

Promote Undergraduate Student Learning and Success

Athletics

Highlights and Accomplishments

- Student-athletes recorded a 14th and 15th straight semester with a 3.0 departmental GPA. In Spring 2016, IUPUI Athletics reported an all-time high 3.36 departmental GPA with better than 70% of all student-athletes finishing better than a 3.0 individually.
 - <http://www.iupuijags.com/news/2016/5/17/general-athletics-records-15th-straight-semester-above-3-0-gpa.aspx?path=gen>
- During Fall 2015, 41 Jaguars student-athletes were named to the Summit League Academic Honor Roll (3.60 GPA or better); Spring 2016 this number increased to 61; both semesters served as high numbers for any school in the conference
 - <http://www.iupuijags.com/news/2016/6/29/general-sixty-one-jags-named-to-winter-spring-academic-distinguished-scholars-list.aspx?path=gen>
- Ten individuals named among the university's Top 100 students spring 2016.

Columbus

Highlights and Accomplishments

- Division and campus plans for majors, minors, certificates, and interdisciplinary offerings were developed and provided to VC&D by Q2, AY 2015-2016.
 - Courses were added for development of a BA in Sociology with a Criminal Justice concentration, and a BA in Biology throughout AY 2015-2016 and discussions continued with IUPUI departments and schools.
 - Approvals were granted for minors in Criminal Justice, Digital Professional Writing, and a concentration in Innovation Management by Q4, AY 2015-2016.
 - As of Q4 AY 2015-2016, the proposal for Community Health Advocate track in BS in Education is well under development and is expected to be submitted in summer 2016 (Q4, AY 2015-2016). Several letters of support were obtained.
- Undergraduate business seniors were surveyed about professional development issues.
 - 68% percent of students strongly agree or agree they are effective team members,
 - 36% of students strongly agree or agree they are involved in a meaningful way with campus organizations,
 - 30% of students are involved with one to seven student organizations,
 - 59% of students strongly agree or agree they are involved in a meaningful way with community organizations,
 - 53% of students are involved with one to four community organizations,
 - all students strongly agree or agree they are comfortable meeting new people in a professional setting, and 86% of students feel they are very comfortable or comfortable networking in a professional networking setting.
- As part of their senior capstone design course at IUPUC, two mechanical engineering students designed and built a retractable harness for child car seats. Their project identified a

significant need: child safety. They researched relevant literature including existing patents, and developed a working prototype. The retractable harness provides a more secure means of ensuring child safety in moving vehicles than exists on the market.

- Employers evaluating interns from the Fall 2015 semester said 100% of students had excellent interpersonal relations, teamwork capability, and learning ability. Ninety percent of employers perceived students work quality and overall performance during the internship as excellent. Eighty four percent of employers felt students had excellent leadership qualities, initiative, and were dependable. Employers revealed 50% of students received a promotion as a result of their internship performance and 29% will be offered a position.
 - Future priority: Develop a more structured approach to professional development skill improvement for students.
- IUPUC collaborated, for the third year, with a private Columbus-based scholarship fund that pays for all or a large portion of tuition and fees for undocumented Hispanic/Latino students who are graduates of Bartholomew County high schools. The private fund currently sponsors 28 students, 18 of whom are enrolled at IUPUC. Over \$207,000 has been paid to IUPUC in tuition and fees under this collaboration.
- IUPUC received a \$20,200 grant from the IUPUI CTL to furnish and equip an Office of Women's Studies.
 - Appropriate furnishings for IUPUC's multi-purpose Women's Studies Office were purchased.
 - An additional \$2,500 was received to equip the room with classroom technology.
 - A grant was also received to hire a part-time staff member to help promote co-curricular women's programming at IUPUC.
- The Development Office created a campaign landing page where development marketing campaign videos are housed. The link is <http://www2.iupuc.edu/lp/bicentennial-campaign.aspx>
- A graduate of the IUPUC School of Nursing program has been recognized for his accomplishments by the United States Army and is featured in a current Army reserve recruiting video. <http://www.goarmy.com/reserve/army-reserve-life.html#/soldier/trevor-whipker>
- Through a collaborative grant-writing process with the Community Education Coalition and the EcO Network of Southeast Indiana (Region 9), the IUPUC School of Nursing received a grant of \$283,825 from the Indiana Department of Workforce Development Skill Up regional workforce collaboration program in support of accelerated BSN and ASN to BSN programs. The funding will flow to IU Foundation through the IUPUC Development office as a gift from CEC.
- School of Nursing course aggregate assessment summary scores consistently averaged greater than 4.5 out of 5 likert scale. Faculty aggregate scores have consistently averaged greater than 4.4. Clinical partner surveys site satisfaction and approval from clinical partners.
- Using indirect methods of assessment, English Faculty successfully met targets in 2015/16 regarding the objective to have faculty participate with students and take actions to ensure enrollment, recruitment, and retention. English faculty continue to be key agents for campus engagement with students in co-curricular and academic spheres.

- New and continuing activities include the following: English Club, Creative Writing Scholarship, English Essay Award, Outstanding English Student, Talking Leaves Literary Magazine; Talking Leaves Debut and Reading; Feminism Club; Office of Student Research; English faculty win IUPUC Service and Indiana Trustees Awards, and publish/disseminate scholarship at national and international levels.
- Seventy-five percent (3) of IUPUC English faculty are FACET members. One member has gone up for full professor status.
- English Program director Wills and Affiliated Programs coordinator Dibble have worked steadily with DLA/English advisers(s) to improve enrollment and best routes to graduation.
- English offers courses that meet disciplinary needs - for example, a Psychology-based writing course that uses APA style citation.
- Communications Club students served as judges at several regional high school speech tournaments and helped sponsor the IUPUC/Ivy Tech Annual High School Speech Meet in February. They also judged at the Sectional 7 tournament in March in Greensburg. The Debate Club worked in local elementary schools training young students on the art of debate and public speaking.
- In August, IUPUC's School of Nursing received Site Accreditation approval for the first academic sim center certified in Indiana by the Indiana State Board of Nursing. In November, the School of Nursing received site approval by the SSH Provisional Accreditation.
- Megan Taylor, an undergraduate Psychology student mentored by Assistant Professor Dr. Mark Jaime, had a good year.
 - She helped design, build and administer the campus science research lab.
 - She received several competitive awards for her research activities including the Columbus Regional Health Science Student of the Year award, a scholarship award at the Indiana University Undergraduate Research Conference, a scholarship from the IUPUC Office of Student Research for her work exploring children's memory for phenomenal awareness.
 - She co-presented her research at the 45th Annual Meetings of the Jean Piaget Society in Canada and Chicago.
- The Center for Teaching and Learning prepared a grant request at the IUPUC Development office for \$12,000 of microscopes for biology/chemistry/anatomy labs. A \$12,000 gift was received by IUPUC from the Haddad Family Foundation.
- IUPUC collaborated with the Community Education Coalition and Ivy Tech Columbus on a Gardner grant to support the Gateway to Completion project.
- The IUPUC Development office received a gift from Kroot Foundation of \$25,000 over two years that will also be used for science equipment.
- 100% of IUPUC undergraduate students are now registered on the Career Point online service maintained by the IUPUC office of Career Services. There were 924 log-ins by students during the academic year. 1,248 jobs and 223 internships are posted for IUPUC students in Career Point.
- IUPUC now offers interdisciplinary courses, including course collaborations, in biology/chemistry, psychology/statistics, and math/physics.

- Five IUPUC BSME students were elected members of IUPUC Student Government with two students serving as President and Secretary respectively.
- BSME students started a Mechanical Engineering Club at IUPUC and participated in a Columbus Chamber of Commerce maker's space investors gathering.
- 100% of graduating BSME majors were employed at or before graduation.

Herron School of Art and Design

Highlights and Accomplishments

Evidence of Student Achievement

- Annie Clark BFA 2016, received the Windgate Fellowship administered by the Center for Craft Creativity and Design in Asheville, NC., one of 10 awards of \$15,000 to recognize emerging talents in the crafts disciplines.
- Ben Zickmund BFA 2016, will represent Herron Furniture Design at the International Woodworking Fair's Design Emphasis competition in Atlanta in the fall of 2016. This is a nationally recognized design competition focused on current and emerging undergraduate students in design and furniture design from a national pool.
- Emily Freese, BFA 2016, placed in the 2016 International Sculpture Center's Outstanding Student Achievement in Contemporary Sculpture Award program. She earned an honorable mention for her mixed media work, out of a field of 376 student nominees from more than 148 colleges and universities world-wide. This prestigious award includes a mention in *Sculpture Magazine* and on the International Sculpture Center's website. <http://sculpture.org/studentawards/2016/>
- Ryan Richmond, BFA 2016, took 2nd place in The Rookies competition out of nearly 2000 entries worldwide and over 300 entries in the category. <http://www.therookies.co/illustration/ryan-richmond/>

Serving Students at Risk

- Herron's Director of Admissions and Student Services, Shannon McCullough, led a group of advising administrators from three IUPUI schools in a pilot program using the nationally-recognized Proactive/Intrusive Advising Model. Prompted by the Division of Undergraduate Education, Herron took leadership in these efforts, creating more proactive measures that included requiring advising for at-risk students who were not previously required to seek it. Through this program, all new external transfer students received one-on-one advising within the first three weeks of the semester. Issues were addressed early on, ease of transition was much smoother, and resources were provided at an integral time to get them started on the right foot. Success was experienced by all of the academic units who participated and will be continued.
- Herron's advising services partnered with the University College Bepko Learning Center in a pilot of academic success coaching for students on academic probation and those who have been recently reinstated to Herron. Students met with the Director of Admissions and Student Services in the beginning of the semester and then twice a month with their peer coach. Academic Success Coaches are learning specialists and personal strategists who work with students to help develop and clarify academic goals, build an action plan to achieve goals, and evaluate and reevaluate progress throughout the coaching relationship. Probation students were able to benefit from a multifaceted network of support.

- Developed a strategic method of targeting and advising students who are deemed at-risk, providing them the resources and skills to advance in coursework and preventing them from facing probation and dismissal.

Curricular Development

- Three new courses were developed for the freshman students that incorporate new technology, digital fabrication and 3D printing.
- Assistant Professors Pamela Napier and Chad Eby were awarded a Curriculum Enhancement Grant to develop a new classroom setting to support curricular enhancements through rapid prototyping.
- Associate Professor Paula Differding delivered a session at the LEAP Indiana Faculty Collaborative Conference titled Employer-Educator Connections, “High Impact Internships”

Program Development

- We developed the Herron Honors Program to support high ability students in collaboration with the Honors College. Worked in partnership with IUPUI’s Honors College throughout the year to represent Herron at Honors College events, tours and interview processes.
- We developed new graduate and undergraduate academic programs, realigned existing programs and created several new minors to leverage strengths and respond to student demands. (7 new MFA programs, Art Therapy MA program, Illustration BFA major, Visual Communication Design minor, Studio Art and Technology minor. Book Arts minor, and Art History minor)

Career Services

- Began formal career services advising with workshops open to the general student population and incorporated into Herron classes. Connected students with campus-level career services network as well as the national professional organization. Provided employment opportunities available through Herron's online job and internship database, HerronTalent.com <http://herron.iupui.edu/herrontalent/>
- Served over 50 individual undergraduate students in one-to-one career advising sessions, including cover letter and resumé reviews, job-search strategies, internship and graduate school advice.
- Provided multiple in-class workshops designed to help students think about their skill sets, existing professional networks, and potential professional development that will help them meet their career goals and hosted a grant-writing information session in partnership with the Arts Council of Indianapolis.
- Increased staff support and revised position descriptions and job responsibilities to better serve students and the Student Services office.

High Impact Practices

- Implemented a new scholarship application process, enabling a balance between awarding scholarships based on merit and financial needs.
- Restructured The Herron Ambassador Program, adding specific roles for Herron students to provide mentorship to current and prospective students in a capacity that suited their strengths.
- Increased the level of social and academic support for students receiving mentoring through the practice of peer-to-peer mentoring. Provided additional leadership and professional

development for those serving as mentors.

- The Basile Center for Art, Design and Public Life provides professional practice opportunities for undergraduate and graduate students. (Also see Community Engagement)

2016 Senior Student Internships

- Nikki Adams, Indianapolis Motor Speedway Creative Services), (graphic design)
- Elizabeth Anderson, Exacta (Digital Strategy), (web design)
- Ashley Bowers, AxiomPort, (design studio)
- Leena Becker, Keith Marketing Group—KMG (athletic clothing design)
- Paige Brown, Eskenazi Health Communications (in-house)
- Kara Casey, Eskenazi Health Communications (graphic design)
- Sarah Chumbley, Indianapolis Motor Speedway Creative (in-house design)
- Michael Cole, Park Chapel Christian Church, (design&communication)
- Cody Cull, Collabo Creative, (design strategy)
- Derek Dalton, iMOCA, (art gallery)
- Ashley Davis, Ronald McDonald House, (web design)
- Sam Deddens, Top Notch, (in-house)
- Bridget Eckert, Eskenazi Health Communications (in-house)
- Kate Fenoglio, Indianapolis Monthly Magazine (design dept)
- Sara Fucci, Flat 12 Beer, (in-house)
- Levi Hadley, Trois Prime of Paris, France (Medical design & marketing) (design)
- Rory Harlow, McCormick Co. (ad agency)
- Celeste Hettrick, Sports Graphics, (production assistant intern)
- Mairiah Hicks, Plan The Day Co. (on-line event planning)
- Hannah Imes, FishHook, (web-site & graphic design for non-profits)
- Sam Johnson, Exposure Arts, (community arts org., Bloomington)
- Meagan Kinder, Multimedia Production Center (MPC at IUPUI), (graphic design)
- Taylor Koker, Printing Partners (design & production intern)
- Jake Lauster, Keith Marketing Group—KMG (athletic clothing design)
- Kwok Lee, Indiana, History Center (in-house exhibitions)
- Krystina Lott, AAMCO—(graphic designer & branding assistant)
- Kristen Mast, InSourceCode, (website design)
- Briana Metzler, RLR Assoc. (architectural/environmental design)
- Quentin Miller, Signaroma (sign, banners, vehicle graphics)
- Alexis Morin, IU Communications (in-house design)
- Kelsey Phillips, Design 27 (sound engineers)
- David Schenkel, MultiMedia Production Center (IUPUI)
- Christanne Siamas, Catalyst Group (branding and strategy) (design)
- Ashley Simmons, DORIS (design research)
- Michael Sinclair, Anthena Auctions
- Audrey Smith, Indiana State Library, (PR&communications)
- Jessa Theadman, MediaFuel, (digital media design)
- Chase Tichenor, Indianapolis Museum of Art, (design dept)
- Travis Wagner, Indiana State Library (in-house PR)
- Alyson Wiggs, Bredensteiner Imaging (print shop)
- Emily Burcope, Eskenazi Health

- Katrina Montenegro Kiwanis
- Robert Chastain (Panther Graphics)

2016 Visual Communication Design Seniors Hired by Professionals Prior to Graduation

- Kristen Mast: web designer at Fight For Small, a marketing and web development agency in Noblesville, IN
- Alyson Wiggs: Junior Communications Designer at BELDEN with offices in Indianapolis
- Brianna Metzger: Junior Designer, RLR Associates, Inc. in Indianapolis
- Hannah Imes: junior graphic designer at Fishhook in Indianapolis
- Bridget Eckert: Communications and Community Engagement Manager at the Indiana Arts Commission

Development & Fundraising Related to Student Success

- During the IU Bicentennial Campaign, Herron continues to raise funds toward its \$12 million goal. Currently at 40% of goal. Priorities include student success, innovation and creating global leaders.
- During this fiscal year, 462 friends, alumni, foundations and corporations gave \$2.1 million in private support to a variety of programs and initiatives at Herron.
- The Randolph H. Deer Professor in Painting was established—the first-ever endowed professorship at Herron.
- The school's first Visiting Senior Fellowship Program was launched through support from the Windgate Charitable Foundation.

Future Plans and Priorities for the Success of our Students

- Revise BFA Fine Arts Capstone Course
- Continue to supplement and improve career advising
- Continue to develop Basile Center partnerships which support student learning and professional practice
- Promote the work of the Design Scholars through the Basile Center for Art, Design and Public Life
- Continue to Increase Scholarship Support through philanthropic gifts
- Continue to develop and improve the newly established pilot programs for academic success providing coaching to at-risk students and those on academic probation/reinstatement.
- Increase student internship opportunities
- Develop an on-line Alumni Mentoring Program

Kelley School of Business

Highlights and Accomplishments

- Nine Kelley students were honored as IUPUI Top 100 students: Stephanie Atallah, Megan Broman, Jacob Brown, Joshua Graham, Lindsey Gray, Lennart Kuester, Karen McIlrath, Kurtis Oldiges, and David Wheeler. Students are selected in recognition of their scholastic achievement, extracurricular activities on campus, and civic and community service. A panel of alumni, faculty, and staff selected the top students based on nominations by faculty and staff. http://alumni.iupui.edu/top100_2016names.html

- Four undergraduate supply chain management and finance students participated in the General Motors Supply Chain Case Competition at Wayne State University in October. Alison Graves, Jhoselyn Hneich, Tyler Russell, and Spencer Tenbarga were among 80 students from 20 schools who competed in the event. Teams had 25 days to analyze an automotive supply chain challenge and present their case at the event, which was judged by GM executives.
- Kelley senior Jordan Sewell received the 2016 William M. Plater Civic Engagement medallion. This award is given to IUPUI graduating seniors and graduate students who are most dedicated to civic engagement.
- Kelley Indianapolis seniors continued to perform very well compared to other undergraduates and their teams worldwide in the Capstone Business Simulation. Nearly 50% of Kelley teams (46 of 94) placed in the top 10% at the end of the eight-round simulated year. In the Comp-XM individual simulation assessment, 23% of Kelley seniors placed in the top 10% with 45% placing in the top 20%. Kelley also had good representation in the fall 2015 and spring 2016 Capstone Challenge with five teams finishing in the top 10% and 26 finishing in the top 20% (out of the 1,056 international undergraduate, MBA, and executive education teams that completed the preliminary rounds).
- A total of 95 direct admit students were enrolled in the BUS X103 (Learning Communities) sections (compared to 28 in the past “Road Trip” sections). Throughout the semester, four classes came together for peer networking, service learning at Gleaners Food Bank of Indiana, and alumni networking. The students rounded out their first semester competing in the inaugural BUS X103 Case Competition. Kelley faculty Peggy Daniels Lee, chair of the Undergraduate Program and clinical assistant professor of operations and supply chain management, and Mark Frohlich, associate professor of operations management, Kelley upperclassmen, and alumni served as judges. Due to the success of this new format, the direct admit sections will continue in fall 2016.
- For academic year 2015-2016, Kelley Indianapolis Career Services (KICS) saw continued demand for Kelley Indianapolis undergraduate students. Ninety-seven percent (97%) of August 2015 graduates reported full-time employment or graduate school at three months post-graduation (73% reporting), and 95% of December 2015 graduates reported full-time employment or graduate school at three months post-graduation (79% reporting). At the time of this report, data on May 2016 baccalaureate graduates is still being collected.
- *The Delphia E. Croft Endowed Scholarship for Business Ownership* was established by Professor Emeritus Dan DeHayes to recognize the accomplishments of his longtime partner and Kelley alumna Delphia Croft for her lengthy career as an entrepreneur. The intent of the scholarship is to offer support to students from disadvantaged backgrounds whose goal is to own their own businesses. This two-year scholarship helps to offset tuition for students pursuing their degrees at the Kelley School of Business in Indianapolis. This scholarship qualifies for the IU Bicentennial Campaign Matching Program; as a result, the award will be \$9,000 over two years.
- The *Helen Jeffers Memorial Scholarship* was established by Don and Cindy Sparks of Mansfield, TX and is open to any student who has graduated from high school in Clay or

Vigo Counties in Indiana and is applying to the Kelley School of Business. The award may be renewed annually so long as the recipient remains a student in good standing at the Kelley School of Business. This scholarship qualifies for the IU Bicentennial Campaign Matching Program; as a result, the amount awarded will be \$9,000.

- The *E. James and Barbara Flynn Study Abroad Scholarship* was established to support undergraduate scholarships for students enrolled in the Kelley School of Business in Indianapolis. This scholarship qualifies for the IU Bicentennial Campaign Matching Program; as a result, the amount awarded will be \$4,500.
- During the 2014-2015 academic year, the Kelley Indianapolis Assessment Committee (KIAC) instituted an improved process for the creation, collection, and evaluation of faculty assessment reports. The new three-step process—housed entirely on Canvas—features standardized forms, scheduled due dates, an assessment syllabus, and training videos. The new process was well-received by faculty and allowed KIAC to collect 19 assessment reports for fall 2014 and 16 assessment reports for spring 2015. The program continues to assess courses on a rolling basis, with 15 assessment reports during the 2015-2016 academic year. The resulting Assessment Memo, along with data from other stakeholders, will be used to improve the Undergraduate Program.
- Undergraduate Business Learning Goals were revised and approved by the Kelley Indianapolis faculty in 2013-2014. This academic year, faculty teams developed two to four learning outcomes for each program learning goal. An undergraduate curriculum map was completed in August 2015. It highlighted gaps in the curriculum that will be addressed by the faculty in the coming academic year.
- *Honors Program*: There were 130 students enrolled in the Kelley Honors Program in 2015-2016: a 20% increase from 2014-2015. Of this group, 25 students graduated in May/August 2016. In fall 2015, the program expects 125 students in the Kelley Honors Program, including 51 students enrolled in I-Core compared to 16 just three years prior. The slight drop from fall 2015 to fall 2016 is due to the competitive application process for the freshmen Chancellors Scholarship for the fall 2016 class. With the addition of an honors section of I-Core in spring 2017, the Kelley Honors Program enrollment is expected to increase to more than 140 students.
- Some *Introduction to Business* students have the opportunity to participate in a learning experience designed to provide history, background and exposure to the financial community in New York. <https://hub.kelley.iupui.edu/blog/blog/new-york-financial-community-learning-experience.html>
- For academic year 2015-2016, KICS saw continued demand for Kelley Indianapolis undergraduate students. Ninety-seven percent (97%) of August 2015 graduates reported full-time employment or graduate school at three months post-graduation (73% reporting), and 95% of December 2015 graduates reported full-time employment or graduate school at three months post-graduation (79% reporting). At the time of this report, data on May 2016 baccalaureate graduates is still being collected.
- *Job Postings*: For academic year 2015-2016, Kelley Indianapolis Career Services saw another increase in full-time opportunities. Full-time job postings increased by 19% over last

academic year. Through a strategic partnership with Indiana InternNet, KICS was able to increase the number of internship postings in KelleyCareers by 49%.

- Several IUPUI students and Kelley students spent Spring Break in Silicon Valley as University Innovation Fellows.
https://hub.kelley.iupui.edu/blog/_blog/rethinking-entrepreneurs.html
- The Graduate Accounting Programs at Kelley Indianapolis continue to reach out to undergraduate accounting students to recruit them to the 3+1 and 4+1 options to complete the requirements for the CPA exam in Indiana. Meetings between the GAP staff and the Undergraduate Program staff are ongoing to develop a seamless program for these students.
- Kelley Indianapolis Assessment Committee instituted an improved process for the creation, collection, and evaluation of faculty assessment reports.

Future Plans and Priorities

- In the Coming Academic Year
 - Honors Program: This past year concluded the full implementation of the Kelley Honors Program curriculum. Record enrollments were documented for all courses. In 2016-2017, the program plans to offer a spring section of Honors I-Core and BUS J402 to expand the program and to accommodate both students who are on track to graduate early and transfer students who add diversity to the classroom.
 - Kelley House: During its third year in University Tower, Kelley House was able to accommodate more students, with a total of 30 residents. Kelley House is an on-campus, residential-based learning community for students who are majoring in business. Students residing in Kelley House have the opportunity to get involved in special academic, career, social, and cultural programs organized by the resident assistant, the IUPUI Office of Housing and Residence Life, and the school. Because Kelley has consistently filled this Residence Based Learning Community, Kelley House will accommodate a full floor of 72 students during the 2016-2017 academic year.
 - Graduate Accounting Programs: To increase timely undergraduate graduation the program began recruiting for the new 3+1 and 4+1 programs in accounting, which will offer undergraduate accounting students the opportunity to complete both baccalaureate and Master degrees in either 4 or 5 years. The program will evaluate whether financial assistance should be considered to encourage the +1 opportunities to help defray the increased cost of an MSA degree over a fifth year of undergraduate courses.
 - To increase timely graduation for GAP students, faculty and staff have increased investment in professional development and career opportunities for graduating students. This year the program had a 96% job placement rate in the undergraduate program and a 100% job placement in the Master of Science Accounting program within three months of graduation. Job opportunities lead to greater incentives for students to graduate in a timely fashion.
- Longer-Term Goals
 - Plans of increasing development to provide a greater number of student scholarships.
 - The Undergraduate Program continues to approach capacity in faculty resources. Over the next two years, the program anticipates 50% of I-Core sections will require new faculty members. With the addition of three new faculty members for the 2015-2016 academic year, this situation should ease over the short term. Given these growth

projections, a comprehensive assessment of faculty needs is becoming critical to the success of the program. The program continues to see issues with staffing summer I-Core with full-time faculty members. As enrollments continue to grow, the lack of physical space will become an issue. However, as stated above, intelligently managing growth, while maintaining the missions of the school and IUPUI, will be critical to managing resources.

- Evaluating the ability of the Undergraduate Program to grow.
- Increase non-resident student recruiting, especially taking advantage of the Midwest Student Exchange Program (MSEP).

Lilly Family School of Philanthropy

Highlights and accomplishments, including evidence of effectiveness

- The [Lilly Family School of Philanthropy](#) participated in a comprehensive 5-Year Review, including a self-study and an external review, which will help inform and guide planning and implementation for our [degree and certificate programs](#) and the services we provide to our undergraduate and graduate students.
- Eighteen undergraduate students were [graduated](#) from the Lilly Family School of Philanthropy in 2016, the largest number to earn bachelor's degrees from the school to date.
- A total of 64 students were graduated from the Lilly Family School of Philanthropy in 2016, the [largest graduating class in the school's history](#).
- The Lilly Family School of Philanthropy had 65 undergraduate majors as of spring 2016, a record high for the new school.
- A new campus-wide course open to all undergraduate students to introduce them to concepts of philanthropy, civic engagement and the nonprofit sector and to our school, P330: Celebrity Philanthropy, launched in spring 2016. Taught by faculty members [Gene Tempel](#), [Genevieve Shaker](#) and [Sarah Nathan](#), the course brought to the IUPUI campus celebrities such as Indianapolis Colts player Pat McAfee and former IndyCar driver Lyn St. James to help students understand how celebrities can help or hinder charities' work. Students produced public service announcements for Central Indiana charity partners Bring Change 2 Mind, Outrun the Sun, and Kappa Delta Pi.
- A new, undergraduate course, Psychology of Giving, was offered for the first time by faculty member [Sara Konrath](#).
- The [Learning by Giving](#) course taught by faculty member [Greg Witkowski](#) awarded Easter Seals Crossroads a \$10,000 grant to complete a new, state-of-the-art, multisensory activity gym for children and adults with autism. Students learned how foundations operate and about giving wisely by making grants to nonprofits.
- Several Lilly Family School of Philanthropy faculty and students were featured speakers at the Nonprofit Academic Centers Council Conference in Chicago.
 - [Greg Witkowski](#) and [Julie Hatcher](#) (along with Ph.D. alumnus Peter Weber of Murray State University and Rebecca Riccio of Northeastern University) presented "Experiential Philanthropy as the New Frontier of Nonprofit Education: the Case of the Learning by Giving Foundation."
 - [Julie Hatcher](#), [Genevieve Shaker](#), and [Tyrone Freeman](#) presented "The Collective Power of Faculty Learning Communities."
 - [Tyrone Freeman](#), [Richard Turner](#) and alumnae Elena Hermanson, Caily Wolma, and Ashley Cookson presented "Undergraduate Inquiry into Philanthropy and Nonprofitness through the Capstone Course."

- [Patrick Rooney](#) co-presented “When the Process Gets in the Way of Innovation and Doing the Right Thing: Challenges of Bureaucracy and Administration for Nonprofit Research Centers.” He also was part of a session on “War Stories and Tips on Hiring Nonprofit Tenure-Track Faculty.”
- [Tyrone Freeman](#), [Kathi Coon Badertscher](#), [Julie Hatcher](#), and [Fran Huehls](#) presented “Signature Assignments for Promoting Deep Undergraduate Learning in Philanthropic Studies.”
- The Lilly Family School of Philanthropy’s [research department](#) provided training and financial support to two philanthropic studies and economics undergraduates. One was then hired as a permanent research staff member.

Future Plans and Priorities

- In the Coming Academic Year
 - Developing support for [student scholarships](#) is the top priority for the Lilly Family School of Philanthropy.
 - The school will reflect on and incorporate recommendations from the 5-year external review through conversations with our faculty, staff and students.
 - [Diana Aviv, CEO of Feeding America](#), and former president and CEO of Independent Sector, a top national nonprofit sector leadership organization, is serving as a [Distinguished Visiting Practitioner and Visiting Fellow](#) from January 1, 2016 through June 30, 2018.
 - Entrepreneur Michael Levitan will serve as a visiting fellow at the school from June 1, 2016 through June 30, 2017. He is exploring an innovative endowment competition for promising nonprofits to scale up with additional support based on ideas from private equity practice.
- In the Longer Term
 - We plan to develop and add new courses in fundraising and then add an undergraduate certificate in fundraising.
 - We plan to develop more undergraduate electives and to have more courses taught by our full-time faculty, especially as we add new faculty.

McKinney School of Law

Highlights and Accomplishments

Not applicable as McKinney is a professional school. Nothing reported for Goal 1

Richard M. Fairbanks School of Public Health

Highlights and Accomplishments

- The Fairbanks School of Public Health (FSPH) was thrilled that two of our undergraduate students, [Mark Aiuto and Hadyatoullaye Sow](#), were selected not only for the IUPUI Top 100, but also for the Top 10 Students for 2016! Mark is earning his Bachelor of Science in Public Health in the Community Health concentration. Hadya is majoring in Medical Humanities in Liberal Arts and minoring in Public Health.
- The FSPH Biostatistics Department submitted a proposal for a new Bachelor of Science in Health Data Science. The program was developed in response to requests from Eli Lilly and

other corporate partners for graduates with these skills. To date the BS in Health Data Science proposal has been approved by Undergraduate Curriculum Committee.

- Curricula for FSPH existing undergraduate degrees – the Bachelor of Science in Public Health (BSPH) and the Bachelor of Science in Health Services Management (BSHSM) – were reviewed and revised to better align with today’s practice priorities and expectations.
- FSPH had an additional three courses approved to meet General Education requirements. The school now offers four courses for public health majors and non-majors:
 1. B300 Biostatistics (meets the Analytic Reasoning Gen Ed requirement)
 2. S120 Intro to Community Health (meets the Social Sciences Gen Ed requirement)
 3. E109 - Intro to Public Health (meets the Social Sciences Gen Ed requirement)
 4. E210 - Zombie Apocalypse & Doomsday Infections (meets the Life Sciences Gen Ed requirement)
- April 12 was the first ever IU Day, an online, worldwide celebration of Indiana University. Epidemiology lecturer and PhD student, Tom Duszynski, was featured in a video promoting his popular “Zombie Apocalypse and Other Doomsday Infections” class. Website analytics revealed [his video interview](#) was one of the most highly visited pages of the campaign.
- Katrina Conrad, MPH, Director of Undergraduate Recruitment and Programs, used an innovative approach to engage undergraduate students. In a W131 class, Ms. Conrad asked students to illustrate ways that IUPUI promotes public health by posting photos to [Twitter](#) (#ispyiupuipublichealth). The group with the most photos won FSPH gifts.
- The recently established FSPH Undergraduate Student Association experienced strong growth in FY16. The group fielded a team at the Regatta, provided opportunities for professional development, and introduced a new line of [spirit wear](#).

Future Plans and Priorities

- Hire a Director of Undergraduate Recruitment.
- Raise funds for undergraduate scholarships.
- Promote the school’s undergraduate honors option (scholarships, study abroad support).
- Expand community partnerships to identify more internships for undergraduate students.
- Prepare to launch the Bachelor of Science in Health Data Science program.

School of Dentistry

Highlights and Accomplishments

IUSD sponsors three undergraduate programs: an AS degree in dental hygiene; a BS degree in Public Health Dental Hygiene degree-completion program and a nine-month certificate program in dental assisting that is offered in both traditional and online formats.

Dental Hygiene Program

- On time graduate rate is 95% for the two year A.S. program.
- The BS Degree completion program moved to an online platform in 2013 and has increased enrollment every year since with 30 students enrolled in AY 15-16.
- Increased IPE participation on campus. During their two year program, dental hygiene students participate in IPE activities with the Schools of Nursing, OT, Social Work, Physician Assistants, Medicine and Dentistry.

- The R. Hunter Rackley scholarship for first year dental hygiene students has been created and is currently working on funding.
- A simulated private practice intra-professional experience for dental hygiene, dental assisting and periodontal residents was created, allowing students the chance to learn how to work together prior to graduation.
- Obtained service-learning & research assistants to work as tutors in various courses, including pharmacology.
- Obtained a \$5K Curriculum Enhancement Grant to improve the link between didactic teaching and clinical competencies.
- Reorganized the class schedule in order to take advantage of banded tuition.
- Increased community outreach through new partnerships with the Bonner Center and Marion County Health Department to provide dental health education and services.
- Created a Dental Hygiene Faculty-led summer elective for DDS students which provides additional instruction in periodontal instrumentation. The elective was hugely successful, and will be conducted annually.

Future plans and priorities

- Complete the transition of the AS degree to a baccalaureate degree as the entry level degree for the dental hygiene program. It is anticipated that the first IUSD BS DH class will be admitted in the fall of 2017. This will add only 21 additional credit hours and better prepare dental hygiene graduates for a wider variety of employment opportunities such as public health, administrative positions or research activities.
- Identify additional opportunities for IPE through faculty participation in the IUSD IPE working group and current campus partners.

Dental Assisting

- Over 95% of enrolled students complete the program on time.
- 2015 first time pass rate of 95% on the Dental Assisting National Board, a rate which exceeds both the Indiana and national averages.
- IUSD has one of the few on-line dental assisting programs in the country, offering working students a flexible alternative to the on-campus program.
- Co-ordinated agreement from all regional dental assisting programs to update the Dental Assisting Master Course List, facilitating acceptance of dental assisting course credits toward baccalaureate degrees at IUPUI.

Future plans and priorities

- A Task Force on Dental Assisting Education was appointed by the Dean in fall 2015 to evaluate recruitment, enrollment and workforce capacity for both tracks of the dental assisting program, and will report its findings and action plans to the Dean on Aug. 2, 2016.

School of Education

Highlights and Accomplishments

- The School of Education Teacher Education Program serves approximately 300 undergraduate students in interdisciplinary blocks in urban education methods, through partnerships with K-12 school districts. The majority of courses are held on K-12 campuses, team taught, and include early field experiences for all students, prior to practicum (student teaching) experiences.
- [Curriculum Enhancement](#) Grants were awarded to Dr. Paula Magee and Dr. Craig Willey to redesign student teaching using Canvas and innovative video technology.
- Dr. Crystal Morton was awarded the [Alvin S. Bynum Award for Excellence in Academic Mentoring](#). This competitive award acknowledges faculty who have demonstrated outstanding mentoring efforts to undergraduate or graduate students that have directly impacted the student's success.
- School of Education-focused themed learning communities (TLC) continue to provide students who are not yet enrolled in education courses ("pre-block" students) with a course for a cohort of declared or intended education majors. Within the themed learning community, discussions and assignments are focused on urban education, social justice, and reflective practice. Currently the three themed learning communities (with approximately 25-30 students in each every fall semester) are:
 - Fishing for Answers: Finding Voice
 - Diversity of Thought
 - Social Justice Past & Present: An Interdisciplinary Exploration
- During spring 2016, further development of the TLC, Fishing for Answers: Finding Voice, occurred. The themed learning community has a stronger focus on the experiences of Latino students in the context of American education. During spring 2016 and summer 2016, the School of Education hired a local Mexican community leader who leads local youth programs focused on cultural awareness, pride, and community advocacy. The leader's experiences in K-12 teaching and community-based programs enriches the curriculum redesign and introduction to the teacher preparation programs' mission to increase bias awareness and sustain social justice.
- In Spring 2016, three Black males taught pre-block education courses in Multiculturalism and Global Awareness and Introduction to Teaching. These instructors incorporated their expertise in urban education-focused programming for US and refugee youth, college career development, and community center programming related to environmental activism, and Black community mobility and sustainability. The hiring of expert adjunct faculty of color for introductory education courses is part of a broader strategy to attract students of color who have expressed interest in education, as well as expose students from predominantly white, rural, and suburban areas with access to diverse faculty actively serving within Black, Latino, and other communities that are often marginalized in public schools.

Future Plans and Priorities

- School of Education administration and faculty are working with a local district to develop early college and teacher cadet pathway programs through a partnership between the School of Education, IUPUI, and the school district.
- School of Education faculty and administration will continue developing an articulation plan with Ivy Tech to enhance early childhood teacher preparation.
- To further enrich the preparation of future teachers for culturally responsive teaching and advocacy in urban schools, the pre-block course coordinator, program faculty, and advisors are presently collaborating on the following:
 - Increased participation of full-time faculty in recruitment of students of color
 - Earlier and more persistent marketing in the areas of school-based, local, and state scholarships to support education majors
 - Continued free Core Academic Skills Assessment (CASA) tutoring support
 - Increased programming for pre-block students (currently there are 50 students of color who are taking courses in education with the goal of program admission)
 - Creation of an additional option for singular, long-term service learning experience to further develop disposition and capacity to contribute to urban schools (as opposed to short-term experiences across several courses)
 - Full time faculty participation in Scholarship of Teaching and Learning with specific focus on service learning experience for program and career readiness
 - Increased collaboration with University College, Multicultural Center, and Admissions Office (especially Multicultural Outreach) for recruitment
 - Development of an online section of E201: Multiculturalism and Global Awareness given its status as a statewide transferrable diversity course and requirement for program admission
 - Review of pre-block syllabi to sustain work in the area of anti-racist and anti-oppressive practices.
- Implement an articulated partnership for an early childhood Bachelor's degree. This should affect at least 40 students each semester graduating with Associate's degrees from Ivy Tech.

School of Engineering and Technology

Highlights and Accomplishments

Numerous undergraduate students from the School of Engineering and Technology (E&T) have successfully competed at the highest levels over the past year. Several representative examples follow:

- The E&T 2015 Post-Graduate Survey of BS graduates had a record-setting response rate of 83.2% and reflected an average starting salary of \$54,723 among E&T BS degree recipients across all majors. Over 80% of the respondents are employed in Indiana. The combined annual salaries of 2015 BS grads responding to the survey was \$10,889,894.
- An electrical engineering student was awarded the [“Most Outstanding Atlanta University Consortium Center \(AUCC\) Dual Degree Engineering Student of the Year.”](#) After completing his degree in 2013 in applied physics from Morehouse College, a highly respected HBCU, the student studied at IUPUI graduating in May 2016 earning the BS in electrical engineering through the AUCC program.

- E&T undergraduate students were awarded the [Best Student Presentation Award](#) at the 43th IEEE Photovoltaic Specialists Conference for the paper entitled: “*Design of a Highly Efficient Microinverter.*”
- E&T energy engineering and computer graphics technology students captured second place and a \$6,000 purse at the prestigious International *SunSat* Design Competition for their video and technical abstract “[Pathway to Power.](#)”
- Undergraduate students from the [Rocket Club](#), hosted in E&T, had papers accepted for publication at the American Society of Engineering Education’s (ASEE) Annual Conference in the Aerospace Division. This is the third consecutive year that the Rocket Club has published through ASEE with undergraduates.
- Undergraduate interns from three countries joined together in 2015 to study Space Solar Power, the concept of gathering sunlight in space and beaming it wirelessly to ground-based receivers. Their work was published by the American Institute of Aeronautics and Astronautics at the SPACE 2015 technical conference.
- Undergraduate energy engineering students completed a study of start-up efficiency of a novel biomass gasifier, trimming the parasitic energy budget for this farm-scale waste-to-energy system. This work supports commercialization of technology managed by IURTC, intended to help farm operations become more energy self-sufficient and have a smaller carbon footprint.
- Undergraduate engineering students have been studying the Indiana Code for guidance in the design of a peer-to-peer power sharing technology invented in E&T. This challenging study is a precursor to hands-on build and test activities planned during the 2016-2017 academic year. The US Navy and the US Secret Service have expressed interest in this project.
- The Mechanical Engineering Department’s Society of Automotive Engineers (SAE) chapter competed in the 2016 SAE Clean Snowmobile Challenge in Houghton, Michigan. The team placed 5th in the electric category of the competition.
- E&T’s student chapter of the American Society of Mechanical Engineers (ASME) and the Eco-marathon club competed in the Shell Eco-marathon Americas 2016 competition. The ASME team competed with CNG-powered vehicle. The Eco-marathon Club team participated in the race with an electric powered vehicle.
- An undergraduate engineering technology student was awarded a prestigious [national scholarship](#) in the field of healthcare engineering technology management from the Association for the Advancement of Medical Instrumentation (AAMI).
- An undergraduate engineering technology student was awarded one of three [Association of Modified Asphalt Producers](#) scholarships for Academic Excellence in Asphalt Technology.

Other representative E&T-led initiatives focused on undergraduate student learning and success, included the following:

- Emphasizing engineering technology learners who are first generation students, five faculty members prepared and submitted a proposal in response to the National Science Foundation’s S-STEM initiative. If funded, the grant would help advance the transformation of the first year learning experience and include extensive support for first generation learners in engineering technology.
- E&T is expanding the breadth and impact of student projects by sponsoring and achieving complementary MURI funding for Senior Design Capstone projects with Riley Pediatric Research, along with several other internal and external partners.

- The Department of Computer Information and Graphics Technology received its second, three-year grant to bring undergraduates from across the nation to IUPUI to experience research related to mobile cloud security. Mobile devices such as smart phones use cloud servers to access, manage, store, and secure digital assets. Students will experiment with cyber attack and defense techniques needed to secure our pervasive mobile devices. The program is aimed at retaining and graduating students in computer science, computer engineering, and computer and information technology and recruiting students from groups traditionally under-represented in computing fields, and increasing recruitment of students into graduate programs.
- With funding from the E&T Student Council, Peer-Led Team Learning (PLTL) was incorporated into BME 22200 Biomeasurements this year focused on improving retention rates. The primary instructor reported a noticeable improvement in the quality of in-class discussion and questions from students this semester and the approach is being extended to some ME classes in collaboration with CTL.
- The Department of Biomedical Engineering, in collaboration with Freshman Engineering and the Department of Biology, has developed a Themed Learning Community (TLC) for first-year students planning to study biomedical engineering. This TLC, "[Bioengineering: Shaping the Future of Medicine](#)," will expand the opportunities for first-year students to learn about biomedical engineering and to work on biomedical design problems.
- The STEM floor for School of Engineering and Technology and School of Science freshman students will be moving from its current location in the TOWER to the new North Hall. Occupant size will increase from 75 beds to 150 beds. This year's STEM floor will include a WISE Wing - a wing for Women in Science and Engineering. A graduate student will also be living on site for the first time together with 4 Resident Assistants.

Future plans and priorities

- Expand Peer-Led Team Learning (PLTL) in strategic E&T courses.
- Engineering technology programs within the department of engineering plan to incorporate ePortfolios into multiple courses.
- Programs within the department of engineering technology plan to increase enrollment and retention with implementation of TSAP bridge courses.
- Expand undergraduate research opportunities for all programs.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments

- SHRS expanded the core BS in Health Sciences course offerings permitting the degree to be offered in either an online or on campus format.
- 62 BS in Health Sciences students graduated in May 2016, 4 with High Distinction.
- 16 community partners were identified to provide internships for undergraduate students.
- Alexis Hunt, a May 2016 graduate from the BS in Health Sciences program, was featured as one of IUPUI's Top 100.
- SHRS received a three-year federal Health Careers Opportunity Program (HCOP) grant totaling nearly \$2 million. The HCOP grant is designed to increase the diversity of the health care workforce through the recruitment and training of individuals, including non-traditional students and veterans, from educationally disadvantaged backgrounds. The grant focuses on

increasing academic preparation and health careers awareness for high school students providing them with support to successfully enroll in health professions schools; increase enrollment of disadvantaged undergraduate and associate degree students in the IU SHRS by 10%; and prepare undergraduate students for graduate/professional health degrees.

- The Department of Physical Therapy hosted 80 undergraduates at the program’s annual Open House on April 11, 2016.
- The Department of Occupational Therapy hosted 54 undergraduates at the program’s annual Open House in 2015.

Future Plans and Priorities

Nothing reported

School of Informatics and Computing

Highlights and Accomplishments

- In 2015-16, the SoIC offered the following undergraduate degrees and certificates:

Bachelor of Science Degree Programs (Dept)	Certificate s	Minors
Health Information Management (BHI) Informatics (HCC) Media Arts and Science (HCC)	Human-Computer Interaction (HCC) Informatics (HCC) Legal Informatics (HCC) Medical Coding (BHI)	Informatics (HCC) Studio Arts & Technology (HCC)

Accelerated Bachelor’s to Master’s Degree Programs

- B.S. Biology to M.S. Bioinformatics
- B.S. Health Sciences to M.S. Health Informatics
- B.S. Nursing to M.S. Health Informatics
- B.S. Sports Management to M.S. Sports Analytics
- B.S. Health Information Administration to M.S. Health Informatics
- B.S. Informatics to M.S. Bioinformatics
- B.S. Informatics to M.S. Health Informatics
- B.S. Informatics to M.S. Human-Computer Interaction
- B.S. Media Arts and Science to M.S. in Human-Computer Interaction

- Over the past three years, the SoIC has devoted significant time, energy and resources to the challenges of promoting undergraduate success. Thanks in large part to administrative vision, to the implementation of a departmental structure with chairs to more closely monitor teaching/learning outcomes, and the overall process management of associate dean Karl MacDorman, the SoIC concerted and focused strategy that has elevated our enrollment and undergraduate academic performance beyond previous levels. Very simply explained, this success can be attributed to three factors: Better recruitment; elevated academic standards; and enhanced student support (both via advising and in scholarship support).

The two tables immediately below document some of the financial support.

Requirements	Campus Scholarship	Campus Scholarship Deadline	SoIC Scholarship (in addition to campus scholarship, upon admission to SoIC at IUPUI)
High School GPA 3.75 SAT 1250** or ACT 28	IUPUI Chancellor's Scholarship \$8,000/year up to 4 years <i>Renewable with GPA of 3.3</i>	Dec 1***	\$2,000/year up to 4 years <i>Renewable with GPA of 3.3</i>
Valedictorian & Salutatorian****	\$5,000/year up to 4 years <i>Renewable with GPA of 3.0</i>	Feb 1	\$2,000/year up to 4 years <i>Renewable with GPA of 3.0</i>
High School GPA 3.5 SAT 1200** or ACT 26	IUPUI Dean of Faculties \$4,000/year up to 4 years <i>Renewable with GPA of 2.75</i>	Feb 1	\$3,500/year up to 4 years <i>Renewable with GPA of 3.0</i>
High School GPA 3.25 SAT 1150** or ACT 25	IUPUI Academic Honors \$1,000/year up to 4 years <i>Renewable with GPA of 2.75</i>	Feb 1	\$1,500/year up to 4 years <i>Renewable with GPA of 3.0</i>
High School GPA 3.0 SAT 1070** or ACT 23		rolling	\$1,500/year up to 4 years <i>Renewable with GPA of 3.0</i>

* Students must maintain full-time student status each semester to receive the scholarship.

** Critical Reading/Verbal + Math section only. Writing scores are not factored for consideration.

*** Students who miss the campus Dec 1 deadline may still be eligible for the IUPUI Dean of Faculties and SoIC scholarships.

**** Students who also meet the Chancellor's Scholarship criteria will receive an additional \$4,000 for a total of \$9,000 annually.

Students who have applied for admission as incoming freshmen for the following Fall by the deadline indicated and meet eligibility requirements will automatically be considered. No separate application is required.

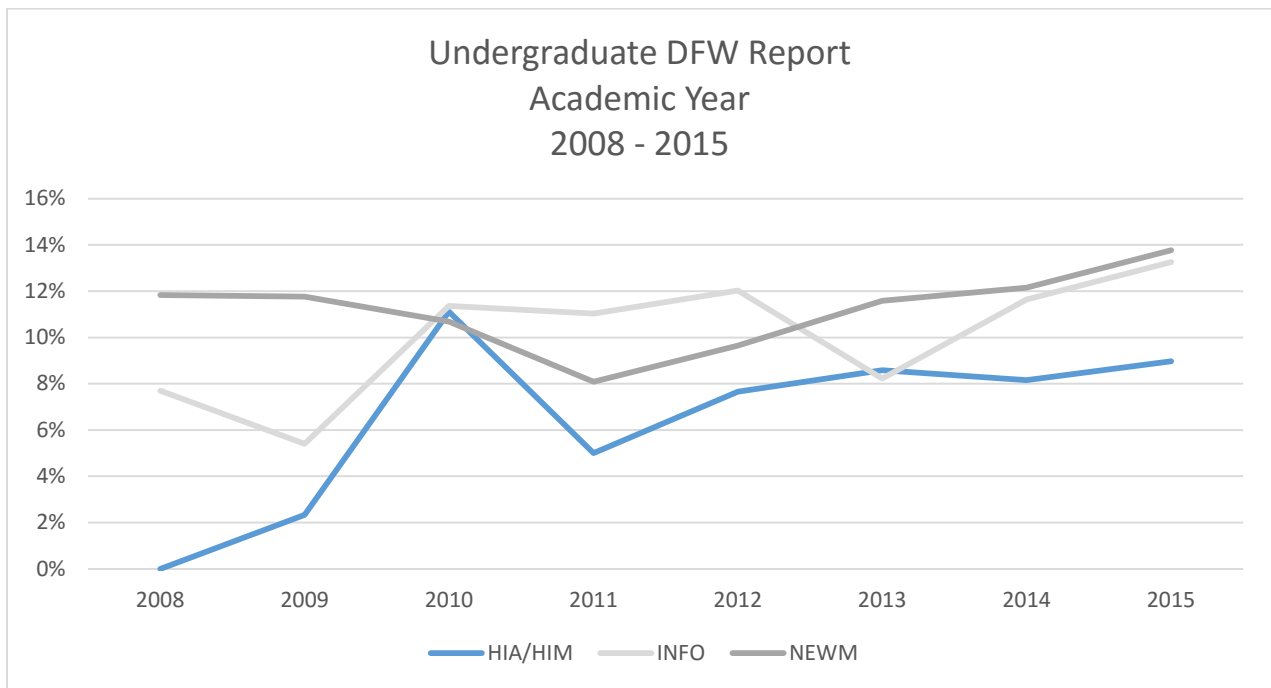
Scholarship/ Fellowship	Amount	GPA	Other Criteria
Health Information Technology Scholarship	\$500- \$1,000, not renewable	3.2	Supports a junior or senior majoring in INFO, HIM, or MAS with an interest in health information technology. May be given to a student with a strong affinity for working in a health field through the study of informatics and the health sciences, health information administration, bioinformatics or media arts and science. Student demonstrates strong leadership qualities and a desire to pursue education beyond the undergraduate degree.
John R. Gibbs Undergraduate Scholarship/ Graduate Fellowship for Innovation	\$1,000, not renewable	3.5	One award is given to <i>either</i> an undergraduate or graduate student in the School of Informatics and Computing. Preference is given to those who have demonstrated or expressed a stated interest in innovation and entrepreneurship.
Dean's Advisory Council Senior Scholarship	\$1,000, not renewable	3.5	Supports a student of senior standing currently majoring in Informatics or Media Arts and Science. Student must have a record of innovation, community service or academic excellence. Student must also maintain his or her major in Informatics or Media Arts and Science throughout his or her senior year.

Transfer Student Scholarships	\$1,000, renewable	3.0	The School of Informatics and Computing offers a scholarship for qualified transfer students who are enrolling into the IU system with more than 15 credit hours from an outside institution. Students who transfer in with a minimum cumulative GPA of a 3.0 or more will be automatically awarded the scholarship upon admission, which is renewable for up to three years so long as the student completes a full course load each semester and maintains a cumulative GPA of a 3.0 or above.
Aspirations in Computing Freshman Scholarship	\$1,000, renewable	3.2	The scholarship is awarded to students who won the NCWIT Aspirations in Computing competition and are admitted directly to the School of Informatics and Computing at IUPUI. This scholarship is available to incoming female freshman for their computing-related achievements and interests. Awardees are selected for their computing and IT aptitude, leadership ability, academic history, and plans for post-secondary education. The scholarship is automatically renewed for up to four years of study with a GPA of 3.2 and continuous full-time enrollment.
RJE Knoll School of Informatics Internship	\$1,250	3.0	One award is granted annually to a full-time undergraduate student currently in the School of Informatics and Computing that has arranged an internship with both an Employer and SoIC Career Services. The student must have a record of academic excellence and a minimum GPA of 3.0 on a scale of 4.0. Students must fulfill the following requirements additional to the application to be eligible: <ul style="list-style-type: none"> • Completion of the following courses: Informatics – I101, I201, I202, I210, I211, N299

- Student Support - Advising
 - Undergraduate students meet regularly with their advisors to ensure proper program progression. Many of our courses, particularly in the MAS program, our most popular undergraduate major, require technical skills, and only make pedagogical sense when students advance from basic to intermediate to advanced courses. The SoIC uses prerequisites to ensure that students are placed into the correct level of courses, and the students are able to move into the next level of courses, and this process repeats until students complete their degree. The advising staff works with the faculty to ensure the correct prerequisites are in place and adjustments are made as needed.
 - Advisors hold orientation sessions year round with the busiest time being the summer. Advisors often hold two-day group orientations for pre-Informatics and first-year Informatics students to welcome them to the program, explain policies and resources, and guide them through the registration process. Most students follow the degree map related to their major and area of concentration. Although well-planned, the system is necessarily flexible to accommodate class availability, transfer credits, and AP or dual credits already earned. Advisors also hold one-day transfer orientations and meet with students individually to review transfer credits and create a plan of study. In all orientation sessions, advisors are prepared to make individualized plans of study as needed.
 - Advising is offered for pre-Informatics and Informatics students year-round, with each advisor responsible for approximately 350 undergraduate students. The undergraduate advisors use an online appointment scheduling system, which allows students to schedule advising appointments as convenient. For first-year and transfer students, it is

mandatory that the student meets with his/her advisor at least once each semester during the first year. An advising hold is placed on the student account to ensure the student cannot register for classes without attending the appointment. Advising is also mandated for probationary students, with the same hold process followed. Advisors also hold weekly advising hours at the Health and Life Sciences Advising Center for University College students who are interested in changing their major to Health Information Management. The SoIC advising staff also offers email and phone advising for distance learners; holds late night registration events to accommodate the schedules of working students; and conducts group registration in freshmen seminar classes.

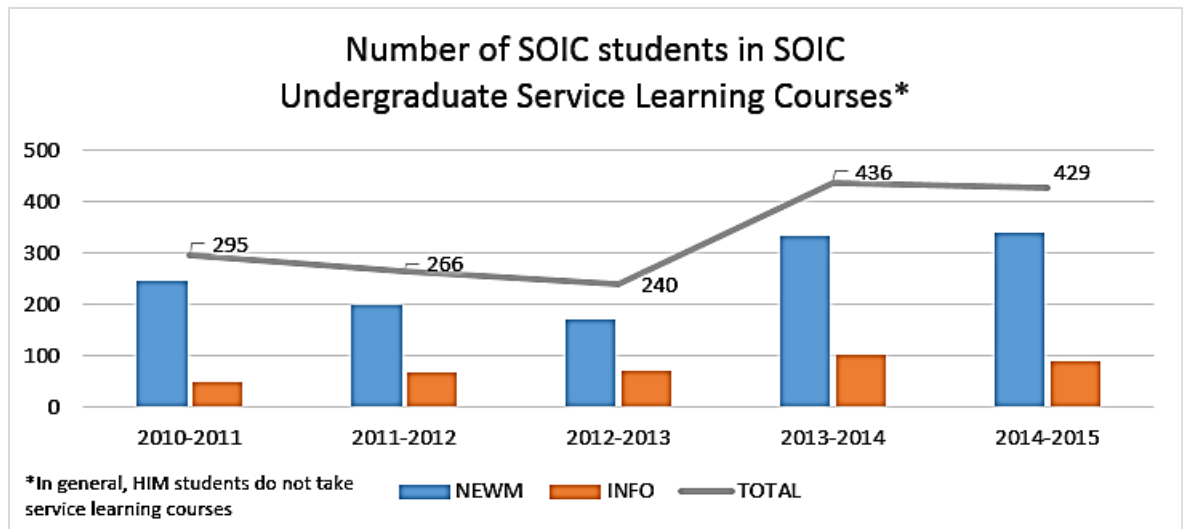
- Free tutoring is available for certain listed undergraduate SoIC courses and begins the second week of the semester. Courses are placed on the tutoring list based on DFW rates (courses with high rates of students earning grades of 'D,' 'F,' or 'W'—meaning 'withdrawn') or by faculty request. Historically, this list covers 8-10 courses each semester. Faculty identify capable students to tutor peers who are struggling in certain courses, and the SoIC employs them.



- In the first month of each semester, instructors begin using the FLAGS system, which notifies advisors of at-risk students for each course. The flag input by the faculty alerts the advisors that a student is not attending class, not turning in assignments, or performing poorly. Once the information is received, the advisor will reach out to all flagged students about the course and will urge the student to use the available resources offered to them (i.e., meeting with the advisor or faculty, using a tutor, attending the MAC or Writing Center). Advisors and faculty also discuss concerns about students informally when an issue or concern arises.
- Peer-to-Peer Support
 - Currently, there are 14 active special interest student groups (SIG) within the SoIC that attract both undergraduate and graduate students in any major. These groups include

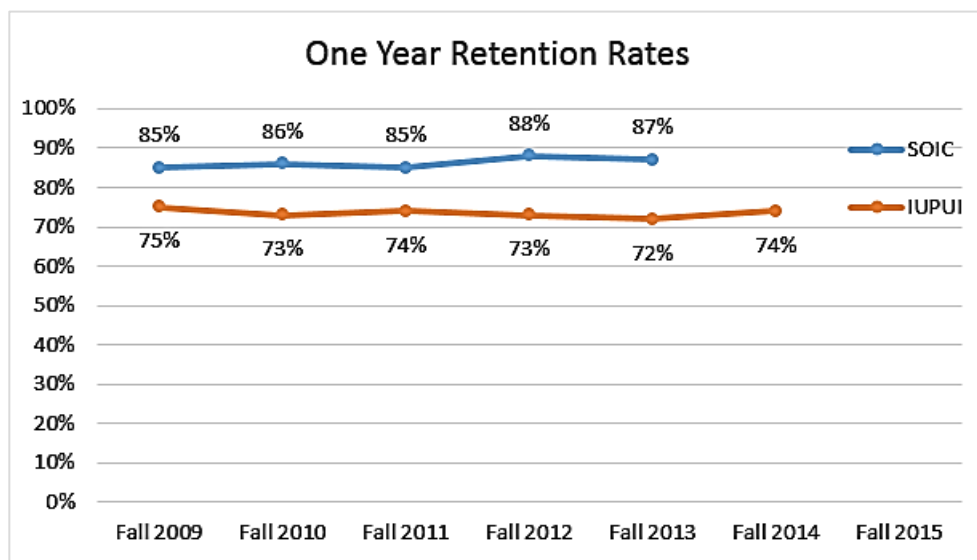
- ACM SIGGRAPH IUPUI Student Chapter, Anime Club, Association of Library and Information Science Students, Cosplay Club, E-Sports, Game Developers' Group at IUPUI, Gamers' Guild of IUPUI, Health Information Management Connection, Informatics and Computing Student Council, Mobile App Developers at IUPUI, Omniscient Audio Collective, SoIC Service Group, Students and Technology in Academia, Research, and Services (STARS), and Women in Technology. These are essentially student clubs with faculty mentors. Most groups are devoted to ideas and experiences that complement or feed directly into current SoIC curricula, offering the opportunity for students to reinforce their personal enthusiasms, expand their conceptual and technical skills in informal settings, and interact with faculty or external professionals who periodically appear at group meetings.
- These groups comprise a network of informal learning and co-curricular experiences. The SoIC believes there are opportunities to build more formal alignments between our departmental curricula and the experiences offered in these groups. In 2016-17, the SoIC will be working more closely with SIG faculty mentors and student leadership to explore such alignments.
 - With the construction of North Hall, IUPUI's newest on-campus living facility, undergraduates in the SoIC will have the opportunity to take part in, and enjoy the support of, the School's first Residential Based Learning Community: "the SoIC Community." The SoIC Community is reserved for students majoring in one of the SoIC undergraduate majors: Health Information Management, Informatics, or Media Arts and Science. The Community provides residents with the opportunity to develop relationships with peers who have the same interests and major, while building academic and creative excellence through unique opportunities only open to the SoIC Community residents.
 - Opportunities for student involvement in program planning and evaluation.
 - At the end of each semester, students anonymously fill out course evaluations giving feedback on their experiences in their courses. These course evaluations are reviewed for the School by the Associate Dean of Academic Affairs and for each department by the department chair. The chair addresses issues with individual faculty, the relevant Program Director, and/or advisors, as appropriate. The AD addresses broader issues, such as those involving academic policy, through the Academic Affairs Committee and Faculty Council. Students also have the opportunity to provide feedback on an annual student satisfaction survey on their overall experience in the program. The advisors read these responses and, when appropriate, make changes in a student's degree map. Advisors also reach out to all students who earned a D, F, or W at the end of each semester, asking why. All of the responses gathered are closely reviewed and changes are made when appropriate.
 - Students in service courses
 - The chart below shows how many MAS and Informatics students participate in service learning courses. The courses offered for Informatics students include *Internship in Informatics Professional Practice*, *Career Development for Informatics Majors*, *Current Topics in Informatics*, *Capstone Project Internship*, *Senior Thesis*, *Design and Development of an Information System*, and *Readings and Research in Informatics*. The courses offered for MAS students include *Career Planning*, *Documenting Cultural Heritage*, *Independent Study*, *Enrichment Internship*, *Capstone Experience* and *Video for Social Change*.
 - Evidence of student learning in service courses offered by the department

- In a popular MAS service learning course, *Video for Social Change*, students explore theories of documentary filmmaking by screening and writing analyses of seminal documentaries. They also create a documentary about a cause or controversy, or work with a nonprofit client to develop material and produce a finished video. Some examples of student learning can be found in work done by two students for the IU Student Outreach Clinic. Examples of this type of student work can be found at: http://comet.soic.iupui.edu/index.php?seq=_001_004_001&article=4.



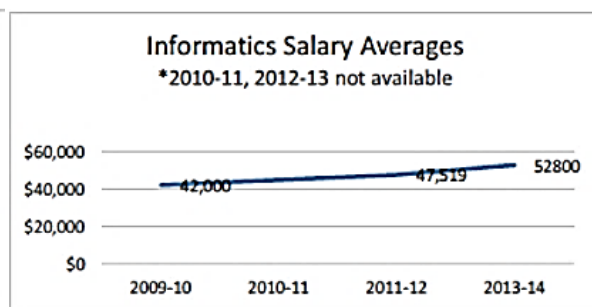
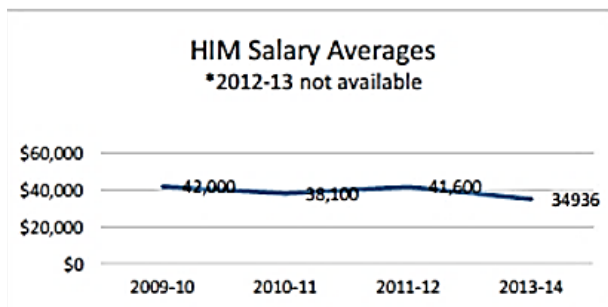
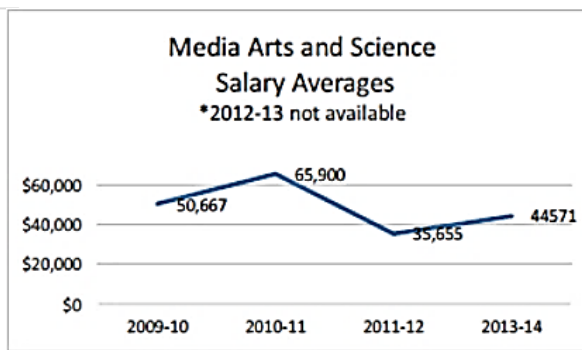
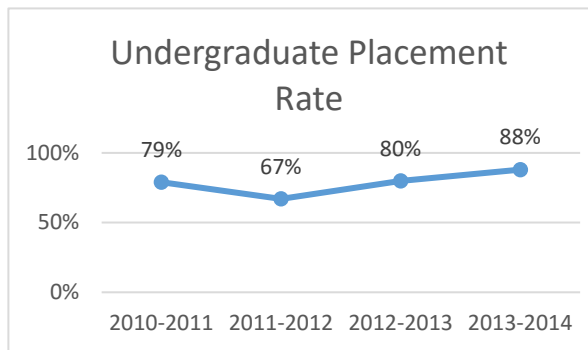
- Placement Services
 - During their academic careers, undergraduates are given many opportunities to consider and apply for full-time positions. The SoIC maintains an online recruiting system, *SoIC Careers*, where students view and apply for positions specifically related to their majors. Each academic year, approximately 3,500-4,000 full-time positions are posted to *SoIC Careers*, including local, national, and international jobs – although our students are generally interested in jobs in the Indiana or Midwest regions. Positions at high profile organizations are also emailed directly to students to ensure they are aware of them and have the opportunity to apply.
 - The School also maintains a section of the School website to provide career-related resources, including listings of additional online job search resources and articles focused on successful job search methods at www.soic.iupui.edu/careers. Additionally, LinkedIn and Facebook are used to connect students with alumni and employers for networking and sharing of opportunities and events.
 - The Career Services Office brings organizations to the campus and directly to the School for career fairs and information/recruiting sessions. Every fall, the SoIC is a partner in the annual Career Connection STEM Career Fair. This event brings to campus 85 companies focused on IT, engineering, and life science careers for direct student interaction. Partnering with other Schools on campus, the SoIC participates in the staging of other career fairs, including the annual IUPUI Spring Career Fair, which are open to SoIC majors. SoIC majors are welcomed to attend the career fairs of all other Schools on campus.
 - Throughout the fall and spring semesters, companies visit the School to present employment opportunities to students. Employers are invited to attend the annual presentation of capstone projects as well. Last year, companies visiting the School

- included Access Sciences, Ernst & Young, Salesforce, Rolls-Royce, First Data Bank, Appirio, Yahoo, Kronos, Policystat, MediaFuel, Stringcan, and Extension Healthcare.
- Support for entering students, including first-year seminars and learning communities.
 - When first-year students attend orientation, they sign up for either *Summer Bridge* or a *First Year Experience* course. *Summer Bridge* starts two weeks before the fall semester and is taught by faculty and advisors. The *First Year Experience* takes place once a week in the fall semester and is taught by advisors. Both courses educate the students about college resources and other opportunities, and cover areas such as study abroad, the IUPUI Top 100 program, time management, stress management, and the large idea of individual learning styles (and how to identify and accommodate your own). Thanks to the *Summer Bridge*, students are already part of a community by the time their first fall semester begins. As demonstrated in the chart below this layered strategy of advising / standards / support has been beneficial for retention rates in that critical first year, when SoIC outcomes are consistently above IUPUI norms.



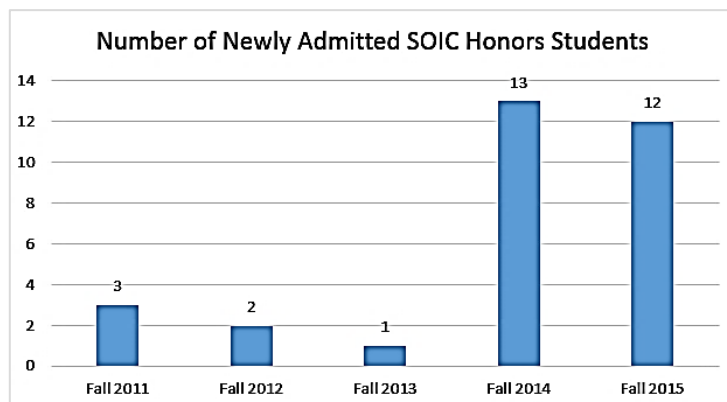
- Outcomes for Undergraduate Students -- Indicators of Program Quality
 - At the SoIC, all undergraduate courses have been assessed at least twice over the past five years period using the IUPUI Principles of Undergraduate Learning (PULs). For each course, faculty members designate the PUL of Major Emphasis, the PUL of Moderate Emphasis, and the PUL of Some Emphasis. Courses must include assignments that allow students to demonstrate some level of mastery for the particular PULs that have been designated as most relevant for that course.
 - The SoIC also regularly evaluates courses for their delivery of a number of competencies, which encompass general and specific learning outcomes in technical knowledge; the social dynamics of information technology; domain-specific critical-thinking and problem-solving skills; collaboration and teamwork; and professional ethics and development. In 2014–2015, faculty began the process of revising these competencies to be more specific to the SoIC curricula. This work is ongoing. Faculty of the Department of Library and Information Science (LIS) have considerable experience in evaluation and assessment. The SoIC will enlist their leadership in developing a comprehensive evaluation and assessment protocol for every school program.

- In addition to PULs, students in the Health Information Management (HIM) program demonstrate mastery of transferable skills in Practicum courses and in the outcomes from the Registered Health Information Administration (RHIA) examination—the key credential in their program field. Last year, the RHIA exam pass rate was 90% for SoIC-IUPUI students.
- Evidence of placement of graduate in employment in the field or in further education.
 - The graph below shows historical placement data for undergraduate graduates, combining the totals for placement rate in full-time positions, graduate school, or internships in fields relevant to the students’ major within six months post-graduation from the 2010-11 through 2013-14 (most current data). The data is collected via paper and electronic survey and other self-reported methods included LinkedIn and telephone calls. The graph at the upper right shows the average salaries of MAS graduates; the graph at the lower left shows post-graduate HIM salaries; and the graph at lower right shows data for informatics majors. Please note that the overall category of undergraduate placement rate (88%) may be statistically “soft” to the extent that it has been calculated from self-reported data, which may include reports of self-employment as “full-time” but not include hard salary numbers. In short, our most financially successful graduates may readily report attractive salaries, but the number of reports may be limited. This probably explains the wide variation from \$65K averages in 2010-11 down to \$36K the next year, and \$45K the following year.



- Evidence of program quality derived from surveys/interviews of current students, graduates, employers, community members or agencies.

- In 2014, the School of Informatics and Computing began implementing an annual Student Satisfaction Survey, asking students to rank a variety of areas ranging from advising to faculty concern for student success, on both importance and satisfaction. The results allow us to see the top areas that are most important to students and evaluate the students' level of satisfaction in each of those areas. In 2014, the overall level of satisfaction with the SoIC was 4.16 on a scale of 1 (lowest) to 5 (highest). In 2015, the overall level of satisfaction increased to 4.33. This shows that the students' level of satisfaction with the program is increasing. Results from the 2015-16 survey have not be tabulated yet.
- Evidence that honors students benefit from initiatives sponsored by the School.
 - Over the last five years, the SoIC has had 31 students enter the IUPUI Honors College. The Honors program provides high-achieving students with increased opportunities to interact with faculty members, develop relationships with other motivated students, and graduate with honors distinction from IUPUI. Honors students also have access to Honors College advisors and use of the Honors College facility, which includes dedicated study space, computer labs, and group work rooms. There are many requirements of the Honors students, including community service hours, completing honors courses, and maintaining a minimum cumulative GPA.
 - The SoIC has had five Honors students graduate in the past five years, and that number is likely to rise dramatically for Fall 2016 given the large increase in recent admits.



- Accelerated Bachelor's to Master's Degree Programs
 - In addition to the undergraduate programs listed above, over the past year the School has explored and developed accelerated five-year bachelor's + master's (BS/MS) degree programs. In 2015-16 the SoIC began planning for a BS/MS degree in MAS, our most popular undergraduate degree program. In 2016-17 we will continue to develop this degree program based on analysis of industry and professional trends in the Indiana and national marketplaces. Although initial feedback from students indicates that the idea would be appealing, we want to make sure that any such program meets substantial demand in the professional marketplace, including digital media application domains in healthcare, business and marketing, and other fields that already established in central Indiana.
 - Currently, a BS in Informatics student can move into the MS in Bio-informatics, Health Informatics (HI), or Human-Computer Interaction (HCI). A student with a BS in HIM student can earn an MS in HI, and an MAS undergraduate can move on to the MS in

HCI. The SoIC has also built relationships with external programs to offer BS students in biology a segue into an MS in Bio-informatics; BS students in Nursing or Health Sciences into an MS in Health Informatics; and a BS in Sports Management into an MS Sports Analytics, through our SoIC's HCC Department.

- To date, the School already has 17 students enrolled in these accelerated programs. As so many other traditional fields evolve toward greater use of data analytics, digital media and computer applications, these BS/MS programs become increasingly appealing to students who realize the advantage of adding an informatics competence to their discipline-specific training. For example, the basic biology degree has one of the least job opportunities, whereas, augmenting that with an MS in Bio-informatics is a much more marketable degree. The SoIC believes that by developing such programs, our school can expand its service to the students, the campus and the community, while increasing our own enrollments without necessarily sapping students from other schools.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- Elizabeth Cotter, a journalism major, received the 2015 [Jim Murray Memorial Foundation Judges' Choice Scholarship Award](#), winning top honors while competing against students nationwide; Ms. Cotter was also appointed as an [IU Presidential intern](#), the first IUPUI student so honored.
- Professor Jeremy Wilson, assistant professor of Anthropology, received the 2016 JACADA (Jaguar Academic Advising Association) Award for Advisor of the Year as well as the [2016 Kathryn J. Wilson Award for Outstanding Leadership and Mentoring of Undergraduate Research](#) from the Center for Research and Learning.
- Fall 2015 saw the launch of the School of Liberal Arts (SLA) new degree program, [Law in Liberal Arts](#); the inaugural cohort in Fall 2015 numbered 15 students.
- Building upon the Law and Liberal Arts degree, an accelerated BA/JD program proposal has received approval through the Academic Leadership Council level. If approved by the IU Board of Trustees at their August 12 meeting, the review process will be complete. This program will make for a great streamlined career path.
- The Liberal Arts and Management Program (LAMP), a certificate proposal that combines liberal arts courses and business school courses, has been approved by the Undergraduate Affairs Committee. It is on the August 11 consent agenda for ALC; if approved, it will move to the Administrative Action Report for the IU Board of Trustees.
- SLA's Undergraduate Curriculum and Standards Committee completed an initial mapping of SLA's baccalaureate competencies to the Degree Qualifications Profile, Principles of Undergraduate Learning, and the Indiana statewide competencies with recommendations for ongoing assessment.
- SLA made significant progress this past year in [assessment](#). Most important, an ad-hoc committee is now leading efforts to refine assessment school-wide and to bring the conversations about assessment to the school through forums and other events; this effort complements work taking place within individual departments and programs.

- Retention rates in SLA continue to be above the campus (Indianapolis) averages. Comparing [SLA/campus](#) averages, one sees the following retention rates for the latest cohort for which data is available: year one 81.7/74.9; year two 81.7/63.3; year three 74.6/58.9; year four 70.1/53.5; year five 64.2/54.5; and year six 59.2/53.1.
- Graduation rates in SLA continue to be above the campus (Indianapolis) averages. For the most recent data, comparing [SLA/campus](#) averages, one sees the following graduation rates: four-year rate, 38.8/22.2; five-year rate, 54.7/40.5; and six-year rate, 56.6/46.6.
- SLA awarded over \$293,000 in scholarships and awards at its Celebration of Scholarship on April 23, 2016; this is an increase of nearly \$100,000 since 2010.
- Based on information presented in Fall 2014 at the Council on Retention and Graduation, data indicated that the point at which a student drops out of school is when unmet financial need hits \$2,500. This past year, SLA conceived and began fundraising for the [Liberal Arts Works Scholarship](#) program, which will seek to provide 10 \$2,500 scholarships each year to help students with unmet need.

Future Plans and Priorities

- In the Coming Academic Year
 - SLA is in the (lengthy) process of applying for American Bar Association Accreditation for its paralegal program. Currently, only three institutions of higher learning in the state of Indiana carry the [accreditation](#); none in the nine-county metropolitan region surrounding Indianapolis.
 - Develop and approve within SLA B.S. baccalaureate competencies in order to create B.S. degrees in appropriate fields (e.g., quantitative economics, geographic information systems, etc.).
 - Finish proposal and start review process for a joint degree program with the School of Engineering and Technology: B.A. in Japanese/B.S. in Engineering.
 - Attain full funding for 10 Liberal Arts Works scholarships.
 - Continue conversations on a collaborative Digital Humanities with Computing and Informatics and with Herron.
 - Continue conversations about a possible certificate collaboration with SPEA on Liberal Arts and Public Policy (LAPP).
 - Continue conversations concerning an Intergroup Dialogue certificate collaboration with Social Work and Engineering and Technology.
 - Develop a proposal for a minor in Social Justice.
 - Develop a minor in LGBTQ+ Studies.
 - Develop Friday Faculty Forums devoted to assessment
- Longer-term
 - Award 10 Liberal Arts Works scholarships for 2017-2018.
 - Development of a corporate advisory board that will help cultivate additional internship opportunities for students.
 - Develop more intentional pairing of liberal arts majors with minors and certificates that add specific skills that will broaden students' opportunities post-degree, both inside and outside the school.
 - Promote minors and certificates to majors from other schools that help hone skills within the chosen major (for example, advertising the benefits of a public relations minor to business majors).

School of Nursing

Highlights and Accomplishments

- IUSON holds two National League for Nursing (NLN) Center of Excellence in Nursing Education designations: Creating Environments that Promote the Pedagogical Expertise of Faculty (since 2006) and Creating Environments that Advance the Science of Nursing Education (since 2012).
- NCLEX pass rates are 88%, above the national pass rates (NCLEX exam is known as the National Council Licensure Examination, the standardized exam that each state board of nursing uses to determine whether or not a candidate is prepared for entry-level nursing practice).
- Evaluation of IUSON's concept-based BSN Curriculum is underway. Curricular enhancements will focus on interprofessional education, simulation, ensuring good exemplars, and teaching excellence.
- BSN Honors Program students completed research and were accepted to present posters at multiple local and national nursing and research conferences [e.g., the Midwest Nursing Research Society (MNRS), the National Conferences on Undergraduate Research (NCUR), the American Music Therapy Association (AMTA), and the Society of Behavioral Medicine (SBM)].
- IUSON finalized the concurrent enrollment option partnership with Ivy Tech Community College (ITCC) which will begin in January 2017, providing an academic transition from ITCC to IUSON where students complete their BSN.
- BSN students can now obtain an informatics certificate or enroll in informatics coursework concurrently with their nursing degree.
- Through the academic-clinical partnership with IU Health, students learn from nursing leaders who present clinical problems and unit-based data, then work in teams to develop innovative and evidence-based solutions for practice
- Successful innovations in clinical learning, include implementation of:
 - Clinical Learning Partnership (CLU) model of clinical education on units in which students learn from both an embedded faculty member and from staff nurses who served as clinical learning partners.
 - Interprofessional clinical learning opportunities for senior students included high fidelity simulations at the Fairbanks Center for Simulation, experiences at Eskenazi Health and IU Health Methodist, and the IU Student Outreach Clinic.
 - Junior nursing students and fourth-year medical students worked together as dyads during an assessment and planning activity with patients in an acute care setting.
 - Service to the interprofessional education efforts and team at Indiana University Student Outreach Clinic.
- Seven nursing students were named in the IUPUI Top 100 Undergraduate Students: Emily Storkman, Katherine Williams, Nicole Blair, Brenna Vernengo, Maranda Buha, Alexis Turpin, Lisa Edgington. In addition, Emily Storkman and Lisa Edgington were named as Top 10 IUPUI Females Students. Emily Storkman was named as the Top Female Student for 2015-2016.

Future Plans and Priorities

Nothing reported

School of Physical Education and Tourism Management

Highlights and accomplishments, including evidence of effectiveness

- Awarded 418 degrees in FY 2016, a 35% increase over FY 2015 (309). Increased the number of bachelor's degrees awarded by 29% (from 191 to 247), and increased the number of certificates awarded by 52% (from 108 to 164).
- Launched [Sports Analytics](#) 4+1 track where students receive a BS, Tourism, Conventions and Event Management, Sports Management Major, and a Masters in Informatics in 5 years.
- Development of [PETM Honors Program](#), providing a pathway to the Honors College for high ability students not accepted upon admission to IUPUI. On target for admits per year to meet the goal of 25 students total in the program.
- Nearly 95% of PETM first year students reported engaging in some form of high impact practice, well above the campus average.
- Created the position of Coordinator of First Year Learning Experience to expand and facilitate the first year experience of PETM students. Dr. Lisa Angermeier was appointed to the role.
- Undergraduate Research Program in Kinesiology was created. Associated with this program, Kinesiology began offering a zero-credit course in Undergraduate Research and introduction of undergraduate research (HPER 443) course as an internship option for students.
 - 35 students enrolled in one of the two options in 2015.
- Developing minors in Military Science and Wellness (both awaiting approval).
- Addition of Assistant Director of Career Development to Student Success office to further systematize the career development for all PETM students.
- Department of Tourism, Conventions and Event Management (TCEM) piloted the Noble Hour software tool in an attempt to better track student learning and engagement with Indianapolis organizations.
- 19% of Department of Kinesiology courses were offered in an alternative mode (online, hybrid, etc.) to accommodate diverse learners and their diverse schedules.
- Expanded Bridge section offerings from 2 to 3.
- Mutsa Godza, as a student in the Department of Kinesiology, was selected as an Undergraduate Scholar by the American Kinesiology Association.
- Stephanie Forsythe, a TCEM student, is a 2016-17 Jesse H. & Beulah Chanley Cox Scholar.

Future plans and priorities

- Add an additional full-time advisor such that all advising is handled by full-time advisors.

- Set benchmarks for student satisfaction and overall learning outcomes achieved through senior exit surveys.
- Further highlight and communicate the unique features of PETM undergraduate programs (e.g., extensive high impact practices and experiential learning in the community) to a variety of stakeholder groups.
- Cultivate and solicit donors to increase student scholarship opportunities.

School of Public and Environmental Affairs

Highlights and Accomplishments

- Top 100
 - 6 SPEA Undergraduate Students named to Top 100 – 2 to the Top 10
- Plater Medallion - honors graduates who demonstrate exemplary commitment to their communities during their time at IUPUI and have exhibited personal development, intellectual growth, and positive community impact as a result of their civic engagement experiences.
 - 8 Undergraduate students
 - 4 Graduate students
- Internships
 - Undergraduates – 126 students participated in internships for academic credit
 - Fall 2015 - 31
 - Spring 2016 – 49
 - Summer 2016 – 46
- Cover your Class – This program, offered by career services, provides professional development for students in classes when an instructor cannot attend. It was delivered to 20 classes with 427 students responding to an evaluation survey. Ninety-four percent of the respondents felt professional development was important to their career success, and 87 percent felt the information would assist them with their academic and career goals.
- Chancellor’s Award for Outstanding Undergraduate Research - Jenna Tyler garnered the 2016 campus level award. Pursuing the accelerated B.S.-M.S. program in criminal justice and public safety, Jenna assisted Associate Professor Akeem Sadiq.
- UROP - Undergraduate Research Opportunity Program
 - First SPEA student in summer UROP (Undergraduate Research Opportunity Program) – Sarah Barnhart with Brad Ray as Faculty Mentor
- Washington Leadership Program – internships in Washington DC
 - Fall 2015 – 4 Students
 - Spring 2016 – 2 students participated in internships in DC – no WLP offered
- SPEA IUPUI established the largest endowed scholarship gift at SPEA IUPUI through the Marv Smalley Indiana State Police scholarship.
- We designed and implemented a new peer advising program in which specially trained students can help provide answers to simple advising questions (though professional advisors are still there for the more substantial issues).
- We redesigned and implemented a new approach to the introductory course to the public affairs degree (170) to be more oriented toward community problems and solutions

Future Plans and Priorities

- Develop videos on student and alumni success for use online and on TVs in hallways
- Hire another career services advisor to further assist students with internships and career placement
- Assess undergrad sequencing and numbering system to better reflect level of learning and learning outcomes
- Develop a new law and policy certificate in cooperation with the Law School
- Move our proposal for an undergraduate Nonprofit Management degree through campus and university approval

School of Science

Highlights and Accomplishments

- School of Science graduates record numbers of baccalaureate degrees in 2015. The School of Science conferred 582 undergraduate degrees in 2015.
- Ayodamola Otun (Biology Major) is awarded the Top Male Student at IUPUI. 46 of IUPUI Top 100 students were from SOS; 10 of the top twenty students were from SOS.
<http://science.iupui.edu/news/junior-biology-student-named-iupuis-2016-most-outstanding-male-student>
- 89 SOS incoming freshman accepted a Honors College Scholarship (Bepko, Chancellor's, Plater awards)
- 94 students are currently participating in the School of Science Honors program.
- Science PREPS office sees record number of students. For the second year in a row, the School of Science Office of Pre-Professional and Career Preparations (PREPs) office saw an increase in 1:1 advising sessions. They interacted with 1090 students (an increase of 16%). They also brought 140 employers and professional schools to campus. The overall knowledge rate of first destinations following graduation was 82.8%.
- 54 SOS students participated in credit-bearing internships. Approximately 30 other students participated in non-credit internships.
- Distributed Drug Discovery (D3). Distributed Drug discovery (D3) is an ongoing project between SOS faculty and students. The goal is to examine neglected diseases such as malaria and tuberculosis and speed the development of drugs for neglected diseases.
 - This year the D3 program established a five-way collaboration with the Medical University of Lublin (Poland), Santa Clara University (California), Goshen College (Indiana) and Colorado College (Colorado) that enables professors and students to propose and make new molecules as potential antibiotics. Together they have made over 60 new molecules that are being sent to either Poland or Australia's Community Open Access Antimicrobial Drug Discovery ("CO-ADD") program for biological evaluation.
 - In spring of 2016, C344 chemistry students made and K357 biology students tested 72 new compounds to identify several potent inhibitors of *Pseudomonas aeruginosa* – the cause of serious infections in patients with cystic fibrosis
- \$1M gift from faculty to endow professorship and undergraduate scholarship in mathematics. The School of Science at IUPUI has received a \$1 million planned gift from two of its Department of Mathematical Sciences faculty members. The gift from Distinguished Professor Alexander R. Its and associate research professor Elizabeth N. Its will endow a professorship within the department and an undergraduate scholarship for an honors student.

<http://science.iupui.edu/news/school-science-announces-1m-gift-alexander-and-elizabeth-its-mathematical-science-faculty-member>

- Associate professor, chair receives national physics teaching award. The American Association of Physics Teachers (AAPT) awarded Andy Gavrin with the 2016 David Halliday and Robert Resnick Award for Excellence in Undergraduate Physics Teaching. This award is given in recognition of contributions to undergraduate physics teaching and awardees are chosen for their extraordinary accomplishments in communicating the excitement of physics to their students. <http://science.iupui.edu/news/associate-professor-chair-receives-national-physics-teaching-award>
- IUPUI internship program inspires future STEM educators. The IUPUI STEM Summer internship engages current undergraduate science, technology, engineering and mathematics (STEM) students in “educationally purposeful activities that allow them the opportunities to examine their interest in and disposition for teaching science in middle or high schools.” During the internship, students early in their undergraduate careers are paired with STEM education mentors at locations such as the Indianapolis Zoo Education Center, the Clinical and Translational Sciences Institute and the IUPUI Bepko Learning Center. <http://science.iupui.edu/news/iupui-internship-program-inspires-future-stem-educators>
- Computer science alumnus recognized as CTO of the Year by IBJ. The Indiana Business journal named Jim Hutchins, Executive Vice President of Engineering and Technology for T2 Systems, as the Chief Technology Officer of the Year. T2 systems designs parking management services used by Universities (e.g., IUPUI, Ball State, Indiana, Purdue, and Duke) and large cities (e.g., Houston). <http://www.ibj.com/articles/54374-cto-of-the-year-jim-hutchins>
- IUPUI will help U.S. State Department develop policy solutions through Diplomacy Lab. Gabriel Filippelli, a professor in the Department of Earth Sciences at IUPUI, led IUPUI's efforts to apply for the Diplomacy Lab partnership. He had served for a year in a science advisory position at the State Department after he was named a Jefferson Science Fellow in 2013. Filippelli said the State Department has identified 44 policy issues that reflect the wide array of challenges it faces, including climate change, human rights, counterterrorism, legal and judicial reform and women's issues. In the fall semester, one or more teams of IUPUI graduate students and students in their final year of undergraduate degrees will focus on State Department-assigned policy issues in a semester-long class led by faculty. <http://earthsciences.iupui.edu/news/iupui-will-help-us-state-department-develop-policy-solutions-through-diplomacy-lab>
- Neuroscience Major continues to flourish. The neuroscience program (implemented in fall 2012) has grown to nearly 200 majors and has already had 66 graduates from the program). These are highly capable students who have the highest overall GPA in the school (3.4 cumulative GPA). 50% of the neuroscience majors are honors students and 12 were in the top 100 this year.

Future Plans and Priorities

- In the coming Academic Year
 - Assessment of Evidenced Based Classrooms Activities. In partnership with Engineering and Technology and SEIRI, we will be conducting assessment of the Evidence Based Instructional Practices in use in the two schools. Based on that assessment, we will begin to offer workshops and develop communities of practice for faculty who are interested in implementing these in their courses.

- Longer-term
 - Increase retention of First Time Full-Time students to 70% by 2017.
 - Look for ways to increase honors courses within the school.

School of Social Work

Highlights and Accomplishments

- The BSW Program was rated as one of the best 30 BSW Programs in the U.S. by BestSchools.org. There are more than 400 BSW programs in the U.S.
- Rosie Bryant, who graduated with her BSW degree in May was featured in *The New Social Worker* magazine as a student role model. http://www.socialworker.com/magazine/digital-edition/the_new_social_worker_digital_issues Bryant also gave the student address at commencement.
- The School has used worked to expand the use of its Wallace International Scholarship to help social work students study abroad. Amy Shackelford, for example, was awarded a Wallace Scholarship and is using the money to help pay the expenses of her 4-month practicum in Cape Town, South Africa, where she is working on reproductive and economic rights of women.
- The School's BSW program recruit's students to participate in research with faculty, including the McNair Scholars and the Summer Diversity Scholars Research Program.
- The Department of Labor Studies, which is part of the School of Social Work, offers labor studies certificates, associate and Bachelor of Science degrees. Labor studies courses are available on all IU campuses.
- The School's Develop Director, Sandy Noe, came up with an innovative approach to boost interest in the IUSSW Alumni Association Scholarship. At the Alumni Association's annual conference in 2016, a pitch was made to get as many alumni as possible to donate \$5. The association saw a jump in donations of over 115 percent.
- The Bachelor of Social Work Student Association launched an ongoing fundraising effort to support the School's social work students through scholarships. The Association set a goal of reaching one million people and asking each person to donate a dollar (or more if they could afford it.) Thus far, the students have raised more than \$2,000.

Future Plans and Priorities

- In the Coming Academic Year
 - The BSW Program Director will continue to work with BSW students to focus on the Pocket Change for Social Change campaign to create excitement about the fund-raising effort and learning opportunities.
- Longer-term
 - Work on developing an online BSW program to allow students who might not otherwise be able to leave their jobs and other responsibilities to earn a BSW degree. We are still waiting on IU approval of this program. Our proposal was submitted over two years ago.

Vice Chancellor for Community Engagement

Highlights and Accomplishments

The Office of Community Engagement supports student success through engagement with the community. Research shows that participating in service and community engagement during college is a predictor of future behaviors such as attending graduate school, earning higher degrees, donating money to one's alma mater, socializing with different racial/ethnic groups, and participating in volunteer/community service work after college. The Sam H. Jones Community Service scholarship programs are one example of support for high-ability, low-income students who are successful at IUPUI.

- Funding/Scholarships to support undergraduate education:
 - Leveraged Federal Work Study funding to deepen engagement in the community by dedicating \$346,785 to support 172 students at 29 sites through [Community Work Study](#). This represents 24.42% of the campus's Federal Work Study funds, well above the 7% minimum requirement.
 - Enhanced learning and development of 143 undergraduate [Sam H. Jones Scholars](#) through \$254,200 in scholarship funding who contributed 14,425 hours of service to the community.
 - Supported and promoted faculty-undergraduate student mentorship through community-based research, service-learning teaching, and community project management. \$133,800 in assistantships were awarded to 60 undergraduate Service Learning Assistants.
 - Established the Stefan S. Davis Regatta Scholarship, through the IUPUI Office of Alumni Relations, and awarded ten scholarships \$1,000 each. The scholarship was created to foster student leadership in the community and create opportunities for students to develop relationships with alumni and enhance dedication to IUPUI.
- Student engagement and co-curricular learning:
 - Developed, managed and coordinated with Office of Student Involvement three Days of Service for 757 members of the campus community providing 4,542 hours of service in 41 community partner sites.
 - Promoted campus pride and a sense of community among students by hosting a signature event - the 7th IUPUI Regatta. One hundred and fifty teams with nearly 750 participants competed before a crowd of 10,000 spectators.
 - Managed and developed student potential through the [Student Organization for Alumni Relations \(SOAR\)](#), an organization that increases awareness of IUPUI alumni programs and campus pride while also developing relationships with alumni, included 34 students from seven schools.
 - Encouraged connectivity and retention by matching thirty international students with alumni mentors through the [International HOST](#) program. The program provides a more welcoming and personalized experience for international students.
 - Intensified IUPUI's national reputation for excellence in service learning through national conference presentations on Themed Learning Communities and Service Learning leveraged for student success.
- Student recognition programs:
 - Cultivated and inspired future engagement through recognition of student's volunteerism, advocacy, service learning, community engagement, and community work study achievements through the [William M. Plater Civic Engagement Medallions](#); 27 undergraduate students representing 10 schools on campus were recognized.

- Created a sense of commitment to community engagement and the linkage to academic success through the 17th IUPUI [Top 100 Outstanding Student Recognition Program](#); 43 Juniors and 57 Seniors from 11 schools were honored.

Future plans and priorities

- Build on IUPUI's national reputation for excellence in community engagement as a student success strategy.
 - Increase community work study by 20% to support high impact practices and deepen the collective impact of student engagement in the community.
 - Expand and improve the quality of undergraduate Themed Learning Communities in partnership with University College.
 - Continuously improve and support the development of the [Sam H. Jones Scholarship](#) program.
 - Broaden the influence of community engaged experience among undergraduates through [Service Learning Assistantships](#).
 - Develop a comprehensive volunteer "talent" development program to connect students with opportunities to serve the community and develop job ready skills.
- Recognize the impact of student engagement on the individual and the community.
 - Promote, advance and further develop the Top 100 Outstanding Student program, William Plater Civic Engagement Medallions.

Diversity, Equity, and Inclusion

Highlights and Accomplishments

Multiple units within DEI work to ensure that students are successful in the classroom by providing services, personnel and spaces where diverse students and those interested in creating cross-cultural alliances can gather. Such spaces, services and activities have proven to enhance classroom performance and contribute to student development. In the previous academic year, members from all DEI officers served on Task Forces created to increase the presence and improve retention rates of Black/African American and Latina/o Students at IUPUI. The following are activities of Adaptive Education Services, Multicultural Center and LGBTQ+ Center occurred during the 2015-2016 academic year:

- Adaptive Educational Services (AES)
 - AES staff leadership participated in the following undergraduate initiatives:
 - Norm Brown Diversity and Leadership Scholarship Program Advisory Committee
 - Olaniyan Scholars Committee Member and Mentor
 - Advisory Council Committee member for American Educational Research Association (AERA)
 - Advisor of Pinky Promise Student Organization
 - Provided the keynote address for the School of Education December Graduation
 - Provided the keynote address for the IPS Key Learning Community Commencement
 - Provided the keynote address for the Ian Smith Foundation's 8th Annual Youth Summit sponsored by the Indiana Fever, Indiana Pacers, UPS, Indianapolis Colts, Sam's Club and PepsiCo
 - Member of the Nina Pulliam Scholars Advisory Council
 - Member of the Nina Pulliam Emergency Fund Review

Accomplishments, Effectiveness: These committees and scholarship opportunities focus on students who are underrepresented, have disabilities and need additional support. Further the presence of AES professionals at various summits and as speakers at graduations solidifies the idea that the university in general, IUPUI in particular, is a place where they too can aspire and succeed.

Future Plans

- In addition to bringing an exhibit to campus which highlights the history and struggle of individuals with disabilities (Fall 2016), we are proud to have been included in the 2014 Climate Survey, recent iterations of the Tunnel of Oppression and hope that the creation of the new Advocate for Equity in Accessibility Award will help eliminate the obstacles IUPUI students with disabilities face on campus.
- Multicultural Center (MC)
Over the course of the last academic year, the staff of the MC was involved in the following activities in support of undergraduate success:
 - The Multicultural Center kicked off the academic year by hosting “The Meeting” – a play depicting the supposed meeting between Malcolm X and Dr. Martin Luther King, Jr. Over 200 students, faculty and staff were in attendance.
 - In partnership with Community Engagement, the MC organized the on and off campus Steward Speaker Series with special guests Star Jones, Common and Dr. Cornel West over the Academic Year.
 - Partnered with the Eiteljorg Museum & Purdue Universities LGBTQ Center, we hosted “A Montana Artists Utopia: Out West with the Women of Basin” for the 2015 Spirit & Place Festival.
 - The Multicultural Leadership Empowerment Program (MLEP) was launched and included a cohort of 16 students who completed a series of workshops, activities and reflections during the spring 2016 semester. Participants were awarded a certificate of completion at the end of program ceremony.
 - Nearly 1000 students, faculty, staff and community members participated in diversity training and workshops coordinated by the Multicultural Center.
 - Over the academic year, over 77 programs were held to include Cultural Heritage Month programming, monthly series, special “pop-up” programming, etc. Many programs (38%) were in held with campus partners, community partners or student organizations.
 - JagVersity Peer Educators conducted several diversity presentations to their peers over the course of the academic year.
 - Through targeted marketing and recruitment efforts, the Norman Brown Diversity Leadership & Scholars Program saw a dramatic increase in scholarship applications. Over 70 were received for the limited scholar spots.
 - The Multicultural Student Organizations housed in the IUPUI consistently used their office spaces and met regularly with the MC graduate assistant for support.

Future Plans

- Continue to evaluate best practices and benchmark diversity and multicultural education to best meet the needs of the IUPUI community.
 - Evaluate and align all programmatic and educational efforts with institutional goals, strategic plans, DEI goals, as well as curricular and c-curricular learning objectives.
 - Expand the Multicultural Leadership Empowerment Program to hold at least 2 cohorts per semester.
 - Increase the marketing efforts associated with the JagVersity Peer Educators diversity workshops.
 - Enhance the support to Multicultural Student Organizations housed in the MC by meeting regularly with them and working with their Campus Advisors. Will expand the hours of access to the student organization suite and continue to support their programmatic efforts via marketing, attendance, financial, etc.
- **Lesbian, Gay, Bisexual, Transgender, Queer+ (LGBTQ+) Center**
 The LGBTQ+ Center is an inclusive and intersectional space that advocates on the behalf of the LGBTQ+ community by providing resources, trainings, education and programmatic initiatives that align with IUPUI's mission to further diversity, equity, and inclusion throughout the campus and greater Indianapolis community. Founded in March 2016, the LGBTQ+ Center Director Tristan Vaught has been pulled in multiple directions by various on- and off-campus entities in need of the expertise now available. In the first months the LGBTQ+ Center has been involved in the following initiatives that will directly impact student success:
 - Working with CAPS on the development of sessions for students after the Orlando shootings
 - Creating networks with other LGBTQ Centers across the state to better serve students
 - Sharing Safe Space Training techniques with our colleagues at IU Bloomington
 - Providing Safe Space Training for all IUPUI and IUPUC Police Officers
 - Working with the Director of Women's Studies on the development of an LGBTQ minor
 - Numerous consultations with LGBTQ+ students across campus, as well as prospective students

Future Plans

- Work with students and the LGBT Faculty & Staff Council on the planning and possible revamping of the Harvey Milk Dinner
- Development of an LGBTQ+ Scholarship to provide emergency support for students who continue to lose familial support
- Introduce a weekly Transgender Student Support Group in the Fall
- Introduce Shades of Pride for Queer Students of Color weekly meetings
- Move the LGBTQ Student Alliance meetings into the LGBTQ+ Center
- Develop more programs, perhaps host a small Indiana-based conference for students from other Indiana campuses
- Make use of the 2014 Climate Survey to develop programs and initiatives to better serve LGBTQ+ students

Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments

Because our 10 unit reports, in aggregate, reflect the highlights and accomplishments, future plans and priorities of Academic Affairs at IUPUI, our individual report seeks only to “fill in gaps” as well as to articulate a few key overarching themes and priorities that will be emphasized in the upcoming year(s) by the EVCCAO.

- IUPUI was selected to participate with 8 other US institutions in the [Comprehensive Student Record Project](#) supported by the Lumina Foundation. Coding is underway in partnership with UITS to ensure that students can derive a cover letter to augment the student transcript that lists coursework aligned with Principles of Undergraduate Education and RISE experiences. This work, led by the Division of Enrollment Management, will include partnerships across the Division of Undergraduate Education, Student Affairs, and academic units.
- In advance of the transition to banded tuition, student-facing communications were generated to help further strengthen the culture of on-time degree completion at IUPUI, as well as champion the benefits of taking additional coursework for personal enrichment. The average number of credits completed by undergraduate students continued to climb this year.

Future Plans and Priorities

- In the Coming Academic Year
 - IUPUI and Ivy Tech Central Indiana are partnering on the GEMS pathway project through AAC&U. This project is intended to embed high impact practices in transfer single articulation pathways in intentional ways.
 - We plan to identify a faculty fellow to help lead an examination of the capstone experience at IUPUI, explore the feasibility of using ePortfolios to showcase capstone-level work, and linking this initiative to the comprehensive student record project.
 - Begin to implement strategies and action steps generated by the task forces focused on African American and Latino student recruitment and retention.
 - Continue to press for student success, particularly for at-risk students and students of color, and in STEM areas that are particularly important for our state.
 - Concentrate on internationalization of the curriculum which is good for Indianapolis and our state and is great for our students.
- Longer Term
 - Fully implement strategies and action steps generated by the task forces focused on African American and Latino student recruitment and retention.
 - Ensure that every undergraduate student has a meaningful engagement with the city of Indianapolis (e.g., internships, externships, service learning).
 - Elevate the student experience – curriculum and the co-curriculum to ensure that IUPUI is preparing future leaders.
 - Connect Gateway courses to SEIRI – Innovations in STEM education.
 - Expand paid internships, particularly for 21st Century Scholars and DEAP scholars.
 - Continue fundraising to support student scholarships, study abroad, and paid internships.

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments

- Curriculum Enhancement Grants. The CTL [Curriculum Enhancement Grant \(CEG\) initiative](#) provides faculty with support, time, and resources to implement projects designed to improve student learning and success. In 2016, CTL awarded nine CEG grants for projects involving

undergraduate courses for a total of \$51,231 in funds, not including the required department/school matches. The projects involve 14 IUPUI and IUPU Columbus Faculty as principal or co-principal investigators and will impact 1,480 students per academic year. In 2015, CTL awarded 14 CEGs to projects involving undergraduate courses.

- Advancing high-impact practices. The CTL offered workshops to faculty promoting the use of high-impact and evidence-based practices, including *Introduction to High-Impact Practices*, *Collaborative Learning*, *Global Learning at the Course Level*, *Evidence-based Instructional Practices in STEM*, and *Teaching Metacognitive Skills* (see a complete [list of past and future CTL workshops and events](#)) and consulted with faculty about high-impact practices, particularly experiential learning. CTL staff served on the RISE Steering Committee, assisting with planning the RISE Day event, reviewed RISE grant proposals; and also collaborated with the director of Themed Learning Communities (TLC) to plan the spring TLC retreat.
- Mosaic Faculty Fellows Program. The UIITS [Mosaic Faculty Fellows program](#) selected 15 faculty members at IUPUI to participate in the 2016-2017 faculty learning community which will provide faculty with the support they need to transform their teaching and promote engaged student learning as they teach in active learning classrooms. The CTL will be working with these Faculty Fellows to provide the support they need through course/assignment redesign, instructional approaches, technology use, assessment, and research design.
- Learning Environment Grants program. Through the awarding of small grants the [Learning Environments Committee \(LEC\)](#) supported the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students. The committee funded five projects for a total of \$125,000 in 2015-2016.
- Cyber Peer-Led Team Learning (cPLTL). [Cyber Peer-Led Team Learning](#) (cPLTL) was developed in the Center for Teaching and Learning. Grounded in Peer-Led Team Learning methodology, cPLTL situates small groups' problem solving discussions in a synchronous online setting rather than face-to-face environment. In cPTL, six to eight students and a trained peer leader participate in the virtual workshop session by logging into a web-conference, such as an Adobe Connect meeting. This teaching method has the capacity to positively impact student retention rate, students' mastery of subject learning, and to increase deep learning and leadership develop for non-traditional underrepresented students.
- CTL has been working with faculty from these schools who are considering adding PLTL or cPLTL to one or more of their courses:
 - School of Engineering & Technology to expand their PLTL program to other courses with the inclusion of cPLTL.
 - Department of Computer Science, School of Science, to expand PLTL/cPLTL through their curriculum (Snehasis Mukhopadhyay and Michele Roberts are planning on expanding
 - Department of Chemistry, School of Science, to incorporate PLTL in CHEM 106.chemistry
 - Interprofessional Education (IPE) group composed of faculty from School of Public Health, IU School of Medicine, Department of Chemistry, Center for Interprofessional Health Education Practice, and School of Dentistry to explore using PLTL or cPLTL for

- interprofessional education which brings together students from the different schools and departments in multidisciplinary teams.
- The cPLTL project led by Pratibha Varma-Nelson, former executive director of the CTL, continued to produce publications and presentations.
 - cPLTL Publication
 - Feder, E., Khan, I., Mazur G., Vernon, T., Janke, T., Newbrough, J., Shuck, L., Zhu, L., & Varma-Nelson, P. V. (2016). Accessing Collaborative Online Learning with Mobile Technology in Cyber Peer-Led Team Learning. *EDUCAUSE Review Online*, 51(2).
 - cPLTL Presentations
 - Feder, E., Khan, I., Mazur, G., Vernon, T., Janke, T. Newbrough, J., Shuck, L., Zhu, L., & Varma-Nelson, P. (2015, October). Using mobile technology to expand access to collaborative online learning. Poster presented at the Educause Annual Conference, Indianapolis, Indiana.
 - Varma-Nelson, P. (2015, November). Peer-Led Team Learning and Cyber Peer-Led Team Learning. Invited by the Department of Biology to present a talk for The Ohio State University, Columbus, Ohio.
 - Varma-Nelson, P. (2015, November). Peer-Led Team Learning and Cyber Peer-Led Team Learning. Invited by the Department of Biology to present a talk for The Ohio State University, Columbus, Ohio.
 - Varma-Nelson, P. (2015, December). Cyber Peer-Led Team Learning (cPLTL). Lecture delivered at Pacificchem, Honolulu, Hawaii.
 - Varma-Nelson, P. (2015, December). Overview of Peer-Led Team Learning (PLTL). Lecture delivered at Pacificchem, Honolulu, Hawaii
 - Wilson, S.B. & Varma-Nelson, P. (2015, June). Cyber Peer-Led Team Learning in organic chemistry. Poster presented at the Chemistry Education Research & Practice Gordon Research Conference, Lewiston, Maine.
 - Varma-Nelson, P. (2016, February). Peer-Led Team Learning: Small Groups, Significant Impact, University of Georgia, Chemistry Department.
 - Varma-Nelson, P. (2016, March). Cyber Peer-Led Team Learning (cPLTL) in Organic Chemistry. Lecture to be delivered at the 251st ACS National Meeting, San Diego, California.
 - Varma-Nelson, P. (2016, March). Empowering effect of leadership roles in undergraduate education. Lecture to be delivered at the 251st ACS National Meeting, San Diego, California.
 - Varma-Nelson, P. (2016, May). Lessons Learned from cPLTL Project University of California, Irvine, School of Education.

Future Plans and Priorities

- In the Coming Academic Year
 - Survey recipients of 2010-2014 Curriculum Enhancement Grants (CEG) regarding long-term impact on student learning and scholarly teaching and develop conclusions about effectiveness of the approach and present results of the survey at the national meeting of Professional and Organizational Developers (POD)

- Update extensive CTL resources, especially those related to high-impact practices, to reflect current best practices and improve access for faculty.
- Longer-term
 - Develop capacity to support faculty in implementing the pedagogies needed to ensure student success in the revised General Education core;
 - Make high-impact teaching practices an explicit and central element in all conversations about teaching; and
 - Lead conversations about supporting and documenting experiential learning.

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments, including evidence of effectiveness

- IUPUI continues to be recognized by *U.S. News & World Report* for its work in the area of first-year experience.
- One hundred first-year 21st Century Scholars participated in the Inside Track college success program. The program is supported by a \$2.4 million grant from USA Funds. The coaching initiative is part of a larger redesign of Indiana's early promise program that emphasizes clearer expectations for students and proactive support at all levels. The [21st Century Scholars Success Program](#) staff work in collaboration with an assigned Inside Track coach to provide services to the 100 program participants.
- In spring 2016, [Academic and Career Development](#) piloted a mobile technology program with the support of DUE Technology Services. During the semester, mobile technology was used for tabling so students could ask advisors questions through outreach in various locations on campus, online drop-in services on Sunday nights, appointments outside of Taylor Hall and Hine Hall, and first-year seminar support. A second pilot will be conducted in summer and fall 2016 to link mobile technology to learning outcomes with an emphasis on data collection.
- A postappointment survey for [Academic and Career Development](#) (ACD) during 2015–2016 showed improvement in every area, including students' understanding of major requirements, development of a realistic plan to transition to degree-granting schools, and ability to identify possible major and career options for future exploration. Overall, 90% in fall 2015 and 94% in spring 2016 strongly agree or agree that they would recommend ACD to other students.
- The [Bepko Learning Center](#)'s [academic success coaching](#) served 48 (48.0%) more students and conducted 213 (40.5%) more coaching meetings during fall 2015 compared to fall 2014. Academic success coaching also served 32 (31.3%) more students and conducted 77 (12.7%) more coaching meetings during spring 2016 compared to spring 2015.
- Over 530 sessions were facilitated by the [Tutor Matching Service](#) for private tutoring.
- There were 2,251 student visits in the [Biology Resource Center](#) for fall 2015 and spring 2016.
- Students who participated in [academic mentoring](#) gained a greater understanding of historically difficult concepts. Based on student feedback, 92.3% (n = 1,334) felt that the knowledge shared in mentoring sessions was helpful or very helpful. In addition, 82.4% of students in recitations with mentoring sessions passed with a C– or higher, while 90.0% of students who voluntarily attended academic mentoring session passed with a C– or higher.
- [Campus Career and Advising Services](#) developed a syllabus and course content for a new academic internship course to be offered through the School of Liberal Arts. The course will target freshman and sophomore students in University College or students in majors that do

not currently offer an internship course. The course has been submitted for approval and will likely launch in spring 2017.

- [Campus Career and Advising Services](#) led efforts to develop an internship course taxonomy as part of a campuswide initiative to develop taxonomies on high-impact practices. The taxonomy classifies baseline expectations for high-quality internship courses and also identifies midlevel and highest impact practices for internship courses using the following criteria: instructor expertise, internship's application of classroom knowledge, interpersonal development of student, critical reflection on internship experience, use of assessment for course improvement, mutual benefit to institution and employer, and health, safety, and security.
- In collaboration with other IUPUI schools, the IUPUI Career Services Council, and IUPUI Institutional Research and Decision Support, [Campus Career and Advising Services](#) developed a First Destination Survey and launched a strategy that has included email campaigns and phone calls that has garnered over 1,000 responses. The survey includes the NACE (National Association of Colleges and Employers) standard first destination questions, questions on internships and satisfaction, and also has school-specific sections from those schools that wished to include such a section.
- The [Degree Completion Office](#) implemented a student success coach model in fall 2015. Data management tools were used to create caseloads to allow for a thorough and proactive communication plan with current adult students at IUPUI. In addition, the success plan coaching contract was created and utilized with new students. These changes resulted in an increase in overall traffic (from 719 appointments in 2014–2015 to 1,820 appointments in 2015–2016) and an increase in coaching-specific appointments (from 52 appointments in 2014–2015 to 172 appointments in 2015–2016).
- The [Degree Completion Office](#) (DCO) convened degree partners and representatives from related student services offices to participate in the first annual Summit on Adult Degree Completion. The focus of the summit was to review developments and accomplishments of the DCO to date; to discuss areas for improved partnerships; and to begin the process of formalizing MOUs between DCO and degree partners. In addition, a needs analysis was conducted and will be the basis for the structure of a mini-grant process that will be implemented next year.
- The [Degree Completion Office](#) compiled a summary of existing prior learning assessment opportunities for students across campus. An [updated website](#) communicates existing opportunities for easy access.
- Fall 2014 first-time, full-time students participating in the [Diversity Enrichment and Achievement Program](#) had higher GPAs (2.7) than nonparticipants (2.4).
- In collaboration with the McKinney School of Law, the [Diversity Enrichment and Achievement Program](#) (DEAP) established the DEAP Law Scholar Award, which is designed to provide financial assistance and mentorship experiences for a graduating undergraduate. The scholar will matriculate into the McKinney School of Law and will receive a tuition discount, guaranteed experiential learning opportunities (such as an externship) after completing 30 credit hours in law school, and a current student or alumni mentor.
- In spring 2015, the [Diversity Enrichment and Achievement Program](#) piloted a faculty and staff mentoring initiative that focused on the needs of the program's junior and senior students. Approximately 20 students participated in the mentoring initiative. The objective of the initiative was to assist participants with social and academic/career support related to

planning and preparation for their postbaccalaureate experience, such as a career profession or graduate/professional schools.

- The [Diversity Enrichment and Achievement Program](#) collaborated with Ivy Tech Community College Office of Student Life and Development to send 20 students to the Black and Latino Male Summit hosted by the University of Illinois.
- More than 50% of the 2015–2016 graduating [Special Programs for Academic Nurturing](#) participants matriculated to IUPUI or an IU campus.
- Students participating in the [Students Taking Academic Responsibility](#) program were dismissed at a lower rate (33.1%) than their peers not participating in the program (51.9%) for spring 2016.
- Over 13,000 applications were submitted by students through the [JagJobs](#) system to over 2,200 job postings representing 21,000 position vacancies. Nearly 7,000 unique students utilized the JagJobs system in the past academic year.
- Nearly 6,000 students and 400 campus and community employers were served through over 100 workshops, trainings, and special events hosted by the [Office of Student Employment](#) during the past year.
- [Student Support Services](#) (SSS) expanded a previous pilot program with a Summer Bridge section for SSS students. The section had a theme of financial literacy.
- [Summer Bridge](#) offered sections in 2015 that were designed specifically for state aid recipients and underrepresented minority students. Faculty teaching these sections attended a one-week, ICHE-funded institute and piloted new curricular components focusing on resiliency and growth mindset, financial literacy, and career exploration.
- As part of the [Foundations of Excellence project](#), the Council on Transfer Students has been reconvened to continue exploring and working on issues that transfer students face while transitioning to IUPUI.
- The [Themed Learning Communities](#) (TLC) Advisory Board developed a TLC high-impact taxonomy to clearly define what makes a TLC at IUPUI a different student and faculty experience than the same courses taken and taught individually. This taxonomy identified five attributes that are the core of the TLC model, including the prominence of an interdisciplinary theme, integration of course content and integrative thinking, a co-curricular component in every TLC, active learning strategies in the classroom, and faculty collaboration through planning and implementation of the TLC. The five attributes of a TLC promote undergraduate student learning and success by connecting students to the IUPUI campus and community and by connecting the co-curricular to the curriculum of the TLC. Completed goal statements during fall 2016 with the TLC Advisory Board will be used to determine the accomplishment of this goal.
- [University College](#) instituted a revised, more intentional role for student mentors in campuswide first-year seminar sections.
- [University College](#) increased the overall number of first-year seminar sections from 54 in fall 2014 to 59 in fall 2015.
- In fall 2015, there were 39 [themed learning communities](#) offered in 10 schools.
- The number of first-time probation students in [University College](#) has decreased from 9.1% in spring 2014 to 8.4% in spring 2016.
- [University College](#) students in the exploratory cluster have declined overall since the cluster model began in [Academic and Career Development](#). This is in part due to the implementation of the sophomore exploratory (V26) hold. Around 80% of students who had the V26 hold

have either declared a major or have been accepted to their degree-granting school by the end of the semester in which they received the V26 hold.

Future Plans and Priorities

- In the Coming Academic Year:
 - The [21st Century Scholars Success Program](#) will reach out to targeted subgroups of students (such as transfer students) to engage them in the program. Information from IUPUI Institutional Research and Decision Support about students' persistence rates, GPAs, retention rates, and class registration percentages will determine the success of this goal. Student satisfaction surveys completed in the peer mentoring program will reveal the experiences of students regarding the services that the office provides.
 - The [21st Century Scholars Success Program](#) will develop an advisory council to enhance the preparation of 21st Century Scholars to better prepare them to use community resources and to understand the requirements of their award; to share challenges that 21st Century Scholars face, connecting them to macro-issues that can be communicated to find student-driven interventions; and to allow the program to be more visible to the student population and the campus community.
 - [Academic and Career Development](#) (ACD) will increase the number of academically at-risk students (probation and reinstated) who are in good standing and persisting to their degree-granting programs. Census data, ACD benchmarking data, and postappointment survey data will be used to determine if this goal is accomplished.
 - [Academic and Career Development](#) will increase the capacity of student success advisors to provide a more developmental approach to advising as well as a more proactive outreach by leveraging the benefits of peer-to-peer interaction through peer advising.
 - The [Bepko Learning Center](#) will increase [supplemental instruction](#) session attendance for courses served by academic mentoring to an average of five visits per student. Attendance will be tracked by using session sign-in sheets and the student success collaborative campus module.
 - The [Bepko Learning Center](#) will evaluate the [academic success coaching](#) program to determine the grade difference between participants and nonparticipants in the program. Grade data from IUPUI Institutional Research and Decision Support will be analyzed to determine if there is a significant difference in students who participated in academic success coaching and those who did not.
 - [Campus Career and Advising Services](#) will refine the collection methods necessary to have first destination data that is comprehensive and easily accessible by campuswide stakeholders. The goal is to attain a 65% knowledge rate with the 2016–2017 graduating cohort (August, December, and May), which is the aspirational goal set by the National Association of Colleges and Employers.
 - The [Degree Completion Office](#) will increase the number of adult students (23+) utilizing services provided by the office, including success coaching, career coaching, and taking advantage of prior learning assessment opportunities. Census data and utilization data will be used to determine if the goal is accomplished.
 - The [Degree Completion Office](#) will create a structure for the delivery of prior learning assessment (PLA), including policies, practices, and a campuswide communication plan, in partnership with the PLA Steering Committee.
 - The [Diversity Enrichment and Achievement Program](#) (DEAP) will increase the quality of students' experiences and resources as the program continues to expand in the number of

students served. This includes seeking opportunities to strengthen, enhance, and increase the programming and academic resources provided to DEAP students through direct support or through collaborative efforts. Specifically, the program will work with campus partners to help students in a range of issues (e.g., student financial aid and literacy, perceptions of campus climate, cultural affirmation programming, support services, academic and social engagement, and RISE and high impact practices, etc.) that are known to impact their persistence and graduation. This also includes providing a welcoming, safe campus space for DEAP students that meets their needs both academically and socially. Student perception data, which will include continued improvement of the program's end-of-the-year student survey, will be used to improve DEAP's services, as well as student academic performance data.

- First-Year Programs will streamline processes and structures related to [Summer Bridge](#) to make it more efficient and sustainable.
- The [Gateway to Graduation](#) program will be more involved with other support groups for gateway students, including the Bepko Learning Center, University Writing Center, Speaker's Lab, CAPS, and other student support offices.
- [New Student Orientation](#) piloted a new orientation program for transfer students, adult students, and veterans admitted for fall 2016. Sessions were offered on three days during the summer. The pilot served approximately 600 students. After completing a [Transfer Tuesday](#) webinar, students reserved and participated in their orientation. At the end of the orientation experience, students scheduled their academic advising appointment utilizing online systems or in-person representatives (dependent on school preference).
- The [Office of Student Employment](#) will increase the number of students working on campus by 5% for the 2016–2017 academic year. IUPUI Institutional Research and Decision Support data will be used to determine the success of this goal.
- The [Office of Student Employment](#) will promote the importance of student collegiate work experiences and will enhance opportunities for student professional development and job preparedness. IUPUI Institutional Research and Decision Support data on retention and graduation will be used to determine if this goal is accomplished, as well as event attendance, internal office reporting, and the number of touchpoints to all stakeholders.
- The [Office of Student Employment](#) will empower supervisors to enhance learning opportunities through quality work experiences. The number of employer contacts, event attendance, number of resources offered, and internal reporting will be used to determine if this goal is accomplished.
- The [Office of Transfer Student Services](#) will create a transfer ambassador program to provide an opportunity for transfer students to connect to successful transfer mentors who can assist them during their transition to IUPUI. Transfer students who opt into the program will be compared to a like sample of students who did not. The students' GPAs, credit hours obtained, engagement on campus, etc., will be analyzed.
- The director of [RISE](#) will develop a recognition ceremony for students who complete the RISE program.
- The director of [RISE](#) will continue to develop taxonomies for RISE.
- The Scholar Support Programs will provide direction and energy for campus and community dialogue on a new paradigm in learning, growth, and development demonstrated by the [Nina Scholars](#) curriculum outcomes.
- The Scholar Support Programs will work with the Nina Mason Pulliam Trust and partners (if funded) to develop and to implement a program that will support the success

of first-year students from foster care, ward of the court, and homeless backgrounds primarily through a specially designed Summer Bridge and first-year seminar. The percentage of increase in first-year retention will be studied to determine the success of this goal.

- [Special Programs for Academic Nurturing](#) (SPAN) and Accelerated College Immersion Programs will expand opportunities for academically and technologically gifted/talented and high-ability secondary students to enroll in IUPUI college classes taught by university faculty at area high schools. The number of students participating in SPAN programs and performance data will be collected and evaluated.
- Student Transitions and Mentor Initiatives will review, revise, and enhance the first-year seminar mentor training program for the peer mentors and will create an educational training piece for the instructional team members in the first-year seminars.
- The number of [themed learning communities](#) (TLCs) being offered will be increased for fall 2017. Ideas for additional TLCs will be solicited from faculty, schools, and advisors.
- [Upward Bound](#) will develop a structured mentoring program using college students. Retention and satisfaction surveys will be used to determine program effectiveness.
- [Upward Bound](#) will create an IUPUI scholarship for successful Upward Bound students.
- Longer term:
 - The [21st Century Scholars Success Program](#) will develop a living-learning community for 21st Century Scholars in partnership with campus housing.
 - [Academic and Career Development](#) will utilize technology (e.g., Surfaces, a text application, social media) in innovative ways to increase staff engagement with students outside of the traditional one-on-one meeting (proactive advising).
 - [Academic and Career Development](#) will redesign the lobby to create a collaborative environment that facilitates learning and student-staff engagement.
 - The [Degree Completion Office](#) will utilize technology (e.g., text application and social media) in innovative ways to increase student success coach contact with students.
 - The [Diversity Enrichment and Achievement Program](#) will implement its living-learning community in North Hall in fall 2017.
 - First-Year Programs will identify the most impactful components of both [Summer Bridge](#) and [themed learning communities](#) to find ways to offer these experiences to all first-year students, possibly in partnership with orientation, student affairs, and others.
 - The [Office of Student Employment](#) will establish a framework for on-campus credit bearing internships in partnerships with Campus Career and Advising Services and will communicate the framework to campus collaboration partners.
 - The [Office of Transfer Student Services](#) (OTSS) will create an in-person shared space as a front door for transfer students. The space will include OTSS, Passport Office, Office for Veterans and Military Personnel, and credit analysis/advisors.
 - [Special Programs for Academic Nurturing](#) and Accelerated College Immersion Programs will develop and market an IUPUI dual credit program modeled after the IUB Advance College Project initiative.
 - [University College](#) program directors will collaborate and strategize to make first-year interventions more efficient for entering students.

EVCCAO Enrollment Management

Highlights and Accomplishments

- Enrollment Management offices provided advising, training, and systems support to IUPUI academic units, offices, and campus committees throughout 2015-16. EM offices worked with these units to simplify and improve administrative processes and systems through more efficient, detailed, and timely sharing of data and other resources.
- The Office of Student Financial Services (SFS) continues to take a number of steps to promote student success:
 - New Institutional Aid Funding Programs: New institutional grant funding for “at risk” needy students continued to evolve in 2015-16. A new program called the Grant for Access and Persistence (GAP) Award provided a \$2000 grant with support programming for students eligible for both the Federal Pell Grant and the State of Indiana O’Bannon Grant. GAP awarding was done manually in 15-16, but was able to be included in financial aid awarding automation for 16-17 academic year.
 - New Institutional Aid Options for Summer 2016: While Indiana University discontinued a 25% tuition discount offered in recent summer semesters, the IUPUI Summer “Get-On-Track” Grant program was expanded to include students eligible not only for the 21st Century Scholar Award but also the Indiana O’Bannon Grant.
 - Identifying Best Targets of New Institutional Aid: Student Financial Services has been highly involved in considering ways to assist needy IUPUI students with a goal of improving student persistence. In particular, considerable time was spent in reviewing how new institutional aid could be targeted to help students negatively impacted by banded tuition implementation in 2016-17. In addition, plans evolved in March and June to award an additional \$4 million in need-based in 2016-17 with an overall goal to get the right aid to the right students in the right way at the right time.
 - Innovative Financial Aid Program Continues: The Home Stretch Program launched in the 2013-14 academic year continued in 2015-16. The program provides direct financial support through the awarding of institutional loan funds to needy students within one year of graduation. Once confirmed that the Home Stretch recipient completed the bachelor’s degree as planned, the loan amount borrowed through the program is repaid on behalf of the student by an institutional grant. For 15-16, 92 students near graduation benefitted from the program and 76% are on track to complete bachelor’s degree by August 2016, with an additional 12% remaining enrolled.
 - Expanded Loan Counseling Efforts: We have developed different ways to deliver more effective entrance and exit loan counseling, as well as annual loan counseling. We have continued to send out loan debt letters to current students and transfer students upon entry. We have seen some continued attendance success with some new in-person exit loan counseling outreach efforts.
 - Less Student Loan Borrowing Continues: Financial outreach messaging at orientation and across campus continues to emphasize responsible, smart borrowing. Outreach efforts include sending out annual student loan debt statements that may help students think about student loan debt before they make student loan borrow decisions.
 - Developed and Promoted College Budget Balancer Tool: A web-based College Budget Balancer tool was developed in collaboration with IUPUI Division of Undergraduate Education programmer/analysts. Student Financial Services has promoted use of the tool in First Year Seminars, at orientation, and in other ways. The Kelley School of Business F151 class “Finances of the College Student” uses the College Budget Balancer tool as a final exam exercise for students.
 - Office of Scholarships Cross Training: With the Office of Scholarships move to the Campus Center, Student Financial Services has considered more cross training

opportunities. Student Financial Services and the Office of the Bursar have played a central role in private scholarship processing business redesign. Student Financial Services has also provided training and Waterway space for scholarship staff.

- Student Financial Stability Faculty & Staff Training: Student Financial Services worked closely with Student Affairs, Institutional Research & Decisions Support, the 21st Century Scholars Support Program, and other campus leaders to develop a successful campus training event. Attended by over 100 IUPUI faculty and staff, the training utilized some tools developed by a Lumina grant-funded toolkit titled Beyond Financial Aid. Similar campus faculty and staff training initiatives are expected to continue to promote student success and financial stability for at risk students at IUPUI.

EVCCAO Faculty Appointments and Advancement (FAA)

Highlights and Accomplishments

Nothing reported for Goal 1

EVCCAO Graduate Office

Highlights and Accomplishments, including evidence of effectiveness

- Supported tiered mentoring by promoting the inclusion of IUPUI graduate and medical students in group meetings with diverse undergraduate and high school students engaged in summer research on campus. IUPUI programs impacted include SEED, Simon Cancer Center summer interns, CTSI summer students, and Minority Serving Institutions (MSI) Summer STEM scholars.
- Provided resources for recruitment and educational support for students within the Summer STEM Scholars program. This program offers research experiences for undergraduate students from MSI's, IUPUI and IUB on our Bloomington and Indianapolis campuses. <http://stem.indiana.edu/summer-scholars-institute.html>

Future plans and priorities

- In the Coming Academic Year
 - Work to improve the proficiency of our graduate students in STEM teaching and research to benefit undergraduate learners on campus. In collaboration with the IUPUI CTL and our Bloomington Graduate School and CITL partners, we are developing resources for institutional and campus-specific programming for the IU Center for Research, Teaching and Learning (CIRTL).
<http://news.iu.edu/releases/iu/2016/03/research-teaching-learning-partnership.shtml>
<http://www.cirtl.net/>
- Longer-term
 - Develop new partnerships with MSIs and HBCUs to bring diverse undergraduate students to IUPUI for research and engagement with graduate and professional students on campus.

- Increase communication with IUPUI Schools to encourage graduate and professional student engagement and mentoring for undergraduate and high school students on campus.
- Determine if postdoctoral fellows within our STEM schools could be tapped to help teach and mentor undergraduate students.

EVCCAO Honors College

Highlights and Accomplishments

The IUPUI Honors College actively promotes undergraduate student learning and success. Attracting and retaining IUPUI's high-achieving students is done through a combination of state-of-the-art recruiting practices, high impact advising practices, creative student programming, and cultivated relationships with our campus partners.

Growth in Honors College Enrollment

- Excellent academic programs coupled with competitive Honors scholarships continue to feed the growth of the IUPUI Honors College. In addition to the Bepko Scholars and Fellows Program, the Herbert Presidential Scholars Program, and the Plater Distinguished Scholars Program, IUPUI added an admission-based Chancellor's Scholarship to the College in 2011-2012. In fall 2015 the Chancellor's Scholarship was changed from admission-based to competitive admission and reduced to 150 scholarships.
- The IUPUI Honors College continues to grow in enrollment and academic profile. In Fall 2015, Honors new student enrollment reached 289. This was our most talented and diverse Honors class to date. College enrollment in fall 2015 was 1,089 students (including school-based enrollments) in over 90 majors. Honors Scholars continue to graduate in four years at a rate greater than IUPUI students in general: 70 percent versus 22 percent. Since 2010, Honors has graduated 637 students with the Honors Notation.

Awards and Recognitions

IUPUI Honors Scholars continued to be recognized for civic engagement, academic excellence, and service to IUPUI and our community:

- Eight IUPUI Honors Scholars were recognized as 2016 IUPUI Undergraduate Plater Medallion Recipients. The William Plater Civic Engagement Medallion is designed to honor graduating IUPUI students who have shown an exemplary commitment to the community and who have developed an ethic of civic mindedness.
<http://csl.iupui.edu/doc/plater-medallion/plater-pr-2016.pdf>
- The IUPUI Alumni Council and the Student Organization for Alumni Relations (SOAR) annually sponsor the Top 100 student recognition at IUPUI. More than 2,000 students were nominated for the prestigious recognition of IUPUI's top 100 students for 2016. From the top 100 students, the top 10 female and male students were chosen by a panel of alumni, faculty, and staff.

Eight of the Top Ten Female Students were IUPUI Honors Scholars and seven of the Top Ten Male students were IUPUI Honors Scholars. The Top Female student is also an Honors Scholar. Seventy of the 2016 IUPUI Top 100 juniors and seniors recognized for scholastic

achievement, extracurricular activities on campus, and civic and community service are IUPUI Honors Scholars.

<http://news.iupui.edu/releases/2016/04/top-iupui-outstanding-male-female-students-named.shtml>

- Westin Wright, a Bepko Scholar in the IUPUI Honors College, was selected as the IUPUI Honors College Chancellor's Scholar for 2016. The Chancellor's Scholar Award is presented annually to the student who has the highest college GPA and who demonstrates a commitment to the university and the communities it serves. This student also serves as the keynote speaker at the annual Honors College Graduation Dinner and Medal Ceremony. Weston majored in Biology with a Minor in Economics. Weston begins IU Medical School in fall 2016 as a Bepko Fellow. He is enrolled in the MD/MBA program which will prepare him for healthcare leadership in the future.
- The IUPUI Chapter of Alpha Lambda Delta (ALD), National Honor Society for First- Year Students, was recognized fall 2015 with the Order of the Torch Award. This is the annual award for the most outstanding chapters of Alpha Lambda Delta in the nation. Each year, up to five chapters may be awarded the Order of the Torch. In 2015-16, over 60 percent of the ALD officers are Honors Scholars and over 58 percent of its new members are Honors Scholars. David Kane, Chancellor's Scholar, was selected in a national competition to be a member of the National ALD Council. ALD at IUPUI is advised by Lisa Ruch, Director of Academic Affairs in the Honors College.

Future Plans and Priorities

- In fall 2015, the IUPUI Honors College made a significant change to its admissions process through implementation of the competitive Chancellor's Scholarship Program. In 2016-2017 we will continue to optimize our enrollment management by monitoring and evaluating the changes this process has caused in the overall quality of our scholars, diversity, four year completion rate, and yield.
- We have initiated new elements of advising centered on the Senior Year Experience. These efforts will link to development of an IUPUI Honors College Alumni Association fall 2016.
- In 2016-2017 we will finalize work the Lilly School of Philanthropic Studies to offer a school-based Honors Program as well as an Honors Minor in Philanthropy.
- We are conducting a retention analysis in order to improve College processes, including our existing retention program and high impact advising practices. . Longer term, the College will work with the school-based Honors Programs to ensure a quality student experience and improve completion rates from this student population. A new Honors orientation program is scheduled for fall 2016 for our new students. Staff professional development continues through active use of campus resources as well as attendance and presentation at national meetings.
- Actionable recommendations offered though the College Program review are being implemented.

EVCCAO Institutional Research and Decision Support

Highlights and Accomplishments

- All IRDS staff assisted in the development of [IUPUI Data Link](#), which houses interactive dashboards displaying actionable information on numerous facets of the IUPUI strategic plan. This includes information on retention rates and graduation rates for undergraduate and

graduate students, degree counts, time to degree, and high impact practices that may be used at the school and, eventually, the program level.

- IRDS Team members took a collaborative, strategic, and data-driven approach to clearly defining goals for our retention, graduation, and degree completion rates at IUPUI. The approach included [Institutional Research and Decision Support IRDS](#) team members working collaboratively with the [Council on Retention and Graduation \(CRG\)](#) and the [Enrollment Management Advisory Council \(EMAC\)](#). The following [goals strategic plan goals aligned with key performance indicators](#) were set:

	Current	2020	2025
One-Year Retention	74%	80%	85%
Four-Year Graduation	22%	25%	30%
Six-Year Graduation	46%	50%	55%

- IRDS worked collaboratively with leaders and decision makers across campus to ensure that we continuously make educational improvements through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. Retention, graduation, and degree completion rates are made available via static yearly reports such as [Understanding Our Students and An Update On Retention And Graduation Progress](#) and the [IUPUI Data Link](#).
- Helped develop a sustained focus on strategic enrollment management and increase in institutional aid and programming to improve the success of low-income students (based directly on data that suggests that students with high levels of unmet need have lower retention rates compared to students with lower levels of unmet financial need). The report [Assisting Low-Income Student Success at IUPUI](#) highlights how student success results were used to make data-driven changes. This approach is aligned with [Lumina Beyond Financial Aid initiative](#).
- In order to make meaningful improvements to improve retention rates and degree completion rates, IRDS conducted many analyses to understand the educational, institutional practices, and student factors that predict retention and graduation rates. Additionally, we examined student success outcomes among unique groups of students such as [African American Students](#), Latino Students, [Low-Income Students](#), [Students in Specific Programs such as Learning Communities](#) and other [First-Year University College Students](#), [Sophomore Students](#), [Transfer Students](#), and [Near Completers who receive institutional grants through a Homestretch program](#). Additionally, we not only [report on one-year graduation rates, we also use the National Clearinghouse](#) to understand what happens to students who are not retained at IUPUI Indianapolis. For example, we found that there were there were 235 students in UC Pre-Health Majors that were not retained to 2014. Many of these students did not perform well enough academically to gain access to competitive programs and transferred to other institutions.

- Provided comprehensive information on student performance in [Gateway courses to the Gateway to Graduation program](#). This information was used to identify courses and course sections that may create bottlenecks for students.
- IRDS staff provided information related to the evaluation of numerous student success initiatives in the Division of Undergraduate Education and University College, including information for the evaluation of Bepko Scholars, surveys and focus groups to be used for the programs included in the Special Populations program review, and evaluation of the Health and Life Sciences Mentoring program.
- IRDS staff collaborated with colleagues in University College and the Division of Undergraduate Education to revise the Entering Student Survey and develop a Mentor Intake form to be distributed to students within their first week at IUPUI. The data obtained from these questionnaires will be used to better understand student behaviors, perceptions, and attitudes that may be linked with retention and success. The mentor intake form will also be used to intervene with students at a critical period and facilitate better academic and social integration.
- IRDS staff provided commentary and assistance in the development of the high impact practice taxonomies, consulted with Jennifer Thorington-Springer on the assessment of RISE programs, and provided school-level information on RISE participation through NSSE.
- Provided information for 8 program reviews, including information directly related to student success
- Provided information to Athletics for NCAA reporting
- Reporting information from Climate Survey to multiple decision makers
- Helped facilitate administrator/dean meeting regarding LGBTQ+ student concerns (Mitchell)
- IRDS members served on Program Review and Assessment Committee (Graunke, Hansen, Mitchell)
- Served as Chair of the Program Review Subcommittee of PRAC (Mitchell)
- Served as a members of the Foundations of Excellence Data Committee as well as other FOE committees (Childress, Hancock, Graunke, Hansen, Mitchell)

Future Plans and Priorities

- Develop a communication strategy for ensuring that decision makers have the data and information needed to continuously improve student success. As such, this communication strategy would include information on what data is available, where to find it, and when it is available.
- Restructure student survey schedule to administer surveys based on timing of student progression: beginners (Entering Student Survey), first semester (Mentor Intake Form University College focused), and sophomore year (Sophomore Survey). Help serve to better understand school based exit surveys and institutional need for a campus level student exit survey
- Continue to provide indicators of student success for Diversity, Equity, and Inclusion
- Continue to provide information regarding student success for every program review (including unique data collection for each program)
- Investigate best practices to better understand IUPUI alumni post-graduation
- Continue to provide Athletics information related to student satisfaction and success
- Creation of interactive dashboard showing faculty engagement in high impact practices by faculty type

- Provide more workshops and education so that those working directly with students understand what data is available and how to use it for effective decision making.

EVCCAO Office for International Affairs

Highlights and Accomplishments

- First-year retention of international freshmen consistently has exceeded that of the general student population by at least ten percentage points since 2011. Retention of new international beginners enrolled in Fall 2014 to Fall 2015 was 86.1%, compared to 74.9% for all IUPUI freshmen.
Source: <https://tableau.bi.iu.edu/t/prd/views/RetentionGraduationbySchoolsandStudentAttributes/Retention?:iid=1&:embed=y#1>
- The 4-year graduation rate for IUPUI international freshmen enrolled in Fall 2011 (FT, Bach degree-seeking) increased to 34.4%. The 6-year graduation rate for Fall 2009 increased to 56.3%. Source: <https://cbi.bi.iu.edu/>, Student Data Reports, Persistence & Graduation Rates.
- The [International Peer Mentor Program](#) (IPMP) provided support to over 100 international undergraduate students. Surveys show that 96% of mentees were satisfied or very satisfied with the support they received after arrival and through their first semester. 92% said IPMP helped them to adjust to life at IUPUI more quickly.
- IPMP expanded its reach into two new responsibility areas: 1) Three IPMP mentors served as Academic Success Coaches in the University College Bepko Learning Center specifically for international students; and 2) Two IPMP mentors provided support to the Program for Intensive English students during their orientation and activities.
- A record number of IUPUI students studied abroad and curriculum internationalization work continued to expand.
 - See Strengthen Internationalization Efforts

Future Plans and Priorities

- Overhaul the current international student orientation programming to create a more engaging and interactive experience for new students, including an online orientation option.

EVCCAO Office for Women

Highlights and Accomplishments

- Women's Annual Leadership Awards Reception (with OSI) - March 31, 2016. As part of the National Women's History Month observance every year in March, women faculty, staff and *student* leaders are recognized and celebrated at an annual leadership reception sponsored by the Office for Women and the Office of Student Involvement. Because of implicit bias and cultural norms, the accomplishments of women are often not recognized and become invisible. This recognition event is an intervention to change that norm. The event has evolved over the years into an annual reception featuring a keynote address on the National Women's History Month theme and the presentation of awards to top women leaders on campus. Awards made to the following students:
2016 Student Awards:
Sarah Cruser, Doctor of Physical Therapy
Taylor Dooley, Bachelor of Arts in philanthropic studies
Jazmin Jones, Bachelor of Science in health services management

Johanna Leblanc, Juris Doctorate
Emily Sights, Bachelor of Arts in community health
Anna Sohail, Bachelor of Arts in chemistry

- Advancing Women’s Mentoring Program (with OSI) The Advancing Women Mentoring Program is designed to empower *students* toward academic, personal, and professional success by engaging participants in authentic mentoring partnerships. Students have the opportunity to be mentored throughout the academic year by IUPUI faculty and staff. In addition, the program highlights topics pertaining to the advancement of women both in the university and the workplace in workshops throughout the year. In 2015-16, there were 35 mentor/mentee teams. See: <http://studentaffairs.iupui.edu/involved/leadership-programs/programs-seminars/women-mentoring/index.shtml>
- 2015-16 AWMP Workshop Schedule: September 30 – Mentor Training; October 21 – Orientation and Strengths Finder Training; November 18 – Identity Wheel Workshop; December 1 – Unconscious Bias Workshop; January 20 – Health and Wellness; February 17 – Gender and Communication; March 23 – Professional Branding/Networking; April 22 – Closing Ceremony
- Women’s History Month Programming (with Office of Student Involvement and Multicultural Center) –March 2015. Women’s History month is an annual national celebration enacted into law by the United States Congress in 1987 to redress the omission of women’s accomplishments and contributions to our nation’s history. IUPUI celebrates Women’s History month as one of its Cultural Heritage Months. Working with the Multicultural Center, the Office of Student Involvement and other campus units and student clubs, the Office for Women plans programming highlighting the achievements of women.
 - Sexual Assault Prevention, Intervention and Response Task Force, co-chairs Kathleen Grove and Sareen Dale. The task force provides a forum for planning and coordinating primary prevention education for *students*, faculty and staff; sharing of policies and procedures for student conduct; articulation of victims’ rights; coordination of message and dissemination of information; police reports and training for faculty and staff. It has broad representation from stakeholders across campus and the community. This campus-wide coalition of over 30 members representing about 20 units and community organizations also helps coordinate efforts to address sexual assault and intimate partner violence on campus. It meets monthly and co-sponsors Sexual Assault Awareness month and Domestic Violence Awareness month and other events on campus. Also sponsors a campus website: <http://safir.iupui.edu/>
- AAUW Start Smart Salary Negotiation workshops (American Association of University Women) The Start Smart workshop is directed especially to women who are college juniors and seniors, as well as graduate students, to provide them with knowledge and skills when approaching the job market to negotiate salaries and benefits so that they receive fair and realistic compensation. The Start Smart Campus Initiative is supported by the American Association of University Women. The IUPUI Office for Women is a trained and licensed provider of Start Smart. <http://www.aauw.org/what-we-do/salary-negotiation-workshops/>
- Life Beyond IUPUI –Women in the Workplace panel with Kathy Grove, Kathy Cabello, Charlotte Westerhouse-Renfrow and Amanda Apodaca; co- sponsored with Student Organization for Alumni Relations, April 11, 2016 <http://soar.iupui.edu/senior/life.html>

Future Plans and Priorities

- The Office for Women and collaborators will continue the ongoing programming of Advancing Women’s Mentoring Program, Women’s Leadership Awards, Women’s History Month programming, Life Beyond IUPUI and Start Smart Negotiation Workshops. Director Grove will continue to serve as the co-chair of the IUPUI Sexual Assault Prevention, Intervention and Response Task Force. On August 11, 2016, SAPIR and OFW will help co-sponsor a national conference at IUPUI, “Creating Cultures of Care and Compassion: Commuter and Regional Campuses Role in the Prevention of Sexual Assault,” <http://sapis.iupui.edu/SAPIREvents/Conferences>.
- The Office for Women and representatives from the IUPUC campus in Columbus have received a \$13,000 grant from the IU Foundations’ Women’s Philanthropy Council to hire a part-time program assistant under the supervision of the director of the OFW to develop programming to support and advance women on the Columbus campus. The person will start in August 2016 and be assisted by an Advisory Council made up of IUPUC faculty, staff and students. Applicable programming from OFW will be expanded to the Columbus campus where appropriate.

EVCCAO University Library

Highlights and Accomplishments, including evidence of effectiveness

- Examples include: student learning outcomes achieved, programs developed or expanded, funding/scholarships to support undergraduate education, student satisfaction, high impact practices, student engagement and co-curricular learning, innovative instructional/curricular practices employed, etc.
 - The University Library provides the resources — books, journal articles, and databases — that support the academic work of students. In 2015-16 the library circulated 40,007 items. Use of electronic journals amounted to over 1.8 million articles and there were over 550,000 electronic book uses. The library provided over 28,000 items through interlibrary loan and document delivery. In 2015-16 the library’s web pages hosted 848,000 sessions with 1.4 million page views.
 - The University Library provides the primary informal academic space for students on campus. The library’s gate count for 2015-16 was over 870,000. In 2015 there were 285,000 logons to the libraries public computers. Studies for April 2016 indicate that for nearly all of the hours between 10:30 am and 5:30 pm Monday to Thursday over 70% of the public computers are in use. A similar study in the same month indicated that 11:00 am and 8:00 pm Monday and Thursday 80% of the group study rooms were in use. Use rates for group study rooms were over 60% during the afternoons on Friday and Sunday as well. In 2015-16 there were 24,547 reservations for group study rooms and 3,539 reservations for the library’s meeting rooms.
 - The University Library works to assure that students are aware of the changing scholarly information ecosystem and can ethically and legally use it to their advantage both as consumers and creators of knowledge. University Library librarians provide significant instruction and consulting support for students. In 2015-16 librarians conducted 709 instructional sessions involving 7,913 students; they conducted 22 workshops or tours involving 588 attendees; answered 977 chat reference questions, and conducted 745 research consultations.
 - The University Library works with University College to productively engage in their first year program so that students have a solid grounding in the role of information in

higher education and how this impacts their ability to be effective college students. This includes engagement with the Bridge Program and first year programs.

Future Plans and Priorities

- In the Coming Academic Year
 - A project is under way to develop a plan to renovate library space with a focus on increasing and enhancing the informal study space available on campus.
 - The library continues to expand its ability to provide books, journals and other scholarly content on an on-demand basis, thus both expanding what is available and doing so at in a more cost effective way.
 - The library is focusing on providing instructional content in the form of subject guides, tutorials and other digital objects that can easily be embedded in Canvas.
- Longer-term
 - Working with the IU Foundation the library is seeking a naming gift for the library that would, among other things, provide the funding for the renovation now being planned.
 - The library will continue to request modest increases to the materials budget to support new degree programs.

Finance and Administration

Highlights and Accomplishments

- Surplus - Herron faculty brought students into Surplus to select items for course projects; provided electronics to technology departments to help students conduct IT experiments.
 - *Future plans:* Continue to expand opportunities for redistribution of surplus items to benefit student success.
- HRA – Provided consultation to Enrollment Services to review process flow and backlog issues with a restructure and reclassification of reporting lines of staff to align with USSS process changes. This included a merging of transfer credit processing back into the application review process. The revised process flow was able to reduce pre-consulting weighted average days to final decision from 38.3 days in fall 2015 to 3.9 days in fall 2016.
- Bookstores – Increase in on-time textbook adoption from 40% in prior year to 50% in current year. B&N continued to reach out to academic departments to increase timely submission of textbook requirements to ensure items are available by the start of the semester for students.
 - *Future plans:* Continue to focus on increasing on-time adoptions; provide reports to academic units on progress towards goal of 100% on-time textbook adoption rate.
- Card Services – Increased participation in [EZ Deposit](#) to assist students with purchasing textbooks and course materials in a timely manner.
 - *Future plans:* Partner with B&N for cross promotion to continue to provide awareness for students of the option to encourage timely purchase of class materials.
- Card Services – Increased options for students, faculty and staff for greater access and convenience of retail options. New vendors including CAPS and Informatics 3D Printing Labs now accept JagTag payment.

- Food Services – Provided an additional meal plan option to respond to student’s needs. The elective meal plan options grew by 29% over the prior year.
- Events and Conference Services – Developed internship program in collaboration with the School of Physical Education and Tourism Management to provide students with internships and part-time job opportunities.
- Finance – Work with campus partners on communication plans regarding the implementation of banded tuition for Fall 2016.
- Campus Facility Services - In addition to infrastructure projects to replace components that are past their useful life in campus buildings such as air handlers, electrical switchgear, etc., several other R&R projects were completed over this past year which have a more direct impact on facility use: Cavanaugh Hall restroom renovations, fume hood infrastructure installation at Engineering, Science and Technology which allows for the ability to add research labs, renovation of the connector between Long and Clinical, replacement of the roof at the Science Building and replacement of carpet and wall finishes on 2nd floor of Hine. A complete list of FY 2016 projects can be found at <https://cfs.iupui.edu/projects.asp>.
 - *Future plans:* Examples of additional R&R projects that would impact student learning that have been submitted for funding are:
 - Repairs to campus sidewalks and curbs
 - Medical Science dock and building envelope repairs
 - Replace University Library roof
 - Improve various learning spaces
 - Complete final phase of Cavanaugh restroom rehabilitation
 - *Long term:* Continue to assess and maintain an up to date backlog list of spaces, building systems and utility infrastructure in need of rehabilitation to take advantage of future funding and to move towards the goal of “zero deferred maintenance.”
- Campus Facility Services - Prioritized undergraduate classroom modernization (UCM) funding for three general inventory R&R renovation projects by purchasing furniture for the rooms:
 - Hine Hall rooms: 118 and 102
 - Education Social Work rooms: 1116 and 1126
 - Lecture Hall room: 104
 - *Future plans:* Implement plans to create three 60+ seat classrooms by combining two classrooms into one large classroom in the following buildings: Education/Social Work 2104 & 2105, 2107 & 2108 (both in summer 2016) and Business/SPEA BS 3015 & 3016 (summer 2017)
 - *Long term:* Develop long term plans to identify other classrooms that require major renovations
- Campus Facility Services - Developed new classroom designations for general inventory classrooms. They are: Basic Classroom – typical technology, furniture; Active learning classroom – typical technology, flexible furniture, collaboration tools; Mosaic classroom – high end technology, collaboration tools, flexible furniture
 - *Future plans:* Identify basic classrooms that can be labeled “active learning” by adding student collaboration tools (whiteboards) and implement plan to install whiteboards wherever possible by fall 2016 start of school.
 - *Long term:* In collaboration with the IUPUI Classroom Committee identify and develop plans to create more MOSAIC classrooms.
- Office for Intergroup Dialogue and Civil Community - IGD Curriculum Development and Certificate: The IGD/CC Office has supported faculty from four schools (Liberal Arts, Social

Work, SPEA, Engineering & Technology) in their efforts to develop curriculum that incorporates IGD principles and practices. IGD/CC staff assisted faculty in facilitating dialogues within the classroom. The IGD/CC Office is coordinating efforts among these four schools to develop an undergraduate Intergroup Dialogue certificate proposal. This certificate will be a 15-credit hour certificate that students can complete within the 120 credit hour/four-year graduation completion requirement.

- *Future plans:* In the coming Academic Year: Complete the proposal and submit it for review and approval. Proposal submission deadline is November, 2017.
- *Long-term:* Schedule first cohort of IGD content courses within the certificate for fall, 2017. Certificate includes a leadership development component in which students develop skills to facilitate dialogue among peers. The first skill development courses should be offered in fall, 2018, assuming initial content courses begin fall, 2017.
- Sustainability – Collaborated with campus and community partners to provide educational opportunities and programs, to combine active, experiential learning with real world problem solving on campus and in the broader community.
- The Natatorium went [Zero Waste](#) for the 2016 Olympic Diving Trials. As a part of this initiative, [Pam Napier's Herron School of Art Visual Communications](#) course developed print and digital materials to communicate Zero Waste to fans, athletes, and the IUPUI community in partnership with IUPUI Sustainability, [The Natatorium leadership team](#), and the [Indiana Sports Corp.](#)
- [The Campus Kitchen @ IUPUI](#) is a student-led hunger relief initiative, serving to those who are food insecure. To date, over 400 volunteers (predominantly students) have recovered over 3 tons of food, prepared and served over 2,500 meals to Wheeler Mission Men's and Women and Children's shelter and recently to the families at the Ronald McDonald House in Riley. IUPUI Sustainability and the SPEA Student Council hosted the first Indy ReCYCLE Ride! Eight teams of four rode bikes across Indianapolis to collect waste from along the Indianapolis Cultural Trail. A total of 180 lbs. of waste (110 lbs. of which was recyclable material) was recovered. The Pacers BikeShare graciously donated the use of 25 bikes to IUPUI students.
 - *Future plans:* Continue partnership with Professor Pamela Napier to create an ongoing sustainability project for her course
 - *Long term:* Develop an inventory of courses across campus that need/require project-based learning and target those courses with sustainability projects either through the Office of Sustainability or any of our community partners; Better integrate the Office of Sustainability into the Center for Earth and Environmental Science's (CEES) Service Learning program, which serves over 500 students annually;
- Sustainability - Provided community internship and collaborative opportunities with sustainability partner community organizations. Partnered with [Keep Indianapolis Beautiful](#) and [SPEA](#) to create a new internship position that serves both the IUPUI and Indianapolis community. This position worked to increase the community engagement of KIB's efforts while also managing IUPUI's [Tree Campus USA](#) program.
- Sustainability – has [Indiana Recycling Coalition](#), [SPEA Indy](#), and IUPUI Sustainability partnered to create a unique internship opportunity for SPEA undergrad and grad students that focuses on recycling in Indianapolis and at IUPUI. This position will split time between community and campus, while serving the needs of both.

- *Future plans:* Continue internship partnerships with Keep Indianapolis Beautiful and the Indiana Recycling Coalition. Explore internship expansions with other sustainability non-profits.
- Sustainability - The IUPUI Office of Sustainability along with the Student Sustainability Council (SSC), collaborated with multiple units/organizations to celebrate [Earth Month 2016](#) as well as Earth Month Discussions @ Democracy Plaza; [Great Indy CleanUp](#) in the Near Westside neighborhood; [DIGS/CKIUPUI](#) – IUPUI campus garden spring clean days; [SPEA Student Council](#)'s Indy [ReCYCLE Ride](#); [Arbor Day](#) tree care workshop/planting service day; Biology Club – Greenhouse tour; as well as participated at the Earth Day Indiana Festival & The Indiana State Museum's Going Green Festival.
 - *Future plans:* Continue campus-wide celebrations, with particular emphasis on Campus Sustainability Month (October) and Earth Month (April) and create a master schedule of sustainability events in partnership with the Student Sustainability Council and other on-campus units
 - *Long term:* Work with Student Sustainability Council and other sustainability-related student groups to offer a student sustainability summit on campus to better organize student groups around sustainability.

Planning and Institutional Improvement

Highlights and Accomplishments

- Students hired as test proctors and receptionists in the IUPUI Testing Center acquire work-related skills.
- Testing Center staff increased the total number of proctored computer-based classroom tests by 15% (i.e., up from approximately 45,500 to 52,500 class tests proctored in the SL070 Testing Center facility). This service saves faculty members a class period every time they use the service, so it gives them extra time to cover new material in the classroom as students enjoy the flexibility of taking their exams at their own convenience. Customers (faculty and students) using proctored classroom testing came from the Schools of Engineering & Technology, Liberal Arts, Medicine, Nursing, and Science.
- Testing Center staff increased the total number of test appointments by approximately 20% (i.e., up from a total of 2,137 to 2,560 high-stakes tests) for students taking the *GRE*, *MCAT*, and *Pearson Assessments* (Teacher Licensure Testing and Performance Assessments) administered in the BS3000 Testing Center facility.
- Testing Center staff maintained the administration of ALEKS mathematics placement assessments and the IUPUI world language placement tests using remote and 'unproctored' Internet testing.
 - For the current reporting period (7/1/2015 – 6/30/2016), TC administered a total of **5,775** ALEKS Math assessments online, and a total of **1,688** World Language Online Placement Tests [i.e., French: 231; German: 102; and Spanish: 1,355]
- Mzumara assisted faculty in the Department of Chemistry with development and implementation of batch processing of placement exam scores for the new Chemistry Placement Exam launched on June 3rd, 2016.
- *Online Course Evaluations:* In conjunction with faculty participants from 12 schools, Testing Center staff coordinated and successfully completed two campus-wide online course evaluation projects using the Blue/Evaluation system (www.explorance.com/blue/course-evaluations/), with overall mean response rates of 53% (for Fall 2015 semester with a total of 3,542 classes evaluated) and 56% (for Spring 2016 semester with a total of 3,258 classes

evaluated), quite comparable with a national average response rate of around 55% for online course evaluations. IUPUI schools using Blue/Evaluations include Kelley Business (Indianapolis), Education, Engineering & Technology, Health & Rehabilitation Sciences, Herron Art & Design, Informatics & Computing (LIS Department), Law, Liberal Arts, Physical Education & Tourism Management, Science, SPEA; and University College.

- Mzumara has served as evaluator for an NSF-funded project that has increased the number of graduates in the Schools of Science and Engineering & Technology by at least 10%/year for the past 5 years.
- Earning credit for prior learning can save students time and money. Mzumara served as a charter member of the *Prior Learning Assessment (PLA) Steering Committee* established in March 2016. During the spring and summer of 2016, the PLA Steering Committee coordinated the compilation of *PLA Accordion Links* posted at the DCO website: <http://complete.iupui.edu/prospective-students/credit-evaluation-and-prior-learning-assessment/>
- Mzumara served as a member of the sub-committee that compiled information for IUPUI's Assurance Argument Report for the Higher Learning Commission's Core Component 4.A.
- Mzumara participated in the Degree Completion Office (DCO) *Summit on Adult Degree Completion/Prior Learning Assessment (PLA)* conducted at IUPUI on February 5th, 2016.
- Electronic portfolios enable students to show employers what they know and can do. Kahn directed and Scott coordinated the IUPUI campus's ePortfolio Initiative, which supported current ePortfolio projects in moving from Oncourse to the new Taskstream platform and provided grants to help launch new projects. New ePortfolio grants helped fund two program transition projects and eleven new course and program projects, bringing the total ePortfolio adoption at IUPUI to approximately 58 undergraduate and graduate projects in 16 schools (41 programs) and 4 other units. All of these programs and courses adopted ePortfolios to enhance student learning and success or to assess student learning outcomes for purposes of improvement or, most frequently, both.
- Kahn and Scott worked with University College and the Life-Health Sciences Internship Program to mount the second IUPUI ePortfolio Showcase, which recognizes excellent student ePortfolios and helps to foster wider adoption of ePortfolios across the institution.
- Kahn and Scott worked with leaders of the RISE Initiative to offer two new course grants to support adoption of ePortfolios for RISE courses.
- Program Review staff coordinated eight reviews: Honors (October 7-9, 2015); Forensic Science (November 9 – 11, 2015); Housing and Residence Life (September 28-30, 2015); Sociology (February 22-24, 2016); Philanthropy (February 29 - March 2, 2016); Informatics and Computing (April 11-13, 2016); Philosophy (April 20-22, 2016); and Kinesiology (April 25 – 27, 2016)
- Program Review staff participated in seven follow-up meetings: MS in Technology, Nursing, Chemistry and Chemical Biology, Computer and Information Sciences, Anthropology, World Languages and Cultures, and Advising in Engineering. Some examples of uses of the reviewers reports are: World Languages and Cultures faculty held a retreat to develop a strategic plan and strengthen assessment activities. Computer and Information Sciences faculty in the gateway courses have completed a curriculum mapping. Chemistry and Chemical Biology faculty have restructured much of their governance processes and made changes to improve teaching infrastructure. Anthropology reported a new hire to teach Anthropology A104 and standardization of teaching in A104 as has been done in A103. Advising in Engineering restructured advising and now academic advisors report to the Assistant Dean for Student Services.

- PAII staff conducted nine program review planning meetings for reviews to be conducted during 2016-2017: Criminal Justice, Geography, Student Involvement, Student Conduct, University College Underserved student programs, Testing Center, Technical Leadership and Communication, Museum Studies, Religious Studies, and Center for Teaching and Learning.
- Banta taught a graduate course (C750) that prepares students to conduct outcomes assessment, and Black taught two undergraduate courses in 2015-2016 (UCOL 110 and TCM 3200).
- Black served as chair of the University College Academic Policies and Procedures Committee and as a University College Faculty Associate.
- Banta served as a member of the Undergraduate Affairs Committee.

Future Plans and Priorities:

- During Academic Year 2016-2017, the top work priorities for the Testing Center include:
 - Assess the efficacy, utility and appropriateness of the remote and “unproctored” Internet testing for placement testing, particularly to evaluate the success of students using ALEKS Math placement assessment scores to enroll in advanced-level mathematics courses at IUPUI;
 - Undertake an administrative review of the Testing Center and implement reviewers’ recommendations accordingly; and
 - Plan and conduct (with a coalition of willing faculty participants) a pilot of the Bluepulse product (<http://www.explorance.com/blue-applications/bluepulse/>) that can help instructors collect real-time feedback to stimulate continuous improvement of their classes.
- During Academic Year 2016-2017, the top priorities for the Office of Institutional Effectiveness include:
 - Move the ePortfolio Showcase date to late February 2017 to avoid calendar conflicts we believe to be partly responsible for lower attendance than targeted.
 - Several of the grants made in 2015-16 will be completed in 2016-17, with two of the program-level projects eligible for second-year implementation funding.
- During 2016-17, Program Review personnel will:
 - Conduct at least eight program reviews (Center for Teaching and Learning will be deferred to a future year).
- Longer-term plans for the Testing Center include:
 - Development of new Web interfaces to facilitate online administration of the new EAP Placement Tests (i.e., the Michigan Test of English Language Proficiency, or MTELP), and the WebCAPE Modern Language Placement Tests for French, German, and Spanish; plus associated Web applications to facilitate automated upload of placement scores in SIS.
 - Periodic assessment of the appropriateness and usefulness of the new placement tests (MTELP and WebCAPE) for course placement at IUPUI.
 - In collaboration with the IUPUI campus leadership and the Budget Office, the Testing Center will continue to explore the feasibility of implementing centralized funding solutions to support and sustain proctored computer-based classroom testing services at TC, and the campus-wide administration of online course evaluations using Blue products from eXplorance, Inc.

- Mzumara will continue to represent the Testing Center as a member of the PLA Steering Committee, and TC staff will work collaboratively with faculty interested in expanding opportunities for offering PLA/CBE options for students enrolled at IUPUI.
- Longer-term plans for the Office of Institutional Effectiveness include:
 - Depending on the result of new mission and directions for the ePortfolio Initiative, we will focus attention on documenting specific effects of ePortfolio use.
- Longer-term plans for program review include:
 - Conducting a review of practices employed to complete and follow up program reviews.
 - Conducting periodic studies of uses of program review.

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- Presented finding funding workshop to undergraduates as part of the RISE sessions through the Center for Research & Learning (CRL) and created funding alerts for possible future fellowships.
- Advised faculty on strategies for integrating students into their research successfully.
- Organized and held the JagStart annual competition, the IUPUI student idea pitch to solve social and economic challenges. <http://www.crl.iupui.edu/jagstart/>
- Awarded a RISE scholarship in research to five undergraduate students.
- Sponsored multidisciplinary research (MURI) teams consisting of undergraduate students for the academic year: 10 teams, 47 students; and summer: 11 teams, 47 students. http://crl.iupui.edu/programs/MURI_Project_Awards/index.asp
- Sponsored Undergraduate Research Opportunity Program (UROP) grants during the academic year (26 students) and the summer (19 students). <http://crl.iupui.edu/programs/UROP/index.asp>
- Provided travel support up to \$500 to students who presented at regional and national meetings.
- Organized and held student research orientation sessions for the academic year and summer programs.
- Developed and implemented new assessment tools for students accepted to CRL programs.
- Launched a new CRL program, Fast Track, which is open for applications year round and provides supply money to student mentors.
- Sponsored and directed the Innovation-to-Enterprise Central program which included undergraduate and graduate students exploring and developing ventures in five different entrepreneurial projects. <http://crl.iupui.edu/programs/I2E/index.asp>

Future Plans and Priorities

Nothing reported for Goal 1

Office of the Vice Chancellor for Student Affairs

Highlights and Accomplishments

- First-time, full-time students living in the residence halls have higher GPAs than their peers who live off-campus. Additionally, students living on-campus are retained to the campus at rates higher than their peers. Additionally, students involved in fraternity and sorority life also out-perform their undergraduate peers with regard to GPA.
- An increase in use of the services provided by Counseling and Psychological Services (CAPS) and the student advocate in the Office of Educational Partnerships and Student Advocacy suggests that students see Division staff as valuable resources with regard to

addressing personal concerns and mental well-being. Assessment indicates that students taking advantage of CAPS services are more likely to be retained than their peers.

- Work from the Office of the Dean of Students, the Office of Student Conduct, and the Office of Health and Wellness Promotion continues to ensure our campus provides an environment that is optimal for learning through programming on personal and academic misconduct, bystander intervention training, programming on sexual assault prevention, and increased commitment to Title IX, Violence Against Women Act, and the Campus SaVE Act.

Future Plans and Priorities

Nothing reported for Goal 1

University Information Technology Services (UITS)

Highlights and Accomplishments

The Education Advisory Board – Student Success Collaborative is migrating to a new product called ‘Campus.’ Significant staff effort and developer time have gone into updating and refining the data feed specifications from EAB to accommodate the new product needs. In addition to being able to identify students at (some kinds of) risk, ‘Campus’ provides the ability to communicate with students, a process for scheduling student appointments with advisors and tutors, and a process for creating and tracking cases (for students needing an intervention). The data feeds also support the Institutional Analytics used by academic departments and IU administrators for our ‘big data’ analysis efforts to develop and guide processes that improve student retention and success.

- iGPS (Graduation Planning System)
 - Degree Map tool is used to collect and maintain degree maps for all active undergraduate programs. New enhancements related to collecting and displaying degree map descriptions help students identify degrees that meet their interests and career objectives. The ability to identify online degrees and TSAP degree maps in degree map maintenance screens is also more prominent. In addition, editing tool enhancements allow for the mapping of degrees that are pending approval – as well as the ability to map placeholders for courses that are pending approval – to make maps available for student planning as soon as possible.
 - A new user interface replaced the Degree Map maintenance process, allowing for degree map data to be managed in such a way that edits and changes to maps are not disruptive to student planning.
 - Students are now able to add placeholders and milestones to the iGPS Planner tool from the degree map. The planning tool was enhanced to display test, transfer, and other credit.
 - Added course and class details help students search by attribute (general education and others), waitlist capacity, department descriptions, enrollment requirement groups, and textbook and eText information.
 - From placeholders in the Plan, students can now select and swap courses as interests come into focus and the Schedule of Classes is released.
 - Added point-in-time planning feedback means students are aware that they are adding a class they have already planned, completed, or registered for – or an in-progress class.
 - Schedule Builder enhancements provide better support for registration. Prior to building schedules, students can filter for mode of instruction, location, and session. This allows students to more efficiently identify possible schedules. By viewing class attributes, class

notes, pre-requisites, and session details from within Schedule Builder, students can more readily identify actionable classes that meet their needs.

- Symplicity's Career Service Manager tool, implemented by IUPUI units, now gives students the ability to seek employment opportunities, apply for jobs, schedule on-campus interviews, view upcoming career fairs and employer attendees, and build resumes.
- Integration with IU's Student Information System makes it easier for students to access tools that provide alcohol and sexual harassment education. Single sign-on and access via one.iu.edu are especially useful for those who use Alcohol.edu, Sanctions, and Haven.
- Career EDGE is a grant-funded project led by the Indiana University Office of Completion and Student Success and supported by UITS's eLearning Design & Services. A series of career preparation modules developed by a multi-campus team of faculty and staff have been published to Canvas Commons. A custom integration between Canvas and the Advising Records (AdRx) system allows students to share their Career EDGE assignments submissions with their academic advisors. In addition to being used by advisors across the university, individual modules or the entire set can be downloaded by faculty into any Canvas course. Faculty piloting the modules in face-to-face or online classes are offered a stipend to test the modules and report back to the development team through facilitator and student surveys. As of June 2016, we tracked over 140 individual module downloads.
- eAdd Notifications
 - In preparation for university-wide adoption of banded tuitions, several teams collaborated on the implementation of an eAdd notification widget in Canvas. The widget alerts instructors to pending student requests to add their course. Clicking the eAdd widget takes instructors to a filtered view of their Action list, where they can process all pending requests. This feature helps ensure students are added to classes in a timely manner during the Add/Drop period.
- FLAGS / Advising Records and Career EDGE
 - Advanced filters were implemented in Advising Records Caseload for FLAGS, Program Plan Stack, Program GPA, Service Indicators, Current and Cumulative hours, and others. This enables advisors to identify students at risk, contact them, and track all communications. This is core functionality that supports the work of advisors in student retention and success: Identify -> Communicate -> Track (and, eventually, Assess).
 - Student Appointment Scheduler (SAS): design and programming improvements to the student view bring the entire student experience into a contemporary and mobile-friendly design. Students will now be able to easily find first available appointments and appointment types (in person, online, phone, etc.). Development is complete and testing is underway for the SAS to Outlook process, which updates advisors' Outlook calendars with any activity that takes place in the SAS.
 - Advising Records (AdRx) enhancements are ongoing and include:
 - Quick Notes let advisors and administrators enter stored and standard student contact information into the record with a single click. This improves records and assessment of student retention work.
 - Threaded notes allow advisors to link communications into a thread rather than one-off note records, creating a more logical view that is easier to consume.
 - Caseload Management provides improved ability to create and edit custom groups of students, to communicate with them via email, and to download a caseload group into Excel for more analysis and communication options. Improved performance means large groups load quickly, and the system can handle advisors with large numbers of Caseload groups (one over 800).

- By converting local advising data from IUPUI Kelley and General Studies to AdRx, we improve retention work as all student advising records become accessible across all campuses.
 - With Onbase doc viewing and uploading, advisors can now see admissions documents – including transfer transcripts, some student records documents, Career EDGE documents, and more. Advisors can also attach documents to the student record. This gives advisors access to a great deal more information than they have had in the past.
- Improvements to SIS Advisor are designed to make the process of maintaining clean Advisor Caseloads easier, enabling advisors to do their retention and success work more efficiently. Inaccurate lists of advisees have long been a troubling issue, as maintenance depends on manual staff effort. Units now have the option to have SIS automatically un-assign students under certain conditions, which will give both students and advisors more accurate information.
- Distributed 10,886 copies of Microsoft Office, 1,488 copies of Windows, and 6,636 subscriptions to Adobe products to IUPUI undergrad students. Total Microsoft keys for IUPUI students/faculty/staff totaled 23,798; Adobe keys totaled 13,978.
- Launched in May 2016, Google@IU is an additional way for students, faculty, and staff to collaborate. Google Docs, Drive, Sites, Sheets, and many other Google apps are available. As the campus (and university) finishes its migration from Oncourse to the new Canvas learning management system, a Google@IU groupspace can also provide a collaborative environment similar to an Oncourse project site. <https://itnews.iu.edu/articles/2016/uits-news-for-04-11-2016.php>
- The GlobalNOC hosted a career day for IUPUI students from the Schools of Informatics and Engineering and Technology. <https://itnews.iu.edu/articles/2015/stemming-the-brain-drain-indiana-students-for-globalnoc-jobs.php>
- The university-wide Mosaic Active Learning Initiative (mosaic.iu.edu) is a comprehensive set of services and strategies to support faculty teaching in active learning classrooms. The Mosaic Faculty Fellows Program will launch at IUPUI in the Fall 2016 semester with 15 IUPUI Faculty Fellows selected through an application process. <https://itnews.iu.edu/articles/2015/iu-creates-mosaic-initiative-to-support-active-learning-environments.php>
- A new immersive classroom in University Hall is tailored to the current generation of college students, featuring an interactive, touch-screen video wall. Powered by Mersive Solstice software, the wall allows students to collaborate in real time and share content from any mobile device. <https://itnews.iu.edu/articles/2015/IUPUI-launches-high-tech-immersive-classroom.php>
- IUanyWare aids undergraduate education at IUPUI through access to over 400 applications. Over 1,000 IUPUI undergraduate students made use of IUanyWare’s virtual application delivery services.
- Forty-two IUPUI undergraduate and graduate students utilized advanced visualization lab (AVL) facilities for a course or capstone projects during the spring 2016 semester. Students using AVL facilities were from many disciplines, ranging from digital arts & media to technical disciplines from the School of Informatics & Computing and School of Engineering & Technology.
- IU Print rolled out a self-service billing environment for 3D printing in Student Technology Center Labs.

- The Testing Center is in full production with Respondus LockDown Browser, a secure browser that locks down other functions on the test computer and is now integrated into IU's Canvas environment. Expanded scheduling software also creates an efficient way to schedule tests for students and instructors. Testing center usage increased, offering exams for several large section courses and multiple sections of Communications R110.
- To support the transition from Oncourse to Canvas, the Center for Teaching and Learning (CTL) offered nearly 64 Canvas-specific workshops (many in collaboration with IT Training) and nearly 950 Canvas-related individual consultations to IUPUI faculty. In addition, the CTL continued to support faculty interested in technology-enhanced instructional approaches and practices.
- The IU eTexts initiative added new publishing partners Boundless, Harvard Business School Publishing, and Helios Digital Learning. In spring semester 2016, over 23,000 IU students (4,300 at IUPUI) saved more than \$2,200,000 (over \$420,000 at IUPUI) over the cost of purchasing a retail printed textbook. <http://go.iu.edu/CsD> <http://go.iu.edu/CsE>
- The Assistive Technology and Accessibility Centers (ATAC) provide support and services to all IU campuses for creating an equal and inclusive environment. All IU faculty, students, and staff also have access to Read&Write Gold, a versatile text-to-speech application that supports assistive reading and writing. Additional support is available for creating accessible documents, captioning audio and video, and finding other accessibility services. In 2015-2016, the ATAC prepared 123,000 of pages of alternate media, facilitated 8,550 minutes of high quality captions for video, made 168 loans of assistive technology to IUPUI students, and performed 184 website and IT accessibility evaluations for IU.

Future Plans and Priorities

Nothing reported for Goal 1

Increase Capacity for Graduate and Graduate Professional Education

Athletics

Highlights and Accomplishments

Nothing reported for Goal 2

Columbus Campus

Highlights and Accomplishments

- In the Masters in Mental Health Counseling program, IUPUC successfully switched to TaskStream for program assessment.
- Based on student feedback and demonstration of their learning, the portfolio process for assessment of student learning was successfully changed and implemented in March.

- All graduates of the MMHC program have passed the national associate licensure exam to date.

Herron School of Art and Design

Highlights and Accomplishments

Graduate Students

- Development and implementation of three new Foundations classes to begin in Fall 2016: *Studio Art and Technology*, *Building and Making*, *Image; 4D Studio* will address new technologies and methods of thinking, developing ways for artists and designers to utilize Herron's Think It Make it Lab.
- Development of a proposal for a new graduate certificate: *Certificate in Design Thinking for Collaborative Innovation*. This program will make design thinking techniques available to students in a range of graduate programs and to professionals, practiced and applied in interdisciplinary contexts.
- Herron Community Learning Programs give Herron art education students the opportunity to gain valuable expertise by teaching Saturday School and Youth Art Camp, under the guidance of seasoned alumna. This experience enables them to be better prepared for student teaching during their final semester and gives them a greater advantage during their search for a full time teaching position.
- Collaboration with the School of Informatics and Computing in a *3D modeling* class in the Media Arts and Science program at SoIC. The newly developed *Studio Art and Technology minor* incorporates classes from both Herron and Informatics and Computing, and is available to students from either school. By collaborating with an exchange of ideas and processes, skill sets are strengthened, better preparing students for their careers. <http://soic.iupui.edu/news/building-a-bridge-with-3d-printing/>
- Art Therapy Internship sites are established with social and health service organizations throughout Central Indiana. The Art Therapy students deliver high quality patient care in collaboration with hospitals, clinics and organizations that serve individuals living with mental and physical challenges. Graduates are employed in Indiana as art therapists in healthcare organization
- A partnership has been established between the Art Therapy Program and the IU School of Medicine, Department of Neurology. Collaborative research projects continue to develop and two student fellowships are being supported.
 - Art Therapy MA students are placed in 13 different healthcare sites throughout Central Indiana to complete their practicum requirements
 - The Art Therapy MA Program has developed a partnership with the IU School of Medicine Neurology Department.

Undergraduate

- Launched a Minor in Studio Art and Technology.
- Collaborated with SOIC to develop a new course in figural sculpture to address a skill gap in the New Media Arts and Science curriculum.
- Art Education students are placed in Indianapolis Public Schools throughout Central Indiana to complete their teaching practicum requirements.

Future Planning

- Herron is collaborating with the Garvey/Simon Art Access Gallery in New York City to develop exhibition opportunities for students and faculty and to get exposure of their work in markets outside Indianapolis.
- Herron is collaborating with the Zolla/Lieberman Gallery in Chicago to host a 2017 exhibition of faculty and student work.

Kelley School of Business

Highlights and Accomplishments

- Twenty-six physician MBA students [received green belt certification in Healthcare Lean Six Sigma process improvement](#) through the Business of Medicine MBA Program. To achieve this certification, the physician MBA students were trained in process improvement tools, which they used to carry out eight process improvement projects within their own healthcare organizations. Projects included reducing patient waiting time in an outpatient clinic, increasing physician satisfaction in a large hospital, and reducing patient readmissions.
- In their third year, Business of Medicine MBA Program faculty members continued to innovate and implement the new curriculum, focusing on the intersection of business and medicine and the education of physician leaders. Student satisfaction is very high, and students rate the faculty as the highlight of the program. Faculty commitment and expertise is cited regularly as the reason current students recommend the program. Accomplishments and activities included:
 - *Healthcare Policy Course:* A healthcare policy course was offered for the second time as an elective in the spring quarter. In partnership with The Washington Campus, 18 BOM MBA students spent five days in Washington, D.C. studying healthcare policy and meeting with lobbyists, policy makers, and members of Congress. <https://hub.kelley.iupui.edu/blog/blog/business-of-medicine-trip-shifts-future-career-plans-for-student.html>
 - *Course and Curricular Enhancements:* The second cohort continued to show the same high levels of engagement and satisfaction in the program as the first cohort, and they provided valuable feedback the faculty used to enhance the course offerings and sequence of courses. The faculty re-sequenced the core curriculum to allow for better workload and building of concepts; they continue to shape their courses as the healthcare industry landscape changes. Faculty added courses to the core curriculum, including Organizational Change and Research Tools for Physician Leaders.
 - *Executive Coaching Course:* The program implemented an executive coaching course for second-year students. Taught by an associate faculty executive coach who is published by the American Association of Physician Leadership and certified by the Center for Creative Leadership, students were able to arrange coaching sessions based on their availability and need. The course allows the students to implement and revise their leadership development plans.
- The Kelley Evening MBA program achieved its highest ranking by *U.S. News & World Report*, which named it the 6th best part-time MBA program in 2016 out of 344 part-time programs. This ranking was a significant achievement, up from 12th in 2015.
- Another major milestone for the Evening MBA Program was the hiring of a full-time Associate Director of Career Advising & Professional Development. Career Advising has been one of its highest program priorities and an expectation for current and alumni students. Since November 2015, the career advisor has met with nearly all graduating students and

those in the career portion of core classes, totaling around 250 separate advising appointments with current, graduating and alumni students.

- Kelley Indianapolis won the Association for Corporate Growth (ACG) regional and state competitions. ACG is a national organization comprised of private equity investors, investment bankers, accountants, attorneys, etc. Each year, each state chapter holds a state-wide investment banking/private equity competition for MBA students. The competition requires the MBA's to evaluate options of investment for a hypothetical company. A board of ACG members evaluates the analysis and recommendations for each team and recommends a winner. There are two rounds of competition (regional and state). This year, teams from Ball State, Kelley Indianapolis, and Bloomington Kelley competed.
- Graduates from the Graduate Accounting Programs are once again in high demand with 94% of August 2015 graduates reporting full-time employment or additional education at three months post-graduation (70% reported) and 96% of December 2015 graduates reporting full-time employment or additional education (71% reported). At the time of this report, data on the May 2016 GAP graduates is still being collected.
- Faculty increased the professional development and ethics components of the Master of Science in accounting to enhance student knowledge and placement.
- Graduate Accounting Programs helped develop and strengthen their student organization by increasing faculty participation in social activities and expanding professional development activities.
- Kelley Indianapolis Assessment Committee instituted an improved process for the creation, collection, and evaluation of faculty assessment reports.
- Faculty teams developed learning outcomes and course maps for each of our programs (Evening MBA, Business of Medicine MBA, Master of Science Accounting, and Master of Science Taxation).

Future Plans and Priorities

- In the Coming Academic Year
 - The Business of Medicine MBA Program is evaluating how to streamline the curriculum to graduate in 21 months instead of 24 months.
 - Graduate Accounting Programs are helping develop and strengthen their student organization by increasing faculty participation in social activities and expanding professional development activities.
 - Graduate Accounting Programs will evaluate their professional development opportunities to continue to expand on these.
 - Expand recruitment in the Graduate Accounting Programs.
 - Evening MBA Program goals in operations are now to:
 - Complete systematizing operations and training.
 - Evaluate capacity of staff to meet demands in the office.
 - Introduce surveys to measure student satisfaction.
- Longer-Term Goals
 - Evaluation of a second cohort in the Business of Medicine MBA Program (BoM MBA).
 - Evaluation of continuing education for alumni and other physicians for the BoM MBA.

Lilly Family School of Philanthropy *Highlights and Accomplishments*

- The [Lilly Family School of Philanthropy](#) participated in a comprehensive 5-Year Review, including a self-study and an external review, which will help inform and guide planning and implementation for our degree and certificate programs and the services we provide to our undergraduate and graduate students.
- Several new, graduate-level courses were offered by the Lilly Family School of Philanthropy: faculty member [Debra Mesch](#) taught Gender and Philanthropy; Ph.D. candidate Van Evans taught Philanthropy in Latin America; faculty member [Sara Konrath](#) offered Altruism and Health; faculty member [Lehn Benjamin](#) taught Politics of Helping; and [Visiting Charles Stewart Mott Chair on Community Foundations Mark Sidel](#) offered the school's first course on community foundations.
- [David King](#), faculty member and the Karen Lake Buttrey Director of [Lake Institute on Faith & Giving](#) at the Lilly Family School of Philanthropy, taught the revised doctoral seminar PHST-P 660: Ethical, Moral, and Religious Aspects of Philanthropy, deepening the understanding of seven doctoral students, emphasizing the philosophy of philanthropy in comparative perspective, world traditions of social and religious conditions, and moral issues raised in philanthropy practice.
- At the Lilly Family School of Philanthropy's April 2016 Board of Visitors meeting we convened a Task Force on Internships and Career Placement to draw on our board's network of contacts and expand the pool of graduate assistantships and internships for our students. Our development team produced a flier so we can engage an increasing number of partners to host interns and graduate assistants.
- In March 2016, curatorial executives from the [Smithsonian's](#) National Museum of American History in Washington, D.C., visited the Lilly Family School of Philanthropy. The visit focused on how to find a curator for a [new permanent exhibition, *Giving in America*](#), since, in their words, "we think some of the best candidates in the country have probably gone through your program."
- Six graduate and undergraduate students competed to win the Human Interaction Project Service Scholarship. The \$7,500 travel scholarship that included funds to be donated during the trip was made available by [Leon Logothetis](#), author of *The Kindness Diaries*, who spoke at an IUPUI campus-wide event and to the school's Board of Visitors. The board selected master's student Ian Ermatinger-Salas, who traveled to Ghana with UBELONG Expedition's "Ghana: Child Labor through the Lens," to document slavery and human trafficking, including through his [blog](#).
- Six philanthropic studies students successfully defended their doctoral dissertations in spring and summer 2016. Michal Kramarek examined faith-based volunteer organizations in prisons. Van Evans mapped the distribution and characteristics of the nonprofit sector in Colombia, a first for the nation, and Angela Seaworth examined board diversity of Houston-area nonprofits. Elizabeth Dale, recipient of the school's Women's Philanthropy Institute Doctoral Dissertation Fellowship, studied same sex couples' giving. Heng Qu examined nonprofit finance, and Bill Cleveland studied top fundraising nonprofits to understand factors contributing to their success.
- [Lake Institute on Faith & Giving](#) supported Yale University doctoral candidate in sociology Shai Dromi with the \$22,000 [Lake Doctoral Dissertation Fellowship](#).
- [Lake Institute on Faith & Giving's Lake Institute Network of Emerging Scholars](#) continued to engage new talent, awarding research grants of over \$36,000.
- [Lake Institute on Faith & Giving](#) Research Advancement Awards of \$3,000 were granted to Andrew Lynn, University of Virginia and Scott Libson, Emory University.

- Five research grants were awarded to doctoral students by the Lilly Family School of Philanthropy's [research department](#) to support their dissertation research.
- The [research team](#) supported the school's [academic programs](#) by teaching a doctoral course and presenting in graduate courses.
- The Lilly Family School of Philanthropy's [research department](#) provided training and financial support to 14 graduate students who worked with the research team: four M.A. students and 10 doctoral students in philanthropic studies and economics.
- A “Methods Boot Camp” conducted by faculty members [Lehn Benjamin](#) and [Richard Steinberg](#) provided first-year Ph.D. students an introduction to quantitative and qualitative research methods.
- Director of Master's Degree Programs [Kathi Coon Badertscher](#) mapped our [master's courses](#) outcomes to IUPUI's recommended Principles of Graduate Learning.
- Several faculty and students were featured speakers at the Nonprofit Academic Centers Council Conference in Chicago, IL, in July 2015, helping to strengthen undergraduate and graduate education and student success at universities nationwide, as well as at our school and IUPUI. Please see the related item in “Promote Undergraduate Learning and Student Success,” above.

Future Plans and Priorities

- In the Coming Academic Year
 - Developing support for [student scholarships](#) is the top priority for the Lilly Family School of Philanthropy.
 - The school will reflect on and incorporate recommendations from its 5-year external review through conversations with our faculty, staff and students.
 - Through the generosity of a donor, the school will again hold a student competition for a volunteerism travel scholarship, including funds to be donated during the trip.
 - [Lake Institute on Faith & Giving](#) is awarding a 2016-2017 [Lake Doctoral Dissertation Fellowship](#) to Kimberly Pendleton, an American Studies doctoral student at The George Washington University.
 - [David King](#), faculty member and Karen Lake Buttrey Director of [Lake Institute on Faith & Giving](#), will continue to serve on doctoral dissertation committees and direct M.A. theses related to religion and philanthropy.
 - The [research department](#) will continue student support through training and funding. Our research grant program accepts proposals from master's and doctoral students on an ongoing basis.
- In the Longer Term
 - Developing support for [student scholarships](#) is the top priority for the Lilly Family School of Philanthropy.
 - We plan to develop and add new courses in fundraising and then add a graduate certificate in fundraising.
 - We plan to develop more graduate electives and to have more courses taught by our full-time faculty, especially as we add new faculty.
 - The [Women's Philanthropy Institute](#) at the Lilly Family School of Philanthropy plans to develop new graduate-level courses focusing on gender and philanthropy.

McKinney School of Law

Highlights and Accomplishments, including evidence of effectiveness

- The Cohen and Malad, LLP Consumer Law Fellowship awarded its first fellowship to McKinney 3L Justin McGiffen. The fellowship was established in 2013 to create an opportunity for students interested in consumer law to pursue research related to this area of law. The fellow works with the law school's pro bono partner organizations or through the law school's clinical programs to research topics in consumer law, mass torts, and class actions. The fellow also must plan and implement a symposium designed to educate the legal community about those issues.
- The inaugural class of IU Health Scholars was announced: McKinney joint degree students Emily Sargent, Kreigh Cook, Alyssa Servies, Alessa Quinones-Ortiz, and Kristen Koewler were the first recipients. McKinney School of Law and its Hall Center for Law and Health, along with the IU Fairbanks School of Public Health created this innovative program to provide an interdisciplinary and immersive course of study for students pursuing either the JD/MPH (Master of Public Health) or the JD/MHA (Master of Health Administration) joint degree through McKinney School of Law and the Fairbanks School of Public Health. Students selected as IU Health Law Scholars benefit from:
 - Recognition as a named Health Law Scholar;
 - An annual scholarship award in the amount of \$2500, awarded in years 2-4 of the joint degree program;
 - Facilitated experiential learning opportunities; and
 - Co-curricular development opportunities such as practice mentors and opportunities to participate in professional activities and Hall Center programming.
- McKinney announced its participation in an agreement made through IUPUI to participate in the Midwest Student Exchange Program (MSEP), a multi-state tuition reciprocity arrangement. Through the MSEP, public institutions in several states have agreed to charge students no more than 150% of the in-state resident tuition rate (for specific programs). This amounts to an annual tuition discount of \$4,800 to \$7,500.
- McKinney entered into an agreement with all five of IU's regional campuses to create the IU Regional Law Scholars program. Alumni of and current students at IU Northwest, South Bend, Kokomo, East, and Southeast are eligible to apply. Each year, 3 award recipients will be selected. The program offers a minimum of a renewable half-tuition scholarship, as well as experiential learning opportunities or paid employment as a research assistant following completion of 31 law school credit hours.
- McKinney and Butler University partnered to create the Butler University Law Scholar program. Each year, Butler will nominate one student (either a graduating senior or an alumnus) to enroll at McKinney and receive a minimum half-tuition scholarship. The Scholar will also receive an experiential learning opportunity, either an externship or a paid research assistantship, after completing 31 law school credit hours.
- McKinney received a \$25,000 Learning Environment Grant from the IUPUI Center for Teaching and Learning. The funding will be used to renovate a classroom in the Ruth Lilly Law Library to create an "active learning center." The new classroom will feature six group-learning stations, computer stations, and a smart board. The new classroom will help professors create active learning sessions, where students may collaborate on assignments and receive immediate feedback from the professor. This active-learning centered approach will encourage students to apply the theory learned in class to real-world assignments like drafting a contract, developing a corporate computer use policy, or researching a due diligence report.

- McKinney developed a partnership with the law firm of Brinks Gilson & Lione which will enable qualifying part-time McKinney students to work at the firm while in school and receive tuition remission. Eligibility requires a degree in engineering or science with a minimum 3.0 grade point average. Initially one recipient per year will be selected to become paid Brinks Gilson & Lione Scientific Advisors as well as Intellectual Property Scholars at McKinney.
- McKinney professor Shawn Boyne was chosen for the first cohort of Mosaic Faculty Fellows. The program is a part of IU's Mosaic Active Learning Initiative and is designed to develop a network of faculty who are trained to teach in active learning spaces. These spaces are diverse, technology-rich environments that are designed to enhance the classroom experience through engagement, collaboration, and new approaches to teaching. The goal is to improve student learning by actively engaging them in the process. The Faculty Fellows make a one-year commitment to attend the program's training activities and contribute to the development of learning spaces throughout IUPUI's campus.

Future Plans and Priorities

- McKinney is currently evaluating the effectiveness of the partnership agreements it has established with colleges and universities. Additional partnerships may be explored depending on the outcome of the evaluation where we deem it to be advantageous to the institution.
- Beginning in fall 2017, the Semester in Global Residence program will be an option for students in our Master of Laws program taking part in the American Law for Foreign Lawyers track or the Corporate and Commercial Law track. Students participating in this program will be able to complete some of their coursework online. Under the program, students may take up to 11 credit hours in residence in a home country or elsewhere, with the balance of credits completed at McKinney.

Richard M. Fairbanks School of Public Health

Highlights and Accomplishments

- In FY2015, the FSPH Environmental Health Science Department (EHS) launched a Professional Certificate in Product Stewardship, the very first of its kind. To take advantage of the global demand, EHS **developed a Master of Science in Product Stewardship** in FY 2016. Approval by the Indiana Commission on Higher Education is pending.
- Notable gaps in public health degree offerings in Indiana included the Doctorate in Public Health (Dr PH) and degrees focusing on global public health. FSPH aimed to fill both with the **Dr PH in Global Health Leadership**. Associate Dean Sue Babich was the architect of this online program that will attract public health professionals from around the world. Approval by the Indiana Commission on Higher Education is pending.
- FSPH celebrated the [selection of MPH student Emily Potts](#) for the **IUPUI Elite 50** in 2016! Emily is majoring in Epidemiology and is passionate about global health. In June she participated in a study abroad experience in the **Rwanda Summer Fellows Program** funded by an FSPH grant from the Rockefeller Foundation.

- Biostatistics PhD student Maria Kudela **won a Distinguished Student Award** for her paper, “Assessing Uncertainty in Dynamic Functional Connectivity” at the Spring meeting of Eastern North American Region (ENAR) in Austin, TX. Co-authors were Jaroslaw Harezlak, PhD, of the Biostatistics Department, and Martin Lindquist, Johns Hopkins Bloomberg School of Public Health.
- Biostatistics PhD student Ran Liao received the **Charles B. Sampson Student Poster Award** at the 39th Midwest Biopharmaceutical Statistical Workshop for her poster entitled “Frailty-based semiparametric models for semi-completing risk data.” Sujuan Gao, PhD, Professor of Biostatistics and Ran’s advisor, co-authored the poster.
- A critical service schools provide to their students is assistance with securing employment after graduation. Although FSPH has had strong relationships with the practice community for many years, our young school did not have a formal [Career Services](#) program. This year FSPH **hired a full-time Director of Career Development** to strengthen its student services infrastructure and support students and alumni in their search for employment.

Future Plans and Priorities

- Review and revise the MPH program to align with new Council on Education in Public Health guidelines and meet the needs of the practice community.
- With our new Master of Health Administration Program Director, Ann Johnston, Ed.D., review and update the program to meet evolving employer needs. Renew the MHA Program’s accreditation through the Commission on the Accreditation of Healthcare Management Education.
- Prepare to launch the MS in Product Stewardship and Dr PH in Global Health Leadership.

School of Dentistry

Highlights and Accomplishments

Doctor of Dental Surgery

- IUSD DDS degree has an on-time graduation rate over 97%.
- The first cohort (n=22) of the International Dental Program graduated with a DDS in May, 2015.
- Monthly student leadership meetings ensure communication with the student body and engage students in celebrating successes and resolving issues impacting students. Annual student surveys are conducted to determine student concerns and satisfaction.
- Students are encouraged to participate in one or more of the 20-30 student organizations at IUSD, IUPUI and at the national level. The organizations are self-governed with a faculty advisor and there are some funds available for student research and travel.
- IUSD DDS students secured national leadership positions in the American Dental Education Association’s Council of Students and on the Administrative Board.
- Nearly \$200,000 in private donor scholarships were awarded in 2015-16 to students in all DDS class levels.
- Two new courses were developed and implemented to address emerging developments in understanding dental caries and its clinical management, and innovations in operative dentistry.
- IUSD faculty were successful in obtaining IUPUI Curriculum Enhancement Grants for DDS curricular improvement:

- A Picture is Worth a Thousand Words; Constructively Shaping Minds in a Pre-clinical Dental Laboratory through iPad Technology. \$6K. Drs. M Kirkup, B Adams, L Willis and P Reifeis
- Integrating & Evaluating the use of Smart Glasses during Objective Structured Clinical Examinations (OSCEs). \$12581 Drs, S Schrader, E Parks, G Maupome, Y Ehrlich, Mr. D Zahl
- Enhancing the Dental Experience: A Model for a Discipline-Specific Elective Course. \$2619. Dr. L Ramos

Post-graduate and Advanced Education Programs

- Program consolidation: The Graduate Preventive Dentistry and Operative programs were consolidated into a three year program, allowing more time for students to conduct research, and providing better continuity of instruction and scholarship by faculty.
- Created a Dental Informatics course and graduate minor which is being utilized by our PhD and MSD students.
- MSD students' research proposals are now required to be complete by the end of the first year of the program, allowing the students to spend more time on their research projects.
- Collaborative agreement between IUSD and King Saud University in Riyaad, Saudi Arabia has been finalized which will provide support for KSU interns, and for MSD and PhD students to pursue graduate work and conduct high-level research at IUSD. Support is also provided for IUSD faculty to travel to KSU to deliver courses.

School of Education

Highlights and Accomplishments

- The School of Education graduated eight women of color with PhD's. Graduating this many women of color, at once, with terminal degrees from Urban Education Studies (UES) and Higher Education and Student Affairs is notable nationwide, having garnered national media attention, as well as local and regional accolades. The women have parlayed this attention to advocate for academic, social, and financial support for students of color, particularly women. <http://inside.iupui.edu/features/stories/2016-05-03-great-eight.shtml>
- Six UES students completed their PhD degrees this year.
- A doctoral minor in Educational Leadership was approved to support the Urban Education Studies program, as well as other programs on campus.
- Admissions and enrollments in the Urban Principals Program (UPP) have grown for four consecutive years. The program has also increased in diversity of the student cohorts and the diversity of the faculty teaching in the program. Graduates continue to be promoted into leadership positions at the building-, district-, and state-levels. UPP graduates serve in traditional public, charter, and private settings in the metro region and beyond.
- In August 2015, a cohort of 20 Pike and IPS teachers received federal tuition scholarships (21 credits / \$9,000) to begin their English as a Second Language (ESL) certification with a focus on science education. These students are part of the Federal ESL grant goal to certify 45 educators to serve English Language Learners. They will complete their course work in spring 2017.

- Dr. Annela Teemant is in her third partnership year with Massachusetts Association of Teachers of Speakers of Other Languages. She was awarded a 28-month grant for \$368,317.00 to develop three instructional coaching courses (i.e., in literacy, mathematics, and leadership) for the Massachusetts Department of Elementary and Secondary Education. The state is using these courses to scale up Six Standards Instructional Coaching across the state. The literacy coaching course, with its multimedia and instructional materials, was completed in 2014; the mathematics coaching course was completed in December 2015; and in June 2016, the pedagogical leadership course was completed. The final leadership course will be piloted with over 35 administrators August 1- November 30, 2016 in Massachusetts.

- Dr. Cristina Santamaria Graff received a curriculum enhancement grant for the special education undergraduate course, “Families, Schools, and Society.” Dr. Santamaria Graff’s research focuses on work with families, often in oppressive special education spaces. She has reconceptualized the course through a “Families as Faculty” model so that undergraduate students interact directly with family members of children with disabilities during class. Families’ expertise as parents/caregivers of children with disabilities are integrated into family-led class discussions.

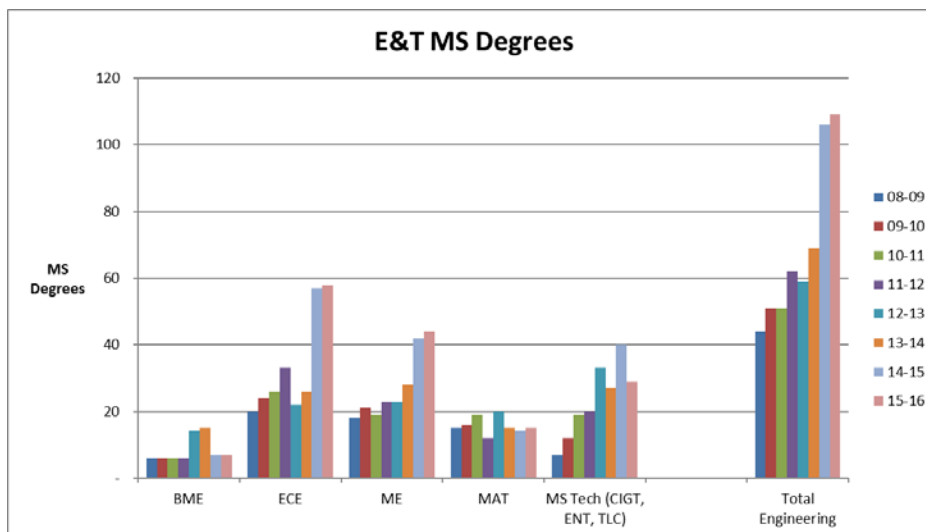
Future Plans and Priorities

- The School of Education Educational Leadership Program faculty are in the process of reviewing and revising the UPP masters/licensure program curriculum and assessments in anticipation of the 2017 accreditation visit. Given the growing demand for the program, the faculty is exploring options to expand delivery through on-line and hybrid (i.e. blended on-line and face-to-face) delivery options.
- The educational leadership faculty at IUPUI are developing doctoral and district level licensure programs. These programs will target professionals serving or seeking to serve urban communities and urban schools in Indiana and beyond. These programs will build on the combined strengths of our educational leadership programs, the Urban Education Studies PhD program, and our work with the Indiana Urban Schools Association, the Great Lakes Equity Center, and the Center for Urban and Multicultural Education.
- The School of Education Educational Leadership faculty will launch a collaborative EdD with local urban district(s).

School of Engineering and Technology

Highlights and Accomplishments

- E&T increased M.S. engineering degree production by over 110% since AY 10-11, significantly exceeding national trends (per ASEE data, the overall 5-year national growth rate for M.S. engineering degree production was 20%). In particular, ECE and ME have experienced remarkable growth as shown in the following figure:



- E&T’s first cohort of students from the Naval Surface Warfare Center Crane graduated from the specialized offering of the M.S. in electrical and computer engineering in electronic warfare through face-to-face, on-line, and hybrid delivery of instruction in collaboration with Purdue, WL and the Naval Post Graduate School.
- E&T’s new graduate certificate in Human Resource Development has inaugural enrollment of 12 students in the program.
- The MS in Music Technology program placed students in several internships, including positions at the Percussive Arts Society, Auralex, Tropical Music Studio and Productions House, and Collabra.

Future Plans and Priorities

- E&T must strive to ensure continuous improvement with respect to the quality of our graduate programs given the rapid growth. Moreover, we must incorporate best practices to improve efficiency and effectiveness to enhance the success of our graduate students. Specific goals include:
 - Continue to pursue a path toward IUPUI-site approved Ph.D. for electrical and computer engineering and mechanical engineering;
 - Continue to implement actions from the external program review to structure the MSTECH degree and affiliated concentration areas commensurate with strengths and student demand;
 - Implement the Ph.D. in music technology approved by the IU Trustees and ICHE;
 - Develop 2-tracks within the MS in Music Technology and MS in Music Therapy degree so students have an option for a professional degree or a thesis-bearing degree that will better prepare them for doctoral studies.
- E&T will continue to increase graduate student support commensurate with resources through base budget allocations, cash investments, and matching of philanthropic support.
- Continue to fund School-level, non-resident tuition subsidy for all graduate students who receive a full-time graduate assistantship from any funding source.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments

- SHRS introduced a new degree program in fall 2015: Health Informatics, an integrated five-year master’s degree program in partnership with the School of Informatics and Computing.
- SHRS enrolled 8 students into the new Post-Professional Doctor of Occupational Therapy program. The first cohort graduated in May 2016.
- Results from first time test takers on national licensure/certification exams for 2016 graduates are: Nutrition and Dietetics – 88%; Occupational Therapy – 100% (summer 2015); Physical Therapy – 100%; Physician Assistant Studies (first cohort) – 90%.
- SHRS awarded 37 students with scholarships/fellowships.

Future Plans and Priorities

- SHRS will implement an entry-level Doctor of Occupational Therapy program in fall 2018.

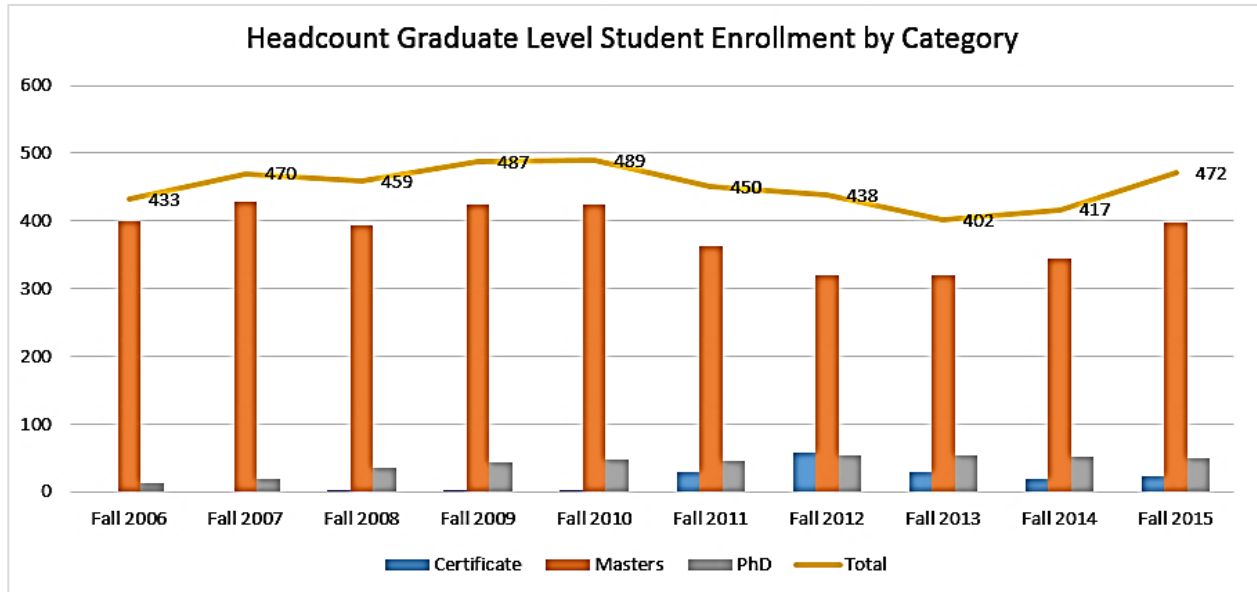
School of Informatics and Computing

Highlights and Accomplishments

- The SoIC offers a wide range of graduate academic programs, from Graduate Certificates to Ph.D. The table below summarizes various degrees that are offered currently. In 2016, a Ph.D. program in Data Science was submitted through the proper channels of approval.

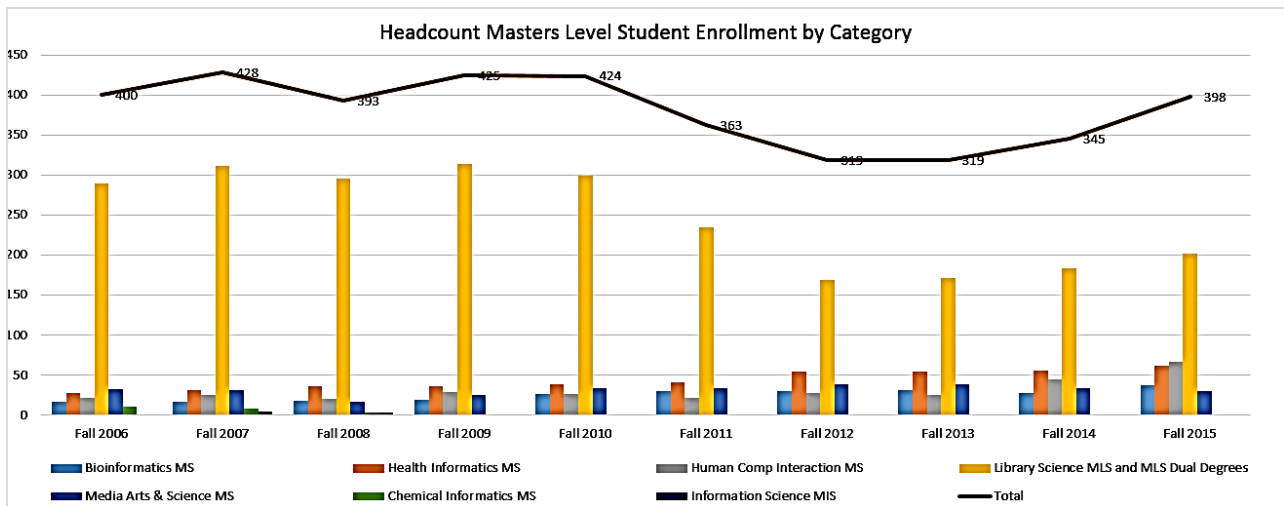
Master of Science Degree Programs (Dept)	Graduate Certificates
Bioinformatics (BHI) Data Analytics (starting fall 2016 – HCC) Health Informatics (BHI)	Clinical Informatics (BHI) Public Health (BHI) Health Information Management and Exchange (BHI)
Human-Computer Interaction (HCC) Media Arts and Science (HCC) Sports Analytics (starting fall 2016 - HCC)	Health Information Security (BHI) Health Information Systems Architecture (BHI) Human-Computer Interaction (HCC)
Master of Library Science	

Doctor of Philosophy Programs	Doctor of Philosophy Minors
Bioinformatics Health and Biomedical Informatics Human-Computer Interaction <i>Data Science</i> (pending approval)	Bioinformatics Health Informatics Human-Computer Interaction

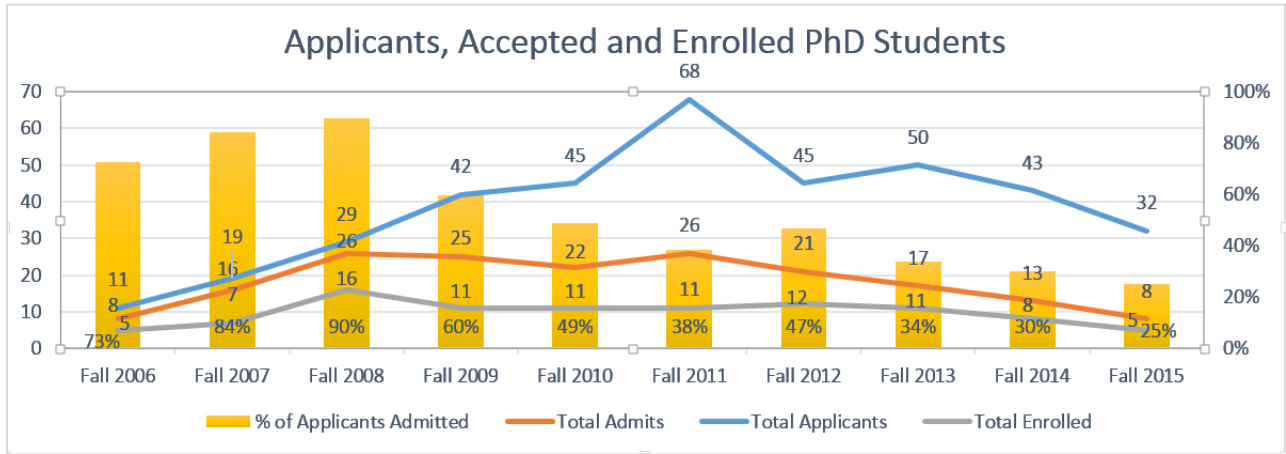
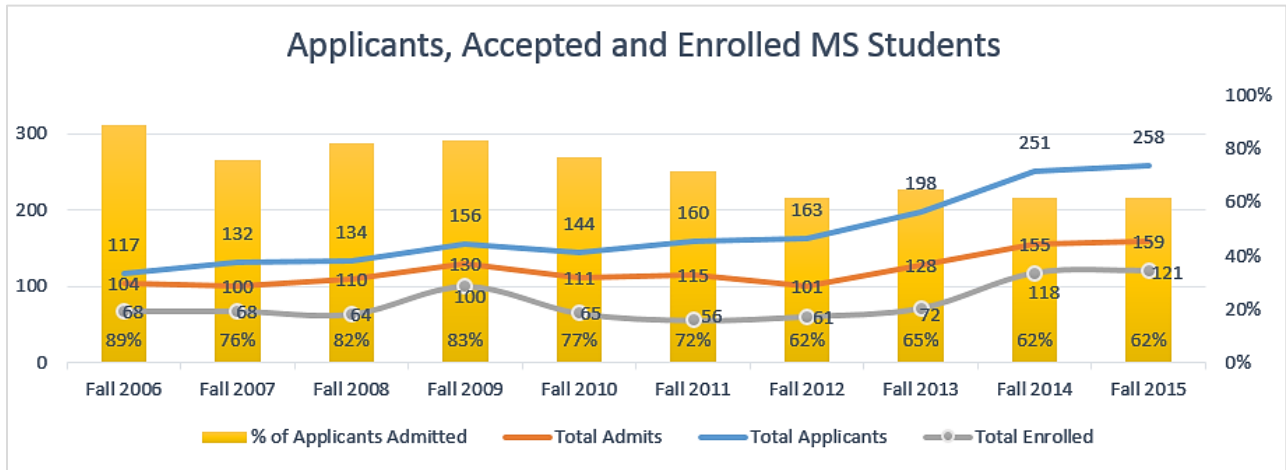


- Graduate Enrollment
 - For the SoIC graduate programs, headcount has remained steady, starting with 433 students in the fall of 2006 and rising to 472 in the fall of 2015, with ebbs and flows below and above these numbers. The master’s program, the bulk of our graduate enrollment, attracted 400 students in 2006, and today draws 398. A precipitous drop to 319 occurred in the 2012 to 2013 academic year due to the end of a federal grant to Health Informatics that paid full tuition and stipend for all enrollees. HI enrollment leveled off, but growth in other programs replaced this headcount, notably thanks to the growth of enrollment in HCI and LIS, which at this time is an entirely graduate program.

Graduate Student Headcount – Overall and by Level

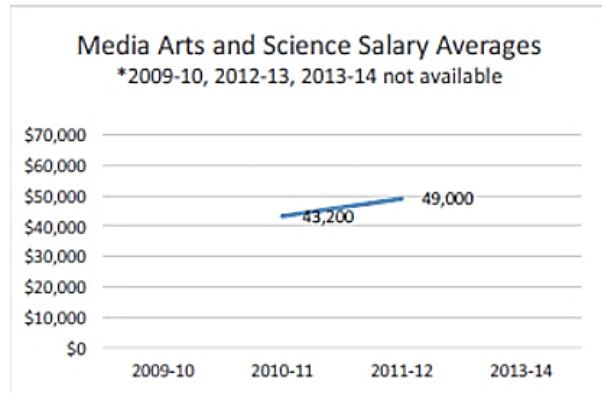
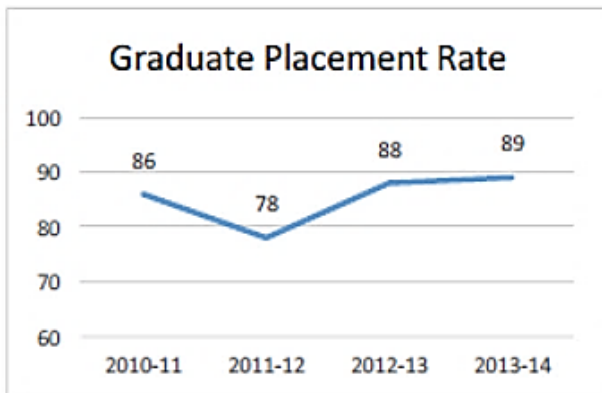


- Outcomes of Graduate Students: Indicators of Program Quality
 - For the past decade, the SoIC’s applicant pool for graduate programs has increasing. This allows the school to choose higher caliber students.

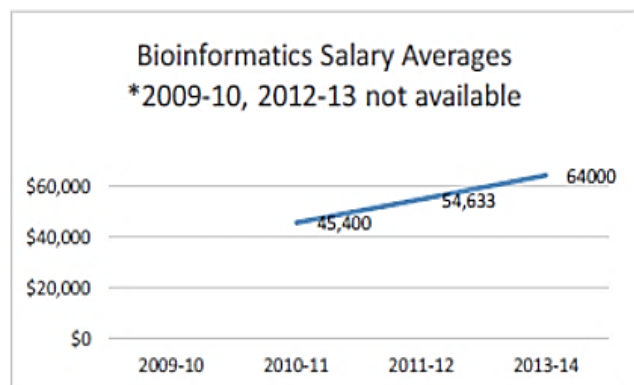
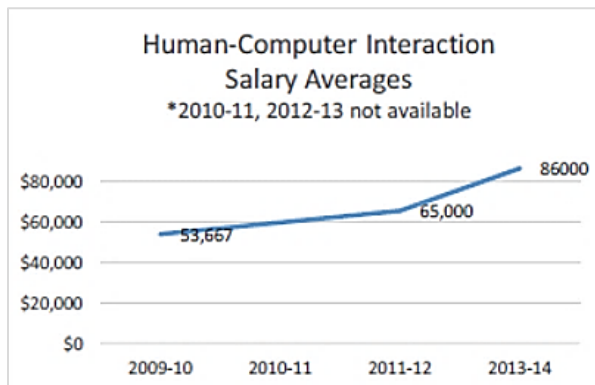


- Graduate Placement

- The charts below show the SoIC's five-year placement rates for graduate degree graduates for all programs except LIS. Before 2014, when LIS was its own core school, LIS graduates were counted under IU's program.



- As stated earlier in the discussion of undergraduate placement, these statistics can be somewhat soft, and open to interpretation - although graduate data is generally more reliable. In the coming year, the SoIC is committed to a more rigorous data-collection process, improved follow-up with our graduates from both the undergraduate and graduate-level programs. Through our departmental advisory boards, as well as other external contacts, the SoIC is also committed to increased dialogue with the Indiana and national professional communities to best understand evolving trends in the career marketplace, and to inform subsequent academic and curricular strategies to give our students the best chance for success. As can be seen in the right-hand chart below, the SoIC's MAS master's program faces a challenge in declining enrollment. Given its



undergraduate popularity, MAS might be expected to have a thriving master's program. The HCC Department (which contains MAS) will be addressing this challenge in the 2016-17 year, in consultation with the HCC Advisory Board, SoIC administration and other professional and academic partners.

- As discussed above, career market analysis is one vital process for ensuring student success. At a more immediate and tangible level, the SoIC awards financial support to our graduate students. In the BHI and HCC graduate programs, financial aid is offered to qualified master's degree applicants for up to 4 semesters. This financial aid includes a scholarship applied directly to their bursar account, travel funding and an offer of employment to work for a designated faculty member in the School for 5 or 10 hours per week. A qualified applicant is someone who meets the requirements for admission to their program and will be enrolled full-time throughout the duration of their studies. Full-time enrollment is defined as at least 8 credit hours per semester). Students must maintain a minimum cumulative GPA of 3.0, attend the School's research colloquia series, and maintain satisfactory progress toward the completion of his or her master's degree studies. Further, each BHI and HCC student enrolled in 6 credit hours or more each semester will be provided with a travel allowance for travel to attend a national or international conference at which the student is presenting a peer-reviewed, authored research paper/poster prepared in the context of the student's academic studies.
- Each Ph. D. BHI student enrolled in 6 credit hours or more each semester is provided with a \$2,000 travel allowance for a national or international conference at which the student is presenting a peer-reviewed, authored research paper/poster prepared in the context of the student's academic studies.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- Abby Curtin Teare and Karim (his name is only one word) each received the [University Graduate School Distinguished Master's Thesis Award](#) on April 11, 2016. Only two theses are chosen each year for this award from all those submitted from the IUPUI and the IUB campuses.
- Two graduate students from SLA's Sports Capital Journalism Program, Rebecca Harris and Frank Gogola, received notice that they would receive press credentials from the U.S. Olympic Committee to cover the [2016 Summer games](#) (two of only four chosen).
- Spring 2016 made for the sixth year that IUPUI students in the sports journalism program have covered the men's [Final Four](#), the most of any sports journalism program in the country.
- SLA's Department of Economics awarded its first Ph.D. degree in health economics to [Srikant Devaraj](#), who now serves as research assistant professor in the Center for Business and Economic Research at Ball State University.
- At its June 9, 2016 meeting, the Indiana Commission on Higher Education [approved](#) SLA's proposal for a Ph.D. in American Studies. This degree is notable because it educates students for careers outside of academe; the heart of the degree is a problem-based project taken on with a community partner in an internship setting.
- The program proposal for an M.A. in Teaching English to Speakers of Other Languages (TESOL) has gone through the IU review process and will be on the agenda of the August 2016 meeting of the Indiana Commission for Higher Education.
- The Department of Communication Studies welcomed its second cohort of Ph.D. students in Health Communications.

Future Plans and Priorities

- In the Coming Academic Year and Longer-Term
 - The School of Liberal Arts through its department of Communication Studies is one of the local partners that manages IU's Alan Alda Center for Communicating Science affiliation. Communication Studies will be developing, along with the Department of English, a graduate minor in Communicating Science.
 - The Department of World Languages and Culture will collaborate with the School of Nursing at the graduate level.
 - Additionally, SLA will explore an inter-professional experience graduate option with Nursing.

School of Nursing

Highlights and Accomplishments

- The Eskenazi Health/Riggs Community Health Center Partnership—a model for Family Nurse Practitioner (FNP) clinical education—has resulted in enhanced clinical placements.

- The Health Resources and Services Administration (HRSA) Advanced Education Nurse Training (AENT) grant for Psychiatric Mental Health Nurse Practitioner students provided financial support for the ongoing program completion for 10 full-time students, and in last year of the program, 20 part-time students.
- Since July 1, 2015 funding from the HRSA Nurse Faculty Loan Program Grant (NFLP) totaling \$348,975.00 was used to support the education of 25 students in the PhD, DNP and MSN programs who will be future nurse educators.
- Adult Gerontology Acute Care Nurse Practitioner program accepted 15 new students for fall 2016.
- PhD and DNP graduates for spring/summer 2016: Doctoral program graduates included 8 PhDs, and 17 DNPs.
- Five graduate students were selected for IUPUI's Elite 50 for their outstanding achievements: Ashley Jones, Mitchell Knisley, Emily Segoe, Rebecca Guilkey and Stacey Crane.

Future Plans and Priorities

- Increase admissions to Advanced Practice Registered Nurse (APRN) MSN program tracks in response to primary care needs in Indiana.
- Investigate additional arrangements with clinical partners for new models of clinical education and placement of students in APRN programs.
- Formalize structure of DNP curriculum with multiple IUPUI Schools for on-campus intensive education experiences and in partnership with the Indiana University Center for Interprofessional Health Education and Practice.
- Engage IUSON faculty in planning for new DNP program for preparation of APRNs.

School of Physical Education and Tourism Management

Highlights and Accomplishments, including evidence of effectiveness

- Launched [Sport Event track](#) (professional track) of MS in Event Tourism
- Funded three graduate assistantships for MS Event Tourism through industry partners (Indianapolis Downtown, Inc., Torch Relay – State of Indiana, and Indiana Sports Corporation) as a foundation for a model where industry GA's will be a hallmark of a high profile MS Event Tourism program.
- Launched Sports Analytics 4+1 track where students receive a BS, Tourism, Conventions and Event Management, Sports Management Major, and a Masters in Informatics in 5 years.

Future Plans and Priorities

- Develop proposal for a doctoral program that leverages expertise of exercise science faculty in partnership with the IU School of Medicine and other schools on campus.
- Expand the number and variety of industry-sponsored and funded graduate assistantships associated with the MS Event Tourism.
- Continue to increase applications and enrollment for MS in Event Tourism

School of Public and Environmental Affairs

Highlights and Accomplishments

- Graduate Professional Education
 - 165 graduate degrees were awarded
 - Revised Policy Analysis, Criminal Justice, and Urban Sustainability concentrations in the MPA
 - Created new Urban Affairs concentration
 - Hosted the NASPAA Student Simulation, one of six locations worldwide. The winning team for the Indianapolis region was led by a SPEA-IUPUI student for the second consecutive year.
 - New PhD minor proposed in Policy Analysis for Biomedical Sciences
 - Surveyed recent graduates
 - 78 percent would strongly recommend SPEA to a friend
 - 88 percent agreed that they had at least one professor at SPEA “who made me excited about learning.”
 - Improved student internship management to increase feedback from employers regarding student performance
 - Updated new student orientation for fall 2016 based on feedback from recent graduates
 - SPEA IUPUI established the Peterson Fellows, an annual paid internship within the Mayor’s Office at the City of Indianapolis established by former Indianapolis Mayor Bart Peterson.

Future Plans and Priorities

- Increase use of online marketing
- Update print materials
- Review admissions standards and practices to align with enrollment goals
- Improve advising to ensure students prepared for courses in the proper sequence
- Executive Education planned programs in FY17 include:
 - Advanced Leadership Institute – Partnership with the American Association of State Highway and Transportation Officials (AASHTO). Target Delivery Date, Spring 2017;
 - Wisconsin Department of Transportation. Delivery Date, Sept. 2016;
 - IHA Advanced Leadership Institute, a partnership with Indiana Hospital Association. Target Delivery Date, Spring 2017;
 - Indiana Judicial Center (Revision of Probation Officer Training and Examination process);
 - Welborn Baptist Foundation, a Nonprofit Next Generation Leadership Academy; Delivery Date, August 2016 – May 2017;
 - Center for Nonprofit Excellence (Louisville); Program Evaluation for Mission Impact workshop, two-day seminar. Will deliver Spring 2017 in Louisville.
 - Exploration of extended collaboration with the Department of Defense via the Naval Sea Systems Command services is being explored.
 - Executive Education has engaged National Guard staff at Camp Atterbury to assist with leadership programs.

School of Science

Highlights and Accomplishments

- Six PhD programs (Biology, Chemistry & Chemical Biology, Mathematical Sciences, Computer Science, Physics, and Addiction Neuroscience) in the School of Science are now site approved at IUPUI.
- School of Science conferred 154 Master's degrees and 30 doctoral degrees in 2015.
- ICHE approved a new doctoral program, Applied Social and Organizational Psychology. This program is built on the strength of the existing Master's program in Industrial/Organizational Psychology. This degree, which has a strong emphasis on diversity science, will prepare graduates for academic careers, growing opportunities in industry and other sectors such as government and private research institutes.
- Fifth Third Bank CEO Establishes Graduate Fellowship at IUPUI School of Science. As he prepares to step down as vice chairman and chief executive officer of Cincinnati-based Fifth Third, Science alumnus Kevin Kabat is mindful of the difference the I/O Master's program made in his life. He has established the Kabat Fellowship in Industrial/Organizational Psychology and Leadership, which will be awarded annually to a graduate student who is accepted into the I/O program and will fully fund the individual's studies. This gift qualified for an institutional match in the current campaign, which will double its impact, and will support two students. <http://science.iupui.edu/news/fifth-third-bank-ceo-establishes-graduate-fellowship-iupui-school-science>
- Doctorate student receives national forensic science scholarship. Gina Dembinski was named the J. Edgar Hoover Foundation's 2015 recipient of the Scientific Scholarship in recognition of her fine talents. Dembinski received her master's degree in forensic science from the School of Science in 2013. She is now pursuing a doctorate degree in biology. <http://science.iupui.edu/news/doctorate-student-receives-national-forensic-science-scholarship>
- Alumnus receives Presidential Award for Excellence in Math and Science Teaching. Liviu Paul Haiducu, who received his master's in physics from IUPUI, was recognized with the Presidential Award for Excellence in Mathematics and Science Teaching. Haiducu has spent the last 16 years teaching all levels of physics, from regular to Advanced Placement, and mathematics at Avon High School and Avon Advanced Learning Center. Liviu's passion for physics goes well beyond his classroom. Using grants and personal funds, he created the Power of Physics Project, which aims at increasing the exposure to and excitement about physics at pre-collegiate levels. https://recognition.paemst.org/finalist_profile/34368
- School of Science Graduate Students Named to IUPUI's Elite 50. Four School of Science graduate students were recognized as an Elite 50 award, an honor given to the top graduate and professional students at IUPUI. The purpose of the Elite 50 is to recognize and reward achievement outside the classroom among IUPUI's 8,100 graduate and professional student population. The Elite 50 represent the top one half of one percent of the graduate and professional student body at IUPUI. Since awards for academic accomplishments already exist, the Elite 50 mainly focuses on achievements outside of the classroom. The School of Science honorees are: Kelsey A. Bonfils, Kimberly Dreison, Lauren Luther, Megan Miller
- SOS Clinical students received inaugural Sherry Queener Outstanding Graduate Student award. Ruthie Firmin, a doctoral candidate in the Clinical Psychology program within the Department of Psychology, was named the top IUPUI Graduate Student. Ms. Firmin is currently completing an internship in the Department of Psychiatry at Yale University. A student of Michelle Salyers, Ms. Firmin's dissertation is being funded by the American Psychological Foundation's Violet and Cyril Franks Scholarship to examine the impact of self-stigma the functioning of individuals with serve mental illness.

Future Plans and Priorities

Nothing reported for Goal 2

School of Social Work

Highlights and Accomplishments

- The IU School of Social Work is ranked 8th nationally in a new list of "2016 Top School of Social Work Graduate Programs by GRADUATEPROGRAMS.COM. <http://www.graduateprograms.com/school-rankings>
- The School which operates the MSW program at IPFW will create a new cohort every other year instead of every three years
- MSW students participate in the IU Student Outreach Clinic on the eastside of Indianapolis and assess, evaluate and direct people from a low-income neighborhood to needed services.
- To expand opportunity for graduate social work education in Indiana and elsewhere, the School created an online degree program, MSW Direct. MSW Direct allows students who have jobs, families and commitments that prevent them from returning to college, to pursue a Master of Social Work degree. The program, which started with 20 students, now has more than 200 students in 16 time zones.
- Seven students from the School's MSW and PhD programs were among the Top 50 Elite graduate students in 2016 out of more than 8,000 graduate students on the IUPUI campus. Marea Kinney, a PhD student in Social Work, was named the top honoree of the Elite 50 and received the first Dr. Charles Bantz Award for Excellence.

Future Plans and Priorities

- Create MSW cohorts at IPFW every other year to meet the demand of students wanting to earn a MSW degree.
- The School is working to provide students in southern Indiana a chance to earn an MSW degree at the IU campus in New Albany.
- Dr. Cathy Pike, the School's Associate Dean, holds a faculty workshop to extensively review MSW curriculum, Joanna Regan, from the Council on Social Work Education, will lead a two all-day sessions.
- The School will launch a new MSW program at IUB this fall, which will join other clinical programs in a new Health Sciences building to be completed on the Bloomington campus within 5-10 years.
- The School is developing an online certificate for Telebehavioral Health practice. It will be the first such program in the nation.

Vice Chancellor for Community Engagement

Highlights and Accomplishments

- Student engagement and co-curricular learning and innovative instructional/curricular practices employed:
 - Strengthened graduate education and community-based research by connecting faculty and staff who serve as mentors to more than 50 graduate students who work in partnership with residents/agencies on community projects; conduct research that raises important questions; implement ideas that affect change in diverse communities and contribute to improving the quality of life.
 - Brokered opportunities for students in health-related fields to serve in community agencies in the [River West/Near West](#) and Near East communities as inter-professional teams. Learning in this innovative way fosters multiple-perspective taking and strengthens student's ability to more effectively work as health professionals.
 - Facilitated 78 graduate students participating in 11,000 hours of community-engaged research and technical assistance to 17 community clients through SPEA Capstone courses. In addition, 82 undergraduate students provided over 6,000 hours of service on 14 projects for community clients.

- Programs developed or expanded:
 - Promoted IUPUI as an up and coming campus for Information Technology and computer science to 121 visiting undergraduate and graduate students on campus during the summer of 2016. Partnered with [TechPoint Xtern](#) program to host the visiting students on campus during their summer internships with major employers in Indianapolis; IUPUI faculty conducted presentations that exposed them to degree opportunities and research conducted at IUPUI.
 - Contracted with the SPEA graduate students to conduct research on best practices and to make recommendations for policies related to staff community engagement.

Future Plans and Priorities

- Build on IUPUI's excellence in community engagement as a graduate student success strategy.
- Increase the number of graduate students conducting community engaged research by expanding Community Engagement Graduate Student Fellowships, graduate Student Learning Assistantships and Civic Teaching Fellows.
- Broker partnerships with community organizations that can benefit from inter-professional education and support research that addresses community-identified issues.
 - Recognize the impact of student engagement on the individual and the community.
 - Promote and lead the William Plater Civic Engagement Medallion selection and awards program.
 - Partner with the Office of the Vice Chancellor of Research to promote, secure funding, solicit proposals, select award winners and support the execution of the Charles R. Bantz Community Fellowships.

Diversity, Equity, and Inclusion *Highlights and Accomplishments*

- Southern Regional Education Board

The senior leadership of DEI actively participate in both annual meetings of the Southern Regional Education Board (SREB) which provides a three-year mentoring program for diverse students enrolled in the nation's most prestigious doctoral programs (including our own). Leveraging our role on the advisory board, we invited SREB Executive Director Dr. Ansley Abraham to campus to meet with IUPUI Deans and Graduate Directors, as well as the Executive Vice Chancellor for Academic Affairs about the recruitment and retention of both diverse graduate students and tenure track faculty. As a result of that visit we were able to:

- Introduce the value and results of SREB participation to IUPUI Deans
- Identify speaking opportunities for minority scholars in STEM disciplines to visit IUPUI during AY 2016-2017
- Develop MOUs between SREB and participating IUPUI Schools
- Identify SREB participation as a recruiting tool for Schools trying to persuade students to select their programs for doctoral study
- Increase the number of graduate students participating in the program
- DSRP students had the opportunity to attend the conference along with McNair and Gates Scholars from other universities, learning more about the graduate experience

Future Plans and Priorities

- Once again, DEI senior leadership will be present during the October 2016 meeting to recruit potential graduate students and faculty to IUPUI.

- Minority Graduate and Professional Student Association

Partnering with the IUPUI Graduate School, DEI has supported various activities of the Minority Graduate and Professional Student Association including their annual Fall reception, conference travel for students to present research at professional meetings, as well as experiential opportunities overseas.

DEI funded the following graduate student travel:

- In collaboration with students from Iowa State University, a group of minority STEM students participated in a program in Sweden. DEI provided bridge funding to ensure that students could participate in this important experience
- Bridge funding provided IPREP students
- Bridge funding provided, and guest lecture given, DSRP students
- Adaptive Educational Services (AES)
 - In the McKinney Law School, worked closely with Dean Pryor to ensure students with disabilities receive the accommodations to allow them to be successful
 - Worked with both the Dean and Associate Dean to determine a particular accommodation for a student who had been underserved
 - In the Fairbanks School of Public Health, AES works with Associate Dean Kacius on ensuring students receive needed accommodations which, on the surface, may appear to be at odds with the curriculum. However, collaboration rather than opposition has created relationships, trust, respect and mutual understanding that benefits MPH students
 - Work with the IU School of Medicine to review all requests for disability services. The relationship created here is now a model for the what is being done at Marion University
 - Senior member of the AES staff serves as a graduate student reviewer for the *International Qualitative Studies in Education Journal*

Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments

[see [Graduate Office report](#)]

Future Plans and Priorities

- In the coming Academic Year:
[see [Graduate Office report](#)]
- Longer Term:
 - Expand graduate education so that numbers of degree programs offered and numbers of degrees conferred align with Urban 13 peers
 - Clarify sources/amounts of seed funds to support new PhD programs and expand financial support for graduate students
 - In collaboration with SREB, create pathways for graduate students of color into the IUPUI faculty

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments

- Curriculum Enhancement Grants. The CTL [Curriculum Enhancement Grant \(CEG\) initiative](#) provides faculty with support, time, and resources to implement projects designed to improve student learning and success. The seventh round 2016 CEG awards were given to 10 projects involving graduate or graduate professional courses for a total of \$126,784, not including department/school matches. These projects began in May 2016 and will continue through the academic year. The projects involve 31 faculty members as principal or co-principal investigators and will impact 1,295 graduate/professional students per academic year. The 2015 CEG awards funded seven projects focused on graduate education that were developed over the 2015-2016 academic year.
- Expanded Graduate Student Teaching Assistant Development Programs. In recent years the CTL has increased its support of graduate students with a teaching role by creating the [TA Orientation](#) to support IUPUI graduate students who serve in any type of teaching-related role. The purpose of the TA Development programs are to improve the quality of training and support for graduate students serving in instructional roles, and, therefore, to help improve the quality of undergraduate education at IUPUI. The TA Orientation has grown each year, with 191 attendees at the 2015 TA Orientation. CTL is developing stronger ties to and coordination with academic programs as evidenced by the School of Engineering & Technology requiring their graduate TAs to attend the 2015 TA Orientation and by the School of Engineering & Technology providing financial support for the 2015 event and the School of Science providing financial support for the 2016 event.
- Certificate in College Teaching. The [Certificate in College Teaching \(CCT\)](#) program provides IUPUI graduate students with the opportunity to develop and document the college teaching skills that are critical for a successful academic career. Structured to be completed in three semesters, the program requires participants to attend workshops and webinars, as

well as facilitated discussions with other program participants. It is not a credit-bearing program. The first cohort of students began the program in January 2016.

- CIRTl. IUPUI and Indiana University Bloomington have recently joined the [Center for Integration of Research, Teaching, and Learning \(CIRTl\)](#), a network of 46 universities dedicated to the advancement of undergraduate education in STEM and other disciplines through the professional development of future faculty. CIRTl accomplishes this advancement through the core ideas of Teaching-as-Research, Learning Communities, and Learning through Diversity. The IUPUI Graduate Office, Center for Teaching and Learning, STEM Education Innovation and Research Institute, and the Office of the Vice Chancellor for Research are co-developing CIRTl at IUPUI to launch local programming for our graduate students and postdoctoral scholars that will complement CIRTl's national cross-network programs.
- Biology Postdoctoral Research and Teaching Program. The Department of Biology in collaboration with the Center for Teaching and Learning (CTL) is developing a training program for its postdoctoral scholars. In addition to the traditional research experience, scholars will have the opportunity to develop their teaching skills and philosophy by contributing to the revision of an existing course or design a new course in the Biology curriculum with formative feedback from the departmental faculty and CTL consultants. The two year training program, including the documentation of teaching efforts, is structured to cater to scholars coming in with different levels of teaching experience and expertise.
- Support for discipline-specific graduate pedagogy courses. CTL provides [customized presentations or tours to students in discipline-based graduate level pedagogy courses](#). In 2015-2016, CTL provided presentations to:
 - The Professoriate for Health and Rehabilitation Professionals course. CTL provided a custom session on rubrics, documenting one's teaching, and writing a teaching philosophy/statement for this course.
 - Math Pedagogy course. The graduate students in the pedagogy course were given a CTL tour and then participated in a group activity and discussion on reflections on their teaching and students' learning. At the end of the session, students were provided information on resources and programs for graduate students offered by the CTL.
 - Social Work Pedagogy course. The graduate students in the pedagogy course were given a CTL tour and short presentation about the CTL services and programs which was followed by an open discussion about support for graduate students interested in teaching.
- Key personnel on grant for improving graduate student education. The CTL STEM Instructional Design Consultant is key personnel on Sohail Anwar's NRT-IGE NSF grant titled Promoting Creativity in Engineering/Technology Graduate Education through Integration of Arts/Design and Experiential Learning in the Curriculum. The CTL consultant will assist the PI and Co-PI with curriculum and course design for the proposed Design track in the Master's program, provide formative feedback on teaching, contribute to the overall evaluation goals of the project through course-based assessment review.

Future Plans and Priorities

- In the Coming Academic Year

- Develop CIRTL program at IUPUI, in partnership with the Office for Graduate Education (check exact name of office)
- Hire CIRTL Graduate Student Teaching Assistant to assist in the development, promotion, implementation and assessment of CIRTL programming activities.
- Longer-term
- Develop online modules on University policy and procedures including, FERPA, academic integrity, equal opportunity, and campus safety that graduate student teaching assistants and associates can complete prior to the TA orientation. Completion can be tracked by school and departments

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments

Nothing reported for Goal 2

EVCCAO Enrollment Management

Highlights and Accomplishments

Nothing reported for Goal 2

EVCCAO Faculty Appointments and Advancement

Highlights and Accomplishments

Nothing reported for Goal 2

EVCCAO Graduate Office

Highlights and Accomplishments, including evidence of effectiveness

- Student success remains strong at IUPUI with the award of 271 IU graduate degrees in 2015-2016 including 126 M.A., 71 M.S. and 74 doctoral degrees. Doctoral degrees were awarded by 12 IUPUI schools from 20 different departments. Students completed 59 IU graduate certificates during the past year.
- Success as measure by degree awards continued to climb for our IUPUI Purdue graduate students in 2015-2016. Master's degrees were awarded to 257 students (119 from School of Science and 138 from the School of Engineering and Technology).
- Six Purdue students received doctorates from IUPUI (5 Clinical Psychology and our first site approved doctorate in Chemistry). Students in Purdue graduate programs on campus earned 4 certificates this past year.
- Recognizing the many outstanding applicants to IUPUI graduate programs, more than
- \$1.96 million dollars in merit scholarship funding was provided by the Graduate Office in 2015-2016. University fellowships were awarded to 13 talented applicants to doctoral programs and 13 excellent applicants to master's degree programs on campus. Travel grants totaling \$22,000 were provided to support student research.
- Two IUPUI Liberal Arts students were selected as recipients of the Indiana University Graduate School Distinguished Master's Thesis Award. Ms. Abby Curtin Teare from History, and Mr. Karim from Anthropology were selected from among nominees on all IU campuses. Ms. Curtin Teare is currently a Grants Manager at the Cleveland History Center while Mr. Karim is an associate planner in the Directorate of Poverty

Reduction, the Ministry of National Development Planning (Bappenas) in the Republic of Indonesia.

<http://graduate.iupui.edu/admissions/financial-support/fellowships-awards/thesis-award.shtml>

- Two talented graduate students were selected from a large number of nominees for the 2nd Sherry Queener Graduate Student Excellence Awards. This honor in 2016 was bestowed upon Ruth Firmin, School of Science and Nhan Hieu Do from the School of Engineering and Technology.
<http://news.iupui.edu/releases/2016/04/chancellors-academic-honors-convocation.shtml>
- The 3MT (3 Minute Thesis) competition was launched at our IUPUI Preparing Future Faculty and Professionals Pathway Conference in fall, 2015. The 3MT is an international program offering graduate students a forum for short talks on their thesis research. The top contender on our campus, Akshayalakshmi Sridhar, Department of Biology traveled to Chicago to participate in the Midwest Association of Graduate Schools 3MT competition and was awarded 3rd place in that regional competition.
- The IUPUI Graduate Office was asked to share our expertise in mentoring students for the 3MT with faculty at Purdue University and IU Bloomington.
<http://graduate.iupui.edu/support/pffp/3mt.shtml>
- Gained campus membership in the national consortium CIRTL with our IUB partners. This NSF-sponsored program focuses on providing resources nationally and locally to graduate students and postdoctoral fellows to enhance their career development and skills in teaching as well as research. The IUPUI CTL and IUB CITL are also partners in this endeavor. IU CIRLT will focus on the development of learning communities, teaching as research, and the importance of diversity in learning and is open to all IUPUI graduate and professional students. <http://news.iu.edu/releases/iu/2016/03/research-teaching-learning-partnership.shtml> <http://www.cirtl.net/>
- Increasing our capacity for graduate education at the doctoral level, state approval was granted for 3 new IU Ph.D. programs on campus including Music Technology, Applied Social and Organizational Psychology, and American Studies. The doctoral program in Music Technology is set to enroll students in fall, 2016. Applied Psychology and American Studies will launch in the coming year and are both multi-disciplinary degree programs which draw upon the unique resources of IUPUI's urban setting and the campus strengths in science, medicine, and liberal arts. <http://americanstudies.iupui.edu/>
- Two new doctoral programs have been approved by the campus and the IU Board of Trustees. The doctoral degree program in Data Science from the School of Informatics and Computing and the Global Health Leadership doctorate from the Richard M. Fairbanks School of Public Health are enroute to the ICHE for review. When approved, each of these programs will both be the first in state within their discipline.
- Several new accelerated degree programs were approved by the campus including a BA/JD offering a Liberal Arts BA focused on law coupled with courses required for a JD from the McKinney School. Our IUPUI BS/BA in biology was also coupled with an IU Master in Public Health from the Fairbanks School to provide advanced undergraduates with the option of a 5 year combined degree with institutional approval of these degrees pending.
- Five new accelerated bachelor/master's degree programs from Informatics and Computing Science are now being widely promoted and open to enrollment.
<http://soic.iupui.edu/undergraduate/accelerated-bachelors-masters/>
- Consistent with our campus focus on serving students interested in safety and the growing needs of urban areas within Indiana, the campus has approved a new

certificate from SPEA focused on Disaster Health Management and a new track within the Master of Public Affairs concentrating on Urban Affairs.

- Expanding options for students interested in advanced career development, three new master's programs were approved by the campus in Cariology and Operative Dentistry (Dentistry), Teaching English to Speakers of Other Languages (TESOL) (Liberal Arts), and Product Stewardship (SPEA).
- To improve student learning and career readiness in 2015-2016, 79 new graduate and professional courses were approved for launch at IUPUI. An additional 16 new courses have been developed by faculty and are under campus review.
- Site approval was granted by the ICHE for six PU doctoral degree programs offered by the IUPUI School of Science in 2015-2016. These programs were recognized for their strengths and rigor in graduate education and research. These programs include doctoral degrees in Biology, Chemistry and Chemical Biology, Physics, Computer and Information Science, Mathematical Sciences, and Addiction Neuroscience.
- Student progress and completion of these degrees is now completely overseen by the School of Science and the IUPUI Graduate Office.
- Transition of these School of Science doctoral programs for degree award by IUPUI was facilitated by the Graduate Office in coordination with the School of Science.
- The Graduate Office sponsored workshops for School of Science faculty and enrolled students to identify concerns and answer questions. The Graduate Office agreed to prioritize assisting these students in their degree progression and awards. The Dean in the School of Science provided financial support to students to ease this transition.
- Provided access in collaboration with PUWL partners to PU system for electronic admissions for graduate students. The Graduate Office oversees campus use of SLATE, the PU graduate enrollment management system. Students can now quickly access programs and resources at PU upon admission to IUPUI, compared to the prior one year waiting period. Faculty can track in real time student applications, admissions, and approvals.
- Acquisition of PU electronic documents for tracking and reporting graduate student progression and completion of degree requirements. The Graduate Office collaborated with PU to improve student and faculty access to documents and files tracking student progressions and degree awards. As more PU forms make this transition from paper to electronic forms, IUPUI students and faculty will gain access.
- In collaboration with the Office of Financial Aid, the Graduate Office worked to better identify and link campus resources for graduate and professional student aid. Developed the GRADgrants program and resources at IUPUI to provide tools as well as training to graduate and professional students in fellowship and grant preparation.
<http://graduate.iupui.edu/admissions/financial-support/index.shtml>
<http://www.iupui.edu/~finaid/services/apply/grad/index.html>
<http://graduate.iupui.edu/academics-research/research-funding/index.shtml>
- Worked with the Undergraduate Affairs Committee to develop a uniform process for course and degree program remonstrance.
- Worked to reinstate and reinvigorate the IU Graduate Faculty Council. After a hiatus of nearly 5 years, the IUPUI Graduate Office partnered with the Graduate Office in
- IUPUI Graduate Office Campus Report 2015-2016
- Bloomington and faculty on regional campuses to re-establish the Council. Monthly
- video conferences were held with the Graduate Office providing resources to IUPUI Council members including staff assistance in scheduling, distribution of documents and

research of past practices. This forum offers a chance to share best practices as well as gain broader review and approval for Graduate School policies.

<http://graduate.iupui.edu/faculty-staff/council.shtml>

Future Plans and Priorities

- In the Coming Academic Year
 - Improve web resources to promote accelerated degree programs and new PhD programs. Assist departments in developing websites to inform applicants about new degrees/certificates as well as links to applications.
 - Improve web resources to assist students in finding financial aid, fellowships and assistantships on campus.
 - Develop a webpage to showcase graduate student alumni and their careers.
 - Develop improved resources for our Preparing Future Faculty and Professionals program and Pathways Conference.
 - Promote CIRTl participation and resources for students and fellows interested in this program at IUPUI.
- Longer-term
 - Develop better resources to assist faculty and staff in PU schools with course and new degree program approvals.
 - Develop tools to assist faculty in mentoring best practices for graduate and professional students.

EVCCAO Honors College

Highlights and Accomplishments, including evidence of effectiveness

Nothing reported for Goal 2

EVCCAO Institutional Research and Decision Support (IRDS)

Highlights and Accomplishments

- IRDS hired a new Assistant Director to better serve the data needs of the Graduate School and IUPUI graduate programs.
- IRDS staff developed a [dashboard to better track retention and graduation in IUPUI Graduate programs](#), data which had never before been widely available at the Graduate level.
- Provided information for a number of national organizations/surveys regarding graduate students, financial aid, etc. including NSF-NIH, Law School Accreditation, Nursing School Accreditation, School of Medicine
- Provided information for a number of national organizations/surveys regarding graduate students, financial aid, etc. including NSF-NIH, Law School Accreditation, Nursing School Accreditation, School of Medicine (Miles, Marsiglio)

Future Plans and Priorities

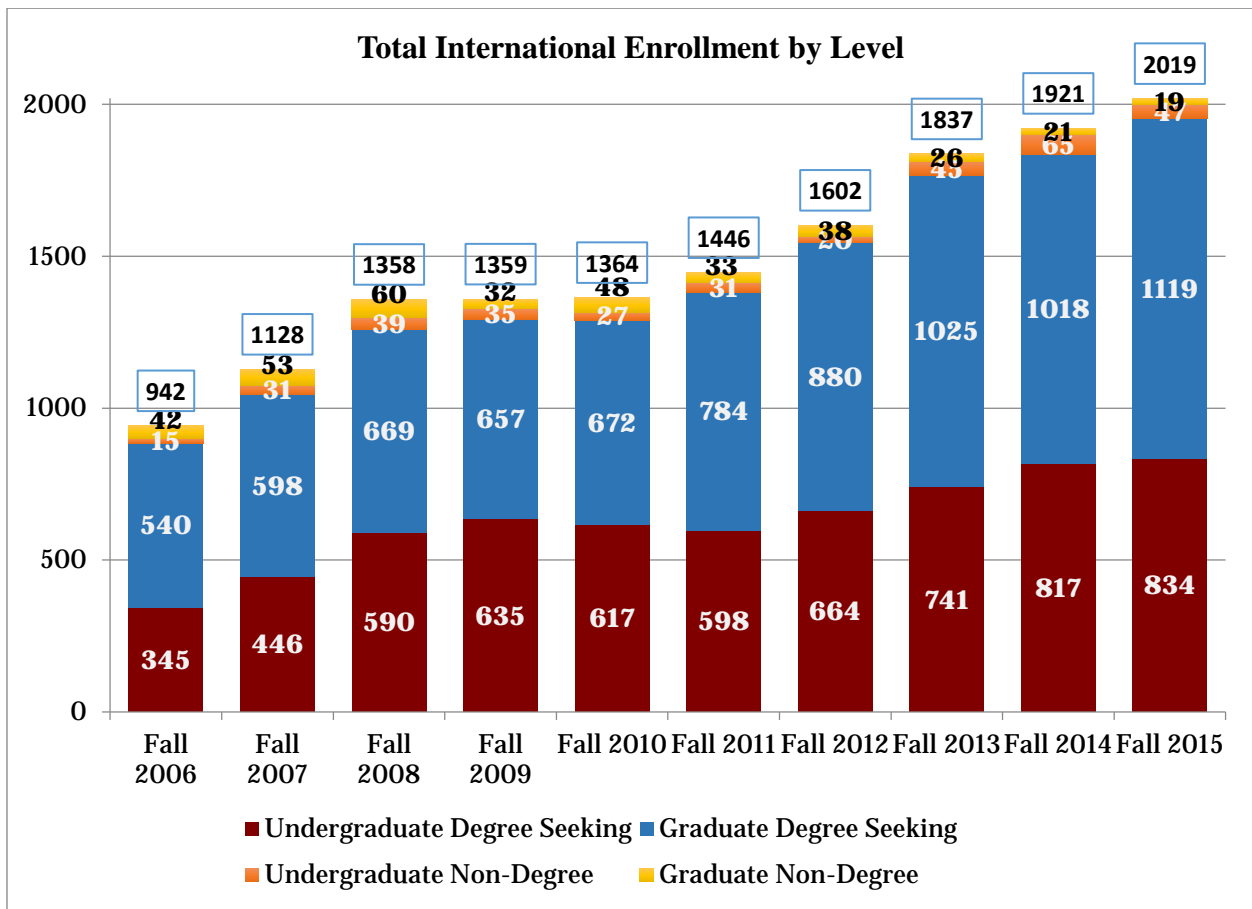
- Continue to provide information regarding student success for every program review (including unique data collection for each program)

- Consider needs of graduate school to potentially introduce graduate student survey
- Continue to build data infrastructure and capacity to measure the success of our graduate students, programs, policies, financial support, and more.

EVCCAO International Affairs

Highlights and Accomplishments

- Graduate international degree-seeking enrollment has [increased 43%](#) since Fall 2011.
- OIA supported the Program for Intensive English (PIE), a program of the School of Liberal Arts, and the IUPUI Graduate Office in gaining recognition of PIE Level 7 completion by the Purdue University Graduate School to fulfill Purdue graduate international admission criteria.



Future Plans and Priorities

- Collaborate with IUPUI graduate programs to support the graduate student recruitment pathway via enrollment in the Program for Intensive English (PIE).
- Continue to facilitate admissions and support services for international graduate and professional students

EVCCAO Office for Women

Highlights and Accomplishments

- See AAUW Start Smart Salary Negotiation above

EVCCAO University Library

Highlights and Accomplishments, including evidence of effectiveness

- Examples include: student learning outcomes achieved, programs developed or expanded, funding/scholarships to support graduate education, student satisfaction, student engagement and co-curricular learning, innovative instructional/curricular practices employed, etc.
 - The University Library provides the resources — books, journal articles, and databases — that support the academic work of students. In 2015-16 the library circulated 40,007 items. Use of electronic journals amounted to over 1.8 million articles and there were over 550,000 electronic book uses. The library provided over 28,000 items through interlibrary loan and document delivery. In 2015-16 the library's web pages hosted 848,000 sessions with 1.4 million page views.
 - The University Library provides the primary informal academic space for students on campus. The library's gate count for 2015-16 was over 870,000. In 2015 there were 285,000 logons to the libraries public computers. Studies for April 2016 indicate that for nearly all of the hours between 10:30 am and 5:30 pm Monday to Thursday over 70% of the public computers are in use. A similar study in the same month indicated that 11:00 am and 8:00 pm Monday and Thursday 80% of the group study rooms were in use. Use rates for group study rooms were over 60% during the afternoons on Friday and Sunday as well. In 2015-16 there were 24,547 reservations for group study rooms and 3,539 reservations for the library's meeting rooms.
 - The University Library works to assure that students are aware of the changing scholarly information ecosystem and can ethically and legally use it to their advantage both as consumers and creators of knowledge. University Library librarians provide significant instruction and consulting support for students. In 2015-16 librarians conducted 709 instructional sessions involving 7,913 students; they conducted 22 workshops or tours involving 588 attendees; answered 977 chat reference questions, and conducted 745 research consultations.
 - Working with the Graduate Office and various schools the University Library preserves and makes accessible the electronic versions of thesis and dissertations produced on the campus. As of July 2016 there were 1,636 items in this collection. Over the history of this collections these items have been downloaded 1,337,825 times.
 - The library works with graduate students to help them develop the skills and practices necessary to productively engage with the current scholarly communications system, including the use of open access, good data management practices and alt-metrics.

Future Plans and Priorities

- In the coming Academic Year
 - A project is under way to develop a plan to renovate library space with a focus on increasing and enhancing the informal study space available on campus.

- The library continues to expand its ability to provide books, journals and other scholarly content on an on-demand basis, thus both expanding what is available and doing so at in a more cost effective way.
- The library will work with the Graduate Office to get all graduate students to register for OCRIDs.
- Longer-term
 - Working with the IU Foundation the library is seeking a naming gift for the library that would, among other things, provide the funding for the renovation now being planned.
 - The library will continue to request modest increases to the materials budget that focus on new degree programs.

Finance and Administration

Highlights and Accomplishments

- Office of Sustainability - SPEA graduate capstone class conducting campus sustainability research - The Office of Sustainability's proposal to conduct campus sustainability research, including a [greenhouse gas \(GHG\) emission study](#) and sustainability literacy assessment for IUPUI, was selected among numerous applicants by the SPEA graduate capstone class. Five graduate students spent Spring 2016 semester gathering data on GHG emissions from the campus fleet and stationary sources (Scope 1 GHG), as well as purchased energy like electricity and steam (Scope 2 GHG). In addition to the GHG assessment, the SPEA students developed a [sustainability literacy assessment](#) for IUPUI students. This assessment will help the institution evaluate the success of its sustainability education initiatives and develop insight into how these initiatives could be improved. Both the GHG and literacy assessments will benefit [IUPUI's STARS score](#).

Future Plans and Priorities

Nothing reported for Goal 2

Planning and Institutional Improvement

Highlights and Accomplishments

- Testing Center staff proctored over 2500 English language proficiency assessments and high-stakes college admission exams (e.g., GRE, LSAT, MCAT, TOEFL, Core Academic Skills Assessments / Pearson Assessments, Miller Analogies Test, etc.) for students seeking admissions to graduate school or graduate professional programs.
- Kahn and Scott supported increasing use of ePortfolios in graduate programs at IUPUI, including one transitional and two new grants, bringing the total to nine graduate-level projects in eight schools.
- All graduate components are reviewed during the course of program reviews.
- Black met with representatives of the School of Medicine to develop a schedule of reviews for the non-MD graduate programs in the school.
- Black consulted with a representative from the School of Dentistry regarding conduct of a review of a center.

- In follow-up meetings faculty reported improvements or planned improvements in graduate programs. MS in Technology faculty are developing a more structured approach for the management and administration of the MSTECH graduate degree. Chemistry and Chemical Biology faculty have made changes to improve teaching infrastructure and anticipate the ability to offer more graduate courses. Computer and Information Sciences faculty have been successful in gaining approval for conferring the PhD here without the traditional West Lafayette oversight. World Languages and Cultures faculty reported that they developed a graduate certificate in translation.
- Banta taught a course (C750) for doctoral students and participated as an active member of the Higher Education and Student Affairs faculty in the School of Education.

Future Plans and Priorities

- During Academic Year 2016-2017, the top priorities for the Testing Center include:
 - Testing Center staff will continue to pursue opportunities to increase the use of proctored tests for admissions, certification, credit-by-exam, and licensure purposes.
- During Academic Year 2016-2017, the top priorities for the Office of Institutional Effectiveness include:
 - Moving the ePortfolio Showcase date to late February 2017 to avoid calendar conflicts we believe to be partly responsible for lower attendance than targeted.
 - Several of the grants made in 2015-16 will be completed in 2016-17, with two of the program-level projects eligible for second-year implementation funding.
 - During 2016-17, Program Review personnel will:
 - Conduct at least eight program reviews (Center for Teaching and Learning will be deferred to a future year).
 - Longer-term plans for the Testing Center include:
 - The Testing Center will continue to offer a variety of assessments for admissions, proficiency assessment, or certification purposes in support of students pursuing admission to graduate or professional programs at IUPUI.
 - Longer-term plans for the Office of Institutional Effectiveness include:
 - Depending on the result of new mission and directions for the ePortfolio Initiative, we will focus attention on documenting specific effects of ePortfolio use.
 - Longer-term plans for program review include:
 - Conducting a review of practices employed to complete and follow up program reviews
 - Conducting periodic studies of uses of program reviews

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- The six IPREP (Indiana University-Purdue University Post-Baccalaureate Research Program) Fellows that were mentored in research laboratories this year all received acceptances to graduate school; five of the six were accepted to PhD programs at the University of Chicago, Wake Forest University, University of Oklahoma, University of Massachusetts, and Indiana University School of Medicine (the latter as a combined degree student).
- We recruited a cohort of six new IPREP Fellows who will be working in the areas of Clinical Psychology, Addictions Neuroscience, Medical Neuroscience, and Human Performance and Kinesiology.

- We completed an assessment exercise that included both internal formative and summative assessment, and assessment by an external evaluator.
- We expanded programs available for IPREP to other specialties in the School of Medicine (Microbiology, Physiology, Pharmacology, Anatomy), and recruited an additional group of 10 faculty mentors.
- As a means for further advancing imaging-related research activities of graduate students, the *IUPUI Imaging Research Initiative* has continued to support the “IUPUI Graduate Student Imaging Research Fellowship” program. This program provides a stable source of funding for graduate students pursuing a doctoral degree who are primarily focused on research in imaging technology development. Two students are currently supported by this program.

Future Plans and Priorities

Nothing reported for Goal 2

Student Affairs

Highlights and Accomplishments

Nothing reported for Goal 2

University Information Technology Services (UITS)

Highlights and Accomplishments

- IUPUI graduate students store more than 90 TB of data on the UITS Scholarly Data Archive. Students using the SDA represent a wide variety of disciplines from Anthropology and Archaeology to Informatics, Business, and Biomedical research.

Future Plans and Priorities

Nothing reported for Goal 2

Transform Online Education

Athletics

Highlights and Accomplishments

Nothing reported for Goal 3.

Columbus

Highlights and Accomplishments

- The approach to developing a comprehensive plan for increased online course offerings was changed with the creation of the Online Education Advisory Council, which met throughout the year.

- IU Office of Online Education invited regional campuses (as per policy) to participate in the online certificates in Case Management and Substance Abuse Counseling and Prevention (Q3, 2015-2016). The result is that IUPUC will likely offer the certificate in Case Management without partners, but several regional campuses have expressed interest in contributing to the Substance Abuse Counseling and Prevention certificate.

Herron School of Art and Design

Highlights and Accomplishments

- The Visual Communication Department taught an advanced course by video link in order to include student Levi Hadley while on an internship in Paris.

Kelley School of Business

Highlights and Accomplishments

- For the first time beginning fall 2016, the Graduate Accounting Programs (GAP) are offering A516 Federal Estate and Gift Taxation in an online format. This course historically has been an in-class offering. GAP plans to use this course to evaluate online formats for use in several of the program's tax courses. While faculty and staff do not anticipate the accounting or taxation master's programs will ever be exclusively online (nor do they believe they should be), the program believes additional online course offerings will interest and may attract more students. If A516 is successful, the program will discuss offering other elective courses in this format.
- Offering the Evening MBA Program as a hybrid program.
- Offering the BoM MBA as a hybrid program.
https://www.youtube.com/watch?v=Gl_qVC_BWqA&list=PLmRbZ9tnjhTGQGNkWCr01ZsTImuOmaogD&index=3
<https://www.youtube.com/watch?v=w3NWYeCeAfs>
<https://www.youtube.com/watch?v=b06y33o61X4>
- Growth in the online Undergraduate Foundations Certificate. In 2014/15 the enrollments increased 16% over the prior academic year and 33% over the past two years.

Future Plans and Priorities

- In the Coming Academic Year
 - Increase frequency of course offerings for online Foundations Certificate classes for undergraduates.
 - Develop selected online courses at the undergraduate level in preparation for the new online BS in Business Administration.
- Longer-Term Goals
 - Work with Bloomington and regional campuses to develop an online BS in Business Administration. Plans are to start the program in fall 2017.

Lilly Family School of Philanthropy

Highlights and Accomplishments, including evidence of effectiveness

- Assisted by IU Online, the [Women’s Philanthropy Institute](#) created a new graduate-level course, Gender and Philanthropy. Twenty-two students spanning the country from Alaska to Florida enrolled. The overall course evaluation was 4.7 out of 5.0.
- [The Fund Raising School](#) collaborates with SPEA (Indianapolis) to provide four online nonprofit management courses culminating in the [Certificate in Nonprofit Executive Leadership](#).
- Six of the [The Fund Raising School’s](#) 13 public courses are offered online. Four of the six lead to students earning the [Certificate in Fund Raising Management](#).
- The Lilly Family School of Philanthropy’s [research department](#) hosted and/or presented in multiple webinars sharing our research with nonprofit professionals, thought leaders and scholars from across the U.S.
- The [research department](#) collaborated with the school’s academic programs and [The Fund Raising School](#) to present online class sessions and provide the latest research to enrich students’ online learning experience.

Future Plans and Priorities

- In the Coming Academic Year
 - The school will reflect on and begin to implement recommendations from the 5-year external review through conversations with faculty, staff, and students, including considering new courses, tracks, concentrations, and certificates.
 - We plan to conduct searches for two faculty posts and to make the Visiting Lecturer and Director of [M.A. Degree Programs](#) into a permanent position.
 - The [Women’s Philanthropy Institute](#) will begin annually offering the new three-credit, graduate-level course, Gender and Philanthropy.
 - In FY 2016-17 and beyond, [research department](#) will continue education and dissemination efforts through webinars and other online vehicles.
- In the Longer Term
 - The [Women’s Philanthropy Institute](#) plans to develop additional new graduate-level courses focusing on gender and philanthropy.
 - In the next few years, the Lilly Family School of Philanthropy plans to offer our [M.A. in philanthropic studies degree](#) in an entirely online format. This has been submitted to the IUOnline Office and is mostly completed. We have been gradually increasing the number of courses offered online and by summer 2017 we anticipate that all courses that are required and a sufficient number of electives will have been (and will be) offered such that a student could complete their degree online. We will not advertise that possibility until appropriate and required permissions have been granted.
 - The Lilly Family School of Philanthropy is exploring the possibility of offering our [M.A. degree in philanthropic studies](#) in a hybrid format (at least one-fourth of the courses in person and the remainder online), as we currently do with our [Executive M.A.](#) The new hybrid program might host the intensive residential sections in various large cities around the U.S., and/or the world.
 - We are developing new undergraduate and graduate certificates focused on fundraising. We intend to offer these online as well.

McKinney School of Law

Highlights and Accomplishments, including evidence of effectiveness

- Professors Yvonne Dutton, Max Huffman, and Margaret Ryznar received a \$2,500 grant to create a peer review model for online courses to ensure program effectiveness. The grant was from the IUPUI Program Review and Assessment Committee. The grant builds on the innovation of the professors in the online teaching area.
- Eight McKinney professors were awarded \$40,000 in grant funding from the Curriculum Enhancement Grant program offered by the IUPUI Center for Teaching and Learning to support online course development as a part of the law school’s online course offerings. The funding will support two initiatives, the first is “McKinney Online 2.0” a reboot of existing online courses to develop and to implement practice readiness elements. The Center for Teaching and Learning and IU e-Learning and Design Services will partner with McKinney Law Online in this work. Associate Professors Yvonne Dutton and Margaret Ryznar, along with Vice Dean Antony Page and Professors Max Huffman, Cynthia Adams, Shawn Boyne, and James Nehf worked on the grant proposal for “McKinney Online 2.0.” The second initiative the grant funding will support is the development of a new course – Food and Drug Law Online. That grant application was submitted by Associate Professor Diana Winters.
- In the 2015-16 academic year, McKinney offered 14 courses wholly, or partially online (a total of 87 credit hours). This is an increase from 8 online courses in the 2015-15 academic year, and 3 online courses in the 2013-14 academic year.
- McKinney Law Online developed mini-courses that can be uploaded to course Canvas sites. The mini-courses streamline teaching and leave more time for faculty and students to engage more deeply in a given course of study. Thus far, six mini-courses have been developed.

Future Plans and Priorities

- Development of two pre-semester weeks designed to facilitate faculty updating of online or hybrid courses, or updating primarily live courses into online portions. These are planned for early August 16 (to prep for fall semester 2016) and mid December 16 (to prep. for spring semester 2017).
- Continued development of online mini-courses.
- Continued expansion of the number of upper-level courses that can be developed into an online course format – the program has a goal to grow McKinney Law Online to as many as 18 online courses for the 2016-17 academic year.
- Development of an online-specific Master of Jurisprudence degree tailored for business professionals.

Richard M. Fairbanks School of Public Health

Highlights and Accomplishments

- In 2015-2016, FSPH **online credit hours** totaled 3,071, 21% of the 14,442 total credit hours offered by the school. Table 1 illustrates the breakdown of online as a percent of total:

Table 1: Online Credit Hours as a Percent of Total			
Semester	2015-2016 Online Credit Hours	2015-2016 Total Credit Hours/ Semester	Online percent of total
Fall 2015	1,301	6,154	21%

Spring 2016	1,083	6,807	16%
Summer 2016	687	1,481	46%
Total	3,071	14,442	21%

- Both newly proposed graduate degrees, the MS in Product Stewardship and the Dr PH in Global Health Leadership, will be **offered synchronously via distance education**, increasing FSPH’s online credit hours offered and enabling students to enroll worldwide.
- FSPH continues to **convert face-to-face courses to the online format**, enabling more students to enroll. “Zombie Apocalypse and Other Doomsday Infections” was offered online in 2016; plans were made to offer Introduction to Public Health online for Fall 2017.
- FSPH continues to offer the **five core public health graduate courses** online for students who are interested in an MPH graduate certificate; accelerated versions are offered online to MD-MPH students.

School of Dentistry

Highlights and Accomplishments

- IUSD's online dental assisting program is one of only a few in the country.
- The BS Dental Public Health is offered as an online degree-completion program for dental hygienists.
- The DDS program has developed two hybrid courses: Jurisprudence meets face to face for exams only, and is otherwise a self-paced, online course. Normal Oral Histology, which includes traditional lectures, has added a weekly virtual histology lab.

School of Education

Highlights and Accomplishments

- The School Education Online Learning staff presented at 7 INeLearn conferences across the state to connect with K-12 educators implementing online, blended, and tech-enriched learning.
 - The School of Education Online Learning staff and faculty developed three non-credit online workshops for [Summer Edge](#).
 - The School of Education hired a tenure track faculty member who is an expert in Technology Innovation & Pedagogy in Teacher Education.
 - Generated the following in credit hours in online courses:

	Enrollments	Credit Hours
Summer 2015	251	753
Fall 2015	255	765
Spring 2016	269	807
Total for 15-16	775	2325

Future Plans and Priorities

- The School of Education Office of Online Education will be piloting a Canvas Catalog (expand.iu.edu) in 2016-2017.
- The School of Education Technology in Education faculty will be advancing the educational technology Master's program through a proposal approval process.
- The School of education will continue to increase its faculty in the area of technology, innovation, and pedagogy in education.

School of Engineering and Technology

Highlights and Accomplishments

- E&T's [CyberLab](#) continued its research and development in support of the design, development, and implementation of innovative educational technology. It also builds connections between the university and industries to transfer research outcomes into practice. Its collaboration with [CourseNetworking](#) is particularly notable.
- E&T's [Facilities Management \(FM\) Program](#) went through onsite review and received accreditation (6 yrs.) from the International Facilities Management Association (IFMA) for its online Master of Science degree program. The program also received a distant education grant to develop an online Healthcare Facilities Management course.
- Two E&T computer and information technology faculty members authored two papers in conference proceedings on 'flipping the classroom' and presented another session on using technology to enhance engagement in online classes.
- The Department of Technology Leadership and Communication collaborated with the Degree Completion Office, the Prior Learning Assessment (PLA) Coordinator, and others to develop an e-portfolio preparation course. Delivered fully online, either for credit or as a non-credit bearing, asynchronous course, this new Canvas site is now being distributed for use across IUPUI and other campus partners as a model to adapt and support system-wide PLA activities. The single goal of this effort is to accelerate degree completion efforts for military service members, returning, and other adult learners with strong prior learning experiences.
- The Tavel Center in the Department of Music and Arts Technology co-sponsored a semester-length project to connect musicians and artists from three disparate universities together for a real-time online music and media concert performance connecting the Central Conservatory in Beijing China, University of Calgary, and IUPUI. Graduate students enrolled in the Telematic Ensemble harnessed the Tavel Lab's space and resources to perform with musicians in Beijing and Canada.

Future Plans and Priorities

- Prepare, offer, and enhance online courses targeting strategic programs such as Healthcare Facilities Management.
- Leverage resources available from IU Online for existing and planned online offerings.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments

- An online Nutrition Certificate has been developed and is currently going through the campus approval process.

Future Plans and Priorities

Nothing reported

School of Informatics and Computing

Highlights and Accomplishments

- The SoIC has also made a strong commitment to online education. The LIS master's degree is taught entirely online, and significant portions of our Health Informatics degree are delivered online. Our Health Information Management degree, an undergraduate degree, is approximately 90% online, although some coursework must be delivered face-to-face for accreditation purposes. A varied selection of courses in all of the SoIC departments is delivered online. As we would hope in a school dedicated in large measure to digital media, the SoIC technology staff has done an outstanding job providing support for online education. Equipment can be brought into classrooms for live lecture recording that may also be edited later for more modular organization. The School has portable equipment available for faculty to do voice recording and screen capture in their own offices.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- Created an internal grant program to encourage creation on new online courses.
- Faculty applied for and received Curriculum Enhancement Grants for creation of new online courses.
- Department of Sociology put requisite courses online to offer a minor in sociology online.
- The Department of Communication Studies engaged with 5 other IU campuses to work on a collaborative online graduate certificate.
- The Department of English engaged with 5 other IU campuses to work on a collaborative online graduate certificate.
- The School of Liberal Arts engaged with 5 other IU campuses to work on a collaborative Master of Liberal Studies (this degree with the two grad certificates above help address the need for high school teachers involved in dual credit courses to achieve the requisite graduate credit hours needed to be qualified to teach dual credit).
- The Department of History engaged with 5 other IU campuses to work on a collaborative Bachelor of Arts degree with a major in history.

Future Plans and Priorities

- In the coming year

- Continue to encourage the development of online sections so that SLA exceeds the average percentage of sections offered online by IUPUI as a whole.
- Continue collaborative work with other IU campuses.
- Create a community of expertise within the school and offer workshops, panels, and brown bag lunches to faculty who want help envisioning the best way to teach liberal arts courses online.
- Longer-term
 - Identify areas that relate especially to liberal arts and health and create graduate and undergraduate credentials, including “badges,” that can be delivered online.

School of Nursing

Highlights and Accomplishments

- IUSON’s RN to BSN Online Degree Completion Option is an innovative, distance-accessible program that delivers the curriculum across the state of Indiana through the schools of nursing located on the eight Indiana University campuses. This option has helped boost RN-BSN student enrollment from 54 to 526 students statewide. At IUPUI (the majority of the students are from this campus), there are currently 136 RN to BSN online degree completion students. This option has been nationally ranked as one of the top 50 online Registered Nurse to Bachelor of Science in Nursing (RN to BSN) programs in the U.S. This is the sixth year of the RN to BSN on-line completion option and is also being marketed to out-of-state students. The consortium made \$1.28 million in net income this past year--\$429,179 of which was from IUPUI students.
- RN BSN option Capstone learning outcomes demonstrates interdisciplinary evidence-based practice (EBP) projects in a variety of clinical settings to improve patient outcomes.
- Development/learning opportunities were offered from the Learning Resources Department. Key support areas included: Canvas, Oncourse, Box, use of clickers, use of videoconferencing in distance accessible classrooms, and APA.
- Online Professional Development: The Center for Professional Development and Lifelong Learning (CPDLL) offered or supported 7 facilitated online courses, 4 online self-study courses, 13 synchronous live webinars (also available as recordings), and 3 asynchronous recorded webinars to a total of 790 participants.
- Cultural Competence and Mental Health Webinar Series: The CPDLL worked with Dr. Danielle Perkins on an Indiana Family and Social Services Division of Mental Health and Addiction-funded cultural competence grant to provide continuing education on culturally competent mental health care, which included a series of 12 webinars, monthly newsletters, and culminated in a daylong conference event on June 6, 2016. The webinars had 523 total viewers (some participants viewed multiple webinars so may be accounted for more than once in this total), and 140 individuals attended the conference. The CPDLL awarded CEU for mental health professionals (social workers, therapists, and other designated categories) as indicated by the state of Indiana for all webinars and the conference, and continuing nursing education for the annual conference.
- Partnerships for Online Coursework:
 - The CPDLL partners with the Association of Nurses in Professional Development to market the six week online facilitated course, *Getting Started in Staff Education: A Key to Nursing Professional Development*. This course is offered three times per year and fills to capacity each time it is offered. It is taught by Dr. Bette Case DiLeonardi, who is the

author of a major professional development textbook and who developed the course in 2003 and has revised and updated it over the years in addition to facilitating the course itself.

- The CPDLL also partnered with the Indiana State Department of Health in Fall 2015 to serve as provider of continuing nursing education for their webinar on influenza vaccination updates, and will be partnering with them again in 2016.
- Professional Development in Online Teaching and Technology: Several of the department's online self-study courses are directly related to improving the ability of educators to teach with technology, including *Changing Lanes: Moving Your Traditional Course Online*, *Teaching with Twitter in the Health Professions*, and *Teaching with Wikis and Wikipedia in the Health Professions*. Additionally, the department co-offers a graduate level course on the use of technology in nursing education for continuing education contact hours.

Future Plans and Priorities

- New Online Preceptor Course: The CPDLL worked throughout 2015-2016 with volunteers from the National Association for Clinical Nurse Specialists (NACNS) to develop a jointly offered online self-study course, *Developing Your Skills as a CNS Preceptor*, which will be available for registration starting in late summer 2016. This activity will provide self-guided training for CNSs new to precepting students and will be marketed by the NACNS to their membership as well as through the IUSON channels of promotion.
- Immunization Webinar Series: The CPDLL will be jointly providing a series of immunization webinars with the Indiana State Department of Health in fall 2016.

School of Physical Education and Tourism Management

Highlights and Accomplishments, including evidence of effectiveness

- Transitioned three TCEM certificates to 100% online delivery (Sport Tourism Development, Cultural Tourism, and Tourism Planning and Development).
- Launched [Next Level Coaching Academy](#) (affiliated with the [Sports Innovation Institute](#)). Academy provided non-degree education to 12 college coaches in its inaugural year.
- Kinesiology hired a 100% on-line instructor to support increased departmental offerings.

Future Plans and Priorities

- Repurpose content from Next Level Coaching Academy into a series of classes/offerings available through IU Expand (IU Online Initiative).
- Partner with IU Online/Expand to develop content in multiple areas.

School of Public and Environmental Affairs

Highlights and Accomplishments

- Two graduate certificates are fully available online, and enrollment remains strong in each one – Homeland Security and Emergency Management and Nonprofit Management

Future Plans and Priorities

- Our Master's of Criminal Justice has increased the number of courses available online, but this past year as our hybrid program approached the 80 percent level we started discussions with IU Online for making our program available in a range from purely face-to-face to 100 percent online. IU has facilitated a discussion among all campuses with an interest in criminal justice so implementation has been delayed.

School of Science

Highlights and Accomplishments

- Director of the Mathematics Assistance Center receives FORCES funding to create a virtual learning space for future educators. Kevin Michael Berkopes, a mathematician in the School of Science and director of the Mathematics Assistance Center and Statistics Assistance Center, received \$35,000 for "Virtual Learning Spaces: Creating Virtual Spaces for Future Teacher Support and Professional Exam Preparation." This funding will help researchers from the School of Science and the School of Education collaborate to create high-tech virtual learning spaces for IUPUI students enrolled in the elementary-education degree path. <http://science.iupui.edu/news/director-mathematics-assistance-center-receives-forces-funding>
- 22 Courses were offered on-line spring 2016

Future Plans and Priorities

Nothing reported for Goal 2

School of Social Work

Highlights and Accomplishments

- The School now has online applications for admission and has Sonia Software to more effectively manage field placements of students
- To expand opportunity for graduate social work education in Indiana and elsewhere, the School created an online degree program, MSW Direct. MSW Direct allows students who have jobs, families and commitments that prevent them from returning to college, to pursue a Master of Social Work degree. The program, which started with 20 students, now has more than 200 students in 16 time zones. Roughly one-half are Indiana residents.
- The MSW Direct program has offered its students opportunities to undertake community service projects in their communities through new innovative approaches by faculty like Dr. Virginia Majewski. This service learning in an online course has gotten attention from educators nationally.
- The School's online MSW program, MSW Direct program, teamed up with the Council on Social Work Education, the accrediting body for schools of social work programs, to host its second national conference on long-distance education. More than 300 participants from schools of social work nationally attended the conference held in Indianapolis.

Future Plans and Priorities

- Dr. David Wilkerson of the School's MSW Direct Program and colleagues are developing new courses as part of an effort to establish a certificate in Telebehavioral Health for social Workers. By doing so, the School is positioning itself to be a leader in preparing social work students and practitioners in this new arena.

Vice Chancellor for Community Engagement

Highlights and Accomplishments

Nothing reported for Goal 3

Diversity, Equity, and Inclusion

Highlights and Accomplishments

Nothing reported for Goal 3

Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments

- The Degree Completion Office and the Office of Student Financial Services at IUPUI is partnering with IU's Office of Online Education to provide success coaching, financial counseling, and career counseling to students enrolled in online programs.
- A faculty fellow (Dr. Carolyn Gentle-Genitty) has been appointed to work in the Office of Academic Affairs to support the development of collaborative online degree program proposals at IUPUI and to help ensure their academic quality and rigor.

Future Plans and Priorities

- In the Coming Academic Year
 - Increase faculty understanding of and support for online degree programs, with a particular emphasis on clarifying how faculty governance/oversight will be assured.
 - Explore and determine whether it would be beneficial for IUPUC to participate in IU Online Class Connect.
- Longer Term
 - Optimize the financial model for provision of online education to ensure that there is no penalty for IUPUI's participation in collaborative online degree programs.

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments

- Curriculum Enhancement Grants (CEG). CTL supports faculty in developing online courses by providing financial and consultation support through [CEG initiative](#). In April 2016, nine CEGs were awarded to faculty who will be creating or modifying blended or online courses during the 2016-2017 academic year. CTL awarded 12 2015 CEG awards

to project that involved developing online or blended courses during the 2015-2016 academic year.

- CTL's Role in Oncourse to Canvas Migration. Oncourse, IU's legacy online collaboration and learning environment, has been supporting teaching and learning, committees, projects, research, and portfolios for Indiana University's community of students, faculty, and staff since 2005. Indiana University has selected Canvas as its next learning management system. Oncourse will be retired, and will no longer be available for teaching, after the summer 2016 semester. CTL has actively been working to migrate all faculty from Oncourse to Canvas over the past year and a half. This is being done through a variety of options such as webinars, workshops, and individual consultations.
- CTL provided a total of 64 workshops/webinars on Canvas, most of them in partnership with IT Training, to 618 participants, on the following topics:
 - Building and Organizing Content in Canvas with Modules (8 workshops, 67 participants)
 - Canvas: Assignments and Grading (9 workshops, 127 participants)
 - Canvas: Communications (6 workshops, 44 participants)
 - Canvas: Quizzes & Tests (6 workshops, 59 participants)
 - Canvas Pages: Content in Context (4 workshops, 24 participants)
 - First Look at Canvas (17 workshops, 196 participants)
 - Oncourse to Canvas Migration (1 workshop, 6 participants)
 - Peer Assessment in Canvas (3 workshops, 17 participants)
 - Using Groups in Canvas (3 workshops, 30 participants)
 - To Your Door: Canvas (6 workshops, 43 participants)
 - To Your Door: Oncourse to Canvas Migration (1 workshop, 5 participants)
- CTL provided 949 consultations on Canvas.
- Quality Matters. [Quality Matters](#) has developed a nationally recognized, faculty-centered, peer review process designed to certify the quality of online course design and online components. The QM Rubric is used in course reviews that result in continuous improvement and faculty development. CTL offered two workshop on Quality Matters – Applying the QM Rubric, 5th edition, 10/2/2015 and 8/7/2015. Two CTL staff members are taking necessary courses to become certified Quality Matters trainers.
- Partnered with Course Networking (CN) to offer Next Generation Social Learning Engagement with The CN, 9/9/2015, and two CN Chat Luncheons.

Future Plans and Priorities

- In the Coming Academic Year
 - Integrate instructional design and instructional technology activities in the CTL to ensure that moves to online learning employ best practices in instructional design;
 - In partnership with the IU Office of Online Education and other IU teaching centers, develop a new Online Course Review protocol, a modified version of the QM rubric, for informally assessing new or existing online courses.
 - In partnership with eDS, develop an event to showcase exemplary uses of Canvas.
 - In fall 2016, work with eDS to develop a moderated version of the Teaching Online Series 3.0, to be offered by CTL in spring 2017.
 - Offer an Advancing Learning with Technology Symposium in spring 2017.
- Longer-term
 - In partnership with eDS, pilot the latest technologies and provide the necessary feedback that helps decide whether those technologies best serve the faculty of IU as they develop

strategies for their fully online, hybrid, flipped learning environments, and traditional classrooms.

- Provide faculty an “experimental” environment that allows them to investigate and try new technologies for further exploration or implementation in their courses.

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments, including evidence of effectiveness

- [Campus Career and Advising Services](#) (CCAS) produced 13 educator-, student-, and employer-facing demonstration videos of advising and career services technologies. The videos were embedded at [advising.iupui.edu](#) or [career.iupui.edu](#) and hosted on a CCAS YouTube channel. The videos were viewed at least 881 times with 78% of the views occurring at the CCAS-affiliated websites. One of the videos has been selected by eLearning Design and Services to be used with IU Online students.
- [Transfer Tuesdays](#) are now mandatory for transfer students. Transfer Tuesdays are online webinars that guide students in how to read their transfer credit reports, how to resolve undistributed credit, and how to use advising resources to prepare for their orientation advising appointments. Over 1,100 students have been served through Transfer Tuesdays.

Future Plans and Priorities

- In the Coming academic year
 - The [Degree Completion Office](#) will improve the onboarding of returning students by implementing online orientation for students of IU online and make it available for IUPUI returning adult students.

EVCCAO Enrollment Management

Highlights and Accomplishments

- Reviewed and shared comments and concerns regarding the IU Online Class Connect model.
- The RCSC provides strategic communications planning and execution services for campus recruitment initiatives by developing initiatives that are contemporary, on brand message, relevant, and serve to provide greater visibility of IUPUI to prospective undergraduate students for traditional and online programs. Staffing for the unit and setting up new guidelines for services will be completed in August 2016.
- 162 students were sent contracts for Fall 2016 to attend the [Online Math](#) Academy (OMA) and Summer Bridge. 73 students returned their contract to attend the OMA and Summer Bridge and were conditionally admitted. 60 of those conditionally admitted attended the on-site training session required to attend the OMA. This compares with 109 students who were sent contracts to attend the OMA last year. 56 were conditional admits last year and 50 students who completed the OMA program. For both programs those students who elect not to attend are deferred to Ivy Tech Community College or any other regionally accredited 2- or 4-year college or university.
- The Office of UG Admissions has engaged with IU Office of Online Education in the implementation of Salesforce as the supported Constituent Relationship Management (CRM) application. Full implementation of admissions-related communications via Salesforce is expected November 1, 2016.

Future Plans and Priorities

Nothing reported for Goal 3

EVCCAO Faculty Appointments and Advancement

Highlights and Accomplishments

Nothing reported for Goal 3

Future Plans and Priorities

- Identify priority programs for online degree development
- Encourage schools to develop online courses for general education

EVCCAO Graduate Office

Highlights and Accomplishments

- The graduate certificate for Philanthropic Studies and the Master of Arts in Philanthropy are ready to move into a fully online format with campus approval complete and institutional approval pending.
- Experts from IUPUI and IU were invited to speak before the IU Graduate Faculty Council this year in an effort to better familiarize faculty at IUPUI and other IU campuses with online course and program development and institutional review.
- The pending doctoral program Global Health Leadership from Fairbanks School of Public Health will be an exciting hybrid program with many web-based resources and courses.

Future Plans and Priorities

- In the Coming Academic Year
 - Develop improved web links and faculty resources to promote online program development and review for graduate and professional students.
 - Work with School of Nursing to consider ways to share their best practices for online study for doctoral degrees.
- Longer-term
 - We have the potential to be a national leader in some areas of online education including professional doctorates and PhD degrees. A goal is to work with our School of Nursing and in future our School of Public Health as they develop best practices for these types of programs.

EVCCAO Honors College

Highlights and Accomplishments

Nothing reported for Goal 3

EVCCAO Institutional Research and Decision Support (IRDS)

Highlights and Accomplishments

- Provided information in some program reviews regarding student satisfaction of online courses, programs (Janik)
- Incorporated online courses into all enrollment and credit hour reports.

Future Plans and Priorities

- Work collaboratively with campus leaders to better understand the strategic metrics proposed in this area and what data is need to support decision making and improvements in the online education experience.

EVCCAO International Affairs

Highlights and Accomplishments

- IUPUI's videoconferencing classroom, the Global Crossroads, enabled live international connections and learning for five classes, impacting 192 students. For example, the IUPUI International Tourism Global Dialogues course (TCM 492) met virtually with a classroom at University of Primorska, Faculty of Tourism Studies, in Slovenia for 8 weeks during the Fall 2015 semester.
- The Global Crossroads classroom was designated as an active learning space for the [Mosaic Faculty Fellows](#) program which provides the opportunity for faculty to win funds to develop curriculum internationalization projects employing technology.

Future Plans and Priorities

- Increase awareness and use of the Global Crossroads classroom to enable more students to participate in global learning through international video connections.

EVCCAO Office for Women

Highlights and Accomplishments

Nothing reported for Goal 3

EVCCAO University Library

Highlights and Accomplishments, including evidence of effectiveness

- Examples include: online courses or programs developed or expanded, online course or program enrollment trends, total credit hours offered online, new technology-enabled learning experiences developed or expanded, co-curricular and student support offered, etc.
 - The University Library provides the significant electronic scholarly resources — books, journal articles, and databases — that support the academic work of students regardless of where they are. Use of electronic journals amounted to over 1.8 million articles and there were over 550,000 electronic book uses. The library provided over 28,000 items through interlibrary loan and document delivery. In many cases these items are delivered electronically. In 2015-16 the library's web pages hosted 848,000 sessions with 1.4 million page views. The library, with UITS and the IUB library

provides the authentication system that makes these electronic resources available remotely.

Future Plans and Priorities

- In the Coming Academic Year
 - The library is focusing on providing instructional content in the form of subject guides, tutorials and other digital objects that can easily be embedded in Canvas.

Finance and Administration

Highlights and Accomplishments

Nothing reported for Goal 3

Planning and Institutional Improvement

Highlights and Accomplishments

- Mzumara served as a member of the *Proctoring Task Force* for the IU Office of Online Education.
- Mzumara served as a member of the University-wide *Competence-Based Education (CBE) Task Force*.

Future Plans and Priorities

- During Academic Year 2016-2017, the top priorities for the Testing Center include:
 - Mzumara will attend the inaugural statewide *IU Online Conference* to be held at IUPUI on November 11, 2016.
- Longer-term plans for the Testing Center include:
 - Testing Center staff will continue to work collaboratively with IUPUI faculty and/or academic units interested in using proctored testing services to support the assessment of students enrolled in CBE or online courses.

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- Not applicable to the Office of the Vice Chancellor for Research

Student Affairs

Highlights and Accomplishments

Nothing reported for Goal 3

University Information Technology Services (UITS)

Highlights and Accomplishments

- With over 100 online programs available, IU Online reaches new students and helps current students make progress on degree completion. The following IUPUI schools have received eLearning Design & Services support to offer hybrid or fully online courses or certificates (<https://www.iupui.edu/academics/online.html>):
 - McKinney School of Law
 - SPEA
 - Fairbanks SPH
 - PETM
 - School of Education
 - Nursing
 - Liberal Arts – Spanish, French, German
 - Liberal Arts - Geology
 - Dentistry
 - Lilly Family School of Philanthropy
 - School of Science
 - School of Health and Rehabilitative Sciences
 - School of Social Work
- In addition, IUPUI is participating in or has participated in multiple collaborative projects to create sharable for-credit and non-credit online materials in Psychology, Criminal Justice, Informatics, Information Literacy, and First Year Experience and orientation topics.
- UITS continues to support the evolving networking needs of online education. With recent increases in speed – including multiple 100gb connections to the commercial internet as well as to Internet2, this connectivity provides unrestricted capacity for video collaboration technologies and future end-user needs.
- Thousands of files are stored and saved every day using the Box cloud storage service, available at no cost to IU students, faculty, and staff. Many of these files use Microsoft Office programs such as Word, Excel, or PowerPoint. Box now offers deeper integration with Microsoft Office 365, including new capabilities for Office Online and mobile iOS.
- IU’s Teaching Online Series (TOS), developed in-house, is offered in both self-paced and facilitated models. eLearning Design & Services staff at IU Bloomington and IUPUI provide support in partnership with teaching center staff from multiple campuses. We have also offered the series as an open educational resource via Canvas Commons, and as a Canvas Network version that offers two badges (in designing online and teaching online). Version 2 released in 2015, and Version 3 launched in June 2016. IU’s Canvas Showcase, also developed in-house by eLearning Design & Services staff at IU Bloomington and IUPUI, is built around work completed in partnership with faculty from IUPUI and other campuses working on IU Online priority courses. Version 2 was available in 2015. Version 3 became available in July 2016, and invites additional input from faculty and staff at all campuses. The showcase includes downloadable resources that faculty can use “as is” or adapt to meet their own goals.
- Next.IU was originally launched as a two-year pilot program to explore the next generation of learning technologies. From tools to help facilitate active learning (e.g., student response systems and web collaboration tools) to proctoring services that ensure integrity of online assessments, the fall 2015 Next.IU pilots offer a range of

additional functionality for teaching with Canvas.
<https://itnews.iu.edu/articles/2015/uits-news-for-09-09-2015.php>

Future Plans and Priorities

Nothing reported for Goal 3

Optimize our Enrollment Management

Athletics

Highlights and Accomplishments

- Eleven of program's 18 sports outperformed the national averages in the APR (Academic Progress Rate- numeric value that holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term) with four programs recording a perfect 1,000 mark.
 - <http://web1.ncaa.org/maps/aprRelease.jsp>
 - Search School: IUPUI (full spelling) and Year: 2015-2015
 - Sports with perfect scores received public commendation from the NCAA

Columbus

Highlights and Accomplishments

- IUPUC experienced strong degree completion and graduation numbers over the last five years. Over the same period, IUPUC also saw growth in credit hour enrollment.
 - Degree completion 2011-2015 growth of 49.5% (excluding degrees conferred at IUPUI in Sociology and Mechanical Engineering)
 - Credit hour/Fall census/2011-2015 growth of 5.0%
 - Headcount/Fall census/2011-2015 showed a small decrease of 0.7%
- Multiple retention efforts for first year students were implemented by UCOL at IUPUC.
 - Fall to spring persistence for FTFT students decreased from 81.6% (fall 2014 - spring 2015) to 75.8% (fall 2015 - spring 2015).

- The one year retention rates for 2015-2016 is not known at this time, but the one year (fall 2014 - fall 2015) retention rate for FTFT students was 62.2%, up from 59.0% the previous year.
- Graduate rates for 2015-2016 are not yet known, but the 6-year graduation rate for the fall 2009 cohort was an all-time high of 26.7% compared to 22.6% the previous year and the previous 5-year average of 24.2%. The 4-year graduation rate for the fall 2011 cohort was 9.9%, down from the previous cohort's record high 12.8%, but still higher than the previous 5-year average of 8.5%.
- Three and four year retention rates for IUPUC Division of Business students entering in 2012 and 2011 (70.6% and 60.0%) are higher than overall IUPUC (42.4% and 36.2%) and IUPUI (53.5% and 58.9%) retention rates. Four year graduation rates for 2010 entering students are higher for IUPUC business students (35.3%) than IUPUC (12.8%) and IUPUI (19.0%). However, graduation rates for 2008 and 2009 entering business students are lower (11.5% and 9.1%) than IUPUI students (17.5% and 19.0%) but higher than IUPUC students generally (7.4% and 8.3%). For First Time-Full Time IUPUC students graduating in 2014-2015, business students took on average 6.2 years to graduate compared to an IUPUC campus average of 9.1 years. In addition, the number of students in business classes during the academic year increased 6.9% from 2014-15 to 2015-16. The number of credit hours taught in the business school increased 6.7% from academic year 2014-15 to 2015-16.
- Student satisfaction with Spring 2016 transfer student orientation was over 95% (satisfied or highly satisfied); student satisfaction with the new student orientation was over 97% (satisfied or very satisfied).
 - Course evaluations conducted in UCOL U110 classes showed student satisfaction rates well over 90% for instructor factors (satisfied or very satisfied), but only 72% satisfied or 88% satisfied on factors related to the course. Lowest satisfaction rates were related to rigor of the course and level of personal challenge.
 - Student satisfaction rating of peer mentors averaged in the 80% range with the exception of meeting with a mentor outside of class; this satisfaction factor had a rating of 78% (satisfied or very satisfied).
- Division of Business finalized a degree mapping and TSAP function pursuant to the ICHE Transfer Single Articulation Pathways approach that supports students who start at Ivy Tech or Vincennes and transfer to IUPUC.
- The School of Nursing added a new cohort to its Fall 2015 class, effectively doubling the size of the entering BSN class from 20 to 40 students each year.
 - \$20,000 in new scholarship funds were acquired for the academic year. Two traditional BSN students were funded in 2015. 22 scholarships were awarded to the Pre-ASN to BSN cohort in 2015.
 - The RN to BSN track was increased by 18 students in Fall and 21 students in Spring.
 - Indiana Dept. of Workforce Development Skill Up grant to IUPUC will be used to support accelerated BSN and ASN to BSN programs which will help meet strong regional demand for well-prepared nurses.
 - Pre ASN to BSN enrollment continues to increase.
 - Maintained an 85% retention rate of students enrolled in nursing programs and a 90% retention rate for students in the traditional BSN cohort.

- Exceeded national average for NCLEX licensure exam and achieved 100% pass rate with second attempt.
- The integration of campus CAST, changes in UCOL practices, and more streamlined registration processes have resulted in increased new student enrollment (per PIC report) based on this point in time last year. IUPUC is also fully staffed in UCOL which has made a tremendous difference.
- A significant portion of Recruiting & Admissions marketing materials were redesigned and applied to a working communication flow in Talisma yielding a more robust set of contacts with prospective students in the recruitment funnel.
- The BS Mechanical Engineering program continued to grow.
 - IUPUC enrolled 65 first year students who expressed an interest or intent to pursue a BS Mechanical Engineering degree
 - 12 students were admitted to the full BSME program.
 - IUPUC graduated 7 BSME students in 2015-16.
- See data provided at <http://irds.iupui.edu/>

Herron School of Art and Design

Highlights and Accomplishments

Undergraduate Programs

- X101 – Made significant changes to the Foundation Studies curriculum to better serve the students, including more information to assist in the selection of a major. Provided clearer information on University services such as Math Assistance Center (MAC), Counseling and Psychological Services (CAPS), tutoring, clubs, and campus life.
- Herron's Summer Bridge Program ran for the second year and continues to grow. This program provides a head start for in-coming students in the weeks prior to the start of classes to become familiar and
- Herron developed the Conditional Admit Program for applicants whose portfolios do not meet Herron's admissions standards. Rather than deny these students entrance into Herron, this program ensures that the students receive the support they need upon entering Herron's rigorous foundation program. Regular meetings with their Advisor throughout the first semester culminate in a formal presentation of the student's work to faculty at semester's end. This determines if they will be fully admitted as a Herron student or if they need to remain in the Conditional Admit Program for another semester.
- Developed a strategic method of targeting and advising students who are deemed at-risk, providing them the resources and skills to advance in coursework and preventing them from facing probation and dismissal.
- Faculty in each academic program gave presentations to all first year students to enhance their understanding of each discipline, the expectations and possible career opportunities in each field and major.
- Developed a support course for transfer students

Graduate Programs

- In May 2016, Herron graduated four Master of Arts in Art Therapy students, with 2 of the 4 already employed in healthcare organizations.
- Nineteen (19) Master of Fine Arts in Visual Art students and three (3) Master of Fine Arts in Visual Communication Design graduated.
- Herron recruited twelve (12) incoming Master of Arts in Art Therapy students; fifteen (15) Master of Fine Arts in Visual Art students; and seven (7) Master of Fine Arts in Visual Communication Design students. All Art Therapy students are Indiana residents. 12 MFA students are Indiana residents and 10 are nonresidents, with five of those nonresidents being international students. Nonresident students are coming from Alabama, Colorado, Michigan, Tennessee, and Wisconsin. International students are coming from Ghana, India, Kuwait, and Nigeria.
- The curriculum in the Master of Fine Arts program in Visual Art was redesigned so it aligns more closely with the interdisciplinary experience that students have already been getting. This also makes better, more efficient use of faculty and facility resources. Part of this redesign includes a new track, Integrative Studio Practice, which gives multimedia artists an identity that is distinct from that of our existing tracks of Ceramics, Furniture Design, Painting and Drawing, Photography and Intermedia, Printmaking, and Sculpture.

Kelley School of Business

Highlights and Accomplishments

- Kelley School of Business Indianapolis launched the Business of Medicine MBA Program two years ago to equip physicians with the business knowledge, tools, and experience to effectively influence others and lead healthcare change. Thirty-three physicians from across Indiana and as far away as California were among the [first graduating class of this unique, physician-only MBA program in August 2015](#).
- Purchased Enrollment Rx as a CRM system. The new CRM system will enhance our recruitment and communications with suspects, prospects, applicants, and enrolled students.
- Opened Office of Academic and Professional Development to coordinate academic and career advising (from the first semester to the last) that facilitates on-time degree completion.
- 3+1 and 4+1 options in accounting encourages undergraduate accounting students to complete both baccalaureate and master's degrees in either four or five year.
- Online advising (evenings and weekends) supports returning students and part-time students in successfully planning their college careers.

Future Plans and Priorities

- In the Coming Academic Year
 - Implement Enrollment Rx for the CRM system to enhance our recruitment and communications with suspects, prospects, applicants, and enrolled students.
 - Continue to employ a student recruiter to expand throughout Indiana and expand areas using the Midwest Student Exchange Program (MSEP) to increase recruitment of out of state students. The recruiter will focus on Chicago and other nearby cities that are in the MSEP area.
- Longer-Term Goals
 - In the Undergraduate Program, a plan to experiment with the best cities to recruit out of state students.

Lilly Family School of Philanthropy

Highlights and Accomplishments, including evidence of effectiveness

- The Lilly Family School of Philanthropy conducted a recruitment mini-campaign in spring 2016 with the goal of doubling enrollments in our [executive master's](#) and [graduate certificate](#) programs. Through a combination of strategies and efforts, we exceeded our goal, achieving at least 41 enrollments.
- The school launched a [new, mobile-first website](#). With this new design, constituents can take the school with them wherever they go and find what they are looking for more easily and quickly.
- The school expanded its ongoing efforts to reach prospective students (and other constituents) through social media platforms. Total reach and engagement on our three platforms ([Facebook](#), [Twitter](#), [LinkedIn](#)) increased between 50-100% in 2015 compared to the previous year.
- The Lilly Family School of Philanthropy created new email drip campaigns to engage prospective students. Academic staff gathered prospective students' email addresses at events nationwide and we launched a series of three separate emails one month apart to familiarize the students with our school and its [degree programs](#).
- Sponsored articles in [Charitable Advisors' Indianapolis Not-for-Profit News](#) profiled students and alumni and offered advice for nonprofit professionals to elevate interest in engaging with the school.
- Video and in-person presentations were made to participants in [The Fund Raising School's](#) courses to encourage interest in our degree and certificate programs.
- The school convened its [Alumni Board](#) to discuss ways we can engage our alumni in our efforts to recruit and support students.
- [Academic programs](#) and student services recruitment representatives from the Lilly Family School of Philanthropy participated in and exhibited at multiple college fairs in person and in "virtual fairs" offered by AmeriCorps and Idealist.
- Pamela Clark, director of student services and admissions for the Lilly Family School of Philanthropy, was a judge for the [Students in Action](#) (SIA) competition. The school gave Decatur Central High School a \$500 award to continue its community service. The school can also give \$1,000 scholarships to up to 10 members of the Decatur Central SIA group.
- The Lilly Family School of Philanthropy was one of two schools highlighted at the IUPUI High School Counselor's Breakfast, and 22 counselors visited the school for a tour and a panel discussion with our students.
- A "[refer a prospective student](#)" tool was added to the school's website for use by board members, alumni, community partners and others.

Future Plans and Priorities

- In the Coming Academic Year
 - The school will continue our drip email campaigns with the intent of reaching more prospective students.
 - We will continue to find new ways of reaching prospective students through website features, including video, articles, and other engaging content.

- The school will continue our engagement efforts on all three current social media platforms ([Facebook](#), [Twitter](#), [LinkedIn](#)) while exploring possible opportunities on other platforms such as Instagram, Snapchat, Periscope, etc.
 - In the Longer Term
- There were 65 students enrolled in the [B.A. program](#) as of spring 2016. We plan to double that number in the next five years.
- In the next five years, the Lilly Family School of Philanthropy will add at least three [faculty](#) positions to provide even greater breadth and depth for teaching, thesis/dissertation committees, mentoring, and advising students.
- In the next three to four years, we will likely redesign the school's [website](#) process to stay in step with the evolution of new technologies.
- As social media continues to evolve rapidly, we will continue to stay on top of the latest trends as we look for new ways to reach prospective students.
- The school will experiment with Salesforce's Journey Builder, a more robust and effective software program, to expand our drip email campaign efforts.

McKinney School of Law

Highlights and Accomplishments, including evidence of effectiveness

- The number of JD students matriculating at McKinney is still declining, which continues to be a national trend for all law schools. In 2014 McKinney matriculated 281 students, compared to 254 matriculants in 2015.
- Despite the decrease in matriculated students, our 50th percentile LSAT score remained the same (152) and our 50th percentile GPA actually increased from 3.32 in 2014 to 3.34 in 2015.
- During the 2015-16 academic year, McKinney awarded 257 JD degrees, 27 post-JD degrees (LL.M. or S.J.D), and 1 post-baccalaureate degrees (Master of Jurisprudence).

Future Plans and Priorities

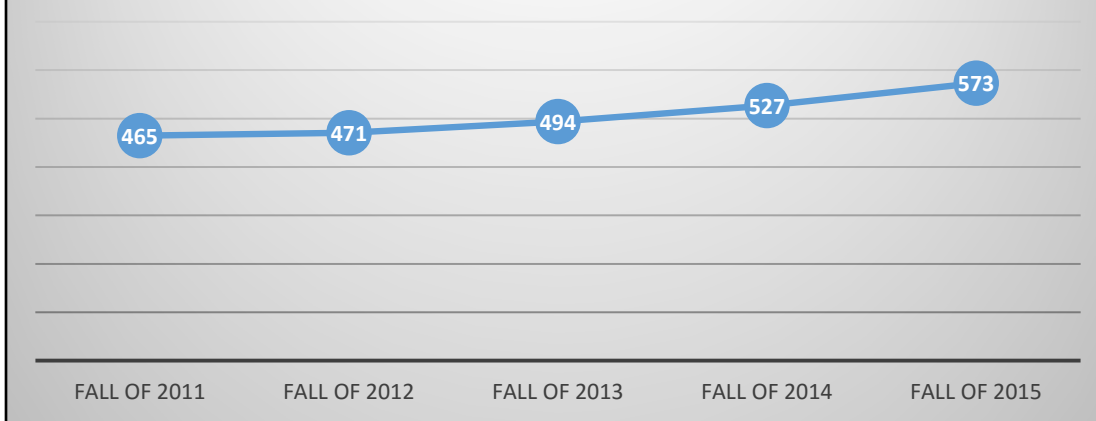
- McKinney will continue to use an external consultant to assist in determining the best approach to maximizing our institutional aid awards to students, which helps us remain competitive with admission offers extended by our peer law schools.
- McKinney will continue to use Salesforce to complement our recruiting efforts.
- McKinney will continue to work to evaluate the potential of partnership agreements with colleges and universities as a means to improve our relationship with undergraduate pipeline schools.

Richard M. Fairbanks School of Public Health

Highlights and Accomplishments

- The Fairbanks School of Public Health achieved **record total enrollment** in FY16, with 573 students, a 9% increase over the previous year.

5-Year Trend - Total Fall Enrollment All Academic Programs-Fairbanks School of Public Health



The number of undergraduate students increased by 21% (Fall 2015), fueled by the Bachelor of Science Public Health program which had a 35% increase in students. The largest undergraduate program, BS in Health Services Management, also saw healthy year-over-year growth of 15%. Enrollment in FSPH graduate programs held steady at 320 students (Table 2).

	2011	2012	2013	2014	2015
Undergrad. Programs	157	150	182	209	253
Masters Programs	270	275	259	260	257
PhD Programs	38	46	53	58	63
Total	465	471	494	527	573

- The FSPH student body maintained a **high level of ethnic diversity** in FY16. Table 3 illustrates that, in the Fall 2015 semester, 38% of undergraduate, 24% of Masters and 49% of PhD students were of racial or ethnic groups other than white.

	Undergraduate	%	Masters	%	PhD	%
African American	55	20	34	14	6	10
Asian/Pacific Islander	32	12	18	7	23	38
Hispanic	0	0	3	1	0	0
Other	10	4	6	2	1	2
White	173	64	185	75	31	51
Total	270		246		61	

- The number of credit hours taken by FSPH students continues to steadily increase, up to 14,442 in FY16, representing a 13% increase over FY15 (12,741). The biggest growth was in non-resident credit hours - undergraduate increased 123% and graduate increased 62%. Undergraduate resident credit hours increased by 18%, and graduate resident hours dropped

by just under 2%. The increase in credit hours resulted in FSPH surpassing its tuition goal of \$1,000,000 over FY16 projections.

- Retention rates for FSPH academic programs were strong in FY16, exceeding those required by the Council on Education for Public Health (Table 4). Rates were up for all but two degrees over FY15. The BS in Public Health was stable at 86%. The Health Policy and Management PhD program dropped to 80%, but was still well above the CEPH required rate.

Table 4: FSPH Retention Rates			
Program	2015-16 Rate	2014-15 Rate	CEPH Target Rate
BSHSM	94%	91%	70%
BSPH	86%	86%	70%
MHA	94%	88%	70%
MPH	97%	94%	70%
MS	90%	80%	70%
PhD Biostatistics	100%	100%	60%
PhD Epi	100%	100%	60%
PhD HPM	80%	100%	60%

FSPH conferred 144 degrees in FY16, a 14% decrease from FY15 (Table 5). The distribution by program is illustrated in Table 5. The drop is likely related to normal variation in the number of part-time students who take longer to graduate. One third of FSPH undergraduate students and 48% of graduate students are enrolled on a part-time basis (Fall 2015). The MPH program has the largest proportion of part-time students with 57%.

Table 5: FSPH Degrees Conferred by Academic Program		
Program	2014-15	2015-16
Bachelor of Science, Health Services Management	55	45
Bachelor of Science, Public Health	18	20
Master of Public Health	60	52
Master of Health Administration	27	19
Master of Science, Biostatistics	0	1
PhD, Biostatistics	5	4
PhD, Epidemiology	1	2
PhD, Health Policy and Management	1	1
Total	167	144

Future Plans and Priorities

- Build undergraduate enrollment by replacing the Director of Undergraduate Recruitment.
- Revamp the FSPH website to attract more out-of-state and international students.
- Increase undergraduate student advising capacity to keep pace with growing enrollment.
- Encourage graduation in four years by closely monitoring student progress.

School of Dentistry

Highlights and Accomplishments

Allied Programs

- Dental Hygiene admitted a class of 20 students in the fall of 2015, a reduction from a class of more than 40 in 2010. This change in enrollment reflects the changing applicant pool, which is reduced due to competition from less costly community college programs, workforce needs and fulltime jobs available, and aligns with the current resources of the program and school (faculty, chair availability).
- For AY 15-16, the DH retention rate was 98%.
- Created the IUPUI Dental Hygiene Service Club to aid in recruitment by engaging with IUPUI students interested in dental hygiene.
- Created a new freshman year seminar that combines dental hygiene and public health.

Allied Programs Future Plans and Priorities

- It is anticipated that the Indiana CHE will approve the Bachelor's Degree in Dental Hygiene program in August, 2016 and that BSDH the entry-level program will enroll its first class in the fall of 2017.
- A Task Force on Dental Assisting Education is underway, evaluating recruitment and enrollment capacity for both tracks of the dental assisting program

Doctor of Dental Surgery

- Demand for the DDS program continues to be very strong. For the class beginning July 2015, over 1,500 candidates applied for the 106 positions, with a large proportion of applicants being non-residents.
- The International Dental Program (IDP) graduated its first cohort of 22 students in May, 2015. The program was developed as a result of an *Enrollment Expansion Feasibility Study completed in June, 2011*.
- Demand for the IDP program is very high, with over 500 applicants vying for 14 positions in 2015-16.

DDS Future Plans and Priorities

- In September, 2016, IUSD will break ground on a new clinical facilities expansion which upon completion will provide additional capacity for patient care and the potential for increasing enrollment.

School of Education

Highlights and Accomplishments

- The School of Education continues its efforts to increase the number of students of color in the undergraduate teacher education programs.
- The School of Education at IUPUI saw increases in enrollment in both the fall 2015 and spring 2016 semesters, particularly in its Teacher Education program. 300 level courses (first year of teacher education licensure program) saw an 25.8% increase over the past two years. Pre-block (prerequisite courses) saw an 8.8% increase over the last two years.

- Commitment to support and retain students of color in the teacher education programs by intentionally grouping students of color in specific cohorts. These cohorts have at least one, if not more, full-time faculty assigned to them.

Future Plans and Priorities

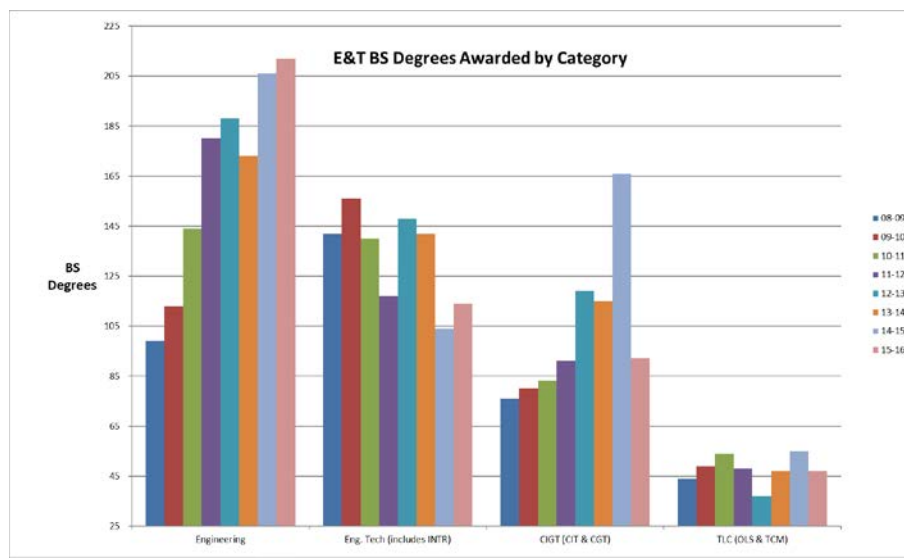
- Focus recruitment efforts on existing and new graduate programs.
- Implement strategic measures for student of color recruitment in undergraduate programs.
- Partner with local districts for urban district leadership preparation.

School of Engineering and Technology

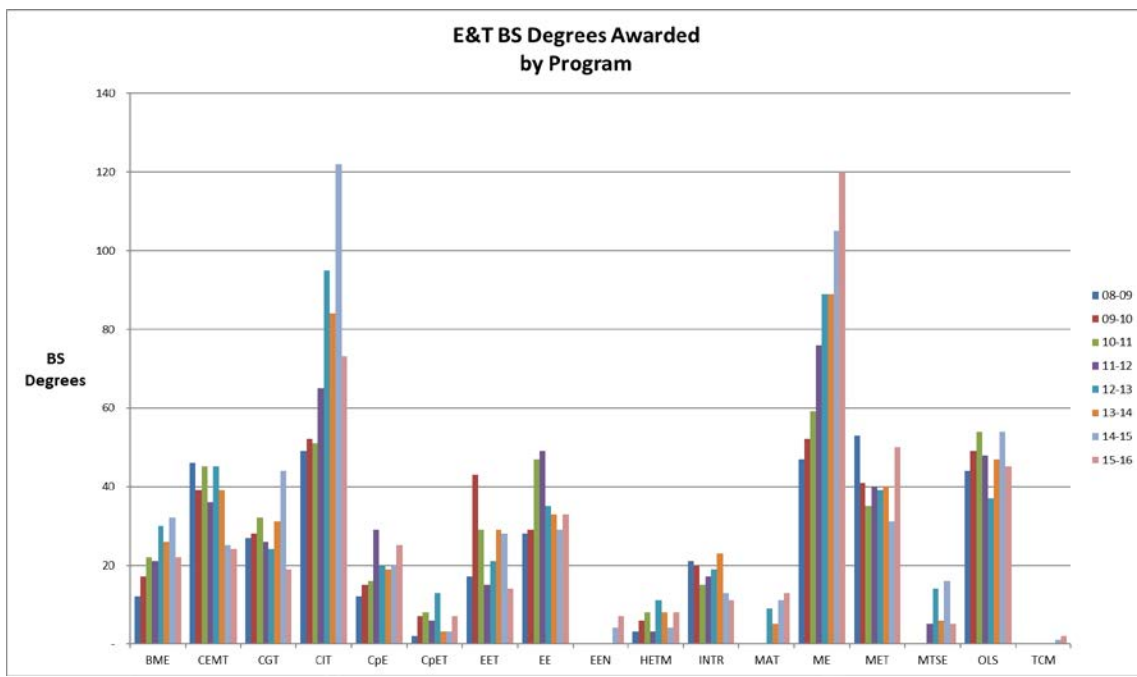
Highlights and Accomplishments

Undergraduate Degree Production

- E&T has significantly increased B.S. degree production over the past 5 years for several of its programs, which is arguably the most important metric when assessing E&T's overall contribution to undergraduate student learning and success. B.S. degree production by category is shown below:



- E&T BS degree production by program is shown below, with a remarkable sustained increase noted in mechanical engineering (ME) and also very significant, but inconsistent growth in computer and information technology (CIT). Also, a significant positive trend reversal is noted in mechanical engineering technology (MET).



- E&T created new plans of study for electrical engineering technology and mechanical engineering technology for Transfer Single Articulations Pathway students so Ivy Tech AS graduates can complete a BS degree at IUPUI in two academic years.
- E&T out-of-state recruitment has increased for several programs. For example, motorsports engineering has 51% of their undergraduate students from out of state, with students from Germany, Brazil, China, and India making up 11% of MSTE undergraduate student population.
- E&T prepared a healthcare engineering technology management (HETM) [recruiting video](#) sponsored by Association for the Advancement of Medical Instrumentation. Filmed at Eskenazi Hospital and featuring HETM current students, the video is designed to resonate with millennials.
- An articulation agreement with Ivy Tech for the Construction Engineering Management Technology (CEMT) program has been developed and approved by Ivy Tech.
- Interior Design Technology faculty received approval for a new BIM Certificate.

Future Plans and Priorities

- E&T plans to hire a new staff member focused on recruiting within E&T and overseen by the Associate Dean for Recruitment, Retention, and Student Services to increase strategic recruitment of primarily undergraduate students in close collaboration with IUPUI campus-level recruiting efforts.
- The Department of Engineering and Technology plans to expand offerings of Lean Six-Sigma Green Belt Certificate.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments

- The Director of Student Enrollment Services participated in health career fairs targeting diverse applicants

- Trend analysis of admission and enrollment of minority students conducted annually
- Collaborated with the Office of International Affairs to increase the enrollment of international students
- Collected comparative data on student performance on national licensure/certification examinations

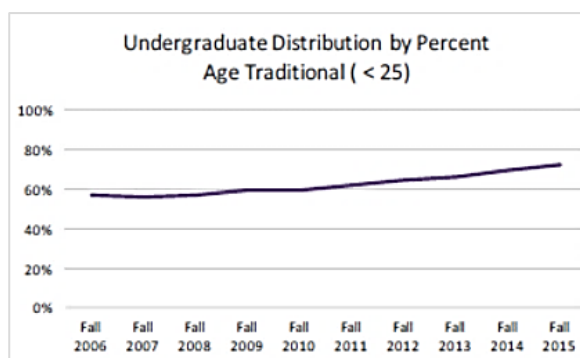
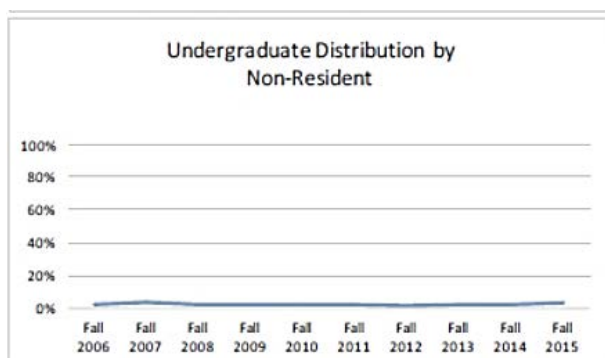
Future Plans and Priorities

Nothing reported

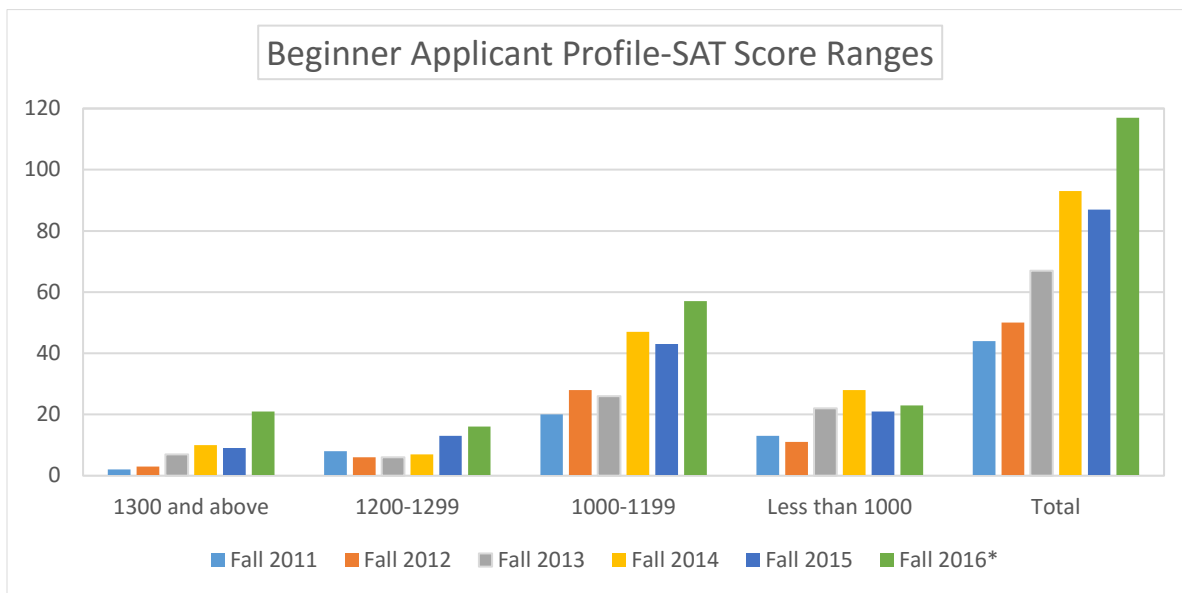
School of Informatics and Computing

Highlights and Accomplishments

- Over the past decade, the SoIC has seen a steady increase in undergraduate headcount from a low of 471 in 2006 to 589 in the fall of 2015. The bulk of the student population comes from the Media Arts and Sciences (MAS) BS and the Informatics BS. The SoIC's other undergraduate program, Health Information Management (HIM), nearly doubled from 67 in the fall of 2014 to 119 in the fall of 2015. As can be seen in the charts below, these undergraduates are overwhelmingly Indiana residents, and are increasingly in the so-called "traditional" age range.



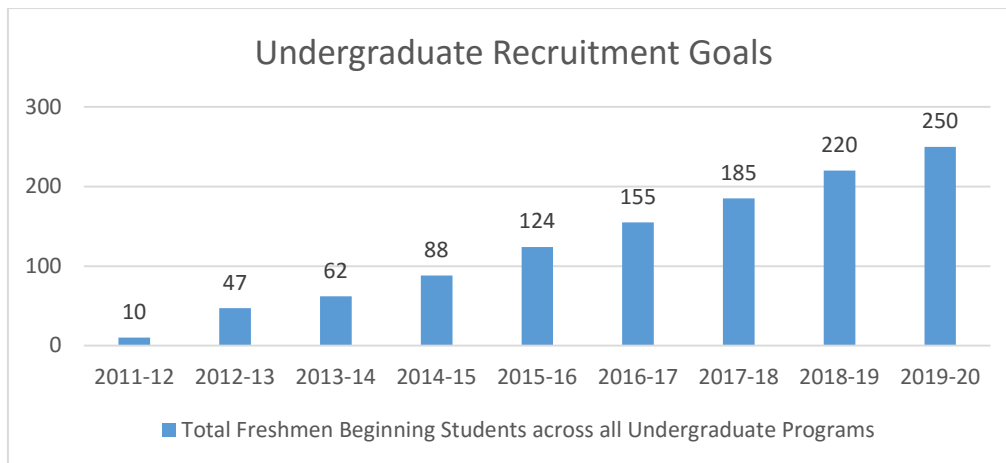
- All of these trends result from a concerted effort by the SoIC recruitment staff to attract central Indiana high school students and home-schoolers, as well as an increased commitment to thorough and professional advising of enrolled students. Further, as can be seen in the chart below, the academic quality of our SoIC admitted students has been rising steadily, again thanks to administrative policies to recruit better students. Other policies have raised the bar for academic performance for enrolled students. We believe these policies have combined to elevate the SoIC's reputation in the student marketplace, and has produced the healthy enrollment trends we now enjoy.



- The School of Informatics and Computing requires a high school diploma and a 3.0 cumulative GPA or SAT score of 1000 or higher for direct admission. Students who do not meet these requirements but are accepted based on IUPUI's admissions criteria are placed into University College and are shown as pre-Informatics degree students. Once their GPA is a 2.0 or above, with at least 12 IUPUI credit hours and a B⁻ or higher in an identified course in the major they are pursuing, the students are then admitted to the School of Informatics and Computing. The School has recently moved to increase the minimum transfer GPA to 2.5, effective with the fall 2016 semester.
- The School hosts many events enabling interested students to visit the School of Informatics and Computing, to meet with the advisors, and to discuss their interest in, and application to, IUPUI. Advisors also attend college fairs, reply to email inquiries, meet one-on-one with prospective students and visit major exploratory classes across the IUPUI campus.
- The SoIC hired a full-time undergraduate recruiter in June of 2015 to help promote the three undergraduate programs and speak in high schools throughout Indiana. The recruiter has prioritized high school visits based on GPA, diversity, and technical classes focused in technology, art, science, and psychology. The recruiter implemented a customer relationship management (CRM) system, which currently tracks all prospective high school students through 2020. The recruitment plan includes over 100 high school visits throughout the year and recruiting efforts will go outside of Indiana by 2018.
- Working closely with the SoIC's communications manager, the recruitment team has developed a new marketing stream and updated social media outputs with expectations to reach the high school niche, creating simple one-page flyers to place with guidance counselors, with teachers, and in classrooms. The recruiter has also developed a visually stimulating video presentation to educate students about each undergraduate program. The presentation includes actual student work, recent placement of graduates through career services, scholarship information, and admissions requirements.
- As in previous years, in 2015-16 many SoIC outreach/in-reach events served double duty as recruiting activities. These events include Teachers Summit, Guidance Counselors Breakfast, META College Fair, Upward Bound Career Event, Home School Event, Mobile Application Competition, the iDEW Project, a series of two-week summer

workshops which bring high school students to the SoIC to learn game development, app development, etc.

- The SoIC participates in numerous college fairs throughout Indiana. Recruiters and/or advisors speak directly with high school juniors and seniors and their parents or decision makers. The recruiter works closely with prospective students through the entire matriculation process to their first scheduled class. The application process has become more personalized by giving one-on-one family tours and through a first-class Jag Day experience. The recruiter assigns the students with advisors to ensure students are registered and attending orientation, Summer Bridge Program (transitional program designed to prepare first-year students for college), and their first week of scheduled classes.
- For the 2016-17 academic year, the School has an ambitious goal to have at least 124 undergraduate admits (30% increase) with a 5% increase in both diversity and high ability students. See the table below depicting the undergraduate recruitment goals through 2020.



- Minority recruitment activities include programs created for and in collaboration with organizations such as the IUPUI Office of Diversity, Equity, and Inclusion, La Plaza, the Indiana Latino Institute, and the Indianapolis Mayor’s Office. New partnerships are developing with the Center for Leadership Development and area faith-based organizations serving African American communities. Specific programs include
 - Annual IndyVEX Robotics STEM Fair, providing technology demonstrations and hands-on activities to over 1,000 Indianapolis students;
 - IUPUI’s annual Mapping Education Toward Achievement (META) program for Hispanic/Latino high school students in Indiana. This year’s event attracted to campus more than 300 students from 26 high schools to learn about educational opportunities. Informatics and Computing hosted two career sessions, serving 56 students on that day and generated a list of nearly 100 recruitment prospects;
 - Summer workshop programming to Hispanic middle and high School students as part of the La Plaza summer education program;
 - Annual participation of SoIC faculty in the Latino Youth Summit in collaboration with the Fairbanks School of Public Health, Herron School of Art and Design, and the School of Education;

- Tours for African-American faith-based summer programs, including the Eastern Star
 - Church youth program with plans to expand outreach to similar organizations;
 - Meetings with the Center for Leadership Development are underway to create programming to reach youth served in their programs;
 - Indiana Latino Institute sponsored Latino Education Summit for high School students.
- To help attract a more diverse student body, the SoIC offers two important scholarships for underrepresented students, including participation in IUPUI's Diversity Scholars Research Program (DSRP) and the Aspirations in Computing program through the National Center for Women & Information Technology (NCWIT).
- Up to two incoming minority freshmen who meet the DSRP standards can receive full tuition and fees through the School for up to four years. To be eligible, students must engage in research with a SoIC faculty mentor. The DSRP office provides an additional stipend to students in the program.
 - The SoIC will provide a \$1,000 scholarship to incoming freshmen women who are recipients of the Aspirations in Computing Awards sponsored by NCWIT. The School's first Aspirations Award scholar graduated in May 2015 and was selected for the General Electric Information Technology Leadership Program.
 - For current students, the SoIC promotes the Grace Hopper Celebration of Women in Computing and the ACM Richard Tapia Celebration of Diversity in Computing, encouraging students to respond to the call for participation from these conferences and offering a number of student travel stipends.
 - The School is also a sponsor of IUPUI's Dr. Martin Luther King, Cesar Chavez, and Harvey Milk celebration dinners.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- **Enrollments in SLA** have been trending downward since majors within the school peaked in 2011 with 2,156 unduplicated majors (most often, when students have especially dual degree programs, the liberal arts degree is secondary to the first declared degree major, which we find with such combinations as Biology/Spanish). Though the Fall 2015 data shows 2,344 majors, it must be noted that this numbers reflects two schools added to SLA since 2011—the Bachelor of General Studies degree from the School of Continuing Studies, and the BAJ and MA in Public Relations from the School of Journalism and Public

Relations, which is now a department in SLA. Immediately after the addition of these schools, SLA's major count exceeded 2,800.

- In response to trends, SLA hired a designated recruiter, engaged in the development of a new communication and marketing strategy to reach out to target populations (including parents), and is undertaking curricular changes to attract more students. As a result, SLA will see its largest [beginner class](#) and its largest [freshman class](#) in its history—21% more freshmen than last year; 73% more than two years ago.
- Total credit hour have trended steadily downward since [2009-10](#). There are many factors involved in this trend, including the push for students to accumulate pre-college credit. For example, in Fall 2015, students came to IUPUI having been awarded nearly 14,500 credit hours in liberal arts. Because of general education as it has been implemented on the IUPUI campus, schools outside of SLA can offer gen ed credit courses for the social sciences and humanities. In addition, the emphasis on the transfer articulation system has brought in more liberal arts credits by transfer. Plus, majors are down.
- In response to these downward pressures, SLA has developed its Liberal Arts Works campaign, one that is directed to prospective students and parents to encourage liberal arts majors; directed to University College students who are looking for a major; and one that is directed to majors outside of SLA that emphasizes the benefits of liberal arts courses as complementary to their major field of work. The full plan is available for request, but just a small sampling of SLA's work on this can be found on our [website](#).
- The 2015-16 school year has seen an increased emphasis on enrollment management, especially in terms of the most effective use of resources.
- Though numbers are not final for the 2015-2016 year (because of graduation after summer term), for the term for which we have the latest numbers, SLA [graduated](#) the second highest number of students in its history for the 2014-2015 year.

Future Plans and Priorities

- In the Coming Academic Year
 - As mentioned above, retention rates in SLA exceed the campus average, but the office of student affairs will be focusing especially hard on retention this year (because we now have a designated recruiter, the person who has had recruiting in her portfolio can now give more attention to retention).
 - Time to degree completion, as mentioned previously, exceeds campus rates, but the school hopes to build upon that with the Liberal Arts Works Scholarships mentioned above. In addition, SLA moved to a new advising system this past year, relying more heavily upon professional advisers; the hope is that higher retention and graduate rates will result.
 - While the past year has seen extensive planning for the Liberal Arts Works campaign, this coming year should see the roll out of our new website and the implementation of the full marketing plan.
- Longer-term
 - SLA will continue to think of ways to integrate the liberal arts into creative and innovative packages, combinations, and offerings that preserve the inherent value of the

liberal arts while making connections to the world we live in and professional opportunities in such a way that all constituencies better understand the value of a liberal arts education.

School of Nursing

Highlights and Accomplishments

- A cohort model is continued to be utilized in IUSON's BSN Program. This model is highly efficient and enables more accurate tracking of student progression and retention, as well as facilitates clinical placement.
- The BSN retention rates remain high, with an average of 96.35% for the past five cohorts of admitted students (both traditional track and accelerated track BSN).
- Retention of DNP students has significantly improved after curricular revisions and has reduced time to graduation.

Future Plans and Priorities

Nothing reported

School of Physical Education and Tourism Management

Highlights and Accomplishments

- Increasing enrollment has been a trend over the last three years in both fall and spring terms.
- 3.8% increase from Fall 2014-Fall 2015;
- 2.4% increase from Spring 2015-Spring 2016
 - Average time to degree for FYUs is 5.0 years, lower than campus time to degree of 5.9 years.
 - For Fall 2015, increased applications 26% and increased number of students enrolled by 9%.
 - Proactive outreach to students not meeting milestones for degree completion, proactive outreach to students receiving FLAGS, enhanced communication to students.
 - Development of Advising Model, effective Fall 2016 to provide more proactive and intrusive advising from professional staff and faculty mentors for knowledge and connection to the discipline.

Future Plans and Priorities

- Focus on recruiting a more diverse student body (ethnicity, geographic)
- Increase yield of admitted students
- Increase proactive outreach to students not completing milestones on time to ensure timely degree completion
- Continue developing strategies to improve retention, persistence and graduation with a focus on several specific populations: male students, students from diverse backgrounds, 21st Century Scholars, and first generation students
- Assess the impact of the Advising Model

- Continue partnership with Enrollment Management to optimize recruitment of students
- Continue exploring and developing complementary programming (minors, certificates, etc.) that can match with other plans of study.

School of Public and Environmental Affairs

Highlights and Accomplishments

- Undergraduate enrollment declined slightly (6 percent) at the start of Fall 2015 as compared to the previous year. The percentage of underrepresented minorities remained steady from year to year (27.8;27.2).

Future Plans and Priorities

- Enhance email communication with students accepted to IUPUI but not yet here
- New Director of Diversity, Equity and Inclusion will focus on retention issues

School of Science

Highlights and Accomplishments

- School of Science graduates record numbers of baccalaureate degrees in 2015. The school of science conferred 582 undergraduate degrees in 2015.
- Our 4-year graduation rate for first-time full-time beginners has risen to 39.6% and the 6-year graduation rate is 60%.
 - 10% increase in URM SOS majors (increase from 387 to 424).
 - 55% increase in Hispanic/Latino admitted students (N = 104), 113% increase in deposits (N = 32) as of 7/1/16.
 - 21% increase in Black/African American admitted students (N = 74), 88% increase in deposits (N = 16), 144% increase in enrollment (N = 22) as of 7/1/16.
 - 1261 students were dually admitted to the SOS (increase of 14.6%), we have received 502 deposits (increase of 17.8% over last year), and increased enrollment by 42.3% (N = 322) as of 7/1/2016.
 - School of Science provides \$728,000 dollars in student scholarships. Over 250 school of science majors received funding support in the academic year 2015-2016. These included Dean of Science merit based scholarships, Women in Science House scholarships, Health and Life Sciences Scholarships, and students in the Diversity Scholars Research Program.
 - Provide Last Mile Funds – The School of Science has provided money to students who are struggling to pay for the last course or few credits to achieve graduation. In total this year, we provided funds to 4 students (\$10,159) that enabled them to graduate.

Future Plans and Priorities

- In the Coming Academic Year
 - Review the effectiveness of our scholarship program.
 - Consider increasing needs based grants and housing grants.
 - Expand efforts to recruit URM (especially Latino) students to campus.

- Continue to develop programming within the residence halls to increase student retention. Have hired a graduate student from the Higher Education Student Affairs graduate program to be a residential assistant in the STEM Floor.
- Establish the STEM floor and a **WISE** (Women in Science and Engineering) wing of North Hall (in collaboration with our colleagues in Engineering & Technology).

School of Social Work

Highlights and Accomplishments

- The School has advisors and staff that work to recruit and retain BSW and MSW students.
- The School added the position of a recruitment and career advisor specialist to help coordinate enrollment on all IU campuses. New efforts including radio, print ads, and billboards have been used to promote the School and the field of social work.
- Our program has relatively high retention and graduation rates. Program advisors and faculty work closely with students to ensure they remain on track to not only remain in the program, but graduate on time.

Future Plans and Priorities

Nothing reported for Goal 4

Vice Chancellor for Community Engagement

Highlights and Accomplishments

Recruitment and Retention Activities and Results

- Provided leadership and facilitated campus minority recruitment and retention efforts through long-standing and deep relationships with community leaders and organizations, including support for African-American students; [Center for Leadership Development](#), the [Indianapolis Urban League](#), the [Steward Speaker Series](#), the IUPUI Celebration of Black Graduates, and Unity in the Community radio program. The CLD partnership alone brought 4,800 parents and prospective students to campus.
- Advocated for and fostered relationships with organizations that support Hispanic students as well as partner on numerous projects and programs (e.g., [Project Stepping Stone](#), [Mapping Education Towards Achievement](#), El Dia De La Familia, Indiana Latino Expo, Fiesta, [Indiana Latino Scholarship](#) Fund Dinner, Indiana Latino Education Summit, and La Plaza's Night of the Americas events). Also published a series of ads and editorials in conjunction with the School of Science in La Voz, the community's largest bi-lingual newspaper, to engage Hispanic population.
- Provided funding and promoted academic success of underrepresented students through the Sam H. Jones Community Service Scholarships. The composition of scholars represents greater diversity than the general student population with 13.3% African American (compared to 9.3% for the campus), 7.1% Asian (compared to 4.5% for the campus), and 11.7% two or more races (compared to 3.4% for the campus). The percent Hispanic was 3.8% compared to 5.6% for the campus due to the challenges associated with scholarships for undocumented students.

Future Plans and Priorities

- Contribute to the pipeline of prospective qualified and competitive under represented students including African American and Hispanic students to IUPUI by leveraging relationships with influencers in the community.
- Support the African American and Hispanic Student task forces recommendations and coordinate enrollment strategies with Enrollment Management
- Build on existing trusted relationships within K-12 schools through the Indiana Community Schools Network, IPS Schools, [Indy Learning Centers](#), Summer Reading Academy, [Community Work Study sites](#), [Near West](#) Schools, and [Indy East](#) Promise Zone Schools to build a pipeline to IUPUI.

Diversity, Equity, and Inclusion

Highlights and Accomplishments

Nothing reported for Goal 4

Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments, including evidence of effectiveness

[See [Division of Enrollment Management](#) report]

Future Plans and Priorities

- In the Coming Academic Year
 - Consider and implement strategies for improving the strategic oversight of new program proposals (e.g., soliciting feedback from VC for Finance and Administration, AVC for Enrollment Management)
- Longer Term
 - Strategic expansion of degree programs that are unique, fill a need, and that frequently are interdisciplinary
 - Imagine new ways of implementing RCM to accommodate interdisciplinary degree

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments, including evidence of effectiveness

Nothing reported for Goal 4.

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments, including evidence of effectiveness

- There have been notable and significant improvements in the retention rate of [21st Century Scholars](#). Prior to program interventions, the retention of 21st Century Scholars was approximately 58%. For 2015, the retention rate for first-year 21st Century Scholars was up to 72%, just slightly lower than the retention rate for all IUPUI first-year students (74%).
- [Bowen Scholars](#), which is in its second year at IUPUI, has a retention and graduation rate thus far of 100%.

- In the spring of 2015, the [Degree Completion Office](#) (DCO) success coaches facilitated direct outreach efforts to past IU students who have yet to complete their degrees. DCO continued to serve students inquiring about options for returning to complete their degrees as a result of that outreach. Through direct emails and phone calls to students, coaches made contact with approximately 140 potential return-and-complete students.
- In spring 2016, [Degree Completion Office](#) staff conducted degree audits of students who had completed 90 or more credit hours and were not currently enrolled to determine how close these students were to completion of an associate degree in general studies. This audit identified 84 students near degree completion. The office sent emails to these students to encourage them to schedule an appointment to explore the possibility of returning to complete an associate degree.
- Students participating in the [Diversity Enrichment and Achievement Program](#) in fall 2014 were retained in greater numbers (73%) for first-year, fall-to-fall retention than nonparticipants (62%).
- In fall 2015, the [Diversity Enrichment and Achievement Program](#) (DEAP) added a first-year seminar to complement the Summer Bridge program. The seminar helped students to further bond and connect with the program throughout the fall semester. Furthermore, it allowed DEAP to provide students with more intentional and individualized wrap-around support.
- Since 2001, the first-to-second-year retention rate of [Nina Scholars](#) is 94%, and 77% of all Nina Scholars have graduated or are currently enrolled. Nina Scholars supports students facing some of the greatest challenges in life. The program focuses on facilitating community, engagement, learning, and personal growth. Students have cited the leadership, culture, experiences, relationships, and learning of the program as aspects that have changed their lives in very positive ways to create new growth-oriented life trajectories.
- During the 2015–2016 academic year, there has been an increase in the number of [Special Programs for Academic Nurturing](#) participants returning to IUPUI following their first or second year of full-time college. Many of these students expressed the primary reason for returning was an affinity for IUPUI culture and faculty.
- Of all 2014–2015 [Student Support Services](#) (SSS) participants, 80% were retained for the following year, while 78% of African American SSS participants were retained, and 89% of Latino SSS participants were retained.
- [Student Support Services](#) had 31 graduates in spring 2015, which is above average for similar low-income, first-generation students.

Future Plans and Priorities

- In the coming academic year
- [Academic and Career Development](#) will decrease the amount of time to certification/admission to the degree-granting schools for first-time, full-time continuously enrolled degree-seeking students.
- [Academic and Career Development](#) will decrease the number of students in [University College](#) with 60 or more credits.

- [Special Programs for Academic Nurturing](#) (SPAN) and Accelerated College Immersion Programs will facilitate the development of strategic recruitment of strong academic performers to IUPUI with a special focus on preparation to enter the STEM disciplines, as well as the health and life sciences, by collaborating with emerging precollege summer initiative and on-campus STEM programming (pipelining). The number of students participating in SPAN programs and performance data will be collected and evaluated.
 - The [Student Support Services](#) (SSS) program will raise retention rates by 1% each of the next two years. SSS data statistics are gathered regularly and will be used to determine if this goal is accomplished.
 - The number of students in [Student Support Services](#) (SSS) will be increased by 3%. SSS data statistics are gathered regularly and will be used to determine if this goal is accomplished.

EVCCAO Enrollment Management

Highlights and Accomplishments

- Enrollment Management plays a leadership role with IUPUI’s Academic Policies and Procedures Committee ([APPC](#)), and the Enrollment Management Advisory Council ([EMAC](#)).
 - In 2015-16, in addition to tracking key admission, aid, and enrollment data, as part of its consultative role the Enrollment Management Advisory Committee:
 - Provided support for IUPUI participating in the [Midwest Student Exchange Program](#) effective Fall 2016.
 - Provided recommendations regarding IU’s adoption of a [Banded Tuition model](#)
 - Discussed the challenges facing graduate recruitment.
 - Reviewed and made recommendations regarding the current AVC for Enrollment Management position prior to the start of the search.
 - Reviewed the role of EMAC in the [Beyond Financial Aid](#) evaluation process
 - Reviewed and provided comments and suggestions on Enrollment. Management Key Performance Indicators in the new [Data Link](#) site
 - Discussed and provided concerns and recommendations on the proposed Shared (admission) Application process. A modified version of the process was adopted by the university effective with Fall 2017 applicants.
- Enrollment Management continued to provide leadership as IUPUI’s representative to the State Transfer and Articulation Committee (STAC) and the Core Transfer Library (CTL) subcommittee. Enrollment Management worked with the schools and provided staff support in the development of the articulations of associate degrees at Ivy Tech State College and Vincennes University to baccalaureate degrees at IUPUI. STAC also oversees TransferIN, a [website](#) through which students can see how courses will transfer and apply toward meeting degree requirements at different Indiana institutions. More information on IUPUI’s work with transfer students appears below.

Evidence of Progress¹:

Enrollment

Census	2014	2015	Change	% Change
IN Heads	28,945	28,430	-515	-1.8%

IN Credits	346,546	342,468	-4,078	-1.2%
IUPUC Heads	1,783	1,703	-80	-4.5%
IUPUC Credits	19,081	18,857	-224	-1.2%
IUPUI Heads	30,690	30,105	-585	-1.9%
IUPUI Credits	365,627	361,325	-4,302	-1.2%

IUPUI heads have been adjusted for dual enrollments between Indianapolis and Columbus 38 heads in 2014 and 28 heads in 2015

Though much of the work of Enrollment Management offices is geared toward serving students in the coming year (recruiting and admissions, packaging financial aid, etc.), Fall 2015 data generally are used throughout the report as measures of those activities/evidence of progress unless otherwise noted. Fall 2016 data will be added post-census and an updated version of the Annual Report provided.

- The IUPUI headcount is **8th highest on record** (topped by 2008-2014, with 2014 the record)
- IUPUI credits are **2nd highest on record** (2014)
- Indianapolis declined 464 (-2.3%) undergraduate degree-seekers for the Fall of 2015 from last year's total. Graduate students were down 26 (-0.5%) and professional students up 20 (+0.7%). Non-degree students (undergraduate and graduate) declined 45 from 2014 (-4.5%).
- 80.6% of IUPUI's degree-seeking undergraduates were full-time in Fall 2015, another record, topping last year's 79.7%. In the Fall of 2000, 59.1% of degree-seeking undergraduates were full-time.
 - 64.3% of full-time beginners were enrolled in 15 or more credits in Fall 2015. This compares with 28.5% in 2012.
 - Undergraduates overall increased their average credit hour load to 12.9 (up from 12.7 last year). With the move to [Banded Tuition](#) for 2016 the average load will increase again.

Average credit load	1999	2014	2015
Freshmen	10.7	13.7	13.7
Sophomore	10.3	13.1	13.2
Junior	10.8	12.6	13.0
Senior	10.5	11.7	11.8

- Retention
 - 74% of all 2014 First-Time, Full-Time Beginners enrolled for Fall 2015. This is a 3% increase over last year's 71% rate.
 - [21st Century Scholars](#) showed an even larger increase, with 72% of the 2014 cohort enrolled for this Fall, a 7% increase over last year's 65% rate.

Future Plans and Priorities

- Continue activities promoting the recruitment, admission, and enrollment of desired populations.

- Working with the Office of Institutional Research and Decision Support ([IRDS](#)) and others to continue emphasis on and expand availability of use of student data in planning and assessment by academic units and central units.
- Completion of Enrollment Management, Enrollment Management Advisory Council, and APPC projects, whether developed from EMAC and APPC priorities, the Academic Plan, or the RISE Initiative.

Evidence of Progress

- The Office of Undergraduate Admissions served over 23,000 prospective students and visitors on-campus for 2015-16, besting 2014-15's previous record. Particular attention was given to driving more students to attend the major-specific JagDay programs as well as the new Community Outreach program which served an additional 40,000 people. Community Outreach events are opportunities for IUPUI to get its foot in the door with a wide-range of prospective students through a variety of venues. From IUPUI Pacers Night to the Indians in Education at Victory Field; from the FFA Convention to IPS Back to School nights – we provide a presence to provide information and resources about IUPUI.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	1 year change	2 year change
Daily Tours	5005	5344	6297	7185	6856	8511	24%	NA
Saturday/VIP Tours	Recorded as part of Daily Tour #'s				1077	975	-9%	NA
Group Tours	4501	3924	5700	4931	5742	8035	40%	63.00%
Overnights	61	130	99	17	35	45	29%	165%
JagDays	712	844	864	984	1331	1651	24%	68%
Fall Fest	514	1062	856	812	1000	803	-20%	-1%
Spring Preview	209	546	1052	1072	1263	0	NA	NA
Decision Day	New program as of 2015					1037	NA	NA
Destination IUPUI	New program as of 2015					606	NA	NA
Sub-Total	11002	11850	14868	15001	17304	21663	25%	44%
Outreach	New Program as of 2014					39,284	NA	NA
Total	11002	11850	14868	15001	17304	60,947	NA	NA

- The Office of Undergraduate Admissions continues to use the “city as campus” opportunity and to have a more appealing tour that better represents the IUPUI student experience. Saturday and summer tour dates incorporated a “[city tour](#)” that included the local downtown area into the campus tour. In addition to seeing the campus, we incorporated the “four corners” of downtown Indy to show where our students live and work. The script for the tour continues to be student-developed and evaluations are exceedingly positive.
- The Office of Undergraduate Admissions worked with the National Association for College Admissions Counseling ([NACAC](#)) to host its national conference here in fall

2014. Specifically, IUPUI hosted a reception for 177 high school counselors who were participants at the conference. The counselors from all over the United States were guests at a reception highlighting IUPUI and our strong academic units.

- The following chart compares the yield rates for Fall 2014 and 2015 applicants, admits, beginner admits who paid an enrollment deposit, and enrolled students at the Indianapolis campus who went through the Office of Undergraduate Admissions.

Applicant, Admit, Deposit, Enrollment Yield Rates Fall 2015

Indianapolis Campus	Fall 2015								Fall 2014			
	Applied	Admitted	Deposit	Enrolled	% of Applied Admitted	% of Admitted Enrolled	% of Admitted Paid Deposit	% of Deposit Enrolled	% of Applied Admitted	% of Admitted Enrolled	% of Admitted Paid Deposit	% of Deposit Enrolled
Beginners	12,851	8,824	4,183	3,572	68.7%	40.5%	47.4%	85.4%	70.1%	41.9%	49.1%	85.3%
External Transfers	3,000	1,957		1,210	65.2%	61.8%			67.8%	59.5%		
<i>Degree-Seeking Entering Students</i>	15,851	10,781		4,782	68.0%	44.4%			69.6%	45.8%		
Intercampus Transfers	608	458		219	75.3%	47.8%			76.4%	53.9%		
Returning Students	847	667		370	78.7%	55.5%			78.4%	56.8%		
Non Degree/Other	786	653		432	83.1%	66.2%			84.2%	60.6%		
Total	18,092	12,559		5,803	69.4%	46.2%			71.0%	47.6%		

Higher rate than in 2014
Lower rate than in 2014

Enrolled Heads	2014	2015	Change	% Change
Beginners	3,507	3,572	65	1.9%
External Transfers	1,431	1,210	-221	-15.4%
<i>Degree-Seeking Entering Students</i>	4,938	4,782	-156	-3.2%
Intercampus Transfers	299	219	-80	-26.8%
Returning Students	421	370	-51	-12.1%
Non Degree/Other	410	432	22	5.4%

Source: PiC Census

Enrollment Management
9/17/2015

Unless otherwise noted, the following data are Fall 2015 and from UIRR Admission Summary and IUPUI Office of Admissions reports.

Beginner Applicants and Admits

- The Indianapolis campus was up 5.3% in applications and up 4.4% in admitted beginning students over Fall 2014.
- 1,541 students submitted 2,914 Advanced Placement (AP) scores for the fall 2015 term. This compares with last year's record of 1,538 students sending 2,627 separate AP score results. The number of AP scores continues to increase; in 2003, 268 students sent 390 separate AP scores.

Newly Enrolled Freshmen

- Indianapolis set a record for enrolled beginning freshmen with 3,622, eclipsing last year's previous record of 3,584. *Beginners include students who first enrolled in the Summer of 2015 and continued in the Fall.*
- The average SAT (critical reading and math) increased from 1033 to 1042 while the average high school GPA climbed to 3.44 from 2014's 3.39.
- The number of students with Academic Honors Diplomas jumped 12.5% and now constitute 69.7% of all Indiana beginners. This compares with 62.8% in 2014.
- 21st Century Scholars increased from 24.5% of all Indiana beginners last year to 26.3% in 2015.
- New non-resident freshmen were down 9 heads (-4.5% from last year), but still up 73 heads and 61.9% over our benchmark year of 2006 (191 in 2014 vs. 118 in 2006).
- The number of beginners with SATs in Math and Critical Reading of 1300 and above is up 17% this year, while those of 1100-1290 increased 1.9%. Those with scores between 1000-1090 were up 8.6%. Students scoring below 1000 declined.
- The average class rank fell one point to the 71st percentile. 60 Valedictorians and Salutatorians entered IUPUI for Fall 2015, up from 55 in both 2013 and 2012, and 37 in 2011.
- 34% of all Indianapolis beginners are the first in their families to attend college. This number has gradually declined in recent years, down from 45.4% in 2007. However, the *number* of first generation students in the freshman class remained similar to last year (1,170 in 2015 vs. 1198 in 2014).
- 24.7% of beginners are non-white. This is an increase of 54 heads from 2014 (+6.4%). Additional details on beginner ethnicity appear below.
- Participation in the Class of 2018 Facebook page was approximately 78% of the entering freshman class, an increase over the Class of 2019 participation rate of 75%. This compares to 60% for the Class of 2017 Facebook page.

Implement services that attract and support well-qualified transfer students to IUPUI

- The Office of Undergraduate Admissions hosted 4 [*Finish Fridays*](#) events. These events, targeted toward incoming transfer students, provided an opportunity for students to meet with representatives from the Office of Undergraduate Admissions, Office of Student Financial Services, Office of Transfer Student Services, and IUPUI and Ivy Tech Coordinated Programs (Passport) as well as participate in a student panel and take a tour of campus.

- The program allowed the students to speak with staff about IUPUI’s Admission and Enrollment Process for transferring students, introduced students to The Passport Office to discuss Advising and Academic Support, included sessions with Student Financial Aid, and allowed for a campus tour and transfer student panel discussion. This program was developed to provide transfer students an opportunity to become more familiar with the IUPUI campus and services as part of “scaling down” the transfer process, making it more approachable.
- Admissions continues to partner with the [Office of Transfer Student Services](#) on how the two units can work more closely in a smooth hand-off for the student and not duplicate efforts in yielding transfer students.
- The Office of Undergraduate Admissions partnered with the Passport Office to create targeted programming for Ivy Tech students to visit the IUPUI campus. This program included components designed to create meaningful interactions with the IUPUI community and provided transportation to and from the Ivy Tech campus so as to remove any perceived obstacles to visiting the campus.
- The Office of Undergraduate Admissions continued its project of working with deferred IPS students that will play a role in transfer student yield. This involved reaching out to every deferred student who has applied for beginning student admission from an IPS school to offer personalized counseling on the [Partners Program](#) and how those students can use Ivy Tech as a pathway to IUPUI. These students that are not initially admitted to IUPUI are getting this personalized counseling as to how Ivy Tech can be a pathway to IUPUI.
 - In conjunction with the Passport Office, staff made visits to [Crispus Attucks Medical Magnet High School](#) and [Broad Ripple Magnet High School for the Arts and Humanities](#) to meet with deferred students and provide admission counseling and pre-transfer advising services (these were the two Indianapolis Public School Corporation’s high schools that responded to our request).
 - Admissions also hosted an event at IUPUI for those deferred IPS students and their parents. The Passport Office was present and the Diversity, Access, and Achievement Office held a ‘signing ceremony’ for those students in attendance to sign their deferral contracts. The students will be tracked and to see if this outreach ultimately increases yield of these students as transfer students.
- The Office of Undergraduate Admissions continues to participate in several activities to streamline the process of evaluating transfer credit for prospective students:
 - Delivered several presentations to campus advisors through Campus Advisory Council explaining the transfer credit evaluation and re-review process.
 - Admissions improved the response time for reviewing and routing transfer credit review appeals to academic departments.
 - Full utilization of CollegeSource’s Transfer Credit Service ([TES](#)) to route evaluations around to departments for reviewing and storing information about articulation decisions. 8,556 new articulations were added to TES in 2015, covering 923 institutions.
 - Finalized process with UITS to import review forms submitted to Undergraduate Admissions forms from OnBase to AdRx so that advisors can view the status of requests.

- Developed way to tag undistributed courses in SIS so that advisors know whether a course that comes in as undistributed has been reviewed by an academic department. This will help advisors know what courses are eligible for re-review when meeting with students.
- Tagged all Core Transfer Library (CTL) courses in SIS so that creating, and updating CTL courses in future will be streamlined.
- The Office of Undergraduate Admissions continues to collaborate with the Office of Diversity, Equity and Inclusion and the Purdue School of Engineering and Technology to recruit students for the Engineering Dual Degree Program in collaboration with the Atlanta University Center. The program continues its focus on attracting students from the three Historically Black Colleges and Universities (HBCUs) in the Atlanta area (Spelman, Morehouse, and Clark-Atlanta) to transfer to IUPUI after 2-3 years to complete an engineering degree in addition to their HBCU degree.
- The Office of Undergraduate Admissions continues its collaboration with the Ivy Tech Community College and Vincennes University. Recruiters regularly visit campuses of those institutions and attend transfer college fairs.
- The Offices of Undergraduate Admissions, Student Financial Services, and Diversity Access and Achievement, in collaboration with University College, work with the administration of [Ben Davis University High School](#) and Vincennes University to assist them in better advising and placement of students at IUPUI.

Evidence of Progress:

- The number of external transfers from 2-year colleges decreased by 57 heads (-3.6%). The decrease in external transfers from 4-year institutions (the largest decline was seen from Ball State University) is likely due to having a larger freshman cohort in 2013 and 2014, which decreased the number of potential students who would transfer to IUPUI in later years. In addition, all higher education institutions have increased their efforts to retain and graduate their current students.

Future Plans and Priorities

- Continued review of transfer recruitment—both in-state and out-of-state—to better understand the shifting patterns of IUPUI's transfer recruitment pool. This is essential with the enrollment goals outlined above for increasing nonresident recruitment.
- Expansion of communication streams to students IUPUI defers to Ivy Tech Community College continues with a goal of improving the number who complete the requirements of the deferral program (known as [Partners](#)) and subsequently enroll at IUPUI. For more on transfers from Ivy Tech, see below.
- Continued work on the recommendations outlined in the Foundations of Excellence (FOE Report).
 - Continue to support IUPUI schools in the development of additional articulations.
 - Evaluate all current undistributed articulations for courses for fulfillment of General Education requirements per faculty policy.
 - Working with academic units to establish a timeframe for review of undistributed coursework.
 - Continue tagging undistributed courses that have been reviewed by academic departments.

- Begin importing TES rules into SIS so that transfer credit rules can be updated to student records during overnight automated process.

Facilitate transfer of students from Ivy Tech Community College

- In the Fall of 2015, 3,987 students who previously attended Ivy Tech-Central Indiana (ITCI—*Indianapolis*) were enrolled at IUPUI. This is down 183 from Fall 2013 (-4.6%). These students collectively transferred an average of 31.8 credits each, down slightly from the previous year’s record of 32.2 credits (note: the transfer credits would have come in during the year in which the students transferred). Former Ivy Tech students account for 19% of all Fall 2015 IUPUI undergraduates, up from 18% in Fall 2014.

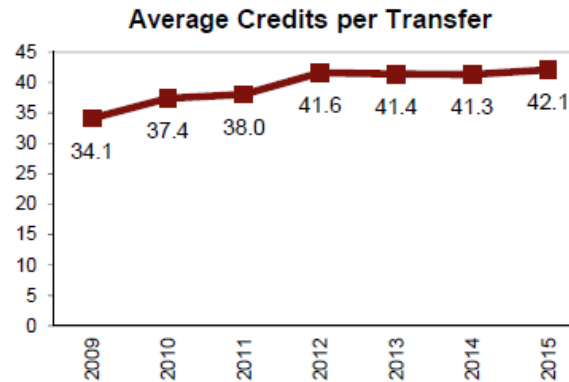
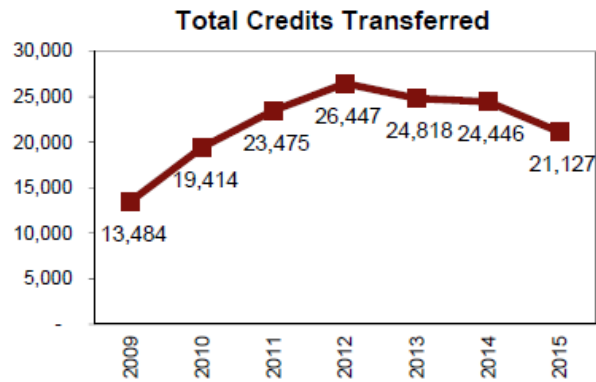
Fall Semester	Total Number of Students with Previous ITCI Credit	Average IUPUI Fall Semester Credit Hours	Total Number of ITCI Transfer Credits	Average Transfer Credits
1994	283	8.58	368*	1.30
2009	2,803	11.24	65,871*	23.50
2010	3,267	11.28	84,942*	26.00
2011	3,635	11.36	103,961*	28.60
2012	3,948	11.37	116,861*	29.60
2013	3,800	11.53	121,980*	32.10
2014	3,987	11.73	128,381*	32.20
2015	3,804	11.75	120,866	31.77

Note: Some transfers may have attended additional institutions or may have attended ITCI while enrolled at IUPUI. IUPUI Credits are defined as the number of credits a student attempted in the given fall semester at IUPUI. Average Transfer Credits are based on the number of credits transferred in from ITCI. IUPUI students enrolled at the Columbus campus only are excluded.

*: ITCI credits were not presented as totals in prior year’s reports. Consequently, the Total Number of ITCI Transfer Credits are calculated as the Average Transfer Credits times the Total Number of Students with Previous ITCI Credit.

Source: *Passport 2015 Annual report*

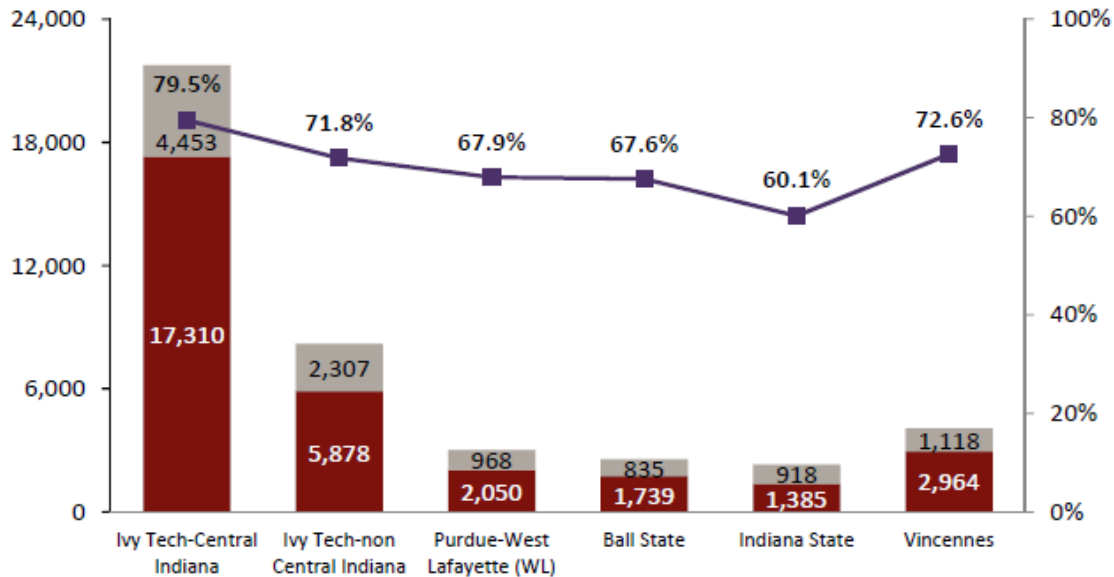
- The number of *new* transfers from Ivy Tech declined from 592 in Fall 2014 to 502 in 2015. As a result, the total number of credits transferred also declined. However, the new students transferred a record average of 42.1 credits each, up slightly from 41.3 in 2014. Though the number of average credits transferred by these new students has been fairly stable since 2012 (a fluctuating range of 41.3 to 42.1), they remain well above the average of 27.4 in Fall 2007.



- 99.2% (498/502) of new 2015 Ivy Tech transfer students presented transferrable credit. This is down slightly from last year's 100%. By comparison, in the Fall of 1993, fewer than one-in-five new students entering IUPUI who had previously attended Ivy Tech-Indianapolis presented *any* transferrable credit and those who did averaged just under five credits.
- Due to IUPUI's course articulation agreements with Ivy Tech/ITCI, 79.5% of credit hours transferred are articulated toward **distributed** credits (course specific*). In comparison, 69.5% of transferred credit hours are articulated toward specific course credits for students from IUPUI's other major feeder institutions (not including Ivy Tech - non Indianapolis).

The following chart is for Fall 2015 transfers from the 2015 Passport Annual Report

Distributional Articulation of Accepted Transfer Credits from IUPUI's Top Feeder Institutions, Fall 2015



**Distributed credits allow for easier academic planning and advising as the specific IUPUI courses to which they equate can more readily be used by students and advisors than can “undistributed credits” which are courses deemed worthy of transfer to IUPUI, but for which a specific comparable course may not exist or be available for transfer. Such courses require additional review by the schools to determine how they might be used to meet curricular requirements for a specific major.*

- See below for additional information on the added diversity Ivy Tech transfers have brought to IUPUI.

Passport Student Interactions													
2015-2016	July	August	September	October	November	December	January	February	March	April	May	June	Total
Student Workers													
Walk-In Students	41	55	35	47	82	72	31	18	38	78	83	14	594
Emails and Phone Calls with Students	71	115	51	135	136	134	88	70	112	148	158	103	1,321
Guest Apps Processed	32	16	9	35	55	39	27	13	100	166	82	14	588
Total Office Traffic	144	186	95	217	273	245	146	101	250	392	323	131	2,503
Professional Staff													
Students Advised	22	84	37	56	75	85	80	52	56	74	70	52	743
Students at Special Events Attended	0	15	0	0	0	0	0	63	82	37	30	32	259
Special Events Attended	0	7	3	4	2	0	0	2	5	1	1	3	28
Total Student Interactions	22	106	40	60	77	85	80	117	143	112	101	87	1,030
Grand Total - PASSPORT students served	166	292	135	277	350	330	226	218	393	504	424	218	3,533

Future Plans and Priorities

Recruitment

- Continue to work with the academic units to identify and carry out effective recruitment strategies of Ivy Tech students for their school.
- Coordinate Ivy Tech visits for IUPUI schools both in and out of the classroom for student transfer advising and recruitment.
- Create programming for equivalent Ivy Tech and IUPUI student groups on the IUPUI campus.
- Encourage students to complete a prospective student card to receive communication from the Passport Office. This will include CRM and targeted communications.
- Partner with the IUPUI Office of Campus Visits to offer an Ivy Tech specific Finish Friday transfer event (scheduled for November 11th).

Student Services

- Maintain a presence for student services at both Ivy Tech-Central Indiana and IUPUI as a resource for campus professionals.
- Actively participate in advising meetings and in-services in order to maintain continuous training for advising professionals about the Passport program.
- The Passport Academic Advisor will provide individual advising appointments for Ivy Tech students and will present at Ivy Tech student success and capstone courses.
- Improve the Passport financial aid consortium paperwork and communication.

Partnerships

- Continue to develop partnerships with the IUPUI Student African American Brotherhood/Sisterhood (SAAB/SAAS) programs, the IUPUI [Latino Student Association](#), and the IUPUI [Black Student Union](#) to increase the connection between minority student groups at both institutions.
- Work with Ivy Tech Student Life and Development and the IUPUI [Office of Student Involvement](#) to increase programs and opportunities for Ivy Tech students to participate in co-curricular activities at IUPUI.
- Explore ways to partner with The IUPUI [Office of Degree Completion](#) (created in November, 2014).
- Determine opportunities for targeted recruitment activities and student support for Veterans and Military personnel with the respective offices at Ivy Tech and IUPUI.
- Provide training workshops for Ivy Tech Academic Advisors related to IUPUI policies, resources, procedures, and academic requirements.
- Facilitate a Student Mentoring program with the Office of Transfer Student Services for Passport Scholarship recipients.

Academic

- Work with academic units at both institutions to create additional and updated articulation agreements.
- Gather information about TSAP degree matches and communicate with academic units regarding policy and/or changes.
- Provide ongoing academic advising training for Passport and Ivy Tech academic advisors.

Support transition of veterans and military personnel into IUPUI

- Expand the capacity to provide services to veterans and military personnel

Evidence of Progress:

- After an evaluation of the data reported in previous years, it was determined to utilize the demographics from the [2015–16 IU Fact Book](#).

Term	Undergraduate	Graduate/ Professional	Total veteran/service member enrollment	% Change from Preceding Year
Fall 2011	1,085	224	1,309	

Fall 2012	1,066	223	1,289	-1.6%
Fall 2013	978	227	1,205	-7.0%
Fall 2014	952	230	1,182	-1.9%
Fall 2015	840	260	1,100	-6.9%

Future Plans and Priorities

- Continue to develop services and expand collaborations to serve veterans and their families with campus and other organizations.
- Continue to partner with the IUPUI Campus American Legion Post 360 for events and workshops associated with collaboration, mentorship and community service.
- Relocate the OVMP to another space within the Campus Center and, if approved, become a Vet Success Center.
- Develop Spring Event for Veterans.

EVCCAO Faculty Appointments and Advancement

Highlights and Accomplishments

Nothing reported for Goal 4.

EVCCAO Graduate Office

Highlights and Accomplishments

- Enrollment of international students in graduate programs on campus continued an upward trend in 2015-2016.
- An increasing number of diverse graduate students are being educated on campus with a 4% increase in the number of domestic students of color enrolled at IUPUI in 2015 compared to the prior year.
- 71.6% of IUPUI graduate students were Indiana residents in 2015-2016, continuing our tradition of providing advanced educational opportunities within the state.
- The trend towards increasing numbers of graduate students, ages 22-24 enrolled on the IUPUI campus continued in 2015-2016. Enrollment for other age groups has remained steady or shows very minor declines.
- Enrollment based on data from fall, 2015 indicated a 1% increase in the number of graduate students in doctoral research degree programs and 1% increase in professional doctorate students, with a 1% decrease in master's student enrollment across the campus.
https://www.iu.edu/~uirr/reports/standard/factbook/2015-16/IUPUI/Student_Data/Enrollment/Level
- Growth in master's student enrollment was seen in the Kelly School of Business, the Lilly School of Philanthropy, Purdue School of Engineering and Technology, School of Health and Rehabilitation Sciences, School of Informatics and Computing, School of Physical Education and Tourism Management, and the School of Social Work in 2015-2016.
- Significant growth in enrollment in doctoral research degree programs was seen in the Lilly School of Philanthropy, PU School of Engineering and Technology, McKinney School of Law and the School of Education. Modest increases in doctoral research enrollment were seen in the PU School of Science and the School of Liberal Arts.

- Access to the Midwest Student Exchange was unrolled for graduate and professional students on campus. The Graduate Office, worked in concert with the Offices of the Registrar, Financial Aid, Bursar, and the Enrollment Management to develop a seamless process for schools to advertise participation in this program and to ensure graduate student admissions, tuition charges and financial aid for these students would be coordinated. A specific set of website resources as well as brochures for recruiting graduate and professional students via the MSEP have been developed and provided to schools.
<http://graduate.iupui.edu/admissions/msep/index.shtml>
- The Graduate Office is working with IRDS to develop a platform for easily tracking graduate and professional student retention and time to degree which will offer analysis at the program and department level. This system will facilitate faculty evaluation of retention and time to degree for different student populations in real time.
<http://irds.iupui.edu/Institutional-and-Strategic-Planning/IUPUI-Data-Link>

Future Plans and Priorities

- In the Coming Academic Year
 - A continued push to get the IRDS site for graduate and professional student retention and time to degree ready to launch.
 - Developing additional online tools to easily assess graduate student enrollment trends at the program level for faculty and staff.
 - Work with Engineering and Technology faculty and staff to address their needs for tools for enrollment management.
 - Increase faculty comfort and access to the IRDS system for graduate and professional student enrollment and education.
- Longer-term
 - Develop a program to accurately track graduate and professional student outcomes (employment, publications, national distribution) to enhance the national recognition of our degree programs and to build a stronger graduate and professional alumni database.
 - Ensure the professional schools recognize the capabilities of IRDS in providing information on their current and future students.

EVCCAO Honors College

Highlights and Accomplishments

Nothing reported for Goal 4.

EVCCAO Institutional Research and Decision Support (IRDS)

Highlights and Accomplishments

- Developed several reports to aid in strategic planning and decision making for the Division of Enrollment Management. Among these were a [series of figures which provided detail on progress toward meeting enrollment management strategic goals for enrollment of key groups of students, number of credit hours, retention rates, and financial aid indicators.](#)
- Developed a [tableau dashboard displaying IUPUI enrollment by Indiana county, US state, and country for international students.](#) This map also included enrollment from states included in the Midwest Student Exchange Program. The map will be used at the

school and department level to identify opportunities for recruitment of new IUPUI students.

- IRDS staff provided several comprehensive reports that were used by the school to better [understand enrollment trends](#). These included a report to the School of Liberal Arts on the decline in credit hours and a report for Health and Life Sciences Advising describing school admittance and changes in majors for students beginning in pre-Nursing and other health and life science majors.
- IRDS staff worked to develop preliminary enrollment projections for beginners, new transfers, and total enrollment at IUPUI. These projections will be used for future planning purposes.

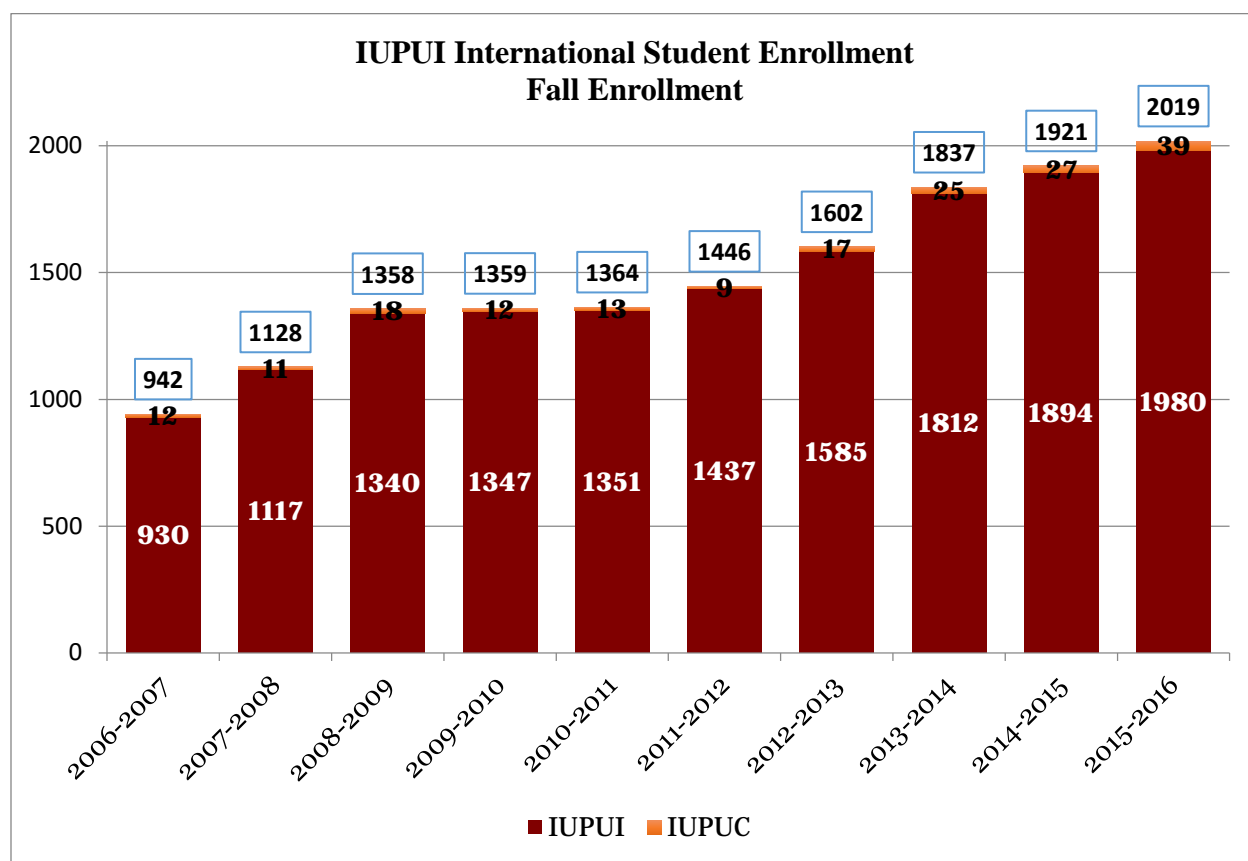
Future Plans and Priorities

- Build capacity to develop more accurate and timely enrollment projections
- Conduct a series of investigations to understand impacts on a number of new initiatives such as banded tuition, increases in need-based aid, etc.

EVCCAO International Affairs

Highlights and Accomplishments

- International student enrollment passed the 2,000 student mark (2,019) in Fall 2015, increasing 5.1% from Fall 2014 to 2015. The percentage of international students in Indianapolis increased from 6.5% to 7%. Since 2011, international enrollment has increased 40%, with similar growth rates at the undergraduate (39.4%) and graduate levels (42.7%).
- Students from 147 countries were represented in the IUPUI student body.



- OIA established services targeted to support international students in the new [Program for Intensive English](#) (PIE). Procedures were established for billing, insurance enrollment, and the processing of I-20s for PIE students, and an advisor was hired and trained to provide immigration support for this student population.
- OIA created and deployed an email marketing campaign for recruiting high achieving international undergraduates using Salesforce Marketing Cloud and SAT names buys.
- IUPUI’s international recruitment team travelled to 24 countries, engaged in 17 weeks of recruitment travel, attended 18 college fairs, and visited 135 international schools to recruit qualified undergraduate international students.
- International admits for Fall 2016 were offered 54% more first year undergraduate (FYU) scholarships compared to Fall 2015. International applicants with SAT scores of 1100 or higher increased by 74%.
- Undergraduate international student recruitment capacity was expanded through
 - 1) collaborating with the IU Office of the Vice President for International Affairs to establish an assistant manager position at the IU China Gateway Office (Beijing) that has 50% FTE dedicated to IUPUI undergraduate recruitment, and
 - 2) expanding staff capacity for recruitment support, management of the student ambassadors program, and social media outreach to prospective international students.
- International admissions staff consulted with IUPUI schools pursuing increased international enrollments via international partnerships. In collaboration with Academic Affairs and participating schools, expanded the IMPORTS scholarship program to provide enhanced transfer scholarships for highly qualified students enrolling in collaborative undergraduate programs at partner institutions such as Sun Yat-sen University (SYSU) and the University of Tehran.

- Programs approved, implemented, and/or extended during 2015-16 include the following:

Partner Institution	Country	IUPUI School	Department	Type of Program
Shanghai Jiao Tong U	China	Public Health	Biostatistics	1+1 MS Dual Degree Program
Southeast University	China	Public Health	Public Health	Accelerated BS-MS program
Nanjing Medical University	China	Public Health	Public Health	Accelerated BS-MS program
American U of Central Asia	Kyrgyzstan	Law	Law	LLM Transfer Program
U Saint-Esprit de Kaslik (USEK)	Lebanon	Law	Law	LLM Transfer Program
U of Tehran	Iran	Engineering	Engineering	1+1.5/2+2
SYSU	China	Science	Computer Science	2+2 Dual degree program
SYSU	China	Science	Earth Sciences	2+2 Dual degree program
SYSU	China	Business	Business	2+2 Dual degree program
UNITEN	Malaysia	Engineering	Engineering	Transfer Program
KKTM (MARA)	Malaysia	Engineering	HETM	Transfer Program

Future Plans and Priorities

- In collaboration with the Office of Undergraduate Admissions, implement strategic Customer Relationship Management (CRM) marketing campaigns via the Salesforce CRM to enhance international student recruitment, with a particular focus on freshmen high achievers from targeted countries.
- Develop and deploy an enhanced pre-arrival communication plan for accepted international students, to support enrollment yield efforts. Incorporate greater use of automated communications into the pre-arrival communication stream.
- Leverage the recruitment position at the China Gateway Office to develop innovative recruitment outreach, including strategies for branding IUPUI in the China market.
- Identify and develop initiatives to recruit and enroll undergraduate and graduate sponsored students.

EVCCAO Office for Women

Highlights and Accomplishments

Nothing reported for Goal 4.

EVCCAO University Library

Highlights and Accomplishments, including evidence of effectiveness

- Examples include: enrollment trends, characteristics of enrolled student demographics, retention rates, time to degree completion, number of degrees

conferred, total credit hour trends, recruitment and retention activities and results, etc.

Future Plans and Priorities

Nothing reported for Goal 4

Finance and Administration

Highlights and Accomplishments

Nothing reported for Goal 4

Planning and Institutional Improvement

Highlights and Accomplishments

- Kahn served on the *Foundations of Excellence (FoE)* Data Action Team, one of the committees helping to implement the recommendations emerging from the Division of Undergraduate Education's *FoE* project to improve outcomes for students transferring to IUPUI from other campuses.
- Mzumara served as a member of the "Transitions Dimension Committee" for the *FoE*. *FoE* Action Team Reports can be found online at <http://go.iupui.edu/foereport>
- Kahn served on the Steering Committee of the Council on Retention and Graduation and Mzumara continued his service as a member of the Council.
- Banta served as a member of the Enrollment Management Advisory Council and assisted with the search for an Associate Vice Chancellor for Enrollment Management.

Future Plans and Priorities

Nothing reported for Goal 4

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- Nanotechnology Experiences for Students and Teachers Program (NEST) provides STEM Education for underrepresented minorities to area high school students and teachers to the field of nanotechnology. <http://indi.iupui.edu/ITEST.php>
- Hosted IUPUI Research Day 2016, 2016, with approximately 600 attendees (including local high school students and industry partners). Research Day provides an opportunity for the IUPUI faculty, staff, and students, and their academic, industrial, governmental partners, and the broader community, to come together and learn more about the research enterprise at IUPUI, explore new collaborations, and lay the foundation for new partnerships.
<http://research.iupui.edu/events/researchday2016/index.php>

Office of the Vice Chancellor for Student Affairs

Highlights and Accomplishments

Nothing reported for Goal 4.

University Information Technology Services (UITS)

Highlights and Accomplishments

- UITS recently partnered with IUPUI's Office of Enrollment Management (OEM) and others to implement Salesforce for undergraduate recruiting. The solution replaces the legacy Talisma system and provides OEM and school staff the ability to manage prospect data and interactions, as well as sophisticated communication campaigns.
- In late 2014, IU Communications and UITS initiated a project to migrate users of What Counts into the Salesforce Marketing Cloud, formerly known as ExactTarget. Two IUPUI business units were part of the project implementation team, and over 20 business units migrated into Salesforce by August 2015. UITS continued the rollout of the Salesforce Marketing Cloud, which now includes dozens of units across IUPUI. As part of the project with OEM, this environment now also includes the capability for automated marketing campaigns.

Future Plans and Priorities

Nothing reported for Goal 4

Leverage our Strengths in Health and Life Sciences

Athletics

Highlights and Accomplishments

- Department increased number of hours and engagement with Heather Fink, Registered Dietitian and Board Certified as a Specialist in Sports Dietetics. Fink provided mentoring and counseling in health and wellness activities and overhauled department celebrations that involved food for student athletes to provide healthier alternatives at the event. Student athletes are able to schedule individual or team based sessions with Fink to gain access to personalized nutrition training; they also learn how to shop for affordable, healthy food and how to make good food choices while traveling to and from competitions.
- Additional leadership programming was expanded to other dimensions of wellness to help student-athletes during their IUPUI career and beyond: physical, emotional, social, intellectual, and environmental.
- Future plans include formalization of one specific life skills programming event per Fall and Winter semester, mandatory for all student athletes.

Columbus

Highlights and Accomplishments

- Schneck Medical Center (Seymour) donated four Mortara Instrument, 12-lead EKG machines the IUPUC School of Nursing.

Herron School of Art and Design

Highlights and Accomplishments

- Associate Professor Helen Sanematsu, in her senior capstone course Service Design with CTSI, worked on a research project connected to the Eskenazi Center for Brain Care Innovation investigating diabetes and depression.
- Assistant Professor Aaron Ganci is working on a “connected pillbox” project, based in the School of Nursing and involves collaboration between Nursing, Medicine, Electrical Engineering, Computer Engineering and Design. Group applied for a \$50,000 grant (Center for Nursing Research and Scholarship Grant) to test the first prototype. Aaron is designing the overall user experience and the mobile application and is Co-PI on the grant.
- Associate Professor Youngbok Hong and VCD graduate students worked with Eskenazi Center for Brain Care Innovation on patient centered design
- Associate Professor Youngbok Hong and VCD graduate students worked with the Sports Innovation Institute.
- Students and faculty working in the Think It Make It Lab engage in research, design, digital fabrication and production methodologies that will be invaluable to their own creative and professional development and to 21st century industry.
- Art Therapy Internship sites are established with social and health service organizations throughout Central Indiana. The Art Therapy students deliver high quality patient care in collaboration with hospitals, clinics and organizations that serve individuals living with mental and physical challenges. Graduates are employed in Indiana as art therapists in healthcare organization
- A partnership has been established between the Art Therapy Program and the IU School of Medicine, Department of Neurology. Collaborative research projects continue to develop and two student fellowships are being supported.
- Community workshops are being led by the Art Therapy Program for veterans and their family members
- Working with IU Health Methodist Hospital, VCD graduate students redesigned the waiting room to create an emotionally sensitive environment for patients’ families.
- A new series of courses, Interprofessional Innovation Challenge: Healthcare Where People Live, Work, and Play, were developed in response to a fundamentally transformed healthcare system that will require radically reformed thinkers. To begin meeting this need, IU Schools of Nursing, Informatics & Computing, Kelley School of Business, Herron School of Art & Design, Purdue School of Engineering and Technology, Fairbanks School of Public Health and the Department of Communication Studies are participating in an interprofessional learning laboratory where student teams formed from diverse professional disciplines will tackle assigned challenges that require innovation, discovery and collaboration.
- Visual Communication Design faculty and students are collaborating on projects and grants with the School of Medicine and the Indiana Clinical and Translational Science Institute (CTSI) to provide service design and communication design
- Students developed printed design materials that researchers from the IU Schools of Nursing and Medicine use in their interactions with patients
- Graduate students Adrienne Brown, Galo Carrion, Robert Wessell and Michelle Kwolek, led by Associate Professor Youngbok Hong, created a service model for IU Health's proposed new Center for Mature Women.

- Trisha Mason (Junior, Illustration Major) created the mascot for the School of Medicine Safety Program
- Clinical Assistant Professor Eileen Misluk Collaborated with Institute of Expressive Psychotherapy in Italy on research in Art Therapy
- Assistant Professor in Photography Stefan Petranek received four grants to create an interactive art initiative at the world's largest genomic conference.
- Herron's Art Therapy Program hosted artist & veteran Drew Cameron who led a group of veterans and family members through a Combat Paper workshop. In his own post-combat search for meaning, Cameron, the project's co-founder, discovered that paper making could be a transformative process that broadens "the traditional narrative surrounding the military experience and warfare."
- Helen Sanematsu, Associate Professor of Visual Communication Design, brought real-world studies in the health sciences into her teaching in Spring. Principal Investigators from the IU School of Nursing, the IU School of Medicine, and the Indiana Institute for Personalized Medicine worked with five senior students on capstone projects on Disruptive Behavior Disorder in adolescents, MRSA (an antibiotic-resistant strain of bacterial staph infections), and pharmacogenetics. Students designed printed materials that researchers actually used in their interactions with patients and reports of their findings and outcomes.
- Helen Sanematsu, Associate Professor of Visual Communication Design, was designated Associate Director for Communications at the Community Health Engagement Program of the Indiana CTSI. Her role is to improve the "fit" between health research and the public at large through the application of service design and communication design, with the ultimate goal of improving the health culture of Indiana.
- Helen Sanematsu, Associate Professor of Visual Communication Design and a team of students and alumni are working on The Patient Engagement Core, a joint project of the Indiana CTSI and the IU School of Medicine, to create design methods and artifacts with more than 15 investigators.
- The Indiana University School of Nursing, Informatics & Computing, Kelly School of Business, Herron School of Art and Design Purdue School of Engineering and Technology, Fairbanks School of Public Health, and the Department of Communication Studies have developed an inter-professional leaning laboratory rooted in real-life innovation, discovery and collaboration. Graduate students in collaborating schools have the option to enroll in a series of three courses that will allow them to join a team of colleagues in a stable cohort over 1.5 year to solve a series of challenges related to the delivery of healthcare where people, live, work and play. Associate Professor Youngbok Hong as one of the faculty coaches has developed the course activities and led the two student teams. Her student team including Adrienne Brown, Herron Graduate student, won the first case study competition.
- Anthony Deak, a senior photography student, produced promotional videos for CHAMP Camp, a not-for-profit organization that brings children with respiratory challenges and severe mobility issues into the outdoors for a week-long camp experience.

Kelley School of Business

Highlights and Accomplishments

- BoM MBA Program for physicians <http://kelley.iupui.edu/physician-mba/>

- Aspiring Kelley School of Business physician MBAs [helped promising healthcare start-ups 'score' a stronger business strategy](#) in the consulting course in the Business of Medicine MBA program. The course gives the practicing physician students the opportunity to working with a healthcare start-up and learn knowledge that can be applied to managing change and driving innovation at their hospitals and practices.
- Twenty-six physician MBA students carried out eight process improvement projects within their own healthcare organizations to receive green belt certification in Healthcare Lean Six Sigma process improvement.
<http://news.iupui.edu/releases/2015/08/business-of-medicine-sigma.shtml>
<https://hub.kelley.iupui.edu/blog/blog/one-simple-approach-to-improve-healthcare-quality.html>
- Reed Smith, professor of accounting and faculty chair of the Graduate Accounting Programs, has been teaching in the Business of Medicine MBA Program for three years. As a result of this experience and discussion with BKD (a regional CPA firm), GAP is considering the addition of healthcare accounting and healthcare finance courses in the MSA Program. These courses would increase the options for non-tax graduate students in the program. The courses would be taught by healthcare accounting professionals in the Indianapolis area.
- Center for the Business of Life Sciences (CBLS)
 - IU Life Sciences Day focused on the topic of Cybersecurity in Medical Devices with speakers from the IU School of Informatics & Computing, Eli Lilly, Hill-Rom, and Roche. 40 students on both the Bloomington and Indianapolis campuses earned their Certificate in the Business of Life Sciences.
<http://kelley.iu.edu/CBLS/news/page49929.html>
 - Personalized and Precision Medicine Conference at IUPUI Hine Hall, November 20, 2015. <http://kelley.iu.edu/CBLS/conferences/page46924.html>
 - The Continuing Disruption of Healthcare and Life Sciences Business Models at OneAmerica Tower, February 19, 2016.
<http://kelley.iu.edu/CBLS/conferences/page46925.html>
 - The Shift from In-Patient to Alternate Care Settings at Cook Medical World Headquarters, Bloomington, IN, May 13, 2016.
<http://kelley.iu.edu/CBLS/conferences/page46926.html>
 - Executive Certificate in the Business of Life Sciences (ECBLS) is a five-course graduate level program in the Business of Life Sciences.
<http://kelley.iu.edu/CBLS/certificate/page40186.html>
- Kelley alum's startup thriving and providing ultrasound equipment to those in need.
<https://hub.kelley.iupui.edu/blog/blog/kelley-alums-startup-providing-ultrasound-equipment-to-those-in-need.html>
<https://hub.kelley.iupui.edu/blog/blog/kelley-alums-startup-business-thriving.html>
- Health Related Publications
 - Rickert, Vaughn I., Auslander, Beth A., Cox, Dena S., Rosenthal, SL, Rupp, RE, & Zimet, GD. (2015). School-based HPV immunization of young adolescents: Effects of two brief health interventions. *Human Vaccine and Immunotherapeutics*, 11 (2), 315-321.
 - Magid, Julie Manning. *Is Pregnancy a Disability? Examining the Trend of Accommodation Legislation and Federal Disability Law*, in GENDER, RACE, & ETHNICITY IN THE WORKPLACE: EMERGING ISSUES, ENDURING CHALLENGES (Margaret Karsten ed. 2015).
 - Magid, Julie Manning., *Employee-Created Healthcare Innovation at a Crossroads*, in MANAGING THE LEGAL NEXUS BETWEEN INTELLECTUAL PROPERTY AND EMPLOYEES:

DOMESTIC AND GLOBAL CONTEXTS (Lynda Oswald & Marisa Anne Pagnatarro eds. 2015).

Future Plans and Priorities

- In the Coming Academic Year
 - Work with Lilly on potential for executive education program in collaboration with Kelley Executive Partners (KEP).
 - Evaluate how Kelley Indianapolis can work with other life sciences companies to enhance business education opportunities, like the Business of Medicine MBA Program.
 - Work closely with the Center for the Business of Life Sciences (CBLS) to provide health-related business programs and opportunities in Indianapolis.
- Longer-Term Goals
 - Evaluate opportunities to expand the Business of Medicine MBA Program.
 - Continue to encourage Kelley Indianapolis faculty to work with the Kelley Center for the Business of Life Sciences to enhance research and programs in the area of life sciences.
<http://kelley.iu.edu/CBLS/faculty/directory/page16638.html>

Lilly Family School of Philanthropy

Highlights and Accomplishments, including evidence of effectiveness

- Faculty member [Sara Konrath](#) taught a new graduate course on Altruism and Health, exploring the ways in which volunteering and giving impact physical, mental and emotional well-being.

Future Plans and Priorities

- The Lilly Family School of Philanthropy is exploring health and philanthropy collaborations with internal IU, IUPUI and external partners.

McKinney School of Law

Highlights and Accomplishments, including evidence of effectiveness

- The Hall Center for Law and Health at McKinney organizes numerous lectures, symposia, and events centered around health and life sciences topics every year, and its professors publish a plethora of papers relevant to this area. Many are done in conjunction with other units on campus or external partners. For a complete list of events during the timeframe of 1 July 15 – 30 June 16, please visit the Center's [webpage](#).
- U.S. News and World Report ranked McKinney's health care law program number 11 in the nation in its 2016 rankings. Our Legal Writing program was ranked 25th, and our part-time program was ranked 23rd.
- The National Jurist once again named McKinney to its "Best Value Law Schools" list.

- McKinney’s wellness efforts on behalf of its students are award winning: for the second time in two years our Office of Student Affairs has received the Erik Chickedantz Wellness Award from the Indiana State Bar Association.
- McKinney formed a Wellness Committee, made up of faculty, staff, and students that promotes and builds a wellness culture within the law school community. The first Wednesday of each month is “Wellness Wednesday”, on which the Office of Student Affairs publishes an e-newsletter that provides information and resources regarding various wellness events and initiatives offered on campus and in the community. Wellness events are held on those days, and have included a self-defense class, yoga, and anonymous mental health screenings.

Future Plans and Priorities

- The Hall Center for Law and Health at McKinney will continue to organize numerous lectures, symposia, and events centered on health and life sciences topics, and its professors will continue to publish papers relevant to this area.
- The McKinney Wellness Committee will continue to develop programming to better the health and wellness of its students, staff, and faculty.

Richard M. Fairbanks School of Public Health

Highlights and Accomplishments, including evidence of effectiveness

- Dean Paul Halverson believes that FSPH should be a leader in advocating for a better health status in Indiana. To this end, he 1) was interviewed for the *Indianapolis Star* about the [Healthy Hoosiers Foundation](#), a new non-profit to support public health initiatives; 2) participated in a [roundtable discussion](#) convened by U.S. Senator Joe Donnelly and U.S. Representative Susan Brooks on the opioid epidemic in Indiana; 3) [Testified](#) before the U.S. House of Representatives Committee on Energy and Commerce about the public health impact of prescription opioid abuse; 4) was quoted extensively for an [editorial](#) by Matt Tully for the *Indianapolis Star* on raising the legal age of tobacco use in Indiana to 21.
- A new health care environment has increased demand for graduates equipped with dual sets of skills. To encourage enrollment in dual and joint degree programs, FSPH partnered with 1) IU Health and McKinney School of Law to support JD-MPH/JD-MHA students (IU Health Law Scholars), 2) Eskenazi Health to support MPH-MHA students (Eskenazi Health Scholars), and 3) the Health Research and Services Administration to support MD-MPH students. Support includes scholarships, mentoring, and experiential learning opportunities.
- In FY16, FSPH graduate students participated in several Inter-professional Education (IPE) courses and learning modules coordinated by IUPUI’s Center for Inter-professional Health Education and Practice. An undergraduate seminar integrating public health and dentistry has been developed by Tom Duszynski, Epidemiology Department, and Michelle Quirke, IU School of Dentistry. FSPH provided \$48,189 to support the IPE program.
- FSPH was the first School of Public Health to host the CDC’s training on Legal Epidemiology, defined as “the scientific study of law as a factor in the cause, distribution and prevention of disease in a population.” Presented by staff from the Centers for Disease Control and Prevention Public Health Law Program, the workshop was supported through the IU Health Law Scholars Program (FSPH, IU Health, and McKinney School of Law).
- In September, Dean Paul Halverson and FSPH hosted a day-long visit by the U.S. Surgeon General. His activities included meeting with members of the Attorney General’s

Prescription Drug Abuse Task Force, a luncheon with the FSPH faculty and staff, and a [public talk](#) on the IUPUI campus. His presentation was attended by nearly 200 people.

- The Fairbanks School of Public Health was commissioned by the Richard M. Fairbanks Foundation to research and write papers on the impact of two prominent public health problems on the health of Hoosiers, [tobacco use](#) and the [prescription drug and opioid epidemic](#). Both papers were cited in editorials by Matt Tully in the *Indianapolis Star* and are being used by the Fairbanks Foundation to guide strategic giving targets for the state.
- FSPH released data from the biennial [IU Workplace Health and Wellness Survey](#) (Drs. Lisa Staten, PhD, and Greg Steele, Dr PH, principal investigators) which showed clear improvement in employees perception of health-related resources and programs offered by IU, and in measures of organizational support such as opportunities to be physically active.
- For the second consecutive year, the FSPH partnered with the National Forum for Heart Disease and Stroke Prevention to bring World Heart Day to IU. The theme was the “Just One Thing Challenge”, which encouraged employees to take one step to improve their heart health. An Op Ed by Dean Paul Halverson to promote World Heart Day walks at all 8 IU campuses was featured in the [Indianapolis Star](#).

Future Plans and Priorities

- Build continuing support for joint and dual degree programs--IU Health Law Scholars, Eskenazi Scholars, MD-MPH.
- Expand our involvement in the IPE initiative on the IUPUI campus.
- Provide leadership and support to the IU Workplace Wellness initiative. Model leadership by establishing wellness programs at FSPH.
- Partner with the Fairbanks Foundation to increase awareness and develop solutions to address the impact of tobacco and opioid use on Hoosiers.

School of Dentistry

Highlights and Accomplishments

- IUSD is a significant participant in enhancing IU’s leadership in interprofessional education (IPE) and collaborative practice. Dr. Laura Romito, associate professor, Biomedical and Applied Sciences, serves as one of two IPE associate directors in the IU Center for Interprofessional Health Education and Practice (CIPHEP).
- IUSD's Dr. Laura Romito and Dr. Rick Jackson serve on the CIPHEP Design and Implementation Team which is operationalizing IU’s Team Education Advancing Collaboration in Healthcare (TEACH) curriculum framework for launch in Fall 2017.
- IUSD has established an internal IPE Workgroup to assist the IUSD community in understanding, assimilating and assessing IPE activities for the dental school. This team has grown IUSD’s faculty capacity in IPE, promoted adoption of the TEACH curriculum framework by the school, and supported increased involvement in IPE learning activities by IUSD’s students.
- IUSD's Curriculum Committee approved and implemented a D3 IPE ethics seminar rotation with students from the Schools of Medicine and Nursing.
- Dental Hygiene students participated in a case-based IPE learning activity with students from the Schools of Nursing, Health and Rehabilitation Sciences, and Social Work.

- IUSD faculty conduct population health studies on access to care, oral health promotion and outcomes of care in a variety of community settings (see research and creative activity goal below).

School of Education

Highlights and Accomplishments

- As part of the Woodrow Wilson Fellowship program, the following fellows have had an impact in Science Education:
 - Georgia Watson (Cohort 1), Bridgette Drake (Cohort 2), Kyle Roberts (Cohort 2), Sheila Pritchett (Cohort 2), Steve McFarland (Cohort 3), and Jacob Olson (Cohort 7) received an \$8K stipend from an NSF grant to research and develop nanotechnology lessons and participate in the “STIR” observation protocol.
 - Blake Nathan, Cohort 4, has initiated the “Educate ME Foundation” related to the recruitment and retention of minority educators. He has received multiple grants related to this effort & was written up in the US News & World Report
 - Mark Brouwer (Cohort 6), Calvin Moser (Cohort 5), Blake Nathan (Cohort 4), and Katherine Russo (Cohort 6) were selected for Indiana STEM Teaching Fellows Microgrants of \$5,500.00. Mark will be using the funds towards laser measuring, Calvin is using it for desks to support larger monitors, Blake will be purchasing a wide range of STEM supplies for his classroom, and Katherine will be getting Swivl Robots.

Future Plans and Priorities

- Continue planning collaborative degrees with School of Nursing

School of Engineering and Technology

Highlights and Accomplishments

- Health and life sciences is a key research and educational focus area within E&T and spans across many programs and departments. Below is a representative list of some accomplishments over the past year:
 - Biomedical engineering (BME) [received](#) a National Institutes of Health grant to uncover why mechanical stimulation of bones increases their resistance to fractures.
 - BME is strengthening its involvement in the inter-professional integrated experience of the DNP program at the IU School of Nursing. This is an opportunity for BME non-thesis Master’s students to engage in projects with students from the School of Nursing and other Schools participating in the program to solve problems with potential for great social economic impact.
 - BME received an NIH R21 grant from the National Institute of Arthritis and Musculoskeletal and Skin diseases (NIAMS) to identify a novel therapeutic target for treatment of osteoarthritis.

- BME is developing a three-dimensional bioprinting project for cartilage repair and plans to submit an NIH R01 proposal based on this project.
- A [mechanical engineering faculty](#) member received an R01 grant from NIH in the area of biomechanics.
- A music and arts technology faculty member is collaborating with the School of Medicine in an iPad Project to develop software to enable patients receiving care in isolated units to perform music and create art online using iPads.
- The Healthcare Engineering Technology Management program received a \$20,000 gift from the Association for the Advancement of Medical Instrumentation to explore and develop content associated with the application of systems engineering to the use of technology in the clinical setting.

Future Plans and Priorities

- Continue to aggressively submit health and life science proposals for extramural funding that span the mission of teaching, research, and community engagement.
- The Department of Music and Arts Technology hired an additional music therapy faculty member to start in August 2016. Her research program focuses on two areas: spirituality in hospice music therapy and the effect of music therapy on the epigenome.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments

- Physical Therapy students Andrew Wiseman and Michael Mohr of the GoBabyGo@IU student organization were awarded the Wayne Township 2016 Dare to Dream Award for their work with pediatric patients in Wayne Township Schools. Working with students from the IUPUI School of Engineering, Wiseman and Mohr are designing adaptive vehicles for children with physical and developmental disorders.
- Collaborating with other IU health schools, occupational and physical therapy student and faculty volunteers continue to provide services at the IU Student Outreach Clinic (SOC), a free clinic dedicated to providing pro bono services to Indianapolis' underserved population.
- Dietetic Interns, Maggie Kilbride and Megan McDermott, won the Indiana Society for Parenteral and Enteral Nutrition (ISPEN) Case Study Award for their case studies on "Medical Nutrition Therapy for a Major Digestive Tract Surgery" (Kilbride) and "Anastomotic Gastric Ulcer" (McDermott).

Future Plans and Priorities

Nothing reported

School of Informatics and Computing

Highlights and Accomplishments

- The SoIC has a strong structural and scholarly commitment to the health and life sciences. The Bio-Health Informatics Department of the SoIC is the most obvious platform for that commitment, although faculty in the two other departments (HCC and LIS). Optimizing that commitment has been challenging during this past year. Just before the start of the 2015-16 year, the BHI chair for its first two years (2013-15) resigned to accept another position in

spring, 2015. He was replaced by interim chair Dr. Huanmei Wu, who will fully assume the chair in the fall, 2016. Also during this past year, another colleague in Health Informatics passed away, and another tenured colleague in Bio-informatics left for another university in spring, 2016. Two new full-time faculty colleagues have been hired, starting in the fall, 2017. Additionally,

- During the fall, 2017, the BHI Department will re-write its three-year-old strategic plan to better reflect the new opportunities presented by these changes.
- The BHI Department will start the new year with some positive momentum. Announced in May, 2016, SoIC Assistant Professor Xiaowen Liu, from the Bio-informatics program, will serve as PI on a \$1.18 million grant from the NIH for his exploration of “Computational tools for top down mass spectrometry based proteoform identification and proteogenomics.” The grant includes collaborators from the IU School of Medicine, and the University of Oklahoma. This is the largest federally-funded research grant in the SoIC’s past decade.
- Other SoIC departments also pursue projects in the health and life sciences realm. Media Arts and Science (MAS) faculty and students are working with researchers from the School of Dentistry, creating a prosthetic mandible (jaw bone) utilizing digital scanning and 3-D sculpture and printing technology—revolutionizing a field that has long relied on more cumbersome materials and techniques.
- An IUPUI Diversity Research Scholar and junior in the SoIC’s MAS program, won the 2016 Joseph T. Taylor Academic Achievement Award for her work with MAS Associate Professor Joe Defazio in creating a computer-based “serious game” to help children with diabetes learn to better manage their disease.
- Associate Professor Rachel Applegate, chair of the SoIC’s Department of Library and Information Science, published “Autism in Young Adult Novels: An Annotated Bibliography” to help libraries and schools. The book identifies novels published between 1968 and 2013 that have autism content and evaluates how the lives of characters with autism are portrayed.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- SLA’s Medical Humanities and Health Studies bachelor’s degree program, in only its third year, reached [54 majors](#) in Fall 2015.
- The Ph.D. program graduated its first Ph.D. recipient in 2016 (see link above under academic programs) and recruited its largest entering class.
- The Ph.D. program in Health Communications welcomed its third cohort (mentioned above in academic programs); the MA program in Applied Communications continues its strong program (ranked [top MA program](#) by the National Communication Association in 2012), which includes a Health Communications track.
- SLA’s Department of Sociology offers a [concentration in Medical Sociology](#) for its majors
- The MA in Applied Anthropology offers courses related to [medical anthropology](#).
- Continued involvement in IUPUI’s [Life-Health Sciences Internship Program](#)

- Training in health care interpreting in Spanish translation program; notable that the faculty member who has headed this up, Professor Enrica Ardemagni, is currently [President of the National Council on Interpreting in Health Care](#).

Future Plans and Priorities

- In the Coming Academic Year
 - The Department of World Languages and Culture will collaborate with the School of Nursing at the graduate level.
 - Additionally, SLA will explore an inter-professional experience graduate option with Nursing.
 - Explore possibility of acting on World Health Organizations' invitation for our Global Health Communications Center to become a collaborating partner (SLA would be the only school of liberal arts in the world so aligned).

School of Nursing

Highlights and Accomplishments

- The HRSA Nurse Education, Practice, Quality and Retention (NEPQR) grant brings together students from IU Schools of Nursing and Medicine, and IU Health Methodist, along with primary care centers across the state of Indiana to facilitate interprofessional practice in the state.
- Continuing effectiveness in clinical partnerships has been demonstrated by case study development, real-time application and problem-solving related to process improvement (IUH, Eskenazi Health, St. Vincent Health, and Franciscan Health Services).
- Continuing success has been achieved with strengthening partnership with Eskenazi Health (Forest Manor Clinic) and Riggs Community Health Center for FNP student clinical education.
- Participation by graduate faculty in major clinical partner initiatives include Magnet preparation with Eskenazi Health (Dr. Jeni Embree) and evidence-based practice/research (Dr. Janet Fulton)

Future Plans and Priorities

- Engagement with other health schools is planned for existing course in DNP program focused on interprofessional team problem-solving and development of leader-team member competencies.
- IUSON continued an outstanding tradition of student involvement in research (37 undergraduate and graduate students directly involved in faculty research activities; co-authored over 113 manuscripts, 31 books and book chapters, 11 editorials and 8 creative works).
- Celebrated 25 years of consecutive funding for the T32 NIH training grant (received over \$4.5 million in funding for training to support nurses in their pursuit of behavioral health nursing research).
- Hosted a Research Gala celebrating a quarter century of research and research training with 127 faculty, staff, community partners, honored guests, and PhD students in attendance. Twenty-seven current and former T32 NIH funded training fellows and Center for Enhancing

Quality of Life in Chronic Illness (CEQL) funded investigators were recognized for their significant contributions to nursing research.

- In the past year, IUSON faculty continued their commitment to integrating research into clinical nursing care through the IU Nurse Leadership Partnership. This partnership enables IU Health nurses and IUSON nursing students and faculty members to integrate into the IU Health learning community of nursing professionals, resulting in collaborative practice-academic research grants and shared participation in evidence-based practice leadership and initiatives.
- TEDMEDLive Streaming Event: The Center for Professional Development and Lifelong Learning (CPDLL)/IUSON led a team of partners to plan and implement the TEDMEDLive streaming event on the IUPUI campus, open to all students, faculty, staff, and the public to attend. Partners included: Center for Interprofessional Health Education and Practice, Herron School of Art and Design, Richard M. Fairbanks School of Public Health, Robert H. McKinney School of Law, School of Health and Rehabilitation Sciences, School of Medicine, and the School of Social Work.
 - Attendance: 56 attendees from the partner schools as well as the Schools of Dentistry, Science, Liberal Arts, Engineering, and the Kelley School of Business.
- HRSA Interprofessional Practice Grant Activities: The Center for Professional Development and Lifelong Learning (CPDLL) also supported the HRSA Interprofessional Education and Collaborative Practice Grant Activities, including:
 - Presentation on Collective Competence by Dr. Lorelei Lingard, attended by 52 interprofessional participants.
 - TeamSTEPPS 2.0 training workshop, attended by 14 individuals.
 - Grant debriefing workshop, attended by 28 individuals involved in the grant activities.
 - Development and dissemination of recorded webinars and podcasts related to grant activities and interprofessional education and collaborative practice.
 - Support of the Nurse Leadership Institute activities and involvement in related scholarship.
- HRSA Geriatric Workforce Enhancement: The Center for Professional Development and Lifelong Learning (CPDLL) participated in the HRSA Geriatric Workforce Enhancement (GWEP) grant activities as provider of continuing nursing education for the staff and GLEE club workshops and online activities This is carried out through working with the School of Medicine Division of Continuing Medical Education and the grant team, which represents the IUSON, IUSOM, Eskenazi Health, and a number of other community organizations.
- Other interprofessional activities:
 - CPDLL participation in previously mentioned cultural competence in mental health care grant activities connected with mental health nurses as well as social workers, therapists, and other mental health professionals.
 - CPDLL supported the *Woltman Interprofessional Scholars Program* communication workshop in 2015 to provide continuing nursing education as well as website and application support.
 - Aside from the previously mentioned activities, CPDLL offers several activities that are applicable to individuals from professions other than nursing, including: *Using Grounded Theory in Your Research* intensive seminar, *Simulation Immersion and Mastery Institute*, and a variety of online courses geared toward educators that would be appropriate for all professions.
 - The CPDLL supported the *Before I Die Festival* through assistance in organizing the website and calendar information available to the public.

Future Plans and Priorities

- Continue to work with the Geriatric Workforce Enhancement (GWEP) grant activities, including additional online modules and a preceptor training workshop.
- Continue to engage other Schools and Professions as partners and consider future interprofessional activities.

Academic Advisors

- Implemented information sessions and advising for students who will enter the concurrent enrollment option for ITCC students who are working on an ASN and will enroll in BSN coursework at IUPUI to begin transition into the RN to BSN online completion option.
- Held information sessions at IUSON, IUH University and Methodist Hospitals as well as Riley Hospital for Children at IUH for two additional cohorts of RNs who joined the RN to BSN consortium (one cohort began summer of 2015 and one began the summer of 2016).
- Created a new RN to BSN orientation, held each semester and introduced students to online learning systems, IUPUI resources, and IUSON resources. Two sessions have been held since the summer of 2015.
- Participated in campus-wide, local, and national conferences (e.g., NASPA, Nacada, Jacada, EDGE, and ICHE). Advisor Joshua Peaslee joined the IUPUI Campus Advisory Council and advisor Kristen Heath joined the IUPUI Career Services Council. Helen McKuras met with advisors in the Health & Life Sciences advising office to educate members on the accelerated BSN track.
- Worked with the HLS Advising Office this past year by assisting with nursing application workshops and presenting at First Year Seminars. The advisors began planning an event, with this office, for the fall of 2016 aimed at introducing pre-nursing students to the field of nursing. The event will take place at the IUSON, utilizing IUSON students to inform those interested in this major/career about the field of nursing (the opportunities, the reality, and the work it takes).
- Hosted information tables at Eskenazi Health in order to inform employees/guests of the hospital of our program tracks.
- Created a career task force in the fall of 2015. The task force surveyed staff, faculty and students about what services are currently offered and what are needed. Members of the task force interviewed other units on campus to see what they do and what is offered to IUSON students on a campus-wide basis. The task force entertained a presentation by Liquid Compass. The task force divided out tasks for faculty and staff (CAA) and began planning for Fall Career Week, coming in September of 2016. The goal is to host monthly workshops aimed at assisting IUSON students in feeling comfortable with their job search, during and after their education at the IUSON. Two members of the committee attended the EDGE Career Counseling conference and will report back to the group when they resume meetings at the end of this summer. One member created a booklet on resume writing and cover letter writing that is ready for production/printing.

Future Plans and Priorities

- Continue outreach to Eskenazi Health and IU Health.
- Host the Introduction to Nursing event with the HLS Advising Office.
- The Career Task force will implement their services.

School of Physical Education and Tourism Management

Highlights and Accomplishments

- Nine Kinesiology students participating in the Life and Health Science Internship program
- Department of Kinesiology submitted a proposal for a minor in Wellness Coaching
- Mutsa Godza, student in the Department of Kinesiology, and Shaquitta Dent, undergraduate student from Stillman College, were selected as [IPREP](#) Fellows. IPREP is a National Institute of Health program awarded to IUPUI (\$1.25 million grant) to prepare undergraduate students from underrepresented minority populations, including students with disabilities, for admission to graduate programs in the biomedical and behavioral sciences.
- PETM partnered with the campus-wide Health and Life Science Advising Center where a PETM advisor spends 2-4 hours per week in the Center assisting students with major exploration and career planning. 98 total hours were completed in FY16.
- Department of Kinesiology partnered with Anthem, Full Beauty Brands and Healthy IU to provide corporate wellness and health coaching programming and assessment.

Future Plans and Priorities

- Develop proposal for a doctoral program that leverages expertise of exercise science faculty in partnership with the IU School of Medicine and other schools on campus.

School of Public and Environmental Affairs

Highlights and Accomplishments

- Collaboration with the IU School of Nursing, Indiana Hospital Association, Franciscan Alliance, the Indiana Center for Nursing and the Indiana Organization of Nurse Executives to develop training for healthcare professionals to serve on community boards. This meets the IOM and national nursing endeavors to have more nurses in community leadership positions. This collaboration has spurred interest in Executive Education's courses that could benefit the nursing community, especially, the DNP program at IUSON.
- Collaboration with the Indiana Hospital Association to develop advanced leadership training for healthcare leaders.
- The Exec Ed Director has made multiple presentations regarding leadership in healthcare at the Indiana Rural Health Association, the Indiana Hospital Association, and various healthcare organizations throughout the state.

Future Plans and Priorities

- Collaboration with Schools of Nursing, Public Health and Medicine to implement new graduate certificate on Disaster Health Management

School of Science

Highlights and Accomplishments

- IUPUI Chemist is an American Cancer Society Research Scholar Award. Lei Li (also a recent NSF Career Award winner) was recently awarded a 4-year grant to study the role of spore photoproduct in genome instability and epigenetics changes. His lab will examine a special thymine lesion named the spore photoproduct. It is currently considered to only exist in bacterial endospores that can actually form in human skin under solar radiation and is likely a major contributor to skin cancer. This finding represents a paradigm-shifting discovery in the DNA photobiology field.
- IUPUI Biologist receive NIDA award to study the effects of humans exposed to psychostimulants. AJ Baucum, assistant professor of biology and a member of the Stark Neurosciences Research institute, was recently awarded a 2 year, \$365,000 grant to study molecular changes that occur in the humans exposed to psychostimulants such as amphetamines and cocaine. Spinophilin is a brain protein that regulates responses to drugs of abuse via interactions with myriad synaptic proteins. This project will use cutting-edge molecular techniques to develop tools to characterize the role of spinophilin in specific neuronal cell types, in order to identify novel pathways that can be targeted to help ameliorate pathologies associated with addiction and/or illicit drug toxicity.
- Nanotechnology-based sensor developed to measure microRNAs in blood, speed cancer detection. Rajesh Sardar, assistant professor of chemistry and chemical biology in the School of Science at IUPUI, leads an interdisciplinary research program focusing on the intersection of analytical chemistry and the nanoscience of metallic nanoparticles. He, along with researchers from the IU School of Medicine and the IU Melvin and Bren Simon Cancer Center, developed and tested a simple, ultrasensitive microRNA sensor that holds promise for the design of new diagnostic strategies and, potentially, for the prognosis and treatment of pancreatic and other cancers. <http://science.iupui.edu/news/nanotechnology-based-sensor-developed-measure-micrnas-blood-speed-cancer-detection>
- Researchers launch human clinical trial to halt progression of polycystic kidney disease. Under a three-year, \$600,000 Food and Drug Administration grant, Bonnie Blazer-Yost and Dr. Sharon Moe will serve as co-principal investigators into whether pioglitazone -- also known by its trade name Actos -- is an effective long-term therapy to stop autosomal dominant polycystic kidney disease. <http://science.iupui.edu/news/researchers-launch-human-clinical-trial-halt-progression-polycystic-kidney-disease>
- Gabriel Filippelli named 2015 Fellow for International Association of GeoChemistry. The International Association of GeoChemistry (IAGC) named Gabriel Filippelli, professor of earth sciences, a 2015 IAGC Fellow. Filippelli has traveled the world researching climate change and a host of environmental issues. He has served as a science advisor to the Integrated Ocean Drilling Program, a longstanding research effort that studies the history of the Earth recorded in sediments and rocks beneath the sea floor. <http://science.iupui.edu/news/gabriel-filippelli-named-2015-fellow-international-association-geochemistry>
- Computer Science Faculty Member Receives 2016 Research Frontiers Trailblazer Award. Gavriil Tsehpenakis, associate professor, Department of Computer and Information Science at IUPUI received the 2016 Research Frontiers Trailblazer Award, which recognizes outstanding IUPUI researchers who are showing great promise in becoming nationally and internationally known for their accomplishments in advancing the frontiers of knowledge. Tsehpenakis seeks to pattern the detailed morphology and dynamics of individual neurons

during development, and reconstruct neuronal circuits and model their changes during brain development. <http://science.iupui.edu/news/computer-science-faculty-member-receives-2016-research-frontiers-trailblazer-award>

Future Plans and Priorities

Nothing reported for Goal 5

School of Social Work

Highlights and Accomplishments

- The School's faculty have been involved in a multi-year evaluation of the Indiana Department of Child Service's Title IV-E Waiver Demonstration Program, which involves some of Indiana's most vulnerable children.
- A \$1.4 million grant from the Health Resources and Services Administration is being used to provide specialized training to MSW students to work with transitional-aged youth, ages 16 to 25. That population faces numerous risks but is underserved because of a lack of trained social workers. Students participating in the project each receive a \$10,000 stipend.
- The School received a \$900,000 grant to improve the health of those at risk for substance use disorders from SAMHSA. The project, Advancing Multidisciplinary Education for Screening Brief Intervention and Referral to Treatment involves the Schools of Medicine and Nursing are involved in the project as well.
- The National Child Welfare Workforce Institute awarded the School \$735,000 to be used to provide seven MSW a year for five years to receive enhanced training involving trauma and children. Each participating student receives a \$13,650 stipend.
- The School's students are involved in the IU Student Outreach Clinic on East 10th Street; Dr. Betty Walton directs the Child and Adolescent Needs and Strengths Assessment program with the Department of Mental Health and Addictions. The assessment creates a common language to help link the assessment to the design of individual service plans.
- The School's students are involved in the IU Student Outreach Clinic on East 10th Street; Dr. Betty Walton directs the Child and Adolescent Needs and Strengths Assessment program with the Department of Mental Health and Addictions. The assessment creates a common language to help link the assessment to the design of individual service plans.
- Three members of the School of Social Work are participating in the Geriatric Workforce Enhancement Project (GWEP). This is a three year \$3.4 million HRSA-funded project. Ten MSW students will receive stipends of \$10,000 to work in interdisciplinary geriatric field placements in 2016-2017 and in 2017-2018 (five each year).

Future Plans and Priorities

- In the Coming Academic Year
 - The Department of Child Services is expected to extend the evaluation for an additional year.
 - Faculty are working on a research application with DCS to investigate what happens to foster youth as they age out of the system.

Office of Community Engagement

Highlights and Accomplishments

The Office of Community Engagement supports campus engagement with community members in the area of health and wellness to improve Indiana's health status and reduce vulnerability to disease in alignment with APLU [Coalition of Urban Serving University](#) Initiatives.

- Brokered partnerships with faculty in the Fairbanks School of Public Health and [River West/Near West](#) community to secure resources to develop a multi-layer data community action tool that uses Indianapolis climate and health data to reveal potential risks and visualize environmental hazards. As a result, the faculty are continuing to deepen their work with the neighborhood on a collaborative proposal to the Center for Disease Control to more effectively develop brownfields and other contaminated community sites.
- Connected university faculty and staff to health and life science industry experts, alumni and subject matter experts to create more synergy and focused attention on pressing community issues. Staff serve on boards, participate in events and forums, support curriculum development, and promote opportunities to partner (e.g., Community Health Partnership's Synergistic Action to Impact Indiana's Health forum, University Clinical Affairs TEACH, IU School of Medicine Service Learning Taskforce, Community Health Engagement Partnerships, Alumni Relation boards, etc.).
- Awarded 43% of Service Learning Assistant funds to faculty for health related courses, programs, or research.

Future Plans and Priorities

- Leverage relationships with community partners to achieve institutional health and wellness goals.
 - Expand the capacity of [Community Health Engagement Partnerships](#) (CHeP) on community health programs that seek to improve the health of Indiana residents.
 - Develop a plan to encourage community participation in health clinics, tissue banks, and clinical trials on campus.
- Strengthen the campus' responsiveness to pressing health issues and partner with community programs of mutual benefit.
 - Identify, select and orient a Community Health Engagement Liaison to represent IUPUI.
 - Assist the School of Dentistry in establishing a Dental Clinic outreach site in the [River West/Near West](#) community in response to needs identified in their Quality of Life plan.
 - Connect Principal Investigators, faculty, clinical researchers to each other and to community partners through the Collaboratory for health and wellness community based and community engaged activities.
 - Support the [Student Outreach Clinic in the Indy East Promise Zone](#) by leveraging non-health sciences partners to achieve goals in information technology, marketing, promotions, fundraising etc.

Diversity, Equity, and Inclusion

Highlights and Accomplishments

Nothing reported for Goal 5

Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments

Nothing reported for Goal 5.

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments

- The total CTL event attendance was 524 for faculty from the IU School of Medicine, School of Dentistry, School of Health and Rehabilitation Science, School of Nursing, and School of Public Health. See Appendix A for breakdown of event attendance by school.
- CTL staff had 292 consultations with faculty from the IU School of Medicine, School of Dentistry, School of Health and Rehabilitation Science, School of Nursing, and School of Public Health. See Appendix B for breakdown of event attendance by school.
- Customized workshop delivered to health and life sciences schools:
 - Preparing and Delivering a Teaching Talk or Demonstration 2/17/2016, James Gregory and Pratibha Varma-Nelson
- Worked with the School of Medicine Graduate Student and Postdoctoral training directory to identify CTL's workshops and webinars as requirements in the [Academy of Teaching Scholars Tier One program](#)
- Curriculum Enhancement Grants (CEG) support faculty as they implement projects to improve student learning and success. Seven 2016 [CEG awards](#) for a total of \$56,784 were given to faculty in the health and life sciences.
- CTL Partnered or co-sponsored with the IU School of Medicine Office of Faculty Affairs and Professional Development on these major events and programs:
 - [Edward C. Moore Symposium on Excellence in Teaching](#), IUSM cosponsors and provides planning committee member
 - Jean-luc Doumont, *Making the Most of Your Presentation*, Sept 24-25, 2015 – co-sponsorship
 - George Gopen, *Advanced Scientific Writing from the Reader's Perspective*, July 28-29, 2015, – co-sponsorship, 2013; IUSM event that CTL supports with \$5000 annually
 - Alan Alda Center for Communicating Science– CTL Partnered with IUSM by funding a portion of the funding (\$1800) needed to become an affiliate and cosponsored six workshops during FY 2015-2016.
- CTL includes a faculty member from IU School of Medicine on the CTL Advisory Board in order to get input regarding relevance of CTL work to IU School of Medicine needs.

Future Plans and Priorities

- In the Coming Academic Year
 - Continue to partner on Edward C. Moore Symposium, Jean-luc Doumont, George Gopen events and the Alan Alda Center for Communicating Science affiliation
 - CTL director will meet quarterly with representative from the Office of Faculty Affairs and Professional Development to promote communication and shared development of professional development activities.
- Longer-term
 - Designate a CTL consultant to serve as the liaison to health and life sciences schools and develop greater expertise in health and life sciences teaching and learning.

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments

- Of all [Life-Health Sciences Internship Program](#) graduates, 73% went on to a graduate or professional program.
- The [Life-Health Sciences Internship Program](#) was expanded during fall 2014 through the present, bringing the number of interns from 50 per year to 75.
- Of all [Life-Health Sciences Internship Program](#) participants from fall 2007 to fall 2014, 96.7% were retained one year later, and 93.2% graduated within four years according to IUPUI Institutional Research and Decision Support data.
- The [Life-Health Sciences Internship Program](#) created a document to align internship learning both programmatically and within each internship site with the IUPUI Principles of Co-Curricular Learning and in how these experiences connect to the skills employers and graduate and professional programs expect graduates to have based on employer information from National Association of Colleges and Employers surveys and reports.
- The Project Lead the Way Biomedical Sciences Collaborative Initiative has expanded to 865 students in the 2015–2016 academic year. These high school students received course certifications for courses completed successfully. The program helps high school students explore concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology, and public health.
- Data from IUPUI Institutional Research and Decision Support confirms that student participation in the Community of Learners at Crispus Attucks Medical Magnet High School (CAMMHS), in collaboration with [Special Programs for Academic Nurturing](#) (SPAN) and other IUPUI schools, has strongly increased students' understanding of their chosen careers by researching the various career areas as well as strengthening connections between academic learning and their future career or professional goals. This initiative increased the enrollment of CAMMHS students in health and life science programs at IUPUI.
- In fall 2015, there were seven [themed learning communities](#) (TLC) with a connection to the health and life sciences—five in the School of Science and two in University College. University College is actively assessing the level of need for TLCs serving health and life sciences students and looking for opportunities to create new TLCs to serve these students.

Future Plans and Priorities

- In the Coming Academic Year
 - The [Life-Health Sciences Internship \(LHSI\) Program](#) will increase the preparedness of IUPUI undergraduates who apply to LHSI.
 - The [Life-Health Sciences Internship \(LHSI\) Program](#) will increase the career development of IUPUI undergraduate interns in LHSI through engagement with at least two of the following three areas: career goal refinement, skills development, and establishing professional identity.

EVCCAO Enrollment Management

Highlights and Accomplishments

Nothing reported for Goal 5

EVCCAO Faculty Appointments and Advancements

Highlights and Accomplishments

Nothing reported for Goal 5

EVCCAO Graduate Office

Highlights and Accomplishments

- Several new health and life sciences focused degree programs are moving towards approval at IU and the state including: the doctorate in Global Health (Public Health), and master's degrees in Cariology and Operative Dentistry (Dentistry) and Anesthesiology Assistants (Medicine).
- The Applied Social and Organization Psychology and American Studies doctorates each have links to health sciences and medicine.
- Assisted with the expansion of the medical student summer research program on campus to help this program grow from 40 to over 70 students this year. Plans to further expand the program are underway and a competitive renewal application for this program was submitted to NIH and scored well. <http://mse.medicine.iu.edu/student-affairs/financial-aid/student-research/>
- Financial support from the Graduate Office provided the matching institutional funds for the School of Nursing's NIH funded training grant. <http://nursing.iupui.edu/research/fellowships/behavioral-research/index.shtml>
- Funds from the Graduate Office to the School of Sciences Psychology program were important in recruiting diverse students for the department's NIH training program. <http://psych.iupui.edu/graduate/degrees/phd-clinical>
- The Graduate Office is working with the School of Medicine to facilitate graduate and professional student research and internships at the Indiana Biosciences Research Institute. <http://www.indianabiosciences.org/pages/Home/default.aspx>

Future plans and priorities

- In the Coming Academic Year
 - Seek access to resources and facilities for health and wellness for graduate and professional students on campus. Ensure students have access to health/dental insurance as well as other programs to ensure they maximally benefit from their educational opportunities on campus.
 - Encourage schools and programs to develop formal and well communicated policies on graduate and professional student leave of absence.
 - Require schools and programs to have their graduate and professional students participate in campus training on sexual harassment and bias.
 - Develop better resources for faculty collaboration in the health and life sciences including shared courses and team teaching.
 - Encourage graduate programs in the School of Liberal Arts to partner with STEM programs for accelerated degrees.
- Longer-term

- Look for ways to expand partnerships with industry and business as a means to support new and innovative graduate programs.
- Consider ways to bring CIRTL programming to other health sciences programs on campus (dentistry, health and rehabilitation sciences, nursing).

EVCCAO Honors College

Highlights and Accomplishments

Nothing reported for Goal 5.

EVCCAO Institutional Research and Decision Support (IRDS)

Highlights and Accomplishments

- Consulted on multiple evaluation and assessment efforts in the School of Medicine and School of Dentistry, including research design and questionnaire construction

Future Plans and Priorities

Nothing reported for Goal 5.

EVCCAO International Affairs

Highlights and Accomplishments

- Dr. McIntosh, in partnership with Eunice Kamaara of Moi University, published a paper on the holistic collaboration called [AMPATH \(Academic Model Providing Access to Healthcare\)](#): A Strategic Partnership in Kenya, in a joint IIE/DAAD Publication on strategic international university partnerships. AMPATH is an international consortium of universities working in Kenya led by the IU School of Medicine, now oversees the health needs of some four million people.

Future Plans and Priorities

- Promote study abroad collaboration in Swaziland around health issues among IUPUI units including Honors, Public Health, Nursing, Business, and Informatics, along with the University of Swaziland, the U.S. Peace Corps, and Saving Orphans through Health and Outreach.

EVCCAO Office for Women

Highlights and Accomplishments

Nothing reported for Goal 5

EVCCAO University Library

Highlights and Accomplishments

- Examples include: health and life sciences activities, initiatives, courses, or programs developed or expanded, collaborations with other units or external partners, participation by faculty, staff, and students in Interprofessional education and collaborative practice

initiatives, health and wellness promotions, activities, or initiatives for students, faculty, and staff, etc.

- The University Library supports the schools of Nursing, Health and Rehabilitation Sciences, and Public Health. These activities are included in the other sections of this report.
- The University Library collaborates with the Ruth Lilly Medical Library of the building of collections and services that meet the needs of the Medical School and the rest of campus.

Future Plans and Priorities

Nothing reported for Goal 5

Finance and Administration

Highlights and Accomplishments

- In support of University goals of ending off-campus leases to the extent possible and in support of reuse of the former Wishard buildings for support of life sciences, performed startup tasks, performed major maintenance and began on-going maintenance to facilitate reliable operations of the Health Sciences building. Relocated the School of Public Health, Emergency Management & Continuity and certain Dental School operations to that building
 - *Future plans:* Relocate Physicians Assistants program to Health Sciences from rented space; In collaboration with the University Architect's Office (UAO) prepare Primary Care and Bryce buildings for occupancy; Evaluate and shift parking as necessary to support former Wishard property reuse.
- Developed collaborative relationship with SOM in mutual support of space reuse. Helped with repurposing of space at HITS after the departure of Regenstrief and adjusted parking to meet needs accordingly. Located space for School of Engineering and School of Science programs and for two units from IUETC building in SOM space.
 - *Future plans:* Collaborate with SOM for relocations necessary to support Pediatric functions being moved from Riley Hospital in preparation for their major renovations; assist with SOM's space needs as they "swing" departments in preparation for the Drug Discovery related renovations in MRLB and Medical Science.
- Collaborated with other Health Sciences schools in evaluating and assigning space for their needs. Worked with School of Dentistry to supply interim space for clinic and continuing education functions. Review School of Health & Rehab Sciences' need to evaluate relocation opportunities.

Planning and Institutional Improvement

Highlights and Accomplishments

- Testing Center staff administered a total of 62 proctored group test sessions for incoming students who took the *Test of Essential Academic Skills (TEAS) Nursing Exam* for admission to the IU School of Nursing.
- Fifteen of the current and new ePortfolio projects are in undergraduate and graduate professional health sciences programs, and several have already demonstrated their value in supporting integrative learning across disciplines (e.g., Life Health Sciences Internship Program, Anatomy ePDP in conjunction with Crispus Attucks Medical Magnet Program)

and/or show promise of modeling interdisciplinary study that can enhance interprofessional education (e.g., neuroscience capstone, pediatric dentistry international study of comparative dental health systems).

- Black met with representatives of the School of Medicine to develop a schedule of reviews for the non-MD graduate programs in the school.
- Black consulted with a representative from the School of Dentistry regarding conduct of a review of a center.

Future Plans and Priorities

- During Academic Year 2016-2017, the top priorities for the Testing Center include:
 - Continuing to offer students who wish to take the TEAS Nursing Exams and/or Kaplan Nursing Exams the opportunity to take these tests at the TC facilities on campus.
- During Academic Year 2016-2017, the top priorities for the Office of Institutional Effectiveness include:
 - Continuing to offer support for ePortfolio projects in the health and life sciences disciplines.
- Longer-term plans for program review include:
 - Beginning in fall 2017 program reviews will be conducted for graduate non-MD programs in the School of Medicine.

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- Submitted a \$50M Grand Challenge proposal on “Health Equity in Indiana and Beyond: Eliminating Disparities Associated with Addiction.” This Grand Challenge proposed to eliminate health disparities that fuel drug addiction by promoting health equity through community-partnered advances in knowledge and implementation of evidence-based practices for risk identification, prevention, and intervention. It proposed to hire 30 new faculty in a diversity of areas. The proposal was chosen as one of five pre-proposals (out of 21 pre-proposals) to go forward as a full proposal. The proposal was not funded, but the core faculty involved have continued to meet and plan to initiate some of the research proposed, and to prepare for re-submission at the next Grand Challenge request for proposals. The full proposal can be found at: http://grandchallenges.iu.edu/documents/grand_challenges/full-proposal-narratives-web/Health_Equity_Narrative_Redacted.pdf
- Established a new Core facility for 3D Bioprinting. Arranged for a new 3D BioPrinter to be placed in the Vascular Biology laboratory. Recruited a Director for the BioPrinter lab (Dr. Nicanor Moldovan) and also a Lab Manager (Dr. Lester Smith). Submitted and was awarded a \$300,000 grant from the CTSI for support of the BioPrinter lease agreement, and support of Dr. Smith through the end of 2017. Dr. Moldovan submitted a \$600,000 grant proposal to the NIH through its Shared Instrumentation Grants program.
- In partnership with the IU Simon Cancer Center Summer Research Program recruited, in a competitive selection process with more than 200 applicants, 17 high school and college scholars, who are underrepresented in cancer research, to conduct clinical and population-based biomedical cancer research with mentors. <http://crl.iupui.edu/programs/IUSCCSRP/index.asp>

Future Plans and Priorities

Nothing reported for Goal 5

Student Affairs

Highlights and Accomplishments

- Student Health Services has worked to be accessible to as many students as possible; at present, roughly 75% of students hold health insurance coverage that is accepted by SHS. Over 4,000 unique students either visited one of the two SHS sites or an outreach clinic during the 2015-2016 academic year.
- The Office of Health and Wellness Promotion has partnered with the Fairbanks School of Public Health to create a course on Peer Health Education and Leadership, to be taught by the Director of the Office of Health and Wellness Promotion during the fall 2016 semester.
- Counseling and Psychological Services (CAPS) and the Office of Health and Wellness Promotion partner to ensure the mental and physical health of our community members are screened and appropriate referrals made, specifically through alcohol and depression screening events.
- Health and Wellness Promotion staff and students provide hours of outreach and training to the campus community. Over 2,800 members of the IUPUI community attended one of 64 presentations offered during 2015-2016. Additionally, several hundred IUPUI students, faculty, or staff members were screened for and educated about alcohol use, depression, or HIV/STI.

Future Plans and Priorities

Nothing reported for Goal 5

University Information Technology Services (UITS)

Highlights and Accomplishments

- Transitioned the Fairbanks School of Public Health to Clinical Affairs IT Services (CAITS).
- Relocated the Fairbanks School of Public Health technology to the old Regenstrief Building as the school moved to its new home.
- Transitioned the Regenstrief Institute to CAITS technology management, including moving 250 virtual servers from the abandoned Wishard data center to the ICTC data center.
- Relocated the equipment from the HITS Building and the old Regenstrief Building into the newly opened Regenstrief Institute Building.
- Deployed new chairside information technology for the renovated fourth clinic for the School of Dentistry, providing easier data access for faculty and students while treating patients.
- Assisted IU Health with the Rapid Improvement Event (RIE) to create a reliable, standard process for submitting IT requests to IUH and IUSM for clinical and clinical teaching IT systems.
- Hosted and led a two-day Academic Medical Center IT Forum with participants from IU and eight other academic medical centers.
- Advanced Biomedical IT Core (ABITC), of Research Technologies, supports advances in health and life sciences through its support for and participation in Indiana CTSI. Key services include:

- REDCap is a web based system for building online surveys and databases for research data collection without requiring programming experience. 3,664 Indiana CTSI-affiliated researchers are using REDCap to support 5,002 projects as of the end of this FY. That is an increase of 45.5% in number of users and 33.1% in number of projects over the prior year.
- Indiana CTSI hub is the main gateway to Indiana CTSI online collaboration tools, and it is maintained by ABITC. Hundreds of researchers affiliated with Indiana CTSI have accounts on and use Indiana CTSI hub.
- ABITC is piloting a “Regenstrief Data and Computational Enclave” on Karst in support of the Regenstrief Institute Data Core. This pilot project is being developed in collaboration with Dr. Bill Barnett, chief research informatics officer of Indiana CTSI and the Regenstrief Institute (RI), and production deployment is anticipated in FY2017. This secure enclave will aid RI staff in providing data for biomedical research drawn from RI stores of patient data. Barnett will examine their technical operations and help incorporate use of the Karst High Performance system into their workflow. To that end, ABITC is managing the governance process for Karst nodes dedicated to Regenstrief, building custom software tools to streamline DataCore operations, and providing training and technical support for the DataCore. The resource is currently in pilot with the DataCore, and has been branded the Regenstrief Data and Computational Enclave (RDCE).
- Research Technologies (RT) generally offers support for biomedical research at IUPUI:
 - RT supports imaging services for the Center for Neuroimaging, and the caTissue tissue banking systems for both the Center for Computational Diagnostics and the Clinical and Translation Support Laboratory
 - RT supports 67 databases used by IUPUI researchers, primarily IUSM researchers and others associated with Indiana CTSI.
 - More than 1 TB of disk storage is dedicated to biomedical researchers based on the IUPUI campus, including space dedicated to the Center for Neuroimaging at Methodist Hospital and the Center for Molecular and Medical Genetics
- Dr. Travis Bellicchi, a second-year maxillofacial prosthodontics resident in the IU School of Dentistry at IUPUI, used Advanced Visualization Lab facilities and expert support to prototype an ear prosthetic and a mandible prosthetic using CT data, 3D surface scanning, and 3D printing.

Future Plans and Priorities

Nothing reported for Goal 5

Accelerate Innovation and Discovery through Research and Creative Activity

Athletics

Highlights and Accomplishments

Nothing reported for Goal 6

Columbus

Highlights and Accomplishments

(For purposes of this IUPUC report, contributions will focus mainly on the City of Columbus and the south central region of Indiana.)

- A Communication Program student presented his research paper, funded by an Office of Student Research Grant, at the Central States Communication Association Undergraduate Honors Conference in April.
- The Office of Student Research funded four Psychology Program student research projects. One student was funded for a Summer 2016 Undergraduate Research Opportunity Program conference research presentation, one at Indiana University Undergraduate Research Conference, and two student presentations at Midwestern Psychological Association were funded.
- Eight IUPUC students and their two faculty mentors presented six papers and posters at the 131st Indiana Academy of Science annual event.

Herron School of Art and Design

Highlights and Accomplishments

- A three-year pledge from the R.B. Annis Educational Foundation established Herron's first Faculty Innovation and Development Fund.
- The Alice and Bob Schloss Faculty Support Fund was created to provide for research, travel, professional development and scholarly or creative activity of Herron faculty.
- The Valerie Eickmeier Faculty Research Fund was established to provide for publications, travel for the purpose of presenting at professional conferences and preparing for national or international exhibitions
- Herron's addition of the \$1.3 million Digital Fabrication and 3D printing facility—the "Think It Make It Lab"—has spurred innovation and discovery across multiple disciplines at IUPUI, providing a collaborative environment for research and experimentation at the intersection of art, design, technology and culture.
- The Basile Center for Art, Design and Public Life is a transformational learning initiative that provides students with professional practice experiences integrated into the academic curriculum. Students have opportunities to collaborate on projects with businesses, not-for-profit organizations, healthcare facilities, communities and government agencies that provide professional-level engagement and enhanced experiential learning. The curriculum emphasizes concept development, strategic thinking, project planning and solution-driven methodologies. Herron faculty members mentor students who assume leadership roles on projects and apply knowledge gained in the academic curriculum. These activities serve as professional training for artists and designers, which is central to Herron's academic mission.
- Basile Center projects vary across each academic discipline and are based on the needs of clients and community partners. They include large public sculptures, murals and mosaics, design production, fine art prints and paintings, furniture design and design strategies. More than 1,000 students have participated in experiential learning projects serving approximately 120 community partners. These professional practice opportunities are helping students gain

the skills necessary to be successful in the 21st century and meet the demands of a constantly shifting global landscape.

- Herron's commitment to collaborative learning and community engagement helps to prepare students for many professional pathways and contributes to the cultural vitality of Indiana, enhancing our state's reputation as a place where innovation and creative thinking are valued.
- Your life and Your Story: Latino Youth Summit (*YLYS*) is an evidence-based, interdisciplinary, community-based yearlong program, which consisted of a one-week summer camp where Latino youth went through a resilience-building curriculum, followed by a selection of art and movement based activities to develop goals for the future and identify barriers and opportunities. In collaboration with Latino Health Organization, the research team consists of faculty members from IU Richard M. Fairbanks School of Public Health, School of Education, School of Informatics, and Herron School of Art and Design. Associate Professor Youngbok Hong developed the framework of the summer camp and designed the course activities in art and design section.
- Pamela Napier and her students worked with the IUPUI Natatorium in the initiative to make the Natatorium a Zero Waste facility for the upcoming Olympic Trials. She was recognized in the latest IUPUI Sustainability e-newsletter for her work on Zero Waste for the Olympic Trials. Napier's VC4: Facilitating Solutions studio students worked with the IUPUI Natatorium, the IUPUI Office of Sustainability, the IUPUI Office of Family, School and Neighborhood Engagement & the Near Westside.
- Development and implementation of three new Foundations classes to begin in Fall 2016: *Studio Art and Technology*, *Building and Making*, *Image; 4D Studio* will address new technologies and methods of thinking, developing ways for artists and designers to utilize Herron's Think It Make it Lab.
- Developed a proposal for a graduate *Certificate in Design Thinking for Collaborative Innovation* to make design thinking techniques available to students in a range of graduate programs and to professionals, practiced and applied in interdisciplinary contexts.
- Collaboration with the School of Informatics and Computing in a [3D modeling](#) class in the [Media Arts and Science](#) program. The newly developed Studio Art and Technology minor incorporates classes from both Herron and Informatics and Computing, and is available to students from either school. By collaborating with an exchange of ideas and processes, skill sets are strengthened, better preparing students for their careers. <http://soic.iupui.edu/news/building-a-bridge-with-3d-printing/>
- Herron planned and hosted the 2015 FATE Conference (FATE: Foundations in Art: Theory and Education)
- Assistant Professor Reagan Furqueron received an \$11,000 New Frontiers Experimentation Fellowship to pursue new research in combining digital and handmade fabrication methods.
- Furniture Design faculty member Assistant Professor Katie Hudnall was selected as a Windgate ITE International Residency at the Wood Turning center in Philadelphia, PA June 2016. This opportunity affords the faculty member studio space at the University of the Arts in Philadelphia and puts her in direct connection with other thought leaders in the fields of furniture making and wood turning as studio mates.
- Associate Professor Cory Robison attended the 2016 Computing in the Arts CITA symposium at the University of North Carolina, Asheville. The membership of this symposium was 10 artists and 10 computer scientist. The session was funded by the National Science Foundation and focused on the hybrid place that Visual Arts, Music, Computing and Performance are overlapping in the use of computing technologies.

- Brian Ginewski, Herron's Windgate's Senior Fellow, worked with all levels of the curriculum from freshman to graduate students in this Windgate-funded faculty and research position. He brings a deep knowledge of digital fabrication to his teaching and has used the time at Herron to develop a studio production of ceramic vessels that he has been able to turn into a small business.

Future Plans and Priorities

- Further develop curriculum for the Think It Make It Lab
- Continue fundraising to support new technology, equipment and technical support
- Develop new collaborative partnerships with campus and community constituents
- Secure philanthropic gifts for Endowed Professorships and Faculty Research

Kelley School of Business

Highlights and Accomplishments

- Kelley Indianapolis hired 4 tenure track faculty members, placing greater emphasis on research in the hiring process.
- Diversity Research Scholar Program (DSRP) students – enrolled two students.
- Research Publications
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- Apostolou, Barbara, Jack W. Dorminey, John M. Hassell, James E. Rebele. (2015). Accounting education literature review (2013-2014). *Journal of Accounting Education*, 33 (2), 69-127.
- Lyles, M. A., Li, D. & Yan, H. Effects of past experiences, learning capabilities and overall motivations on the performance of Chinese outward FDI and the mediating role of learning. *Management Organization Review*. 2015.
- Hotho, J. J., Lyles, M.A.; Easterby-Smith, M. (2015). The Joint impact of Global Strategy and Organizational Learning. *Global Strategy Journal*. V.592, 85-112.
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Future Plans and Priorities

- In the Coming Academic Year
 - Create faculty research mentor support system to enhance research productivity and better mentor both assistant and associate faculty.
 - Established goal for non-government grants (NGG) to enhance research dollars.
 - Diversity Research Scholar Program (DSRP) students – plan to expand to three students.
 - Expand research productivity as measured by number of publications in the Kelley School “top-ranked” and “highly-ranked” research publications by hiring research productive faculty and enhancing research support.
- Longer-Term Goals
 - Diversity Research Scholar Program (DSRP) students – plan to expand to four.
 - In progress: Kelley Indianapolis is working on a potential for a new center in manufacturing.

Lilly Family School of Philanthropy

Highlights and Accomplishments, including evidence of effectiveness

- The [Women’s Philanthropy Institute](#) received a three-year, \$2.1 million grant to accelerate research on gender and philanthropy from the Bill & Melinda Gates Foundation. It will generate 10-15 studies, reports, and academic papers. WPI is collaborating with researchers from DePaul University, University of Nebraska at Omaha, and the Urban Institute on the studies. The partnership with the Gates Foundation

has opened the door to presentations at major conferences and a webinar for the Giving Pledgers affinity group for women and girls.

- Seventeen major research projects examining diverse topics in philanthropy and nonprofit organizations were conducted by the Lilly Family School of Philanthropy's [research department](#); all received external funding through grants and contracts. Among these were: [Giving USA 2016](#) (for Giving USA Foundation), [The Philanthropy Outlook for 2016 and 2017](#) presented by Marts & Lundy, [Philanthropy Panel Study](#), [Million Dollar List](#), [Coutts Million Dollar Donors Report](#), research on disaster giving, the [Human Needs Index](#) in collaboration with The Salvation Army National Headquarters, [A Tradition of Giving: New Research on Giving and Volunteering within Families](#) sponsored by Vanguard Charitable, and, in collaboration with the Women's Philanthropy Institute, a series of studies conducted with a previous grant from the Bill & Melinda Gates Foundation: [Do Women Give More](#), [Where Do Men and Women Give](#), [Giving to Women and Girls: Who Gives and Why](#) and a [literature review](#) about women's philanthropy and gender differences in philanthropy.
- Ten reports and working papers were published by the Lilly Family School of Philanthropy [research department](#). Among these were: [Giving USA 2016](#), [2015 Giving USA Spotlight on State Laws](#), [2015 Giving USA Special Anniversary Spotlight](#) (all for Giving USA Foundation), [The Philanthropy Outlook for 2016 and 2017](#) presented by Marts & Lundy, [2015 Million Dollar List](#), [2015 Coutts Million Dollar Donors Report](#), [Human Needs Index](#) in collaboration with The Salvation Army National Headquarters, [A Tradition of Giving: New Research on Giving and Volunteering within Families](#) sponsored by Vanguard Charitable and a series of studies conducted with a grant from the Bill & Melinda Gates Foundation, in collaboration with the Women's Philanthropy Institute: [Do Women Give More](#), [Where Do Men and Women Give](#), [Giving to Women and Girls: Who Gives and Why](#) and a [literature review](#) about women's philanthropy and gender differences in philanthropy.
- [Research](#) conducted by the Lilly Family School of Philanthropy received extensive media coverage in leading national mainstream media and philanthropy media such as *USA Today*, *Wall Street Journal*, *The Huffington Post*, *ABC News Good Morning America*, *Associated Press*, *CNBC*, *CNNMoney*, *The Economist*, *Forbes*, *The Washington Post*, *Fortune*, *The Indianapolis Star*, *The Chronicle of Philanthropy*, *The NonProfit Times*, *Nonprofit Quarterly*, *Philanthropy News Digest*, and *ProBono Australia*, among many others.
- Five faculty members received grants from the Lilly Family School of Philanthropy's [research department](#) to support their research.
- [The Fund Raising School](#), the [research team](#), and [academic faculty](#) of the IU Lilly Family School of Philanthropy collaborated to translated research products into practical application for fundraising professionals in TFRS courses as appropriate.
- [Lake Institute on Faith & Giving](#) proposed panels at a variety of academic conferences.
- [Lake Institute on Faith & Giving](#) co-sponsored and collaborated with researchers on studies for the Association of Lutheran Development Executives (a study of faith-based fundraisers) and the Emerging Leaders Study of millennials and giving.

Future Plans and Priorities

- In the Coming Academic Year

- [Lake Institute on Faith & Giving](#) plans to convene several research conversations, including a gathering of senior scholars in religion and philanthropy, to expand knowledge in this specialized field.
- David King, faculty member and the Karen Lake Buttrey Director of [Lake Institute on Faith & Giving](#), will chair a panel at the 2016 American Academy of Religion and another panel at the American Society of Church History.
- In the Longer Term
 - The [Women’s Philanthropy Institute](#) will publish new research in academic journals, write white papers and develop translational research based on research generated by a three-year, \$2.1 million grant to accelerate research on gender and philanthropy from the Bill & Melinda Gates Foundation.
 - [Lake Institute on Faith & Giving](#) is pursuing funding opportunities for a research planning grant to create a larger-scale research program that will establish a new baseline measurement for religious giving and expand knowledge of congregational giving patterns.
 - [Lake Institute on Faith & Giving](#) is engaged in an ongoing project to assist the Lilly Family School of Philanthropy’s [research department](#) and Giving USA Foundation in exploring methodologies around religious giving for the annual *Giving USA* report.

McKinney School of Law

Highlights and Accomplishments, including evidence of effectiveness

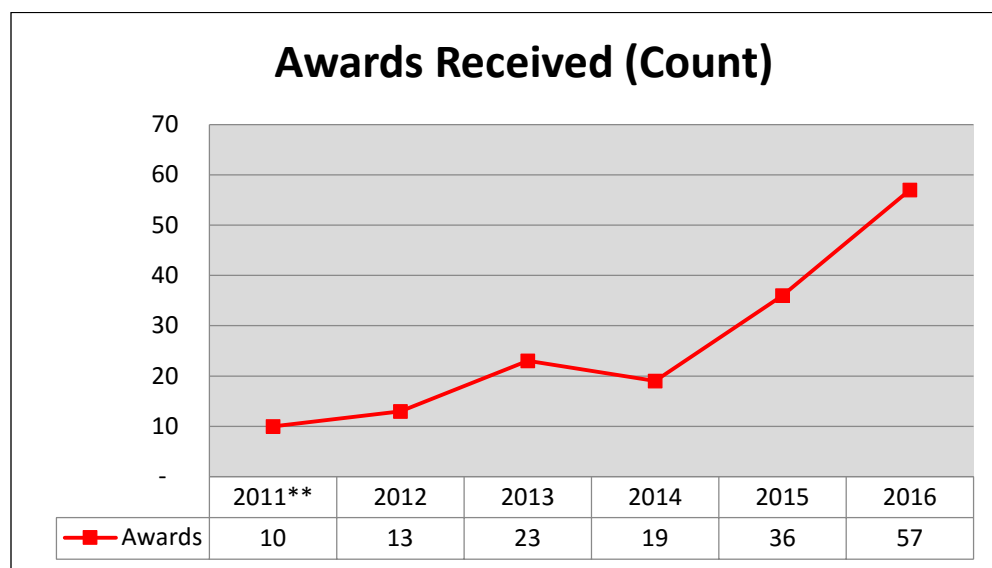
- McKinney students, recent alumni, and faculty participated in the U.S. Department of State’s Diplomacy Lab Project during the fall 2015 semester and presented their findings during the Student Project Fair at the Marshall Conference Center in Washington, D.C. Teams completed research projects for the State Department; the work was part of the wider participation by the IUPUI campus in the effort.
- Research conducted by two McKinney students, and the solutions they proposed, were considered by an Interim Study Committee of the Indiana General Assembly during the summer of 2016. Additional information can be found [here](#).
- McKinney Professor Xuan-Thao Nguyen received the Grant Gilmore Award from the American College of Commercial Finance Lawyers. The award was based on two of her most recent law review articles.
- Two students from McKinney’s Health and Human Rights Clinic released a report entitled “Dialysis Access for Undocumented Immigrants in Indiana” which shines a light on the difficult situation of a vulnerable population in Indiana. The students’ work helped draw media attention to the issue. More information can be found [here](#).
- The United Nations Committee on the Rights of the Child incorporated input from McKinney students, as well as attorneys from the Legal Aid Centre of Eldoret and the Samburu Women’s Trust, into its List of Issues. Students from McKinney’s Health and Human Rights Clinic and the Legal Aid Centre of Eldoret (LACE) Kenya compiled information for the report. The information was taken up by the committee during its talks with Kenyan government officials during its January 2016 sessions.
- McKinney Professor Joel Schumm received the Indianapolis Bar Association’s President’s Medal for Service to the Profession for his work with the Indiana Appellate Institute. The institute was created in 2010 as a resource for lawyers throughout the state who have oral arguments scheduled before the Indiana Supreme Court of the Indiana Court of Appeals.

- McKinney Professor Florence Wagman Roisman received an award from the Elizabeth Hurlock Beckman Award Trust. She was one of ten professors from around the country who was honored with a \$25,000 cash tribute from the trust. Additional information can be found [here](#).
- McKinney Dean Andrew Klein received a Presidential Citation from the Indiana State Bar Association for his work as the vice chair of the ISBA’s Legal Education Conclave. More information can be found [here](#).

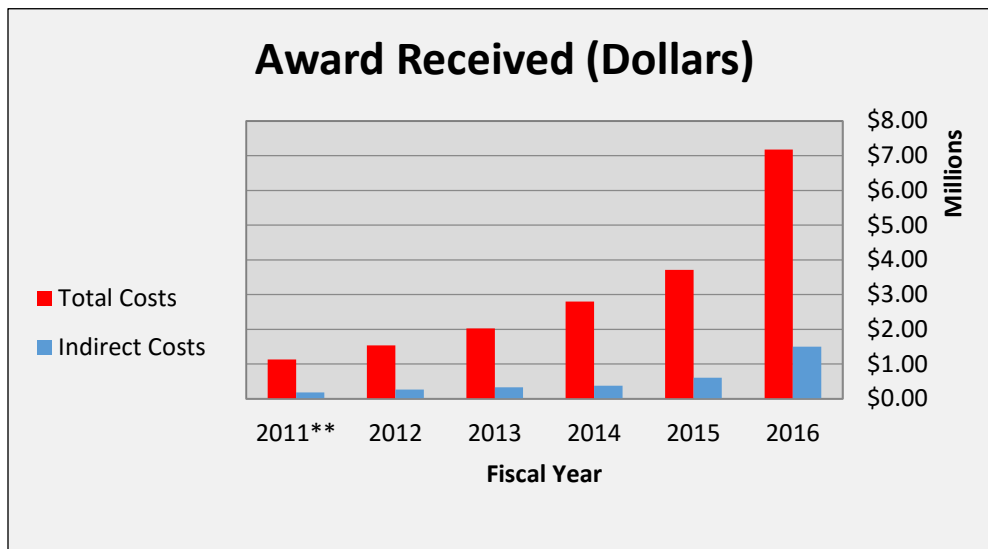
Richard M. Fairbanks School of Public Health

Highlights and Accomplishments, including evidence of effectiveness

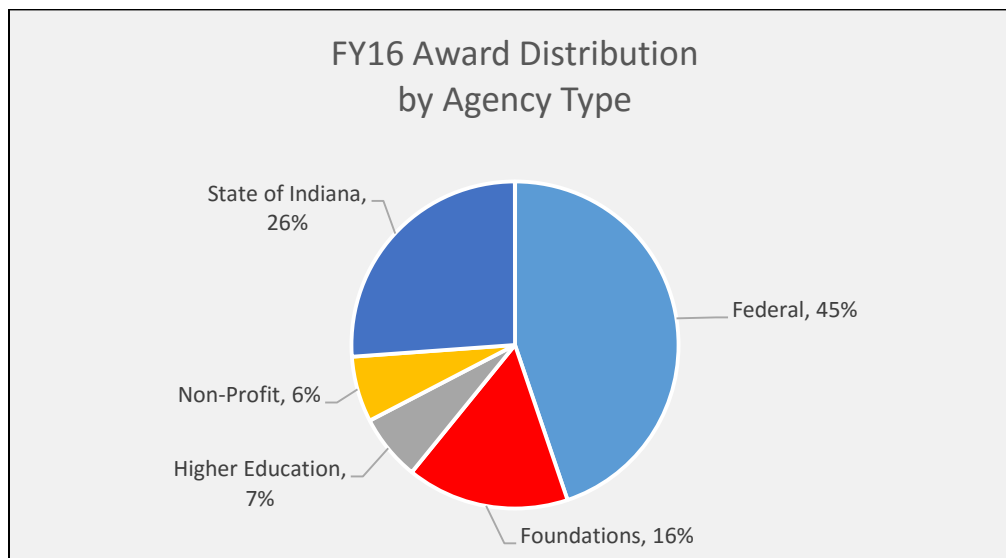
- A total of 77 proposal submissions, with a total value of \$30.4 million, were submitted in FY16 by FSPH faculty to various external agencies. The number of external grant awards for FSPH is up this year by 58%, from 36 to 57.



- Total dollar amount of external grant awards increased by 93% from \$3,713,067 to \$7,176,898.



- The primary source of the FSPH awards in FY16 was federal funding.



- Highlights of the newly awarded extramural projects are listed below. A complete list appears in Appendix I.
 - Newly recruited Health Policy and Management Associate Professor Christopher Harle, was awarded two R01 grants: 1) a 4-year project from the Agency for Healthcare Research and Quality on "Designing User-Centered Decision Support for Chronic Pain in Primary Care;" 2) a 3-year study on "An Interactive Patient-Centered Consent for Research Using Medical Records," from the National Institutes of Health.
 - Epidemiology Associate Professor Chunyan He received a \$450,000 [Career Catalyst Research Grant](#) from the Susan G. Komen Fund to identify genetic markers driving development of breast cancer, and an R01 from the National Cancer Institute for research on "An Integrative Approach to Identify Causal Epigenetic Markers for Breast Cancer."

- Dennis Watson, Assistant Professor in Health Policy and Management and Interim Director of the Center of Health Policy, was the recipient of: 1) a 5-year SAMHSA Strategic Prevention Framework / Partnerships for Success grant sub-contracted through the IN FSSA Division of Mental Health, totaling \$750,000; 2) a Medication Assisted Treatment-Prescription Drug Overdose and Abuse grant through SAMSHA's Center for Substance Abuse Treatment for \$408,756 over 2.5 years; 3) a CDC Prescription Drug Overdose Prevention for States grant through the IN State Dept. of Health for \$382,189.
- The Robert Wood Johnson Foundation has selected the IU Richard M. Fairbanks School of Public Health as a [Systems for Action Collaboration Research Center](#), awarding it \$998,000 over 2 years to test novel ways of improving services that promote health and well-being. Principal Investigators are Dean Paul Halverson and Associate Professor in Health Policy and Management, Joshua Vest, PhD.
- Biostatistics Associate Professor, Jaroslaw Harezlak was awarded a 5-year R01 grant from NIMH to develop "Statistical Models for Multi-Modal Brain Imaging Studies," which aims to determine imaging markers that discriminate between HIV-infected patients and matched HIV-negative controls, and establish specific biomarkers of neurocognitive impairment diagnosis and progression." Dr. Harezlak's work will be conducted with collaborators at the Fred Hutchinson Cancer Research Center at Washington University in St. Louis.
- Recognition for Excellence
 - Biostatistics Department Chair Barry Katz, PhD, was named a Fellow of the American Statistical Association (ASA). Dr Katz was honored for his outstanding contributions to biostatistical and biomedical research, for development and leadership of the Biostatistics Department and its academic programs, and for exceptional service to the Central Indiana Chapter of ASA.
 - Tamara Leech, PhD, Associate Professor in Social and Behavior Science, received the Maggie Kuhn Award by the Youth, Aging, and Life Course (YALC) Division of the Society for the Study of Social Problems (SSSP). Named for Maggie Kuhn, founder of the Gray Panthers, the award is given to a scholar-activist who upholds the ideals of social / economic justice and peace for individuals of all ages in both their scholarship and service.
 - Ziyue Liu, PhD, Assistant Professor of Biostatistics, won the 2015 American Statistical Association's Outstanding Statistical Application Award for his work on the statistical modeling of hormone data. His paper, "Modeling bivariate longitudinal hormone profiles by hierarchical state space models," was published in the Journal of the American Statistical Association.
 - Giorgos Bakoyannis, PhD, Visiting Professor in the Biostatistics Department, received a Regional Advisory Board Award at the 2016 Spring Meeting of Eastern North American Region (ENAR) in Austin, TX, for his poster entitled, "A Maximum Profile Pseudolikelihood Estimator for the Proportional Cause-specific Hazards Model under Outcome Misclassification." ENAR's mission is "advancing biological and life science through development of quantitative theories, and application, development and dissemination of effective mathematical and statistical techniques.
 - Ann Holmes, PhD, Associate Professor of Health Policy and Management, was a collaborator in the evaluation of a nationwide diabetes prevention program. At the Academy Health Annual Research Meeting, she presented the team's work in a poster entitled, "Assessment of Learning Effects in an Evaluation of a Nationwide

- Implementation of a Diabetes Prevention Program." Dr Holmes also received FSPH's Board of Trustees' Teaching Award in 2016.
- Dean Paul Halverson was appointed to the [National Advisory Committee](#) of the newly created Public Health National Center for Innovation. Established by the Public Health Accreditation Board with funding from the Robert Wood Johnson Foundation, the Center will identify, implement and spread innovations in public health practice to help meet the health challenges of the 21st century in communities nationwide.
 - In May 2016 Steven Lacey, PhD, FSPH Environmental Health Sciences Chair, assumed the presidency of the American Industrial Hygiene Association during the association's annual meeting in Baltimore. As the AIHA President-Elect, he worked on an AIHA / NIOSH partnership around [teen safety at work](#), introduced at AIHA's fall conference in Orlando.
 - Health Policy and Management Professor Ross Silverman, JD, MPH, was appointed to the Expert Review Workgroup for the Centers for Disease Control and Prevention's Public Health Law Program Legal Epidemiology Competency Model Project. The goal of this project is to develop broadly accepted guidelines for minimum competencies for working in this emerging area of public health law research.
 - Associate Professor of Health Policy and Management Cynthia Stone, Dr PH, was invited to the White House for a meeting on climate change sponsored by the Alliance of Nurses for a Healthy Environment. The event focused on how nursing organizations can address this public health threat through education of their members, by leading research, by incorporating climate change into their nursing practice, and by participating in the development of climate policies at the local, state, and federal levels.
 - Publications
FSPH faculty authored numerous articles, books, commentaries and other publications in FY16. A partial list is included in Appendix II.
 - Student Participation in Research
 - NIH's [National Institute of Environmental Health Sciences Council](#) awarded Yi Wang, PhD, Assistant Professor in Environmental Health Science, first prize in its Climate Change and Environmental Exposures Challenge for his project, "Effects of Climate Change on the Future of Local Communities in Indianapolis: A Prototype." Dr. Wang's team, graduate students Jeremy Prather, Jeffrey Ashby and Jeremy Chesher, partnered with the EPA's Toxic Inventory Release, the Society of Chemical Hazard Communication, and Indianapolis' Near West Side community to create a simple interactive tool to visualize the impact of climate change in Indianapolis.
 - Nir Menachemi, PhD, Chair of the Health Policy and Management Department (HPM), served as guest editor of a special issue of the [Journal of Health Administration Education](#) focusing on faculty issues such as salary, turnover, work-life balance. Menachemi, Ann Holmes, PhD, HPM Associate Professor, and Cody Mullen, HPM PhD student co-authored an [article](#) entitled "Health Administration Faculty: Intentions to Retire, Leave the Profession, and Change Jobs."
 - Christopher Harle, PhD, Associate Professor in Health Policy and Management (HPM), employs PhD students on his AHRQ and NIH R01 grants. Elizabeth Danielson, PhD student in HPM is a collaborator on the 4-year AHRQ study on Decision Support for Chronic Pain, and School of Informatics and Computing PhD student Luiz Cavalcanti is working on the NIH project to consent patients via medical records.
 - Dennis Watson, PhD, Assistant Professor of Health Policy and Management, co-authored an [article](#) entitled "Access to Recovery and Recidivism among Former Prison Inmates"

with Brad Ray and Eric Grommon, of the School of Public and Environmental Affairs, Victoria Buchanan, MPH, and Health Policy and Management PhD student, Brittany Brown.

- Assistant Professor Brian Dixon, PhD, (Epidemiology) co-authored several publications with FSPH students: 1) an [article](#) in *JMIR Medical Informatics*, “Integration of Provider, Pharmacy, and Patient-Reported Data to Improve Medication Adherence for Type 2 Diabetes: A Controlled Before-After Pilot Study,” with MPH student Erin O’Kelly Phillips; 2) a [publication](#) with Epidemiology PhD student, Monica Kasting, on providers’ knowledge of the new 9-valent HPV vaccine (*Vaccine*); and, 3) his [second book](#), *Health Information Exchange: Navigating and Managing a Network of Health Information Systems*, features chapters co-authored by Epidemiology PhD students Tim McFarlane and Jennifer Alyea.
- Marion Greene, Epidemiology PhD student, had [an article](#) published in *Current Addiction Report*, “Pseudoaddiction: Fact or Fiction? An Investigation of the Medical Literature.” Marion’s co-author was Andrew Chambers, MD, of the IU School of Medicine.

Future Plans and Priorities

- Hire an Associate Dean for Research to mentor faculty in their research efforts.
- Strengthen ties with the Cancer Center to facilitate research opportunities in prevention.
- Increase support for submission of extramural funding proposals.
- Increase opportunities for students to participate in research.

School of Dentistry

Highlights and Accomplishments, including evidence of effectiveness

- Dr. Gabriel Chu has been appointed the Associate Dean for Research.
- IUSD research award has increased by 66% from \$4.5 million to \$7.5 million between fiscal year 2015 and 2016. The increase includes more than \$1 million of NIH funding in the area of dental informatics and another \$1.3 million from King Saud University to support graduate student and faculty research.
- Annually, several million dollars in extramurally funded grants (mostly commercial) sustain IUSD’s cariology research. The cariology work is an excellent example of IUSD undertaking strategically selected major research projects to improve quality of life.
- Dr. Jackson, Cariology, Operative Dentistry and Dental Public Health, has received over \$81K to study predicting caries risk in underserved toddlers.
- Dr. Martinez-Mier, Cariology, Operative Dentistry and Dental Public Health, has received \$332K for a one year of a three year study of developing regional sealant programs in Indiana. The total grant award for three years is more than \$1.2 M. In addition, Dr. Martinez-Mier has a \$42K grant to study the effects of prenatal and childhood fluoride exposure on neural development.
- Dr. Maupome, Cariology, Operative Dentistry and Dental Public Health, has received first year funding of \$545K R01 funding from a multiyear NIH to study the social network dynamics and oral health disparities in Mexican American Immigrants, including immigrant communities in Indiana.

- Dr. Thyvalikakath, Cariology, Operative Dentistry and Dental Public Health, has received NIH funding to study the use of the electronic dental record to evaluate the outcome of dental treatments. The grant is for \$1,680,000 over three years, 2015-18.
- Dr. Martinez-Mier, Cariology, Operative Dentistry and Dental Public Health, received \$20K in continued support of the IUPUI Signature Center (SC) Binational/Cross-Cultural Health Enhancement Center.
- Bone biology and nanotechnology are other leading areas of research activity.
- IUSD ranked 21st against its peers among the 62 U.S. dental schools in 2013-14 in dollars expended on research.
- Faculty annual reviews were conducted and compared against the approved Faculty Workload document facilitating better assessment of individual faculty commitment and productivity, and in turn, develop a more strategic plan for research.
- Greater emphasis is being placed on developing team science.
- The Associate Dean for Research meets bi-monthly with the Dean and the Executive Associate Dean/Dean for Faculty Affairs to address the ongoing review of the research faculty and the research portfolio of the School.

Future plans and priorities

- Following the dean's five review (2015-16), a new research program assessment will be conducted. Former areas of research emphasis have been in four priority research areas: cariology, community dentistry, dental informatics and bone biology/regenerative dentistry. Following the new research program assessment, these areas may change in priority.
- Use Faculty Annual Review/Faculty Workload comparison to assess faculty commitment and productivity, as well as to inform the strategic plan for research.
- Utilize this analytical model as basis to modify FTE% according to faculty approved commitment to research, with the intent of focusing research strategy and refining our portfolio to increase grant funding, reputation and revenue.
- Increase emphasis on team science.

School of Education

Highlights and Accomplishments, including evidence of effectiveness

- School of Education faculty mentored and collaborated with undergraduate and graduate students, jointly presenting at professional and research conferences including The Second Annual Professional Development Conference: Professional Development in Urban Education: FOR Teachers BY Teachers and WITH Teachers in Milwaukee WI; Hoosier Association of Science Teachers, Inc. in Indianapolis, IN; and American Education Research Association, University Council for Educational Administration, among others.
- Dr. Gary Pike was awarded a four year, \$124,577 grant, from the Central Indiana Community Foundation (CICF) to continue the research for the High School Student Tracker project. The goals of this project include gathering information about the college attendance and success patterns of Marion County high school graduates, and developing capacity within school districts and high schools to allow them the ability to track and conduct research on their graduates.
- Dr. Craig Willey and Dr. Paula Magee were awarded a School of Education Proffitt Grant to support the research project – Building a Coalition of Urban Teacher-Researchers: Science-Mathematics Mentorship and Action Research for Teaching

(SMMART). This project is part of a Collaborative Inquiry Partnership between the School of Education and Enlace Academy, a K-6 charter school in Indianapolis. The project involves six Enlace teachers and will impact 100 children in the school, and eight teachers.

- The School of Education supports undergraduate students through the Diversity Scholars Research Program. During FY16, two undergraduate students completed research projects with School of Education faculty.

- Annela Teemant's research on best practices for English Language Learners in Indianapolis Public Schools and the Metropolitan School District of Pike Township, a five year \$1.9 million dollar grant awarded by the U.S. Department of Education National Professional Development Grant funds, ended this year. Dr. Teemant has developed and validated the efficacy of an instructional coaching professional development model called the Six Standards for Effective Pedagogy. Multiple new quasi-experimental and correlational studies in both IPS and Pike districts now document positive, significant, and sustained teacher improvement from instructional coaching that simultaneously results in native and non-native speaker student achievement gains on the state's language arts and mathematics achievement tests.

- Dr. Annela Teemant's \$2,749,738 grant proposal, Partnering for Radical School Improvement: Preparing Every Teacher for English Language Learners, was submitted to the Office of English Language Acquisition: National Professional Development Program Grant, United States Department of Education.

- Dr. Brian Plankis and Dr. Annela Teemant, along with School of Science and Polis Center colleagues submitted a \$500,000.00 proposal for the project "Building resiliency and environmental literacy in diverse central Indiana communities." The proposal was submitted to the National Oceanic and Atmospheric Administration Office of Education.

- CUME evaluated the Next Generation 2.0 Program, an IUPUI higher education leadership and development program for women and underrepresented minority staff and faculty. The program provides opportunities for participant growth as professionals in their current roles, while attempting to diversify the experiences and perspectives within leadership positions across university units.

- Faculty in collaboration with CUME have developed and submitted first phase proposals to WT Grant and Spencer Foundation for research on college readiness and completion for Black and Latina girls and women.

- Dr. Kathleen King Thorius was awarded a Proffitt grant from the IU School of Education to examine special education practices.

- Four School of Education faculty members were awarded Drive Grants from the Office of the Vice Chancellor for Research. The faculty and research projects are: Dr. Tandra Jackson - The Efficacy of a Social Justice Clinical Model for Urban Teacher Education; Dr. Crystal Morton - Girls STEM Institute: Examining the impact of informal STEM learning on African American females' academic self-efficacy, outcome expectations, interests and goal; Dr. Jomo Mutegi - Study of the Career Considerations of High-Achieving, Underrepresented Minority, High School Students: Growing the STEM Teacher Workforce; Dr. Teresa Sosa - Curricular Interventions Aimed to Support English Language Arts Teachers in Teaching the Processes of Literary Inquiry and Reasoning.

- Dr. Sha'Kema Blackmon was awarded a Proffitt Summer Faculty Fellowship from the IU School of Education entitled Black and Proud Mothers: Exploring Optimal Black Racial Identity Profiles, Hope, Parent-child Relationship Quality and School Readiness

- Craig Willey was awarded a Research Proposal Incentive Fund award to support submission of an NSF Early Career Grant.

Future plans and priorities

- Implement research incentives for tenure-track and tenured faculty seeking promotion
- Incentivize collaborative research grant/project development on high priority issues related to the education of Black and Latinx students/communities.

School of Engineering and Technology

Highlights and Accomplishments, including evidence of effectiveness

- E&T's chief research foci continue to include: i) health and life sciences; ii) intelligent transportation systems, including sensors, controls, smart materials, and innovative processes to advance automotive, aerospace, and related industries that utilize advanced manufacturing processes and technology; and iii) renewable and alternative energy. Also, E&T is an active participant in several interdisciplinary research centers, including, but not limited to, INDI (nanotechnology), TASI (transportation), BBRC (biomechanics and biomaterials), LCRE (Lugar Center for Renewable Energy), and SERI (STEM Education). The following are representative accomplishments over the past year:
 - E&T submitted 146 extramural proposals in FY 16 with a requested amount of \$47.1M, the highest number and amount of proposals ever submitted by E&T. E&T also doubled the research awards received from the previous fiscal year.
 - E&T expanded its participation in IUPUI Research Day by including self-guided open-lab tours of a dozen engineering and technology research facilities, and a special guided tour for a group of VIP executives from local industry and community organizations. About sixty visitors learned first-hand from researchers about cutting-edge technologies being developed within E&T, including about twenty influential VIPs.
 - During the fiscal year, two startup companies were launched by E&T faculty via IURTC's SpinUp accelerator initiative. Another E&T faculty member's existing startup company received a small business award for energy efficiency and greenhouse gas abatement in gas turbine engines. By nearly year-end, E&T inventors had been issued four US patents and one foreign patent, and had filed 12 US patent applications, one patent cooperation treaty (international) application, and one foreign application. They had also filed an additional 7 US provisional patent applications.
 - The National Science Foundation is supporting research by E&T mechanical engineering faculty members to overcome challenges to increase the [capacity of lithium ion batteries](#). Collaborating with two other universities, the ME faculty members aim to replace conventional graphite anodes with alloy-type anodes using germanium and tin micro-particles doped with selenium to better allow accommodation of operational swelling and shrinkage.
 - The Tavel Center in the Department of Music and Arts Technology initiated a collaborative project with the Department of Electrical and Computer Engineering to further develop the expressive capabilities of the vibraphone, an important percussion instrument. Their work led to an intellectual property disclosure through IURTC, with future plans to apply for a patent on the device.
 - The Transportation Active Safety Institute (TASI) located within E&T received over \$1M in external grants and contracts last fiscal year. TASI filed 3 U.S. patents and more than 20 graduate and undergraduate students participated in TASI research projects.

- TASI led the Society of Automotive Engineers' standards development in the area of pedestrian and bicyclist mannequins for autonomous emergency braking performance test and evaluation.
- TASI led a multi-university team in submission of a proposal to the U.S. Department of Transportation to establish a university transportation center on vulnerable road assessment for motorists' safety. The partner universities include Ohio State, Purdue, Tennessee State, U. of Southern California, and Virginia Tech.
- TASI continues collaboration in research areas to advance safety, including technology that will advance the development of self-driving cars, in collaboration and partnership with leading companies such as Toyota, Delphi, Ford, GM, and Google.
- Faculty from electrical engineering and mechanical engineering along with colleagues at the Integrated Nanotechnology Development Institute (INDI) received an award of approximately three-quarter million dollars to develop a noninvasive hand-held smart sensor able to detect the odorants and communicate health information to patients, caregivers, and family members.
- Several invention disclosures made in renewable energy were submitted to the university by research members of the Lugar Center for Renewable Energy. Areas of disclosure included rechargeable high energy density batteries, novel power transistors, means for wireless power transfer, methods for producing transportation fuels from gases, brownfield remediation using renewable energy, and methods for low-energy storage of hydrogen gas.
- Startup license technology developed in the School of Engineering and Technology that could improve [solar panel installation](#).
- A Music and Arts Technology faculty member's recording of [Qilyaun](#), by Pulitzer Prize winning composer John Luther Adams was used in the soundtrack for the 2016 Oscar-winning movie The Revenant, starring Leonardo DiCaprio.
- The faculty technology ensemble Big Robot was featured in an evening concert for the 2016 College Music Society and Association for Technology in Music Instruction National Conference.
- E&T continues to co-lead an [Indiana node](#) of a national initiative to develop electronics and sensors that flex and stretch. Flexible hybrid electronics enable the integration of thin silicon electronic devices, sensors, communications and power on flexible substrates like glass, plastic, paper and human skin. Led by the FlexTech consortium, the new institute will gain from Indiana expertise in nanotech materials, batteries, and sensors and integration of flexible systems. E&T engineering faculty members will develop flexible gait sensors to help physical therapists rehabilitate patients, and nanoinks for printable circuits made by a photo-thermal material process.

Future Plans and Priorities

- E&T has been fortunate to hire several tenure-track faculty members who have outstanding potential to provide a stable foundation to grow our research portfolio. Working in concert with E&T's executive associate dean for research and graduate programs and the IUPUI OVCR, it is vital to implement plans to support these junior faculty members in proposal submissions and preparation workshops. Also, we must strive to enhance our communication with other academic units on campus, such as the School of Medicine, to help identify opportunities for our faculty to contribute to large, transformational research funding opportunities.

- E&T has the potential to grow its annual research awards to \$15M in a relatively short time period. Our junior faculty will be integral to meeting this goal. Also, there is strong potential for engineering technology faculty members to deepen their community engagement through collaboration with industry on applied research and development projects. For example, the Purdue Technical Assistance Program (TAP) provides funding for applied projects serving industries in Indiana and we currently have only 1 technology faculty member, who is in the CIGT department, receiving about ~\$70K per year in external funding from TAP. As a goal, we should have 5 such projects on an annual basis led primarily by technology faculty.
- Planned supporting budgetary actions include: i) Continue to support E&T's research incentive plan (through indirect revenue from extramural grants/contracts) to reward faculty members with incentive pay up to 20% of the amount of base salary 'recovered' from extramural funding sources. ii) Continue to maintain adequate cash reserves to provide sufficient funds for cost share for research proposals that require it. iii) Ensure funds are available (via new resources from credit hour growth) to aggressively respond via counter offers to retain E&T's most productive researchers being recruited by other institutions. iv) Assist (cash) departments and PIs with greater federal dependence (BME, ME, ENT) gap funding to diversify funding sources.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments, including evidence of effectiveness

- SHRS faculty submitted 28 external grants, of which 10 were awarded.
- Total research expenditures were \$587,520.
- Indirect cost recovery was \$82,952.
- Salary savings from grants and contracts was \$105,823.
- Faculty had a total of 43 publications in FY16.

Future Plans and Priorities

Nothing reported

School of Informatics and Computing

Highlights and Accomplishments, including evidence of effectiveness

- The most significant work at the SoIC in this category is listed under other numbers, including category the above-mentioned NIH grant (#5), the development of a 3D-printed mandible bone (#5), the diabetes-themed computer game (#5), and the early stages of partnership development with IIT-Delhi (#8).
 - Last year, the HCC Department began to engage its external advisory board of industry professionals in informal reviews of business concepts developed by our faculty and students around technology and market innovations. Initial feedback from both the board and the concept developers has been quite positive. The department plans to expand this practice in the coming year.
 - The BHI Department, as it re-writes its strategic plan, will place a greater emphasis on building research and development relationships with the corporate sector, potentially by bringing bio-science industrial professionals onto the departmental advisory board.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- SLA faculty were involved in 3 separate Grand Challenges proposals.
- SLA faculty member Dr. Philip Goff received promotion to Chancellor's Professor, the only faculty member so elevated in the 2015-2016 academic year. A professor of Religious Studies, Dr. Goff directs the Center for the Study of Religion and American Culture.
- The Polis Center (Dr. David Bodenhamer, Executive Director) received one of the [Top 20](#) external funding awards by obligated amount (\$3.6M).
- Increased proposal dollars for FY16 to [\\$10.5M](#) compared to \$5M in FY15.
- Increased award dollars from \$3.3M in FY15 to [\\$6.2M](#) in FY16.
- Received two National Endowment for the Humanities grants, one for continued work on the scholarly edition of the works of the philosopher Santayana with Professor [Martin Coleman](#) as awardee (\$225,000 outright; \$23,623 in matching funds), and one for a digital humanities project headed by Professor [Jennifer Guiliano](#) for \$249,817).
- Received \$57,266 in support from [the National Historical Publications and Records Commission](#) for the Frederick Douglass Papers, edited by Professor John Kaufman-McKivigan; this project, over the decades, has received nearly [\\$1M](#) in support from NHPRC.
- Received a National Institutes for Health grant for "Identifying Communicative Factors Affecting Opioid Management for Chronic Pain" (\$324,281; two-year project), Dr. Marianne Matthias, Co-PI.
- Dr. Daniella Kostroun, associated professor of history, was awarded a year-long fellowship at the Institute for Advanced Studies at the University of Nantes, France.
- The Woodrow Wilson National Fellowship Foundation awarded Dr. Joseph Tucker Edmunds a fellowship for Fall 2016.
- Dr. Holly Cusack-McVeigh received a two-year grant from the Alaska Humanities Forum.
- [All SLA researchers](#) who applied for funding from the CTSI/CHOP, DRIVE, New Frontiers Creativity and Scholarship, New Frontiers Experimental, New Frontiers/New Currents, and Release Time for Research programs in FY2016 received awards. This is the second year we have had 100% success in more than one internal grant program. Twelve faculty received awards.
- Professor Kyle Minor received one of the above awards to support "Twelve Years a Refugee," a creative writing (narrative nonfiction) project whose goal is to put a human face on the most under-reported humanitarian crisis of the 21st century, which is the proliferation of an open-ended warehousing of stateless people in deteriorating refugee camps in Central and West Africa
- Received IUPUI [Signature Center](#) funding (category B) for the Center for Aerial Unmanned Systems Imaging, directed by Dr. Dan Johnson, an expert in Geographic Information Science.
- John McCormick (Political Science) testified before the U.S. House of Representatives Foreign Affairs Committee, [Subcommittee on Europe, Eurasia, and Emerging Threats](#), on the future of the European Union (along with a chaired professor from Harvard's Kennedy School of Government and a senior fellow from the Peterson Institute for International Economics).

- Kevin Mickey (Polis Center) testified before the U.S. House of Representatives Committee on Transportation and Infrastructure, [Subcommittee on Economic Development, Public Buildings and Emergency Management](#)
- Founding member of the Sports Innovation Institute

Future Plans and Priorities

- In the Coming Academic Year
 - Development, in conjunction with the OVCR, a Grant Improvement through Faculty Training (GIFT) Program.
 - Continued development of faculty forums centered around scholarly publication (books, journal, other media) and grant applications (especially in regard to the National Endowment for the Humanities; we now have 8 faculty who have received NEH grants in the past few years to serve as mentors)
- Longer-term
 - Map out strategies whereby those especially in the social sciences can be encouraged to be more aggressive applying for National Institutes of Health grants (building on strengths especially in health communications and geographic information systems)
 - Design a strategy by which highly productive research faculty can be more fully supported

School of Nursing

Highlights and Accomplishments, including evidence of effectiveness

- Between 2008 and 2014, NIH funding at the Indiana University School of Nursing (IUSON) consistently ranked within the top 10 among public universities and top 16 among private and public universities. In 2015, IUSON experienced an anticipated and temporary drop in NIH funding and ranking. It was temporary because IUSON has since been awarded 1 NIH R01 and are awaiting notice of grant awards on 2 NIH R01s, 1 NIH T32 training grant, and 1 PCORI grant. Over the next five years the School will reach its goal of being ranked as one of the top ten public universities. Since 1990, we have been awarded over \$130 million in total funding.
 - In 2015, NIH awarded \$2.2 million to IUSON professor Dr. Susan Hickman to study an advanced-care planning tool to help ensure Indiana nursing home patients' end-of-life treatment preferences are honored. The research will provide information about how well the Physician Orders for Scope of Treatment (POST) tool reflects patients' treatment preferences and how well patients understand the orders they are choosing. The advance-care planning tool is used by tens of thousands of patients across the United States.
 - In 2015, the Robert Wood Johnson Foundation (RWJF) awarded \$159,000 to IUSON professor Dr. Pamela Ironside to develop the National Nursing Education Research Network to generate evidence for guiding the transformation of academic nursing.
- IUSON submitted 49 proposals totaling over \$25 million and were awarded over \$3.8 million for 34 projects from external agencies.
- IUSON faculty produced over 100 publications and recognized 5 faculty for their extensive interdisciplinary collaborations (J. Carpenter, V. Champion, R. Newhouse, S. Pressler, and S.

Rawl). Each of these individuals' portfolio of publications includes over 150 different collaborators (the limit to what is tracked in online databases).

- IUSON faculty research expertise was recognized via 34 honors and awards from external organizations and through prestigious service to over 75 national and over 25 international organizations including elected or invited positions such as presidents, reviewers, editors, board of directors, chairs and advisors.
- Centers or Institutes expanded:
 - The IUSON Social Network Health Research Lab (SNHRL) expanded its multi-disciplinary membership (nursing, informatics, speech and hearing, anthropology, medicine, and law), acquired additional Big Data, received \$57,000 from academia and industry, and disseminated results via peer-reviewed presentations and publications. IUSON now has exclusive access to (1) mine the ChaCha question and answer service data and (2) the past 12 years (and all future data) from online message boards and chat rooms from the Epilepsy Foundation of America.
 - In the last year, the IUSON Center for Enhancing Quality of Life in Chronic Illness brought 4 nationally known visiting scholars to enhance IUSON faculty research training and development. The visiting scholars included: Dr. Kapustin from Astra-Zeneca, and Drs. Chung, Lennie, Moser from the University of Kentucky.
 - In the past year, the Research in Palliative and End-of-Life Communication and Training (RESPECT) Center had funding of \$19 million supporting 40 research and program grants focused on palliative and end of life care. The fourth annual RESPECT Center conference was held on March 4, 2016 with 175 people in attendance.
 - In the past year, IUSON faculty and students collaborated with many schools, centers, and institutes (RESPECT Center, Indiana CTSI, IU Simon Cancer Center, IU Center for Aging Research, Indiana Alzheimer Disease Center, Indiana Institute for Personalized Medicine, Center for Health Innovation and Implementation Science, IU Network Science Institute, Kinsey Institute, IU Center for Neuroimaging, IU Leadership and Education in Adolescent Health, Krannert Institute of Cardiology, Regenstrief Institute).

Future Plans and Priorities

Nothing reported for Goal 6

School of Physical Education and Tourism Management

Highlights and Accomplishments, including evidence of effectiveness

- Increased number of research proposals generated by 60% (from 5 for FY2015 to 8 as of May 2016)
- Increased awards by 351% (from \$43,309 for FY 2015 to \$195,614 as of May 2016)
- Dr. [Kelly Naugle](#) (Assistant Professor, Kinesiology) received a \$150,000 grant from the Indiana Spinal Cord & Brain Injury Fund.
- Launched [Sports Innovation Institute](#) to stimulate interdisciplinary work that will attract investment from industry and philanthropic foundations.
 - Generated research contracts with Indiana Sports Corporation, NCAA, and Indianapolis Motor Speedway (two separate contracts)

Future Plans and Priorities

- Increase research funding by hiring new faculty.
- Hired Dr. Godwin-Charles Ogbeide as an Associate Professor in TCEM as of August 1, 2016. Dr. Ogbeide (formerly at the University of Arkansas) brings a track record of both grant and contract funding.
- Hired Dr. Andrew Coggan as an Associate Professor in Kinesiology. Dr. Coggan (formerly of the Washington University Medical School) brings a significant record of PI and Co-PI work on federal and foundation grants.
- Expand staff support around grant submissions
- Continue to grow Sports Innovation Institute as a means of attracting research grants and industry contracts
- Further develop Center for Physical Activity in Wellness and Prevention as a means of increasing research productivity

School of Public and Environmental Affairs

Highlights and Accomplishments

- During fiscal year 2016, SPEA IUPUI received a total of \$2,578,531 in research funds, a 114 percent increase from the previous year, and a total of 38 awards, a 100 percent increase from the previous year.
- In 2015, SPEA's 23 tenure-track, full-time faculty members report 39 peer-reviewed new journal articles accepted in 2015 for publication.
- The share of faculty with at least one peer-reviewed article accepted in 2015 (87 percent) was up from the previous year (75 percent).
- SPEA Assistant Professor Jamie Levine Daniel was awarded the 2015 Emerging Scholar Award by the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). The award fosters dissemination of research into practice and provides funds for new scholars to attend ARNOVA's Annual Conference.
- SPEA graduate student Jenna Tyler was awarded the IUPUI Chancellor's Award for Outstanding Undergraduate Research. Jenna co-authored two published research papers with SPEA Associate Professor Abdul-Akeem Sadiq on organizational preparedness for natural disasters.
- SPEA Assistant Professor Brad Ray received \$400,000 from the Division of Mental Health and Addiction to evaluate Recovery Works, a statewide program that offers mental health and substance abuse services in the community for those who may otherwise face incarceration, over the course of three years. Ray will collaborate with the IU Public Policy Institute, a nonpartisan research center based at SPEA.
- Bill Foley's report presented to the State Department's Diplomacy Laboratory Program – was coauthored with 24 graduate students in his National Security class.
- SPEA Assistant Professor Jeremy Carter was asked by the National Institute of Justice director to Co-Chair their Standing Scientific Review Panel.
- The Public Policy Institute served more than 20 national, state and local clients during 2016, including The Local Initiatives Support Corporation (LISC), the Indiana Advisory Commission on Intergovernmental Relations (ACIR), the Indiana Lieutenant Governor's Office, Indiana Judicial Center, the Indiana Criminal Justice Institute, the Indiana Arts Commission, Governor's Council on People with Disabilities, the Indiana Soybean Alliance, the Indiana Latino Institute, Downtown Indy, the City of Carmel, the Indianapolis Neighborhood Housing Partnership (INHP), the Central Indiana Community Foundation (CICF), United Way of Central Indiana (UWCI), the Indianapolis

Metropolitan Police Department (IMPD), the Indianapolis Department of Public Works (DPW), the Marion County Health Department, the University of Indianapolis Center of Excellence in Leadership of Learning (CELL), the Coalition for Homelessness Intervention and Prevention (CHIP), the John H. Boner Community Center, and the Indianapolis Public Schools (IPS).

- PPI issued more than 25 reports during 2016, including the following:
 - Thriving Communities, Thriving State – Recommendations for Thriving Urban, Midsized, and Rural communities;
 - Community Vitality Index;
 - Domestic Migration in Indiana Counties;
 - The Opportunities and Challenges of Benchmarking Indiana’s Local Governments;
 - Hoosier Health and Access to Care.
- PPI released Thriving Communities, Thriving State, the second Policy Choices Initiative project, the result of data-informed discussions among more than 50 state and local leaders who represented the urban, mid-sized and rural communities across the state. The Thriving recommendations continue to be shared with state and local elected officials and thought leaders to encourage policies that will promote thriving communities throughout Indiana. PPI also provided the data and reports used by the Indiana Lieutenant Governor’s office for The Bicentennial Visioning Project, which produced 50 “Big Ideas for Indiana’s Future.”

Future Plans and Priorities

Nothing reported for Goal 6

School of Science

Highlights and Accomplishments

- 89 grants were awarded (up 9% from 2014-2015).
- 2.9M in ICR (up 6% from previous year)
- 9.4 M in research expenditures (up 24% from last year)
- SOS faculty published 380 peer-reviewed research articles in calendar year 2015, 2 books, and 2 textbooks.
- SOS faculty presented over 700 times as national conferences, invited talks, poster sessions, and workshops in 2015.
- The School of Science has 11 faculty with NSF CAREER awards. Since 2011 (when there were zero), eleven faculty have been awarded career awards from the National Science Foundation. These faculty include Lisa Jones, Steve Presse, Lixin Wang, Roland Roeder, Lei Li, Haibo Ge, Greg Druschel, Murat Dundar, Gavrill Tsechpenakis, Yogesh Joglekar, and Mohammad Al Hasan.
- New prevention target: IUPUI studies effect of depression treatment on heart attack risk. IUPUI researchers led by Jesse Stewart of the School of Science, have received a \$2.6 million grant from the National Institutes of Health to conduct the first randomized controlled trial to determine whether depression treatment can help prevent the development of cardiovascular disease. <http://science.iupui.edu/news/new-prevention-target-iupui-studies-effect-depression-treatment-heart-attack-risk>
- Researchers have identified critical factors that determine drought vulnerability of wheat, maize. Researchers led by Lixin Wang, assistant professor of earth sciences in the School

of Science at IUPUI, have identified critical information about the environmental variables and agronomic factors that determine the vulnerability of maize and wheat production to drought. Ultimately, this information can be used to guide agricultural planning and minimize crop loss due to drought.

<http://science.iupui.edu/news/researchers-have-identified-critical-factors-determine-drought-vulnerability-wheat-maize>

- IUPUI ecohydrologist studies fog, dew and other novel water sources for dryland vegetation. As fresh water becomes more scarce due to population growth and climate warming, both of which are projected to increase over the coming decades, ecohydrologist Lixin Wang of the School of Science at IUPUI is investigating how non-rainfall water sources -- especially fog and dew -- impact drylands with important implications for their agriculture. His work is supported by a new CAREER award from the National Science Foundation. <http://science.iupui.edu/news/iupui-ecohydrologist-studies-fog-dew-and-other-novel-water-sources-dryland-vegetation>
- IUPUI psychologists explore pain in Hispanic Americans. Hispanic Americans report fewer pain conditions compared with non-Hispanic white or black Americans, according to a critical review and analysis of more than 100 studies on pain experience and pain management among Hispanic Americans. The first work of its type was conducted by researchers from the School of Science at IUPUI led by clinical health psychologist Adam T. Hirsh. <http://science.iupui.edu/news/iupui-psychologists-explore-pain-hispanic-americans>
- IUPUI develops technique for detection of illicit enhancement of racing tire performance. A new study from the Forensic and Investigative Sciences Program of the School of Science at IUPUI explores the illicit treatment of racing tires with volatile chemicals to improve function and presents a new and effective method to determine if tires have been doctored. Using a technique they developed specially for this purpose, the IUPUI researchers, led by principal investigator John Goodpaster, Forensic and Investigative Sciences director and associate professor of chemistry and chemical biology, analyzed tires from the vehicles of first-, second- and third-place finishers of midget car races across the United States. Approximately 15 percent tested positive for illicit chemical treatment. <http://science.iupui.edu/news/iupui-develops-technique-detection-illicit-enhancement-racing-tire-performance>

Future Plans and Priorities

- In the Coming Academic Year
 - Developing a Near Miss program. This program will provide seed funding for faculty with grant proposals submitted to external agencies that have just missed funding. The School will provide funds (as available) to help faculty complete discrete, actionable requests (e.g. completion of a preliminary data set) from the grant reviewers that should position the proposal for likely success upon resubmission.

School of Social Work

Highlights and Accomplishments

- A \$1.4 million grant from the Health Resources and Services Administration is being used to provide specialized training to MSW students to work with transitional-aged youth, ages 16

to 25. That population faces numerous risks but is underserved because of a lack of trained social workers. Students participating in the project each receive a \$10,000 stipend.

- The National Child Welfare Workforce Institute awarded the School \$735,000 to be used to provide seven MSW students a year for five years to receive enhanced training involving trauma and children. Each participating student receives a \$13,650 stipend.
- The School's faculty have been involved in a multi-year evaluation of the Indiana Department of Child Service's Title IV-E Waiver Demonstration Program, which involves some of Indiana's most vulnerable children. The launch of the School's Center for Social Health and Well-Being to support faculty and their research.
- The launch of the School's Center for Social Health and Well-Being to support faculty and their research

Future Plans and Priorities

- In the Coming Academic Year
 - School of Social Work Dean Michael Patchner has named Dr. Patrick Sullivan director of the Center for Social Health and Well-Being, who will guide the center in the coming year.

Office of Community Engagement

Highlights and Accomplishments

- The Office of Community Engagement seeks to grow IUPUI's capacity to lead as an Anchor Institution in Indianapolis and the Central Indiana region. By leveraging campus resources, we seek to address local and global community-identified needs.
 - External grants/contracts submitted and awarded.
 - Submitted applications or proposals for 17 grants totaling \$2,385,863. To date, we have received a total of \$284,807 from the US Department of Education, Indiana Campus Compact, Verizon, AmeriCorps, Local Initiative Support Corporation (LISC), Mary Rigg Neighborhood Center, Marian University, and Central Indiana Community Foundation; an award of \$1.4 million to be announced in August through Serve Indiana and \$1 million still pending decision.
 - Collaborated with the IUPUI STEM Education Research Institute (SERI) to submit a grant application to the National Science Foundation (\$598,600) to increase the role that active pedagogies, faculty engagement, and institutional intentionality play in the ethical preparation of ethical STEM undergraduates.
 - Acquired funding for physical space and launching the strategic plan for the [River West](#) Great Places 2020 Entrepreneurship Center in the [Near West](#) community. LISC has committed \$25,000 to IUPUI for the center. Chase Foundation has committed \$150,000.
 - Generated Scholarship on Service Learning.
 - IUPUI Series on Service Learning Research Volume 3 was completed. This volume, titled *Research On Student Civic Outcomes In Service Learning: Conceptual Frameworks and Methods*, includes chapters from nationally recognized service learning scholars from throughout the country and the globe.
 - Promoted IUPUI's national reputation of excellence in community engagement through:

- Publications: ethics of engagement; civic-mentoring relationships; critical reflection;
- Reports: service learning, service-based scholarship program successes, alumni and engagement;
- Presentations: Building capacity for community-university engagement; global service learning; service learning in the curriculum; partnership evaluations, community schools, assessment of student civic learning, collective impact.
- Attracted national scholars to the [IUPUI Research Academy at the Center for Service and Learning](#) to strengthen both the research on service learning and community engagement skills of faculty/staff from throughout the country. Respondents reported through a participant survey greater understanding of service learning research, pursuit of research questions; ability to identify conceptual theory and frameworks to support scholarship, resources to advance scholarship and strategies to support the scholarship of others.

Future Plans and Priorities

- Develop a campus agenda for the scholarship of engagement to expand IUPUI's national reputation as an engaged campus through the scholarship of engagement.
- Intensify, affirm and expand IUPUI's international reputation of excellence in service learning and the civic-minded professional scholarship.
- Strengthen the measurement of student civic competency and engagement through collaboration with IRDS and ETS to implement a pilot project of national value.
- Organize and conduct longitudinal research on students who were recognized for community engagement (e.g., SHJ, Plater Medallion, Top 100, etc.) to further strengthen student engagement and loyalty to the campus for broader community impact.
- Strengthen capacity for community-engaged research and reporting of engaged research in collaboration with the Office of the Vice Chancellor of Research.
 - Support and inspire community engaged research activity under the direction of the Office of the Vice Chancellor of Research including solicitation, selection and support for the Bantz Chancellor's Community Fellowships, faculty development, capturing community-based research activity.
 - Provide joint support a Senior Scholar for Community Engaged Research.
 - Leverage ongoing research and provide a comprehensive view of community-based and community-engaged research at IUPUI through partnering with contracts and grants administration, IRB and Office of the Vice Chancellor of Research to capture community-based and community-engaged research data.
 - Provide searchable database for researchers to identify existing and emerging collaborators on campus and in the community through the Collaboratory.

Diversity, Equity, and Inclusion

Highlights and Accomplishments

Nothing reported for Goal 6

Office of Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments

Nothing reported for Goal 6

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments

Nothing reported for Goal 6

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments

- IUPUI received over \$206,000 from the Indiana Commission for Higher Education (ICHE) to fund the development and expansion of programs to support first-year [21st Century Scholars](#). The grant expanded University College's effort to serve 200 21st Century Scholars through eight sections of the Summer Bridge program and eight first-year seminars that included an innovative curriculum focusing on building resiliency and college success planning.
- The [Nina Scholars](#) program was awarded a new six-year grant from the Nina Mason Pulliam Charitable Trust for approximately \$1.8 million to provide student aid to Nina Scholars. This is in addition to the four-year grant received from the trust for more than \$500,000 for the program's administrative costs. The six-year grant amount represents an increase of \$183,600 over the previous grant cycle.
- A total of 399 people attended the 2015 [National Mentoring Symposium](#). Participants represented 22 institutions and nine states. This is an increase of 34 participants, 10 institutions, and an additional three states represented from the 2014 symposium.
- [University College](#) co-hosted the 2016 Region VII National Orientation Directors Conference in Indianapolis.
- Ten partnerships (national and state) were hosted by the [Division of Undergraduate Education](#) through conferences and workshops in 2016. The first Indiana Faculty Collaborative Conference ([LEAP INdiana](#)) was managed with over 260 statewide attendees. The conference will be back in 2017. The 16th [National Mentoring Symposium](#) and the third [EDGE](#) conference will both be returning in 2017 as they have gained national award recognition.

Future Plans and Priorities

Nothing reported for Goal 6

EVCCAO Enrollment Management

Highlights and Accomplishments

Nothing reported for Goal 6.

EVCCAO Faculty Appointments and Advancement

Highlights and Accomplishments

Nothing reported for Goal 6

EVCCAO Graduate Office

Highlights and Accomplishments

- GRADgrants offers assistance to graduate and professional students looking for fellowship and grant support for their research studies. <http://graduate.iupui.edu/academics-research/research-funding/index.shtml>
- The Graduate Office provides educational resources and guidance to several campus programs which offer post-bac and predoctoral students research experiences on campus including IPREP and Bridges to the Doctorate.
<http://iprep.iupui.edu/>
<http://micro.medicine.iu.edu/graduate-programs/phd-program/graduate-diversity-programs/bridges-to-the-doctorate/>
- Lead expansion of the medical student summer research program which is an NIH and CTSI funded program. Played a key role in the competitive renewal application for this program which is pending at NIH.
<http://mse.medicine.iu.edu/student-affairs/financial-aid/student-research/>
- Student doctoral and master's research is broadly shared via inclusion in IU Scholarworks with the Graduate Office encouraging students use this resource to communicate their discoveries. 100% of IUPUI graduate students entered their thesis research in this database in 2015-2016. <https://scholarworks.iupui.edu/handle/1805/199>
- 100% of IUPUI doctoral students in 2015-2016 submit information on their research and future careers to the National Science Foundation Survey of Earned Doctorates with encouragement from the IUPUI Graduate Office.
<http://www.nsf.gov/statistics/srvydoctorates/>
- Demographics for graduate students and information on campus resources are provided by the Graduate Office to faculty to assist with training grant preparation.

Future Plans and Priorities

- In the coming Academic Year
 - Assist SOM with the upcoming renewal application for their NIH training grant for physician scientists, this is a partnership between SOM and BME at PUWL.
<http://mstp.iu.edu/>
 - Assist CRL with a McNair program application
- Longer-term
 - Discuss with Associate Deans the potential for additional training grants and web-based tools for best practices in mentoring students in research.

EVCCAO Honors College

Highlights and Accomplishments

- The Sixth Annual IUPUI Honors College Showcase was held April 15 2016. Examples

of Honors Scholars' research, scholarship, international experiences, civic engagement, and leadership were presented to the IUPUI community and prospective scholars in an engaging, interactive showcase.

<http://inside.iupui.edu/editors-picks/campus-life/2016-04-12-honors-college-showcase.shtml>

- IUPUI Honors Scholars cite access to undergraduate research as one of their primary motivations for choosing IUPUI and the IUPUI Honors College. As Honors Scholars, they have unique access and opportunities to engage in cutting-edge research with faculty. We work to connect our students with these opportunities in their major, as well as research sponsored by IUPUI through the Center for Research and Learning. Our students have opportunities to develop critical thinking and problem-solving skills, which serve them well as life-long learners.

EVCCAO Institutional Research and Decision Support (IRDS)

Highlights and Accomplishments

- Inclusion of Academic Analytics in program review information
- Consultation with chairs/program directors to increase use of Academic Analytics

Future Plans and Priorities

- Serve to support data/information needs associated with Digital Measures/Academic Insight for the IUPUI campus
- Better understand the capabilities of Academic Analytics to understand how to best report information to decision makers

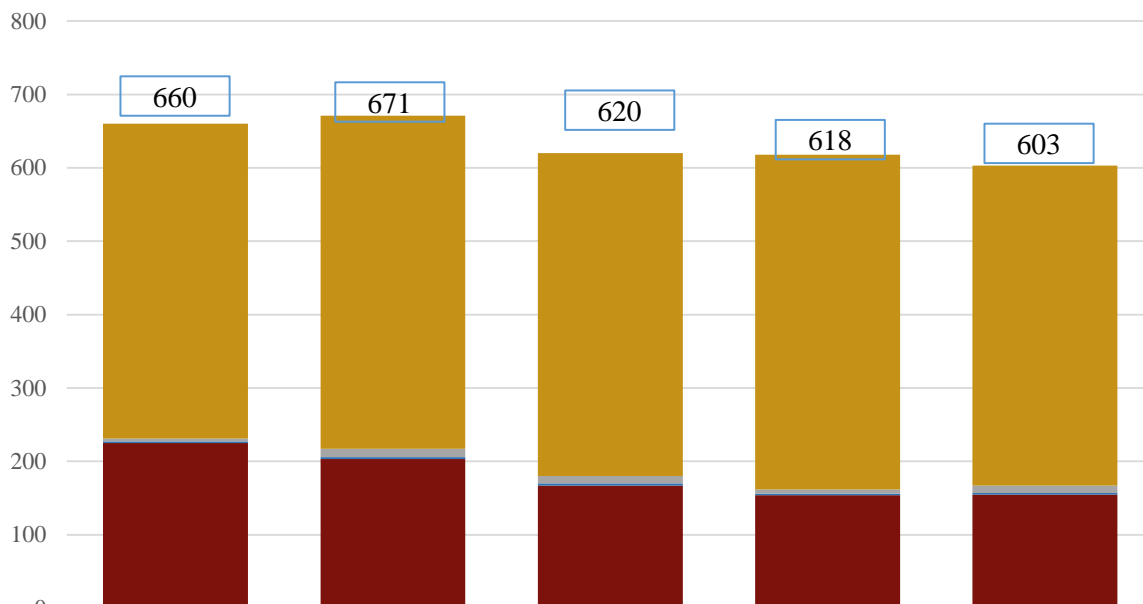
EVCCAO International Affairs

Highlights and Accomplishments

- The OIA awarded international [research grants](#) totaling \$15,000 through a competitive process to IUPUI faculty to help build collaborations with current international partners. In Spring 2016, \$3,000 grants were awarded to IUPUI researchers working with Moi University (Kenya), Hebrew University (Israel), Sun Yat-sen University (China), and Newcastle University (UK).
- Dr. Ian McIntosh, Director of International Partnership, organized an international conference '[Pilgrimages in India: Celebrating Journeys of Plurality and Sacredness](#)' at the IU India Gateway. The conference was held on March 3 and 4, 2016, and included an exhibition of sacred Indian architecture.

IUPUI International Scholars* by Visa Type

*International faculty, researchers, staff, and visitors receiving visa documentation and/or advising from the Office of International Affairs



	2012	2013	2014	2015	2016
J1	429	454	440	456	436
Other	4	11	10	6	10
O1	2	3	3	2	2
H1B	225	203	167	154	155

Future Plans and Priorities

- Work with IU School of Medicine Postdoctoral Office to serve needs of international postdocs and provide them with greater information and services.

EVCCAO Office for Women

Highlights and Accomplishments

- IU WOMEN OF COLOR RESEARCH NETWORK – OFW partnered with the Office of the Vice Chancellor for Research to establish a chapter of the NIH Women of Color Research Network. Developed 300 person listserv for all IU campuses. Arranged for OFW spring workshop on unconscious bias streamed to members.
<http://ofw.iupui.edu/Mentoring/Advancing-Women-Mentoring-Program/Unconscious-Gender-Bias>
- September 21, 2015. Co-sponsored with OVCR, visit of two NIH officials, Jennifer Plank-Bazinet and Reiko Toyama, to campus to discuss their Women of Color Research Network and services available to women researchers.
- EMPOWER (Enhanced Mentoring Program with Opportunities for Ways to Excel in Research)
A Collaboration between the Office of the Vice Chancellor for Research and the IUPUI Office for Women. This program sustains mentorship opportunities through the EMPOWER Grant Program, supporting achievement of excellence in research and scholarly activity, and

optimal attainment of academic career goals and objectives. It supports IUPUI faculty who are historically underrepresented and/or excluded populations in their discipline or area of scholarship and historically denied admission to higher education or that discipline, 1) to become successful in sponsored research and scholarly activity, and 2) to achieve significant professional growth and advancement. Since 2011, there have been five cohorts which average about 12 teams a year. To date, in five cohorts, we have had 62 mentees and 58 mentors participate. ROI in external funding awarded to mentees has been \$2,565,560.

Future Plans and Priorities

- OFW and OVCR will continue their collaborations on EMPOWER and IU Women of Color Research Network. In 2016-17, we will undertake a 5-year evaluation of the EMPOWER program. We will continue to develop resources to make available to the IU Women of Color Research network.

EVCCAO University Library

Highlights and Accomplishments

- Examples include: external grants/contracts submitted and awarded, total research expenditures, patent and trademark applications, invention disclosures, commercial/technology transfers, and patents granted, Centers or Institutes developed or expanded, collaborations with other units or external partners, student participation in research, external recognition of research/creative activity accomplishments, etc.
 - The library maintains the campus' institutional repository, IUPUI ScholarWorks. In July 2016 it contained over 9,000 items. In 2015 there were 863,500 views and 478,500 downloads of these items. It also maintains a separate repository for data, IUPUI DataWorks.
 - The library has worked assertively to support the implementation of the IUPUI Open Access (OA) Policy. We believe that approximately 43% of the works produced on the campus in 2015 that were covered by the policy were deposited into IUPUI ScholarWorks. This makes IUPUI one of the U.S. campuses with the highest deposit rate. See: <https://www.ulib.iupui.edu/node/15894>
 - Through workshops and individual consultations, the library continues to educate and guide faculty in understanding of and compliance with Federal OA and data mandates and publishers' policies regarding such mandates.
 - Increase faculty knowledge of and participation in the digitization of their research collections by providing a small grants program to support these projects. An example of this is the ongoing project with Robert White on Irish Republicanism. The most recent addition to these collection is the *Irish People* newspaper (<http://ulib.iupui.edu/collections/IP>).
 - Support faculty and campus administration in documenting evidence of research impact, particularly with application of nontraditional metrics and conducting workshops for faculty.
 - Increase faculty and student use of digital humanities tools. The library's "Chronicling Hoosier" (<http://centerfordigschol.github.io/chroniclinghoosier/index.html>) won third place in the NEH Chronicling America Data Challenge see: <http://www.neh.gov/news/press-release/2016-07-25>

- The library supports an open access journal publishing platform (<https://journals.iupui.edu>) that currently supports thirteen journals. *Metropolitan Universities* (MUJ), published by the Coalition of Urban and Metropolitan Universities. The library has begun minting DOIs for this collection.
- Develop and implement a robust data preservation system. The library has become a member of the Digital Preservation Network and is in the process of making its first deposits into the network. This is the first step in developing a robust digital preservation program.
- The library maintains one of the world's largest collections in Philanthropy.

Future Plans and Priorities

- In the Coming Academic Year
 - The library will continue to work with faculty on the full implementation of the Open Access Policy and to include faculty work in IUPUI ScholarWorks.
 - Work with faculty to promote the wide use of ORCIDs.
 - Continue to create educational programs and to otherwise assist faculty that so they can thrive in the changing scholarly communications environment.
 - The library will continue to develop its digital preservation program using the Digital Preservation Network.
 - Continue to develop and maintain world class collections in philanthropy including monographs, serials, and subscription database.
 - Continue to seek out and acquire manuscript collections in philanthropy at the local, state, and national level; preserve and provide the widest possible access to these collections.
 - Design and develop a portal for philanthropy open access resources, building upon and integrating existing database resources developed at IUPUI (i.e. Philanthropic Studies Index, PRO: Philanthropy Resources Online, FoLiO: Foundation Literature Online, and Philanthropy E-Archives).
 - Develop a fund for Muslim American Philanthropy in order to expand the University Library' Philanthropy Collections.
 - Identify prospects and pursue funding for a large-scale digitization project focused on the library's historical collection of form 990 PFs.
- Longer-term
 - Working with the IUB libraries and UTIS develop an enterprise level scholarly system that can serve and a robust institutional scale repository. We anticipate this system will be ready for deployment in 2017 or 2018.
 - Develop a full digital preservation program for the 40 TBs or more of digital date held by the library. This will require new funding.

Finance and Administration

Highlights and Accomplishments

Nothing reported for Goal 6

Planning and Institutional Improvement

Highlights and Accomplishments

- Mzumara served as principal evaluator for the *Central Indiana STEM Talent Expansion Program (CI-STEP; <http://step.iupui.edu>)*, a collaborative grant research project funded by NSF and housed in the School of Science. The CI-STEP project achieved the primary goal and increased (at least 10% per year) the total number of students completing STEM degrees at IUPUI.
- Mzumara co-authored and published 2 research papers in refereed publications:
- Bunu-Ncube, L. G., Watt, J. X., **Mzumara, H. R.**, *et al.* (2016). Supporting STEM Education: Reflections of the Central Indiana Talent Expansion Project. Book Chapter (7) in G. C. Weaver, W. D. Burgess, A. L. Childress, & L. Slakey (Eds.), Transforming Institutions: Undergraduate STEM Education for the 21st Century. West Lafayette, IN: Purdue University Press.
- Hundley, S. P., Feldhaus, C. R., Watt, J. X., Marrs, K. A., Gavrin, A., & **Mzumara, H. R.** (2015, August). Central Indiana STEM Talent Expansion Program: Student and Faculty Interventions. Proceedings of the *Portland International Conference on Management of Engineering & Technology (PICMET)*.
- Kahn wrote a new chapter for the 2nd edition of the *Handbook on Assessment, Measurement, and Evaluation in Higher Education* focusing on use of ePortfolios in outcomes assessment; expected publication is mid-2017.
- Kahn, Scott, and Landis co-authored a paper on reflection in ePortfolios that was published in the peer-reviewed *International Journal of ePortfolio*. Kahn and Scott also contributed a case study on ePortfolio platform selection for the Eynon and Gambino book *The High Impact of ePortfolio Practice* (forthcoming in October 2016).
- Kahn served as a reviewer for the *International Journal of ePortfolio* and the *Journal on the Scholarship of Teaching and Learning*, on the editorial board of the UK-based ePortfolio journal *RAPPORT (The International Journal for Recording Achievement, Planning and Portfolios)*, and as book review editor for *Assessment Update*. Scott contributed a book review to *Assessment Update*.
- Kahn served on the planning committee for the CRA (Centre for Recording Achievement)-AAEEBL International Seminar on Eportfolios, held at the University of Edinburgh in June 2016, and co-facilitated the plenary portions of the seminar program.
- Kahn presented or co-presented seven conference sessions, Scott co-presented four sessions, and Landis co-presented two sessions at regional and national venues that included the AAC&U annual meeting, the AAEEBL annual and regional conferences, and the Assessment Institute in Indianapolis.
- PAII sponsored grants administered by the Program Review and Assessment Committee to support research and development in outcomes assessment by IUPUI faculty and staff.
- Banta presented a paper at the annual meeting of the American Educational Research Association and completed a paper with Peter Ewell that will be published online by the National Institute for Learning Outcomes Assessment (NILOA).
- Banta continued as editor, Black as managing editor, and Kahn as book review editor of *Assessment Update*.
- Banta serves on the editorial boards of two additional scholarly journals and as a reviewer for three other journals.
- Banta is a member of the National Advisory Council of NILOA.
- PAII staff assisted in planning and managing the Assessment Institute in Indianapolis.

- Black co-presented a pre-Institute workshop on Program Review.

Future Plans and Priorities

- During Academic Year 2016-2017, the top work priorities for the Testing Center include:
 - During AY 2016-2017 (and for the duration of his second five-year term that ends on December 31, 2020), Mzumara will continue to serve as *Commissioner* for the CLE Commission; *Chair, Attorney Specialization Committee*, and *Psychometrician* for the Advisory Panel for the State of Indiana Supreme Court’s Commission for Continuing Legal Education (ICCLE).
- During Academic Year 2016-2017, the top priorities for the Office of Program Review include:
 - Continue to plan and conduct the Assessment Institute in Indianapolis.

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- Administered eight OVCR internal grant programs, providing seed funding in support of research and scholarly projects which have good prospects to grow and succeed, including through external funding support. A total of 83 proposals were funded for \$1,313,793.

Program	# Awards	\$ Awards
Research Support Funds Grant (RSFG)	19	\$636,430
Funding Opportunities for Research Commercialization and Economic Success (FORCES)	7	\$186,931
Developing Diverse Researchers with InVestigative Expertise (DRIVE)	12	\$174,589
IUPUI Arts and Humanities Internal Grant (IAHI)	12	\$88,687
Release Time for Research (RTR)	8	\$75,159
Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (EMPOWER)	20	\$60,000
International Research Development Fund (IRDF)	4	\$41,997
Imaging Technology Development Program (ITDP)	1	\$50,000
	83	\$1,313,793

- Proposal Development Services
- The primary mission of the Proposal Development Services is to assist IUPUI faculty in identifying and pursuing large, extramural, multi-disciplinary grants in support of research, infrastructure, and service projects. This is accomplished through (1) general workshops on funding proposal development for faculty, postdoctoral fellows, and advanced graduate students; (2) workshops on proposal development targeted to specific funding agencies, funding mechanisms, or disciplinary areas; and (3) consultation with individual proposers and research teams to develop and submit high-quality applications for specific external funding from various federal and non-federal agencies.
- Innovation to Enterprise Initiative - Create and encourage the invention culture on campus, and serve as a ready source of support and information for faculty, staff, and students engaged in research with potential for commercial development.

- Imaging Research Initiative - Provide the environment, infrastructure, and resources necessary for facilitating the development of new, innovative biomedical imaging-related technologies, the utilization of biomedical imaging technologies as quantitative tools for scientific research, and the dissemination of imaging technologies into the broader biomedical research and applied imaging communities.
- Integrated Nanosystems Development Institute (INDI) – Partnered with Schools of Engineering & Technology and Science in successful national search for Director and development of plan for sustaining center operations in the future.
- STEM Education Innovation and Research Institute (SEIRI) – Completed plan for establishment of this signature institute after 5 years of transitional leadership, with the appointment of Pratibha Varma-Nelson as Founding Executive Director following a year-long visioning and planning process that included a wide cross-section of stakeholders.

Future Plans and Priorities

Nothing reported for Goal 6

Student Affairs

Highlights and Accomplishments

Nothing reported for Goal 6

University Information Technology Services (UITS)

Highlights and Accomplishments

- Jetstream, the NSF's first general-purpose cloud computing resource for science and engineering research, was put into early operations for use by IU researchers and fully accepted by the NSF in May 2016. This major grant award is led by UITS and the IU Pervasive Technology Institute. IUPUI researchers from chemistry, computer science, and biological sciences have been making use of this first-of-a-kind system. Assistant Professor Fengguang Song is a Senior Investigator on this grant award.
- The IUPUI campus has access to two new high resolution 3D object scanners, which can be checked out and used by members of the IUPUI community. Scanned images can then be displayed on computer monitors, or turned into physical objects via the MakerSpace at the Herron School of Art. Eight IUPUI departments have used these scanners so far.
- UITS, through the Research Technology division and Pervasive Technology Institute, provides and supports several supercomputers used by IUPUI students and researchers:
 - Big Red II, IU's largest supercomputer, was used by 50 students who collectively submitted 58,508 jobs to the system. 72 faculty and staff researchers submitted 124,770 jobs using 28,632,490 CPU hours. IUPUI accounted for 31% of the total use of Big Red II.
 - Mason and Karst are supercomputer clusters. Karst and Mason were used by a total of 58 students running a total of 28,096 jobs using 1,251,032 CPU hours. 75 faculty and staff members submitted 34,985 jobs on Karst and Mason, totaling 2,106,238 CPU hours. IUPUI accounted for 14% of the total use of Karst and Mason.
- Overall, the IUPUI campus finds research IT support to be of high quality, with a satisfaction rating of 97.5 ± 2.2 % on the most recent UITS survey.

- A National Science Foundation grant to be shared among Indiana University regional campuses will advance research efforts across the state and support new and innovative science and technology instruction. The two-year, \$450,468 grant will fund new infrastructure to allow faculty and students at IU Northwest, IU South Bend, IU Kokomo, IU East, IU Southeast and Indiana University–Purdue University Columbus to take advantage of recent bandwidth upgrades to the I-Light network, Indiana’s high-performance research and education network. <https://itnews.iu.edu/articles/2016/nsf-grant-brings-faster-network-connections-to-iu-regional-campuses-.php>
- Thanks to a grant from the National Science Foundation, Indiana University is developing an online service that will make it easier for university administrators to understand the importance of funding related to IT systems based at their institutions. <https://itnews.iu.edu/articles/2016/iu-receives-nsf-grant-to-develop-tool-to-measure-impact-of-campus-based-cyberinfrastructure.php>
- The HathiTrust Research Center (HTRC), a cooperative service of Indiana University, University of Illinois, and HathiTrust, has expanded its services to support computational research on the entire collection of one of the world’s largest digital libraries, held by HathiTrust. HathiTrust’s collections contain over 14 million digitized volumes, including over 7 million books, 725,000 US federal government documents, and 350,000 serial publications. HathiTrust’s collections are drawn from some of the largest research libraries in North America, including Indiana University and the University of Illinois. <https://itnews.iu.edu/articles/2016/one-of-the-worlds-largest-digital-libraries-opens-doors-to-text-mining-scholars-.php>
- The security of the more than \$7 billion in research funded by the National Science Foundation will be significantly bolstered, thanks to a \$5 million grant to Indiana University and partner institutions to create the NSF Cybersecurity Center of Excellence. The funding will designate the IU-led Center for Trustworthy Scientific Cyberinfrastructure as a Cybersecurity Center of Excellence. <https://itnews.iu.edu/articles/2016/iu-leads-5m-collaborative-grant-for-nsf-funded-cybersecurity-center-of-excellence.php>
- To address the vulnerability of valuable scientific and clinical instruments connected to the Internet, Indiana University will develop a working prototype for a mini-science DMZ through the support of a three-year, \$480,000 National Science Foundation (NSF) grant. <https://itnews.iu.edu/articles/2015/iu-receives-480k-nsf-grant-to-develop-security-tool-prototype-.php>
- The National Center for Genome Analysis Support (NCGAS) at Indiana University has received \$627,854 from the National Science Foundation (NSF) to continue its work helping scientists analyze, understand, and make use of the vast quantities of genomic information now available. In a separate, collaborative award, the Pittsburgh Supercomputing Center (PSC) has received \$131,987 from NSF as part of the NCGAS renewal. <https://itnews.iu.edu/articles/2015/iu-genome-analysis-center-wins-national-science-foundation-funding-renewal.php>

With the assistance of a \$25,000 grant from the National Recording Preservation Foundation to Indiana University Libraries, the university will preserve rare, original recordings of "The Orson Welles Show." The live radio series produced by its iconic host and namesake debuted Sept. 15, 1941. <https://itnews.iu.edu/articles/2016/iu-libraries-to-preserve-and-share-lost-orson-welles-radio-recordings.php>

Future Plans and Priorities
Nothing reported for Goal 6

Deepen our Commitment to Community Engagement

Athletics

Highlights and Accomplishments

- Department served as co-host for 2016 NCAA Women's Basketball Final Four including:
 - Serving as representatives for kickoff event of 3rd grade reading program for Pike Township
 - Volunteering multiple student athletes at city wide basketball clinics the week of Final Four
 - Providing 15+ key volunteer opportunities for full roster of special events surrounding basketball games for administrators, campus staff, and various IUPUI students
- IPS Reading Program
 - Each Friday during school year small group of Jags student athletes would volunteer to tutor 3rd grade students in reading; William Penn Elementary part of Indianapolis Public Schools was the location for the effort
- Ticket Donation Program
 - With partnerships from local business community including IMCU, Hubler Automotive, Herff Jones and others, Department of Athletics donated tickets throughout the community to schools; nonprofit organizations and community groups serving the geographic area near the Indiana State Fairgrounds.

Future Plans and Priorities

- Future plans include creating formal community involvement days specifically for student athletes and administrators to deeply engage in volunteer activities. The department will continue serving in NCAA hosting duties including for the NCAA Men's Basketball 1st Round games in March 2017 as well as the NCAA Division 1 Men's and Women's Swimming Championships the same month.

Columbus

Highlights and Accomplishments

- Members of Communications Program faculty served as head coach of a local high school speech team, volunteered at the multi-county Turning Point Domestic Violence Shelter, and directed the Great Decisions Program series on international topics at the Mill Race Center in Columbus.
- At the first IU-Day event, IUPUC received nearly 190 gifts during the 24-hour event. These gifts, plus several challenge awards, resulted in gifts totaling nearly \$100,000 for the campus.
 - The Development and Communications/Marketing offices collaborated to launch IU Day at IUPUC.
 - IUPUC was in the top two on the leader board all day and finished with the second largest number of donors out of all IU entities.
 - IUPUC also won the Most First-Time Donors challenge award.
<https://iuday.iu.edu/results/index.html>

- IUPUC hosted a two-day rainscaping education program led by two IUPUC faculty members. The program was offered in conjunction with the Purdue Sustainable Communities Program.
 - The construction of a raingarden as a research plot was proposed by an IUPUC biology major. The research plot was built by a team of faculty, staff, students and landscape professionals.
 - In the next phase, IUPUC will partner with Bartholomew Soil and Water Conservation District to build a rain collection system near the garden.
- IUPUC is located on a campus that is operated by the airport authority of the City of Columbus.
 - IUPUC regularly attended meetings of the Board of Aviation Commissioners and consulted or advised with the airport Director on various issues and projects.
 - In addition, IUPUC attended a special airport master planning session hosted by the airport Director for purposes of informing and getting input from the institutions of higher education on the Columbus campus.
- IUPUC engaged with multiple community private sector, public sector, industrial sector, and philanthropic sector contacts regarding the value of a student center located on the Columbus Higher Education campus. IUPUC also collaborated with the Community Education Coalition through the sharing of ideas and information gathered by IUPUC at CEC's request.
- IUPUC staff broadened engagement with executive leadership at Cummins Inc. on a variety of mutual interest topics.
 - Cummins is interested in collaborating with IUPUC to identify a maker's space for Mechanical Engineering students; one opportunity would be to repurpose an existing Cummins facility into a maker's space/incubator/history and restoration center that could also meet certain needs of Cummins
 - Cummins would work with Business and Mechanical Engineering faculty to identify project-based learning opportunities for students that add value and complement the classroom experience
 - The Corporate Responsibility group at Cummins is interested in building a Columbus collaboration that would focus on sustainability issues currently being highlighted by the Landmark Columbus project
 - Cummins expressed interest in joining an IUPUC strategic effort to address the concept of design thinking as it might expressed in the IUPUC experience
- Division of Business students completed 13 community projects as part of class-based assignments. Division team members also delivered 372 hours of community service.
- A unique scholarship program to serve undocumented Hispanic/Latino students was created by the IUPUC Development Office through consultation with private external donors in Bartholomew County and the IU Foundation. The new scholarship is a creative response to address a real diversity issue by meeting the need of a community that is underserved and marginalized in today's environment. Two private funding sources in Bartholomew County have signaled their intent to be early philanthropic sponsors. This program is also important because it creates a template for future use in serving diverse student populations who aspire to higher education.
- The IUPUC Alumni Association sponsored ten events for students across the academic year, including soft skill development (dining and cultural etiquette) and social/fundraising opportunities.
- With the financial support of a member of the IUPUC Board of Advisors, the Development Office launched a project to solicit past Columbus high school graduates to support their

hometown community of Columbus by supporting IUPUC. The Donor funds student workers who are developing a spreadsheet and mailing list of alumni. In addition to this project, the donor has also agreed to fund student workers for an alumni project. This project is being outlined and developed right now.

- IUPUC Alumna, Morgan Abel, is the 2016 Miss Indiana and competed for the Miss USA title. Ms. Abel is from Jennings County and is a registered nurse at Columbus Regional a major health care partner of IUPUC.
- The IUPUC Center for Business and Economic Development reached several milestones.
 - Met with all current customers and 20 new companies in the region as prospects.
 - Convened 10 front line workshops for largest client, generating \$100,000 in revenue.
 - Conducted 33 public workshops with 190 participants and generating \$25,000 in revenue.
 - Conducted 45 private workshops (not including largest client) with 400 participants and revenue of \$60,000.
 - Performed private consulting with two companies generating revenue of \$8,000.
 - Co-sponsored four entrepreneurship events with the Columbus Chamber of Commerce with average attendance of 65 per event. Also advised four entrepreneurs.
 - Participated in six regional boards and committees.
 - Developed eight new products as certificated learning experiences for regional industry.
- MMHC students are required to participate in a community service learning project independent of the required field experience courses for the MMHC program. This year, students participated in the iGrad program at Bartholomew Consolidated School Corporation. They facilitated career counseling workshops for at-risk high school students in the iGrad program. This was a visible contribution since iGrad is also sponsored by major employers and philanthropies in the community.
- Dr. Cheryl L. Crisp, assistant professor of Nursing was appointed by the governor to serve on the Governor's Planning Council for People with Disabilities.
- IUPUC staff played an active role in the Columbus mayoral transition process.

Herron School of Art and Design

Highlights and Accomplishments

- Herron's commitment to collaborative learning and community engagement helps to prepare students for many professional pathways and contributes to the cultural vitality of Indiana, enhancing our state's reputation as a place where innovation and creative thinking are valued. The Basile Center for Art, Design and Public Life is a transformational learning initiative that provides students with professional practice experiences integrated into the academic curriculum. Below are some of the projects administered through the Basile Center in FY 2015:
 - Kimberley McNeelan MFA 2016 was selected to represent Herron in the 2015/16 Public Collection, a CICF/ Simon Family sponsored project to establish public lending library's around Indianapolis that would be served by the Marion County Library. <http://www.thepubliccollection.org>
 - Stephanie Cochran MFA 2016 was selected through a competitive process for a sculpture commission for the new YMCA CITYWAY atrium. <http://www.herron.iupui.edu/blog/10112015/stephanie-cochrans-work-selected-cityway-ymca>
 - The Paramount Rest Stop is one of three sites along Pogue's Run funded through Reconnecting to Our Waterways (ROW). Led by Herron faculty, Eric Nordgulen,

students from the Herron School of Art and Design, a team of professional artists, and local residents and stakeholders collaborated on the design and implementation of public art installations centered on waterway issues and inspirations.

<http://www.indianacharterschool.com/row.html>

- In 2015-16 over 130 students attended Herron's Community Learning Programs fall and spring classes.
- *Youth Art Camp* 2016, a weekly, full-day camp program ran at full capacity with 145 students. Camps are structured to provide a wide variety of creative activities in Herron's studios, technology labs, as well as cultural experiences at nearby museums and parks. Emphasis is on experimentation, exploration, creative problem solving, design technology, building and making. Need-based scholarships were awarded to 22 students to attend.
- Over 40 high school teens attended Herron's summer programs in 2016. The new *Pre-Honors Art* for 9th and 10th graders was introduced this year as a transition program to Herron's teen institute, *Honors Art & Design*, a two-week intensive seminar for 11th and 12th graders. Both programs are highly sought after for art students who hope to pursue undergraduate studies at Herron.
- Herron Community Learning Programs give Herron art education students the opportunity to gain valuable expertise by teaching Saturday School and Youth Art Camp, under the guidance of seasoned alumna. This experience enables them to be better prepared for student teaching during their final semester and gives them a greater advantage during their search for a full time teaching position.
- Now in its 125th year, Herron's Saturday School is the premier learning institution for young artists and makers grades 3-12. Classes include fine arts, design and technology, building and making. Enrollment remained consistent in at 110 students, 35 of whom were able to attend through need-based scholarship funding from local organizations and individuals.
- Assistant Professor Pamela Napier and her students worked with the IUPUI Natatorium in the initiative to make the Natatorium a Zero Waste facility for the upcoming Olympic Trials. She was recognized in the latest IUPUI Sustainability e-newsletter for her work on Zero Waste for the Olympic Trials. Napier's VC4: Facilitating Solutions studio students worked with the IUPUI Natatorium, the IUPUI Office of Sustainability, the IUPUI Office of Family, School and Neighborhood Engagement & the Near Westside.
- Herron's newly-established Think It Make It Lab received support from the J.E. Fehsenfeld Family Foundation.
- Indiana Members Credit Union made a multi-year pledge to Herron's general fund providing for the school's greatest needs.
- Members of the John Herron Society gave \$113,000 to help support the school's mission, including a \$15,000 challenge match from Jim and Becky Fehsenfeld with the Heritage Group.
- Thanks to generous donors, the school was able to award a record \$275,000 in scholarships during the annual Honors and Awards ceremony.
- A total of 22 students received scholarship support totaling \$30,000 for international study—a 20% increase over last year.
- 40+ donors received letters and artwork samples from their scholarship recipient and/or participated in a personal visit with students.

- *Discovering Japanese Bamboo Art: The Rusty and Ann Harrison Collection* was featured in the Herron Galleries. The never-seen-before exhibition and its surrounding programs and events were generously underwritten by David Jacobs.
- The Indiana Arts Commission and the *Indiana Bicentennial Commission* provided support for the *Making Indiana: A Celebration of Herron Alumni* exhibition taking place in Fall 2016.
- The Christel DeHaan Family Foundation, the Allen Whitehill Clowes Charitable Foundation and Lilly Endowment Inc. provided program and scholarship support for Herron's 2016 Summer Youth Art Camps.
- The employees of Raymond James, now in the fifth year of support, provided for 40+ scholarships to Saturday School.
- The Dean's Advisory Board welcomed new members Becky Fehsenfeld, Yvonne Shaheen and Denny Sponsel.
- Incoming board chair, C. Daniel Yates was recognized as Herron's nominee during this year's annual Spirit of Philanthropy Luncheon.
- Terence Main (B.F.A. '76) was recognized with the 2015 Herron Distinguished Alumni Award.
- The Herron Legacy Society continued to grow thanks to individuals like Ingeborg MacLane and E. Kirk McKinney who remembered the school in their estate plans.
- The Herron Open: Mini Golf Mega Art event took place in April with proceeds benefitting students and faculty with scholarships and awards. Steve and Kathy Henke served as honorary chairs.

Future Plans and Priorities

- Continue to develop community partnerships to help support:
 - The Basile Center for Art, Design and Public Life
 - Design Scholars
 - Visual Communication and Design curriculum
 - The Think It Make It Lab
 - Gallery Exhibitions and Visiting Artist Lecture Series
 - Dean's Advisory Board activities
 - IU Bicentennial Campaign

Kelley School of Business

Highlights and Accomplishments

- Chancellor's Faculty Award for Excellence in Civic Engagement. – Todd Saxton
- Glenn W. Irwin, Jr., M.D. Experience Excellence Award. – John Hassell
<https://hub.kelley.iupui.edu/news/news/kelley-faculty-recognized-for-excellence-by-indiana-university.html>
- *Civic Engagement Recognition for Kelley Students*: Student Jordan Sewell received the 2016 William M. Plater Civic Engagement Medallion. This award is given to IUPUI graduating seniors and graduate students who are most dedicated to civic engagement.
- Each year, Kelley Indianapolis is engaged with the Center for Leadership Development (CLD). This past year, the program sponsored and participated in the CLD College Prep Conference and College Fair and plans to do so again in fall 2016.

- The Undergraduate Program has 23 courses that are listed as RISE courses. All business students are required to take at least one course in the year they enter IUPUI and one course their junior year. In addition to these courses, students may also take additional electives related to internships, study abroad, international topics, or research.
 - Business Learning Communities, Student and Faculty Engagement
 - Fall 2015: BUS X103 and BUS X203
 - 21 sections (10 faculty)
 - 572 enrolled students
 - 2651 total hours
 - Spring 2016: BUS X 103 and BUS X203
 - 7 sections (3 faculty)
 - 277 enrolled students
 - 1424 total service hours
- The organizations served most frequently include Gleaner’s Food Pantry Indiana, MidNorth Food Pantry, Paw’s Pantry (IUPUI), Campus Kitchen (IUPUI), Wheeler Mission, and Ronald McDonald House. Most of the work completed was indirect service to the community. Students helped to organize and sort food at the food pantries and prepared food to be served at the Ronald McDonald House or Wheeler Mission.
- Kelley Indianapolis students enrolled in Integrative Core (a distinguishing component of the Undergraduate Program) are making positive contributions to local firms through class projects in which they research, analyze findings, and provide recommendations to company representatives. Students gain valuable hands-on experience while the companies gain insight into the workings of their organizations.

https://hub.kelley.iupui.edu/news/_news/kelley-school-of-business-indianapolis-seeks-companies-looking-for-new-growth-opportunities.html
 - Kelley undergraduate student organizations hosted 39 speakers, 32 professional development events, and participated in 9 professional visits to local companies. Visits included NCAA, Milhaus Offices, Subaru, Toyota, EnVista, Faurecia, Blue Ribbon Transport, and J.B. Hunt.
 - Kelley undergraduate student organizations participated in 29 volunteer engagement at places like Ronald McDonald House, Indy Marathon, Wheeler Mission, Indiana Blood Center, Jagathon, Gleaners Food Bank, Rebuilding the Wall, Second Helpings, Damar Services, and Keep Indianapolis Beautiful.
 - Six Sigma Greenbelt: Completed multiple process improvement projects through an undergraduate course, an evening MBA course, and a Business of Medicine MBA course. These projects impact local corporations and non-profits through improving processes for the organizations.

<http://news.iupui.edu/releases/2015/08/business-of-medicine-sigma.shtml>
 - The Evening MBA Program Enterprise Lecture Series provided students with the opportunity to hear outstanding local business executives and successful alumni speak about their industries and careers and build their skills in advancing their own careers. The 2016 lecture series included such guest speakers as Michael Petrie, Chairman & CEO of Merchants Bank of Indiana and President of PR Mortgage & Investments; Bob Welch, Sr. Managing Partner, Capital Markets, David A. Noyes & Co.; Ted Kramer, CEO, Hammond, Kennedy Whitney & Co. (Private Equity); Eric Schlorff, Global Finance Leader, Dow-Agro; Ron St. Clair, CEO, The St. Clair Group; Paul Vollmer, Group Director, Ryder; Reggie Horne, Network Manager, PepsiCo-Frito Lay; Jay Ramasamy, Manager, Business Development, Delta Faucets; Oscar Moralez, Managing Director, VisionTech (Stepstone); and Chris Baggott, Chairman, Husk Foods, and Melissa Greenwell, EVP and Chief Human Resource Officer,

The Finish Line. Of particular note is a returning visit from Mr. Gregg Sherrill, Chairman and CEO, Tenneco Corporation, who is a Kelley Evening MBA graduate. Mr. Sherrill has spoken to students about managing across and up in an organization as well as leadership and career paths.

- The Evening MBA program continued its enterprise program in 2015–16. The Evening MBA Program’s three enterprise experiences—Discovery, Innovation, and Ventures Enterprise (DIVE), Finance Development Enterprise (FIND), and Global Supply Chain Innovation Enterprise (gSCIE)— provided students with hands-on learning experiences in more than 20 applied projects in entrepreneurship, finance, and supply chain management, respectively. DIVE.

<http://kelley.iupui.edu/evening-mba/academics/business-enterprises/dive/>

FIND

<http://kelley.iupui.edu/evening-mba/academics/business-enterprises/find/>

gSCIE

<http://kelley.iupui.edu/evening-mba/academics/business-enterprises/gscie/>

<https://hub.kelley.iupui.edu/blog/blog/the-business-case-for-quality-care.html>

- *BoM Alumni Engagement:* In May 2016, the program hosted its first annual alumni symposium during the May residency. The majority of the program’s alumni were in attendance. The weekend’s activities included a Friday evening social and a research presentation from faculty Saturday morning.
- *BoM Lecture Series:* During monthly residency sessions, the program hosted healthcare leaders and experts to speak on pressing industry issues that are relevant to the curriculum and add to the coursework.
<http://www.kelleybizblog.com/blog/keeping-up-with-kelley/discover-leadership-lessons-from-frankenstein-at-friday-lecture>
- Graduate Accounting Programs activities and speakers included:
 - Saturday Seminar (with Denny Faurote)
 - Sarah Ames, BS ’12, & Scott Anderson, MSA’15, with Dauby, O’Connor & Zaleski, LLC
 - John Cline, SVP & Chief Accounting Officer with CNO Financial Group
 - International Acceleration, LLC (workshop for international students)
 - Chris Patterson, DFAS
 - Kathy Vorisek, Becker CPA Review
 - Reed Smith, Sam Tiras, and James Motter hosted “An Evening with a Professor”
- The seventh year of Becker FastPass ends in July. Though GAP is still awaiting the pass rates for the summer 2015 students, the pass rates in previous years averaged around 80%. The national average pass rates are range from 47% to 56%.
- The Kelley Indianapolis Graduate Accounting Student Board has been providing free tax help for citizens of Indianapolis.
- The Career Services Advisory Board, comprised of top employers (Eli Lilly, Rolls-Royce, and EY, to name but a few), was once again instrumental in assisting Kelley Indianapolis Career Services with the development of new programs and initiatives.
- Career Fairs:
 - Kelley Indianapolis Career Services, in partnership with the Indiana Collegiate Career Center Consortium, hosted the second Indiana Means Business Career Fair at the Indianapolis Marriott Downtown. The career fair consisted of 97 employers, and more than 300 students attended. Given the positive employer and student evaluations, KICS and the consortium will once again host the event in November 2016.

- Kelley Indianapolis Career Services, in conjunction with the Kelley School of Business Indianapolis Student Government, attracted 81 employers and more than 300 students to the Kelley Career Fair. Employer participation increased by 4% this year, while student attendance declined when compared to last year's event. The vast majority of employers again stated that they were impressed with the quality and preparedness of students participating in the event.
- The Accounting and Finance Meet the Recruiter event had another successful year with 52 employers and 233 students in attendance. Employer participation increased this year by 11%, while student participation declined slightly when compared to last year's event.
- *Randall L. Tobias Center for Leadership Excellence.*
The Tobias Center focuses on research and programs related to the study of leadership across all sectors – including corporate, public service, education, religion, medicine, and non-profit organizations.
 - The Indiana University Randall L. Tobias Center for Leadership Excellence led a Hoosier Fellows alumni trip to the world headquarters of Cook Group Inc. in Bloomington, Ind. The group met with founders and key leaders of the organization, including Pete Yonkman, who is an IU graduate, Hoosier Fellows alum, and president of Cook Medical. The group toured the production facility and engaged in decision-making exercises that could be applied to real-world business dilemmas.
<http://tobiascenter.iu.edu/hoosierfellows/index.html>
 - The tenth annual Hazelett Women in Leadership Forum was presented by the Indiana University Randall L. Tobias Center for Leadership Excellence. Students, staff, faculty, and the general public were invited to the Indiana Statehouse to hear U.S. Congresswoman Susan Brooks and Gary Mayor, Karen Freeman Wilson, discuss “Women in the Lead: Changing the Face of Government.” This was the first year the Tobias Center hosted co-speakers for this event.
 - *Tobias Leadership Conference:* Local leaders, including Indianapolis Mayor Greg Ballard, Ki ThoughtBridge Managing Principal Katherine Tyler Scott, Indiana University Professor Richard Gunderman, and Christian Theological Seminary President Matthew Myer Boulton spoke at the tenth annual Tobias Leadership Conference. International leadership expert, Ira Chaleff, founder and president of Executive Coaching and Consulting Associates, and Mansour Javidan, director of the Nafaji Global Mindset Institute, also presented at the conference. The conference brings together scholars and practitioners from a variety of leadership roles representing corporate, not-for-profit, religious, educational, medical, and political sectors. The three-day conference consisted of 52 sessions.
<http://tobiascenter.iu.edu/conferences/multisector.html>
- Indiana Business Research Center (IBRC)
<http://www.ibrc.indiana.edu/>
 - InContext – Indiana's latest economic and workforce development news
<http://www.incontext.indiana.edu/backissues.asp>
 - Indiana Business Review – In-depth analysis about Indiana's workforce and economy
<http://www.ibrc.indiana.edu/ibr/archives.html>
 - Center for Econometric Model Research (CEMR) produces economic forecasts each quarter for the United States, Indiana, and Indiana metropolitan areas
<http://www.ibrc.indiana.edu/cemr/>

- Business Outlook Panel – presented in 10 cities. Each fall, a group of IU faculty gathers at the Kelley School of Business to consider the economic outlook for the coming year.
<http://www.ibrc.indiana.edu/partnerships.html>
- Partnerships – IBRC works closely with many organizations.
<http://www.ibrc.indiana.edu/partnerships.html>
- Indianapolis Urban League 14th Annual Equal Opportunity Day, June 14, 2016. Charlotte Westerhaus-Renfrow, clinical assistant professor of management and business law at the Kelley School of Business Indianapolis, lead the Equal Opportunity Day Workshop. The workshop was titled "How to Bridge and Manage the Generational Gap in the Workplace".
http://www.indianapolisrecorder.com/news/local/article_0b2e44bc-2f22-11e6-941c-ef9d4219f074.html
- Indianapolis Economic Club Sponsor for two luncheons in 2015-2016.
 - *December Luncheon*: The speaker was Chris Barbin, CEO from Appirio. Table of attendees included local entrepreneurs and professors.
 - *January Luncheon*: The speaker was Joseph Swedish, Chairman, President, and CEO of Anthem, INC. This was a partnership with the Business of Medicine MBA Program, and table attendees included students, health care administrators, and professors.
<https://www.economicclubofindiana.com/index.php/events/archive/2012-2013-speaker-archive>
- Venture Club of Indiana

Todd Saxton, an associate professor of strategy and entrepreneurship at the Kelley School of Business Indianapolis, served as president of the Board of Directors for the Venture Club of Indiana in 2015.

<http://news.iupui.edu/releases/2014/12/todd-saxton-leads-venture-club.shtml>
http://www.ventureclub.org/directory/?_escaped_fragment_=_biz/id/54a318d0678121d1268b4572

 - Business of Medicine MBA students and Kelley Direct MBA students participated as part of a class in the Indiana Innovation Showcase on July 9, 2015
<https://www.ventureclub.org/events/#!event/2015/7/9/the-innovation-showcase>
 - Speed Networking: One Degree of Separation, November 5, 2015
Todd Saxton begins his program with club announcements and introductions
<https://www.ventureclub.org/events/#!event/2015/11/5/november-2015-luncheon>
- Kelley faculty members are frequently sought by the media to comment on local or national business affairs. During the past academic year, Kelley faculty and/or staff were featured in 84 reports across all media platforms (print, radio, online, TV). This is an increase from 55 the previous year. Among the most high-profile media hits for 2015-2016 was the story of Kelley students Bryan and Sharon Lutz, a mother-son duo who finished their undergraduate degrees against all odds. Three local television stations broadcast their story and attended the KSBI Commencement celebration.
- Faculty help to author the annual Indiana Manufacturing Survey in partnership with local organizations.
<http://kelley.iupui.edu/news/archive/hoosier-manufacturers-cite-workforce-shortages-global-competition-anti-growth-policies-as-pessimism-grows-2015-indiana-manufactu/>

Faculty Service:

- Board of Directors of the Cornea Research Foundation of America (CRFA) – Bob Grimm, clinical associate professor of management

- Board AME Central Indiana Continuous Improvement Consortium, Advisory Board Compression Institute – Mark Ippolito, senior lecturer in operations management
- Treasurer Midwest Decision Sciences – Peggy Daniels Lee, Undergraduate Program faculty chair and clinical assistant professor of operations and supply chain management
- Advisory Board Member, Fight for Life Foundation, Advisory Board Member, PERQ, LLC (formerly CIK Enterprises), Advisor, Diagnotes, LLC – Kim Saxton, clinical associate professor of marketing
- Board of Directors for Salvation Army, IN Charter School IN Business Law Examiners – Charlotte Westerhaus-Renfrow, clinical assistant professor of business law and management
- Board of Directors, Thrivent Financial – Ken Carow, associate dean for faculty and research and professor of finance
- Board of Directors, Child and Youth Center – Cathy Bonser-Neal, associate professor of finance
- Board member, Circle Area Community (CAC) Development Corporation of Indianapolis – Steve Jones, Evening MBA Program faculty chair and professor of finance
- Board Member Milwaukee State Bank and Marion Bar – Randle Pollard, assistant professor of business law and taxation
- Board of Directors Diagnotes, Venture Club, Advisory Board CIK and VisionTech – Todd Saxton, associate professor of strategy and entrepreneurship

Future Plans and Priorities

- In the Coming Academic Year
- Improve collection and communication of information on research, international, service, and experiential opportunities for students.
- Longer-Term Goals
- Utilize community engagement (especially service and experiential learning) as another strength of the Kelley School Indianapolis programs.

Lilly Family School of Philanthropy

Highlights and Accomplishments

- [Lake Institute on Faith & Giving](#) received a resourcing grant of \$750,000 as part of Lilly Endowment Inc.'s [National Initiative to Address Economic Challenges Facing Pastoral Leaders](#). The initiative supports religious organizations as they address financial and economic struggles that can impair pastors' ability to lead congregations effectively. The institute will evaluate and expand existing programs, including signature courses [Creating Congregational Cultures of Generosity](#) and the [Executive Certificate in Religious Fundraising](#). It will design new educational offerings, expand its staff, and recruit and train adjunct faculty to increase its capacity to serve religious leaders and congregations, with the goal of training hundreds of additional leaders.
- The Lilly Family School of Philanthropy's annual symposium, "[Philanthropy and Fundraising: What We Know and What We Need to Know](#)" brought philanthropy and nonprofit executives, practitioners and scholars from across the U.S. to Indianapolis to explore the latest research and questions in fundraising. Philanthropist and Hasbro Inc. Chairman of the Executive Committee Alan Hassenfeld was the keynote speaker.

- Mark Sidel, an expert on the law and philanthropy in global context, was named the [Visiting Charles Stewart Mott Foundation Chair on Community Foundations](#) for the 2015-16 academic year. He is the Doyle-Bascom Professor of Law and Public Affairs, University of Wisconsin-Madison and a member of the Council on Foundations Community Foundations National Standards Board. He offered several workshops and a conference on issues related to community foundations, engaging nonprofit sector leaders from Indianapolis and throughout Indiana. The sessions included community philanthropy, Muslim philanthropy, the regulatory environment affecting community foundations, and current research on community foundations.
- The school coordinated and presented a conference, [“Hoosier Philanthropy: Understanding the Past, Planning the Future”](#) in Indianapolis as an official Indiana Bicentennial Event. More than 80 philanthropists, experts, and practitioners from across the state spoke, integrating practice and scholarship as they explored Indiana’s philanthropic traditions, current practices and the historical roots that shape today’s philanthropic dynamics. Lilly Endowment Chairman, President and Chief Executive Officer N. Clay Robbins was the keynote speaker. Conference partners included the Indiana Historical Society, Indiana University, Indiana University Foundation, IUPUI and the IUPUI Arts and Humanities Institute. Faculty member [Greg Witkowski](#) chaired the conference.
- A new, semiannual [Leadership Roundtable](#) to provide senior fundraising and nonprofit professionals with information about the latest research in the field was launched by [The Fund Raising School](#) in January 2016 in Indianapolis.
- The school joined with the Central Indiana Corporate Partnership in hosting financier and philanthropist [Antoine van Agtmael](#) in Indianapolis. Van Agtmael, who coined the expression "emerging markets," spoke about his new book, [The Smartest Places on Earth: Why Rustbelts are the Emerging Hot Spots of Global Innovation](#). He spoke about the role of philanthropy and community "connectors" in spurring collaborative innovation that is transforming many rustbelt cities.
- [Lake Institute on Faith & Giving](#) offered two public programs in Indianapolis, hosting Henry Timms, founder of #GivingTuesday and leader of New York City’s 92Y as the Lake Distinguished Visitor in October 2015, and [Jonathan Walton](#), Plummer Professor of Christian Morals and Pusey Minister in the Memorial Church and Professor of Religion and Society, Harvard Divinity School as the Thomas H. Lake Lecturer in March 2016. Timms’ gave multiple presentations to benefit the Central Indiana community, including for the Association of Fundraising Professionals-Indiana Chapter, the Center for Interfaith Cooperation, and a group of community leaders hosted by Emmis Communications, as well as several public events.
- The school convened *Social Movements for Good--a conversation with author and M.A. alumnus Derrick Feldmann*, hosted by Achieve, Indy Reads, and the Lilly Family School of Philanthropy in Indianapolis.
- The Lilly Family School of Philanthropy’s Arthur C. Frantzreb Lecture, which featured fundraising scholar economist John List, was presented at the Association of Fundraising Professionals--Indiana Chapter spring conference
- The Power and Influence of Women’s Philanthropy Luncheon was hosted by Board of Visitors member [Cindy Simon Skjodt](#) and the [Women’s Philanthropy Institute](#).
- A local Service Day with the Dean was held at Indy Urban Acres. Students and staff joined Dean Pasic and his family to volunteer. A dozen students and staff and Dean Pasic also supported the school’s contribution to [Indy Do Day](#), a people-powered community

day of service when the residents of Indianapolis take ownership of their neighborhoods and take care of their neighbors. They helped the Indianapolis Humane Society improve the appearance and functionality of its grounds.

- [The Fund Raising School](#) at the Lilly Family School of Philanthropy trained 1750 participants in its public courses. Of these, 348 individuals were from Indiana.
- [The Fund Raising School](#) provided 97 units of custom training. Custom training projects in Indiana included:
 - Indy Reads-Indianapolis, Indiana
 - Indiana Youth Institute-Indianapolis, Indiana
 - Kiwanis International-Indianapolis, Indiana
 - Easter Seals Crossroads-Indianapolis, Indiana
 - NIC Foundation-Indianapolis, Indiana
 - Habitat for Humanity of Indiana-Indianapolis, Indiana
 - Hear Indiana-Indianapolis, Indiana
 - The International Center-Indianapolis, Indiana
 - Indiana Golf-Franklin, Indiana
 - Boy Scouts of the USA-Indianapolis, Indiana
 - Summer Youth Program Fund-Indianapolis, Indiana
- [Lake Institute on Faith & Giving](#) offered the [Executive Certificate in Religious Fundraising](#) nine times, with the following partners:
 - St. Meinrad Seminary
 - Princeton Theological Seminary
 - Menucha Retreat and Conference Center
 - Duke Divinity School
 - Louisville Presbyterian Theological Seminary
 - Pittsburgh Theological Seminary
 - New England Synod and Hartford Seminary
 - San Francisco Theological Seminary
 - Fuller Theological Seminary
- [Lake Institute on Faith & Giving](#) offered a number of tailored and custom educational offerings and offered leadership to a number of conferences and meetings across North America, with partners as diverse as:
 - Louisville Presbyterian Theological Seminary
 - Diocese of Saskatoon Catholic Foundation
 - Salvation Army Headquarters
 - Association of Lutheran Development Executives
 - Association of Theological Schools Grant Resource Forum
 - United Church of Christ/Disciples of Christ “Stepping into Stewardship” Conference.
- [Lake Institute on Faith & Giving](#) offered its [Creating Congregational Cultures of Generosity](#) course, which helps clergy and congregations candidly discuss, plan for and address issues related to money, faith and philanthropy was offered a number of times with a range of partners, including:
 - Everence Financial
 - The Pacific Northwest Conference of the United Methodist Church
 - The United Methodist Foundations of Nashville and Memphis Areas
- [Lake Institute on Faith & Giving](#) anticipates a similar range of partnerships, with a growing number of new partners, including:

- Luther Seminary
- Austin Presbyterian Theological Seminary
- Ecumenical Stewardship Council
- Cooperative Baptist Fellowship
- Reformed Church in America
- Trinity International University
- Seattle University
- Asbury Theological Seminary
- The [research department](#) of the Lilly Family School of Philanthropy engaged local communities through research collaborations with local organizations such as the Central Indiana Community Foundation, United Way, United Negro College Fund, and Johnson, Grossnickle and Associates, and through making various presentations at local events. Presentations at regional and national conferences and webinars attracted many participants from Indiana.
- The [research team](#) of the Lilly Family School of Philanthropy made numerous presentations at the schools' new [Leadership Roundtable](#) events, which brought fundraising and philanthropy professionals from across the U.S. to Indianapolis to learn about the latest data and insights into charitable giving and donor motivations from new research.
- [Lake Institute on Faith & Giving](#) offered a variety of training and education programs in Indiana in 2015-2016, including:
 - Custom training for the Archdiocese of Indianapolis.
 - Program partnerships with Christian Theological Seminary and the Indianapolis Center for Congregations.
 - The Executive Certificate in Religious Fundraising with St. Meinrad Seminary.
 - The [Women's Philanthropy Institute](#) at the Lilly Family School of Philanthropy translated its research into practice to help nonprofit leaders and financial advisors think critically about being more inclusive in working with donors and clients and to help donors connect their personal experiences to the broader philanthropic landscape and develop more confidence to pursue their philanthropic passions in bold, dynamic ways. WPI interacted with 27 communities across the United States and with 2 women's groups in China.

Future Plans and Priorities

- The [Women's Philanthropy Institute](#) is organizing a symposium for March 14-15, 2017, *DREAM. DARE. DO: Women, Philanthropy, and Civil Society*. The symposium, which will attract philanthropists and nonprofit professionals and volunteers from across the country and beyond, places women's philanthropy as central to building civil society and strengthening democracy in the United States. It will examine the models women create in philanthropy to build civil society.
- [The Fund Raising School](#) will offer fundraising training at a significantly discounted rate to small Indiana nonprofits for whom budget challenges otherwise would make the training cost prohibitive. It will partner with IU regional campuses and Indiana community foundations to offer the training to nonprofits in their areas, including IU Southeast, IU Northwest, IPFW and the Kosciusko County Community Foundation.
- A [Leadership Roundtable](#) professional development program providing senior fundraising and nonprofit professionals with the latest research to assist in their work will be presented by [The Fund Raising School](#) in January 2017 in Miami, FL and in June 2017 in Indianapolis.

- The [Women's Philanthropy Institute](#) will engage additional stakeholders through presentations, curated events, and major conferences highlighting our research.
- [Lake Institute on Faith & Giving's Lake Distinguished Visitor](#) in fall 2016 will be Alan Cooperman, director of religion research with Pew Research Center. He will be joined by sociologist Trish Herzog who will convene a variety of research focus groups of nonprofit practitioners and faith-based leaders in Central Indiana. A public lecture will be offered.
- [Lake Institute on Faith & Giving](#) anticipates offering an [Executive Certificate in Religious Fundraising](#) program in Indianapolis in 2017.
- [Lake Institute on Faith & Giving](#) also is planning to offer ongoing [Creating Congregational Cultures of Generosity](#) workshops with Indiana-based partner organizations in 2017. The program helps clergy and congregations candidly discuss, plan for and address issues related to money, faith and philanthropy.
- [Lake Institute on Faith & Giving](#) anticipates providing training through a range of partnerships, with a growing number of new partners, including:
 - Luther Seminary
 - Austin Presbyterian Theological Seminary
 - Ecumenical Stewardship Council
 - Cooperative Baptist Fellowship
 - Reformed Church in America
 - Trinity International University
 - Seattle University
 - Asbury Theological Seminary

McKinney School of Law

Highlights and Accomplishments

- McKinney's class of 2016 contributed a total of 19,386 hours of pro bono service during their time at the law school.
- Members of McKinney's Black Law Students Association (BLSA) organized a job and resource fair for formerly incarcerated individuals. The "New Beginnings" job fair was the second of BLSA's re-entry programs during the 2015-16 academic year. The group also hosted a holiday party for formerly incarcerated people and their families. BLSA students take part in another project that dovetails with their New Beginnings efforts. Project Life is a program whose mission is to educate youth and their families about the problems, issues and consequences created by acts of violence and guns. Participants in Project Life are juveniles who have been charged with gun violations or violations for possessing dangerous weapons. BLSA's role in the program is to act as a resource and/or mentor to these participants who for the most part are African American males.
- Darryl Pinkins, a client of the McKinney Wrongful Conviction Clinic, was released from prison in April 2016, free of his 1991 Lake County, Indiana convictions for rape, sexual deviate conduct, and robbery. More information can be found [here](#).
- McKinney students have the opportunity to participate in nine different live-client clinics, where they provide legal counsel to those in our community to those who can't afford it. More information on our clinics can be found [here](#).

Future Plans and Priorities

- McKinney students will continue contributing pro bono service in Indiana.

- McKinney student organizations will continue to do community service work benefiting members of our community.
- McKinney law school clinics will continue to provide legal counsel to those in our community who can't afford it.

Richard M. Fairbanks School of Public Health

Highlights and Accomplishments

- Tess Weathers, MPH, Research Associate in the Social and Behavioral Science Department, completed her joint research with the Polis Center on life expectancy in the Indianapolis metro area. [Findings](#) indicated that residents in some zip codes had a life expectancy of 83.7 years, while residents close to downtown had 69.4 years, the equivalent of life expectancy in Iraq, Bangladesh or the United States in the 1950s. Public release of the report was covered widely by local media ([WFYI](#), [Fox 59](#), [WTHR](#), [Indy Star](#), [Indianapolis Recorder](#), [Current in Westfield](#)).
- In an interview with Fox News, Lisa Staten, PhD, [shared her thoughts](#) on study findings in JAMA indicating that Gary and Indianapolis have the worst life expectancy in the country for poor men, and are in the bottom 10 for poor women. Dr. Staten, Associate Professor and Chair of Social and Behavioral Science, was named Associate Director of the CTSI Community Engagement Program in FY16.
- Social and Behavioral Sciences Associate Professor Tamara Leech, PhD, and Elizabeth Adams, MPH, presented on health equity and urban exposure to lead at the Improving Kids' Environment training. After a presentation on population health and cultural influences, they led an exercise in which individuals developed a plan of action based on information and data about the hypothetical "Leadville." More than 50 municipal, city and state health officials participated.
- Dennis Watson, PhD, Assistant Professor in the Health Policy and Management, is the principal investigator for a project to evaluate the Penn Place permanent supportive housing program in Indianapolis. Funds for the project were provided by the Coalition for Homelessness Intervention and Prevention.
- Silvia Bigatti, PhD, Associate Professor of Social Behavioral Science, was one of only six IUPUI faculty members who were invited to present at the IUPUI Translating Research into Practice (TRIP) Community Showcase. Dr. Bigatti spoke about "[Your Life. Your Story](#)," a youth program for Latino/a adolescents in Indianapolis to help foster greater resilience and coping skills for the stress inherent in straddling two cultures. FSPH partners with Latino/a serving agencies to offer the program.
- Associate Dean for Public Health Practice Joan Duwve, MD, MPH, played an active role in Indiana's response to the HIV/Hepatitis C outbreak in Scott County resulting from intravenous drug use of prescription opioids. As one of the state's foremost experts in opioid abuse, Dr. Duwve sits on the Governor's and Attorney General's statewide task forces, and the CDC National Center for Injury Control and Prevention Board of Scientific Counselors. In FY16, Dr Duwve completed the SAMHSA Data 2000 Training, enabling her to prescribe buprenorphine for medication-assisted opioid addiction treatment.
- The Rush County Health Department became the first health department in Indiana to be nationally accredited by the Public Health Accreditation Board (PHAB) thanks to Health Policy and Management Associate Professor Cynthia Stone and her students. Rush

County worked closely with the FSPH to complete their two community health assessment in 2009 and 2015. In between assessments, Dr. Stone provided student interns and technical assistance to the county health department. [Inside Indiana Business, Rushville Republican](#).

- The Center for Public Health Practice (CPHP) is dedicated to improving Indiana’s health status, currently ranked 41st in the nation, through technical assistance to the state and local health departments. In FY16, 33 Indiana counties received support for assessment, evaluation, translational research, policy analysis and development, coalition building, and implementation of evidence-based practices. Examples of CPHP projects include:
 - Accreditation Readiness: The center provided monthly consulting forums on accreditation readiness for local health departments pursuing voluntary accreditation, following a year-long monthly webinar series on the Ten Essential Public Health Services, upon which accreditation standards are based.
 - Traineeships for Student: A partnership with Health Research and Services Administration and the state and local health departments resulted in paid internships for 38 graduate students to work on pressing public health issues: enteric disease investigation, Hepatitis C/HIV data collection, food code violation recidivism reduction, and cancer case investigation. Legislation passed in the 2016 session of the General Assembly provided a permanent source of funding for traineeships.
 - Public Health Corp: The FSPH’s student service organization, the Public Health Corps, is comprised of graduate and undergraduate students who volunteer [for short-term assignments](#) for the state and local health departments. After students are recruited, oriented and trained, they volunteer for activities requested by community partners. Students are expected to serve a minimum of 20 hours per year.
 - Technical Assistance: The CPHP has provided guidance on evidence-based practice related to teen pregnancy prevention, HIV and Hepatitis C testing in jails, coalition building, data collection and reporting, needle exchange readiness, public health accreditation, building a culture of health, and workforce development.
 - Building a Culture of Health in Indiana: The CPHP provides monthly webinars, via the [INsights and Innovations](#) program, for hospitals, health departments, and community based organizations interested in leveraging Robert Wood Johnson Foundation’s Culture of Health Framework to improve health outcomes in Indiana. More than 800 academic and practice professionals have participated in the past year.
 - Indiana Public Health Practice Council: Over 70 academic and practice professionals have joined the Indiana Public Health Practice Council, a consortium working on a unified effort to improve Indiana’s health status. The council is the impetus behind the [2016 Indiana Public Health Conference, The Future of Public Health: The Integration of Policy, Practice & Research](#) (Sept. 15th, Campus Center).

Future Plans and Priorities

- Stage the Indiana Public Health Conference; make it a regular occurring event.
- Continue to support accreditation readiness activities in local health departments.
- Explore ways to use life expectancy studies as a platform for building a “culture of health” in Indianapolis.
- Continue to create awareness and support policy efforts to improve Indiana’s health status, e.g. tobacco control and prevention, and reduction of opioid addiction and overdose death.

- Grow the FSPH list of community partners to create community-based research opportunities and practical experiences for students.

School of Dentistry

Highlights and Accomplishments

- IUSD has an Office of Community Engagement that initiates, coordinates, implements and evaluates a wide variety of community-based, oral health related programs in local, state-wide and global locations.
- Preventive Dentistry: SEAL Indiana is a community-based service-learning program that aims at reducing disparities in oral health outcomes for Indiana's underserved school children while providing opportunities for engagement and learning for dental students. In 2015-16, 1743 patients received services provided by 113 students. This program is funded in part by extramural grants in the amount of \$124,996 for 2015-16. IUSD underwrites the remaining costs as in-kind.
- Oral Health Literacy/Education: Oral health educational presentations and oral screening occurred at 23 Indianapolis area community sites in programs for children and adults.
- Veterans for Employability: A recently initiated IUSD program links dentistry with economic development by promoting employability for people who are homeless and are veterans or are victims of domestic violence. These individuals, who are missing front teeth, participate in job training while they are receiving dental rehabilitation that is fully funded by grants. Additional veterans with low-income are offered a deeply discounted set fee for comprehensive dental services. These programs are operated in cooperation with several veterans' organizations and agencies. Funded by grants totaling \$140,000 in FY16.
- Student Outreach Clinic: During 22 Saturday sessions annually, volunteer dental students, with faculty supervision provide >2000 volunteer hours of free comprehensive dental services for low-income, uninsured adult residents of Indianapolis' near Eastside. These services are provided at People's Health and Dental Clinic in collaboration with HealthNet. The Project is funded by the IU Foundation Donald W. Johnson Fund.
- Indiana Dental Safety Net Rotations: Ninety-one fourth year dental students provided 2,730 dental services (valued at \$182,042.87 based on the Indiana Medicaid fee schedule) during two week externships at nine Indiana-based Federally Qualified Health Centers and other not-for-profit dental clinics.

Future Plans and Priorities

- Based on the success of the Summer, 2015 Safety Net Rotation Pilot Program, the IUSD Curriculum Committee has approved the implementation of two mandatory two week community-based rotations by all 4th year dental students beginning in 2017.

School of Education

Highlights and Accomplishments

- As part of their School of Education course requirements 773 students engaged in service-learning and/or practicum experiences as undergraduates at 68 sites in Marion County. This amounted to 10,832 hours of community engagement.
- The following organizations, schools, and programs have served as partners for service learning activity:
 - Advancement Via Individual Determination (AVID) at Ben Davis High School in Wayne Township
 - Helping One Student to Succeed (H.O.S.T.S) in all elementary schools in Wayne Township
 - College Mentors for Kids, Inc. (working with students from Washington Irving Elementary School, Indianapolis Public Schools 14)
 - Hawthorne Community Center
 - Y2K After-school Program in Martindale-Brightwood area
 - Ralph Waldo Emerson Elementary After-school Program (Indianapolis Public Schools 58)
 - George Washington Community High School
 - Always Making Progress, Inc. After-school Program
 - Pike Freshman Center
 - Bridgeport Elementary School (Wayne Township)
- As part of an Elementary Teacher Education program redesign, Collaborative Inquiry Partnerships (CIPs) have been developed with local schools and districts. Currently five schools are involved in these partnerships (Bridgeport Elementary - MSD Wayne Township; Enlace Academy - IPS Innovative Charter school; Eagle Creek Elementary and Central Elementary – MSD Pike Township; Center for Inquiry School 27 – IPS).
- Great Lakes Equity Center received 33 requests for assistance (147 total to date). GLEC Engaged in 19 Systemic Equity Partnerships with 11 school districts and four state departments of education
 - Provided 59 distance consultations
 - Conducted 21 site visits
 - Delivered 92 customized products to partners
- GLEC hosted 2016 Equity Leaders Summit, *Assessing Equitable Practices in Schools and Classrooms*, attended by 18 participants. The center also hosted three webinars attended by 94 participants and published 7 newsletters, one brief, three equity tools and three podcasts.
 - SOE Online Learning staff developed and facilitated the Next Gen Leadership Cadre, a [7-month sustained partnership with MSD Decatur](#) (73% free/reduced lunch); presented partnership at [InstructureCon](#).
 - SOE Online Learning staff hosted a [teacher-led conference](#) geared towards Next Gen Learning that attracted over 126 educators from 23 school districts across the state.
 - The Center for Urban and Multicultural Education (CUME) collaborated with School of Education faculty and staff on the High School Student Tracker research project funded by the Central Indiana Community Foundation during the 2015-2016 academic year. This project partners with Marion County high schools in order to track their high school graduates through college by utilizing post-secondary data from the National Student Clearinghouse.

- CUME continued its long standing partnership with Christel House Academy and the evaluation of their after-school programs at the South and West campuses. The after-school programming provides academic support as well as enrichment activities including participation in various clubs.
- Dr. Paula Magee partnered with Dr. Elee Wood, Associate Professor and Chair of The Museum Studies at IUPUI, and others from The Children’s Museum of Indianapolis, and Dr. Adam Maltese from the IU School of Education in Bloomington on a proposal entitled, “STEM Stories - - Connecting to Families through Inquiry and Narrative. This project, if funded, would receive \$386,224 from the Institute for Museum and Library Services to study how families engage in informal STEM and inquiry learning through storytelling experiences with STEM professionals.
- The School of Education established a Diversity Speaker series, inviting scholars and activists in education to speak and engage with IUPUI faculty and Indianapolis area community partners.
- The School of Education continues to partner with the Latino Youth Collective on offering the Campeine Youth Academy, a summer program providing 44 area immigrant youth (middle school and high school) and 5 college-age CYA leaders in a youth development, new media and documentary film making institute.

Future Plans and Priorities

- Collaborate with the LYC to develop the Campeine Youth Academy partnership into a year round endeavor.
- Expand the speaker series into a campus wide initiative.

School of Engineering and Technology

Highlights and Accomplishments

- E&T has several examples of community-engaged research. Many of the activities are at a relatively small scale and unfunded. Some representative accomplishments include the following:
 - The National Science Foundation awarded a three-year grant of \$1.1 million to faculty in the School of Engineering and Technology to lead a project to provide [nanotechnology experiences](#) for high school students and teachers in the Indianapolis metropolitan area.
 - E&T’s Industrial Assessment Center (IAC) conducted energy assessments for over 70 Indiana manufacturing companies. The audits have resulted in recommended savings greater than \$10M. Student members of IAC were trained on real world energy engineering while the companies benefited from audit for energy efficiency improvement and cost reduction.
 - The chair of mechanical engineering was appointed by Governor Pence to serve on the Recycling Market Development Board, which approves grants for Indiana business projects involving the creation of new products and markets for products made from recycled materials.
 - The Department of Music and Arts Technology in partnership with the School of Engineering and Technology hosted the [Girls Rock!](#) Summer camp. Girls Rock! is a national organization providing day camps for girls 8-16.
 - The Preparing Outstanding Women for Engineering Roles ([POWER](#)) camp during the 2016 summer had participants from all over the USA, including 5 from Puerto Rico and 1

each from VA, TX, CA, AL, MI, WI, OH, as well as 44 from IN. Young women from local high schools, including Decatur Central, Greenwood, Fishers, Warren Central, Roncalli, Brownsburg, Southport, Charles A. Tindley, North Central, Carmel, and Speedway also participated in the week-long, residential summer camp.

- The [Minority Engineering Advancement Program](#), a summer outreach program hosted by the School of Engineering and Technology for pre-college youth, which began over thirty years ago, continued summer sessions, including a high school group session held in collaboration with the nanotechnology summer program. There were also two middle school sessions.
- The IUPUI Music Academy, within the Department of Music and Arts Technology, partnered with Pride Academy, to offer a variety of music lessons to students up to 12 years of age.
- The FIRST Robotics Program kickoff was again held at IUPUI and hosted by the School of Engineering and Technology. This program brought together high school students from all over Indiana to learn the rules of the 2016 competition.
- School of Engineering and Technology faculty, alumni, and students worked with the Marion County Fairgrounds in the exploration of on-site placement of a university-owned biomass gasifier. The concept is for farmers to bring their non-food agricultural residues (corn stalks, cattle manure, and straw) and convert them to heat, power, and biochar. The power and heat can be used for energy needs for buildings, and the biochar can be traded back to the farmers to make their soil more productive. A prototype is operating on campus, and a pilot unit is available for installation once all issues have been resolved and funding identified.
- Indianapolis Power & Light convened community stakeholders to seek input into consideration of a potential community solar program wherein utility consumers can buy-in to a share of a solar farm. IPL ranks second in the US for renewable energy per capita (behind Honolulu) and is in the top 8 cities for renewable energy sales. The Director of the Lugar Center for Renewable Energy participated in the series of workshops alongside community members passionate about these topics.
- E&T in [conjunction](#) with the Indianapolis Motor Speedway, IndyCar, and the GreenpowerUSA Foundation invited teams of 33 high school students to design, build and race a single-seat, student-driven electric car on the iconic Indianapolis Motor Speedway during the 2017 race festivities.
- The Department of Technology Leadership and Communication in collaboration with CTL and the Office of Intergroup Dialogue developed and taught an intercultural technical communication course that uses Intergroup Dialogue to develop competency and awareness of social justice and diversity issues in multicultural, global workplace environments.
- The Music and Arts Technology Department in collaboration with the Tavel Center sponsored the Association of Music Technology Instruction (ATMI) “Unconference” workshop in advance of their national conference in Indianapolis.
- A mechanical engineering technology graduate is leading an undergraduate team of students in developing a metal plasma coating nozzle for PraxAir in Indianapolis. Other projects have including Product Lifecycle Management technomatix initiative also for PraxAir.
- The Construction Engineering Management Technology (CEMT) program has renewed ties with APAI (pavement), CSI (specifications), and AACE (cost engineering) to promote classroom visits, scholarships, and employment opportunities.

- CEMT has added 15 new members to its industrial advisory board which offers additional expertise to the program, but also provides multiple opportunities for internships, co-ops, and full-time positions for our students.

Future Plans and Priorities

- The IUPUI Music Academy will enhance opportunities for student learning and involvement via the BSMT and planned BS degree in Music Therapy. The goal is to increase access to meaningful musical experiences for all.
- Continue to fund cost share and matching requirements for new proposals that extend E&T's work in community engagement.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments

- Mary Beth Brown, PT, ATC, PhD and 9 student members of her lab participated in the Pulmonary Hypertension Association's fundraiser walk "O2 Breathe" on October 3rd in Carmel, IN. Dr. Brown gave the 'medical keynote address' at the start of the event.
- Chiung-ju Liu, PhD, OTR, Michael Justiss, PhD, OTR, and 2nd year MSOT students participated in Walk to End Alzheimer's in October 2015.
- DPT students and faculty engaged in a month long canned food drive to benefit the community. The students were able to donate 602 cans of food.
- Phi Theta Epsilon, a specialized honor society for occupational therapy students, coordinated a food drive for Gleaner's Food Bank in November 2015. In December toys were collected for the Annual Snowflake Festival at IUH Children's Therapy Services in Bloomington for children with special needs and their siblings.
- The Student Occupational Therapy Association (SOTA) sponsored a lunch for Ronald McDonald House at Riley Hospital on November 12, 2015.
- Gaylen Kelton, MD and Wei Li, MD, PhD were invited panel members at Carmel High School, Project-Based Learning Community Outreach Event, March 9, 2016.
- Valerie Strunk, PT, MS was the workshop leader for Physical Therapy at the 2016 Sycamore STEM conference attended by 400 Middle School girls on Saturday March 12, titled "Curiosity, Confidence, Challenge".
- Department of Physical Therapy students representing the classes of 2017 and 2018 participated in the third annual Butler Basketball camp and 2nd annual Butler Football Camp for children with disabilities. Dr. Peter Altenburger coordinated the participation of the PT students with the Butler Basketball and Football Programs to provide a half-day skills camp for children.

Future Plans and Priorities

Nothing reported

School of Informatics and Computing

Highlights and Accomplishments

- Broadly speaking, the SoIC demonstrates its commitment to community engagement in three ways. **First**, the most visible commitment comes in the form of large-scale, long-term

educational projects and programs, administered by school leadership and funded externally, that encourage development of information technology concepts and skills in K-12 students. **Second**, in smaller-scale, medium-term projects, generally implemented as class projects by students and overseen by individual faculty. **Third**, the SoIC staff designs and delivers a range of short-term or one-time outreach programs that engage the public in IT-centric activities -- or “in reach” programs that brought the public to campus. In 2015-16, we pursued all three types. Findings from 2015-2016 indicate record breaking numbers related to community-based courses for the IUPUI School of Informatics and Computing. Table below illustrates the trends in community-based learning courses, which indicates that 186 students contributed an estimated 24,326 hours of service, a 68% increase in the number of hours compared to last year. Additionally, the number of unique community partners is an impressive 85 this year!

Academic Year	Student Participation	Service Hours	Instructors	Course Sections	Community Partners
2011-12	104	680	4	15	8
2012-13	93	868	3	7	10
2013-14	33	560	3	6	12
2014-15	97	14,465	6	18	10
2015-16	186	24,326	11	46	85

- In the past year, our most prominent program has been a very successful community-funded program to deliver informatics education to cohorts of students in three local high schools. The i-DEW program (Informatics-Diversity Enhanced Workforce) demonstrates our commitment to help the K-12 system give underrepresented students an introduction to information technology and its applications, potentially attracting them to our school (or other options in higher education) after high school, and broadening their understanding of informatics concepts and skills they will need in the 21st century job market. The i-DEW program has been funded by a number of grants totaling over \$1.4M from area businesses and foundations, including a \$405,495 “Skill Up Indiana” grant from Indiana Workforce Development. A smaller but similar project last year was CHIPS (Computer High Informatics Project for Success), a weekly series of learning engagements with students at IPS Harshman Middle School.

<https://soic.iupui.edu/news/in-workforce-grant-idew/>

- Informatics is essentially an applied or translational discipline, studying and developing technologically innovative solutions to challenges in established and emerging domains of scientific, cultural and institutional endeavor. Informatics research, as well as teaching via problem- or project-based learning, often focuses on real-world challenges identified in dialogue with community partners. For example, for nearly a decade, research in the SoIC’s HCC Department has regularly engaged students at the Indiana School for the Blind and Visually Impaired. The Health Information Management program in our BHI Department regularly sends students for professional practica at area hospitals. Our Health Informatics program routinely engages students in class projects. Faculty in our MAS program often engage with community partners in class projects, e.g. to build

Websites for non-profit organizations, to create educational videos for healthcare providers, to create 3D animations for mathematics education, and 3D scans for historical artifacts, etc. Although work with community partners often extends beyond the dates of the academic year, in 2015-16 SoIC counted over 80 research projects, practica, individual and class projects, faculty consultations and other forms of academic/scholarly engagement with the community.

- In the third category, during the 2015-16 year the SoIC has engaged a wide range of people and organizations in the community. Perhaps the most visible events are the SoIC's twice-annual capstone showcase evenings, when all graduating undergraduate and master's level students present their final projects. Held in winter and spring (the spring event is naturally much larger), the capstone evenings attract hundreds of family members and friends, and, more recently, invited high school members of the central Indiana professional communities relevant to our degree programs. The spring, 2016, the capstone event attracted approximately 400 visitors to the SoIC (IT) building on campus, including 50 invited high school students.
- Over the 2015-16 academic year, the SoIC hosted or participated in 21 other outreach/in-reach events, including high-school app competitions (to design and build smart-phone apps), visits and tours for home schooled students in the central Indiana area, K-12 teacher workshops to help area teachers learn new technologies for classroom use and student engagement; an all-girls Lego League Challenge (using technology with Legos), the annual Cesar Chavez Dinner and the annual M.L. King, Jr. Dinner, among others. Total attendance for these events was approximately 1,500-1,800 people (high-school students and families, IUPUI students, faculty, community partners) in the 2015-16 year.
- Additionally, as a fourth category, the School has created three departmental advisory boards and an iDEW advisory council filled with representatives of professional and community institutions appropriate to their advisory domains. The School's centerpiece civic engagement program, iDEW (Informatics: Diversity-Enhanced Workforce) has an advisory council of eight community leaders united in the goal of building the pipeline for all Indianapolis citizens to enter the 21st career market, prepared with the technology concepts and skills needed to succeed. The iDEW advisory council has enlisted over 30 other corporate and professional advisors have become part of the School's interface with the community, and implicitly part of an overall development and advancement strategy. The iDEW program forged key community partnerships with area K-12 schools (Pike High School, Providence Cristo Rey, and Arsenal Tech High School) and service organizations (Girls, Inc., EmployIndy, the Techpoint Foundation for Youth, and Shepherd Community Center). This program has also attracted support from global companies such as JPMorgan Chase & Co. and Cummins Inc., as well as several local foundations. The iDEW program has also been selected multiple times by Indiana University to represent the university in limited submission proposal competitions. Nearly all of this growth in gift and grant revenue, and in the all-important human infrastructure of development, has come from organizations and individuals who had never before had a connection to the School. This clearly indicates an enhanced School reputation and increased external visibility.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- The inaugural [Charles R. Bantz Chancellor's Community Fellowship Award](#) of \$50,000 was awarded to Dr. Paul Mullins and Dr. Susan Hyatt from SLA (Anthropology) for their project entitled, "Invisible Indianapolis: Race, Heritage and Community Memory in the Circle City."
- Initiated conversations with the Rev. Charles Harrison, President of the Indianapolis [Ten-Point Coalition](#), a community organization that seeks to reduce violence and address critical issues in Indianapolis; a team has been developed to help the Ten-Point Coalition in research, data gathering, and analysis.
- Partnered with the Mapleton-Fall Creek Community Development Corporation to digitally map the area in order to provide better access to information about food, public art, greenspaces, senior citizen amenities, and physical activities; project undertaken by [undergraduate researchers](#) through an anthropology methods class centered around community engagement
- Based on data gathered by the office of community engagement, 1,334 students contributed nearly 21,000 hours to the community through 96 SLA community-based courses taught by 34 faculty in conjunction with 129 community partners. This last number represents a 170% increase compared to 2014-2015.
- In 2015-2016, 41 SLA students (30 undergraduates, 10 graduate students, 1 Graduate Assistant—a 46% increase from 2014-2015) received \$139,169 (a 60% increase from 2014-2015) in Sam H. Jones Community Service Scholarships.
- Five faculty received funding for Service Learning Assistant Scholarships.
- Four SLA undergraduates and two SLA graduate students received the [William M. Plater Civic Engagement Medallion](#).
- Celebrated the 20th anniversary of the [Spirit and Place Festival](#), which has become a fixture in the cultural life of Indianapolis. This event represents a wonderful collaboration among community groups and arts organizations in Indianapolis, SLA, and the Lilly Endowment, which has been a generous and faithful funder over the twenty year period.
- Held initial conversations with a consultant to the [Kennedy-King Memorial Initiative](#) concerning SLA's participation in various aspects of the Kennedy-King Memorial Initiative, focused especially on the possibility of gathering oral histories of people who attended the Kennedy speech the night of MLK's assassination.
- Center for Economic Education was one of four host sites for the [Indiana Economics Challenge](#); CEE works with high school teachers and students to increase economic literacy.
- Hosted the [Indiana Geographic Bee](#), part of the National Geographic Society's national geographic bee, with Glenda Ritz, Indiana Superintendent of Public Instruction, providing remarks.

Future Plans and Priorities

- In the Coming Academic Year
- Finalize strategy for SLA involvement with Ten-Point Coalition; in addition to the work done this year (which has included collaboration with strategic partners in

schools outside of SLA), continue to expand outside SLA in terms of bringing to the team expertise in needed areas to be of most service to the community.

- Continue to work on strategies to work collaboratively with KKMI.
- Launch of work related to the Bantz Community Fellowship.
- Expand faculty participation in the Mapleton-Fall Creek projects.
- Look to build upon service learning opportunities.

School of Nursing

Highlights and Accomplishments

- In the NURS B235 course, students participated in a service learning project in the Indianapolis area (e.g., Red Cross Pillow Project).
- In 2015, Dr. Jeni Embree authored three articles published in the Indiana State Nurses Association Bulletin. Publication reaches 107,000 RN's Statewide, 50+ State Nursing Organizations +Individual Membership Divisions+ all nursing students in Indiana.
- Faculty member Dr. Jeni Embree served as Magnet Coordinator for Eskenazi Health, to move Eskenazi Health toward Magnet Recognition. Consumers rely on Magnet designation as the ultimate credential for high quality nursing care and patient outcomes.
- IUSON service to the State of Indiana was reflected via involvement in over 40 community organizations as advisory board members, chairs, members, presidents, and reviewers.
- External Collaborations. In addition to collaborations with other academic units at IU, the Center for Professional Development and Lifelong Learning (CPDLL) collaborated with the following organizations in 2015-2016: Association of Nurses in Professional Development, Indiana State Department of Health, Indiana Association of School Nurses, IU Health, CTSI, Indiana Institute for Medical Research, Veterans Administration, and the Indiana Family Social Services Administration Division of Mental Health and Substance Abuse.
- Distinguished Lectureship Conference. The CPDLL/IUSON hosted the 2016 Distinguished Lectureship Conference, titled "*Cultivating Healthy Populations: Inspiring a Collective Vision*", which focused on priority population health issues in Indiana and brought together over 130 participants from a wide variety of practice areas in the state of Indiana to hear 6 nationally recognized speakers on leadership, diversity, education, infectious disease, and patient engagement.
- Cultural Competency in Mental Health activities. Participants in these activities represented mental health settings from all over the state of Indiana.
- Nurse Aide Instructor Training. The CPDLL provides the required training for individuals seeking to teach in or serve as directors of nurse aide and qualified medication aide programs around the state of Indiana.
- Before I Die Festival. The CPDLL supported the efforts of the team that implemented the Before I Die Festival around the Indianapolis region through development and maintenance of their web presence.
- Overall Continuing Education/Professional Development Activities. In 2015-2016, the CPDLL provided and/or supported:
 - 59 individual activities
 - 2205 participants
 - 401.65 contact hours offered
 - Over 12,000 total contact hours would have been awarded if all participants opted to receive contact hours

Future Plans and Priorities

- This fall 2016, plans are in the works to partner with Sigma Theta Tau International (STTI) Alpha Chapter in order to engage in a project called #GratitudeinAction, which is associated with STTI Founders week (IUSON is the founding school; this will be a statewide event).
- In 2016-2017, relationships will be continued with the Indiana State Department of Health, the Indiana Association of School Nurses, the School of Medicine Division of Continuing Medical Education, the Association of Nurses in Professional Development, and National Association of Clinical Nurse Specialists.

School of Physical Education and Tourism Management

Highlights and Accomplishments

- In FY 2015 (still waiting for FY 2016 #'s), PETM students completed 61,431 hours of work in the community through 62 different classes. In all, 122 community partners were engaged.
- Launched Sports Innovation Institute (SII) in January of 2016. SII is an interdisciplinary effort that engages nine IUPUI schools (PETM, McKinney School of Law, Kelley School of Business, Engineering and Technology, Liberal Arts, Informatics and Computing, Public and Environmental Affairs, Herron School of Art and Design, and Education). The vision of SII is to partner with the community to elevate Indianapolis as a hub for sports innovation.
- [Physically Active Residential Communities and Schools](#) (PARCS) saw almost 300 Kinesiology (294) students participate in the operation of the Chase Near East Side Legacy Center. Their efforts amounted to more than 2,900 hours (2904). The Center was built and developed to serve as a legacy from the 2012 Super Bowl in Indianapolis. Since the facility opened, the Fitness Zone (“Powered by IUPUI”) has served over 5,000 people and currently serves close to 1,000 members. Other specifics regarding PETM’s involvement during the 2015-2016 academic year include:
 - Five PETM faculty utilized the Chase Near East Side Legacy Center as a service learning site.
 - The Fitness Zone operates 70 hours per week under the supervision of one faculty member (Ms. Allison Plopper), 15 Service Learning Assistants, and 3 interns.
 - The impact of the student’s and faculty’s work with members is assessed through looking at health improvements. Results demonstrate improvements in blood pressure, body mass index (BMI), and weight loss.
- In August of 2014, PARCS began a new partnership with Wayne Township School to open a site at Ben Davis High School. This location is free for employees of the district and open to the community at a low cost. Service learning assistants and students staff this facility Monday through Thursday each week.
- PARCS continues to serve the near west side of Indianapolis at George Washington Community High School open to IPS employees and Eskenazi HealthyMe participants for free, and to community members for \$20 a year. Service learning assistants and students staff this facility Monday through Friday each week.
- Department of TCEM continued to focus on developing deep and multi-faceted relationships with industry.

- Maintained an industry advisory board for the purpose of furthering partnerships. Board meets twice annually.
- TCEM industry partners in FY 2016 included:
 - 500 Festival – class projects, student volunteer activity, and research
 - Indiana Sports Corporation – internship, class projects, faculty volunteer work, and ISC staff members teaching for TCEM
 - Indianapolis Downtown, Inc. – graduate assistantship, class project and staff member teaching in TCEM
 - Indianapolis Monumental Marathon – internship, class project, student volunteer activities, physical activity promotion with IPS students, and potential research project
 - NCAA – research contract, class project, student volunteer activities, and multiple adjunct faculty
 - Visit Indy – Board participation, alumni engagement, research contract and multiple adjunct faculty
- Two PETM students (Scott Kirisitis and Darell Pirtle) received the Plater Medallion for their work in civic engagement.

Future Plans and Priorities

- Continue developing deep and multi-faceted partnerships with industry
- Leverage Sports Innovation Institute to promote IUPUI capabilities around sports innovation and identify ways to work with industry
- Expand adapted physical activity options for people with disabilities by growing services of the Kinesiology student-led Motor Activity Clinic
- Create partnerships with other health schools to increase the impact of efforts at the Legacy Center

School of Public and Environmental Affairs

Highlights and Accomplishments

- Community-based learning continued to be important for SPEA as 35 instructors in 121 course sections worked with 126 community partners. Over 800 students in these courses contributed over 60,000 service hours to the community.
- Sixteen SPEA students received over \$65,000 in service-based scholarships.
- 126 undergraduate students participated in internships for academic credit
- 34 SPEA graduate students had internships with 8,800 hours of service
- SPEA hosted three Bridge and Themed Learning Community sections, and the students engaged in service and visited the IREF reentry facility.
- The Public Policy Institute led a statewide effort called Thriving Communities, Thriving State. Holding multiple regional meetings across the state with commissions for rural, small town and urban community leaders, the effort examined long-term challenges to Indiana communities. Each commission produced a report in consultation with PPI staff, and the results have been shared in a number of venues across the state.
- Executive Education's Certificate in Nonprofit Executive Leadership program provides training to nonprofits locally, nationally, and internationally.
- Executive Education's Healthcare Management Institute trains healthcare managers from across the state of Indiana.

- In cooperation with the Herron School of Art and Design and the Lilly Family School of Philanthropy, SPEA hosted a campus visit by National Endowment for the Arts chairwoman Jane Chu. She spoke as part of a half-day session for community leaders on arts and community development.
- SPEA IUPUI hosted a SPEA Night with Central Indiana alumni from both campuses, including community leaders from nonprofits, foundations, city and state government.
- SPEA IUPUI hosted SPEA Distinguished Alumni Council Co-Chairs for a visit June 2016 as well as a Distinguished Alumni Council breakfast for Central Indiana alumni. The purpose of the visit was to provide an opportunity to meet with SPEA IUPUI faculty, staff, alumni and community stakeholders. The Council provides support to the School by providing input to priorities such as the strategic plan as well as support, mentoring and resources for career development services.
- Our work in public safety outreach
 - The Indianapolis Foundation at the Central Indiana Community Foundation funded a new IMPD data training program designed by SPEA IUPUI faculty member Jeremy Carter that also supports work by SPEA IUPUI graduate students. The program will train command staff and officers to learn how to interpret data as it relates to community and beat policing. As part of SPEA IUPUI's collaborative work with the City of Indianapolis, SPEA now has a dedicated terminal at the City's Real Time Data Center, located within the Regional Operations Center.
 - In collaboration with Indianapolis Police Chief Troy Riggs, SPEA IUPUI launched a new National Public Safety Forum community series with support from Indy Public Safety Foundation, Eli Lilly and Company Foundation and Central Indiana Community Foundation. Topics featured within the series include: an update on the Indianapolis Focus Areas, Community Policing, Youth Violence, Women in Law Enforcement, and Sustainable Financing of Public Safety. National experts and leaders were invited to participate in the forums with average event attendance ranging between 150 and 200 guests per event.

Future Plans and Priorities

- The Director of Community Engagement will be implementing the Community Corps plan, which will place interns in nonprofits serving nearby neighborhoods who are part of the LISC Great Places Initiative
- We will be hiring a new Director of the Public Policy Institute.
- In fall 2016, the Public Policy Institute will host a gubernatorial forum in which each candidate separately will be able to address the issues raised in the Thriving Communities, Thriving State process.

School of Science

Highlights and Accomplishments

- \$400,000 grant from Duke Energy Foundation expands Discovering Science of the Environment program. The Duke Energy Foundation awarded IUPUI's Center for Earth and Environmental Science with a \$400,000 charitable, enabling the center to double the number of students it reaches in grades 4 through 9 with its Discovering the Science of the Environment program <http://science.iupui.edu/news/400000-grant-duke-energy-foundation-expands-discovering-science-environment-program>

- More than 120 high school students compete in the 10th Annual Computer Science Day programming contest. Organized by the Department of Computer and Information Science, IUPUI Computer Science Day gave more than 120 high school students from eight Indiana high schools the opportunity to participate in hands-on experiences in applying computer science. Through tests involving programming and problem solving, students in grades 9-12 developed an understanding of teamwork, software tools and deadlines associated with today's computer science industry. <http://cs.iupui.edu/news/cs-day-2016>
- Math contest. Throughout Indiana, hundreds of high school students studied patterns, analyzed relationships, drafted and refined their solutions, and finally submitted their work to the Department of Mathematical Sciences as part of its annual High School Math Contest. <http://math.iupui.edu/community/math-contest>
- High School Physics Researcher Named a 2016 Intel Science Talent Search Finalist and receives 2015 Davidson Fellowship. Sreya Vemuri, a student at Carmel High School, was named one of 40 finalists in the Intel Science Talent Search (STS), the nation's oldest and most prestigious pre-college science and math competition. She also was named a 2015 Davidson Fellow by the Davidson Institute for Talent Development, for which she received a \$25,000 prize. Vemuri has completed theoretical physics research with Yogesh Joglekar, associate professor of physics for the School of Science at Indiana University – Purdue University Indianapolis. <http://math.iupui.edu/community/math-contest>
- Students Test Neuroscience Knowledge in Brain Bee. Dozens of high school students from around the state competed in the IUPUI Brain Bee. The Brain Bee, a twist on a traditional spelling bee, requires competitors to answer questions about the brain and nervous system until only one student, the champion, remains.
- IUPUI supports Celebrate Science Indiana, which demonstrates importance of studying science. The American Chemical Society, the world's largest scientific organization, presented its "Outstanding Continuing Public Relations Program" award to its Indiana members for assisting Celebrate Science Indiana, announced Robert Yost, the science event's executive director and a faculty member at IUPUI. The award recognizes the extraordinary work in promoting chemistry and the chemical sciences. <http://science.iupui.edu/news/iupui-supports-celebrate-science-indiana-which-demonstrates-importance-studying-science>
- SOS partners again with PLTW (Project Lead the Way). The school of science provides training for upwards of 60 high school teachers to improve science education in our schools. The teachers live on campus for a period of two week.
- Renewed "Science on Tap" Speaking Series.



The SOS has partnered with Metazoa Brewing Company to hold monthly science talks. These talks draw attendance from alumni, community members, faculty, staff and students. Talks were given this year by Leslie Ashburn-Nardo, Steve Presse, Lisa Jones, Jesse Stewart, Michele Roberts, Kathy Licht, AJ Baucum, and Susan Walsh.

Future Plans and Priorities

- In the Coming Academic Year
 - Develop a paid internship program for students in science that are not specifically related to the health sciences (a partner to the LHSI program).
 - Longer-term

- Consider hosting a nationally recognized guest speaker on science that will generate community as well as campus interest.

School of Social Work

Highlights and Accomplishments

- There is a major workforce shortage of child welfare and mental health practitioners and the School is working to address these shortages in order to better serve the people of Indiana.
- The School of Social Work has agreements with more than 600 agencies in central Indiana and elsewhere where BSW and MSW students are placed to complete their practicums, or internships, which is part of their graduation requirements. The students spend more than 300,000 hours working at the agencies.
- Through its partnership with the Indiana Department of Child Services, the School provides education and training to new and existing workers for the agency that protects children from abuse and neglect. As part of the partnership, the School has developed a leadership academy that trains the agency's future leaders.
- Master of Social Work students work at the Indiana University Outreach Clinic from 10 a.m. to 2 p.m. every Saturday assisting low-income residents receive the services and resources they need.
- The School has expanded its work at the IUSOC through the use of the Service Learning Assistant Scholarship Program, which has supported the development of clinic based service learning opportunities in master level courses. The SLA Scholarship Program was first utilized in the 2015 academic year and will be used again in 2016.
- The MSW Direct program has offered its students opportunities to undertake community service projects in their communities through new innovative approaches by faculty like Dr. Virginia Majewski. This service learning in an online course has gotten attention from educators nationally.

Future Plans and Priorities

- Dr. David Wilkerson of the School's MSW Direct Program and colleagues are developing new courses as part of an effort to establish a certificate in Telebehavioral Health for social Workers. By doing so, the School is positioning itself to be a leader in preparing social work students and practitioners in this new arena.

Office of Community Engagement

Highlights and Accomplishments

- Faculty and staff capacity to conduct community-engaged research.
- Facilitated and supported campus-wide research and scholarship.
 - Solicited funding and launched the inaugural offering of the Charles R. Bantz Chancellor's Community Fellowship. 21 faculty representing 12 Schools and nearly 40 community partnerships submitted proposals. Two awards were made in spring 2016. \$50,000 was awarded to Dr. Paul Mullins and Dr. Sue Hyatt from the School of Liberal Arts for their work on "Invisible Indianapolis: Race, Heritage and Community Memory in the Circle City." \$25,000 was provided by the Office of the Vice Chancellor of Research to Dr. Richard Holden from the School of Informatics and

Computing for his research into “B-PHIT Indy: A Community Partnership for Brain Health-Promoting Information Technology.”

- Leveraged funding to support dissemination of research and scholarship and to foster faculty integration into national and international scholarly networks that emphasize community engagement across all domains of academic work. Dissemination grants were awarded to 12 faculty representing 7 schools on campus totaling \$7,415.
- 25 out of 91 Service Learning Assistant scholars (28%) were mentored by faculty who indicated ‘research’ on their application.
 - See ‘*Develop Faculty and Staff*’

Awards and recognitions.

- The U.S. News and World Report, in their 2016 editions of [America’s Best Colleges](#), listed IUPUI as “one of the top universities in the nation with outstanding service learning programs”.
- IUPUI was selected again as one of 74 campuses to participate in [NASPA’s LEAD Initiative](#) on Civic Learning and Democratic Engagement.
- Promoted the national excellence of IUPUI in service learning and engagement by hosting national conferences in Indianapolis, supporting the national call to civic action, leading statewide engagement.
 - Showcased IUPUI while hosting the APLU annual conference and Student Affairs Professionals’ Civic Learning and Democratic Engagement conference in Indianapolis.
 - Honored Mary Rigg Neighborhood Center partnership with IUPUI at the Indiana Campus Compact annual meeting in Indianapolis.
 - IUPUI joined the National Campus Compact 30th Anniversary [Statement of Action](#) under the Chancellor’s signature to develop a [Campus Civic Action Plan](#).
- Students engaged in community service and/or community-based research:
 - See ‘*Student Engagement and Co-Curricular Learning.*’ See ‘*Types of community-based partnerships and projects*’
- Community-engaged courses offered or expanded:
 - Captured, reviewed and analyzed the number of courses, students, hours, faculty, and community partner data campus-wide. Reviewed the data with the academic units for their inclusion in school annual reports. Final data for the academic year including summer sessions will be exported into the Collaboratory and final report will be issued by August 31.
- Types of community-based partnerships and projects:

IUPUI builds strong communities with our partners

- Served as the convener for the [Near West](#) Quality of Life and [River West Great Places 2020](#) planning and implementation team.
 - IUPUI invested over \$376,000 in personnel, programs and service hours to over 30 organizations on the west side of Indianapolis through the Great Places 2020 with an estimated investment by 2020 to be over \$2,000,000.
 - Launched a community-wide stakeholder planning initiative to envision the economic and community development plan for the area involving over 150 residents and partners.
 - Facilitated the development of [River West](#) campaign and brand development for the entrepreneurship center with Herron faculty and students.

- Developed and delivered workforce readiness classes and certificate programs for 128 persons including Patient Access Specialist (101), Pharmacy Technician (22) and Patient Access Specialist Internships (5). Revenues of more than \$25,000 were generated through these classes.
- Strengthened the entrepreneurship ecosystem in Central Indiana by partnering with Martindale Brightwood Community Development Corporation on four entrepreneurship workshops in their neighborhood.
- Alumni engagement
 - Connected 525 alumni with university programs, initiatives and personnel through the management and development of 21 alumni volunteer leadership boards at IUPUI.
 - Educated graduates of the IUPUI campus by highlighting the strategic direction of the campus through two issues of the IUPUI Alumni Magazine. 103,000 graduates received the publications; the issues focused on two of the Urban Serving University initiatives, building strong communities and health of a diverse population. An advisory committee was formed to provide more feedback and guidance on the magazine's content and distribution.

Future Plans and Priorities

- Strategic Planning: Define a Community Engagement Action Agenda that will define actions to be taken to move IUPUI toward comprehensive engagement strategy that contributes to pressing community issues in collaboration with the IU Public Policy Institute and POLIS Center.
 - Develop within the civic agenda for IUPUI, a Campus Civic Action Plan by March 2017 in alignment with the national Campus Compact 30th Anniversary.
 - Identify and communicate performance indicators for Goal 7 of the IUPUI Strategic Plan. Deepen our commitment to community engagement. Once the civic agenda is formed, committees will be appointed to focus the campus' attention on these priority issues.
 - Create university and community conversations on the four APLU Urban Serving University themes of *building stronger communities, improving the health of a diverse population, fostering student achievement, urban sustainability* to exchange ideas and identify opportunities for collaboration. Align engagement activity with urban serving university themes and [Indy East](#) Promise Zone and [River West](#) Great Places 2020.
 - Leverage the interests, subject matter expertise and community relationships of alumni to contribute to the community engagement action agenda of IUPUI.
- Economic Development:
 - Strengthen IUPUI's capacity as an anchor institution contributing to the economic well being of the region and the state.
 - Reinvest in commitments to Great Places 2020 [River West](#), Indy East Promise Zone, and emerging neighborhoods in the urban core to achieve their quality of life plan goals.
 - Apply for the Indy Chamber Anchor institution housing support program to encourage reinvestment in homeownership by IUPUI employees in the urban core.
 - Develop the anchor institution strategy to increase economic support for central Indiana through Live, Hire, Buy strategies in tandem with other nonprofit "eds and meds".

- Intensify the commitment to develop Indiana’s workforce in alignment with demands of employers in Central Indiana. Engage in meaningful and strategic dialogue between business, government, civic and academic leaders from IUPUI schools to identify strategies for success.
- Connect IUPUI to research opportunities with 16 Tech, and deepen relationships between the university and employers through collaboration with [Tech Point](#), [Employ Indy](#), [Conexus Indiana](#), and [BioCrossroads](#).
 - Organizational Effectiveness:
 - Strengthen institutional capacity to achieve mutually beneficial goals with the community.
 - Streamline the collection of data; launch a publicly searchable real-time data system, the Collaboratory, to connect university and community partners together to leverage talent, identify emerging trends and opportunities, solve problems of mutual interest and benefit.
 - Partner with Academic Affairs to streamline community engaged scholarship, research and activity data reported through the new faculty activity reports Digital Assets.
 - Partner with Office of the Vice Chancellor of Research IRB, and Contracts and grants administration to streamline data collection on community-based and community-engaged research.
 - Partner with Office of Student Involvement, Human Resources and Alumni Relations to streamline the collection of data on community-based and community-engaged activity and initiatives through student information and human resource systems.
 - Communicate the value, strategy, direction, and resources of community engagement through a comprehensive communication plan; launch new OCE website in Spring 2017 as a gateway for the community to engage with the campus.
 - Evaluate the feasibility of moving Indiana Campus Compact, a consortium of Indiana colleges and universities committed to promoting a renewed vision of colleges and universities as active and involved members of their communities, from the Lilly Family School to the Office of Community Engagement in FY 18.

Future Plans and Priorities

- Long-term
 - Intensify and promote nationally and internationally IUPUI’ distinction as an engaged campus through scholarship, awards and recognition and increased revenue. Enable the campus to utilize data to support decision making and provide evidence for campus reports and award applications (e.g., Carnegie Classification for Community Engagement).
 - Develop strategies and tactics to support the 50th Anniversary of the campus and bicentennial celebrations of the City of Indianapolis and of Indiana University.
 - Develop, in collaboration with the IU Foundation, a comprehensive funding raising strategy to advance IUPUI as an anchor institution serving the highest needs of the city, community, state, nation and world.

Diversity, Equity, and Inclusion *Highlights and Accomplishments*

- DEI collaborates with External Relations to sponsor, support, participate in and attend multiple activities that benefit both the university and the surrounding community. Our presence can be “felt” and seen at various community and non-profit meetings, celebrations and service projects. In the past year, in partnership with External Relations, DEI:
 - Hosted the Indiana Legislative Black Caucus Community Meeting in the Campus Center, an event that provided Indianapolis residents an opportunity to meet the newly-elected Mayor, some members of the Indianapolis City/County Council and Indiana State representatives, learn about recent legislation and how they can become more involved in the local political process.
 - DEI joined External Relations with a contribution to their sponsorship of the Urban League
 - Indiana Latino Institute
 - Latino Scholarship Fund
 - Indiana Latino Expo
 - Indiana Links Jazz Brunch
 - United Negro College Fund
 - Girls, Inc.
 - Dress for Success

Future Plans and Priorities

- The creation of the Office of Intercultural Literacy, Capacity and Engagement within the DEI provides an opportunity to coordinate trainings and workshops across campus, the city, state and country. We expect to do more trainings that will benefit the IUPUI community and are working with the Indianapolis Metropolitan Police Department on a comprehensive diversity training for new recruits and current officers.
- Additionally, because we now have a more coordinated or centralized office, DEI is in a better position to offer more trainings off campus, bringing in needed revenue to be used for professional development.
- Adaptive Educational Services (AES)
 - Provided panel discussions on the Americans with Disabilities Act and accommodation processes to various Indianapolis high schools including Fishers, Zionsville, Pike and Noblesville High Schools. AES professionals interacted with parents and potential IUPUI students.
 - AES professionals joined other disability office staff members from Ball State and Butler as panelists discussing accommodations, ADA and serving differently-abled students during Ivy Tech’s Fair for students with disabilities seeking post-secondary degrees. Developed a partnership with HANDS in Autism to provide a campus visit and transition discussion to The Hope Source, a school and therapy center for individuals with Autism
 - Additionally, staff work in the community attending Grassroots local ordinance meetings and community initiatives in support of youth: i.e. High Five Rallies supporting and encouraging public school students, community conversations on equitable and fair policing, equity in policy development impacting communities of color and the LGBTQ community, and meetings with IMPD and local government officials.
- Multicultural Center (MC)

- Provided off-campus diversity training for 82 external community members bringing in \$3,200 to the MC budget.
- Hosted programs in collaboration with the following community organizations: Eiteljorg Museum, Steward Speaker Series, Indiana Youth Group and the Mexican Consulate.
- Office of Diverse Community Partnerships
 - Girl Talk Mentoring Program—now in its 3rd year, the Girl Talk Mentoring Program expanded to include middle school students in addition to 6th grade. For the 2015-2016 school year there were 42 student mentees with six mentors, all of whom were IUPUI students and staff members. In partnership with Metropolitan Indianapolis-Central Indiana Area Health Education Center, 24 sixth graders at James Russell Lowell, IPS School 51, received Super Sitter training and certification.
 - Arlington Community High School—through a partnership between FSNE, Office of Diversity Access and Achievement, and Arlington High School, 200 middle school students were provided college and career exploration and planning facilitated by IUPUI students. These middle school students visited the campus and experienced hands on learning opportunities with the School of Engineering & Technology and the School of Informatics.
 - Parent Leadership Training Pilot—FSNE deepened their engagement with families and launched a pilot training program for families who wanted to develop and increase their leadership skills. “Serving on Groups” was the program where 11 parents of students from Francis W. Parker spent every Thursday for 2.5 hours for four weeks learning, discussing, and engaging in leadership development in preparation to serve on decision making groups.

Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments

- Internship Coordinator appointed and Internship Council launched to better coordinate activities and policies related to student internships.
- AASCU 2016 Civic Learning and Democratic Engagement Meeting was held in Indianapolis and featured a tour/discussion of Democracy Plaza at IUPUI.

Future Plans and Priorities

- In the Coming Academic Year
 - Launch entrepreneurship and innovation website to better coordinate and communicate school-based activities related to entrepreneurship and innovation

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments

Nothing reported for Goal 7

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments

- [Campus Career and Advising Services](#) partnered with IndianaINTERNet (IIN) to import over 600 unique IIN positions into the campus job board. This has resulted in a four-fold increase in the number of IIN internships attained by IUPUI students compared to last year. IIN and its board of directors have highlighted this collaboration in conversations around the state, and it's likely that other state institutions will soon be following IUPUI's lead.
- [Campus Career and Advising Services](#) provided employer development to over 40 organizations that contacted the campus via the [career.iupui.edu website](http://career.iupui.edu) wanting to recruit at IUPUI in areas such as job postings, referrals to staff in relevant schools and programs, recruiting specific diverse student populations, and starting an internship program.
- The [Office of Student Employment](#) had over 800 interactions with campus and community employers, supporting them through coaching, guidance, and consulting services.
- In fall 2015, [themed learning communities](#) (TLC) engaged in 34 activities in the community, including visits to local museums, food banks, medical labs, religious communities, and businesses. In addition, 17 TLCs engaged in either a community service activity or an extended service learning project.

Future Plans and Priorities

- In the Coming Academic Year:
 - The [21st Century Scholars Success Program](#) will develop an advisory council, which will include community members. This will allow community members to be partners in supporting 21st Century Scholars.
 - [Campus Career and Advising Services](#) will launch an employer development program with a goal of bringing 200 new internship opportunities into IUPUI Talent. This will be accomplished through a combination of live webinars and in-person presentations and visits. The contacts and invitations for these webinars and visits will be developed through reviews of Symplicity contacts (those who have posted full-time but not internship opportunities) and referrals from the Office of Student Employment (part-time, off-campus employers ready to make the leap into internships) and the Office of Community Engagement.
- Longer-term
 - The Scholar Support Programs will find campus and community partners interested in replicating or adapting the elements of the [Nina Scholars](#) learning and development model.

EVCCAO Enrollment Management

Highlights and Accomplishments

- Partnered with Student Life at Ivy Tech to support community engagement as a retention initiative.
- Outreach and Recruitment Activity

- The Office for Diversity Access and Achievement continued efforts to provide outreach and recruitment services targeting underrepresented populations for the 2015-16 academic year by participating in a number of on-campus and community outreach events. These events ranged from traditional college fairs and high school visits, to community fairs and special program presentations. The goal of attending the various events was to increase awareness of IUPUI's programs and services to the larger community and to encourage qualified students to consider IUPUI as their future academic home. A listing of the event types appear below.

Type of Events Attended

	2009-2010 Attended	2010-2011 Attended	2011-2012 Attended	2012-2013 Attended	2013-2014 Attended	2014-2015 Attended	2015-16
Recruitment	17	15	10	13	10	14	10
College Awareness	8	2	6	12	13	10	6
Community Presence	6	12	20	9	8	8	8
Total	31	29	36	34	31	32	24

- Diversity Outreach
 - The Office for Diversity Access and Achievement (ODAA) in partnership with Office for Community Engagement, School of Liberal Arts, Ivy Tech Community College, La Plaza, Indiana Latino Institute and Indianapolis Public Schools hosted the Annual META (*Mapping Education Toward Achievement*) Conference. Additional conference partners such as DePauw, Butler, Marian, Indiana University Columbus and Bloomington allowed for the inclusion of a national keynote speaker that helped to enhance the programming.
 - This year a total of 377 in Latino students attended the conference (27% increase). 29 School were represented at the event including schools from as far away as Columbus, IN. Students in attendance were most interested in attending the Health Careers session, with Business and Engineering having the second and third most interest.
 - Kim Stewart-Brinston, ODAA, served as chair of the Leveraging Community Partnerships Sub-Committee of the Promoting Financial Success & Stability Taskforce.

Future Plans and Priorities

- Recruitment
 - Expand local partnerships to include [100 Black Men of Indianapolis](#), CICF Community Centers, and the [Indianapolis Urban League](#).

EVCCAO Faculty Appointments and Advancement

Highlights and Accomplishments

Nothing reported for Goal 7

EVCCAO Graduate Office

Highlights and Accomplishments

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- IUPUI Health and Rehabilitation Sciences graduate students, Leah Van Antwerp and Katherine Bridgeman were selected for the prestigious 2016 IU Edwards Fellowship recognizing students for their citizenship, character, public service and future contributions to society. A third student, Richard Brandon-Friedman in Social Work will also receive an Edwards Fellowship for his public service accomplishments. Three of the five IU Edwards Fellowship recipients were IUPUI students.
 - http://graduate.indiana.edu/doc/admissions/edwards_2016_2017.pdf
- Visited business and community partners to discuss graduate training and educational opportunities at IUPUI. Businesses visited included: Ingram Micro, Indiana State Government, Allison Transmission, CNO Financial, Defense Finance and Accounting Service (DFAS), Federal Government Offices (Indianapolis), and Health and Hospital Corporation of Marion County.
- In Fall, 2015 recruiters from 43 different departments and academic institutions gathered on the IUPUI campus for Graduate Expo, an event sponsored by the Graduate Office. Recruiters meet with over 300 students to learn about graduate and professional degrees and certificates as well as criteria for enrollment and financial aid.
 - <http://graduate.iupui.edu/about/gradoffprogs/expo/index.shtml>
- Graduate Office recruitment staff traveled the state and nation to provide information about graduate and professional programs on the IUPUI campus. Institutions visited in 2015-2016 included: DePauw University, Hanover College, Ball State, the University of Illinois at Chicago, Northern Illinois University, Taylor University, and the University of Evansville.
- Mentoring and work experience were provided by the IUPUI Graduate Office for a high school student from Providence Cristo Rey, an Indianapolis charter school.
- The Elite 50 program sponsored by the Graduate and Professional Student Organization at IUPUI recognizes not only academics but community service.
 - <http://studentaffairs.iupui.edu/involved/graduate%20professional%20student%20government/Elite%2050%20Information%20and%20Application.shtm>

Future Plans and Priorities

- In the Coming Academic Year
 - Providing more resources to graduate and professional students searching for options for community service and engagement.
 - Better tap our community engagement office for ideas on internships and local experts to advise and inspire graduate and professional students.
- Longer-term
 - Develop a method to better track the contributions of graduate and professional students to their community and the state.

EVCCAO Honors College

Highlights and Accomplishments

- IUPUI Honors Scholars value service and civic engagement and often are able to connect that to their career intentions. During academic year 2015-2016, Honors Scholars volunteered over 12,749 hours at IUPUI and in the Indianapolis community, equivalent to a contribution of \$287,489 (IUPUI Center for Service Learning). The total volunteer hours were an increase of 39 percent over 2014-15. In addition to volunteering at 187 different campus events, Honors Scholars actively gave back to 456 community organizations.

- The Honors International Experience developed in Costa Rica as an alternative spring break program continued for the fifth year in 2016 with increased participation. The Costa Rica program provides Scholars with service learning experiences in community and government organizations in the Cartago area. This experience serves Honors Scholars seeking the Service designation (S) of the RISE initiative through an international experience.
- In its third year, the Honors Healthcare in the Kingdom of Swaziland program is a three-week summer service learning program based in Swaziland. This Honors College program is offered in cooperation with the Fairbanks School of Public Health and IU School of Nursing, providing field placements at community organizations with direct connections to healthcare and organizations that highlight the importance of healthcare access in the Kingdom of Swaziland. This experience serves Honors Scholars seeking the Service designation (S) of the RISE initiative through an international experience.

EVCCAO Institutional Research and Decision Support (IRDS)

Highlights and Accomplishments

- IRDS staff worked with staff in the Center for Service and Learning on a variety of projects to better understand the success of Sam Jones Scholarship recipients.
- IRDS worked with staff in the Center for Service and Learning to develop a series of items on the alumni survey and the faculty survey related to community engagement and service learning.
- Developed and administered Staff Survey that included information about community engagement (Mitchell, Janik, O'Malley in conjunction with Norris, Weiss)

Future Plans and Priorities

- Creation of interactive dashboard showing community engagement indicators from faculty, staff, and alumni surveys

EVCCAO International Affairs

Highlights and Accomplishments

- In partnership with the Office of Community Engagement, OIA represented IUPUI on the Indy Chamber-led [Global Cities Exchange Initiative](#), in partnership with the Brookings Institution and JP Morgan Chase. Indianapolis is one of 28 cities nationwide engaged in creating a Global Trade and Investment Strategy for the metropolitan area.
- International Peer Mentors engaged in volunteer service with [Exodus Refugee Immigration](#), applying the skills they learned welcoming new students to welcoming newly arrived refugees. Three teams of student mentors were each matched with a Burmese refugee family throughout Spring 2016 to provide friendship and support.
- IUPUI presented the [2016 Global Engagement Award](#) to [Duale Hochschule Baden-Württemberg](#) (DHBW), a cooperative university in Mannheim, Germany. DHBW has worked closely with the IUPUI School of Engineering and Technology for 26 years to give international opportunities to IUPUI students such as providing engineering internships in Germany, supporting the GO GREEN study abroad program, and research collaboration.

DHBW received \$3,000 with the award to continue engagement, and Professor Kay Wilding, Department Chair of Electrical Engineering at DHBW visited IUPUI in April 2016.

- In collaboration with IUPUI Alumni Relations, OIA continued the International Host Program, matching 33 international students with 30 local IU alumni hosts to engage in cultural exchange and welcoming/hosting activities together.

Future Plans and Priorities

- Strengthen participation in the International Host Program, which brings together IU alumni hosts and international students.
- Host [Mandela Washington Fellows for Young African Leaders](#), 25 of Africa's leading young civic leaders, for two weeks of their six week program at IU in partnership with the IU Office for International Development and IUPUI partners during July 2016. Create opportunities for Mandela Fellows to network and collaborate with the IUPUI community

EVCCAO Office for Women

Highlights and Accomplishments

- The Office for Women seeks opportunities to partner with local organizations to create educational and informative events on issues that impact the lives of women and families. Our programs are also open to the public and many community members subscribe to our listserv. We currently maintain relationships with the Indiana Commission on Women, Pass the Torch Foundation, the NCAA Office of Inclusion and the Integrating Women Leaders Foundation.
- Assisted the women's network of Charles Schwab Co, Inc. in bringing the film "Girl Rising" to IUPUI on October 12, 2015, and assisted in locating panelists.
- We maintain memberships in national and professional organizations. We pay for the IUPUI institutional membership in the American Association of University Women. We maintain membership in the National Women's Studies Association and the International Leadership Association. We have participated and made presentations at conferences of the International Leadership Association and the National Organization of Research Development Programs.

Future Plans and Priorities

- The Office for Women will maintain ongoing relationships and memberships with local and national organizations. The Office for Women and the Office of Diversity, Equity and Inclusion have funded a title sponsorship for the Pass the Torch Foundation's Relay Race and Networking Event taking place at the Carroll Stadium on the IUPUI campus on August 27, 2016. On August 23, 2016, Kathleen Grove will be a presenter at the Integrating Women Leaders Annual Conference in Indianapolis. In collaboration with the School of Science and the School of Medicine, the Office for Women collaborated on a title sponsorship for IUPUI for the 2016 IWL annual conference. On November 4, 2016, Kathleen Grove will be a presenter at the International Leadership Conference in Atlanta, Georgia.

EVCCAO University Library

Highlights and Accomplishments

- Examples include: faculty and staff engaged in community-based research, students engaged in community service and/or community-based research, number of service learning courses offered or expanded, types of community-based partnerships and projects, training/technical assistance provided to external organizations, economic development activities undertaken, etc.
- The library continues to work with other central Indiana cultural heritage organizations to create digital collections that document the history and culture of Indianapolis, central Indiana and Indiana as a whole. In the past year collections on the 500 Festival (<http://ulib.iupui.edu/collections/Indy500fest>) and the Indiana Red Cross (<http://ulib.iupui.edu/collections/IRC>). A collection on the Phoenix Theater is in development. The library has partnered with the Benjamin Harrison Presidential Site on a digitization project that has a significant 3D scanning component.
- The library continues to actively partner with the Indianapolis Public Library, particularly in the development of digital collections.
- The library acquired 3D scanning equipment with some support from a grant from the IUPUI Arts & Humanities Institute. We have worked with Online Resources, an industrial scanning company in Lebanon, Indiana, to develop 3D scanning expertise.
- The library has played an active role in the development of Indiana's participation in the Digital Public Library of America in Indiana.

Future Plans and Priorities

- In the Coming Academic Year
 - The library will continue to expand its 3D scanning capacity and expertise. We anticipate submitting significant national grants to support this activity.
 - We will secure funding from the State Library LSTA program and/or the CICF Library Fund to digitize one or more local collections.
 - Working with Indianapolis Public Library we anticipate funding to digitize at least one local collection.
- Longer-term
 - Working with the IUB libraries and UTIS develop an enterprise level scholarly system that can serve and a robust institutional scale repository. We anticipate this system will be ready for deployment in 2017 or 2018.
 - Develop a full digital preservation program for the 40 TBs or more of digital data held by the library. This will require new funding.

Finance and Administration

Highlights and Accomplishments

- Surplus - Indy Backpack Attack Event – host and serve thousands of impoverished and/or transient kindergarten through twelfth grade children with school supplies throughout Marion and surrounding counties.
- Event and Conference Services – continue to expand and deepen community and civic engagement partnerships to host events that support the academic mission of the campus. This included discussions with Indiana Black Expo about opportunities for the Summer Concert to be held at IUPUI in the future.

- Human Resources – worked with Indianapolis Urban League to become designated as a Preferred Employer. IUPUI will work more closely with the Urban League to provide opportunities for individuals who have successfully completed one of the Workforce Development Programs.

Future Plans and Priorities

Nothing reported for Goal 7

Planning and Institutional Improvement (PAII)

Highlights and Accomplishments

- All visiting teams for program reviews include a member from the local community who has particular expertise to share with personnel in the discipline being reviewed.
- Mzumara served as *Commissioner* for the State of Indiana Supreme Court’s *Commission for Continuing Legal Education (ICCLE; www.in.gov/judiciary/cle/)*; Chair, Attorney Specialization Committee; Member, ICCLE Strategic Solutions Committee; Member, ICCLE Distance Education Working Group, and Member, ICCLE Military Exemptions Working Group.
- Banta convened two community groups and three groups of undergraduate students for the purpose of gathering information for the Excellence in Assessment Designation application submitted in May.
- Banta serves as vice chair of the board and chair of the Personnel Committee of the Westside Community Development Corporation.
- Banta continued her service as chair of the Council on Urban Education (CUE) Deans.
- Banta serves on the board of the area alumni chapter of Phi Beta Kappa and speaks each year at the association’s annual meeting where outstanding area high school juniors (with their parents) receive a book award.
- Banta is a member of the University of Kentucky Alumni Board of Directors.
- Banta was appointed by the president of the American Council on Education (ACE) to the ACE Commission on Educational Attainment and Innovation.

Future Plans and Priorities

Nothing reported for Goal 7

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- As a part of the Grand Challenge initiative, developed a partnership with the John H. Boner Community Center, located in one of only nine federally designated Promise Zones in the U.S.
- Also developed partnerships with Keep Indy Beautiful, Eskenazi Health Midtown Community Mental Health, the Indiana State Dept. of Health, Indiana Family and Social Services, and the Division of Mental Health and Addiction.
- Involvement in the Office of Community Engagement initiative for Engaged Research and the Grand Challenge.

- Partnered with the Office of Community Engagement to fund Bantz Community Scholar award.
- Hosted IUPUI Research Day 2016, with approximately 600 attendees. Research Day provides an opportunity for the IUPUI faculty, staff, and students, and their academic, industrial, governmental partners, and the broader community, to come together and learn more about the research enterprise at IUPUI, explore new collaborations, and lay the foundation for new partnerships.
<http://research.iupui.edu/events/researchday2016/index.php>
- Funded by the National Science Foundation, the Research Experiences for Teacher Advancement in Nanotechnology (RETAIN) is a six week program that provides a unique opportunity for high-school teachers to explore the interdisciplinary field of nanotechnology at IUPUI and its impact on STEM education. <http://indi.iupui.edu/RET.php>

Future Plans and Priorities

Nothing reported for Goal 7

Student Affairs

Highlights and Accomplishments

- Work continues through the Office of Educational Partnerships and Student Advocacy to engage with the apartment properties near campus in which our students live. Off-campus housing fairs are offered and managers of the properties are invited to campus to interact with staff and learn how they might better serve IUPUI students and the community. A new standards program was created to rate properties on amenities offered to students as well.
- Campus Center staff worked with the Indiana National Guard to secure a \$50,000 grant to support programming throughout the academic year.

Future Plans and Priorities

Nothing reported for Goal 7

University Information Technology Services (UITS)

Highlights and Accomplishments

- Research Technologies (RT) offers a number of training opportunities for students and researchers on the IUPUI campus and in the greater Indianapolis metropolitan areas. These include training relevant to digital humanities and use of Science Gateways, user-friendly tools for accessing supercomputers. A particular community outreach highlight is the Indiana Academy's Virtual Reality course, attended by a record high 19 students this year and supported by the Advanced Visualization Lab.
- The Indiana Spatial Data Portal (ISDP), supported by RT, provides access to more than 30 terabytes of Indiana geospatial data, including the most recent orthophotography and LIDAR data commissioned by the State of Indiana. During the 2015-2016 reporting period, the ISDP website had over 8,755 visitors. Through the ISDP multi-file download interface, over

32,868 files were downloaded in more than 6,260 sessions. The total volume of data downloaded was over 1.99 TB.

- CollegiateLink software tracks student involvement and engagement activities and eases the support for registering a student organization. Work with Student Affairs offices to integrate data, combined with One access, means students can discover engagement opportunities with student organizations, attend events, and reflect on their extra-curricular activities. Student leaders can also manage the organization membership.
- Hundreds of people from IUPUI and greater Indianapolis area attended tours of research and visualization facilities in the ICTC.
- Numerous high school and middle school students – including those from Washington High School, Pike High School, Harshman Middle School, as well as students participating in the iDEW and College Mentors programs – were given demonstrations and tours of advanced visualization lab facilities.

Future Plans and Priorities

Nothing reported for Goal 7

Strengthen Internationalization Efforts

Athletics

Highlights and Accomplishments

Nothing reported for Goal 8

Columbus

Highlights and Accomplishments

- One new course in International Relations was developed and accepted as a General Education, Cultural Understanding alternate. It will be taught the first time in Fall 2016.
- An IUPUC Associate Professor of Education led a workshop on Civic Engagement in Schools for students and faculty from Burma in support of Youth Leadership Program for Burma. The workshop was supported by a grant from the Bureau of Education and Cultural Affairs and the Department of State.

Herron School of Art and Design

Highlights and Accomplishments

- Herron offers a variety of study abroad opportunities and recently introduced new destinations to Spain, Denmark and Central Europe. Approximately \$45,000 is given annually in scholarship support for international programs.
- Aaron Ganci presented at the Interaction Design Association conference in Helsinki.

- Herron faculty Danielle Riede led a roundtable discussion while in Berlin, Germany where she displayed her work.
- Herron offered two new study abroad programs. One in Denmark during spring break, 2016, and a second in Central Europe in Summer 2016.
- The Visual Communication Department taught an advanced VCD course by video link in order to include student Levi Hadley who was doing an internship in Paris.
- Herron hosts visiting scholars/artists/curators from various backgrounds and nations
- Engage diverse groups of community members through programs, events, board membership and volunteer activities
- Partner with community organizations that help enrich a diverse culture
- International Travel Programs

Future Plans and Priorities

- Continue to offer Student Travel Study opportunities
- Fundraise to support scholarships for International Travel Study
- Host Visiting Artists that bring internationalism to Herron and the community
- Host Gallery Exhibitions representing internationally diverse artists
- Host a workshop and performances with Joseph Ashong, Ghana Artist and Coffin Maker

Kelley School of Business

Highlights and Accomplishments

- Lin Zheng, clinical associate professor of accounting, and Peggy Daniels Lee, clinical assistant professor of operations and supply chain management and faculty chair for the Undergraduate Program, participated in the annual Institute for Curriculum and Campus Internationalization, sponsored by the IU Center for the Study of Global Change in Bloomington, May 22-25, 2016. They will use the knowledge to further internationalize the Kelley Indianapolis undergraduate curriculum.
- Accounting and taxation master's students are just beginning to take advantage of existing study abroad opportunities offered by the Kelley School in Indianapolis. Reed Smith, professor of accounting and faculty chair of the Graduate Accounting Programs, completed a one-semester Fulbright visit to LUISS Università in Rome, Italy, where he taught a class in International Accounting Standards. Smith will leverage his visit to Rome by offering a study abroad class to focus on integrated reporting. Martin Birr, trustee lecturer in accounting, is planning a study abroad course to London during summer 2017. The course will focus on Accounting Standards and will visit the offices of the IASB.
- *External Partnerships:* Renewed the 2+2 program with Sun Yat-sen University
- *Global Dean's Council:* The first meeting took place in Seoul, South Korea in mid-February. The group currently has 25 members. Discussions covered a breadth of topics, including potential scholarships, job and internship opportunities with international alumni, translations of the branding message "Go From Moment to Momentum," as well as possible feature stories from international alumni.

- *Visiting Scholars Program*: Brings doctoral students and faculty from around the world to Kelley to complete research with faculty members. This year Kelley Indianapolis hosted 9 visiting scholars, including:
 - Marcia Scarpin from San Paulo, Brazil; hosted by Barbara Flynn, professor of manufacturing management
 - Kun Guo from Beijing, China; hosted by Marjorie Lyles, professor of international strategic management
 - Zhu Zhang from Beijing, China; hosted by Marjorie Lyles
 - Jianfeng Wu, from Beijing, China; hosted by Marjorie Lyles
 - Benedetta Soranzo, from Padova, Italy; hosted by Barbara Flynn
 - Ricardo Martins from Belo Horizonte, Brazil; hosted by Barbara Flynn
 - Christian Santiago from Sao Paulo, Brazil; hosted by Barbara Flynn
 - Li Qian from Shanghai, China; hosted by Marjorie Lyles
 - Cristiane Biazzin from Sao Paulo, Brazil; hosted by Ken Carow, associate dean for faculty and research and professor of finance
- *Study Abroad*: Kelley Indianapolis students participated in two new study abroad opportunities. Eleven undergraduate and seven accounting master's students traveled to India, while 20 undergraduate students studied in Germany and Switzerland. Additionally, 18 and four undergraduate students participated in study trips to Spain and France, respectively. Kelley students represented 36% of the 200 IUPUI students studying abroad this year.
 - <http://news.iupui.edu/releases/2015/11/iupui-study-abroad.shtml>
 - <https://hub.kelley.iupui.edu/blog/blog/it-opens-up-your-world-understanding-human-resources-across-the-globe.html>
 - *Strasbourg Exchange Program*: During summer 2015, four Kelley students participated in the four-week International Summer School at the University of Strasbourg École de Management. The school once again had more students interested in the program than spaces available. The program anticipates maintaining a full program each year. Since 2009, 46 Kelley Indianapolis students have participated in the Strasbourg student exchange program. In turn, the school hosts one student from the University of Strasbourg during the fall and spring semesters. The program anticipates the arrival of an additional student for the 2016-2017 academic year. This partnership is on track to be renewed in August 2016.
 - *Doing Business in India*: During spring 2016, 17 students (11 undergraduate and six MSA) participated in this program. This program was open to students who had completed micro and macroeconomics and business law. This program was taught by Darrell Brown, clinical associate professor of management. It met throughout the first eight weeks, and students and faculty traveled to multiple cities in India during spring break. Due to a last minute situation, Eric Raider, associate director of student engagement, and Susannah Gawor, director of the Business of Medicine MBA Program, successfully led the students on the education experience in India.
 - *Spain: The Business of Sport*: During spring 2016, 18 students participated in this program. This program was open to students who had completed BUS X100/X105 and had sophomore standing or higher. This highly competitive program, taught by Senior Lecturer in Marketing, Kim Donahue, met throughout the first eight weeks, and students and faculty traveled to multiple cities in Spain during spring break.
 - *Germany & Switzerland: Managerial Perspectives on Globalization*: During summer session one 2016, 20 students participated in this program. This program was open to juniors, with a preference given to Kelley Indianapolis students. Taught by Senior

Lecturer in Human Resource Management, Elizabeth Malatestinic, the program met throughout the first four weeks, and students and faculty traveled to multiple cities in Germany and Switzerland for two weeks.

<https://hub.kelley.iupui.edu/blog/blog/it-opens-up-your-world-understanding-human-resources-across-the-globe.html>

- The program also sponsored two international trips to Singapore/Bangkok and China led by Professor Rachel Davis and Professor Marjorie Lyles (Professor of International Strategic Management) respectively.
- *BoM International Study Course*: Nearly 30 Business of Medicine MBA students and several faculty and staff members participated this spring in the [week-long course abroad to Germany and the Czech Republic](#). The immersive course is offered as an elective, giving the physician MBA students the opportunity to examine best practices and healthcare models in other countries and see how medicine is practiced in different healthcare settings.
- *GAP Create international opportunities for students*: Several MSA students traveled to India during Spring Break 2016 with KSBI. The trip was designed to show students cultural issues they are likely to experience when working in international business.
- Business of Medicine MBA students studied global healthcare through elective course. <https://hub.kelley.iupui.edu/blog/blog/business-of-medicine-mba-students-study-global-healthcare-through-elective-courses.html>
<https://www.youtube.com/watch?v=rZUeGg4q4G0>
- US Health Policy at The Washington Campus. <https://hub.kelley.iupui.edu/blog/blog/the-affordable-care-act-in-435-words.html>
- Students spend semester studying at the University of the Virgin Islands on St. Thomas. <https://hub.kelley.iupui.edu/blog/blog/kelley-abroad-us-virgin-islands.html>
- Strasbourg, France Exchange Program (University of Strasbourg Ecole de Management)

Future Plans and Priorities

- In the Coming Academic Year
 - The Institute for International Business (IIB) works to develop and support internationalization of the Kelley School of Business by collaborating with other leading business schools, companies, and government organizations around the world. Kelley Indianapolis will leverage Kelley connections with the IIB to develop new programs and increase Indianapolis faculty participation.
 - Study Abroad
 - UG: Spring 2017 China – led by Lin Zheng
 - UG: Spring 2017 Germany and Switzerland – led by Liz Malatestinic
 - UG: Spring 2017 London – led by Dave Steele
 - UG: Summer 2017 Swaziland - led by Peggy Daniels Lee
<https://hub.kelley.iupui.edu/blog/blog/kelley-opportunities-in-africa-part-2.html>
 - MSA: Summer 2017 London (first trip sponsored by MSA, will allow upper level UG students) – led by Martin Birr
 - Evening MBA: Spring 2017 – Brazil under consideration – led by Marjorie Lyles
 - Evening MBA: Summer 2017 China – led by Marjorie Lyles
 - Business of Medicine MBA: Spring 2017 – led by Sasha Fedorikhin
 - Mandela Fellows

- Kelley is participating in the Mandela Fellows program for Young African Leaders. It is the flagship program of President Obama's [Young African Leaders Initiative \(YALI\)](#). President Obama launched YALI in 2010 to support young African leaders as they spur growth and prosperity, strengthen democratic governance, and enhance peace and security across Africa. The [Mandela Washington Fellowship](#) (inaugurated in 2014) bring 25 young leaders to IU in July 2016 for academic coursework and leadership training and will create unique opportunities in Africa for Fellows to put new skills to practical use in leading organizations, communities, and countries. <https://hub.kelley.iupui.edu/blog/blog/mandela-fellows-learn-about-social-entrepreneurship-during-visit-to-indianapolis.html>
 - The Evening MBA Program has three main strategies to further enhance the curriculum in the Part-Time MBA Program:
 - Strengthen the global focus of the program
 - ❖ Re-introduce a course on international strategy;
 - ❖ Build the Global Leadership Academy;
 - ❖ Support international trips and develop a deeper focus on emerging markets.
- *Longer-term*
 - Continue to increase study abroad opportunities for students
 - Enhance international student enrollments for both the Undergraduate Program and Graduate Accounting Programs.
 - Work with Kelley Centers to expand international collaborations.

Lilly Family School of Philanthropy

Highlights and Accomplishments

- The [International Programs](#) unit of the Lilly Family School of Philanthropy serves as the liaison for and seeks to deepen global engagement across all school units in research, teaching, and service.
- The Lilly Family School of Philanthropy's study abroad program, "[Philanthropy and Public Policy: The German Context](#)," ran for the second year in May 2016 with eight students, seven of whom were philanthropic studies B.A., M.A., or Ph.D. students. The classroom portion of the program utilized the IU Europe Office in Berlin. A member of the faculty in the IU School of Nursing received a professional development grant to accompany the program with a view to developing a similar program on health policy in the future.
- The Stead Lecture Series in International Philanthropy was inaugurated to bring international leaders in the field of philanthropy to campus for meetings and a lecture in honor of Jerre Stead, who with his family endowed the currently open [Stead Family Chair in International Philanthropy](#). Lecturers included:
 - [Reynold Levy](#), president of the Robin Hood Foundation and former leader of New York's Lincoln Center, the International Rescue Committee, the AT&T Foundation and the 92nd Street Y
 - [Kenneth Prewitt](#), Columbia University Carnegie Professor of Public Affairs and foundation scholar who formerly served as director of the U.S. Census Bureau and as an executive at the Rockefeller Foundation

- [Helmut Anheier](#), president and dean, Hertie School of Governance, Berlin
- [The Fund Raising School](#) provided training in the following international locations (international partner in parentheses):
 - Vienna, Austria (Fundraising Verband Austria)
 - Guangzhou, China (Sun Yat-sen University)
 - Montreal, Quebec, Canada (Association for International Education Administrators)
- International students from six countries represented 40 percent of the Lilly Family School of Philanthropy's [doctoral students](#), and students from five countries represented 20 percent of traditional [M.A. students](#) in FY 2015–16.
- M.A. student Yang Le received IUPUI's Elite 50 recognition for her service to the campus, including as co-president of the China Philanthropy Leadership Initiative student group.
- Eleven senior executives and scientists working in major Indianapolis companies were provided with insights into U.S. philanthropy and coached to prepare them for board service and other volunteer leadership activities in Indianapolis during the inaugural [Civic Engagement for Expatriates Workshop](#) that The Fund Raising School conducted for [The International Center](#) in Indianapolis with the support of the [Eli Lilly and Company Foundation](#).
- The Lilly Family School of Philanthropy formalized its longstanding partnership with Sun Yat-sen University in China in October 2015 with an MOU following Dean Jiangang Zhu's year in Indianapolis as a visiting Fulbright scholar.
- The Lilly Family School of Philanthropy hosted Dr. Michal Almog-Bar and Dr. Itay Greenspan from Hebrew University Jerusalem (Israel) to explore joint research opportunities.
- The Lilly Family School of Philanthropy's joint noncredit executive certificate program with Beijing Normal University's China Philanthropy Leadership Institute continued, with IU faculty delivering workshops on Understanding Philanthropy, Finance, Marketing for Nonprofits, and Principles and Techniques of Fundraising.
- Leaders of the new Institute of Philanthropy at Tsinghua University in China visited the Lilly Family School of Philanthropy to explore ways to deepen our existing partnership. Dean Amir Pasic presented at Tsinghua University's inaugural philanthropy conference in November 2015.
- The Lilly Family School of Philanthropy hosted many international visitors, including from The Australian National University, Cass College, City University, London, the Fulbright Program (Hungary), Instituto JAMA (Brazil), Kuwait University, National Institute of Development Administration (Thailand), Russell Sunshine Coast University (Australia), University of Hong Kong, Waseda University (Japan), and Xavier University (India), as well as visiting scholar Dr. Han Junkui of Beijing Normal University.
- The [research team](#) of the Lilly Family School of Philanthropy engaged in close partnerships with scholars and organizations overseas, including in the United Kingdom, the Middle East, China, Russia, Singapore, South Africa, Turkey and the Netherlands.
- [The Fund Raising School](#) maintained a good working relationship with Procura, a training provider in Mexico City that utilizes [The Fund Raising School's](#) curriculum.
- [Tyrone Freeman](#) presented "Using ePortfolios to Assess Student Learning in Philanthropic Studies" at the International Conference of the Association for Authentic Experiential and Evidence-based Learning in Edinburgh, Scotland as part of a panel with IUPUI faculty from the School of Liberal Arts. The global gathering brought together faculty from Europe, North America, South America, and Asia to discuss eportfolios as a high-impact pedagogy for promoting deep student learning across cultural contexts.

- Faculty member [Mark Wilhelm](#) was a [Benjamin Meaker Visiting Professor](#) at the Institute for Advanced Studies at the University of Bristol in the United Kingdom. While there he worked with Professors Sarah Smith (University of Bristol) and Kimberly Scharf (Warwick University) on the project “Do disaster appeals reduce other donations?” The work uses data from the [Charities Aid Foundation](#). Preliminary results and feedback were exchanged with corporate social responsibility executives from several UK corporations, and representatives from leading UK charities such as the Disasters Emergency Committee, Oxfam UK and World Vision UK.

Future Plans and Priorities

- In the Coming Academic Year
 - The Lilly Family School of Philanthropy will review the recruitment, admissions, and orientation process for international graduate students.
 - In 2017, the Lilly Family School of Philanthropy will pilot inviting alumni to join its study abroad program, “[Philanthropy and Public Policy: The German Context](#),” for professional development and to give them an opportunity to interact with current students.
 - The Stead Lecture Series in International Philanthropy will continue with two or three events. The series brings international leaders in philanthropy to campus for meetings and a lecture in honor of Jerre Stead, who with his family endowed the currently open [Stead Family Chair in International Philanthropy](#).
 - The [research department](#) will continue collaborations with international partners through research, training, and dissemination.
- In the Longer Term
 - We hope to expand our international outreach with additional study abroad opportunities and our online and hybrid degree program options. Global demand for the Lilly Family School of Philanthropy’s [academic programs](#) will attract nonresident tuition, bringing in net new resources from around the world, both in tuition revenue and by creating global learning opportunities for all students through classroom exchange and co-curricular activities.

McKinney School of Law

Highlights and Accomplishments

- A total of 14 students and two administrators from Sun Yat-sen University in Guangzhou, China participated in our fourth annual Summer Program in American Law.
- Faculty and alumni of McKinney celebrated the official launch of the IU Alumni Association in Egypt.
- McKinney welcomed five visiting scholars from China during the 2015-16 academic year. Since 2005, McKinney has hosted 29 visiting scholars from China.
- McKinney’s Chinese Law Summer Program marked its 30th year, with a total of 30 students taking part in the program at Renmin University of China Law School.

Future Plans and Priorities

- Continue our Summer Program in American Law.
- Continue hosting visiting scholars from China.

- Continue operation of our Chinese Law Summer Program.

Richard M. Fairbanks School of Public Health

Highlights and Accomplishments

- FSPH's Global Health Program has experienced significant growth, expedited by the hiring of our Associate Dean of Global Health, Suzanne Babich, Dr PH, in FY16. In addition to developing the Dr PH program for Global Health Leadership, her goal is to expand opportunities for students to study abroad.
- The Board of Directors of the Association of Schools of Public Health in the European Region (ASPHER) voted to include the Fairbanks School of Public Health as an associate member, making FSPH the first American school to become a member of ASPHER.
- Associate Dean Sue Babich, Dr PH, launched FSPH's inaugural study abroad trip in March with "Health Systems Around the World: Understanding England's National Health Service." Over Spring Break, 16 undergraduate and 3 master's students from across the IUPUI campus participated in the course and weeklong trip to London. Post-trip survey results showed that student satisfaction with the experience was high.
- FSPH launched a new student internship program with funding secured by Associate Dean Sue Babich from the Rockefeller Foundation. The Rwanda Summer Fellows Program covered all expenses plus a generous stipend to send one undergraduate and one master's student to Kigali, Rwanda, to work with the Rwanda Ministry of Health from May through July 2016.
- Dr Jiali Han, PhD, Chair of the Epidemiology Dept, received an "international development fund" grant from the IUPUI Office of Vice Chancellor of Research to further strengthen our relationship with Nanjing Medical University School of Public Health. Outcomes of his trip were two jointly published papers and acceleration of the dual degree programs between FSPH and Nanjing Medical School and Southeast University in Nanjing.
- Assistant Professor Max Moreno, PhD, Environmental Health Science, traveled to Nanjing Medical University School of Public Health and taught a 10-day course on "Environmental Health Policy & Management." He plans to incorporate his experiences into a new course in global environmental health and sustainable development at IUPUI.
- Two Health Policy and Management faculty lectured abroad in FY16. Professor and Department Chair Nir Menachemi, PhD, was a visiting scholar and lectured for four days at the Vienna University of Economics and Business in Austria, the largest business school in Europe. Associate Professor Joshua Vest, PhD, provided the keynote address at the Collegium de Lyon's "Organiser & Partager l'information en santé: Le cas des données sur le patient" in Lyon, France.
- Giorgos Bakoyannis, PhD, presented his methodological research on outcome misclassification at the 2016 Joint United Nations Program on HIV/AIDS (UNAIDS) Reference Group on Estimates, Modeling and Projections Meeting in Geneva, Switzerland. Developed with Biostatistics Department faculty Ying Zhang, PhD, and Constantin Yiannoutsos, PhD, this method significantly improves estimates of HIV/AIDS mortality and disengagement from care. The method was subsequently adopted by the UNAIDS Reference Group and will be employed worldwide to help countries predict AIDS mortality, evaluate the impact of their efforts, and inform health policy.
- Dr Max Moreno, PhD, of Environmental Health Science received extensive media coverage related to his expertise on the Zika virus. At the invitation of *The Conversation*, he wrote [an article](#) on Zika, which was then covered by multiple media outlets ([Slate](#), [EconoTimes](#),

[SciFeeds](#), [PhysOrg](#), [MyInforms](#)). Dr. Moreno was [interviewed](#) on Zika by the International Business Times.

Dr Moreno also provided the key note address on remote sensing at a first of its kind conference in Quito and the Galapagos Islands, Ecuador. The Universidad San Francisco de Quito and the University of South Florida organized the First International Congress on Evolution and Ecology of Global Communicable Diseases under the principles of “One Health: Encompassing Human and Veterinary Medicine, and Environmental Sciences.” Dr. Moreno’s presentation was “Using remote sensing technology to identify areas at risk of dengue: Magdalena River watershed, Colombia, as a case.”

- Emily Ahonen, PhD, Assistant Professor in Social and Behavioral Science, co-authored an [article](#) in the *International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship*. The article was entitled Applying Evaluative Thinking to a Community-Engaged Safe Drinking Water Project in Peri-Urban Guatemala.
- Dr. Mária Rečková, a physician with an oncology clinical practice in Slovakia, received the [UICC ICRETT award](#), which allowed her to come to the IU Fairbanks School of Public Health to work with Social and Behavioral Science Professor Kathryn Coe, PhD, for two months to develop a qualitative oncology study focusing on Roma cancer patients in Slovakia.

Future Plans and Priorities

- Increase the number of study abroad opportunities for students and the number of students participating. London, Swaziland, Sweden, Switzerland, Nicaragua are potential FY17 sites.
- Work with the Honors College to secure FSPH student funding for study abroad experiences.
- Continue to nurture our relationship with partner universities in China. Increase opportunities for faculty to teach in those schools, and Chinese students to spend time at IUPUI.
- Prepare to launch the Dr PH (Fall, 2017 if approved)
- Explore the possibility of offering other academic degrees focused on global health.

School of Dentistry

Highlights and Accomplishments

- International Service Learning: Each year, IUSD enables dental students to participate in one-to-three week Global Community Engaged Dental Programs in Ecuador, Guatemala, Haiti, Kenya, Mexico, and the Rosebud Indian Reservation.
- Newcastle, England Study Abroad Elective: The IUSD Curriculum Committee approved in 2015 a study abroad elective that pairs six IUSD DDS students with six students enrolled in the Newcastle University School of Dental Sciences, with the intent of learning about dental student life across the two countries, as well as the oral health needs of their representative nations. The students have worked collaboratively using video-conferencing, and the IUSD students traveled to Newcastle in May of 2016 under the guidance of Dr. Joan Kowolik and Dr. Stuart Schrader.
- International Dental Program: In May, 2015, IUSD graduated the first class of International Dental Program students. Currently, IUSD receives almost 500 applications for the 14 positions in the class.
- Strategic International Partnerships: Currently development is focused on South East Asia, principally Japan, Taiwan and Korea. As an example, a highly successful IUSD alumni

meeting was held in Seoul in June, 2016. The relationship with King Saud University, Riyadh, KSU has evolved, resulting in more first-class graduate students and additional financial support amounting to approximately \$1.3 M over 5 years.

- IUSD submitted an "Internationalization Vision Statement" to the Office of International Affairs in February, 2016, as part of the campus strategic planning for the global mission.
- With encouragement of the Chancellor's office, IUSD is pursuing the establishment of a relationship with Tehran University of Medical Sciences, in Iran. The school regards this as a bold and pioneering endeavor.

Future Plans and Priorities

- IUSD will continue to build on its alumni partnerships in South East Asia.
- The school will continue collaboration with King Saud University.
- Dr. Michael Kowolik, Executive Associate Dean and Associate Dean for Global Engagement, along with Dr. Gabe Chu, Associate Dean for Research, travel to Tehran, Iran in July, 2016, to further develop the relationship with Tehran University of Medical Sciences.

School of Education

Highlights and Accomplishments

- Faculty reviewed and are deliberating draft of an Internationalization Visioning statement for the School of Education, which includes plans to continue student teaching abroad programs and other international collaborations.

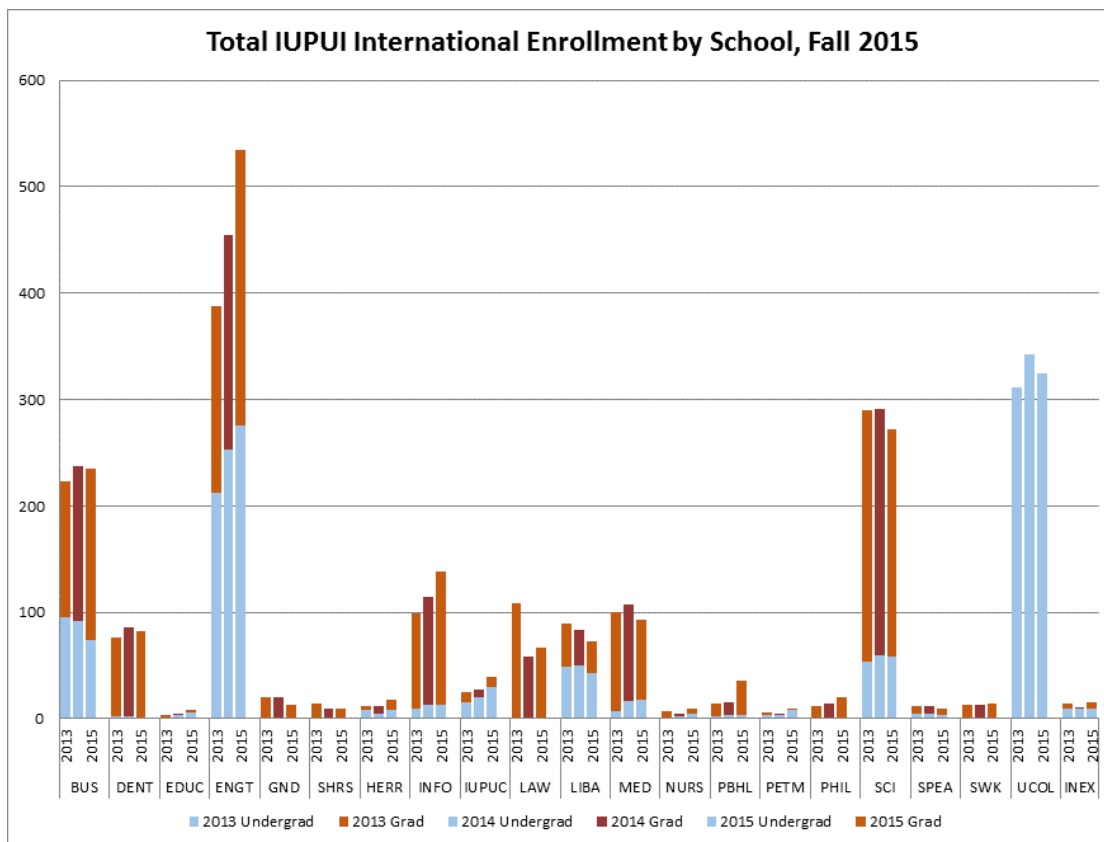
Future Plans and Priorities

- Finalize Visioning Statement for School of Education with faculty consensus that is aligned with campus and school mission.

School of Engineering and Technology

Highlights and Accomplishments

- E&T increased international student enrollment by 38% over the past 5 years (n=454) through strategic and streamlined recruitment processes.
- Over 25% of the international students at IUPUI are pursuing programs in E&T.



- E&T representatives visited higher education institutions in Malaysia, including MARA HQ, (UNITEN), and KKTM Ledang during 2016. E&T received 10 rising sophomores in fall 2015 in electrical engineering from Universiti Tenaga Nasional (UNITEN) and funded by the Tenaga Nasional Foundation. Anticipate receiving approximately 12 students per year from UNITEN via a ‘2+2’ arrangement for the foreseeable future.
- E&T has placed more than 40 undergraduate students in engineering programs to date via the Brazil Scientific Mobility Program (students fully funded by Brazil).
- A visit from Newcastle University (U.K.) has prompted closer relations between the [Sir Joseph Swan Center for Energy Research](#) and the Richard G. Lugar Center for Renewable Energy. Plans are for a reciprocal visit funded by the Erasmus+ program to identify collaborative opportunities for sponsored research.
- Faculty from the Departments of Technology Leadership and Communication and Engineering Technology co-directed a GO GREEN GERMANY study abroad course.
- The Duale Hochschule Baden-Württemberg (DHBW) Mannheim/Baden-Wuerttemberg Cooperative State University in Mannheim, Germany was awarded IUPUI’s 2nd Annual [Global Enhancement Award](#) for being an outstanding long-term global partner with IUPUI and with the School of Engineering and Technology. This global partnership with DHBW has existed for 26 years due to the dedication of a number of faculty and staff from both universities. The DHBW deserved this award because they have sustained a joint student internship exchange program for 26 years with IUPUI and the School of Engineering and Technology; assisted with the development and enhancement of the GO GREEN study abroad program for 14 years; and on many occasions collaborated on journal and conference publications in the area of international teaching with faculty from the School of Engineering and Technology.

- E&T's Interior Design Technology program took a group of students to Thailand and a group of students to Italy as part of study abroad courses.
- E&T's HETM program welcomed the first student from Malaysia as part of a partnership with KKTM Ledang. Graduate of the three-year program in Biomedical Instrumentation Engineering will earn a bachelor's degree in HETM with two years of study at IUPUI.
- E&T students studied one semester abroad at Oxford Brookes University, UK.
- Biomedical engineering (BME) is providing research opportunities to a visiting medical student from Mie University, Japan, and a clinical scientist from Osaka University, Japan, as well as three visiting PhD students from Harbin Medical University, China.
- A BME faculty member was appointed as an Honorary Scientist and Advisor on Agricultural Science & Technology by the Rural Development Administration of the Republic of Korea, and will be invited to travel to Korea for guest lectures, seminars, and further research collaboration beyond the current funded grant.
- A BME faculty member initiated international collaborative research with Pukyong National University in South Korea to develop a therapeutic strategy for treatment of cancer using novel marine-based materials.
- A BME faculty member is a partner and consortium member of the EU FP7 project EPIONE.

Future Plans and Priorities

- The School of Engineering and Technology's most important international priorities over the next five years are the following:
 - Strategically coordinating and managing international activities to ensure alignment with IUPUI and overall Indiana University goals in partnership with the Office of International Affairs.
 - Ensuring the success of existing 1+1, 1+1.5, 2+2, 2+3, 3+2, and similar $X+Y$ programs of study, as well as international student visitor/exchange programs, with strategic, high-quality academic institutions. For example, continued partnerships with Sun Yat-sen University (SYSU), University of Tehran (UT), Universiti Tenaga Nasional (UNITEN), and the network of institutions overseen by The Majlis Amanah Rakyat (MARA) will remain high priorities for group administered and fully articulated $X+Y$ programs.
 - Expanding the partnerships with high-quality academic institutions having excellent alignment with the School's degree portfolio. Particular countries of strategic interest include, but are not limited to, Brazil, China, Germany, India, Iran, Korea, Malaysia, Turkey, Saudi Arabia and other States of the Persian Gulf, which are among countries demonstrating a strong historical affinity for programs within the scope of engineering and technology.
 - Leveraging IU gateway facilities in Beijing, Berlin, New Delhi, and Istanbul to increase study abroad opportunities for students, including internships with corporations and governmental agencies, in geographic regions within the scope of the respective gateway facilities. In addition, leverage the gateway facilities to build new academic partnerships with institutions within their geographic scope. Partnerships are expected to span many dimensions, including faculty and student exchange, $X+Y$ programs of study, and joint research.
 - Ensuring the incorporation of curricular content with corresponding assessment plans such that every B.S. graduate demonstrates the attainment of student outcomes involving the application of engineering or technology solutions in a global context. Moreover, each B.S. graduate will demonstrate cultural competence, and knowledge of

- contemporary professional, societal, and global issues pertinent to the student's program of study.
- Continuing to pursue extramural funding opportunities for international research and service projects, such as those sponsored by the USAID and U.S. Department of State, which align with faculty expertise and interests.
 - Ensuring the continuance of best practices demonstrated by the School of Engineering and Technology's Career and Student Services organization, which has developed an outstanding reputation for support of the needs of international students while also enabling study abroad opportunities for domestic students.
 - Supporting budgetary actions include continuing to provide financial incentives to support recruitment of international students through existing campus and university identified partners, as well as new institutions with good alignment with E&T programs.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments

- Three Health Sciences students, Danielle Edwards, Kristen Milbrath and Jamie Shipley, travelled abroad to Panama, Japan and the UK, respectively, in summer 2015 as part of their coursework for SHRS-W 470 International Service-Learning in Rehabilitation.
- SHRS hosted an international conference that included researchers from Norway, Scotland, Sweden, Switzerland, Japan and the U.S. for collaboration and development of an occupational therapy diagnostic tool.
- Joyce Mac Kinnon, EdD, PT, travelled to the Central University of Technology (CUT), Bloemfontein, South Africa in November, 2015, to collaborate with Professor Hesta Fredrich-Nel as part of a visiting professorship.
- Dr. Mac Kinnon hosted Laetus Lategan, PhD, Professor and Dean of Research at the CUT in June 2016. Together with Amber Comer, J.D., Ph.D., they collaborated on a book proposal on the centrality of ethics in health care, identified an article on moral decision-making to work on, and drafted an Agreement for Academic Cooperation that will be submitted to IUPUI and the CUT for approval.

Future Plans and Priorities

Nothing reported

School of Informatics and Computing

Highlights and Accomplishments

- In 2015-16, the SoIC made significant progress in building an international partnership with the Indian Institute of Technology – Delhi (IIT-D). In September, 2015, the SoIC hosted a symposium: “The Indo-US Workshop on Emerging Accessibility Technologies for the Blind and Visually Impaired (BVI)” at the Indiana University Gateway House in Gurgaon, India (the outskirts of Delhi). This workshop brought together 22 experts from IIT-D, the All-India Confederation of the Blind (AICB), Delhi University and the SoIC. After a successful and cordial two-day experience, the participants agreed to hold a second workshop in February, 2016, on the campus of IIT-D. This event attracted more than 70 attendees from these and

other institutions in the BVI community, and led to the creation of a sister-school relationship with the Indiana School for the Blind and Visually Impaired (ISBVI) and the AICB's own school for the blind, a partnership shepherded by the SoIC. The SoIC will continue to develop these two partnerships and look for synergies between them.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- Launched successfully the Program in Intensive English ([PIE](#)) during the Fall 2016 semester. The program began with a small cohort of 10 students, but the academic year saw total enrollments of 159 (145.4 FTE), with 50 students enrolled in the final spring term. Twenty-two distinct countries were represented
- The [International Center for Intercultural Communication](#) taught English (Teaching English to Speakers of Other Languages, English for Specific Purposes) to visitors from SMC Corporation (Japanese engineers visiting the USA headquarters); TESOL and ESP to students in the International Dental Program in the IU School of Dentistry; targeted language instruction for limited English proficiency Latino families of infants with special needs (grant funded by the Community Health Engagement Program and the Indiana Clinical and Translational Sciences Institute; led an international program for Tsuda College of Tokyo (in its 21st year), and for Hakuoh University, Japan.
- Approved an [International vision statement](#) through SLA's committee structure with endorsement from the Faculty Assembly.
- Provided [Study Abroad](#) experiences for students in 11 programs held in 9 different countries, with opportunities ranging from short stays to full year stays.
- Offered 24 [Academic Programs](#) related to internationalization, with our Global and International Studies program being especially strong as a major, both as a stand alone and as paired with other majors (total majors, including when GIS is listed as the second major, overs in the 100 range).
- Engaged in faculty collaborations internationally; just for a few examples, Dr. Paul Mullins works with colleagues in Finland, Dr. John Parrish-Sprowl with colleagues in Poland, and Dr. Jeffrey Wilson with colleagues in Italy, all focused on research. In terms of students, Dr. Wan-ning Bao teaches a summer sociology course in both China and the US with a mix of students from both countries.

Future Plans and Priorities

- In the Coming Academic Year and Longer-term
 - Once final approval is received, recruit for TESOL MA students both at home and abroad; initial conversations with institutions abroad may build on a 1+1 model where the first year of a TESOL MA is taken in the home country and the second year is taken at IUPUI
 - Continue to build scholarship funds for study abroad so that more SLA student may participate, taking advantage especially of the match program for student abroad offered by the Bicentennial Campaign
 - Continue to build the PIE program toward optimal capacity
 - Encourage more international faculty and student collaboration

- Build more formal arrangements with international partners

School of Nursing

Highlights and Accomplishments

- Global Affairs: Study Abroad Participation
 - An increase of nursing faculty-mentored programs was experienced this year. In 2015 one faculty (Riner) led the Swaziland program. In 2016 nursing faculty are leading programs in Swaziland (Murray & Needler), Spain (deRose & McLennon), and Japan (Riner). Doctoral students are participating in two experiences including the STTI Research conference in South Africa (three graduate students) and an EBP training in Liberia (one DNP student).
 - In 2016, 28 nursing students registered for nursing-faculty sponsored programs. Scholarships were awarded to those who applied, totaling \$15,450 for 16 IUPUI students and \$6,400 for six (6) IUB students. In 2015 eight IUPUI students received awards totaling \$8558.
 - A new program in Spain was developed by Barbara deRose. She was mentored through the process of receiving program approval from the IU Overseas Study Abroad Committee and developing a new credit-bearing course.
- Curricular Internationalization
 - Internationalizing the Curriculum is a strategic goal of the Office of Global Affairs (OGA). Judy Young received two awards (May Diversity Award and Curriculum Enhancement Grant) to develop learning experiences in the undergraduate curriculum to develop students' leadership capacities in working with refugee populations. Evaluation of the learning experience will use nationally developed standards.
 - Partnerships Expanded
 - Kaohsiung Medical University – Mary Beth Riner (October) and Carol Shieh (May/June) invited for PhD lectures. Dean Wang arranged for lectures at Chang Gung and National Cheng Kung University (IUSON alumni Dr. Ching-Min Chen hosted)
 - Participated (Riner) onsite as committee member in oral defense of pre-doc student in October.
 - Sun Yat-Sen University – hosted four SYSU undergraduate students at IUPUI/IUB in September.
 - University of Liberia – onsite consultation in August for final preparation to launch the RN-BSc in nursing and midwifery programs. Twenty students were admitted and the program successfully launched under director of Cynthia Bondoe-Jones (IU masters alumni).
 - Moi University – hosted a visit in October of three nurse administrators from Moi Teaching and Referral Hospital for purpose of learning about clinical educator role in US. The visit was facilitated by multiple IU Health nurse educators. Visitors attended Professional Nurse Educator Group conference held in Indianapolis.
 - National Defense Medical University – hosted visiting scholar seeking cardio-vascular ICU observation experience and auditing of ACNP course (Zielinski).

Future Plans and Priorities

- India - Site visit to India IU Gateway Office. Will meet with leaders of nearby school of nursing and host 2.5 hour program about advances in teaching and learning in nursing education.

- Kenya - Provide development on academic nurse competencies at Moi University School of Nursing and staff development competencies at Moi Teaching and Referral Hospital. Provide workshop on translational science and explore possibility of collaborating on research study in this area.
- Liberia – continue to support the full implementation of the bachelor’s in nursing and midwifery program at the University of Liberia.
- Continue to increase number of nursing students participating in study abroad programs.
- Further develop internationalizing the curriculum initiative. A sub-committee addressing this areas has been established in the Global Affairs Committee.
- Sharron Crowder was recruited to participate in a 2016 program offered by the School of Philanthropy. She received a financial award (Overseas Study Program Development) from the Office on International Affairs for developing a new program anticipated for 2017 on health policy for interprofessional students.
- Continue to focus on student learning through increased study abroad enrollment and internationalizing the curriculum.
- Develop a strategy for the SON to engage in India.
- Facilitate faculty development of an interdisciplinary health professions study abroad program in Berlin, based at the IU Gateway.

School of Physical Education and Tourism Management

Highlights and Accomplishments

- Associate Professor Yao-Yi Fu (TCEM) received a European Region Action Scheme for the Mobility of University Students (EMASUS) Scholarship to expand international collaborations with the University of Primorska in Slovenia. EMASUS is a program that combines all of the EU’s current schemes for education, training, youth, and sport.
- Dr. Amanda Cecil (Chair and Associate Professor, TCEM) and two students travelled to Thailand to attend a conference and explore a partnership with the National Institute of Development Administration (NIDA) related to tourism.
- Dr. Rafael Bahamonde (Associate Dean and Professor, Kinesiology) and Dr. Amanda Cecil explored potential partnerships in Cuba.

Future Plans and Priorities

- Form an International Committee in the school to help support the maintenance and creation of international relationships that support PETM students and faculty.
- Develop and execute international experiences for Kinesiology students
- Finalize graduate agreement with Sun Yat Sen University for a 1+1 master’s program in Event Tourism.

School of Public and Environmental Affairs

Highlights and Accomplishments

- Zayed University Executive Masters in Public Administration, a collaboration with the University of Utah to deliver graduate level courses in Abu Dhabi, UAE. Executive Education provides instructors for two courses.

- Awarded more than \$33,000 in scholarship money to more than two dozen students who studied abroad.
- Lecturer Dr. Bill Foley taught a National Security class at Kings College in London.

Future Plans and Priorities

- In Spring of 2017 we will offer three study abroad 1-credit hour Spring Break trips (Poland, Cuba, Guatemala).
- Will offer a Fall Study Abroad Fair in Taylor Courtyard during the first week of the semester.

School of Science

Highlights and Accomplishments

- Study Abroad in the British Virgin Islands. The first Environmental Sciences Study Abroad experience involved 9 students participating a Coastal Ecosystems and Sustainability course in the British Virgin Islands. Students learned about reef ecosystems and the various pressures to these critical areas, as well as the connections between human activities and environmental impact. Among the field-based lectures and site tours, students also snorkeled to identify reef species, hiked through tropical forests and visited local gardens to learn about sustainable land use practices, and went on a night kayak trip to explore the Bio Bay, where phosphorescent algae light up the depths and mangrove e forests stabilize the shore.
- Seven Research Teams, Seven Continents. IUPUI professors have gone global. Faculty from the Department of Earth Sciences have been awarded several grants to research topics ranging from glacial deposits in Antarctica to arc magmatism in the North Pacific. The school has at least one team on every continent conducting high-quality research that will have a significant impact. <http://science.iupui.edu/news/seven-research-teams-seven-continents>

Future Plans and Priorities

- In the Coming Academic Year
 - Distributed Drug Discovery (D3) being installed in Cuba. Drs. Marty O'Donnell and William Scott were awarded an American Chemical Society Global Innovation Grant. This grant will allow them to travel to the University of Havana, Cuba this fall. Two IUPUI undergraduate students will accompany the faculty and serve as teaching assistants during a one-week lab.
 - Timmy Global Health study abroad experience. In 2015, Timmy Global Health reached out to partner with the IUPUI School of Science to develop a three credit hour study abroad experience, which would also be approved for the RISE initiative under the international component. Timmy Global Health is an Indianapolis-based non-profit organization founded in 1997 by Dr. Chuck Dietzen. The organization operates primarily through high school and university student chapters (more than 50 throughout the country). Internationally, Timmy supports 10 healthcare project sites across Latin America and Africa. Locally, Timmy supports chapter outreach initiatives to empower future healthcare professionals and serve domestic communities. The course is currently pending final approval from the Office of International Affairs.

- Collaboration with University of Newcastle. In October 2016, Dean Simon Rhodes will travel to the University of Newcastle to kick off exciting new collaborations; including undergraduate student exchanges, graduate student exchanges and research collaborations. Specific research collaborations will include the Center for Software Reliability, Joint Quantum Centre, nanoLAB Research Centre, the Newcastle Cancer Centre at the Northern Institute for Cancer Research, and the Northeast England Stem Cell Institute.
- Longer-term
 - Increase the number of SOS students engaged in study abroad by 10% each year.
 - Increase the number of SOS associated study abroad opportunities to 5 by 2018 (Increase of 2).

School of Social Work

Highlights and Accomplishments

- Every spring, Dr. Carmen Luca Sugawara, a member of the School's faculty, leads a group of students to Croatia in a service learning class, Social Work Practice in War-Torn Communities. The students spend two weeks in Croatia, working with social service agencies. During the most recent trip, the students had a 30-minute private meeting with the U.S. Ambassador to Croatia.

Future Plans and Priorities

- In the Coming Academic Year
 - Dr. Luca Sugawara's trip to Croatia.

Office of Community Engagement

Highlights and Accomplishments

- Collaborated with the OIA to further integrate community engagement as a strategy for creating a welcoming campus by supporting a number of international events and organizations including the Nationalities Council's International Festival, the Sister Cities Festival, the Mexican Consulate, the Immigrant Welcome Center, International HOST program, and the International Center.
- Partnered with Office of International Affairs, Office of Student Involvement and Indiana Campus Compact to support curricular internationalization including:
 - Hosted Dr. Eric Hartmann who focused on fair trade learning, assessing critical global citizenship, and the ethical issues of international voluntourism facing colleges and universities in which 36 faculty/staff attended.
 - Partnered with OIA staff to present on strategies for international civic engagement in higher education in which 100 faculty, staff, students and community partners attended.
 - Consulted with the School of Dentistry on pilot use of civic-minded graduate rubric as a tool for evaluating international dental school applications.

Future Plans and Priorities

- Position IUPUI as a leader and resource in the [Global Cities Initiative and Global Trade and Initiatives Strategy with the Indy Chamber](#), International Center, and City of Indianapolis.
- Deepen relationships with alumni living abroad to encourage student internships, career development, job placement, relationship stewardship and economic development in key export markets for Central Indiana and State of Indiana.
- Expand the reputation of IUPUI in international service learning and scholarship; deploy best practices in international service learning at home and abroad.

Diversity, Equity, and Inclusion

Highlights and Accomplishments

Nothing reported for Goal 8

Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments

[See Office for International Affairs report]

Future Plans and Priorities

- In the Coming Academic Year:
 - Continue to implement ACE Internationalization Plan and pursue advancement goals related to advancement and study abroad.
- Longer Term:
 - Reduce barriers to schools' development of international partnerships, particularly related to research activities.
 - Secure funding for implementation of I-House concept with support of IU Foundation.

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments

- CTL partnered with the IUPUI Office of International Affairs to offer the workshop *Global Learning at the Course Level* which was designed to equip faculty to incorporate into their courses global issues relevant to their disciplinary context.
- CTL partnered with the English for Academic Purposes Program to offer the workshop *Teaching International Students: A Q&A Session for Improved Intercultural Education in the Classroom*, which provided research-informed explanations for some of the most frequently encountered misunderstandings between non-native English speaking students and native English speaking faculty.

Future Plans and Priorities

- In the Coming Academic Year
 - Support workshops for international faculty sponsored by ICIC focused on academic writing and communication skills for oral presentations.

- Continue to work in partnership with the Office of International Affairs and English for Academic Purposes to offer events related to global learning and teaching international students
- Longer-term
 - Strengthen offerings and consultations to support internationalization in the classroom.

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments

- There were 21 [Upward Bound](#) students who traveled to Puerto Rico for a cultural immersion experience. In order to qualify for the trip, the students successfully completed the 2015 Summer Academy, attended a series of workshops about Puerto Rico, and wrote an essay.

Future Plans and Priorities

- In the coming academic year
 - Student Transitions and Mentor Initiatives will enhance the mentoring culture in [University College](#) by increasing the peer mentors' knowledge and skills for mentoring, by creating common program research questions and assessment, and by working toward accreditation of the overall mentoring programs within the unit by the International Mentoring Association.
 - Longer-term
 - The [Bepko Learning Center](#) will expand the [National Mentoring Symposium](#) to a two-day experience in collaboration with the International Mentoring Association. Session and general evaluations will be distributed at the symposium to determine the level of satisfaction with the increased offerings of the event.

EVCCAO Enrollment Management

Highlights and Accomplishments

- International Ambassador Award
 - 15-16 Freshman Offers: 16 Awards
 - 15-16 Freshman Accepts: 4 Awards
 - Percent Offers to Accepts: 25.0%
 - 15-16 Freshman Matrix: 1 Awards
 - Percent Offers to Matrix: 6.25%
 - Percent Accepts to Matrix: 25.0%
 - Total Award Amount: \$7,000
- Undergraduate Admissions created an [FAQ](#) to explain the admissions process for students with international education applying through Undergraduate Admissions.
- International enrollment grew by 84 heads (+4.4%) to a campus record of 1,981 students. Including IUPUC, IUPUI international students topped 2,000 for the first time with 2,019 (+5.1%).
- India (511), China (409), Saudi Arabia (405), and Saudi Arabia (398) sent the most students to IUPUI. Indiana now accounts for one-quarter of IUPUI's international enrollment
- International students now account for nearly 7.0% of Indianapolis enrollment.

Future Plans and Priorities

- See the Office of International Affairs annual report.

EVCCAO Faculty Appointments and Advancement

Highlights and Accomplishments

- The mission of the Office of Academic Affairs is to create and support an environment that advances our institutional mission of achieving international distinction in education, scholarship, and public service. The office provides leadership for continuous improvement in academic programs; faculty development and, ultimately, student success. Much of the work of the office serves to support the development of faculty talent and academic advancement through the promotion and tenure process. OAA is dedicated to attracting a high quality and diverse faculty and to retaining those faculty once they are hired. To that end, we are working with University Research and Decision Support to systematically track faculty to better understand the arc of their careers and identify opportunities to intervene to support retention. Very early data on retention of faculty over time can be seen here: <https://tableau.bi.iu.edu/t/prd/views/FacultyNewHireRetention/YeartoYearRetention?.iid=1&:isGuestRedirectFromVizportal=y&:embed=y>

EVCCAO Graduate Office

Highlights and Accomplishments

- Provided financial support and mentoring for graduate study abroad.
- GRADgrants provides advice and guidance to graduate and professional students looking for fellowships to study abroad.
- Provided staff and STEM educational programming during a travel abroad experience in Sweden for three diverse graduate students. These students participated in teaching and cultural immersion with undergraduate students from Iowa State.
- Worked with the English Department and our OIA to gain approval for the English immersion program PIE Level 7 as a new gateway to IUPUI and PU system-wide graduate and professional program admissions. Access to this program will bring more potential graduate school applicants to the IUPUI campus.
<http://international.iupui.edu/admissions/how-apply/graduate/english.html>
<https://www.purdue.edu/gradschool/documents/graduate-school-policies-and-procedures-manual.pdf> page 39
- Worked with the English for Academic Purposes program (EAP) to refine the process of English proficiency testing to better serve newly admitted graduate and professional students at IUPUI. The starting date for EAP courses each semester was moved back to allow adequate time for student testing and course registration without incursion of additional fees.
 - UPnGO, a student organization sponsored by the Graduate Office has become increasingly popular with international graduate and professional students.
<https://theden.iupui.edu/organization/upngo>

Future Plans and Priorities

- In the Coming Academic Year

- Work to promote PIE Level 7 as a gateway to our campus. IUPUI Graduate Office Campus Report 2015-2016
- Look for ways to help international students acclimate on campus and be successful.
- Encourage schools to recommend international study and travel to graduate and professional students.
- Work with CTL to ensure our TAs recognize the importance of diversity and cultural differences in the classroom.
- Longer-term
- Better assess strategies to ensure the success of international students who are enrolled in graduate and professional programs (time to degree, retention, career success).

EVCCAO Honors College

Highlights and Accomplishments

- IUPUI Honors Scholars are encouraged to explore their world through meaningful study abroad experiences as well as connecting with the diverse multicultural communities of Indianapolis through service and civic engagement. In 2015-2016, 124 Honors Scholars participated in study-abroad experiences in their major or through the two service learning based international programs in the Honors College (Healthcare in Swaziland and Honors Service Learning in Costa Rica). Representing over 35 percent of the IUPUI students who study abroad, IUPUI Honors Scholars truly experience a world class education.

EVCCAO Institutional Research and Decision Support (IRDS)

Highlights and Accomplishments

- Collaborated with the Office of International Affairs in developing a series of strategic plan metrics.
- Co-presented with staff and faculty [Office of International Affairs on enrollment patterns and student success of international students at IUPUI](#).
 - [Examined international student experiences in the Summer Bridge program](#) and to determine if participants should be in integrated sections or specifically designed international only sections. English language proficiency is an important factor in understanding if International students will be more comfortable in an International vs. an Integrated section. Findings suggested that International students with high English proficiency are best equipped (or most likely) to benefit from interactions with domestic students in mixed sections.
 - Presented information to the Office of International Affairs from the Climate Survey to help better understand needs of international faculty, staff, and students (Mitchell)
 - Information about International faculty, staff, and students in Diversity Report (Janik)

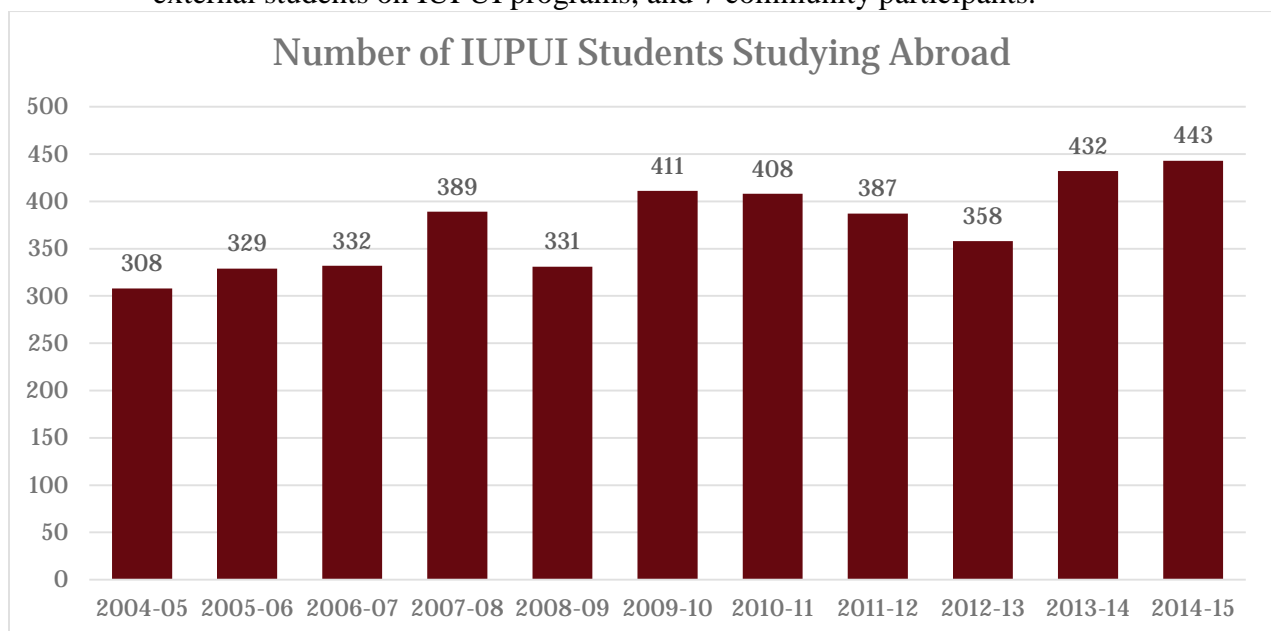
Future Plans and Priorities

Nothing reported for Goal 8

EVCCAO International Affairs

Highlights and Accomplishments

- OIA leadership collaborated with all IUPUI school Deans to develop “International Vision Statements” which outline school-based international goals and priorities. These statements address each school’s most important international priorities over the next five years and reflect global learning as a priority for the campus and for each school.
- [Study abroad](#), a high impact practice, continued to increase and reached record levels of participation among IUPUI students:
 - More than 8% of 2016 graduating students had studied abroad during their time at IUPUI.
 - A record number of 443 students studied abroad while earning academic credit (degree seeking students who are US Citizens or Permanent Residents), an increase of 44% over 10 years.
 - A total of 569 study abroad participants were facilitated by the Study Abroad Office, including 83 IUPUI students on non-credit programs, 16 international students, 20 external students on IUPUI programs, and 7 community participants.



- A record number of 59 of the Top 100 IUPUI students had studied abroad during their time at IUPUI.
- Twenty new IUPUI study abroad programs were approved and ran during 2015-16. The vast majority of IUPUI students (84%) go abroad on IUPUI programs.
- Sarah Evans, an IUPUI alumni (’16), was awarded a distinguished [Fulbright English Teaching Assistantship](#) program in Germany for 2016-17. Sarah double majored in English (linguistics) and German with a minor in Global and International Studies.
- With 443 students studying abroad for academic credit, strong progress was made toward IUPUI’s commitment to [Generation Study Abroad](#), an initiative of the Institute for International Education. Through Generation Study Abroad, IUPUI has committed to increase study abroad participation by 25% from 2013-2019.
- A [White Paper](#) on expanding and enhancing study abroad at IUPUI was completed with broad input from the IUPUI campus and leadership from the Study Abroad Advisory Committee. The paper identifies strategies to further develop study abroad on campus. Additional resources have been granted to the IUPUI Study Abroad Office to move these ideas forward.

- A record number 2,019 international students enrolled at IUPUI. Students representing 147 countries were part of the student body.
 - *See Optimize our Enrollment Management*
- International student learning and retention continued to advance.
 - *See Promote Undergraduate Student Learning and Success*
- International House, a living and learning community, is expanding to give more global learning opportunities to IUPUI students.
 - *See Promote an Inclusive Campus Climate*
- More than 100 IUPUI staff and faculty received international diversity training.
 - *See Promote an Inclusive Campus Climate*
- Curriculum internationalization work continued to expand.
 - OIA's Director of Curriculum Internationalization, Dr. Leslie Bozeman, served as OIA's lead planner for the 2016 Plater Institute, which will focus on global learning and enhance awareness of opportunities for curriculum internationalization.
 - In collaboration with University College's Gateway to Graduation Program, OIA facilitated the launch of a [Community of Practice on Intercultural Learning](#), including attendance of the co-chairs at the AAC&U Global Learning Conference in October 2015.
- Efforts continued to promote current and future international partnerships.
 - The OIA helped to solidify its relationship with Newcastle University in the U.K., with new research links building on an established reciprocal study abroad program.
 - With scholars from a range of schools engaged, including public history, dentistry, renewable energy, and more, both institutions are targeting this collaboration for potential strategic partnership status.
 - Newcastle successfully applied for Erasmus+ funds in 2016 that will enable reciprocal visits of IUPUI and Newcastle scholars and doctoral students.
 - The Newcastle international partnerships manager visited IUPUI in 2016, and the School of Dentistry launched an overseas study program to the U.K. in collaboration with Newcastle.
 - IUPUI's collaboration with [Sun Yat-sen University](#) (SYSU) in Guangzhou, China continued to advance.
 - An interim meeting of the IUPUI-SYSU Cooperative Development Committee was held in Spring 2016 with Vice-President Guangmei Yan and past successes and plans for the coming year were shared.
 - Student engagement continued across several collaborative 2+2 dual degree programs with Mechanical Engineering being the most impressive. Of the 20 students graduating students in 2016, the majority were offered graduate admission into schools such as MIT, Johns Hopkins, and UC Berkeley. The Kelley School of Business and Computer & Information Science renewed their ongoing 2+2 programs with partner SYSU schools.
 - Study abroad programs and student and faculty exchanges continued to operate between both universities. Three SYSU administrators completed internships at IUPUI in 2015: Haiyan Tan, Engineering; Zhao Jing, Student Affairs; and Junjie Xie, External Affairs. In September 2015 the IU School of Nursing hosted 4 SYSU undergraduate nursing students for one month.
 - SYSU continues as an active supporting partner to the [Confucius Institute of Indianapolis](#) on the IUPUI campus.
 - Staff from OIA and Division of Student Affairs presented a series of [workshops at SYSU](#) in December 2015. Topics included community service, supporting

- physical and mental health of students, student leadership training and development (train the trainer), and fostering learning outside the classroom
- IUPUI's collaboration with [Moi University in Eldoret, Kenya](#), was put on hold in 2014-16, with a cessation of all non-essential programs following a terrorist attack at Garissa. In Spring 2016, some programs linked to AMPATH were approved for continuance.
 - *See additional details on AMPATH under Leverage our Strengths in Health and Life Sciences*

Future Plans and Priorities

- Campus-wide Internationalization Efforts
 - Support IUPUI schools and units to implement their International Vision Statements and advance school-specific goals related to international students, study abroad, partnerships and curriculum internationalization; work to create an international experience for all IUPUI students through more effective integration of international students and more targeted opportunities for students to engage with local international communities.
 - Provide leadership and support to implement the [2016 William M. Plater Institute on the Future of Learning](#) focusing on “Educating for a Global Community” to be held at IUPUI on October 31.
 - Collaborate to implement [RISE Day 2016](#), focusing on increasing international experiences and global learning for all IUPUI students, and highlighting the benefits of study abroad to the campus community.
 - Continue to implement a global learning track at the Assessment Institute.
 - Take over coordination of [The Diplomacy Lab](#), an initiative of the U.S. State Department to engage faculty and students in finding solutions to international challenges brought to IUPUI by Prof. Gabe Filippelli.
- Expand Study Abroad for IUPUI Students
 - Launch a [Study Abroad Peer Ambassador](#) program to increase study abroad participation by enabling returned study abroad participants to share their experience and promote study abroad across campus.
 - Advocate for more study abroad options within the general education core and through strategic curriculum integration by working with academic units.
 - Develop new communication strategies to promote study abroad to IUPUI students.
 - Continue efforts to find donors to support study abroad endowments. Pilot a Study Abroad Planning Scholarship with \$10,000 seed funding in partnership with the Division of Undergraduate Education to give students larger scholarships well in advance of their desired study abroad experience so that they can better plan for their financial needs.
- Enhance International Partnerships
 - Advance the Newcastle University partnership to a ‘strategic’ level through the involvement of multiple units, including renewable energy, science, public history, and others utilizing Erasmus+ funds in 2016 that will enable the visits of IUPUI scholars and students to the UK, and UK scholars and students to IUPUI.
 - Advance international partnerships through the strategic utilization of the [IU Global Gateways](#), in Beijing, Gurgaon, Berlin, and potential new locations opening in the

coming year and in collaboration with the IU Alumni office for the purposes of recruiting.

- Initiate a strategic partnership annual lecture series with Moi University and SYSU.
- Work on the development of major international conferences/colloquiums in concert with our strategic partners in Kenya and China in order to promote research collaborations, targeting SYSU workshops or conferences in medicine (cancer research, precision medicine, translational science, toxicology), or in priority areas like philanthropy, sustainable development, or the maritime silk route, etc.

EVCCAO Office for Women

Highlights and Accomplishments

- The Office for Women is interested in sharing ideas and experiences with people around the globe. To that end our office supports the IUPUI strategic initiative to internationalize the curriculum and co-curriculum and has sponsored or co-sponsored various international speakers on campus.
- In October 2015, we joined with the Office of International Affairs to sponsor the presentation by Yvonne Chaka Chaka, a South African singer, entrepreneur and humanitarian on campus.
- In November 2016, we organized a meeting between campus representatives and Lorna Solis, founder of Blue Rose Compass, a non-government organization that works to bring young refugees, especially women, from conflict zones and refugee camps around the world to universities in the west through scholarships and placement. See: <http://bluerosecompass.org/>
- On October 27, 2015, OFW co-sponsored with the IU School of Social Work, an author presentation and book signing by Laila Anwarzai Ayoubi, Ph.D., on honor killings, called, “Nikki’s Honor.”

Future Plans and Priorities

- The Office for Women will continue to support and sponsor international visitors to campus. On October 4, 2016, the OFW will co-sponsor a meeting on campus with the Office for International Affairs and the Honors College for South African visitors, Josina Machel (Mandela) and Gail Masondo who are hosted in Indianapolis by the Desmond Tutu Center for Peace, Reconciliation and Global Justice.

EVCCAO University Library

Highlights and Accomplishments

- Examples include: study abroad participation, international student enrollment trends, international partnerships developed or expanded, international collaborations involving faculty, staff, and students, curricular internationalization activities developed or expanded, etc.
- The University Library provides a welcoming place for international students to gather and study.

- A group of library staff have formed a group to work on making sure the library is meeting the needs of international students.

Future Plans and Priorities

- In the Coming Academic Year
 - Continue current initiatives.

Finance and Administration

Highlights and Accomplishments

Nothing reported for Goal 8

Planning and Institutional Improvement (PAII)

Highlights and Accomplishments

- Testing Center staff conducted English for Academic Purposes testing for international students.
- Kahn presented at the EAIR Conference in Austria in September 2015 and the AAEEBL/CRA international ePortfolio conference in Edinburgh, Scotland, in June 2016. The ePortfolio Initiative also supported two IUPUI faculty leaders in ePortfolio practice to co-present in Scotland.
- Scott co-facilitated an invited pre-conference workshop on ePortfolios for the AAC&U 2015 Conference on Global Learning.
- Several programs are using or preparing to use ePortfolios to enhance learning by students studying abroad; in addition, one of the new ePortfolio grants for 2016-17 will focus on professional service and study abroad.
- Banta and Black included a track on Assessing Global Learning at the Assessment Institute in Indianapolis.
- Banta presented a paper at the EAIR conference in Austria and was one of two representatives from the United States who served as an invited speaker for a conference held at King Saud University in Riyadh, Saudi Arabia.
- Banta was appointed by the Hong Kong Higher Education Funding Council to serve on a quality review panel for the Hong Kong University of Science and Technology.

Future Plans and Priorities

- Continue to make presentations at international conferences.

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- International Research Development Fund (IRDF)
 - The IRDF grant was developed to enhance the international research and scholarly activity focus of the IUPUI academic mission. Generally, the IRDF grant serves as venture capital to stimulate additional funding for international research and scholarly activity, which have strong potential to generate indirect cost recovery from extramural sources. (See award chart on page 3)

Future Plans and Priorities

Nothing reported for Goal 8

Student Affairs

Highlights and Accomplishments

Nothing reported for Goal 8

University Information Technology Services (UITS)

Highlights and Accomplishments

- With the recent award of three NSF International Network Research Connections to UITS, the access to international networking collaborations has never been stronger. The awards are in the areas of Network Operations, Advanced Data Collection, and creating a research-specific 100gb backbone to the Asia/Pacific region. These awards include use of Bepko student interns to help support these grants.

Future Plans and Priorities

Nothing reported for Goal 8

Promote an Inclusive Campus Climate

Athletics

Highlights and Accomplishments

- Student athlete leadership (via Student Athlete Advisory Council, or SAAC) was re-organized to provide stronger engagement with campus. Multiple committees were formed for SAAC to be represented throughout key IUPUI student leadership organizations including student government; student traditions board; Pawz Pantry; Regatta and Homecoming committees; etc.

Future Plans and Priorities

- Future goals include opportunity to provide better training and education to athletes and staff on understanding of critical social issues impacting higher education. Title IX training and mental health forums are already scheduled for upcoming academic year.

Columbus

Highlights and Accomplishments

- IUPUC sponsored three sessions of IUPUC Diversity Circles. 26 total participants attended the sessions. Five participants were students. Three were faculty/staff. Three participants were from the Columbus Police Department. Sixteen participants were people of color (Black, Hispanic, Indian, African, Indonesian). Several religious faiths and sexual orientations were also represented. Several participants are members of the Columbus Human Rights Commission or of the Columbus Just Faith Muslim/Christian Discussion Group.
- Ongoing diversity and inclusion opportunities continued to grow. IUPUC offers opportunities for faculty, staff and students as well as for the local community and region to learn about or engage in the promotion of an inclusive campus environment. In 2015-16, examples included:
 - Annual MLK Celebratory Lunch in January
 - Annual Hunger Banquet involving students and the community
 - IUPUC Diversity Circles – a twice yearly event sponsored and facilitated by IUPUC involving campus and community members
 - The Excellence in Leadership Initiative – Speaker Series which brought speakers from around the county and world to campus on topics including Hispanic Heritage, Transgender identity, Buddhism Course on Happiness, Native American traditions, the intersection of gender and disability, Black Lives Matter photography as art, and reflections of Dr. Martin Luther King on “Post-Racial” America.
- IUPUC staff played an active role in the Columbus Area Multi Ethnic Organization, the Welcoming Community Undoing Racism project, the African-American Scholarship Fund and the Hispanic/Latino Scholarship Fund at Heritage Fund of Bartholomew County, and were appointed by City Council and Mayor to the Columbus Human Rights Commission.
- The Office of Student Affairs and student-led Campus Activities Board organized and opened a campus food pantry for the purpose of supporting students (and their families) experiencing challenging financial circumstances.
- The IUPUC Diversity Council advised the Vice Chancellor and Dean on issues regarding equity and inclusion.
- The IUPUC Excellence in Diversity Award was given to one community organization and one campus person to honor their demonstrated commitment toward creating a diverse and inclusive community.
- Through specific student leadership organizations, intentional training and empowerment of students, leading student clubs and organizations have expressed feeling more comfortable interacting with faculty and staff at all levels of the IUPUC organizational chart in a more mature, professional and respectful manner.
- An updated IUPUC Diversity Strategy was approved by the VC&D and the IUPUC Diversity Council (which includes campus and community members).
- The following services are offered at IUPUC for disadvantaged members of the campus community:
 - A Food Pantry was launched to serve students, faculty and staff. This project helps reduce food insecurity among campus members.
 - Summer Success is a remedial math program for new students who struggle with college level math placement with the goal of the program being to achieve college level math in the first full semester of school.
 - Short-term loan fund is available for students who are currently enrolled, do not have a past due bursar balance, have a record of meeting financial obligations, and provide the necessary information to obtain a loan. The loan cap is \$750.

- An alumni mentor program is available to enrolled students and matches the student with a volunteer alumnus of IUPUC.
- IUPUC also maintains a student tutoring center (ARC), on-campus counseling, scholarships, and a campus Ombudsman to help resolve student issues.

Herron School of Art and Design

Highlights and Accomplishments

- Made two new hires for a faculty and a staff position that supported diversity initiatives.
- Herron's Community Learning Programs serve a diverse group of students in Marion County. Low income and underserved populations are provided scholarships to attend.
 - Fundraising efforts support scholarships for minority student scholarships
 - Hosted visiting artists that bring the diversity of underrepresented artists to Herron and the community
 - Hosted gallery exhibitions that highlighted diversity issues and featured underrepresented artists and designers
 - Host a workshop and performances with Joseph Ashong, Ghana Artist and Coffin Maker
 - Herron students and faculty participated in Black Expo by organizing an art exhibition for the Cultural Arts Pavilion
 - Hosted the Harrison Collection of Japanese Bamboo Art

Future Plans and Priorities

- Continue to prioritize diversity hiring
 - Fundraise to support scholarships for minority student scholarships
 - Host visiting artists that bring the diversity to Herron and the community
 - Host gallery exhibitions that highlighted diversity issues and featured underrepresented artists and designers
 - Participate in Black Expo

Kelley School of Business

Highlights and Accomplishments

- A group dedicated to the women in the Kelley Evening MBA Program was established with program office, faculty and university guidance. The group titled itself the Kelley Indianapolis MBA Women's Association (KIMWA) and has been involved in sponsoring one event since its inception in March 2016.
- Presented College Summit (college prep program) with IPS George Washington Community School.
- A strong partnership with Ivy Tech Community College contributed to 40% increase in URM Undergraduate student population
- Evening courses support degree completion for returning and part-time students.
- Support for IUPUI campus-wide events: Harvey Milk Dinner, Martin Luther King, Jr. Celebration Dinner, and Cesar Chavez Celebration Dinner
- Diversity Research Scholar Program: Pairs DSRP student with faculty member to conduct research. Kelley and IUPUI share the cost of a scholarship.

- Minority faculty meeting with minority undergraduate students with a focus on retention and encouragement.
- In our recruitment efforts, Kelley Indianapolis has targeted several middle and high schools in the Indianapolis Public School (IPS) system, surrounding township districts, and Northwest Indiana that have a high percentage of minority and at-risk students.
- *Indiana Black Expo*: KSBI again was a sponsor of the Indiana Black Expo Summer Celebration Black Business Conference. With a presence at the Mayor's Breakfast, the Corporate Luncheon, and the exhibit hall, the program is increasing awareness of all KSBI programs in the African-American community. Kim Donahue, senior lecturer in marketing, presented a workshop titled "IU Kelley School of Business Indianapolis Marketing and Social Media: Leveling the Playing Field" at the Black Expo Business Conference. Considering this Indianapolis event draws a diverse audience from all over the nation, the program will continue to sponsor the impactful conference to further promote KSBI in the African-American community
- *Indiana Latino Education Summit*: KSBI sponsored and participated in the college and career fair at this event in November 2015. The event targets high school sophomores, juniors, and seniors in addition to K-12 faculty, community leaders, and government officials. The program plans to participate again in 2016.
- *Indianapolis Public School (IPS) Outreach*: KSBI initiated multiple recruitment visits to Crispus Attucks High School and Arsenal Tech High School this year. Recruitment and Scholarship Coordinator Michael Rice is an Arsenal Tech alum, so the program expects such outreach to continue to evolve. The program also engaged with additional high schools with high underrepresented populations, including Warren Central High School, Pike High School, Ben Davis High School, and Lawrence Central High School.
- *META*: KSBI participated in and sponsored Mapping Education towards Achievement (META), an annual seminar helping Hispanic students prepare for college. IUPUI hosted META in October 2015. 350 students from more than 20 high schools in Indiana participated. The program plans to participate again in 2016.
- *Project Stepping Stone*: KSBI partnered with IUPUI to host the Project Stepping Stone College Prep program in June 2016. This program works with Hispanic/Latino high school sophomores and juniors who are interested in attending college. KSBI plans to participate in 2017 as well
- Kelley Indianapolis has worked with guidance counselors at several local high schools with higher minority populations to encourage students to apply to IUPUI and has provided guest lectures in the high schools.
- *Center for Leadership Development (CLD)*: Each year, KSBI is engaged with CLD through the Business Opportunity Program where Ken Carow, associate dean, and Darrell Brown, associate clinical faculty member, were present. This year, the program also sponsored and participated in the CLD College Prep Conference and College Fair and plans to do so again in fall 2016.
- Scholarships are an important way of recruiting minority students. Kelley Indianapolis identifies each undergraduate dual-admit minority student to inform them of our minority scholarship programs through Kelley, IUPUI, and in the community. There are nine unique scholarships.
- A group dedicated to the women in the Kelley Evening MBA Program was established with program office, faculty and university guidance. The group titled itself as Kelley Indianapolis MBA Women's Association (KIMWA) and has been involved in sponsoring one event since their inception in March 2016.

- Assistant Director of GAP, Rachel Edwards, joined the Diversity Enrichment and Achievement Program. This program mentors high-achieving students of color through graduation and on to their chosen fields.
- *Exhibit at National Medical Association: NMA* promotes the collective interests of physicians and patients of African descent. Exhibit includes pre & post conference mailings to all physician attendees and booth at the conference. Participation also includes presentation to physician executive track attendees on the Business of Medicine MBA Program.
- To increase diversity of the applicant pool, faculty positions are posted on the PhD Project website. The PhD project encourages minority students to consider an academic career and works with minority students while in the PhD program, including job placement.

Future Plans and Priorities

- In the Coming Academic Year
 - The Undergraduate Program will maintain a strong partnership with Ivy Tech Community College and IUPUI University College, both of which influence the URM population.
 - Through use of CRM, increase the focus on recruitment of URM and women to both undergraduate and graduate programs.
 - Continue to work with community groups to increase the diversity of the programs.
- Longer-Term Goals
 - Enhance scholarship opportunities for URM populations.
 - Expand on interactions with diverse community groups.

Lilly Family School of Philanthropy

Highlights and Accomplishments

- The Lilly Family School of Philanthropy began working with the IUPUI Center for Research and Learning to create its own Diversity Scholars Research Program (DSRP) to recruit talented minority students to IUPUI. Students have the opportunity to work directly with a faculty mentor on research during all four years of their undergraduate education and receive scholarship tuition support during that time paid by the school. The school's first student entered the program in fall 2015, and there are plans to continue to support one new student per year.
- Two endowed Hearst Fellowships fund two full scholarships for graduate students from communities of color at the Lilly Family School of Philanthropy. The Hearst Foundation is providing additional operating support to recruit and fund additional minority students.
- The Lilly Family School of Philanthropy has developed a relationship with the IUPUI Multicultural Student Success Center and participates in programs to promote our undergraduate degree.
- The [Women's Philanthropy Institute's](#) graduate course on gender and philanthropy contributed to diversity in the curriculum. The course consisted of a racially diverse student population and each module included articles on under-represented groups. We will continue to expand this course to ensure that diverse voices in philanthropy are represented.

- [Lake Institute on Faith & Giving](#) hosted a community conversation with Black church leaders in conjunction with the visit of [Thomas H. Lake Lecturer Jonathan Walton's visit](#) and Richard Bray, Director of Faith Based Partnerships & Economic Development for Family, School, and Neighborhood Engagement.
- David King, faculty member and the Karen Lake Buttrey Director of [Lake Institute on Faith & Giving](#), contributed as a leader within the campus-wide Holocaust Remembrance task force.
- [Lake Institute on Faith & Giving](#) promotes a diverse and inclusive conversation about faith and giving, by identifying and engaging with partners representative of a wide range of constituencies and faith groups, particularly across Jewish, Christian, and Muslim traditions.
- The Lilly Family School of Philanthropy is represented at the Indiana Latino Education Summit College Fair and Indiana Black Expo each year.
- [The Fund Raising School](#) includes curriculum on the topic of diversity in our public courses.
- Our students, led by Winterbourne LaPucelle Harrison-Jones organized a celebration of Black Heritage Month and the African American philanthropic tradition, including faculty member [Tyrone Freeman](#) presenting from his work on Madame CJ Walker and a performance artist. The school was presented with two lithographic prints from the collection of Fisk University.

Future Plans and Priorities

- A significant effort is underway to raise funds for a planned Institute for Diverse Philanthropy at the Lilly Family School of Philanthropy. Conversations are being held with local corporations, foundations, and individuals about supporting the institute and its work. If funded, the institute would conduct research, provide training and help develop academic courses addressing issues of diversity especially focused on philanthropy in communities of color.
- The school has plans to begin engagement with the Mapping Education towards Achievement Program focused on recruiting Latino students in partnership with the IUPUI School of Liberal Arts.
- Faculty member [Greg Witkowski](#) received a New Frontiers grant to fund a symposium, "Philanthropy and Civic Engagement: Imagining Faith through Practice," to be held in Indianapolis, on September 1- 2, 2016. It will foster international interdisciplinary collaboration that can develop a stronger research agenda related to Muslim philanthropy and civil society. It will also spotlight research that can better inform the public, media and political discourse related to Muslims, Islam and Muslim philanthropy. The project is spearheaded by Shariq Siddiqui, a graduate of the Lilly Family School of Philanthropy's doctoral program, and includes collaboration with Scott Alexander, a scholar at the University of Notre Dame.

McKinney School of Law

Highlights and Accomplishments

- A total of 38 participants took part in year two of the Summer Law and Leadership Academy at McKinney. Undergraduate students participating in the program are introduced to the kinds of courses they would take in law school, have the opportunity to meet with attorneys working in a variety of areas in the legal and business community, take part in law-related field trips, and take part in a mock trial. The experience is

designed to introduce undergraduate students from historically underrepresented backgrounds to law school and the career opportunities available with a law degree.

- McKinney’s Graduate Studies Lecture Series presented a program titled “Cultural Competence: A Needed Skill for the 21st Century Attorney”. The panel discussion was on cultural competency – the ability to interact well with people of different cultures and socio-economic backgrounds.
- McKinney regularly participates at law school recruiting events at universities with historically large racial and ethnic minority populations.
- McKinney holds an annual Diversity Law Day. The event is targeted specifically to members of groups traditionally underrepresented in the legal profession. The event provides information on applying to law school, preparing for and taking the LSAT, financing a legal education, and student and alumni question and answer panels.
- Minority enrollment in our JD program increased from 16.3% in 2014 to 17.8% in 2015.
- During the fall 2015 semester (the most recent report made to the ABA, our accrediting agency), 12% of our full-time faculty members were minorities; 10% of our adjunct faculty were minorities; 25% of our administrators were minorities, and 20% of our staff members were minorities.

Future Plans and Priorities

- McKinney will continue its efforts to be a diverse climate for faculty, staff, and students with leadership from the administration and an active Diversity Committee consisting of faculty, staff, and students.

Richard M. Fairbanks School of Public Health

Highlights and Accomplishments

- Diversity and inclusion of faculty, staff, and students are central to FSPH core values. The faculty and staff believe that a diverse school environment brings a variety of perspectives and experiences to the school’s teaching, research, and service mission. FSPH also has a very racially and ethnically diverse student body. Gender varies by program, but the student body as a whole is predominantly female. Student demographics should be reflected in our faculty and staff.
 - The Office of Equal Opportunity FY15 analysis of the school’s faculty and staff indicated the school had shortages in minority non-tenured faculty, in female, minority, black and Hispanic part-time faculty, and minority faculty in executive management. With hiring in FY16, we improved in minority faculty in executive management, and female, minority and black part-time faculty. We retained shortages in minority non-tenured faculty and Hispanic part-time faculty. We lost ground in female tenure-track and female non-tenured faculty.
 - Three major faculty searches were initiated in FY16, the Associate Dean for Research, the Director for the Center for Health Policy, and Director for the Master of Health Administration program. School policy requires that each search committee have a written plan to ensure diversity in its applicant pool, and that committees will have female and minority representation to assure that recruitment activities are designed to

attract applicants from under-represented groups. The MHA Director position was filled by Ann Johnston, Ed. D., which achieved the goal of a non-tenured female faculty. The other two positions were not filled, and searches remain active.

- To address staff diversity issues, Dean Halverson invited staff from the OEO and Office of Diversity, Equity and Inclusion to address faculty leadership at a half day retreat. Presenters shared and interpreted their most recent data, and provided an overview of resources available to schools to recruit and support minority faculty.

Future Plans and Priorities

- The new Doctorate in Global Public Health Leadership will employ instructors worldwide. One Hispanic instructor has committed to teach part-time when the program is expected to launch in 2017. If the Dr PH program is approved and all goes as planned, the school's goal for a part-time Hispanic faculty will be met.
- FSPH will abide by school policies for active faculty searches. The Dean's Office will be responsible for collecting documentation of search committee plans and activities as committees convene over the coming academic year.
- The FSPH student population is an ethnically diverse group, which, in turn, produces a diverse group of alumni. FSPH will look to alumni and to the equally diverse public health community in Indianapolis to recruit minority adjunct faculty. Department chairs will assure that minority applicants are recruited and considered as openings occur.
- When faculty are hired, FSPH will tailor orientation plans to meet their diverse needs. Plans will take advantage of resources offered by the OEO, such as mentoring and affinity groups. The Associate Dean of Education and Training and department chairs will ensure that newly hired minority adjunct faculty are connected with OEO services via the orientation process.
- School policy requires an annual school-wide faculty and staff workshop on diversity / cultural competency. The Dean's office will oversee planning and implementation of the event, and is investigating the topic of identifying and eliminating micro-aggressions (originally described as insults and dismissals directed toward African Americans by non-African Americans and later extended to women, those of different abilities and religions, the poor, and the disabled).

School of Dentistry

Highlights and Accomplishments

- Faculty and Staff
 - IUSD meets the diversity goals for the campus, with a single exception: Hispanic non-tenure track faculty. Based on the 2015 OEO report, Dentistry is one of only a few schools not required to set further active goals for enhancing the number of diverse hires. The school is committed to a diverse community, and supports that commitment by including
 - Each interview and hiring committee (faculty and staff) includes a representative from the IUSD Office of Diversity, Equity and Inclusion.
 - Through internal department reorganization, we now have ten academic departments, thus with ten chairs, three of whom are women. Three of our associate deans are women, one of whom is African American.
 - The IUSD community is reminded of the expectation of a civil, respectful, professional environment in which all members can work and study free from harm and disruptive,

disrespectful or unprofessional behavior in monthly Town Hall meetings and periodic articles in the dean's First Friday report. Individuals who demonstrate behavior counter to these above attributes are counseled to align their behavior with a civil environment.

- Students
 - Efforts to increase student diversity, especially among black applicants and enrollees to the DDS program has been difficult, and increasing URM enrollment is one of the target measures of the IUSD Institutional Outcomes Assessment Plan.
 - Dr. Pam Shaw, Associate Dean for Equity, Diversity and Inclusion, has implemented a variety of helpful programs, including reaching out to the IUPUI campus with pipeline activities. These activities include:
 - Community College Collaboration: IUSD partners with Ivy Tech Community College of Central Indiana, developed from a grant from the American Dental Education Association (ADEA) National Learning Institute Dental Pipeline Program, which supported academic readiness and awareness of dental career opportunities for students. The program has helped both institutions learn more about their individual academic programs, identify minority pre-dental students, and implement supportive initiatives to prepare Ivy Tech students.
 - P-20 Engagement: IUSD provides school visits and internships for students from several high schools and academic programs which gives students the opportunity to learn more about the dental profession and how to prepare to enter our programs. The interns complete a minimum of 100 hours of observation in IUSD clinics and simulation laboratories. Each student must complete a Health Insurance Portability and Accountability Act (HIPAA) certification, attend classes with dental students, and complete a formal paper/presentation for a grade and/or coursework credit. Two past interns have applied for admission to our Doctor of Dental Surgery (DDS) program for 2016, and all other students are currently in post-secondary programs.
 - Community Engagement: Indianapolis area events are a part of our relationship building efforts with health organizations, church groups, and community centers. This includes: Indiana Black Expo, Indiana Latino Expo, La Plaza, Indiana Area Health Educational Centers (AHEC), and Jobs for Americans graduates (JAG).
 - Summer Programs: IUSD works with several student groups during the summer, including:
 - ❖ IUSD Dental Summer Undergraduate Research program
 - ❖ IUPUI Upward Bound Program
 - ❖ Project SEED
 - ❖ IU School of Medicine Brain Link/MASH
 - ❖ Ivy Tech Bridges-to-the Baccalaureate Program
 - Students complete research projects or work with IUSD faculty and staff in areas related to research and/or dental administration. These programs have been excellent opportunities for students to learn more about dentistry. Students engage in a variety of activities including faculty presentations, workshops, and hands-on activities that are designed to motivate them to consider careers in dentistry.

Future Plans and Priorities

- A recent IUPUI Climate Survey of the dental school revealed several areas of concern – some areas of faculty/staff intolerance of the LBGT and international faculty and students.

- Planning is underway to enhance the dialogue about the importance of living and working in a multicultural society.

School of Education

Highlights and Accomplishments

- Four faculty members are actively involved at the campus level to work on promoting an inclusive campus environment.
- Robin Hughes serves as a member on the Steering Committee for the Welcoming Campus.
- Monica Medina serves as co-chair on the Chancellor's Task Force on IUPUI as a Welcoming Campus for Alumni and Community.
- Lori Patton Davis serves as co-chair on the Chancellor's Task Force on IUPUI as a Welcoming Campus through Cultural Climate and Multicultural Competence.
- Samantha Paredes Scribner serves a member of the Latino Faculty initiative that focuses on increasing Latino faculty and staff representation at IUPUI.
- Natasha Flowers and Les Ettienne, with support from the Dean's office, developed a diversity speaker series titled Speak the Truth series. This committee is now working in partnership with the Chancellor's Office to expand its reach
- The School of Education has continued to partner with entities across campus to recruit students of color to the SOE
- Hired diverse leadership in upper administrative roles.
 - Dr. Hughes, Executive Associate Dean, and Dr. Scribner, Associate Dean for Research and Academic Affairs, are both faculty of color who have taken leadership roles in the School of Education.
 - Dr. Hughes also serves as Faculty Athletic Representative
- Report number of faculty of color in leadership roles and number of faculty in the School of Education who are people of color
- Beginning at the School of Education Retreat in August of 2015, faculty began a series of workshops and discussions facilitated by Robin DiAngelo, expert in race and inclusion.
- In Fall of 2015, the School of Education hired a part-time recruiter for students of color to schools of education

Future Plans and Priorities

- Work directly with admissions representatives who are assigned to the School of Education in identifying students on campus who have an interest in education programs.
- SOE faculty and staff will be continuing to work on outcomes for promoting diversity and inclusion
- Working with school districts in partnership to support "grow your own" initiatives--the School of Education has identified large populations of people of color who have some certification as support staff, but would like and need a four-year degree for license.
- Recruiting and coordination staff will work closely with Kim Stewart Brinson in admissions to visit external recruiting partners [schools etc.].
- Work closely with key faculty and coordinators in Teacher Education for recruitment direction.

- Refine and align School of Education teaching outcomes with those of the strategic plan, paying particular attention to cultural competency.
- Focus on Welcoming campus goals and the School of Education goals and outcomes and what they means for youth in schools and teachers who serve them.
 - Hire full-time experienced recruiting coordinator
 - The SOE will continue to assess school climate as it relates to inclusivity and diversity.

School of Engineering and Technology

Highlights and Accomplishments

- E&T made significant strides to reach parity and diversity in the faculty and staff workforce within the School. E&T reduced unmet diversity goals with respect to job group descriptions. Several hires were made of staff from Black/African-American group, including the following job positions: i) Development Services Coordinator; ii) Academic Advisors; iii) Academic Program Coordinator; and iv) Associate Director of Annual Giving and Stewardship. E&T expanded the [annual diversity unit action plan report](#) to describe comprehensive diversity initiatives and representative results within E&T. Additional strides were made to increase the number of underrepresented students pursuing programs in E&T.
- Examples of the results follow:
 - E&T increased enrollment by 97% for Hispanic/Latino students (n=154), as compared to a 58% growth rate for the overall IUPUI campus over the same 5 years for this group.
 - E&T increased enrollment by 4.3% for Black/African-American students (n=243) over 5 years, which was close to the overall growth rate for the IUPUI campus.
 - E&T increased the number of women in leadership positions within the School, including the appointments of the music and arts technology department chair and two associate deans.
 - E&T hired two women tenure-track faculty members in mechanical engineering (ME). The ME department had no women faculty in the department 5 years ago.
 - E&T hired one Hispanic/Latino tenure-track male faculty members in ME. The department had no Hispanic/Latino faculty members in the department 5 years ago.
 - E&T hired one Hispanic/Latino tenure-track male faculty member in electrical and computer engineering (ECE). The department had no Hispanic/Latino faculty members in the department 5 years ago.
 - E&T faculty, per the 2014 IUPUI Climate Survey, are less likely than other faculty on campus to fear speaking up for what they think and are less likely to agree that there is tension around diversity issues. E&T faculty and staff are more likely to self-identify as LGBT than the general faculty and staff population at IUPUI per the same survey.
 - E&T established a comprehensive strategic diversity council focused on integrating and leveraging diversity initiatives from K-12 outreach through B.S., M.S., and Ph.D. student recruitment to underrepresented tenure-track faculty cultivation. The council representation included E&T industrial advisory council members as well representatives from the E&T faculty and staff.
 - E&T diversity council focused on recruitment and retention of women starting approximately 1 ½ years ago. E&T had a 20% increase in women admits for fall 2015 as compared to the prior year.
 - The Department of Technology Leadership and Communication (TCM) expanded the use of high-impact educational practices by adopting Intergroup Dialogue and by

implementing an innovative experiential learning collaborative team project with iFixit, a national industry partner, with approximately 250 students in several sections of TCM service courses.

Future Plans and Priorities

- Expand E&T diversity council's highly successful Connections initiative, which focuses on the recruitment and retention of women in engineering and technology programs, to initiatives to increase representation among African-Americans.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments

- SHRS students and faculty from Occupational Therapy, Physical Therapy and Physician Assistant programs, along with learners from the IU Schools of Dentistry, Nursing and Social Work, participated in initial grand rounds during the 3rd Annual Interprofessional Education Experiential Activity. This event on Nov. 24, 2015, focused on creating a comprehensive care plan among all the professions for an elderly patient with cultural considerations.
- The SHRS Student Council sponsored a Diversity Workshop entitled *Generational Diversity in the Healthcare Workplace* for faculty, staff and students in February 2016.
- Patricia Scott, PhD, MPH, OT, FAOTA conducted three sessions of Interprofessional Teaching Grand Rounds on February 24, March 2 and March 9, 2016 for 215 students from Nursing, Occupational Therapy, Physical Therapy and Public Health.

Future Plans and Priorities

Nothing reported

School of Informatics and Computing

Highlights and Accomplishments

- The SoIC is committed to the greatest extent possible in building an inclusive climate within the school and in our various outreach/in-reach endeavors on campus and in the community.
 - Faculty recruiting efforts over the past year have resulted in the addition of three women (including our first African-American woman) and our first self-identifying member of the LGBT community to our tenure-track faculty ranks. While future faculty hires are necessarily unknown at this point, the School is committed to working with the Office of Equal Opportunity to improve our outreach to women and underrepresented groups as potential applicants for any appointments we may need to fill. In spring 2016, the SoIC added two African-Americans (one female, one male) to our part-time faculty. The male faculty member is also a veteran. For the first summer session of 2016, the SoIC hired one additional African-American woman as a part-time faculty member. In January, 2016, the SoIC recruited an additional African-American woman to join the professional staff.
 - Of 588 undergraduate students and 479 graduate students (counting Certificate, MS and PhD students) in the SoIC, 51% are female and 33.6% embody the following

- ethnicities: 0.1% American Indian/Alaskan Native, 3.7% Asian, 8.8% African American, 4.0% Hispanic/Latino, 12.9% international, 0.2% Native Hawaiian/Pacific Islander, 0.6% other/unknown and 3.2% two or more Races. Given the oft-cited lack of women in IT fields, the SoIC's 51% female enrollment is a significant demonstration of our commitment to an inclusive campus climate.
- As part of the SoIC-IUPUI's commitment to gender equity, the School hosts/sponsors the campus-wide program "Women in Technology" (WiT), an IUPUI student organization founded in 2010 to bring together undergraduate and graduate-level women interested in career and educational opportunities in information technology. Although WiT members are drawn from several campus schools, the organization's primary advisor comes from the SoIC faculty. WiT programs are designed for female audiences (and in many cases minority audiences) and often engage partner organizations from the local community, including Girl Scouts of Central Indiana; Girls Inc. of Greater Indianapolis; FIRST LEGO League; the TechPoint Foundation for Youth; the Indianapolis Motor Speedway; Conner Prairie Pioneer Settlement; as well as other IUPUI campus partners such as the Office for Women, and the IUPUI Upward Bound. (This complements our broader community engagement strategy, #7.)
 - Over the past year, the school has seen the very successful completion of the first year of the iDEW (Informatics Diversity-Enhanced Workforce development program to teach information technology skills to local high school students to prepare them for future pathways in higher education and career opportunities in IT-related industries. The iDEW program engages an initial cohort of 90 underrepresented minority or low income high school students from three area high schools (Pike, Arsenal Tech and Providence Cristo Rey) in a year-round enrichment program. As the program expands with its second cohort in the 2016-17 year, we hope to provide further STEM-related educational opportunities to iDEW graduates here on the IUPUI campus. In addition to these efforts, the school will continue to seek avenues of outreach to women and minorities.
 - The school participates in the Diversity Scholars Research Program (DRSP) here at IUPUI and also Women in Technology (WIT) program. In 2015-16, the school supported and hosted tables of students and faculty at events such as the Harvey Milk Dinner, the Cesar Chavez Dinner and the Martin Luther King Jr. Dinner.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- Though SLA's average of [diverse students](#) mirrors the campus in some ways, in the details it diverges; the campus as a whole has a higher percentage of Asian American and international students (11.64 compared to 4.96), while SLA's percentage of African American, Latino, and two or more races students significantly exceeds the campus average (24.34 compared to 19.05).

- In the last academic year for which we have final numbers (2014/2015—this past year’s numbers are not finalized), SLA graduated nearly one-third of all IUPUI’s [African American bachelor’s awardees](#) (101 of 323 bachelor’s degrees).
- Continued to strengthen our area studies programs, including [Africana Studies](#), [Latino Studies](#), and [Native American and Indigenous Studies](#).
- Began conversations with the School of Engineering and Technology and the School of Social Work on a multi-school certificate related to Intergroup Dialogue.
- Though few hires were made this past year, we made offers to one tenure-line faculty, three visiting assistant professors, and two academic specialists who will be directly engaged in teaching, research, and service within SLA, increasing our diversity by ethnicity and/or gender in every case.

Future Plans and Priorities

- In the Coming Academic Year
 - Delve more deeply into the climate survey and develop an action plan
 - Contribute to diversity of students especially in terms of socio-economic diversity through our Liberal Arts Works scholarships
 - Build on the Chancellor’s Welcoming Campus initiative as appropriate
 - Engage especially the members of the Dean’s Advisory Council who are tied into communities of color and into networks of minority and women owned businesses to develop additional internship opportunities for students (very preliminary discussions began during the past academic year)
- Longer-term
 - Once SLA is in the position to more regularly hire faculty and staff, engage robust best practices to recruit diverse faculty and staff and retain them

School of Nursing

Highlights and Accomplishments

- Successfully completed New Careers in Nursing: Robert Wood Johnson Foundation grant. Marsha Baker, Director of Diversity and Enrichment was featured in the Robert Wood Johnson Foundation New Careers in nursing book. Effectiveness: The grant allowed 10 underrepresented students to receive mentoring and leadership as well as a stipend. Nine out of the 10 have completed the ABSN program and are working as RNs. The last student, who was a new addition to the program, is on track to graduate May 2017.
- Offered another year of the Breaking the Myths of Nursing Summer Camp and created Breaking the Myths of Dentistry, an interprofessional summer camp, with Dr. Pamella Shaw from the IU School of Dentistry. Effectiveness: This program continues to create awareness about IUSON in the community as well as develop our pipeline program. More underrepresented students are looking at attending IUPUI.
- Marsha Baker co-taught a non-credit learning community course for the Crispus Attucks Medical Magnet High School. Effectiveness: This fall semester course continues to be effective in helping students be successful in their IUPUI college course, which also counts toward their health program prerequisite.

- Dr. Susan Rawl, Debbie Grew, Nathan Lohr, and Marsha Baker held (2) two Career Connection events this academic school year for networking, and close mentoring by faculty and current graduate students provided prospective students information about and assistance with the PhD application process. Effectiveness: This program continues to connect underrepresented students with faculty, staff, and students. Students who have participated in this program after 2-3 years, have enrolled or graduated from a graduate nursing program. Carmanny Gonzales is in her second year of the nurse practitioner program.
 - Retention
 - Peer Tutoring/Mentoring: The Office of Diversity and Enrichment (ODE) offers several programs to promote overall success for all nursing students. Students who are facing specific challenges in their courses have access to peer tutoring and mentoring with the Director of Diversity and Enrichment. Effectiveness: The tutoring program helped students further understand the material. More importantly, the tutoring program was instrumental in helping students who were on the brink of failing out of IUSON. Scholarships offered out of the Office of Diversity and Enrichment allowed students to meet with a tutor without have to pay. Faculty in key courses held Study Jams for their students and provide snacks courtesy of the Office of Diversity and/or ODE provided a tutor for the Study Jam sessions. This has been effective in the retention of all students.
 - The American Assembly for Men in Nursing within the IUSON has three focus areas in education, awareness and service learning. They brought in speakers to talk about graduate school, talked to Michael Yard's anatomy class and students from Crispus Attucks Medical Magnet High School, volunteered at the Coburn Place and collected food for Paw's Pantry. Effectiveness: The IU Health AAMN Chapter has been instrumental in the retention as well as the recruitment of men into nursing and into undergraduate and graduate programs.
 - Diversity Scholars Research Program (DRSP): IUSON has committed to the retention and graduation of underrepresented students through programs such as the Diversity Scholars Research Program (DRSP). The goal of this program is to introduce underrepresented undergraduate students to the world of academic research, hopefully forging a path toward graduate study and possibly a research and teaching career. IUSON commits to paying the tuition for the DSRP scholars, who are then mentored by an IUSON faculty member. Three DSRP students are currently in the nursing program. Effectiveness: Underrepresented students are considering and have applied to graduate school.
 - Provided a Gatherings luncheon in the IUPUI Campus Center for new and current underrepresented IUSON students. Underrepresented faculty attended the luncheon. Effectiveness: Students were able to connect with each other, which helped with forming study groups and informal mentoring. Additionally, they were able to meet and talk with faculty.
 - Marsha Baker and Chandra Dyson created the Nurse Buddy Mentoring Program, which is a pilot Mentoring program for nursing students. Students who participated in the program thought it was an effective program and would like the program to continue.
 - Graduation of diverse undergraduate and graduate students
 - RN to BSN December 2015 Graduates-3
 - Traditional BSN August 2015 Graduates-3
 - Traditional BSN December 2015 Graduates -7
 - Traditional BSN May 2016 Graduates- 9
 - Accelerated BSN August 2015-8

- Accelerated BSN May 2016 Graduates-6
- MSN December 2016 Graduates-3
- MSN May 2016 Graduates-9
- DNP December 2015 Graduate-1
- PhD August 2015 Graduate-1
- PhD September 2015 Graduate-1
- Recruitment, retention, and promotion of diverse faculty, staff and students
- Faculty recruitment
 - Marsha Baker recruited at the National Black Nurses Association Conference for faculty and students. Barbara deRose, faculty, and Maria Alatorre, student recruited at the National Hispanic Nurses Association Conference for faculty and students.
- Diversity in the curriculum and co-curriculum
- IUSON offers several courses that address diversity with discussion about race, religion, and sexual orientation. One course in particular is NURS-S472-A Multi-System Approach to the Health of the Community. Course focuses on the complexity and diversity of groups or aggregate within communities and responding to healthcare needs. Discussions about health disparities and vulnerable populations.
- Climate for diversity
- Marsha Baker is the Co-I of the Summer Medical and Dental Education Summer Program grant along with Dr. Pamela Shaw, IU School of Dentistry, and Dr. Mary Austrom, IU School of Medicine. This is an interprofessional program that will bring underrepresented students to IUPUI summer 2017.
- IUSON offered the 2016 Distinguished Lectureship Conference in which the Davis-Sams Distinguished Visiting Professor Dr. Debra Barksdale presented on impact and value of diversity in improving health and health care.
- Marsha Baker is the Managing Editor for the IUPUI Embrace Diversity Magazine and works closely with Dr. Karen Dace, VC for Diversity Equity and Inclusion and Marketing and Communications. This Embrace publication has been effective in highlighting diversity at IUPUI for recruitment and retention.
- Diversity in civic engagement
- The IUSON also supports faculty, staff, and student community participation in initiatives aimed particularly at the needs of the community such as the United Way campaign, Back Pack Attack, Jam the Jaguars, and the Sharing and Caring initiative as well, providing holiday assistance to underserved families in the local communities.
- IUSON faculty, staff, and students supported the Annual Dr. Martin Luther King, Jr. Celebration Dinner: purchased a table and ad space for the IUPUI 47th Annual Dr. Martin Luther King, Jr. Celebration Dinner and participated in the MLK Day of Service.
- IUSON provides several scholarships for underrepresented students:
 - Barbara Daly Memorial Scholarship-(Minority students)-\$1,200
 - Chi Eta Phi, Sorority, Inc. (Minority students)-\$1,000-\$2,500
 - Francis G. Lehmanns (Minority Graduate students only)-\$1,000
 - Harry and Stella Shoemaker (Females, IPS or Marion County graduate)-multiple scholarships \$40,000
 - Monserrat Callagan-Minus Nursing Scholarship (Asian descent, preference to Pilipino)-\$1,000
 - Rosalyn L. Weems Memorial Scholarship (Minority, Bloomington only)-\$1,000
 - LaVern V. Sutton Award (African American graduating senior)-\$250.00

- Robert Wood Johnson Foundation (minority students, accelerated BSN program only)- Ten-\$10,000 scholarships
- NIH-T32 grant-(minority PhD students only)-Stipend
- Thomas Shaklin Scholarship (diversity activities)-\$8,000 multiple awards

Future Plans and Priorities

- In the coming Academic Year, Marsha Baker will work to prioritize and implement the Diversity Strategic Plan that she and several faculty, staff, and students were instrumental in developing.
- Student Services
 - Sun Yet Sen University Visit

During the 2015 fall semester, IUSON hosted four visiting students from Sun Yet Sen University. The Office of Student Services collaborated with the Assistant Dean for Global Affairs to plan and host various events for IUSON students to engage in both classroom and extracurricular activities. Nursing students were invited to participate in various school events and also hosted activities to help the SYSU students engage with students from various backgrounds while visiting the United States.
 - Undergraduate Recruitment Activities

During the 2015-2016 academic year, IUSON participated in various undergraduate recruitment activities including: conducting information sessions; participating in resource fairs; and hosting student visits to IUSON. Some recruitment event highlights include:

 - Nursing JagDay Sessions-program designed to put prospective students in direct contact with nursing faculty, staff, and students.
 - IUPUI Decision Day-High school seniors and their families visit with school/department representatives to answer questions in hopes of helping to make their final decision to attend IUPUI.
 - Destination IUPUI-high school juniors are invited to learn about the admissions process, tour campus and visit with academic units.

These events allowed key IUSON leaders to meet with approximately 300 prospective nursing students from various backgrounds and their families to share information about undergraduate program tracks and highlight the numerous opportunities and programs available to nursing students who choose to attend IUSON.

- IUSON Student Ambassadors – Each year 10-15 undergraduate nursing students are recruited to serve as IUSON Student Ambassadors--students from both traditional and accelerated BSN program tracks. The Student Ambassadors consist of a diverse group of students from various backgrounds help IUSON to promote IUSON to students, alumni and the community. During the 2015-2016 academic year, student ambassadors assisted with various events including: Individualized Student Visits, IUSON Graduation Programs, IUSON Induction Programs, IUSON Building Tours Re-dedication Ceremony of Ball Nurses Sunken Garden, and Sigma Theta Tau Induction Program.
- IUSON Student Awards and Honors

In an effort to recognize both undergraduate and graduate students many accomplishments, each year the IUSON hosts the IUSON Student Awards Programs. IUSON's Student Services has also worked closely with the various departments within the School to advertise and personally invite nursing students to compete for campus and

national awards. Students are provided with the opportunity to attend information sessions and connect with previous recipients to assist them in preparing competitive applications.

- Highlights of the recognition of the numerous accomplishments by a diverse group of undergraduate and graduate students in 2015-2016.
 - Megan Coleman and Augustina Hone were selected to participate in the VA Learning Opportunities Residency (VALOR) Valor Program sponsored by the Rodebush VA Medical Center. This program gives outstanding junior nursing students the opportunity to develop competencies in clinical nursing while at a VA-approved health care facility.
 - Four undergraduate students were recipients of the William M. Plater Civic Engagement Medallion: Lisa Edgington, Alexandra Evans, Allison Rager, and Emily Storkman. The Plater Medallion is designed to honor graduating IUPUI students who have shown an exemplary commitment to the community and who have developed an ethic of civic mindedness.
 - The IUSON culture committee expanded its membership and added more staff and faculty participants. The committee reviewed two reports, one for the campus that related to diversity and the climate here at IUSON compared to IUPUI; and one in which the IUSON staff and faculty were gauged on they felt about the culture of the IUSON. The group discussed many ways to help improve the scores of the reports and divided into two groups—one aimed at studying and planning to increase diversity in the IUSON and one aimed at improving the culture at the IUSON. The culture committee discussed strategies and decided to hire an outside consultant. They interviewed two candidates and chose one who will start this August. They also discussed other ideas that they will bring to fruition this fall.
 - Julie Otte, Emily Hardwick and Kristen Heath visited Rolls Royce to gain information on how they improved their culture in the workplace and to view their processes for workplace efficiency, focusing on how managers broke down barriers with those they supervise.
 - Julie Otte visited the Carmel Rotary Club this summer to listen to a guest speaker on organizational culture and change. She shared her remarks with members of the culture committee.
 - Departments in the building are now sending out “Get to Know You” emails about new hires.
 - The Staff Council presidents are working with Lisa Wagnes and Sharon Crofts to create a staff orientation.
 - Staff Council presidents are now “welcoming” new staff members with personalized cards and IUSON “gifts.”

Future Plans and Priorities

- The culture committee has selected a consultant and will begin an implementation plan in August 2016.
- The strategic plan will be implemented fall 2016.
- The Staff Council will continue to expand their work foster an environment that is inclusive and welcoming.
- The Staff Council is planning for their annual staff retreat for this fall and will focus on wellness: physical, spiritual, mental.

School of Physical Education and Tourism Management

Highlights and Accomplishments

- Expanded diversity of faculty by hiring Dr. Godwin-Charles Ogbeide from the University of Arkansas.
- Recruited two IPREP fellows that will work for one year with Department of Kinesiology faculty in their labs. Mutsa Godza, student in the Department of Kinesiology, and Shaquitta Dent, an undergraduate student from Stillman College, were selected as IPREP Fellows. IPREP is a National Institute of Health program awarded to IUPUI (\$1.25 million grant) to prepare undergraduate students from underrepresented minority populations, including students with disabilities, for admission to graduate programs in the biomedical and behavioral sciences.
- Associate Dean Rafael Bahamonde participated in a faculty delegation to Stillman College to engage Stillman in the IU STEM Initiative. While there, Dr. Bahamonde explored a teaching collaboration in Biomechanics.

Future Plans and Priorities

- Increase the diversity of adjunct faculty
- Continue to increase the diversity of the student body and provide support

School of Public and Environmental Affairs

Highlights and Accomplishments

- SPEA's diversity recruitment efforts have resulted in the school having a more diverse student population than that of the institution:

Fall 2015 (IUPUI)	Fall 2015 (SPEA)
9.8% Black	12.6% Black
5.7% Hispanic	7.3% Hispanic

- SPEA hired two new full-time faculty with administrative responsibilities to focus on diversity efforts and community engagement (Tamra Wright and Marshawn Wolley).
- The LEAD program, which provides mentoring for first generation and underrepresented students and scholarships for mentors and mentees, continued to expand, developed a new strategic plan, and has a new director
- SPEA participated in and sponsored a variety of diverse events, including the MLK Dinner, Cesar Chavez dinner, Urban League, Indiana Latino Institute, Celebration of Black Graduate, and LGBTQ dinner;
- Held our annual SPEA retreat at the Center for Leadership Development, and had their director, Dennis Bland, speak about their mentoring programs for underrepresented middle school and high school students
- A Diversity Cabinet with faculty, staff and student representation was created to assist with strategic planning efforts related to diversity goals.

Future Plans and Priorities

- Collect information and follow up with underrepresented students that express an interest in SPEA at recruitment and enrollment fairs (strategic emails throughout the year to continue engaging students as they prepare to make their college choice);
- Develop relationships with school district leadership at various levels so that they are knowledgeable about what SPEA has to offer students (goal is to increase the number of students of color from Center Township);
- Work with pre-college support programs like Upward Bound to introduce students to SPEA;
- Continue to host an Upward Bound intern for the summer in an effort to recruit that student and others into SPEA;
- The Director of DEI shall serve as an “expert in residence” in UCOL in an effort to interact with undecided students and provide them with information about SPEA;
- Ensure that there is at least one person that has gone through diversity training on every staff and faculty search committee, and we had the OEO give a presentation on good hiring practices at our annual retreat for all faculty and staff.

School of Science

Highlights and Accomplishments

- The percentage of URM students graduating from SOS increased 48% in 2015 from the previous year.
- The percentage of URM students in the SOS increased 10% in 2016 from the previous year.
- Established SOS Diversity Council. Group is led by faculty, staff and students who are interested in developing a more inclusive climate. The group promotes movies, speakers, and events. In addition, they provide feedback to the Dean regarding issues impacting all constituents in the school.
- Developed new bilingual recruiting materials for Latino students.
- Partnership with ILHEC (Indiana Latino Higher Education Council). They are a local group that provides small grants for Latino students. The SOS has promised to match those grants if the students attend IUPUI with the intent of pursuing a degree in science. www.ilhec.com
- SOS Partnered with La Plaza – Hosted Science Career Day in Spring 2016 in partnership with CICF and Indiana Latino Scholarship Fund partners, led by La Plaza. In addition to 2 admitted students, 20 students from La Plaza who have expressed interest in science careers attended.
- NSF grants \$1.1M to IUPUI for nanotech camp for high school students, teachers. The National Science Foundation has awarded a three-year grant of \$1.1 million to IUPUI to provide nanotechnology experiences for high school students and teachers in the Indianapolis metropolitan area. Faculty in Engineering and Technology are leading this initiative with partnership from school of science faculty. Faculty from the Nanotechnology Experiences for Students and Teachers program, aim to provide STEM education for underrepresented minorities, will introduce area high school students and high school teachers to the field of nanotechnology via concentrated. <http://science.iupui.edu/news/nsf-grants-11m-iupui-nanotech-camp-high-school-students-teachers>
- IUPUI chemist receives \$1.1 million for research, training of future minority researchers. Lisa M. Jones, an assistant professor of chemistry and chemical biology in the School of Science at IUPUI, has received the National Science Foundation's most prestigious award

in support of junior faculty. Jones' \$1.1 million NSF CAREER Award funds the development of a novel approach to the study of cell membrane proteins in their native cellular environment -- work fundamental to gaining a better understanding of protein misfolding, which has been linked to life-limiting human diseases including cystic fibrosis. The award also supports state-of-the-art research training for undergraduate students from historically black colleges and universities as well as both undergraduate and graduate students from IUPUI, who will work on the cutting-edge science in Jones' laboratory. <http://science.iupui.edu/news/iupui-chemist-receives-11-million-research-training-future-minority-researchers>

- IUPUI's James Hill among youngest African-American tenured professors in computer science. James Hill, an associate professor of computer and information science at IUPUI, is one of the youngest African-Americans to become a tenured professor in computer science at a research university in the U.S. Hill, who joined the School of Science faculty in 2009, credited the Department of Computer and Information Science and its dean for supporting his tenure effort. Hill said the importance of this achievement lies with the example it offers others, showing them "if I could do it, so could they." <http://science.iupui.edu/news/iupuis-james-hill-among-youngest-african-american-tenured-professors-computer-science>
- Undergraduate Research Mentoring in the Biological Sciences (URM) Program completed. Drs. Steve Randall and Brenda Blacklock are in the final months of a 5 year, \$943,000 NSF grant. The goal of the program is to broaden participation and increase the diversity of biologically-engaged scientists. To date the program has supported 27 students (support totaled \$740,500). Five students are currently completing the program. Of the 22 previous participants, 5 are currently in PhD or MD/PhD research based programs, 5 are in or have completed a M.S. program, 5 are in a medical/health professional school, and 5 are employed locally in science research positions. <http://science.iupui.edu/news/increasing-diversity-future-life-science-researchers>.

Future Plans and Priorities

- In the Upcoming Academic Year
 - Future plans include continuing the collaboration with the ILSF during a Fall Science Career Day for URM students and adding an additional spring event tied to research and hands-on activities.
- Longer-term
 - Increase the number URM faculty by 50% by 2018 (N = 2-3 faculty).
 - Increase the number of tenure-track female faculty by 25% by 2018 (N = 5).

School of Social Work

Highlights and Accomplishments

- The School has one of the most diverse faculties on the IUPUI campus.
- The School has an active diversity committee.

- The BSW Program continues to work with the IUPUI initiative to admit transfer students from Ivy Tech into the social work program and provide orientation and advising support to the students in advance of the transfer
- The BSW program actively participates with IUPUI units and initiatives including Admissions, General Studies, University College, and others, to ensure all students have information about social work. The BSW students are part of the High Ability Transfer Scholarship Opportunity.
- The PhD Program works collaboratively with the Office of International Affairs in attracting and enrolling international students.

Future Plans and Priorities

- In the Coming Academic Year
 - Dr. Susan Larimer is planning a trip to India in December with BSW and MSW students to Kolkata, India to visit an organization called Sari Bari. The organization helps women exit the sex trade and teaches them how to sew so that they can make a living.

Office of Community Engagement

Highlights and Accomplishments

- Diversity in civic engagement:
 - IUPUI served as the title sponsor for the [Steward Speaker Series](#), a long-running speaker series that brings prominent African-American leaders to Indianapolis. Highlights this year included hosting Star Jones and Dr. Cornel West on campus. Also had prominent representation for the engagements featuring Common and the opening panel session.
 - Reinvigorated the African American alumni program in Central Indiana, Indianapolis Chapter [Neal Marshall Alumni Association](#), through: (a) realignment of priorities and strategic planning, (b) transition of leadership that included new officers as well as IUAA, National Neal-Marshall Board and OCE staff commitment, and (c) a shift in paradigm to incorporate the experience and wisdom of seasoned alumni with the energy and innovation of more recent graduates.
 - Provided leadership on the boards of the [Hispanic Business Council](#), the [International Center](#), Sister Cities, and the [Immigrant Welcome Center](#) to build relationships and deepen the connection between the university and major international strategic initiatives.
 - Hosted the [Indiana Black Legislative Caucus](#) for a Town Hall Meeting following the conclusion of the legislative session.
 - Hosted international visitors from Japan, China, South Africa, and Hyderabad Sister City programs, university and economic development delegations.
- Diversity in unit leadership:
 - Increased the African American leadership within the Office of Community Engagement by hiring Richard Bray full time to lead faith-based initiatives and partnerships; hiring Andrea Simpson in the Office of Alumni Relations; and transitioning Vernon Williams from the Chancellor's Office into a strategic

communications and engagement professional to deepen relationships between the university and the community.

Future Plans and Priorities

- Develop the Office of Community Engagement Diversity Plan.
- Execute elements of the Diversity, Equity and Inclusion plan by leveraging relationships and partnerships with community leaders and organizations to achieve higher diversity representation in students, faculty, staff and alumni and a welcoming campus experience for all.
- Support DEI in creating strong relationships and improve perceptions of the university by identifying underrepresented prospects for university boards, search committees, advisory groups.
- Encourage the presentation of diversity reports and initiatives by DEI to alumni and advisory boards, community groups and key influencers. Collaborate with DEI on the Chancellor's Diversity Lecture Series.
- Support DEI in the creation of community-based research award and recognition at the Bringle Showcase.
- Partner with the Office of Diversity, Equity, and Inclusion and University College to assess the effectiveness of programs; to broker partnerships; and better leverage campus resources while enhancing enrollment strategies of diverse populations.
- Deepen understanding of the perceptions of IUPUI among diverse communities seeking access, support and partnership with the university.
 - Develop and manage strategic outreach initiatives through the Neal Marshall Alumni Association and the Center for Leadership Development as well as 100 Black Men/Women, the Links, the Indianapolis Urban League and Black Greek organizations, IU Latino Alumni Association, La Plaza, Indiana Latino Institute, Hispanic Business Council, and the Mexican Consulate.
 - Expand communication channels (e.g., La Voz, The Recorder, The Immigrant and Refugee Welcoming Center Newsletter) to increase enrollments from diverse and underserved populations.
 - Identify and seek internship, job shadow and employment opportunities for African American and Hispanic students through African American and Hispanic networks and alumni.
 - Increase opportunities for campus representatives to work and learn alongside community members encouraging understanding and positive relationships across racial, class and institutional lines. To this end, increasing attention is being given to designing sessions that are co-led by community and academic partners (faculty, students, or staff). It is also being cultivated through hosting more sessions in strategic neighborhoods in the urban core.

Diversity, Equity, and Inclusion

Highlights and Accomplishments

- What better way to promote an inclusive climate than ensure that we all have a better understanding of the current climate, key issues and areas for improvement? Using the comprehensive climate survey administered as a collaboration between DEI and then-Special Advisor to the Chancellor for Assessment, Campus and School-level Diversity Plans have

been created following the framework provided by scholar Daryl Smith. New initiatives have begun including:

- Creation of awards for individuals in recognition of support for diversity in research, service and writing for students, staff and writing
- Creation of the Chancellor's Diversity Lecture Series
- Creation of the Social Justice Book and Lecture Program
- Creation of brown bag small group discussions about current issues for staff and faculty
- Creation of staff reading and discussion group
- Creation of new diversity trainings for staff
- Creation of the new LGBTQ+ Center and Director position
- Informal, half-day retreats with faculty of Color
- Best Practices for recruiting and retaining diverse faculty shared with deans and department chairs

Future Plans

- Work with University Library to diversity readings and curriculum resources
- Work with McKinney Law School to pilot diversity curriculum project

- Adaptive Educational Services (AES)

Future Plans

- AES has worked for the past year with University Council, The Assistive Technology and Accessibility Centers, The Committee on People with Disabilities to develop a training module for all faculty and staff regarding ADA. A "hybrid" version of this module will be presented to the Gateway Faculty Fall Semester 2016/17.
- AES and the Assistive Technology and Accessibility Center along with the School of Social Work is developing a presentation for all faculty and staff who are in the process of going to be in the process to develop online programs. The issue of accessibility is often missed in the design. When Bob Vernon et. al. developed the MSW Direct program there were many obstacles that they had to overcome to make the course accessible. The ATAC, School of Social Work and AES are developing the presentation to present to the faculty the obstacles, the challenges and the successes that MSW Direct experienced. This presentation will enable other faculty to see the importance of universal design and place IUPUI in the front of everyone who is struggling with making online courses accessible. MSW learned a lot from their experience and it would be great for IUPUI to capitalize on their experience and knowledge.

- Multicultural Center (MC)

- Jagversity Peer Educators (JPEs) are undergraduate students committed to promoting multiculturalism and understanding of self and others while increasing awareness and knowledge of diversity-related issues through intentional and meaningful dialogue. JPEs are available to facilitate six different interactive workshops with IUPUI students.

- The 2015-2016 AY began with 9 JPEs who facilitated 28 presentations

Future Plans

- JPEs have requested a more active role MC programming and will begin to plan, execute and evaluate one program in Spring 2017
- Add new staff to work with various student group retention
- Expand Multicultural Leadership Empowerment Program to hold at least two cohorts per semester
- Double number of workshops for 2016-2017

Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments

- Task forces were launched to focus on strategies for improving the recruitment and retention of African American and Latino students.
- A workshop with deans and other campus leaders was held in January to engage in dialogue and generation of action steps to improve campus climate for LGBTQ students.
- The campus held a Holocaust Remembrance Day in spring 2016 to commemorate the loss of lives by Jews and others during the Holocaust.

Future Plans and Priorities

- In the Coming Academic Year
 - Hold the annual Holocaust Remembrance Day in partnership with the Office of Diversity, Equity and Inclusion.
 - Explore means of infusing multicultural education across the curriculum, particularly within the Schools of Liberal Arts and Science.
- Longer Term
 - Expand participation in SREB across academic units and develop a culture of “growing our own.” Partner with Graduate Office on programming intended to retain talent through pathways into the professoriate.
 - Continuously assess, evaluate and improve efforts to diversify the faculty (e.g., START program) and potentially invest more funds to support enhanced effectiveness.
 - Implement strategies for infusing multicultural education across the curriculum.
 - Embed support for multicultural education in the Center for Teaching and Learning.

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments

- CTL partnered with the Office for Intergroup Dialogue and Civil Community to offer an Intergroup Dialogue track in the Curriculum Enhancement grants initiative. In 2015, three IGD track grants were funded for a total of \$25,000, with \$15,000 awarded Carolyn Gentle-Genitty, School of Social Work; \$5,000 to Julia Carboni, School of Public and

Environmental Affairs; and \$5,000 to Kim White-Mills, Department of Communication Studies, School of Liberal Arts.

- The 2015 [TA orientation](#) included two sessions that directly addressed inclusive teaching:
 - Creating an Inclusive Classroom
 - Teaching Across Cultures
- The 2016 [Edward C. Moore Symposium](#) included a concurrent session and a workshop session that addressed diversity and multicultural competence.
 - Unique Experiences of Diverse Graduate Instructors: When Diversity in the Classroom is You
 - Multicultural 101

Future Plans and Priorities

- In the Coming Academic Year
 - Create an inclusivity plan for CTL missions and ordinary practice; and
 - Devote journal club readings/discussions to becoming familiar with and committed to the warrants and best practices for promoting an inclusive campus through inclusive teaching practices.
- Longer-term
 - Make inclusive teaching practices and the assessment of the success of such practices a central element all CTL projects and individual consultations.

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments

- [Nina Scholars](#) contribute to the diversity of IUPUI by recruiting and selecting lower-income students who were raised in the foster care system, who have physical disabilities, or are returning adult students with children. [Bowen Scholars](#) are African American students who transfer from Ivy Tech Community College. About 50% of the scholars since 2001 are African American, Latino, or Native American. All scholars are lower-income and Pell eligible. In addition, 16% of the students have physical disabilities, 29% were raised in the foster care system, and 55% are returning adult students with children.
- The [fall 2015 issue of Embrace](#) highlighted Gabriela Figueroa, a former participant of the [Special Programs for Academic Nurturing](#) (SPAN) and graduate of Crispus Attucks Medical Magnet High School in Indianapolis.
- [Summer Bridge](#) has increased from 35 sections in 2014 to 40 sections in 2015. The 40 sections represent 13 academic schools and programs. Summer Bridge served 950 students last year, up from 723 in 2014. The vast majority of additional students were state aid recipients and from underrepresented minority populations.
- Nearly 32% of TAKE6 scholars have matriculated to IUPUI according to the National Student Clearinghouse. About 71% of TAKE6 participants are African American, 14% are Latino, and 9% are Two or More Races. The program is designed to provide an opportunity for needs-based academically eligible high school seniors in Central Indiana to enroll in up to 6 credit hours tuition free at IUPUI.

Future Plans and Priorities

- In the Coming Academic Year
 - The [Diversity Enrichment and Achievement Program](#) (DEAP) will locate a student data tracking system to better assess and manage the program's ability to track the students' academic performance and participation in DEAP activities (or campuswide activities), such as mentoring, workshops, monthly meetings, study hours, tutoring, etc.
 - First-Year Programs will clarify audience/population for programs, especially in relation to themed learning communities and other first-year interventions, to make sure programs are being developed in ways that allow access and capacity for those students—for example, start developing sections to serve the program's target populations rather than trying to fit target populations into existing sections and structures.
 - [Special Programs for Academic Nurturing](#) (SPAN) and Accelerated College Immersion Programs will increase IUPUI student diversity by purposefully growing the number of students from underrepresented populations who enroll in and successfully complete courses at IUPUI through early college accelerated immersion programs.
 - [University College](#) Student Affairs will expand the number of TRIO programs and grants at IUPUI to increase the access and support for first-generation, low-income students. The goal is to have two current TRIO grants renewed and to have two additional TRIO grants awarded to University College in the next funding cycle.
- Longer-term
 - The [Diversity Enrichment and Achievement Program](#) will increase the first-year retention rates of student participants to meet or to exceed the overall campus retention rates of all students.

EVCCAO Enrollment Management

Highlights and Accomplishments

- The Task Force for African-American Recruitment and Retention and the Task Force for Latino Student Recruitment and Retention delivered their reports and recommendations to campus administration and additional funding was identified for student advising support that accompanied expanded aid funding for students with unmet need, many of whom would be from these two groups.
- Minority beginners are up 6.4%, led by increases in Hispanic/Latino students (+10.7%) and students identifying themselves as two-or-more races (+40.6%)
 - Hispanic/Latino beginners are the largest group of minority beginners with 280 students (7.7% of beginners). African-Americans are next with 265 students (7.3%), followed by two-or-more races (201, 5.5%) and Asians (142, 3.9%).
 - This is the first year that Hispanic/Latinos account for the largest share of minority beginners
- This is the most diverse enrollment in Indianapolis campus history, with minority students constituting 23.9% of the total campus (compared with the previous record of 23.1% last year).
 - Minority student enrollment grew by 91 heads (+1.4%). At the same time enrollment by Whites dropped 622 (-3.1%).
 - African-Americans continue to account for the largest share of minority enrollment with 9.8% of total campus heads, followed by Hispanic/Latino at 5.7% and Asian

with 4.7%. Students identifying themselves as two-or-more races constituted 3.5% of total Indianapolis enrollment

Ethnic Distribution Fall 2014 and 2015

Indianapolis campus only

Beginner

IN	2014	share	2015	share	Change	% Change
Hispanic	253	7.1%	280	7.7%	27	10.7%
African American	307	8.6%	265	7.3%	-42	-13.7%
American Indian	2	0.1%	3	0.1%	1	50.0%
Asian	135	3.8%	142	3.9%	7	5.2%
Hawaiian	0	0.0%	3	0.1%	3	n/a
Two or more	143	4.0%	201	5.5%	58	40.6%
Minority	840	23.4%	894	24.7%	54	6.4%
White	2,623	73.2%	2,607	72.0%	-16	-0.6%
Unknown/Other	16	0.4%	16	0.4%	0	0.0%
International	105	2.9%	105	2.9%	0	0.0%
Total Enrolled Beginner	3,584	100.0%	3,622	100.0%	38	1.1%

Campus ethnicity

IN	2014	share	2015	share	Change	% Change
Hispanic	1,512	5.2%	1,633	5.7%	121	8.0%
African American	2,922	10.1%	2,785	9.8%	-137	-4.7%
American Indian	30	0.1%	27	0.1%	-3	-10.0%
Asian	1,274	4.4%	1,325	4.7%	51	4.0%
Hawaiian	21	0.1%	24	0.1%	3	14.3%
Two or more	938	3.2%	994	3.5%	56	6.0%
Minority	6,697	23.1%	6,788	23.9%	91	1.4%
White	20,050	69.3%	19,428	68.3%	-622	-3.1%
Unknown	301	1.0%	233	0.8%	-68	-22.6%
International	1,897	6.6%	1,981	7.0%	84	4.4%
Total	28,945	100.0%	28,430	100.0%	-515	-1.8%

- Ivy Tech is a significant source of minority transfer students at IUPUI. 32% of all Fall 2015 IUPUI students who previously attended Ivy Tech-Central Indiana came from minority groups compared to 25% of all IUPUI undergraduates. These students constituted nearly one-quarter of IUPUI's overall undergraduate diversity in Fall 2015.
- The number of IUPUI students who previously attended an Ivy Tech campus constituted 19% of IUPUI's overall undergraduate enrollment in Fall 2015, up slightly from an 18% share in 2014.

	Previous ITCI Students	Overall IUPUI Undergraduate Population
Total Number of Students Enrolled - Fall 2015	3,804	20,361
Enrollment Status		
Full-time	69%	78%
Part-time	31%	22%
Race/Ethnicity		
Total Minority	32%	25%
African American	17%	11%
Asian American	4%	4%
Hispanic	6%	6%
Native American	<1%	<1%
Native Hawaiian	<1%	<1%
Two or More Races	4%	4%
All Others	68%	75%
Gender		
Female	52%	56%
Male	48%	44%

- The Office of Undergraduate Admissions continued adding Spanish language elements to its communications, including a Spanish-language brochure (updated annually) and [website](#). The office supports a Spanish language phone and email response team as well.
- The Office of Undergraduate Admissions, in collaboration with the Office of Diversity, Equity and Inclusion, collects tribal information for American Indians.
- The Office of Undergraduate Admissions began segmenting out its diversity communications by specific ethnicity.
- The Office of Undergraduate Admissions attends high school and college fairs. Additional detail appears above.
 - Scholarship Programs
 - Through the Office of Student Scholarships ODAA was provided with a private foundation account to assist undocumented and deferred action students. This funding has been used over the past three years to assist those students who may have previously received IUPUI scholarships and now are ineligible to receive institutional funds. The second priority established for these funds is to provide assistance to undocumented and deferred action students who are closest to graduation.
 - As previously stated, the graduate assistant dedicated to providing support to DACA students and their families has helped to promote the Degree Attainment Program. Students have been very thankful for the support those funds have provided. The Office of Student Scholarships has been instrumental in helping to identify these resources and is an integral partner in supporting this population.

Award Year	# Awardees	Average Award	Previous IUPUI Scholarship Recipients	Avg GPA	# Graduates	Avg Graduating GPA
2011-2012	7	\$8,599	7	3.294	6	3.28
2012-2013	4	\$8,500	4	2.971	4	3.12
2013-2014	3	\$7,729	1	3.133	0	0
2014-2015	9	\$3,667	1	3.5333	1	3.38
2015-2016	14	\$2,100	0	3.3448	0	0

2015-16 Ethnicity
Hispanic-11
Hispanic/White-2
Black/African American-1

2015-16 Majors	
Business-3	Pre-Nursing-1
Math-3	Web Development-1
Computer Science-2	Pre-Elementary Education-1
Spanish-1	Dental Hygiene-1
French-1	Biomedical Engineering-1
ASL-1	Mechanical Engineering-1
Music Technology-1	Electrical Engineering-1
Biology-1	<i>Some students have double majors</i>

- High Ability Transfer Scholarship
 - The high ability transfer was established to enroll and graduate newly admitted transfer students who will enhance the diverse learning environment at IUPUI. Given that the funds are limited the program has only been able to accommodate a limited number of students each year. The program has been successful in helping to retain and graduate high achieving students within a timely fashion.

Cohort	# New Scholars	Average Incoming GPA	Average Transfer Hrs.	# Scholars 1 yr Retention	1yr retention rate	# Grads	Avg Grad GPA	2 Yr Grad Rate
2013-2014	7	3.64	75	5	71%	4	3.67	57%
2014-2015	4	3.89	81.75	4	100%	1	3.52	50%
2015-2016	6	3.87	65.6	2	83%	2	3.87	N/A

Future Plans and Priorities

- Develop a personalized communications stream for newly admitted students of color.
- Promote IUPUI from an affordability standpoint.
- Develop a more coordinated system for awarding diversity related scholarships for freshmen and transfer students.
- College Awareness
 - Create relationship with middle & high schools in Marion and Lake Counties that promote future college attendance.
 - Develop learning outcomes for all college awareness presentations conducted by Diversity Access and Achievement staff.

- Promote college enrichment programs offered through IUPUI to diverse student populations and influencers
- Develop an engaging and culturally relevant presence for the Diversity Access and Achievement [website](#).

EVCCAO Faculty Appointments and Advancement

Highlights and Accomplishments

- Continues to support START program to promote a more diverse faculty, that in turn enhances an inclusive campus climate

EVCCAO Graduate Office

Highlights and Accomplishments

- Provide oversight for the Summer STEM Scholars program which brings diverse undergraduates to IUPUI and IUB for research.
<http://stem.indiana.edu/summer-scholars-institute.html>
- Worked to bring a new HBCU partner to our IU STEM Summer Institute for Faculty with support from the University Graduate School and a grant from the US Department of the Navy <http://stem.indiana.edu/faculty.html>
- Provision of fellowship support to promote diversity in our IU doctoral programs through resources from the President's Diversity Initiative. Fellowships for recruitment and retention were provided to 4 IUPUI doctoral students from groups traditionally under-represented in science and medicine in 2015-2016.
<http://graduate.iupui.edu/about/diversity.shtml>
- Sponsorship of the graduate and professional student organization UPnGO, Underrepresented Graduate and Professional Student Organization including support for meetings as well as community and career development activities.
- Graduate student diversity emissaries traveled to SREB, as well as two HBCUs, in the latter case to provide programming to undergraduate students on those campuses and to meet faculty. Institutions included Stillman College and Tuskegee University.
- Faculty exchanges were held with Stillman College and Tuskegee University. IUPUI faculty delivered workshops on these campuses, and a Stillman faculty member will visit IUPUI in July, 2016. The Stillman faculty member will speak to students in our IPREP and Bridges to the Doctorate programs. The Graduate Office organized and sponsored these exchanges.
- Brought Dr. Keisha Blain from the University of Iowa to IU and IUPUI to meet students and faculty as part of the Trailblazers and Innovators seminar series on mentoring diverse graduate and professional students. <http://graduate.indiana.edu/about/news/news4.shtml>
- Graduate Office staff along with graduate students traveled to following diversity forums and meetings during 2015-2016: Southern Regional Educational Board and the Compact for Diversity, ABRCAMS (Annual Biomedical Research Conference for Minority Students), SACNAS (Society for Advancement of Chicanos, Hispanics, and Native Americans in Science), Louis Stokes Midwest Center of Excellence, National Association of Black Chemists and Chemical Engineers, and the University of California-Santa Barbara Diversity Forum.

- The Graduate Office provided support to campus diversity programming including the Asian Heritage Dinner, dinner program from the LGTBQ Faculty and Staff Council, and the Black Grads Matter: Fulfilling the Promise reception.

Future Plans and Priorities

- In the Coming Academic Year
 - Bring experts in mentoring diverse graduate and professional students to campus.
 - Consider the development of a Graduate Diversity Council on campus to share best practices among faculty and staff in mentoring students.
- Longer-term
 - Contribute programs to CIRTL at a national level which reflect our expertise in mentoring diverse students.

EVCCAO Honors College

Highlights and Accomplishments

Nothing reported for Goal 9

EVCCAO Institutional Research and Decision Support (IRDS)

Highlights and Accomplishments

- Restructured, expanded, and pulled together all data for IUPUI's Diversity Report
- Provided data for the Higher Education Excellence in Diversity (HEED) Award
- Administered ADVANCE Pilot Surveys and served on Academic Affairs ADVANCE Grant Committee
- Disseminated information from Climate Survey to variety of decision makers
- Evaluation of the Multicultural Center's JagVersity Peer Educator Program Served as a facilitator for faculty, staff, and student Town Halls regarding climate concerns
- Helped facilitate administrator/dean meeting regarding LGBTQ+ student concerns Served on Recruitment and Retention of Latino Faculty/Staff Taskforce (Mitchell)
- Served on University College's Diversity Committee, MOSAIC (Mitchell)
- Served on the Chancellor's Diversity Cabinet (Mitchell)
- Served on Office for Women Advisory Board (Mitchell)
- Served on Office of Equal Opportunity Advisory Board (Mitchell)
- Served as Chair of LGBTQ+ Center Director Search (Mitchell)
- Served as Advisor, LGBTQ+ Student Alliance (Mitchell)
- Served as Member, LGBT Faculty and Staff Council (Mitchell)
- Results from Climate Survey directly related to all unit institutional diversity planning materials, used to inform meetings with administrators, town halls, and taskforces related to creating a welcoming campus, and directly related to the creation of the LGBTQ+ Center at IUPUI aimed at climate and retention concerns for LGBTQ+ students at IUPUI (opened March 2016)
- Committees, taskforces, meetings with administrators, etc. serve as evidence of increased awareness of diversity concerns at IUPUI

- IRDS staff responded to numerous data requests to inform different task forces on African American students and Latino students. Each task force considered the information provided extensively when making recommendations.
- IRDS staff worked extensively with the Diversity Enrichment and Achievement Program (DEAP) to report information on program participants and design assessments to monitor the effectiveness of programs.
- IRDS staff shared information from [NSSE demonstrating that IUPUI students were less likely than students from peer institutions to report interacting with others who are different.](#) This data prompted a number of conversations about ways in which IUPUI faculty and staff might better foster interactions across differences.

Future Plans and Priorities

- Continue to help Diversity, Equity, and Inclusion better understand programmatic needs, success of faculty, staff, and students from marginalized communities
- Help investigate the counting of LGBTQ+ students for the newly created LGBTQ Center – in conjunction with Purdue University
- Work with Diversity, Equity, and Inclusion to create database of diversity efforts and potential areas of collaboration across campus
- Participating in a number of campus committees, taskforces including a newly formed committee designed to analyze University College’s programs and policies with special attention to diversity
- Inclusion of any demographic data available (typically race/ethnicity and gender only) on interactive reports to help inform decisions across campus

EVCCAO International Affairs

Highlights and Accomplishments

- [International House \(I-House\)](#), a living and learning community for international and American students in Riverwalk Apartments, began a process of expansion leading up to its 25th anniversary. OIA developed a plan for the expansion, growing from the current 44 students in International House to a total of 64 students, with 20 additional in the neighboring Hardrick House.
- Approximately 100 IUPUI staff and faculty received international diversity training from the Office of International Affairs.
 - OIA facilitated three sessions of Acirema, an interactive activity simulating the experience of international students wishing to come to the U.S. to Bepko Learning Center mentors and staff, University College advising staff, and various other departments.
 - OIA provided intercultural training to staff in the IU School of Informatics, who have seen an increase in both international students and international researchers. The two sessions of training utilized international scholars with Informatics as cultural informants.
- OIA participated in an assessment of the [International Summer Bridge program](#) in coordination with University College and Institutional Research and Decision Support to determine the effectiveness of the program, and inform planning for how best to structure international and domestic student interaction in the program..
 - 75% of International Summer Bridge students agreed or strongly agreed that participating in Sumer Bridge enabled them to “adjust to college life”.

- Students in an International section indicated higher levels of agreement that after Summer Bridge, they had a satisfactory opportunities to “adjust to college”, “feel like I was part of a community”, and “feel like I am part of the IUPUI community or that I fit in here”.

Future Plans and Priorities

- Expand the International House living and learning residence life program from 44 to 64 residents in 2016-17, while increasing opportunities for engagement between international and US students. Showcase I-House as a model for intercultural learning through targeted programming and conducting pre-and post-assessments of global learning outcomes for participants.
- Longer-term expansion goals for I-House are to double the program to 88 residents, so that all residents of each participating building are I-House residents.
- Celebrate the 25th anniversary of I-House by planning events to reengage alumni and community partners during the week of IUPUI’s Regatta in September 2016.
- Develop a programming plan for the increased engagement of IUPUI international and domestic students. Implement at least one new program by Fall 2017.
- Enhance the current international spouse program that provides support to accompanying international spouses and partners by including participant leadership.

EVCCAO Office for Women

Highlights and Accomplishments

- All programming efforts of the Office for Women are directed toward achieving our mission “*promoting and supporting an inclusive working and learning environment that benefits women and men so that all may attain their full potential and become effective citizens of their community and the world*” which is in direct alignment with this goal. Specific activities to meet this goal include:
 - Providing assistance and direct services to address occupational, rehabilitative, or personal concerns of women and families
 - Providing leadership and professional development training and creating leadership development opportunities to support women in reaching their full potential
 - Fostering a mentoring culture by developing internal mentoring programs and encouraging outside mentoring opportunities
 - Monitoring the campus climate and the status of women and advocating for gender and pay equity
 - Developing networks of support and connection to support and advance women
 - Recognizing and celebrating the achievements of women on campus
 - Developing informational programming on issues of immediate concern to women and their families
 - Developing linkages to community groups for collaborations and partnership
 - Sponsoring and conducting research on gender and diversity issues
 - Educating the campus community on gender issues
 - Promoting a safe environment and supporting bystander intervention measures for everyone’s safety

- All programming efforts of the office in leadership, mentoring, multicultural pedagogy, women's history month as well as our research and monitoring efforts are documented on the Office for Women website at: <http://ofw.iupui.edu>

Future Plans and Priorities

- The Office for Women will continue to direct efforts, services, and attention to its mission of *promoting and supporting an inclusive working and learning environment that benefits women and men so that all may attain their full potential and become effective citizens of their community and the world.*

EVCCAO University Library

Highlights and Accomplishments

- Examples include: recruitment, retention, and graduation of diverse undergraduate and graduate students, recruitment, retention, and promotion of diverse faculty and staff, diversity in unit leadership, special recognition for diversity efforts, diversity in the curriculum and co-curriculum, climate for diversity, diversity in civic engagement, etc.
 - The library seeks to provide a safe and welcoming place for all students to do their academic work.
 - Responding to the 2014 climate survey, the library's Diversity Council conducted a series of cultural competency workshops for library staff.

Future Plans and Priorities

- In the Coming Academic Year
 - Continue current efforts

Finance and Administration

Highlights and Accomplishments

- Human Resources – Employment Consultants attended several job fairs to increase diversity for special populations such as veteran groups, minority groups and disability communities.
- Office of Intergroup Dialogue and Civil Community - Civil Discourse Symposium: The IGD/CC Office convened a number of offices across campus to develop and facilitate the first annual *Civil Discourse Symposium* which was held on April 4, 2016 and attended by over 120 participants, including students, staff, faculty, retirees, and community members. The theme for the first symposium was *April 4, 1968* regarding the assassination of Martin Luther King, Jr. and Robert Kennedy's speech in Indianapolis that night. The symposium also included three concurrent sessions. The goal of the symposium is to present models of civil discourse for students and others to consider as they engage in awareness and advocacy efforts involving meaningful and often controversial social, political and cultural issues on campus or in the nation and world.
- Co-curricular IGD-related programming for students and student leader: The IGD/CC Office supported the development of and advised and coached four of the eight Office of Student Involvement Social Justice Scholars and 10 Residence Advisors to facilitate dialogue processes among student peers on important and often controversial social, political and cultural issues. During the 15-16 academic year, Social Justice Scholars facilitated eight

“pass the mic” events with 370 attendees and four “Shop Talks” with 60 attendees, and Residence Advisors facilitated three dialogues with 23 attendees. The IGD/CC Office also assisted in facilitating five “Let’s Talk About It” dialogue programs with the Multicultural Center with 47 attendees two campus-wide Town Halls initiated by the Chancellor with 175 faculty, staff and student attendees.

Future Plans and Priorities

Nothing reported for Goal 9

Planning and Institutional Improvement

Highlights and Accomplishments

Nothing reported for Goal 9

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- Collaborated with Women of Color Research Network (WoCRN) and NIH staff in establishing an IU chapter and planning activities. Two NIH program officers visited IUPUI September 2015 to present on programs and efforts available to support minority women researchers in the biomedical sciences and beyond. Minority researchers from the IU campuses also participated in a lunch discussion on the topic of how best to support the research and advancement needs of IU women of color. The September visit served as the official launch of the IU Women of Color Research Network (IU WoCRn). A needs assessment was conducted in early 2016 to help guide programming and support for the over 350 members.
- The Developing Diverse Researchers with InVestigative Expertise (DRIVE) program is designed to enhance the diversity and research and creative activity mission of IUPUI. Faculty from historically underrepresented populations, usually defined as African-American, Latino-American, Native American, Pacific Islanders, and women are particularly encouraged to apply. The DRIVE program supports projects that have the potential for sustainability through external funding. (See award chart on page 3)
- Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (EMPOWER). The EMPOWER program has been developed to support IUPUI faculty who are historically underrepresented and/or excluded populations in their discipline or area of scholarship and historically denied admission to higher education or that discipline, 1) to become successful in sponsored research and scholarly activity, and 2) to achieve significant professional growth and advancement. (See award chart on page 3)
- The IUPUI Diversity Scholars Research Program (DSRP) is directed toward academically talented first-time or incoming transfer students. Scholars who contribute to the overall diversity of the IUPUI campus and wish to pursue research in an academic setting are encouraged to apply. Participants in the program are members of a community of undergraduate students who benefit from individual support, research activities, and scholarship funding that leads to graduation with a four-year degree.
<http://crl.iupui.edu/programs/DSRP/index.asp>
- Continued the Indiana University-Purdue University Post-Baccalaureate Research Program (IPREP) which prepares recent college graduates, who are students from underrepresented

minority or disadvantaged populations, for admission to graduate programs in the biomedical and behavioral sciences. <http://iprep.iupui.edu/>

- Nanotechnology Experiences for Students and Teachers Program (NEST) provides STEM Education for underrepresented minorities to area high school students and teachers to the field of nanotechnology. <http://indi.iupui.edu/ITEST.php>
- Accepted students from various underrepresented groups including students of color, LGBTQ+, veterans and disabled students to UROP and MURI programs.

Future Plans and Priorities

Nothing reported for Goal 9

Student Affairs

Highlights and Accomplishments

- The Division of Student Affairs was recognized as a [Most Promising Place to Work in Student Affairs](#) – one of 19 campuses to receive such recognition from *Diverse: Issues in Higher Education* and The Center for Higher Education Enterprise at The Ohio State University.
- The Office of Student Conduct staff spent nearly 100 hours presenting to over 1,800 attendees on issues surrounding how faculty can effectively address disruptive classroom behavior, addressing academic misconduct, and sexual assault education and prevention, among other related topics.
- The Office of Health and Wellness Promotion received a \$10,000 Transforming Youth Recovery to support the first collegiate recovery community in Indianapolis. The recovery community is a student organization that helps students maintain their alcohol and drug addiction recovery, reduces the stigma associated with addiction treatment, and increases access to recovery services. In addition, CAPS received a renewal of a \$200,000/year grant focused on sexual assault prevention from the Indiana State Department of Health.

Future Plans and Priorities

Nothing reported for Goal 9

University Information Technology Services (UITS)

Highlights and Accomplishments

- The IUanyWare team delivered a specialized set of tools and a virtual desktop focused on Accessibility Computing to all university students, faculty, and staff. The unit moved into production in winter 2015, and successfully delivers JAWS and other accessibility features to address the computing needs of those with visual impairments. The team plans to expand the use of these tools by working closely with the IUPUI accessibility department during the 2016-2017 school year.
- MaRita Ward, shift lead for IU's Global Research Network Operations Center in Indianapolis, is a recipient of a 2016 Gender Diversity Award from Internet2. Each year, the awards provide funding to allow emerging IT female professionals to attend Internet2 technical conferences, smoothing their entry into the information technology field and the Internet2 community. The awards were presented at the 2016 Internet2 Global Summit in

Chicago. <https://itnews.iu.edu/articles/2016/globalnoc-staffer-marita-ward-earns-internet2-gender-diversity-award.php>

Future Plans and Priorities

Nothing reported for Goal 9

Develop Faculty and Staff

Athletics

Highlights and Accomplishments

- Department maintained same head coaching leadership from 2014-2015 to 2015-2016 seasons
- Head Men's Tennis Coach, Brandon Currie, completed his Doctorate in Urban Education at IUPUI last October.
<http://www.iupuijags.com/coaches.aspx?rc=437&path=mten>

Columbus

Highlights and Accomplishments

- The Office of the ADAA, CTL personnel, the chair of the Faculty Affairs Committee, FACET members, and interested faculty planned and delivered the 2015 IUPUC Fall Faculty Development Mini-Conference in August 2015 (Q1 AY 2015-2016).
 - The CTL provided several workshops on teaching and learning for full-time and part-time faculty.
 - Staff Council provided a series of professional development workshops for faculty and staff.
 - The ADAA updated promotion and tenure materials and posted online, and presented promotion and tenure workshops, including updates on policies and practices and use of eDossier. The ADAA also arranged to have Gail Williamson from IUPUI provide a workshop on promotion to senior lecturers at IUPUC.
 - CTL and UITS were able to record some faculty development workshops for web-based review or replay.
 - Several IUPUC faculty participated in IUPUI's Mentoring Academy and several participated in IUPUI's Next generation 2.0 leadership development workshops.
- One new endowed gift of \$71,000 was established by an IUPUC faculty member to support travel to student/faculty science teacher conference travel when they will be presenting at the conference.
- A \$100,000 grant from the Heritage Fund and other smaller regional grants to the IUPUC School of Nursing significantly supported Nursing faculty research and development.
 - A nursing faculty member's research project will be funded over three years.

- The IUPUC School of Nursing received funding from regional supporters to maintain support of faculty doctoral studies at \$2,000 per course through 2017.
- All new Nursing faculty received mentoring from current faculty prior to hire and through first year of employment.
- Two new tenure-track faculty members were hired in February to replace two departing Communications faculty members.
- The Staff Council Professional Development organized three opportunities for Faculty and Staff during the fall 2015 and spring 2016 semesters. A total of 10 faculty and 30 staff attended one or more of these presentations. The subject matters included performance recognition, use of Adobe Connect, and Understanding Mental Illness.
- IUPUC completed a year-long mentoring program for under-represented, pre-promotion faculty. At IUPUC, 56% of faculty are women, 22% are minorities, and 48% are first-generation college graduates. Ten faculty mentees participated in the program and each was paired with a faculty mentor.
- The Center for Teaching and Learning delivered professional development opportunities through 27 events which attracted 227 participants.
 - Gardner Gateway to Completion webinars which involved both IUPUC and Ivy Tech Columbus faculty members and administrators.
 - Math Science Partnership events. The grant supporting these events involves K-12 educators in southeast central Indiana to enhance math and science instructional strategies.
 - Psychology Certificate development of two certificates fully accessible online.
 - Turnitin workshop to help faculty members identify research sources and validate appropriate citations.
 - VoiceThread, Kaltura and Taskstream pilot workshops to help increase faculty use of new technologies for instruction and program administration.
- University Library Columbus partnered with IUPUI University Library to provide a workshop and consultations for IUPUC faculty to increase faculty scholarship.
- A Canvas practice site was established through collaboration between IT and the CTL and loaded with tech staff to provide training on Canvas software in support of the IU transition to Canvas learning platform.

Herron School of Art and Design

Highlights and Accomplishments

- Secured 3 philanthropic gifts for endowments that will support faculty research awards.
- Created Three New Faculty Awards to recognize excellence in Research, Community Engagement and Service
 - Aaron Ganci had an article posted on the AIGA DEC Blog (Design Educators Committee)
 - Pamela Napier and Terri Wada working with Indy Month of Design, a city-wide event celebrating design, scheduled for fall 2016
 - Pamela Napier was invited by University of Central Arkansas & PlusDesigner to facilitate a 2-day workshop between interdisciplinary students and community partners in Conway, AK
 - Assistant Professor Reagan Furqueron conducted a workshop at Haystack Mountain School of Crafts, Deer Isle, ME *Student Craft Institute*.

- He also presented a paper on sustainable 3D Design curricular practices at the FATE Conference. (FATE= Foundations in Art: Theory and Education)
- He was invited to exhibit in a two- person exhibition, *Anachronism*, at Indiana University Kokomo, Kokomo, IN with fellow faculty artist William Potter.
- Furqueron was published in the *Personal Hang-ups Exhibition Publication*, The Center for Art and Wood, Philadelphia, PA, Introduction by Gail M. Brown, Curator, Schiffer Publishing Ltd. Exhibited work featured.
- Associate Professor Jennifer Lee participated on a steering committee of AAC&U Faculty Collaboratives project and attended an associated conference Feb. 26.
- Invited participant in symposium Mobile Markers of Personhood in Medieval Urban Spaces, Duke University. Her paper will be published as a special issue of The Medieval Journal vol. 7.2 (fall 2017).
- Associate Professor Anila Agha: Winner of the GLENN W. IRWIN, JR. MD, RESEARCH SCHOLAR AWARD. Considered IUPUI's highest recognition of outstanding continuing research by a colleague. Awarded annually to faculty member(s) who represent a sufficiently high level of achievement in research, scholarship, or creative activity and stand as a visible representative of excellence for the entire campus.
- Assistant Professor Juliet King: Winner of the HERRON DISTINGUISHED COMMUNITY ENGAGEMENT AWARD. Awarded annually to a Herron full-time faculty member who demonstrates extraordinary scholarly activity involving inclusivity and collaboration with the public and community partners and/or excellence in teaching.
- Assistant Professor Laura Holzman: Winner of the HERRON DISTINGUISHED RESEARCH FACULTY AWARD. Awarded annually to a Herron full-time faculty member who demonstrates extraordinary scholarly and research activity.
- Associate Professor Lesley Baker: Winner of the FRANK C. SPRINGER FAMILY INNOVATIVE FACULTY RESEARCH AWARD. Awarded to Herron full-time faculty members who seek to expand their artistic, creative and scholarly work in innovative directions that yield new insights into the human condition.
- Associate Dean and Associate Professor of Art History, Jennifer Lee: Winner of the SUSAN BUCK SUTTON FACULTY AWARD FOR STUDY ABROAD. Awarded annually to a faculty member(s) who have supported and enhanced study abroad programming at IUPUI.
- Promoted two Staff members from within. Both employees started at Herron in part-time positions and were recognized and promoted to full-time administrative support positions.
- Engaged staff with annual day-long retreat, team building exercises, celebration of annual holidays and birthday recognition.
- Promoted faculty engagement with annual retreat and presentations
- Solicited input from VCD leadership on the school's new website design.

Future Plans and Priorities

- Host a faculty exhibition at the Garvey/Simon Art Access Gallery in New York
- Host a faculty exhibition at the Zolla Leiberman Gallery in Chicago
- Focus on establishing more endowed faculty positions during the IU Bicentennial Campaign

- Create a new staff position to assist with alumni relations, volunteer management and special event planning

Kelley School of Business

Highlights and Accomplishments

- Susannah Gawor, director of the Business of Medicine MBA program, [graduated in the inaugural cohort of IUPUI's Next Generation 2.0 leadership initiative](#). The 10-month leadership-training program directly addresses campus Strategic Plan goals to "develop our faculty and staff" and to "promote an inclusive campus climate." As a part of her participation, Gawor led a project exploring and beginning implementation of a CRM database for the Kelley graduate programs.
- Undergraduate Academic Advisor Jennifer Ayers will present her work at the National Academic Advising Association (NACADA) national conference on October 7, 2016, in Atlanta, GA. Her presentation, entitled *Stuck in the Middle with You*, is a review of a pilot program that utilized a pro-active advising approach for working with students on a downward academic trajectory. The ultimate goal was to connect students to the university before academic consequences are issued, i.e. dismissal.
- The Graduate Accounting Programs hired a new faculty member this year. Dave Farber was a chaired professor at the University of Texas at El Paso. He will join the Kelley School in Indianapolis as a tenured associate professor of accounting.
- The Evening MBA Program has concentrated on refocusing staff from operating as a bureaucracy to focusing on customer service as one of its highest priorities. To accomplish this, the program is now at full staff with top notch program assistants: a career advisor and an academic advisor. Additionally, systemic improvements were made by developing new systems for tracking inquiries, high-potential prospects and applicants, and then responding as quickly as possible: usually within the same business day.

Future Plans and Priorities

- In the Coming Academic Year
 - Create a faculty research mentor support system to enhance research productivity and better mentor both assistant and associate faculty.
 - Increase faculty research seminars.
 - Grant incentives through the sharing of internal funds.
 - Internal financial support for faculty research through summer research grants.
 - Internal financial support for faculty research through a teaching load reduction program for active publishers.
 - Encourage faculty to increase participation in conference through making presentations.
 - One faculty member from the Graduate Accounting Programs (GAP), decided to leave the Kelley School Indianapolis. This means GAP currently has no tenure-track faculty teaching tax in any of the programs. GAP hopes to hire a tenure-track replacement.
- Longer-Term Goals
 - Continue to work and refine faculty research mentor support.
 - Work with faculty to meet promotion standards and seek opportunities to enhance their reputation and that of the school.

Lilly Family School of Philanthropy

Highlights and Accomplishments

- We held an annual staff retreat centered on a facilitated discussion of important issues for our school's students, climate and culture.
- We have a standardized performance review process so that each staff member has the opportunity to have their work documented and commented on each year. We also encourage regular feedback with employees and their supervisors.
- Through our Staff Development Squad, we focus on creating an engaging climate by the activities we organize, from regular staff meetings to the United Way campaign to pitch-ins and after work events.
 - Our employees are very generous in giving of their time and resources to worthy causes.
- We created an Outstanding Staff Award this year which was presented for the first time in recognition of the excellent work and influence which staff have on students as well as their colleagues
- The Lilly Family School of Philanthropy has doubled its own faculty twice in the last four years. The number of core faculty members grew from four to nine and now totals 18.
- In addition to its core faculty, the Lilly Family School of Philanthropy also has another 45 affiliate and adjunct faculty who regularly teach our courses, serve on our committees, and/or conduct research in our field but whose primary academic appointments are in other schools, primarily in Liberal Arts, SPEA and also including the IU McKinney School of Law, the IU School of Medicine, and other schools at IUPUI and IUB and some of the regional IU campuses.
- Four new staff members were recruited to the [research team](#) at the Lilly Family School of Philanthropy and two staff members were promoted.
- The Lilly Family School of Philanthropy's [research department](#) worked closely with the school's faculty members to provide technical and financial support to their research.
- Learning opportunities for staff, faculty, and students were provided by the school's [research department](#) via regular project updates, an annual brownbag and a monthly summary document. All research publications were shared with faculty, staff, students, and the public.
- The [Women's Philanthropy Institute](#) hired an Assistant Director of Research and Strategic Partnerships, providing an opportunity for a current staff member to advance in leadership at the school.
- [The Fund Raising School](#) provided an advancement opportunity for an incumbent staff member, transitioning the executive in the position of Associate Director – Public Courses into the new position of Associate Director – Education.
- [The Fund Raising School](#) provided an advancement opportunity for a member of the Lilly Family School of Philanthropy staff by recruiting that executive into the position of Associate Director – Public Courses.
- [The Fund Raising School](#) revised and upgraded the post-course assessment process for our public courses and our custom training, including giving participants more opportunity to critique each individual TFRS faculty member. The resulting data are tracked closely and utilized for quality control purposes.
- [The Fund Raising School](#) continued to host an annual meeting of TFRS faculty to ensure quality control.
- A monthly e-mail message, "The First Day from [The Fund Raising School](#)," was launched in part to help improve communication with TFRS faculty, keep them connected to our school and encourage them to promote the school's courses.

- [The Fund Raising School](#) provided faculty with professional development opportunities to improve their access to and understanding of current research in the field of philanthropy. It sponsored registration fees and travel expenses for faculty to attend the Lilly Family School of Philanthropy's symposium on philanthropy and fundraising and to attend the June 2016 Leadership Roundtable.

Future Plans and Priorities

- In the Coming Academic Year
 - The school will review its curricular structures based on recommendations from our external review, including how best to compose future faculty hires.
 - The [research department](#) will continue providing grant funding and technical support to the school's faculty members.
 - The [research department](#) will continue its engagement with the school's faculty and staff through brownbags and advisory councils.
- In the Longer Term
 - Adding core faculty positions and attracting top scholars to serve in them is a priority for the Lilly Family School of Philanthropy.
 - When all of the currently funded or committed endowed chair lines are filled, the school will have 23 core faculty members.

McKinney School of Law

Highlights and Accomplishments

- McKinney hosted the IUPUI Staff Council Staff Development Mini Conference. Nearly 200 staff members from throughout the university participated in the event.
- McKinney faculty launched the Mentoring Untenured Scholars for Clinical and Legal Scholarship Excellence (MUSCLE) program, funded by the IUPUI Mentoring Academy and the law school. MUSCLE is an evidence-based mentoring program that enables early-career law faculty to successfully develop and advance a focused research agenda, become highly productive and accomplished scholars, succeed in developing a national and international reputation and attaining the rank of full professor, and make significant contributions to their specialty fields.
- McKinney's Grant Improvement through Faculty Training (GIFT) program, developed by the faculty Research Committee in collaboration with IUPUI's Office of Vice Chancellor for Research (OVCR), entered year two. As a final project, the faculty selected to participate in the program identify external grant opportunities and apply for it. If the grant is ultimately awarded and funded, the participant will receive a stipend. Moreover, any grants obtained must provide funding to the Law School as well as the faculty member. During the first year of GIFT, participating faculty members received stipends of up to \$5,000 to undertake to develop skills for identifying and applying for external grants. Five faculty members are currently participating in the program.

Future Plans and Priorities

- McKinney will continue to operate and support the MUSCLE and GIFT programs.

Richard M. Fairbanks School of Public Health

Highlights and Accomplishments

- The FSPH had two faculty members promoted from Assistant Professor to Associate Professor in FY16, both from the Department of Epidemiology, Chunyan He, PhD, and Jianjun Zhang, PhD. Three additional Assistant Professors submitted their dossiers for promotion consideration, two from Biostatistics (Huiping Xu, PhD, and Ziyue Liu, PhD) and one from Epidemiology (Brian Dixon, PhD). FSPH was notified in June of the intent to promote all three effective July 1.
- FSPH was successful in obtaining under-represented minority funding for three faculty hires as part of recent campus initiatives in this area. FY16 marked the fourth year of a five-year CTEMN funding plan for Tamara Leech, PhD, the second year of SRUF funding for Sula Hood, PhD, and initiation of a plan for START funding (scheduled to begin in FY17) for Hongmei Nan, PhD. Dr. Leech was also a recipient of a [William T. Grant Foundation Career Development](#) award and a Mentoring award that funded post-doctoral fellow Amy Irby-Shasanmi, PhD.
- In FY16 the FSPH Department Chairs initiated a school-wide Work in Progress series for faculty, staff and students to present their work and solicit feedback. Designed to be interdisciplinary and interactive, the presentations featured projects from each department on a rotating basis. The Dean's office staffed the series; attendance averaged 25-30 per session.
- The Staff Council organized several social events designed to improve the morale within the school. These events included breakfast with the Dean, a pitch in lunch, and an IUPUI Pacers night. The Council also sponsored a benefits seminar for all faculty and staff that was extremely well-received; it was attended by about 30 full-time employees.

Future Plans and Priorities

- The FSPH is committed to providing an inclusive environment for our employees, students, and guests. As a result of several discussions surrounding this topic, the school is in the process of organizing a civility training for all FSPH faculty and staff.
- Initial findings of the FY16 staff survey were shared with executive leadership in May 2016. A total of 19 FSPH respondents participated in this survey representing over 80% of our full-time staff employees. A few findings raised concern. As a result, discussions have begun on expanding professional development opportunities for staff. Small group meetings with the Dean have been organized to further investigate improving employee satisfaction; these meetings are in addition to the ongoing 'Breakfast with the Dean' organized by the Staff Council. The school is also evaluating / updating position descriptions to make sure employees are ranked and paid in accordance with their expanding roles, and considering ways to develop career progression paths within the school.

School of Dentistry

Highlights and Accomplishments

- IUSD supports an annual fall Faculty Teaching Conference and a separate Staff Development Conference to present topics of interest and needed for development.

- A peer mentoring group of junior faculty meets regularly and is supported by the IUSD Office of Faculty Affairs. The enthusiastic participation of the faculty has grown, and external speakers are frequently invited to address topics of interest.
- The IUSD Office of Faculty Affairs publishes a monthly newsletter and highlights the wide variety of faculty development opportunities on the IUPUI campus.
- The campus Mentoring Academy approved the IUSD proposal for a “Department. Chairs Mentoring Program,” including a matched budget, in October, 2015. This is now underway, and includes bringing external experts to participate.
- IUSD has enhanced the review of annual faculty and staff work plans against the Workload Document, in order to strengthen individual performance and success of faculty candidates for promotion and tenure, and career advancement.
- The AD for Faculty Affairs holds group and individual faculty meetings, together with the P&T Committee Chair and Director of Faculty Enhancement to help faculty focus on career goals and how to achieve them.
- The Office of Faculty Affairs is working with the student class presidents to devise a more equitable way by which to recognize exemplary faculty.
- In 2015/16 our complement was 105 fulltime faculty (110 in the previous year), and 120 part-time/adjunct faculty (111 in the previous year).
- There were 2 FT faculty retirements and 7 new hires within the year.
- Succession planning is a main focus and will be, over the next few years. Almost 40% of IUSD FT faculty are over 60 years of age, including 6 of the 10 chairs.

Future Plans and Priorities

- Process of reviewing faculty workload documents against faculty annual reports plan will continue to develop over the coming 2-3 years. In the coming Academic Year It is anticipated that this will be shared with Chairs and then tested in the coming year.
- It is anticipated that the number of new hires will be greater in 2016/17.

School of Education

Highlights and Accomplishments

- The SOE has again increased its diversity with new faculty hires
- 4/4 promoted/tenured 2 to Associate; 1 Full Tenured; 1 Full Clinical
- Ongoing mentoring for pre-tenure faculty, with assigned mentors from within the SOE.
- Currently have hired a significant number of faculty of color. 13 out of the total of 31 faculty members identify as faculty of color. The number of tenured/tenure track faculty of color has steadily increased during the past four years.

Future Plans and Priorities

- The faculty merit review committee is currently exploring how the School of Education makes connections with the strategic plan and Welcoming Campus Initiative to mirror critical campus initiatives. This will include an exploration of multicultural competence through personal interactions, training, and educational resources integrated in curricular and co-curricular offerings.

- Develop support mechanisms for Associates Tenure Track faculty to advance to Full Professor rank.
- Restructure staff to accommodate reorganization and separation. In addition, restructure staff to meet the needs of faculty and the School of Education. “support” has a different meaning. Faculty need support to develop online curriculum, grant writing, research etc. School of Education needs good support staff to assist faculty as 21st century educators.
 - Work to increase the number of Latino [racially and socially] faculty in the School of Education.

School of Engineering and Technology

Highlights and Accomplishments

- E&T increased each department’s base budget to provide travel funds at the rate of \$1,500 per faculty member to support professional development.
- The MAT department chair attended the Indiana University Executive Leadership Training.
- An engineering technology faculty member was appointed to the IFMA Foundation Policy Committee.
- Two engineering technology faculty members now serve on the ABET Engineering Technology Accreditation Commission with the [second appointment](#) during the past year.
- One engineering technology faculty member continues an appointment as [AAC&U Indiana LEAP Faculty Fellow](#).
- A computer information technology faculty member was appointed to a [cyber security advisory board](#).
- E&T continues to provide significant support for staff to attend relevant conferences and training related to their position.

Future plans and priorities

- Develop a Mentoring Academy proposal focused on teaching excellence, which will benefit mentoring of faculty on all tracks: lecture, clinical, and tenure/tenure-track lines.
- E&T will continue to increase departmental base budget funds commensurate with program growth, including base travel funds to support faculty development and continue to support sabbatical leave applications.
- Continue to make full use of the maximum merit pool available for staff raises if available in the next budget cycle.
- Continue to fund the E&T staff bonus plan.
- Continue to support travel to local, regional, and/or national conferences as applicable to staff positions.

School of Health and Rehabilitation Sciences

Highlights and Accomplishments

- A Mentoring workshop entitled *Overview of the Academy* was held January 22, 2016, the first in a series of professional development offered to SHRS faculty as part of the new IUPUI Mentoring Initiative.
- 360 degree reviews using the Leadership Versatility Index (LVI) evaluation tool were performed on department heads and associate deans.

- Amy Bayliss, DPT, PT, received the 2015 Sustained Excellence in Teaching Award in recognition of her dedication to physical therapy education.
- Jeffrey Crabtree, MS, OTD, FAOTA, received the 2015 Sustained Excellence in Teaching Award in recognition of his dedication to occupational therapy education.
- Joyce Mac Kinnon, EdD, PT, received the 2015 Distinguished Leadership Award in recognition of her stellar record of leadership and commitment to the SHRS mission and strategic goals.
- Rebecca Rebman, PhD, MS, PA-C, received the 2015 Emerging Excellence in Teaching Award in recognition of her dedication to physician assistant education.
- Patricia Scott, MPH, OT, FAOTA, received the 2015 Sustained Excellence in Service Award in recognition of her numerous service contributions to the university.
- William Thompson, received the 2015 Emerging Excellence in Research & Scholarship Award in recognition of his significant contributions to the SHRS research agenda.
- Stuart Warden, received the IU Trustees Teaching Award in recognition of his dedication to student mentoring and instruction through evidence-based practice.
- Karen Mitcham received the 2015 Staff Recognition Award in recognition of her commitment to the SHRS strategic goals and service beyond the scope of responsibilities.

Future Plans and Priorities

Nothing reported

School of Informatics and Computing

Highlights and Accomplishments

- The SoIC faces a significant opportunity (and challenge) over the next few years: To develop a collegial, research-centric culture among a cohort of pre-tenure faculty in the absence of an equal cohort of senior SoIC faculty to serve as role models or mentors. Thanks to strong enrollment in recent years, the SoIC has been able to expand its faculty, particularly in the Human-Centered Computing Department, and particularly with the tenure-track appointments. In 2016-17 we will have 11 colleagues in their first two years of probationary appointments (seven in HCC), one in his third year, and two in their fifth years. However, due to the departure of several tenured colleagues in 2016, the SoIC will have only 10 tenured faculty in 2016-17. Three of these are department chairs and three serve in the EAD's office. To the extent that junior faculty benefit from mentoring, informal guidance and collaboration with senior faculty outside of the "chain of command," our junior cohort suffers a disadvantage due to the SoIC's lack of senior colleagues. The SoIC leadership team (dean's office and chairs) has considered this challenge deeply and developed a plan to address it.
 - Starting in fall, 2016, the EAD will hold a monthly series of 90-minute meetings with the first/second-year cohort. These meetings will help ensure the successful integration of this pre-tenure cohort into the overall academic culture of IUPUI and nurture a culture of scholarly productivity in the SoIC – more particularly, to foster a culture where funded research is the individual and collective goal.
 - As a result of an in-depth conversation with the office of the Senior Associate Vice Chancellor for Academic Affairs, the SAVC and her colleagues will conduct a P&T workshop for the SoIC's pre-tenure cohort in the fall, 2017.

- Department chairs are already responsible for mentoring pre-tenure colleagues, as well as the large number of lecturers in our school (nearly half the total faculty). Over the past year, school leadership has increasingly encouraged lecturers to seek advancement in rank. In 2015-16, the associate dean for faculty affairs conducted two discussions open to all lecturers to discuss the promotion criteria and procedures for lecturers.
- In the fall, 2017, the SoIC will evaluate its first-ever dossier submitted for advancement to senior lecturer. Other dossiers will be developed over the coming year, and we expect another submitted dossier in the fall, 2018.
- The SoIC representative to the IUPUI P&T Committee conducted a similar open meeting for all pre-tenure colleagues and lecturers to explain current P&T guidelines and procedures.
- The associate dean for faculty affairs will be responsible for helping pre-tenure faculty find appropriate mentors outside of the SoIC.
- The associate dean is also developing opportunities for small, group dialogues with faculty from other schools to help acclimate our pre-tenure colleagues to the broader IUPUI culture, and to facilitate interdisciplinary collaborations. Because our SoIC discipline is inherently cross-disciplinary, a study of how information technology is applied in other domains, such extramural engagements can be quite valuable. Dialogues have been negotiated with the School of Liberal Arts, SPEA and Engineering.

Future Plans and Priorities

Nothing reported

School of Liberal Arts

Highlights and Accomplishments

- Examples include: characteristics of faculty and staff demographics, faculty and staff turnover rates, faculty and staff satisfaction, progress on mentoring and related initiatives, faculty and staff recruitment, retention, development, performance management, and advancement processes, etc.
- SLA [faculty satisfaction](#), for the most part, seems to mirror the campus average, especially if one adds together satisfied and very satisfied. The one exception is at the part-time/associate instructor level, where the “somewhat satisfied” level in SLA is significantly higher than the campus average, and the “very satisfied” level in SLA is significantly lower. SLA instituted a “senior associate instructor” promotion policy to give part-time faculty a pathway to recognition and better pay.
- Received funding from the [Mentoring Academy](#) within the IUPUI Office of Academic Affairs in support of mentoring efforts within SLA, with a special focus on mentoring associate professors so that they may gain promotion to full professor.
- Use of Langsam-Oswalt fellowship for support of lecturers; provides summer support for pursuit of professional development.
- Use of the Shippo Junior Faculty Travel Award to assist early career tenure-track faculty with travel costs related to research.
- Engaged in a year-long strategic planning process to develop goals for the next five years; inclusive of faculty, staff, and students.

- Began staff reorganization discussions and planning, with a goal of re-envisioning the staff structure in SLA with one of the goals being to create clearer paths to professional development and advancement.
- Developed and continued to refine a handbook for chairs within SLA and provided training sessions with the Associate Dean for Faculty Affairs and also with the campus finance and administration office.
- Senior associate promotions

Future Plans and Priorities

- In the coming Academic Year and Longer-term
 - Continue to build upon the Mentoring Academy grant with a permanent mentoring committee and more intentional and systematic approach to providing appropriate mentoring opportunities.
 - Continue staff reorganization plans with implementation strategies in place in the coming year.
 - Work on communication strategies so that all stakeholders have relevant and timely information related to school and campus matters

School of Nursing

Highlights and Accomplishments

- Undergraduate Programs
 - Faculty learning and development events during the 2015-2016 academic year, include:
 - BSN Faculty Start-up day-long retreat
 - TeamSteps training
 - Health Coaching workshops
 - Test item writing workshops
 - Nurse Tim: Conceptual Learning with NCLEX Across the Curriculum day-long workshop
 - Revitalizing Nursing Education retreat
 - CNE Review workshop with Dr. Diane Billings
 - Sponsored School of Nursing faculty to attend the SIM institute.
 - Hired .5 FTE faculty role for evaluation; part of this work will include planning for faculty development related to evaluation and assessment.
- Staff
 - The IUSON Staff Council sponsored a retreat at Bradford Woods in which 10+ staff attended and participated in team-building and leadership skills training.
 - The IUSON Staff Council elected Pam Ross to be the representative for the IUPUI Staff Council. She has provided the IUSON staff with great information about what is going on at IUPUI and resources for developing ourselves professionally. She has been an outstanding liaison.
- A Green Paws Team was formed to assist our building in becoming more earth-friendly. Their work will begin this fall.

- Staff members made donations to the Exotic Feline Rescue and the Indiana Humane Society in honor of other staff members at the IUSON.
- A team was created to develop a new staff orientation for the IUSON. They began work this summer with plans to implement this fall.
- Staff members participated in the IUPUI Regatta
- The Staff Council Committees for Sharing & Caring, Backpack Attack and United Way all had a successful year and got many staff members involved in philanthropy.

Future Plans and Priorities

- Staff Council is planning a fall retreat to create awareness about wellness. The retreat is aimed at providing activities/events/information on how to well physically, emotionally, and spiritually.
- New Staff Orientation will be in place.
- Green Paws Team will be working to reduce waste in the IUSON.
- Faculty and Staff Development
 - In addition to start-up packages for new faculty, awards, and support for advancing scholarship, the SON supports the development of faculty and staff by providing financial resources to attend workshops, conferences and classes, and to maintain professional and academic memberships. An annual staff retreat is supported by the IUSON to promote wellness, team building, knowledge sharing, etc. The Dean of the IUSON supported faculty and staff satisfaction and retention by recently recommending a financial bonus for high performers among our faculty and staff. New academic leadership continue to be developed with coaching and mentoring from external senior nurse executives and leaders.

School of Physical Education and Tourism Management

Highlights and Accomplishments

- Implementation of monthly staff meetings to improve communication and collaboration.
- Implementation of revised Performance Appraisal with all PETM staff, allowing for ongoing development.
- Movement to match positions and skill levels to develop staff talent in school (e.g., Assistant Director of Communication revised position description, reclassification of Academic Advisor).
- Dr. Lisa Angermeier was awarded the Tonya Egan Faculty Service Award by University College.
- Supported multiple faculty and staff in their pursuit of undergraduate and graduate degrees and certificates.

Future Plans and Priorities

- Implement faculty mentoring model beginning with August 5, 2016 faculty retreat. Dr. Amanda Cecil and Dr. Lisa Angermeier were awarded a Faculty Mentoring Grant through Academic Affairs to plan and execute the model in FY 2017.
- Provide talent development opportunities for staff to optimize the capacity and contribution of each position.
- Set benchmarks for staff satisfaction

School of Public and Environmental Affairs

Highlights and Accomplishments

- One Associate Professor, Tom Stucky, was promoted to Professor, and two Assistant Professors were promoted to Associate Professor, Akeem Sadiq and Wen Wang
- Hired two new non-tenure track faculty and several staff
- A new position of Director of Faculty Development and Online Initiatives was created, and Tom Stucky assumed the position
- We provided training for all fulltime and part-time instructors to convert all courses to the new course website, Canvas
- We sent several advisors to the national advising conference, NACADA
- Our new director of diversity, engagement and inclusion attended the NCORE conference, which is the largest conference devoted to diversity in higher education
- Executive education hired two new staff members (Cindy Grubbs and Brenda Bernethy) and employed five new faculty members (Jerome Dumortier; Tom Stucky; Karen Porter; Rebecca Carl; Kathleen McAllen).

Future Plans and Priorities

- We have three Assistant Professors up for tenure and promotion this year
- The Director of Faculty Development has developed a mentoring series for junior faculty to be implemented this year
- We have had training materials and an orientation for part-time faculty, but the Director of Faculty Development is developing an online set of training modules to be implemented this year
- We hired a local leadership consultant to work with our director-level staff, and she will be conducting leadership inventories and leadership sessions this year.

School of Science

Highlights and Accomplishments

- The SOS implemented a mentoring program for Associate Professors. In the academic year 2015-2016, 16 Associate Professors were paired with a Full Professor and participated in a year long process. Feedback from all participants indicated that it was a successful and important activity.
- \$1M gift from faculty to endow professorship and undergraduate scholarship in mathematics. The School of Science at IUPUI has received a \$1 million planned gift from two of its Department of Mathematical Sciences faculty members. The gift from Distinguished Professor Alexander R. Its and associate research professor Elizabeth N. Its will endow a professorship within the department and an undergraduate scholarship for an honors student. <http://science.iupui.edu/news/school-science-announces-1m-gift-alexander-and-elizabeth-its-mathematical-science-faculty-membe>
- Surveys and Focus Groups were held for both SOS lecturers and staff. Data gleaned from these activities is being used to develop programming for ongoing development.
- SOS Staff Professional Development Opportunities. In partnership with the IUPUI HR department, we have initiated quarterly training for the SOS staff. Topics have included

having difficult conversations, setting performance expectations and micro-aggressions in the workplace.

Future Plans and Priorities

- In the Coming Academic Year
 - Implementation of a mentoring program for lecturers.
- Longer-term
 - Increase the number of Full professors in the School to 50 by 2018 (increase by 2).
 - Increase the number of female full professors to 10 by 2018 (Increase by 3).

School of Social Work

Highlights and Accomplishments

- The School has a continuing policy of depositing a portion of the indirect costs recovered from sponsored projects into individual faculty accounts. The funds may be used by faculty to enhance their research and scholarship.
- The School provides \$2,500 to each faculty member to attend national and international conferences as a way to encourage them to submit ideas for research papers to be presented and to learn what others in their fields are doing.
- Tenure track faculty have a course release for each of their first two semesters in order that they may have some focused time to establish their research agenda.

Future Plans and Priorities

- Faculty workload is high relative to other social work schools at major research universities. The School is currently evaluating faculty workload and most likely will make some minor adjustments in the future.

Community Engagement

Highlights and Accomplishments

- Faculty Development:
 - Supported faculty in the design and development of community-based, community-engaged and service learning curriculum and research through workshops, one-on-one consulting, funding undergraduate and graduate Service Learning Assistants.
 - Developed a service learning instructional taxonomy to support improving course design and assessment of service learning courses under the RISE initiative. Use of the taxonomy has been integrated into consultations and workshops with faculty seeking to improve their understanding of service learning.
 - Provided subject matter expertise to the IUSM Service Learning Taskforce to integrate service learning into the new integrated medical education curriculum set to launch IU system wide beginning August 2016. Collaborated on the design and implementation of interprofessional learning experiences for medical and health sciences professions statewide with University Clinical Affairs TEACH.

- Hosted 25 faculty related events attended by 515 participants. Consulted with more than 250 faculty on instruction, resourcing, risk and liability issues, global engagement and engaged research.
- Awarded \$7,415 in dissemination grants to 12 faculty representing 7 different schools. Awards were distributed to support dissemination of research and scholarship, foster faculty integration into national and international scholarly networks that emphasize community engagement across all domains of academic work.
- A quantitative survey of Service Learning Assistant faculty showed that SLA scholars enhanced scholarly practice, contributed to personal growth, and contributed to civic mindedness.
- Demonstrated the value of community engaged research and excellence in teaching through service learning by providing letters of support for 6 faculty preparing dossiers for promotion and tenure.
- Pilot tested use of identity mapping and relationship mapping tools in three-year faculty review materials. The results of this collaboration have been accepted for presentation at a national conference and will be used to inform faculty development programming for community engaged scholars.
- Staff Development
 - Developed and delivered ‘Heart + Head = Hustle’ training to 200 IUPUI staff members at the IUPUI staff mini retreat.
 - Engaged 14 faculty and staff members in contracts to provide professional development programs from the schools of philanthropy, business, engineering and technology, liberal arts, medicine and divisions of student life, DEI, and health and safety.
 - Encouraged staff to serve as volunteers for campus and community initiatives; maintain and distribute electronic notices of volunteer opportunities, trainings and workshops.

Future Plans and Priorities

- Faculty Development:
 - Co-develop a continuum of faculty development programs, workshops and support services by coordinating offerings through the Office of Academic Affairs and the Office of the Vice Chancellor of Research.
 - Award and work with a faculty Boyer Scholar to conceptualize, design, implement, and submit for publication a study to explore a research question related to service learning or other community engagement.
 - Support and provide leadership to University College to enhance the quality of service learning and prevalence of community engagement in Themed Learning Communities.
 - Co-facilitate Faculty Learning Community on Public Scholarship, in collaboration with Academic Affairs, will offer a workshop series on public scholarship and create materials on how to evaluate excellence in public scholarship.
 - Increase awareness of Imagining America, an organization that supports public scholars, and promote further understanding and recognition of public scholarship at IUPUI by hosting an upcoming Imagining America annual conference (2018/2019) and the Summer Institute on Assessment of Public Scholarship (2017).
 - Staff Development:
 - Develop a volunteer network and professional development series for faculty, staff, students, and alumni to identify opportunities and grow professionally while serving the community.

- Review policies and barriers to success for expanding volunteerism among employees at IUPUI.
- Develop an online “tool kit” for resources, training and professional development.

Diversity, Equity, and Inclusion

Highlights and Accomplishments

- Diversity Plans have been implemented to enhance the recruitment and retention of diverse faculty and staff. New initiatives employed in the past AY include:
 - Annual Diversity Soiree for faculty, staff and community members
 - Black Faculty Retreat
 - Latina/o Faculty Retreat
 - Report to Deans and Department Chairs on Best Practices for Recruiting and Retaining Diverse Faculty
 - Sponsoring Daryl Smith visit to work with Deans and their Diversity Planning Committees
 - Creation of the Office of Intercultural Literacy, Capacity and Engagement

Future Plans

- Work to diversify leadership (deans and above) by increasing the diversity of search committees, including diverse community partners
 - Recognize and reward diverse scholarship, academic and non-academic writing of staff, undergraduate and graduate students
 - Recognize and reward community-based research of undergraduate, graduate and faculty members
 - Develop Best Practices Document for Deans and Department Chairs to assist in diversifying the professorate
 - Incorporate diversity into all performance evaluation
 - Incorporate information about the university’s mission and commitment to diversity in faculty and staff openings
- Office of Intercultural Literacy, Capacity and Engagement (ILCE)
 - ILCE provides resources for faculty, staff and community partners to support excellence in scholarship, teaching and engagement with diversity, equity and inclusion. Intergroup Dialogue is now part of the ILCE structure.

Future Plans

- Power, Difference and Culture Writing Group(s) for Junior Faculty
- Power, Difference and Culture Speaker Series (strengthening IUPUI’s national recognition, supporting collegiality and intellectual engagement between faculty across disciplines interested in power, culture and difference in their professional work
- Provide resources for faculty wishing to diversify their syllabi
- Keep a digital file and catalogue of all resources given to faculty and a record of which classes, instructors, etc.

- Coordinate with *ScholarWorks* and Digital Research in the University Library
- Manage and complete the Intergroup Dialogue Certificate process
- Create and coordinate diversity-related staff and faculty training resources provided by all DEI units
- Introduce “Monthly Critical Conversations” in response to current events and timely topics open to all IUPUI staff and faculty

Executive Vice Chancellor and Chief Academic Officer

Highlights and Accomplishments

- The LEAP INdiana Faculty Collaboratives network was launched across 2- and 4-year public institutions with Indiana University serving as the lead organization and with Kathy Johnson serving as the project liaison with AAC&U. Six faculty fellows were selected (including 3 IUPUI faculty: Keith Anliker, Elaine Cooney and Beth Goering) to complete projects aligned with national proficiency initiatives and emerging best practices in undergraduate education. The LEAP IN project is funded by the Lumina Foundation and coordinated by AAC&U.
- As the Office of the EVCCAO was reorganized, the IUPUI Staff Council was moved to the portfolio of the Office of the Vice Chancellor for Finance and Administration where it better aligns with the work of staff and the entities it supports.
- A task force to improve the retention of Latino faculty and staff was launched.

Future Plans and Priorities

- In the Coming Academic Year:
 - Explore partnership with the Association for College and University Educators (ACUE) to utilize online faculty development/reflective practice resources to expand and improve support for excellence in teaching/learning, particularly among new and part-time faculty
 - Form task force to consider structures in support of faculty professional development at IUPUI. With support from a task force led by faculty, the Office of Academic Affairs will develop a vision paper to guide the restructuring of the Center for Teaching and Learning and to conduct a search for its new leader in 2017.
 - Pilot “Imagine IUPUI” mini-grant program to seed academic innovation in classrooms, courses and degree programs. Embed project management expertise into funded projects.
 - Support chairs’ participation in the Academic Chairperson’s Conference and/or in ACE/AASCU leadership development programming.
 - Begin to implement recommendations generated by the Latino faculty/staff task force.
- Longer Term
 - Revitalize/enhance professional development for all faculty, including adjunct and part-time faculty when possible
 - Appoint an assistant vice chancellor for academic innovation by July 2017 to lead implementation of strategy and to connect a reimagined variant of the Center for Teaching and Learning to the Center for Research and Learning, Center for Service and Learning, RISE, internships, DEI, the Graduate Office and the Office of Faculty Enhancement.
 - Expand “Imagine IUPUI” Mini-Grant program to help identify promising practices, new ways of teaching, new ways of organizing degree programs, and to ensure that they are scaled and connected. Fund up to 20 projects over 3 years and carefully assess impact.

- Develop and implement a communications plan related to academic affairs for chairs, associate deans, assistant chairs, faculty (full-time and part-time), and staff associated with academic affairs. Augment the plan with opportunities to meet in person with faculty and academic staff. Include a social media presence and web content.
- Fully implement recommendations provided by the Latino faculty/staff task force.

EVCCAO Center for Teaching and Learning

Highlights and Accomplishments

- Summary data. During 2015-2016, the following activities were entered by CTL staff into the database
 - Events. During 2015-2016, CTL sponsored or co-sponsored 121 events with a total of 2,210 attendees. This is a very similar number of events but a 40% increase in attendance compared to 2014-2015 when CTL sponsored or co-sponsored 125 events with a total attendance of 1,580. See Appendix A for a breakdown of event attendance by school.
 - Consultations. During 2015-2016, CTL staff conducted a total of 1,728 consultations on teaching and effective use of instructional technology. This is a 37% decrease from 2014-2015 when CTL staff conducted a total of 2,424 consultations. Much of this decrease may be attributed to three instructional technology consultant staff vacancies during 2015-2016. See Appendix B for a breakdown of consultations by school.
- Edward C. Moore Symposium. The 3/25/2016 [Edward C. Moore Symposium on Excellence in Teaching](#) featured a keynote address by Dr. Randy Bass, Vice Provost for Education and Professor of English at Georgetown University, on *Liberal Education Re-Bound: Designing Learning in the Emerging Digital Ecosystem*. Stephen Fox, IUPUI Associate Professor of English and Recipient of the IUPUI Chancellor's Award for Excellence in Teaching, gave a plenary on *Audiences, Purposes, and Projects: Making Writing Assignments Matter*. Twelve concurrent sessions, four workshop sessions, and 23 posters were presented by faculty. One hundred fifty-five individuals attended the event. Evaluation surveys returned by 45 attendees indicated that on a scale of 1 to 5 (1=strongly disagree, 5=strongly agreed), the average level of agreement with the statement, "The scope of this symposium was appropriate to meet my needs" was 4.3. When asked if they would recommend the symposium to others, 42 of 45 answered "yes" and 3 answered "undecided." The EC Moore planning committee has made adjustments to the schedule based on evaluation comments and will continue to use the feedback to shape next year's symposium which will be held on Friday, March 3, 2017.
- Associate Faculty Teaching Forum (AFTF). To promote the professional development of associate faculty (part-time/adjunct), the Center for Teaching and Learning held the annual [Associate Faculty Teaching Forum](#) on August 17, 2015. Forum tracks were designed to encourage discussion and the sharing of ideas between new and experienced instructors about teaching techniques and approaches. Forum topics included teaching with technology, effective lecturing, online teaching, and engaging students in the classroom. In partnership with the Office of Academic Affairs and the Associate Faculty Coalition, the event was expanded this year to include a one-hour orientation for associate faculty. The orientation was intended to help new or fairly new associate faculty know where to go for information about teaching, students, and their role as an employee and faculty member of IUPUI. A total of 69 individuals attended the forum. Evaluations of the individual sessions indicate that when responding to the question, "This session was a worthwhile investment of my time," on a scale of 1-5 (1=strongly disagree, 5=strongly agree) the average of 64 responses was 4.25.

- CTL Lecture Series. The [CTL Lecture Series](#) honors nationally recognized scholars who have made a contribution to their discipline as well as to teaching and learning within their discipline. The October 12, 2015, CTL Lecture *Art, Education, and the Making of Future Creative Thinkers*, featured Anila Agha as the speaker. Agha's work has been exhibited in multiple international art fairs as well as in over twenty solo shows and fifty group shows. Agha is an associate professor of drawing in the Herron School of Art. Agha won the two top prizes at ArtPrize 2014, in the international art competition held in Grand Rapids, Michigan. Her entry, titled "Intersections", earned the ArtPrize 2014 Public Vote Grand Prize and split the Juried Grand Prize in a tie. A total of 40 individuals attended the lecture.
- Invited speaker. CTL partnered with the IU School of Medicine Office of Academic Affairs and Faculty Development to bring Jean-luc Doumont to campus to give presentations on *Making the Most of Your Presentation* on 9/24/2015 and 9/25/2015. Based on Dr Doumont's book *Trees, Maps, and Theorems* about "effective communication for rational minds," these lectures proposed a systematic way to prepare and deliver presentations. Among others, it covered structure, slides, and delivery, as well as stage fright. A total of 121 individuals attended the two events.
- Invited speaker. CTL partnered with the IU School of Medicine Office of Academic Affairs and Faculty Development and the IUPUI Office of the Vice Chancellor for Research to bring Dr. George Gopen to campus to present two all-day workshops on 7/28/2015 and 7/29/2015 on *Scientific Writing from the Reader's Perspective* and *Advanced Scientific Writing from the Reader's Perspective*. One hundred fifty-one individuals attended the introductory workshop and 104 individuals attended the advanced workshop.
- Teaching@IUPUI webinars. The CTL offered 23 [Teaching@IUPUI](#) webinars which focused on foundational teaching knowledge and skills. Designed for new faculty, adjunct faculty, graduate students, and faculty looking for a refresher on good teaching practices, the workshops consisted of brief presentations interspersed with opportunities for interaction and questions. CTL undertook a formative evaluation of the webinars to ensure that they were focused on appropriate teaching skills and modeling effective teaching practices. Specifically, we assessed whether our webinars included high quality content, featured interactivity, incorporated effective presentation strategies, and used technology effectively. We used multiple sources of data to evaluate the webinars: participant evaluations, a peer and self-assessment webinar questionnaire, and a presenter and participant activity tracking tool. We used data from our reviews along with literature on best practices for webinars to create guidelines for creating and delivering effective webinars and to implement changes to specific webinars. Results of the evaluation were presented at the 2015 Assessment Institute.
 - Tarr, T., Gregory, J., S. Rao, Anusha, & Jerolimov, D. (2015, October). *Formative evaluation of faculty development webinars*. Presentation at the Assessment Institute in Indianapolis, IN.
- Documenting Teaching and Writing a Teaching Statement. CTL provided workshops/webinars designed to guide faculty to reflect on the experiences and beliefs that shape his or her teaching and learning strategies, to draft a teaching philosophy that captures and documents their values and aspirations in teaching, to consider how to capture evidence of teaching and learning, and to make the case for teaching achievements. Faculty can use these reflections and evidence in a promotion and tenure dossier, a teaching award nomination, or course syllabi. Three of the Writing a Teaching Philosophy Statement workshops were presented by Brian Coppola, University of Michigan.
 - Documenting Your Teaching (3 workshops, 49 participants)
 - Drafting/Writing a Teaching Philosophy Statement (5 workshops, 114 participants)

- Peer Review of Teaching. CTL worked with the School of Science to develop a standard peer review form and protocol for peer review.
- Early Career Teaching Academy. CTL's [Early Career Teaching Academy](#), launched in 2015, provides a setting within which faculty members in their first to third year at IUPUI can create and develop a powerful teaching career, one that is rooted in evidence-based active learning strategies and high-impact educational practices, and designed to facilitate student success. Faculty who become Early Career Teaching Fellows are in a position to play leading roles in efforts to develop a culture of expert teaching within departments and schools at IUPUI, to document and promote their teaching successes, and to serve as effective teaching mentors for future faculty. The 2015 cohort of the academy consisted of eight assistant professors from IUPUI and IUPUC. The 2016 cohort consisted of eleven faculty members.
- The CTL continued to offer support for development and education sections of CAREER proposals to the National Science Foundation (NSF) and STEM education proposals to NSF and other funding agencies.
- The CTL offered the seventh round of [Curriculum Enhancement Grants](#) (CEG). The purpose of the CEG initiative is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success. In addition, the grants are expected to increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning. A total of 22 CEG grants were awarded for a total of \$178,015.
- The annual CEG Symposium, held to honor CEG recipients, was held on Thursday, October 22, 2015 in University Library Lilly Auditorium. The keynote speaker was Craig Nelson, Professor Emeritus of Biology at Indiana University, who spoke on *Applying SOTL to Quickly Make Major Improvements in the Curriculum*. The symposium also featured a *Teaching Scholars on Scholarly Teaching* faculty panel, a poster session featuring the work of the 2014 CEG awardees, and a reception. Forty-three individuals attended the event.

Future Plans and Priorities

- In the Coming Academic Year
 - Create a stronger partnership with FACET and co-develop an event and/or learning community on teaching in a reflective way.
 - Develop more and more prominent partnerships with schools.
 - Continue to use the feedback to revise upcoming webinars, perform a more streamlined review of those webinars, and update our webinar guidelines.
 - Faculty task force will be formed to look at CTL and centers at peer and aspirational peer institutions to make recommendations regarding future directions of CTL structure and functions.
- Longer-term
 - Develop stronger partnerships with IUPUI schools and offices responsible for the formative and summative evaluation of teaching;
 - Enhance faculty eligibility for and participation in both internal and external teaching awards; and
 - Strengthen the commitment of IUPUI faculty and teaching assistants to best teaching practices at all points in their careers.

EVCCAO Division of Undergraduate Education and University College

Highlights and Accomplishments

- All [Academic and Career Development](#) (ACD) staff participated in a training and professional development program, which integrates core requirements that are essential to the operation of the department with elective requirements. The program allows staff to tailor their professional development to complement their current responsibilities and future career goals. While core requirements are determined by ACD leadership, elective requirements are determined by each staff member. Full-time staff must complete a minimum of 10 elective hours annually, while joint advisors, part-time staff, and graduate students must complete a minimum of five hours annually. All staff completed 16 hours of training in core requirements.
- [Campus Career and Advising Services](#) organized and facilitated 19 professional development events (exclusive of EDGE) attended by 141 academic advisors, career services professionals, and other colleagues from across campus during the academic year (289 total in-person contacts).
- To support schools in the consistent onboarding of new academic advisors, [Campus Career and Advising Services](#) launched the New Advisor Academy, which is a two-day intensive training that introduces academic advisors to the standard expectations for advising across campus in the following areas: theories and approaches to advising; technology in advising; campus resources, partners, and councils; four-year academic planning; integrated career and academic planning (EDGE); policies and procedures; career planning competencies; and a simulated advising session with an experienced advisor mentor. During the past year, 42 advisors participated in the two academies offered in August and February; 100% of participants agreed it made them “a more effective advisor at IUPUI,” and they “would recommend that all new IUPUI advisors participate in the New Advisor Academy.”
- In spring 2016, [Campus Career and Advising Services](#) began offering on-demand training with advising technologies. Trainings were offered for AdRx, iGPS, and SSC, and were 60–90 minutes long. Six schools utilized these trainings with approximately 65 advisors or administrators in attendance. Attendees also received supplemental guides highlighting the useful features of each technology.
- With generous support from the Lilly Endowment, Inc., [Campus Career and Advising Services](#) led the IU system-wide committee that planned the EDGE conference, “Getting an EDGE: Academic Advising and Career Planning at IU.” The keynote speaker was Dr. Terrell Strayhorn, professor and director of the Center for Higher Education Enterprise at The Ohio State University. A postconference survey showed overall satisfaction with the quality of the conference was 90.6% with 41.7% reporting they were “very satisfied” with the overall quality of the conference. This represents a 5.7 point increase over the 2015 “very satisfied” rating.
- [Campus Career and Advising Services](#) partnered with orientation to train OTEAM on the iGPS degree maps video, which will be shown to new students at orientation to ensure compliance with degree maps legislation.
- [Campus Career and Advising Services](#) finalized the campuswide [advising manual](#) and launched the IU-wide [website for the EDGE initiative](#).
- [Campus Career and Advising Services](#) launched the Internship Council, a campuswide council that brings together faculty and staff who coordinate internships in the schools and

departments to discuss best practices and to develop policies and procedures. The goal is to enhance the quality of internships for IUPUI students, improve confidence among internship coordinators (faculty and staff), and reduce institutional liability created by negligently-placed interns. A [directory of internship coordinators and courses by school](#) is now available.

- The [Gateway to Graduation](#) program offers faculty communities of practice on critical thinking, classroom civility, technology, academic integrity, and international studies.
- Several opportunities were provided for [Gateway to Graduation](#) faculty to engage in professional development, including six workshops on QPR (suicide prevention) in conjunction with CAPS, a workshop in conjunction with the Division of Student Affairs (“What Do You Do When?”), and the [Gateway Teaching Academy](#) with 350 active participants.
- Course coordinators for the [Gateway to Graduation](#) program were trained on the use of Tableau.
- Four employees from the [Office of Student Employment](#) were recognized for presenting the Best of MASEA at the 2016 Midwest Association of Student Employment Administrators (MASEA) Conference in June 2015. The employees went on to present the awarding winning presentation, “Pay it Forward with Appreciation: Customizing your Student Employment Week,” at the 2015 National Student Employment Association (NSEA) annual conference in October 2015. The presentation was then selected as the Best of NSEA, recognizing it as the session most highly evaluated by conference attendees.
- Brooke Moreland-Williams, the [21st Century Scholars Success Program](#) scholarship coordinator will serve as an officer for the Indiana Association for Institutional Research (INAIR).

Future Plans and Priorities

- In the Coming Academic Year
 - [Academic and Career Development](#) will build and sustain a career development–oriented culture through the creation of peer and faculty career ambassadors/advocates.
 - The [Bepko Learning Center](#) will increase departmental usage of standardized best practices training for seven departments on campus. TutorLingo (a centralized online training site for tutoring) will be used for reports and statistics of tutors who have completed the best practices training.
 - [Campus Career and Advising Services](#) (CCAS) will work with interested schools to pilot the Academic Advisor Development Program (Career Ladder). A pilot involving [DUE](#) and other interested schools could move forward this year with no financial impact (raises for “promoted” advisors) until the 2017–2018 fiscal year. CCAS’s role would be in facilitating the orientation, review panel construction, portfolio collection and distribution, enforcing timelines, and communicating decisions.
 - The [Diversity Enrichment and Achievement Program](#) will develop and support the professional growth of staff, including seeking opportunities to tell the program’s story through conference presentations or publication outlets. Specifically, the goal is to have each member of the staff submit a proposal to present at a regional or state conference or submit for publication once a year. In addition, the goal is to identify intentional and tangible ways to support the short-term and long-term professional goals of the staff through educational advancement (advanced degrees) or professional training, university committee work, and volunteer efforts.

- First-Year Programs will make faculty development more intentional and consistent for [Summer Bridge](#) and first-year seminars.
- The [Gateway to Graduation Program](#) will increase the [Teaching Academy](#) membership and will have more faculty complete each level of the badges. Canvas will be used to track membership and badge levels for the Teaching Academy.
- The [Themed Learning Community](#) (TLC) program will collaborate with the Center for Service and Learning to increase faculty development and support for TLC teams to include community-engaged learning in their TLCs.
- The [Themed Learning Community](#) (TLC) program will gather feedback regarding TLC program fidelity through the use of the TLC high-impact practice taxonomy and will engage in dialog with TLC faculty regarding faculty development needs and barriers to fidelity. This information will be used to increase relevant faculty development offerings throughout the year.
- [University College](#) Academic Affairs will have all academic affairs units continue collaboration on professional development for faculty.
- [University College](#) Student Affairs will develop a comprehensive framework for the delivery of mentoring/coaching within University College so that efforts that currently reside in specific units are coordinated, and the best approach is provided to meet the differing needs of student populations. The goal is to have each unit develop learning outcomes for their mentoring and coaching during the upcoming academic year. Each unit will also define their approach to delivering mentoring and coaching. A coordinated student survey on mentoring and coaching will also be used to evaluate program effectiveness in spring 2017.
- [University College](#) Student Affairs will develop a common mentoring space that meets the needs of all units that deliver mentoring and coaching. The goal is to have 50% of mentoring occurring within Taylor Hall, have 80% of mentors reporting that the mentoring space in Taylor Hall meets their needs, and have 90% of directors reporting that the mentoring space in Taylor Hall meets the needs of their programs.
- Longer-term:
 - [Campus Career and Advising Services](#) (CCAS) will develop a Canvas-based training and professional development site. Such a site will provide modular, on-demand training for advisors and career services professionals who are new to IUPUI or who would like a refresher. The site will provide some sort of badging or certification as modules are completed. The site would also contain a comprehensive attendance record from all events coordinated by CCAS. Enrolled advisors and career services professionals could use documentation from the site to support their annual reviews and their portfolio for the [Academic Advisor Development Program](#).
 - The director of [RISE](#) will create more professional development opportunities for faculty and staff who are interested in teaching [RISE courses](#). A survey will be created to ensure the program is meeting the needs of faculty.

EVCCAO Enrollment Management

Highlights and Accomplishments

- Student Financial Stability Faculty & Staff Training: Student Financial Services worked closely with Student Affairs, Institutional Research & Decisions Support, the 21st Century Scholars Support Program, and other campus leaders to develop a successful campus training event. Attended by over 100 IUPUI faculty and staff, the training utilized some tools

developed by a Lumina grant-funded toolkit titled Beyond Financial Aid. Similar campus faculty and staff training initiatives are expected to continue to promote student success and financial stability for at risk students at IUPUI.

EVCCAO Faculty Appointments and Advancement

Highlights and Accomplishments

The mission of the Office of Academic Affairs is to create and support an environment that advances our institutional mission of achieving international distinction in education, scholarship, and public service. The office provides leadership for continuous improvement in academic programs; faculty development and, ultimately, student success. Much of the work of the office serves to support the development of faculty talent and academic advancement through the promotion and tenure process. OAA is dedicated to attracting a high quality and diverse faculty and to retaining those faculty once they are hired. To that end, we are working with University Research and Decision Support to systematically track faculty to better understand the arc of their careers and identify opportunities to intervene to support retention. Very early data on retention of faculty over time can be seen here:

<https://tableau.bi.iu.edu/t/prd/views/FacultyNewHireRetention/YeartoYearRetention?iid=1&isGuestRedirectFromVizportal=y&embed=y>

- Conducted a needs analysis regarding leadership skills for chairs in order to build appropriate programming and foster informal interaction among chairs across campus
- Worked with University Academic Affairs to Adapt E-Dossier to IUPUI standards, guidelines and language
 - Processed appointments for about 2,400 new hires for IUPUI's academic units, including 240 candidate offers for full-time faculty
 - Processed reappointments for clinical, lecturer, and tenure-track faculty totaling about 1,000 reappointments
 - Increased accuracy of data management through monthly audit reports to ensure that information about all academic appointees is accurate and current
 - Continues to support START program to promote a more diverse faculty, that in turn enhances an inclusive campus climate
 - More than 200 administrators participated in leadership programming that facilitated the transition into new roles and provided opportunities to stay current on campus initiatives and priorities.
 - This past academic year 550 faculty members attended faculty development programs designed to guide and facilitate career development and advancement. As a result of these and prior programming efforts, an increasing number of faculty have submitted their dossier to achieve promotion and/or tenure.
 - In the 2015-2016 promotion and tenure cycle, we had a record number of 126 applications for promotion and/or tenure with a 97% success rate. In addition, the Office of Academic Affairs provided associate faculty orientation programs both during the fall and spring semesters to assist associate faculty in their work as well as access to resources and professional development opportunities.
 - The IUPUI Mentoring Academy, a new initiative, was launched in 2014 to foster a culture of mentoring at IUPUI. The Mentoring Academy Planning Committee provided programs and resources to enable School representatives to develop a school-level mentoring proposal. Through a competitive yet inclusive process, 16 schools submitted proposals with 8 schools receiving funding by the Executive Vice Chancellor to initiate

their mentoring program. The target faculty of the funded mentoring proposals ranged from tenured Associate Professors to pre-promotion/pre-tenure women and under-represented minority faculty. Those schools with unfunded proposals were given the opportunity to revise and resubmit their proposal during the next academic year. During 2015-2016, 4 additional schools submitted school-level faculty mentoring proposals that were awarded funding. These included the Indiana University School of Dentistry, University Library, Indiana University School of Liberal Arts and the Indiana University School of Physical Education and Tourism Management.

- OAA held several Signature Events to welcome, support, develop and recognize faculty. This year 850 faculty members engaged in these various events. The New Faculty Welcome event introduces new faculty to the IUPUI campus, providing critical information and resources to help ensure success. The Plater Institute on the Future of Learning provides a forum for educators to learn new skills and methods to enhance instruction and improve student learning. The Chancellor’s Honor Convocation celebrates outstanding faculty and student achievement, recognizing excellence in teaching, research, service, civic engagement, diversity, collaboration and best practice. The Last Lecture and Retiree Luncheon recognize campus colleagues for their career-long dedication and contributions. The Reading at the Table events recognize IUPUI faculty and staff who have authored/edited recently published books.

The IUPUI Office of Academic Affairs directly impacts the constituents that it serves, providing leadership for continuous improvement and outcomes that demonstrate success. The information on the following pages provides further details about the various programs presented in the previous year.

Leadership Programming		
The IUPUI Office of Academic Affairs provides annual programming for new academic administrators to assist in their transition to the IUPUI campus as well as familiarize them with their roles and responsibilities as campus leaders. In addition, the IUPUI Office of Academic Affairs provides annual professional development programming for associate deans and chairs to facilitate continued growth and development of capabilities necessary for effective leadership.		
7-13-15	Administrators’ Update on P&T Process	51
7-27-15	New Deans’ Orientation	13
8-28-15	New Chairs’ and Associate Deans’ Orientation	26
10-22-15	Chair and Associate Deans Roundtable (AM and PM Sessions)	54
3-7-16	Chair and Associate Deans Roundtable (AM and PM Sessions)	60
Total		204
Faculty Development and Advancement		
The IUPUI Office of Academic Affairs provides annual programs and workshops to support and enable candidates to successfully develop and advance their careers at IUPUI. Promotion and/or tenure programs are available for all faculty ranks and career stages. There has been a steady increase over the last several years in the numbers of faculty members submitting their dossier for promotion and/or tenure. The success rate of candidates averages 95%.		
8-22-15	Associate Faculty Fall Orientation	25

8-25-15	Midway to Tenure	30
9-8-15	New Faculty Plan Now for Success	40
9-17-15	Dossier Preparation	67
10-15-15	Dossier Preparation	47
11-3-15	Promotion to Full Rank	36
11-19-15	Promotion to Senior Lecturer (IUPUC)	8
12-8-15	Excellence in Research	55
1-9-16	Associate Faculty Spring Orientation	34
1-12-16	Excellence in Teaching	39
2-9-16	Excellence in Service	29
2-25-16	Understanding Public Scholarship in Promotion and Tenure (CSL)	25
3-8-16	Promotion in the Clinical Ranks	50
4-4-16	Promotion to Senior Lecturer	25
6-6-16	eDossier Information Session for 2016-2017 Promotion and Tenure	23
6-13-16	eDossier Information Session for 2016-2017 Promotion and Tenure	17
Total		550
IUPUI Mentoring Academy		
<p>The IUPUI Mentoring Academy, a campus-wide initiative supported by the Executive Vice Chancellor and Chief Academic Officer, was launched in the Spring of 2014 with the primary goal to foster a culture of mentoring at IUPUI through mentoring plan development and implementation at the department and/or school level. Through a series of educational and supportive programs and a competitive proposal funding process, eleven proposals have been funded to date with four more schools funded during 2015-2016. Those schools are listed below. During 2016-2017, the Mentoring Academy will hold a fall symposium and provide two more rounds of proposal submissions with potential funding opportunities.</p>		
9-12-15	IU School of Dentistry, Empowering Department Chairs to Facilitate Faculty Mentoring: Guidance on Best Practices and Access to Mentor/Mentee Database.	
9-12-15	University Library, University Library Mentoring Program.	
9-12-15	IU School of Liberal Arts, PACES: Planning Advancement through a Culture of Encouragement & Support.	
6-15-16	IU School of Physical Education and Tourism Management, Creating a Culture of Faculty Advancement.	
Signature Events		
<p>The Office of Academic Affairs hosts a range of special events to support, develop and recognize faculty at various stages of their academic career.</p>		
8-18-15	New Faculty Welcome	106
10-13-15	Faculty Anniversary Recognition	40
11-30-16	William M. Plater Institute on the Future of Learning: Teaching and Learning Unscripted	96
4-1-16	Last Lecture	176

4-21-16	Chancellor's Honors Convocation (registration encouraged but not required)	227
5-3-16	Faculty Retirement Celebration	48
Total		693
Reading at the Table Series		
The Reading at the Table series provides an opportunity for members of the IUPUI community to celebrate and recognize published books authored or edited by IUPUI faculty or staff.		
9-15-15	Call of Bilal: Islam in the African Diaspora	27
10-21-15	Young Shakespeare's Young Hamlet: Print, Piracy, and Performance	18
11-17-15	Once Upon a Digital Story, A Modern Approach to an Ancient Art	14
12-16-15	Indian Spectacle: College Mascots and the Anxiety of Modern America	17
1-19-16	If We Can Win Here: The New Front Lines of the Labor Movement	14
2-2-16	Health Care as a Social Good: Religious Values and American Democracy	33
3-22-16	Deep Maps and Spatial Narratives	17
4-20-16	Selling Yoga: From Counterculture to Pop Culture	17
Total		157

Future Plans and Priorities

- In the Coming Academic Year
 - Leadership Development
 - Launch the Chairs Leadership Academy (monthly meetings)
 - Maintain a data base of key leaders on campus to make better use of faculty talent and distribute leadership more broadly across the campus
 - Data management and Analysis:
 - Continue to develop faculty data systems to track cohorts of faculty to encourage faculty retention and promotion
 - Track faculty to identify and retain potential “flight risks”
 - Employ Academic Analytics and other data tools to identify faculty candidates for prestigious awards
 - Continue to examine failed tenure cases to identify common threads and avoid future pitfalls
 - Work with the Institutional Research and Decision Support to establish best practices in data collection and reporting for faculty hiring and promotion
 - Improve stature and recognition of faculty
 - Work with schools to develop a strategy for nominating faculty for prestigious campus, university and national awards
 - Serve as a clearinghouse and support center for faculty award nominees
 - Faculty Systems
 - Continue to adapt E-dossier to IUPUI (adding Librarians guidelines)
 - Train faculty for and launch Activity Insight from Digital Measures

- Developing Academic Programs
 - Work with campus academic and fiscal leaders to prioritize development of academic programs
 - Develop template for cost/benefit and student demand assessment for new degree and certificate programs
 - Identify priority programs for online degree development
 - Encourage schools to develop online courses for general education
- Longer-term
 - Develop more sophisticated faculty data systems to track cohorts of faculty to encourage faculty retention and promotion
 - Attract and retain increasingly diverse faculty

EVCCAO Graduate Office

Highlights and Accomplishments

- The Graduate Office and our Graduate Recruitment Council hosted a workshop for
- staff and faculty focused on strategies for graduate and professional student recruitment, admissions and retention. Campus and outside experts provided advice and information to more than 57 attendees from IUPUI, Ball State, IUB, and the University of Chicago.
- Graduate Office staff provided several workshops each semester to students, staff and faculty to review the key steps in student progression and requirements for degree and certificate completion. Workshops were tailored for IU and PU programs and staff.
<http://graduate.iupui.edu/faculty-staff/guides.shtml>
- Graduate Office staff and staff from PUWL provided a hand-on workshop at IUPUI to help campus graduate program staff and faculty learn about the admissions program SLATE as well as new electronic documents available for students in PU programs.
- Web-based tools which are ADA accessible were developed to provide quick resources to students and staff on the requirements for progression and degree/certificate completion for IU and PU programs. These resources are posted on the Graduate Office website.
<http://graduate.iupui.edu/faculty-staff/guides.shtml>

Future Plans and Priorities

- In the Coming Academic Year
 - Continue to work with our partners in Bloomington to improve the electronic documents for tracking student progression and degree awards.
 - Develop more web-based resources for faculty and staff including information on enrollment management.
- Longer-term
 - Continue to reach out to staff and faculty to learn of their needs and concerns related to admissions, tracking student progression and degree awards.

EVCCAO Honors College

Highlights and Accomplishments

Nothing reported for Goal 10

EVCCAO Institutional Research and Decision Support (IRDS)

Highlights and Accomplishments

- Administered the IUPUI Staff Survey – including key professional development indicators
- Analyze and report Affirmative Action Compliance and Availability data for faculty/staff per Office of Equal Opportunity practices
- Designed and implemented interactive dashboard for [faculty/staff headcounts](#)
- Provide information to deans for school level Affirmative Action planning
- Provide information related to salary equity complaints in collaboration with the Office of Equal Opportunity
- Administered five surveys, two focus groups, and five individual interviews for three Administrator Reviews for Director Kirkland, Dean Russomanno, and Dean Williams
- Administered ADVANCE Grant Pilot Survey with four schools to assess climate for women faculty in STEM fields
- Collected feedback regarding the Chancellor’s effectiveness in his first semester and Dean Newhouse’s effectiveness in her first year (Mitchell)
- Served on Welcoming Campus Climate Taskforce, Faculty/Staff Committee (Mitchell)
- Served on Recruitment and Retention of Latino Faculty/Staff Taskforce (Mitchell)
- Served on Office for Women Advisory Board (Mitchell)
- Served on Office of Equal Opportunity Advisory Board (Mitchell)
- Served on ADVANCE Grant committee (Mitchell)
- IRDS staff assisted staff members in University College in the development, administration, and reporting of performance appraisals for the Dean, Associate Dean, and Executive Assistant Dean in University College. The Dean, Associate Dean, and Executive Assistant Dean each provided a comprehensive response including how they will address concerns raised in the evaluation.

Future Plans and Priorities

- Re-envision exit surveys for faculty/staff at IUPUI
- Help create infrastructure for faculty and staff information / data needs, including information coming out of the FAA office, Digital Measures, Academic Analytics, information from PeopleAdmin on applicants, institutional information from PeopleSoft, Exit Surveys, and any relevant survey information
- Create a longitudinal dataset to help understand retention of tenure-track faculty members

EVCCAO International Affairs

Highlights and Accomplishments

- In collaboration with IU’s Statewide Sexual Assault Education and Prevention project focused on under-served populations, OIA staff designed and delivered a November 2015 webinar entitled *Working with International Students on Sexual Violence Prevention Efforts* to a university-wide audience. The webinar was designed to help attendees understand the unique challenges that employees may face when they develop prevention education or respond to incidents involving international students. A participant survey showed that 91% “Agreed” or “Strongly Agreed” that the webinar helped them feel more confident about working with international students in sexual violence prevention efforts.

- OIA staff continued to provide expert immigration services to support the hiring and retention of international experts and researchers on the IUPUI campus. More than 600 international scholars received support services through the OIA during AY15-16.
- Dr. Gil Latz, Associate Vice Chancellor for International Affairs, began his 2016 term as [President of the Association of International Education Administrators](#) leading efforts to advance the international dimensions of higher education worldwide. Latz will serve as past-President in 2017.
- OIA staff were selected for prestigious grants and training opportunities:
 - Dr. Latz was selected as one of two dozen North American university leaders to participate in the DAAD Germany Today Study Tour, June, 2016, focusing on university/business partnerships.
 - IUPUI's Study Abroad Director, Stephanie Leslie, was invited to participate in the Fulbright Commission in Hungary's study abroad networking and capacity-building workshop in June 2016.
 - OIA led efforts to secure funding through the ERASMUS+ mobility program for three IUPUI faculty and staff (Prof. Yao-Yi Fu, Stephanie Leslie, and Hayley Powell) to visit the University of Primorska in Slovenia.
 - Sara Kurtz Allaei was awarded IUPUI funding to participate in the 2015 Bryn Mawr HERS Leadership Training Institute.
 - Stephanie Leslie was selected to participate in IUPUI's Next Generation Leadership 2.0 cohort.
 - Sandi Lemons was nominated by IU's Office of the Vice President for International Affairs to participate in IU's Management Training Series for IU directors responsible for functional areas.
- OIA staff provided professional service and shared their knowledge and skills with international organizations and partners:
 - Dr. Gil Latz was appointed to the [Internationalization Laboratory Advisors](#) group of the American Council on Education. He will serve with a team of consultants to guide participating universities through a process of evaluating and strengthening campus internationalization.
 - Executive Director Sara Kurtz Allaei was selected as a member of the training team for the NAFSA: Association of International Educators Management Development Program (MDP) The MDP is a comprehensive management-training program designed specifically for international education professionals. Allaei will serve a three-year term in this capacity, from 2016-2018.
 - Mary Upton, Associate Director for Scholar Services, served as "RegBud" for NAFSA's Region VI leadership team. This role involved trouble-shooting regulatory issues throughout the year as part of a national team and conceptualizing and coordinating conference sessions on immigration regulatory matters affecting higher education institutions.
- OIA staff members presented at national conferences:
 - Leslie Bozeman, Director of Curriculum Internationalization, AIEA 2016
 - Evelyn Hovee, Asst. Director of International Admissions, NAFSA International Educators National Conference 2016;
 - Gil Latz, AIEA, NAFSA, ARNOVA, Assessment Institute, Indy Chamber, Japanese Business History Conference, APLU, AAG, EWA;
 - Deborah Hirt Neary, Manager of International Information and Communications, NAFSA 2016.

- A Study Abroad White Paper Implementation Task Force was formed to implement recommendations and strategies to enhance study abroad. Members attended the Generation Study Abroad Summit held in Washington D.C. in October 2015.
- OIA continued to offer opportunities for staff to compete for funding to participate in OIA's International Travel Grant Program (one grant awarded to Jill Jean-Baptiste, I-House Program Manager) and the NAFSA Academy on International Education (one grant awarded, to Deborah Hirt Neary, Communications & Information Manager).

Future Plans and Priorities

- Continue to support professional development for OIA staff, including staff travel grants to receive professional development overseas and support for a staff member's participation in the NAFSA Academy, a year-long professional development program for international educators.

EVCCAO Office for Women

Highlights and Accomplishments

- EMPOWER, Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (with OVCR) See above "Accelerate Innovation and Discovery through Research and Creative Activity"
- Next Generation 2.0 Leadership Initiative. IUPUI Next Generation 2.0 is a program designed to provide individuals with the opportunity to acquire additional leadership skills and professional development in preparation for career advancement in higher education. The program expands upon the successes of a previous program on campus in 2009, Next Generation @IUPUI, by targeting women and underrepresented minority faculty and staff who are poised to pursue the next level of their career or who wish to hone their skills to better lead from their current positions. It was created by Associate Dean Gina Gibau, IU School of Liberal Arts and Associate Dean Karen Bravo, IU McKinney School of Law and administered by Kathleen Grove, Director, Office for Women. 2015 was the inaugural year of the program with a cohort of 10 faculty and 10 staff members. There were 59 applications for the 20 positions. A ten month curriculum on higher education and leadership topics was completed from August 2015 to May 2015. Each member of the cohort also completed a capstone project to benefit their department or campus. The schools financially supported their candidates with a match from the Executive Vice Chancellor for Academic Affairs.
- Annual Women's Leadership Awards – Faculty and Staff Awards. As part of the National Women's History Month observance every year in March, women faculty, staff and student leaders are recognized and celebrated at an annual leadership reception sponsored by the Office for Women and the Office of Student Involvement. Because of implicit bias and cultural norms, the accomplishments of women are often not recognized and become invisible. This recognition event is an intervention to change that norm. The event has evolved over the years into an annual reception featuring a keynote address on the National Women's History Month theme and the presentation of awards to top women leaders on campus. Faculty and staff awards in 2016 were:
 - Part-time Faculty: Melissa Cavaghan, Associate Professor of Clinical Medicine, Endocrinology and Metabolism, IU School of Medicine

- Part-time Staff: Shannon Kelley, Academic Advisor, IU School of Liberal Arts, IUPUI
- Veteran Staff : Etta Ward, Executive Director of Research Development, Office of the Vice Chancellor for Research, IUPUI and Denise Scroggins, Director of Faculty and Academic Services, IU School of Public and Environmental Affairs, IUPUI
- Newcomer Faculty: Amanda Friesen, Assistant Professor, Political Science, IU School of Liberal Arts, IUPUI and Elizabeth Ramos, DDS, Clinical Assistant Professor, Department of Periodontics and Allied Dental Program, IU School of Dentistry
- Veteran Faculty: Janet Carpenter, Distinguished Professor and Associate Dean for Research, IU School of Nursing; Crystal Garcia, Associate Professor, Criminal Justice, IU School of Public and Environmental Affairs, IUPUI; and Kathleen Marrs, Associate Professor, Biology, Purdue School of Science, IUPUI
- Inspirational Woman – Faculty: Karen Bravo, Professor and Associate Dean for Graduate Studies and International Affairs, IU McKinney School of Law
- Inspirational Woman – Staff: Merle Illg, Assistant to the Dean, IU School of Liberal Arts, IUPUI
- WOMEN CREATING EXCELLENCE AT IUPUI, Online archive and exhibit. This project was developed by the Office for Women and University Library as a permanent online archive to highlight and celebrate the significant contributions to building and sustaining our campus by women faculty, staff, students, alumnae or community members. It features the biographies of over 100 women who have made significant contributions to the growth and development of IUPUI since 1969 and features photos from the Ruth Lilly Special Collections and Archives. Additional information on the “founding mothers” who helped build the institutions that preceded IUPUI has been added as well as information about Chancellors’ spouses. Archive is updated annually. See: <http://www2.ulib.iupui.edu/womencreatingexcellence>
- Higher Education Resource Services Summer Institute for Women in Higher Education Administration. These are residential training opportunities which prepare participants to work with issues currently facing higher education. The institute seeks to improve the status of women in the middle and executive levels of higher education administration. IUPUI has sent women to this program since 1987. To date 49 campus women have attended and 25 remain on campus in leadership roles. The Office for Women handles the campus selection process and fund identification. The 2015 attendees were: Sara Allaei, Executive Director, IUPUI Office for International Affairs; Margo Foreman, Associate Director, Office of Equal Opportunity; Kristina Sheeler, Professor, Political Science and Associate Dean, IU School of Liberal Arts.
- Hazelett Women in Leadership Forum. This program was inaugurated in April 2006. With a generous gift from Ambassador Randall L. Tobias, the IU Tobias Center for Leadership Excellence, IUPUI, and the IUPUI Office for Women combined efforts to create the Hazelett Women in Leadership Forum. The Forum is dedicated to the memory of Suzanne "Susie" Northam Hazelett, the former Executive Director of the Randall L. Tobias Foundation who was instrumental in helping to establish the IU Tobias Center for Leadership Excellence. The Hazelett Women in Leadership Forum provides a public arena for knowledgeable and creative speakers to celebrate the achievements of women leaders in various walks of life. This year was the 10th year of the event which was held on November 23, 2015 with U.S. Representative Susan Brooks and Gary, Indiana Mayor, Karen Freeman Wilson as speakers.
- Improve Your Financial IQ workshop series. This annual workshop series is presented by Joyce Foster, MBA, and a certified financial planner. A series of 3 workshops are held each semester. These workshops address topics such as how to build a confident retirement

through maximizing your Social Security Benefits, arranging a guaranteed lifetime income or preparing for long term or chronic care costs. AARP reports that for the next 18 years, the boomer generation will be turning 65 at the rate of 8000 a day. It also reports that 22% of them have no retirement savings. It is also a fact that women outlive men and thus will need more retirement income. Ms. Foster has over 27 years of experience as a financial planner and owns a practice with Ameriprise Platinum Financial Services. She is a frequent speaker on financial and retirement planning especially strategies for women.

- Campus Center Nursing Mother's Room. Approximately 10,000 individuals pass through the Campus Center on an average weekday during the academic year. In FY14, 7,965 events were hosted in the Campus Center with a total attendance of 388,244. Yet, it lacked a *dedicated* private space for nursing mothers whether faculty, staff students or guests to express milk or nurse their child in comfort and privacy. Director Grove made the case to the Dean of Students Jason Spratt, Campus Center Director Joe Hayes, and Vice Chancellor for Student Affairs Zeb Davenport and they all pledged their support. VC Davenport made the case to the administration for funds to build out a space in the campus center. Grove and Hayes worked with the university architect to design an appropriate space. A dedicated nursing mothers' room on the 3rd floor of the campus center was built during fall 2015 and opened in January 2016. A grant to the Office for Women from the Indiana March of Dimes organization helped pay for furnishings for the room.
- IUPUI Face Book support group The IUPUI Office for Women hosts a private Face Book page for IUPUI nursing mothers.
- Lactation Room List. A current list of buildings on campus with dedicated space for lactation needs is posted on the OFW website along with local and national resources and information. <http://ofw.iupui.edu/Resources/Lactation-Resources>
- Career Flexibility and Work/Life Integration Resources. The Office for Women maintains a list of these resources and current links on its website at: <http://ofw.iupui.edu/Resources/WorkLife-Fit>
- Mentoring Academy Planning Committee. Director Grove has been a member of the academy planning committee since its inception helping to plan grant funding, events, and reviewing grant applications. Grove has also made presentations to the campus community at Mentoring Academy events. <http://academicaffairs.iupui.edu/AcademicResources/Mentoring-Academy>
- Efforts to create and sustain a civil campus community. The Office for Women was a supporter and member of the planning committee for the IUPUI Common Theme on Civility. Following the conclusion of that program, the OFW has been a member of an ad hoc group continuing to support the aims of that program to sustain and create a civil community at IUPUI. To that end, the OFW was a co- sponsor of the IUPUI Symposium on Civil Discourse on April 4, 2016 which featured a presentation by James Still, playwright and author of "April 4, 1968: Before We Forgot to Dream". Through this play, the author looks at a day in the life of an African-American family in Indianapolis which intersects with the day Martin Luther King died and the day Robert Kennedy was in Indianapolis on a campaign stop and turned the moment into a heartfelt eulogy for Dr. King. Break- out sessions focusing on models for civil discourse followed the presentation.

Future Plans and Priorities

- All of these programs and collaborations will continue into the 2016-17 academic year. A new cohort for the Next Gen 2.0 leadership initiative has been selected and will begin their

curriculum in September. There are 22 members comprised of 10 faculty and 12 staff. Three “Improve Your Financial IQ” workshops have been planned for fall semester 2016. We are planning to create the opportunity for three IUPUI women to attend the 2017 HERS Summer Institutes. New entries will be sought for the Women Creating Excellence at IUPUI online archive. In January 2017, we will begin soliciting nominations for the Women’s History Month Leadership Awards. We will be collaborating with the Tobias Center for the 11th annual Hazelett Women in Leadership forum.

EVCCAO University Library

Highlights and Accomplishments

- Examples include: characteristics of faculty and staff demographics, faculty and staff turnover rates, faculty and staff satisfaction, progress on mentoring and related initiatives, faculty and staff recruitment, retention, development, performance management, and advancement processes, etc.
 - The University Library conducts “Organization Weeks” every year. These are general three day events that involve all library staff. Organizational and professional development as well as planning activities are the focus of these efforts.
 - In conjunction with the campus mentoring effort the library has developed a mentoring program for librarians.
 - The library provides all permanent library staff professional development funds to be used to enhance skills and expertise and to enhance engagement with the library profession.
 - The library continues to evaluate and revise organizational changes made in early 2015 that revise librarian reporting and introduced “charter groups.”
 - In the past three years the library has hired seven new tenure-track librarians. They have brought expertise in digital humanities, user interface design, health sciences, and metadata. Three of these hires were of under-represented minorities.

Future Plans and Priorities

- In the Coming Academic Year
 - Continue “Organization Week,” mentoring program, and funding of professional development.
 - Longer-term
 - Continue efforts to make hires, especially for librarians that enhance the diversity of the library staff.

Finance and Administration

Highlights and Accomplishments

- Human Resources – Designed and implemented The Institute for Supervising Excellence ([ISE](#)) which is a campus-wide manage development program with in-person sessions, policy courses, elective course hours and a campus/community service project. We received almost 60 applications for the 22 slots in 2016.
- Offered 27 open registration training courses; ranging from compliance to professional development. Provided 26 departmental training courses as a response to a specific departmental request.

- Coordinated campus-wide offerings such as the Health & Benefit Fair as well as the Pre-Retirement Symposium for campus employees. More than 200 attendees participated in each of these events.
- Campus Facility Services - Improved employee engagement by creating and implementing CFS Advancing Your Career (part 2) focusing on career paths and self-directed career development.
 - *Future plans:* Through the use of cross-functional focus groups, assess departmental employee engagement with mission and vision and with one another as members of the same team. Assess needs and develop program that addresses the unique challenges in Parking as it relates to the two goals, sometimes conflicting goals, of revenue maximization, per direction post-monetization study, and, the “Welcoming Campus” initiative.
- Office of Intergroup Dialogue and Civil Community - IGD Faculty/Staff Dialogues: The IGD/CC Office and its partners facilitated six intergroup dialogues, including three on class/rank, one on sexual orientation, one on race, and one for a staff group in one of the schools. The Office also facilitated a half-day introductory intergroup dialogue workshop to provide exposure to the IGD process and encourage interest among staff and faculty to participate in future sustained dialogues. The Office also sponsored a lunch that was attended by over 30 IGD past participants and other interested individuals to promote community and continued engagement with IGD among faculty and staff.
 - *Future plans:* In the coming Academic Year: The IGD/CC staff are transitioning to the Division of Diversity, Equity and Inclusion. Planning for Future faculty/staff intergroup dialogues will continue upon completion of this transition process. In addition, IGD/CC staff will be involved with developing other training and education programming for faculty, staff and students related to developing cultural literacy, competence and engagement.
 - Long-term: Long-term plans will be developed upon completion of the transition of IGD/CC staff to the Division of Diversity, Equity and Inclusion.

Planning and Institutional Improvement (PAII)

Highlights and Accomplishments

- Banta worked with writers at the Association for College and University Educators (ACUE) to develop two modules that will be used to provide professional development in teaching for faculty nation-wide.
- Banta worked with faculty in Dentistry, Law, and Physical Therapy, and with staff in Student Affairs, to help them implement their outcomes assessment processes.
- For the Blue Online Course Evaluation Projects conducted at IUPUI during fall 2015 and spring 2016 semesters, Mzumara coordinated and facilitated 11 faculty meetings focused on using *Blue/Evaluations*.
- Testing Center Staff (Howard Mzumara and Kate Forrest) successfully completed the Blue Administrator Course and Exam approved by eXplorance, Inc. (thus becoming *Certified Blue Administrators*).
- Testing Center staff participated in a variety of assessment-related webinars or professional development sessions facilitated by professional staff at local/regional/national conferences.
- The ePortfolio Initiative supported participation by IUPUI faculty in several AAEEBL conferences: in July 2015 to attend or present at the inter/national conference for seven

IUPUI faculty and professional staff and one student presenter, and for two other faculty and an academic staff member to present at the Midwest Regional Conference in May 2016.

- Kahn and Scott have collaborated with Center for Teaching & Learning staff to coach faculty interested in using electronic portfolios. They presented more than 20 workshops at IUPUI and at national/international meetings during 2015-16.
- Kahn and Scott organized and convened a Faculty/Staff Community of Practice (COP) focused on use of ePortfolios in capstone experiences at IUPUI. The ten-member COP will continue to meet in 2016-2017.
- Kahn and Scott organized and Kahn chaired the ePortfolio tracks for the 2015 and 2016 IUPUI Assessment Institutes and supported participation in the Institute by IUPUI faculty adopters of ePortfolios.
- Kahn co-chaired and Scott supported the PRAC Report Review Subcommittee; the report reviews are intended to strengthen both assessment practice and assessment reporting at the unit level, and reviewers have often attested that the review work has strengthened their own understanding of assessment processes and opportunities.
- Virtually all program reviews have resulted in growth plans for faculty and/or the addition of new professional development activities for faculty and staff.
- Black and Banta conducted a program review orientation session for department heads with upcoming reviews.
- PAII staff work with the IFC-EC and faculty and staff leaders to identify the members of the committees that conduct 5-year administrative reviews for vice chancellors, deans, and selected directors. We continue to monitor these reviews through to the debriefing of the committee by the Chancellor. Three administrative reviews were conducted during 2015-16, each producing recommendations for professional development.
- For 24 years PAII staff have planned and facilitated a national conference on outcomes assessment that attracts over 1000 faculty and staff from virtually all the states and a dozen other countries. Over 60 IUPUI faculty are involved in presenting and/or leading tracks at the Institute.
- For the 6th year Banta conducted an invited workshop in Oakland, California for the annual Assessment Leadership Academy of the Western Association of Schools and Colleges.

Future Plans and Priorities

- During Academic Year 2016-2017, the top work priorities for the Testing Center include:
 - In August 2016, Testing Center staff will attend the Blue Americas 2016 Conference and participate in the *Blue Expert Certification Course* to be held at the University of Louisville, Kentucky.
 - For long-term plans to provide further training for staff using Blue software products, Testing Center staff will work in partnership with the IU Blue Program Owners / Blue Enterprise Services, and eXplorance, Inc.
- During Academic Year 2016-2017, the top priorities for the Office of Institutional Effectiveness include:
 - Supporting seven other faculty and staff to attend the 2016 AAEEBL National Conference in August 2016.
 - Engaging approximately ten faculty in a community of practice on ePortfolio use in senior capstone courses and encouraging participants to share their learning with colleagues via the Moore Symposium, FACET, and similar forums.

- Reinstate the annual IUPUI ePortfolio Symposium with an extended event September 30, 2016. The Symposium will include a keynote presentation by a nationally respected speaker, presentations by IUPUI faculty and academic staff on their recent ePortfolio grant project lessons, and a panel of students sharing their perceptions and suggestions for ways to strengthen ePortfolio use.
- Longer-term plans for the Testing Center include:
 - Mzumara will continue to provide faculty development presentations regarding classroom assessment and course evaluations.
- In October 2016 PAII staff will present the 25th annual Assessment Institute in Indianapolis with new leadership and in collaboration with personnel representing the National Institute for Learning Outcomes Assessment.

Office of the Vice Chancellor for Research

Highlights and Accomplishments

- Conducted a series of workshops and training programs in support of research across campus. This included symposia and workshops on Funding from the NSF, NSF Career sessions, proposal development, and the Nine Golden Rules to Succeed in Research Workshop. Delivered approximately 17 OVCR sponsored/co-sponsored workshops and presentations to over 1,100 participants. The topics covered ranged from how to write top quality grant proposals, to how to find funding sources and develop successful research programs. Partnered with the IU Foundation to offer a new workshop on private foundation funding.
- Through [Proposal Development Services](#), provided significant support for the development of research proposals and funding requests by IUPUI faculty, resulting in 78 proposals requesting \$101,351,910 and 12 awards for \$11,161,785. A multi-year effort to secure prestigious NSF CAREER Awards has resulted in a total of 12 awards (11 in School of Science, 1 in E&T).
- Delivered eight proposal development and/or funding search workshops in seven schools/departments on campus to over 139 participants and 18 PIVOT consultations to staff and faculty and five faculty research project consultations.
- Expanded grant proposal development training programs to postdoctoral fellows in the School of Medicine, in cooperation with the Office of Postdoctoral Affairs. Two workshops offered initially: “Basic Proposal Development” and “The K99/R00 Mechanism: NIH Pathway to Independence Award.” Planning initiated for additional sessions, including identifying funding sources and second sessions of workshops already presented.

Future Plans and Priorities

Nothing reported for Goal 10

Student Affairs

Highlights and Accomplishments

- Staff members from across the Division presented at local and national conferences on the work their areas are doing, participated in numerous trainings to enhance their work, and joined local, regional, and national boards focused on developing members of the community and the profession (See Appendix B for a listing of presentations and service to the field).

Future Plans and Priorities

Nothing reported for Goal 10

University Information Technology Services (UITS)

Highlights and Accomplishments

- Gave a Cyberinfrastructure for Digital Humanities (DH) lecture on using R for text analysis to librarians involved in DH consulting.
- Each fall, CACR hosts the annual CACR Cybersecurity Summit on the IUPUI campus. Hundreds of attendees from across IU, Indiana State Government, Crane, and private companies come together for one of the Midwest's largest forums dedicated to cybersecurity issues. Held on the IUPUI campus at Hine Hall, the 2015 summit was attended by nearly 200 people.
- The Center for Applied Cybersecurity Research (CACR) Seminar Series brings cybersecurity leaders and faculty from across the nation for biweekly presentations throughout the academic year. CACR is affiliated with the IU Pervasive Technology Institute. During the 2016 academic year, 87 IUPUI students attended the CACR Security Seminar Series.
- Vice President Wheeler and Chief Audit Officer Stew Cobine hosted two workshops on cyber risk and policy for over 100 IT professionals at IUPUI and IU Bloomington.
- The Vice President's Cabinet Series included five events that helped educate hundreds of IT professionals on how their work contributes to the Bicentennial Strategic plan.
- IU celebrated its 2015 Statewide IT Conference with the theme "20/20: Reflecting on Our Past, Focused on Our Future" and an eye toward the university bicentennial in 2020. Each year, the conference brings together more than 900 colleagues from all eight IU campuses to learn about new technologies and initiatives, plan for the future, and share ideas with their counterparts on other campuses. <https://itnews.iu.edu/articles/2015/iu-it-professionals-reflect-on-past,-focus-on-future-at-20th-annual-tech-conference--.php>
- The "Supercomputing for Everyone" series offers hands-on training for IUPUI faculty, staff, and graduate students.
- IU's Office of the Vice President for IT and CIO launched a new internal publication to make connecting with colleagues even easier. The IT Connections e-newsletter debuted on July 30 as an internal newsletter for IU employees who work in the IT or informatics fields, or those who just have an interest in IT@IU. <https://itnews.iu.edu/articles/2015/introducing-it-connections.php>
- Building a community of faculty committed to using best practices in technology-enhanced teaching and learning is a major goal of the ongoing transition from Oncourse to the Canvas learning management system. In January 2015, the "Teaching with Canvas Pioneer Award" was announced to help facilitate this goal and encourage faculty to share their teaching and learning experiences with Canvas. Several winners from IUPUI were announced in July 2015. <http://itnews.iu.edu/articles/2015/teaching-with-canvas-pioneer-award-winners.php>
- Indiana University is transitioning to a new tool, Activity Insight, to create a more efficient annual reporting process for the university's faculty. In place of FAR (Faculty Annual Report), IU's faculty will now have a more intuitive product – one with improved user friendliness and less manual data entry required for annual reporting. The annual faculty reporting process is used by deans and department chairs to measure the accomplishments of faculty – including research and creative activities, service and engagement, and teaching –

in order to set salary. <https://itnews.iu.edu/articles/2016/iu-faculty-to-begin-using-activity-insight-tool-for-annual-reporting.php>

- UITS IT Training offered a variety of workshops and online training sessions on the IUPUI campus. There were 83 classroom-based workshops, with 702 enrollments. There were also 333 online training sessions, with an estimated 1500 enrollments from IUPUI. Additionally, an estimated 50,000 IT Training materials and resources were downloaded by the IUPUI community.
- Miscellaneous
 - Travel
 - The new Travel Expense Module (TEM) moved into production pilot mode on 5/22/16. A few pilot departments have been using the new system and providing feedback in preparation for university-wide deployment on August 1, 2016. TEM will replace the Travel@IU System. [Online training](#) and [instructor-led courses](#) are available.
 - OnBase
 - On January 29, 2016, the last remaining files on Knowledge Lake were migrated to Onbase, IU's Enterprise Document Management (EDM) solution. This was a multi-month effort involving the migration of 12 different departments and over 300,000 documents to Onbase. Subsequently, the Knowledge Lake service was retired. Storage space for Onbase has increased over the last two years by 1.5 TB. This is nearly double the amount of space consumed in the first 14 years of Onbase use (1999-2013).
 - Multi-Factor Authentication (Duo)
 - In June 2016, additional safeguards were added to require the use of multi-factor authentication (Duo) by all faculty and staff viewing personal and financial information. The use of Duo Authentication will greatly reduce the risk of unauthorized access to employee personal and financial information stored in IU systems.
 - Decision Support Initiative (DSI)
 - Throughout the fiscal year, the DSI project delivered dashboards enabling departments to identify trends and visually explore data related to employee headcount & FTE, biodemographic data, salary, and financial key performance indicators. Dashboards are delivered through the decision report repository at <https://ds.iu.edu>.
 - Advancing Web Services
 - Web Content Management System (WCMS) migrated from a global to a multi-tenant sites model and from Oracle to MySQL for the database. IUPUI departments now have more control over their departmental uses of the WCMS.
 - Indiana University Blogs is a platform for IUPUI faculty, staff, and departments who need a secure and easy to adopt platform. The platform is a multisite WordPress environment hosted by [CampusPress](#), and supported by the WebTech services group.
 - Security and Regulatory Compliance
 - Assisted School of Dentistry and other IUPUI departments with approaches to credit card processing that move credit card process risk outside Indiana University. The result represents significant reduction in IUPUI liability for credit card processing.
 - Implemented a PCI-DSS 3.2 compliant device management environment for IUPUI Parking operations to process credit card transactions.
 - Established a new HIPAA-aligned service focused on providing a platform for IT Pros to manage data security and compliance requirements around the discovery of

- sensitive data and more adeptly defend against sensitive data exposures. Identity Finder is offered free of charge to organizational units. The tool can search computer systems and find, delete, and secure sensitive data to reduce the overall risk of data breaches. Since July 2016, 7,102 machines and 211 servers have joined the platform.
- Introduced new technology during the build process for IT Pros to secure university data and prevent breaches by encrypting all of the data on a hard drive at rest.
 - Established a new HIPAA-aligned service focused on providing a platform for IT Pros to securely manage Apple devices while meeting regulatory compliance. This platform helps streamline management standards and practices while reducing administrative burden and redundancy. Since July 2016, 2,888 devices have joined the platform.
- Managed Print Services
- Established a new service focused on providing a platform for Indiana University to gain visibility and control of our printing. By focusing on the demand side, the service helps to reduce waste and paper, and save money while making more strategic data-driven decisions. Managed Print also helps to improve environmental sustainability and document security. All Managed Print Services subscribers have an analytics package enabling them see environmental, energy, and financial impacts. Over \$471,304 in annual savings have been realized since the rollout of this new service.

Future Plans and Priorities

Nothing reported for Goal 10