
New Full-Time Transfers	74	76	74	71	74	75	77	82	86	80
New Part-Time Transfers	75	81	74	75	71	72	76	74	78	71

FIRST-TIME FRESHMEN WITH FIRST SEMESTER GPA OF 2.0 OR HIGHER



NEW TRANSFERS WITH FIRST SEMESTER GPA OF 2.0 OR HIGHER





TIME TO DEGREE - BACCALAUREATE DEGREE RECIPIENTS

Students who began as freshmen at IUPUI and earned a bachelor’s degree in the last three years averaged slightly more than six years to complete their degrees. Because a few students take exceptionally long to graduate, however, the average is not the best measure of a typical career. More than 70 percent of IUPUI beginning freshmen who graduated did so within six years. As would be expected, students who came to IUPUI as transfers took less time on average, since they arrived with college credits. Students who began at other IU campuses take longer to graduate than students who transfer from a non-IU campus.

	MEAN YEARS				MEDIAN YEARS				PCT. TAKING LONGER THAN SIX YEARS			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Began at IUPUI as Freshman	6.7	6.7	6.4	6.2	4.9	4.7	4.7	4.7	31	33	28	25
Began at other IU Campus as Freshman	8.0	7.8	7.5	9.2	5.7	5.5	5.7	5.7	45	40	40	47
Began at IUPUI as Transfer	4.9	4.9	4.9	4.6	3.7	3.7	3.7	3.7	19	19	19	17
Began at other IU Campus as Transfer	6.6	7.2	6.7	6.7	5.3	4.3	5.3	4.7	39	44	40	38



UNDERGRADUATE ALUMNI EMPLOYMENT AND FURTHER EDUCATION OUTCOMES

The 2011 Recent Alumni Survey was sent to graduates who received bachelor's degrees in 2009-2011. Twenty percent of respondents indicated that they were pursuing further education, while 92 percent were employed full- or part-time. Fully 94 percent said that their education at IUPUI had enhanced their prospects for advancement, while 96 percent responded that they were satisfied or very satisfied with the overall quality of education at IUPUI. Only 53 percent were satisfied or very satisfied with advising in their major department, indicating a need for improvement in this area.

Percent of Fall 2011 Bachelor's Degree Recipients

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

SOURCE: RESULTS OF THE 2011 UNDERGRADUATE ALUMNI SURVEY OF UNDERGRADUATE DEGREE RECIPIENTS. | 1 EXCLUDES RESPONDENTS INDICATING THEY ARE NOT LOOKING FOR WORK OR ARE ON ACTIVE DUTY IN THE MILITARY. | 2 PERCENTAGE RESPONDING SOMEWHAT OR VERY WELL. | 3 PERCENTAGE RESPONDING SOMEWHAT OR DIRECTLY RELATED. | 4 PERCENTAGE RESPONDING SATISFIED OR VERY SATISFIED.



GRADUATE ALUMNI EMPLOYMENT AND FURTHER EDUCATION OUTCOMES

Respondents to the 2011 survey of graduate degree recipients in 2009-2011 indicated high levels of satisfaction with their education. Virtually all doctoral degree graduates indicated that their education at IUPUI had enhanced their prospects for advancement either somewhat or very well, and that they were satisfied or very satisfied with the overall quality of their academic experiences.

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

SOURCE: RESULTS OF THE 2011 UNDERGRADUATE ALUMNI SURVEY OF UNDERGRADUATE DEGREE RECIPIENTS. | 1 EXCLUDES RESPONDENTS INDICATING THEY ARE NOT LOOKING FOR WORK OR ARE ON ACTIVE DUTY IN THE MILITARY. | 2 PERCENTAGE RESPONDING SOMEWHAT OR VERY WELL. | 3 PERCENTAGE RESPONDING SOMEWHAT OR DIRECTLY RELATED. | 4 PERCENTAGE RESPONDING SATISFIED OR VERY SATISFIED.

Excellence in Research, Scholarship, and Creative Activity

IUPUI's commitment to extraordinary student success encompasses our mission theme of Excellence in Research, Scholarship, and Creative Activity. Research opportunities are commonplace for students in graduate programs, of course, and we offer a growing number of research-based master's- and doctoral-level degree programs. We take great pride in the research achievements of our graduate students.

In addition, we encourage and sponsor undergraduate research. Experience at IUPUI and elsewhere has demonstrated that students involved in undergraduate research are more likely to graduate and pursue postgraduate degrees than their peers. A number of our schools and departments sponsor undergraduate research projects, and, since 2004, the Center for Research and Learning (CRL) in the **Office of the Vice Chancellor for Research** (OVCR) has created and coordinated a variety of campus-wide programs that offer undergraduate students opportunities to pursue funded research working with faculty mentors. Several of these programs are federally funded, some are co-sponsored with academic units, and many focus on students from underrepresented groups. In 2011-2012, the CRL sponsored or co-sponsored thirteen undergraduate research programs that served some 200 students.

The 2011-2012 academic year was also marked by continued expansion of IUPUI's research infrastructure and a lengthy roster of faculty research achievements. This section of the report spotlights a few examples of the research accomplishments of both our faculty and our students.





\$336.3M

EXTERNAL GRANTS
IUPUI researchers were
awarded \$336.3 million in external
grant dollars in 2011-2012.

Nanoparticles Thin Film Solar cell using Layer-by-Layer Nanoassembly

Azadeh Hemati, Parvin Ghani, Suthar Sheetha, Mangilal Agarwal, and Kody Varshramyan
Integrated Nanosystems Development Institute (INDI)
Indiana University - Purdue University Indianapolis (IUPUI)

Methods

Thin film solar cells are fabricated using a layer-by-layer (LbL) nanoassembly technique. The LbL method of self-assembly where oppositely charged nanoparticles or polymers are deposited alternately on a substrate. The driving force for the deposition is electrostatic attraction. The thickness of the film is measured to be in the range of 100 nm using Quartz Crystal Microbalance (QCM), where the frequency shift is measured to be in the range of 100 Hz.

LbL is a method of self-assembly of nanoparticles where oppositely charged nanoparticles or polymers are deposited alternately. The CIGS nanoparticles dispersed in water are used in the fabrication of the solar cells using LbL nanoassembly.



Consecutive Adsorption of Polyanions (blue) and Polycations (green) on Charged Surfaces. Solar cell is fabricated on the substrate with Mo coated glass. Molybdenum with semiconductive deposition of CIGS, CdS, n-type and p-type ZnO layers, and ITO glass slide as the top electrode.



Characterization

The solar cells are characterized using the Keithley instrument and Microarrayed Dipole Probing Station.



(a) CdS, ZnO and n-ZnO Deposited on ITO Glass Substrate
(b) CIGS Deposited on Mo Coated Substrate
(c) Keithley Characterization System 4200-SCS

Production

Thin film solar cells are fabricated using a layer-by-layer (LbL) nanoassembly technique. The LbL method of self-assembly where oppositely charged nanoparticles or polymers are deposited alternately on a substrate. The driving force for the deposition is electrostatic attraction. The thickness of the film is measured to be in the range of 100 nm using Quartz Crystal Microbalance (QCM), where the frequency shift is measured to be in the range of 100 Hz.

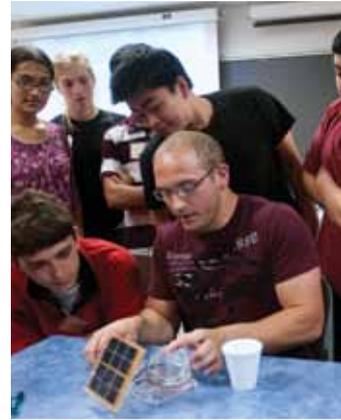
Results and Discussion

The solar cells are characterized using the Keithley instrument and Microarrayed Dipole Probing Station. The results show that the solar cells fabricated using the LbL nanoassembly technique have a higher efficiency than the conventional solar cells.



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

- Professor Lawrence H. Einhorn, M.D. of the **School of Medicine** received the Joseph H. Burchenal Memorial Award for Outstanding Achievement in Clinical Cancer Research. The award recognized Einhorn's legacy as the researcher who pioneered platinum combination chemotherapy in patients with metastatic testicular cancer, thereby revolutionizing treatment of the cancer and increasing survival rates from 10 percent to 80 percent.
- With support from a Fulbright U.S. Student Fellowship, **School of Library and Information Science** graduate student Lydia Spotts spent the year conducting research in Mainz, Germany on Buchwissenschaft, a uniquely German discipline focused on "the study and knowledge of the book." Spotts is currently a candidate for a Master of Library Science degree.
- Ryan Cardinal, a Ph.D. student in the **School of Health and Rehabilitation Sciences**, was featured in the *Indianapolis Star* as a "Rising Star" for health care in Indianapolis. A graduate assistant in Riley Hospital's Robotic Rehabilitation Center, Cardinal studies the use of new robotic technologies to improve motion control and foster independent functioning in children with movement disorders stemming from cerebral palsy, spina bifida, and other conditions. Most previous research in this area has focused on adults. Along with faculty members Tracy Dierks and Peter Altenburger of the School of Health and Rehabilitation Sciences, Deborah Hamby of the **School of Medicine**, and Pauline Flesch of IU Health, Cardinal received the Anita Slominski Caring Award from the United Cerebral Palsy Association of Greater Indiana in 2011.
- **School of Science** undergraduate Biology major Daniel Popoola presented his research on the effects of nicotine on alcohol-seeking behavior to the U.S. Congress in April 2012, and undergraduate Chemistry major Cornelius Audu was selected to participate in the highly competitive Berkeley Edge Conference. Tomas Meijome, also an undergraduate in Biology, was recognized for the top abstract for oral presentation in Immunology at the 2012 Annual Biomedical Research Conference for Minority Students. The Center for Research and Learning in the **Office of the Vice Chancellor for Research** funded the three men's projects through its Diversity Research Programs, which aim to increase the numbers of under-represented, first-generation, and low income students in Ph.D. programs and, ultimately, the professoriate by supporting faculty-mentored undergraduate research experiences.





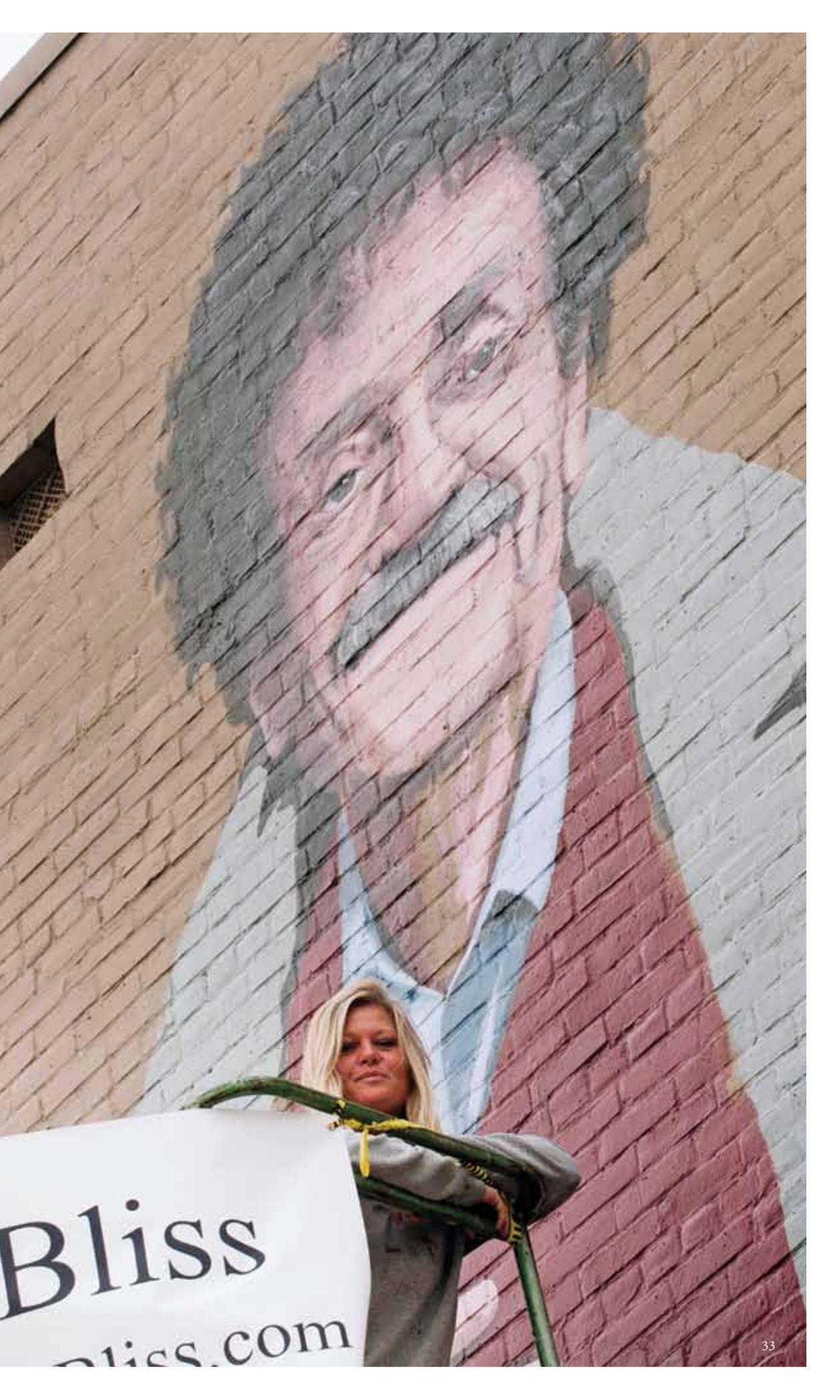
Ryan McDaniel, '12
School of Liberal Arts

As a student at Brebeuf Jesuit Preparatory School in Indianapolis, Ryan McDaniel dreamed of a future in the NBA. A back injury forced him to reconsider. Fortunately, he was a young man of multiple talents, having played classical piano since age six. Now he envisions success in the music industry, and his experience at IUPUI helped get him well on his way.

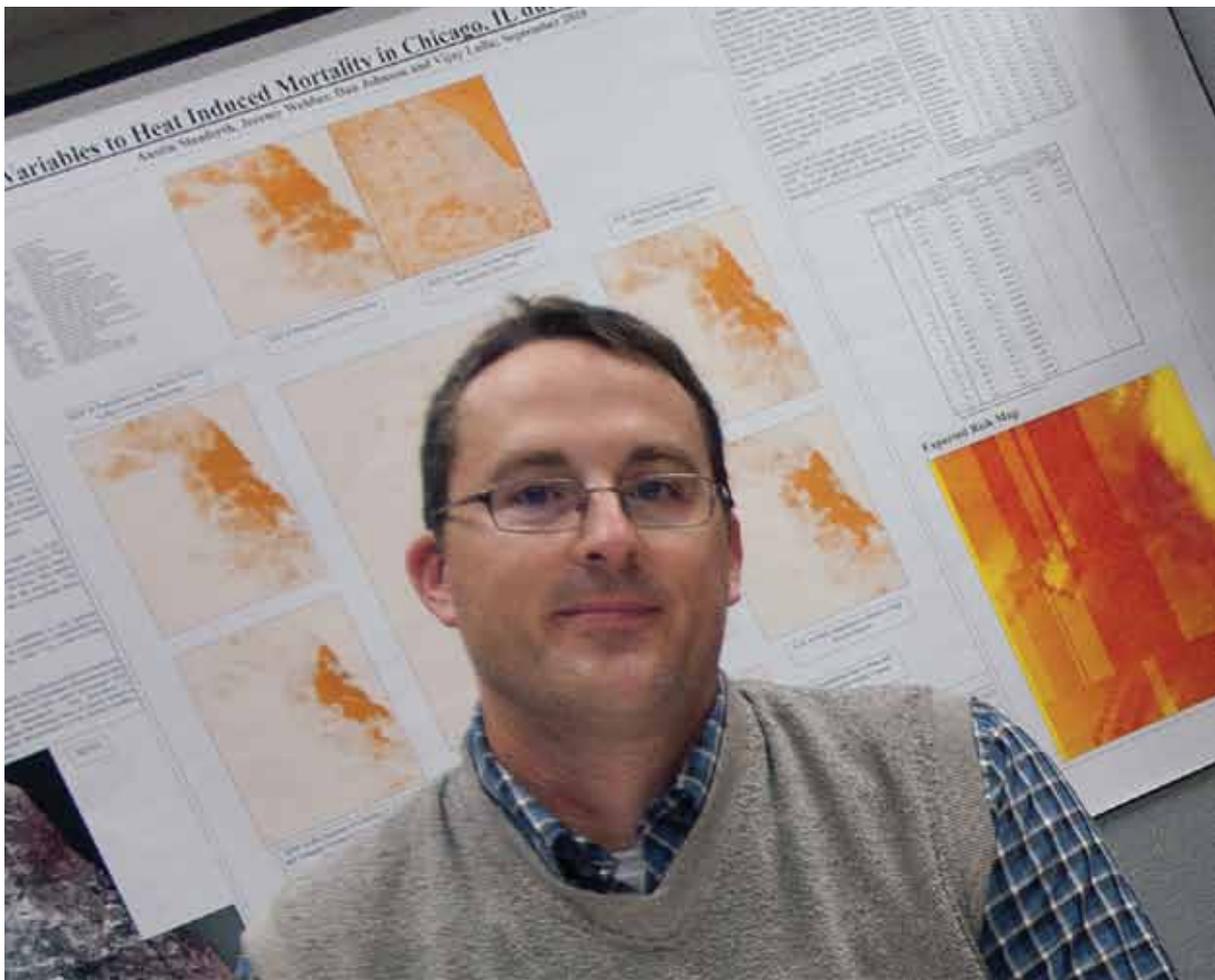
At IUPUI, Ryan supported his career and educational goals by performing background vocals for other musicians, arranging songs, and engineering recording sessions. His major in Communication Studies at IUPUI might seem an unlikely path to musical stardom. As Ryan sees it, however, “it gives me more options. Music is all about communicating with an audience. Why not learn skills that help me be a better performer?” He credits his major with sharpening his communication skills, helping him understand the importance of media positioning, and teaching him how to present himself.

While in school, Ryan composed and recorded his own hit song, “Naïve,” partnering with a local video director to produce a music video that earned recognition from local and national audiences. Now available on iTunes and YouTube, the video debuted last January on Black Entertainment Television’s 106 & Park. His facility with social media has helped him build word-of-mouth for his career, using Facebook and Twitter “to get people talking about who you are and what you do.” He emphasizes that “music careers are built on hard work. There are no shortcuts.”

Though IUPUI students’ career aspirations are generally less glamorous, Ryan speaks for most students when he says “I always felt you do what you can to inspire and motivate as many people in life as possible, to make their lives better or more enjoyable.” After graduating in May, Ryan headed to LA, where he was selected for the band Rock Star Madness, associated with the re-launch of the 1990s Kenya dolls created to provide girls of color with a toy resembling their skin tone and body features. He and the other band members—real life characters associated with the dolls—will appear across the country and in various media to reinforce “Like Me” pride.



Bliss
bliss.com



■ Provide Support to Increase Scholarly Activity and External Funding

- The **School of Medicine** and IU Health have announced that they will invest \$150 million over the next five years in a new research collaboration, the Strategic Research Initiative, designed to enhance both partners' capabilities in fundamental scientific investigation, translational research, and clinical trials leading to innovative treatments for a range of diseases. The Initiative will focus initially on the fields of neuroscience, cancer, and cardiovascular disease.
- The new IUPUI Arts and Humanities Institute will support research and creative activity in the arts and humanities across the campus, promote educational innovation, and serve as a liaison with the community in developing arts and humanities initiatives. Led by History Professor Jason Kelly from the **School of Liberal Arts** and overseen by the **Office of the Vice Chancellor for Research**, the Institute is unique among organizations of its kind in the range of disciplines it encompasses; partnering units include not only the School of Liberal Arts and the **Herron School of Art and Design**, but the **Schools of Medicine, Engineering and Technology**, and **Informatics**.





500

UNDERGRADUATE STUDENTS

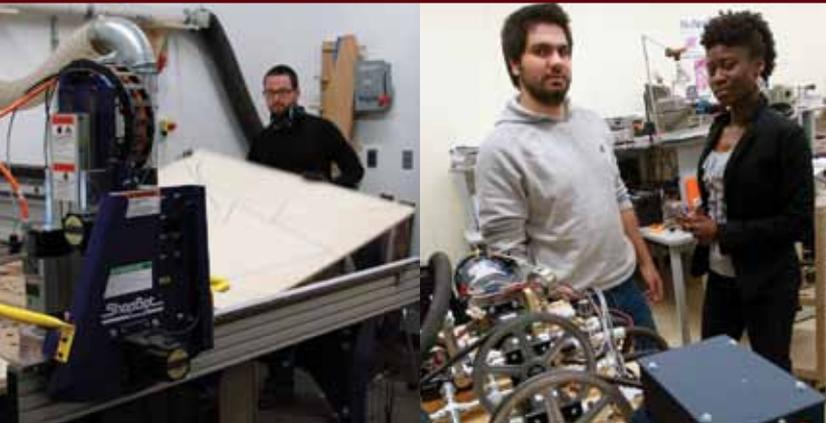
The Center for Research and Learning served more than 500 undergraduate students across the IUPUI campus, either directly sponsoring their research or providing opportunities to report their research to a broader audience.



3

POTENTIAL SIGNATURE CENTERS

The IUPUI Signature Centers Initiative awarded funding to three new potential Signature Centers: The Center for Civic Literacy; the Center for Human Papillomavirus Research; and the Center for Pediatric Obesity and Diabetes Prevention Research.





119

COMMUNITY ORGANIZATIONS AND BUSINESSES

The IUPUI Solution Center facilitated student and faculty collaborations with 119 community organizations and businesses. Students worked with the organizations as interns, carried out class projects, or conducted community-based research that met the organizations' needs.

\$150M

STRATEGIC RESEARCH INITIATIVE

In the next five years, the School of Medicine and IU Health will invest \$150 million in the Strategic Research Initiative to enhance research capacity for innovative disease treatments. The initiative will focus its early work on neuroscience, cancer, and cardiovascular disease.

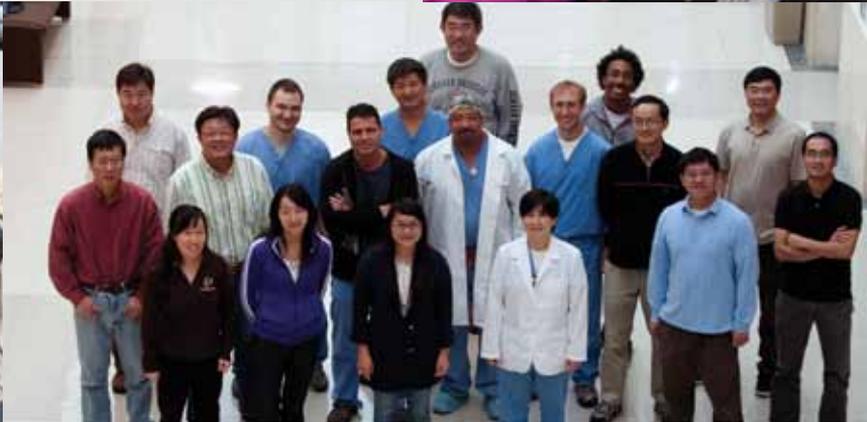
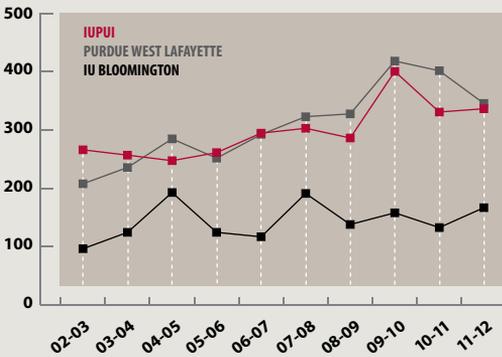


GRANT AND CONTRACT AWARDS¹

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

FISCAL YEAR	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
IUPUI	265.9	256.8	247.3	261.1	294.5	302.8	286.2	400.3	330.7	336.3
IU Bloomington	96.3	124.4	192.7	124.4	116.8	191.1	137.9	157.9	132.6	166.7
Purdue West Lafayette	207.7	235.6	284.7	251.6	292.2	322.8	327.5	418.1	401.4	345.5

1—IN MILLIONS OF DOLLARS.



GRANT AND CONTRACT INCOME BY PURPOSE¹

Almost two-thirds of IUPUI's external grant and contract funding for 2011-12 is for research.

FISCAL YEAR (JULY TO JUNE)	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Total	\$265.9	\$256.8	\$247.3	\$261.1	\$294.5	\$302.8	\$286.2	\$400.3	\$330.7	336.3
Research	196.5	164.4	157.4	168.0	148.3	195.0	185.7	279.1	211.1	209.6
Instruction	10.1	12.4	8.5	11.9	12.2	9.6	11.9	12.4	8.1	10.3
Public Service/Other ²	59.4	80.1	81.5	81.2	134.0	98.2	88.6	108.8	111.5	116.5

1—IN MILLIONS OF DOLLARS. | 2—INCLUDES CLINICAL TRIALS

■ Enhance the Infrastructure for Research and Creative Activity

- The Center for Research and Learning and the IUPUI Solution Center, both in the **Office of the Vice Chancellor for Research**, launched the Innovation-to-Enterprise-Central (ITEC) initiative, a year-long, multi-disciplinary program that prepares the next generation of inventors and entrepreneurs by involving students as key partners in research commercialization. One project, for example, brought two **Kelley School of Business** students together with three students from the **School of Engineering and Technology** to bring a newly patented dialysis device (invented by George Akingba of the **School of Medicine**) to market. The students investigated dialysis techniques, licensing procedures, government regulations, and potential funding sources, among other issues, and developed a licensing plan to move the invention toward commercialization. Based on ITEC's success in its initial year, the program will expand from three to five teams in 2012-2013.
- IUPUI's STEM initiatives reached a milestone on March 28, 2012, when ground was broken for the new Science and Engineering Laboratory Building. The new facility will address a critical shortage of laboratory space for research and teaching and will enable students and faculty from the **Schools of Science** and of **Engineering and Technology** to engage in collaborative multidisciplinary research. It will be IUPUI's first new science building *not* connected to the medical sciences in 20 years.



Excellence in Civic Engagement

Civic engagement has always been a hallmark of IUPUI. We were founded, in large part, to serve the educational and research and development needs of Indianapolis. That commitment to our urban community has endured over the past 44 years, even as our various civic engagement initiatives have expanded to meet the needs of the state, nation, and world. In recent years, the extent and quality of IUPUI's civic engagement work have been recognized by virtually every national organization that confers awards or develops rankings for institutional community engagement in higher education.

We also know from research conducted at IUPUI and elsewhere that civic engagement, particularly service learning, is a high-impact educational practice that requires students to apply classroom learning to real-world problems and is associated with student academic success. With these findings in mind, we have developed service-based scholarship programs that are among the most extensive in the country in terms of their breadth across campus and academic programs, numbers of participating students, and amount of funding dedicated. Our service learning programs, wherein students serve communities as part of their credit-bearing course work, have more than quadrupled over the past decade under the leadership of the **Center for Service and Learning**; in 2011-2012, 14 IUPUI schools offered service learning courses in collaboration with 278 community partner organizations, with approximately 9,955 students providing 181,262 hours of service to those partners.

In addition, a number of IUPUI academic programs offer study abroad experiences that incorporate some form of service. More than a third of our study abroad programs included a service learning component in 2011-2012. Across the institution, we view service as a powerful learning tool that helps prepare students for current and future roles as community members, citizens, and leaders and our students play an integral role in the success of our civic engagement mission.







47,594

HOURS OF SERVICE

IUPUI's 209 Sam H. Jones
Community Service Scholars provided
47,594 hours of service to the local
community in 2011-2012.



■ Enhance Capacity for Civic Engagement

- The **Robert H. McKinney School of Law** has long been committed to the rights of low-income individuals and families to legal representation. Its new Health and Human Rights Clinic will team clinical faculty members with local alumni and other attorneys currently offering *pro bono* services to bring new attorneys into *pro bono* practice by offering training in the necessary skills. Another new program, the Robert H. McKinney School of Law Loan Repayment Assistance Program, assists graduates employed full-time with organizations that serve the legal needs of low-income clients. The program will refinance or forgive loans to applicants meeting its criteria. Lawyers who practice public interest law generally earn much lower salaries than those in the private sector.
- The Upward Bound program, based in **University College**, was approved for five additional years of funding through the U. S. Department of Education. The \$1.3 million award will be directed toward continuing to provide low-income and first-generation potential college students with high-quality instruction and academic support to ensure that they graduate from high school and are prepared to succeed in college.

■ Enhance Civic Activities, Partnerships, and Patient and Client Services

- Four 2012 graduates of the **School of Dentistry**—Drs. Kurush Savabi, Jennifer Sitjar, Stephanie So, and Miriam Viernes—were selected and served as U.S. Schweitzer Fellows during the inaugural year of Indiana’s Schweitzer Fellowship Program. These competitive fellowship awards, named in honor of physician-humanitarian Albert Schweitzer, support graduate students in a variety of fields in conducting year-long community-based projects that improve the health of underserved people. A leadership development component of the program helps Fellows translate their experiences into skills that equip them to address unmet community health needs across their subsequent careers. The Indiana Schweitzer Program is funded by the Anthem Blue Cross and Blue Shield Foundation and hosted by IUPUI.



- Students in the **Herron School of Art and Design** won several major public art commissions in 2011-2012 through the school's Basile Center for Art, Design and Public Life, which helps Herron faculty and students apply their talents to the needs of businesses, non-profits, and government agencies. Dana Fast, Dave Freeman, Matthew Osborn, and Christopher Stuart won commissions to produce installations for Dow Agrosociences' corporate headquarters. The City of Westfield commissioned Katey Bonar to create a large public sculpture for Asa Bales Park. Dominic Senibaldi, Marna Shopoff, and Katelin Kinney will create works for the new Simon Family Tower at Riley Hospital for Children, and Vincent Edwards, Christopher Stuart, and Misty Maxwell will design and build benches for the new IU Health Neurosciences Building. Edwards, a May 2012 MFA graduate, was also one of five out of fifty applicants to be awarded a Powermatic Scholarship from the Furniture Society to pursue further studies in advanced woodworking.

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

- IUPUI students were deeply engaged in city and state efforts to end homelessness in 2011-2012. For the sixth consecutive year, students, faculty, and staff from the **School of Public and Environmental Affairs** conducted a citywide count of the homeless on behalf of the Coalition for Homelessness Intervention and Prevention, which is spearheading a ten-year plan to end homelessness in Indianapolis. Seniors in the **Kelley School of Business** marketing strategies class developed a marketing plan to garner corporate sponsorship and community support for the Homeward Bound 2011 annual walk, which fights homelessness across the state. The student-run campaign raised more than \$40,000.
- Emergency room physicians in Indianapolis hospitals now can consult quickly with radiology experts using a software and mobile phone application developed by a group of Computer Science students in the **School of Science**. The app replaces the traditional logbook method for finding available radiologists with an immediate locator system. A software algorithm identifies the right expert based on availability and the type of x-ray analysis needed. The Con-Rad app has been integrated into the online systems at all five downtown IU Health hospitals.





HERRON
SCHOOL *of* ART *and* DESIGN.

\$3.94M

COMMUNITY SERVICE

Based on a national volunteer rate of \$21.79/hour, IUPUI students contributed an estimated \$3.94 million of community service through service learning courses.



36

PERCENT OF FEDERAL WORK-STUDY DOLLARS

Students working in the community, rather than on campus, accounted for 36 percent of federal work-study dollars earned in 2011-2012, far exceeding national guidelines of seven percent for community-based placements.



35

PERCENT OF STUDY ABROAD EXPERIENCES

35 percent of Study Abroad experiences included service to the host community, furthering deeper engagement and understanding of the local culture.

- Community Health Nursing students in the **School of Nursing** served more than 1,200 Near Westside clients through the school’s “Reducing the Risk” health coaching program at George Washington Community School (GWCS) and the Mary Rigg Multiservice Center. The undergraduate health coaches were mentored by two master’s-level Adult Nurse Practitioner students. The program, funded by the **Center for Service and Learning**, is part of IUPUI’s ongoing partnership with the Near Westside and GWCS.
- IUPUI students, faculty, and staff worked on many aspects of the preparations for and execution of the highly successful 2012 Super Bowl held in Indianapolis. Among our contributions to the event: **School of Physical Education and Tourism Management** (PETM) Professor Amanda Cecil partnered with the Indianapolis Convention and Visitors Association and Super Bowl Host Committee to create the Super Service Training Program, a free online program designed to teach the tenets of excellent service to hospitality employees. More than 10,000 people completed the program prior to the Super Bowl. University Place Hotel and Conference Center in the **Division of Finance and Administration** hosted the New England Patriots, the AFC championship team. At the **School of Journalism**, a student news bureau covered the game and related festivities throughout the week; student-written news stories appeared in the *Kansas City Star*, the *Orlando Sentinel*, and the *Salt Lake Tribune*, among other papers.





Dillon Etter '12
School of Liberal Arts
School of Science

Dillon Etter chose IUPUI because it fit. The Greenwood native spent three weeks on a more traditional campus, then transferred to IUPUI. “I knew this campus was for me,” he explains. “I wanted an urban campus. There’s so much energy here. With the statehouse down the street and the hospitals all around us, there is just so much opportunity.”

An Honors College student, Dillon graduated in August 2012, earning highest distinction, along with degrees in Spanish (from IU) and Biology (from Purdue) and a minor in Medical Humanities. He plans to complete both M.D. and M.P.H. degrees and begins in IUPUI’s new Fairbanks School of Public Health in Fall 2012.

As an undergraduate, Dillon took full advantage of the many opportunities available at an urban university, pursuing all four of IUPUI’s RISE experiences. His research and internship projects ranged from investigation of HIV testing behaviors among young gay Latino men to studies of the genetics of Down syndrome, among others. He honed his Spanish language skills during a summer term at a highly regarded Spanish university and a service learning project in Costa Rica.

An undergraduate student government leader, Dillon also served on the National Council of Alpha Lambda Delta honor society, speaking at workshops around the country to other student leaders. His two years as a Resident Assistant with the Department of Housing and Residence Life resulted in three awards for exceptional service. He put his Spanish language skills to work as a volunteer medical interpreter at Good Samaritan Clinic and as a FIESTA volunteer for La Plaza. His many other volunteer activities have included fundraising for Timmy Global Health, an Indy-based non-profit that works to expand access to healthcare.

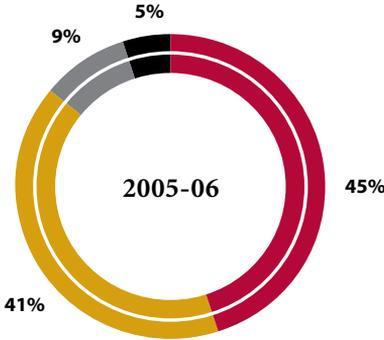
Dillon is an enthusiastic advocate for IUPUI and its students. “IUPUI is the only place you can [get a B.A. in Spanish and a B.S. in Biology] in four years,” he says. “The students are so studious and focused here.”

RECENT TRENDS IN IUPUI BUDGETED EDUCATION AND GENERAL REVENUES

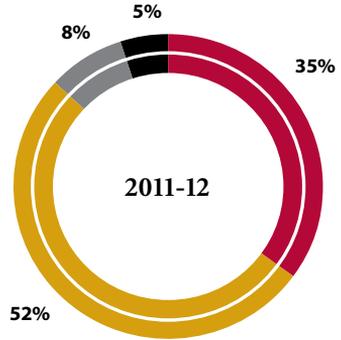
State appropriations have declined as a percentage of IUPUI's total education and general revenue stream over the last seven years. Student fee income is now IUPUI's largest source of revenue.

FISCAL YEAR

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



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



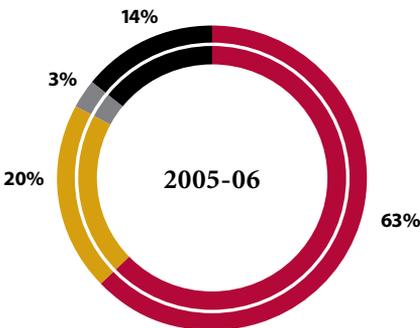
STATE APPR. | STUDENT FEE INCOME
INDIRECT COST RECOVERY | OTHER INCOME

RECENT TRENDS IN IUPUI BUDGETED EXPENDITURES

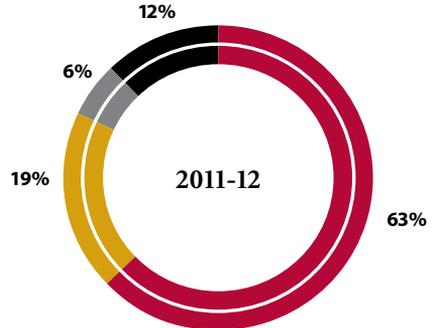
The percentages for budgeted expenditures by category have remained fairly stable since 2005-06, except the percentage spent on student financial aid, which has doubled.

FISCAL YEAR

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



COMPENSATION | GENERAL S&E
STUDENT FINANCIAL AID | OTHER



COMPENSATION | GENERAL S&E
STUDENT FINANCIAL AID | OTHER

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