

Indiana University-Purdue University Indianapolis

## EXCELLENCE THROUGH COLLABORATION AND INNOVATION



SEPTEMBER  
**2012**  
Executive  
Summary

**Reaffirmation Visit Dates:  
November 5-7, 2012**

Reaffirmation web site:  
[www.iupui.edu/2012](http://www.iupui.edu/2012)

Prepared for  
The Higher Learning Commission  
A Commission of the North Central  
Association of Colleges and Schools



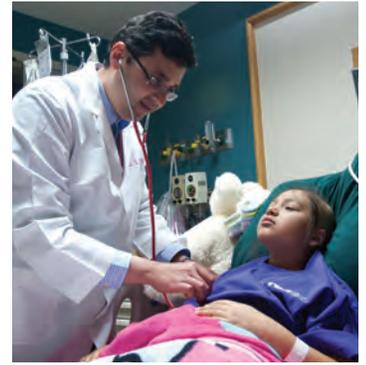
## EXCELLENCE THROUGH COLLABORATION AND INNOVATION

### IUPUI Self-Study Report for Reaffirmation of Accreditation September 2012

#### Executive Summary

In November 2012, IUPUI will be evaluated for reaffirmation of its accreditation by a team of higher education faculty and administrators appointed by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. In preparation, a large portion of the IUPUI community has engaged in an extensive four-year self-study process: Representative teams examined, developed, and reflected on evidence that IUPUI meets the five Criteria for Accreditation established by the HLC, and all members of the campus community had opportunities to contribute to and comment on the self-study report under development. This highly condensed summary presents the main findings of these efforts. The complete self-study report can be accessed at the self-study web site, which includes information about the self-study leadership and teams, and responses to frequently asked questions about regional accreditation.

The self-study report highlights two values central to IUPUI's identity and essential to carrying out our distinctive mission—collaboration and innovation. It focuses on the unique collaboration among Indiana University (IU), Purdue University, and the city of Indianapolis that IUPUI represents, emphasizing how collaboration and innovation strengthen the institution and infuse our conduct of teaching and learning; research, scholarship, and creative activity; and civic engagement. These three themes align well with the HLC criteria, enabling the self-study report to demonstrate our institutional strengths and to illuminate the challenges that lie ahead. These strengths and challenges, organized around the five HLC Criteria for Accreditation, are listed below, following a summary list of achievements and current challenges outlined in the report's introduction.





## INTRODUCTION

### Achievements

- Enrollment, retention and graduation, and diversity have all improved substantially since the last reaffirmation review in 2002.
- Our academic units are finally consolidated on our main campus in downtown Indianapolis.
- Our infrastructure for teaching, learning, and student life has steadily improved.
- Research expenditures have nearly doubled in the past ten years as a result of concerted efforts across all IUPUI schools and departments, while research infrastructure, particularly for collaborative, interdisciplinary research, has expanded significantly.
- As home to the second largest medical school and largest nursing school in the U.S., and to the state's only dental school, we are one of the nation's largest producers of health and life sciences degrees and we are the state's only health sciences campus.
- Resources and capacity for patient care, a key component of our community service, have increased.
- Consonant with mission statements dating to the institution's earliest years, we are one of the nation's most recognized institutions for civic engagement and contributions to the well-being of our community.
- We have earned numerous awards and been widely recognized for innovation and effectiveness in the first-year experience, service learning, international education, undergraduate research, and assessment of student learning outcomes.

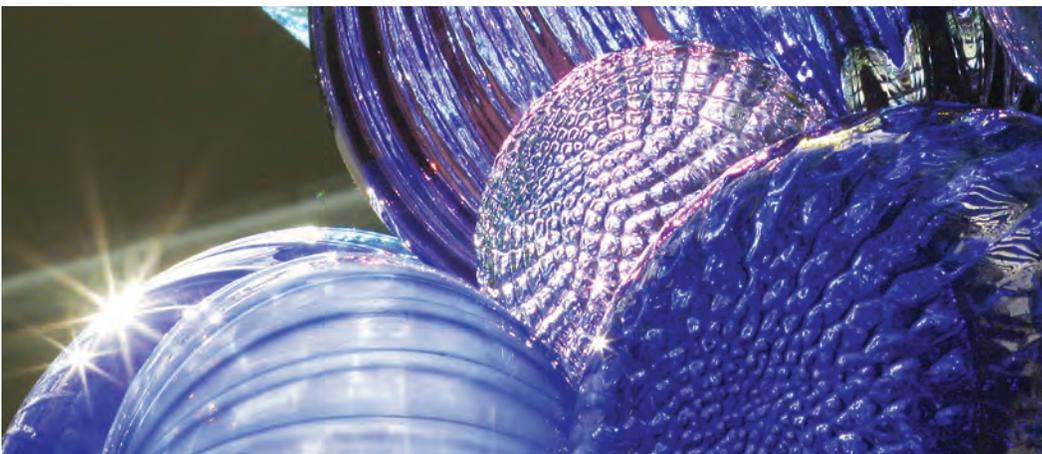
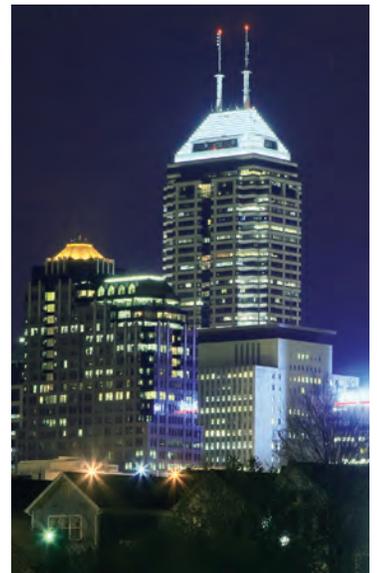


### Current Challenges

- Like other public universities, IUPUI faces fiscal challenges resulting, in large part, from a decline in the share of operating expenses paid by the state. Ten years ago, the state provided 50 percent of our operating budget; today, it provides 35 percent. In response, we have adopted a series of cost-cutting and efficiency measures, including delayed and/or reduced salary increases, energy-saving projects, outsourcing services, expanded daytime class hours, and wise use of information technology. At the same time, we have garnered new revenues from growth in enrollments of out-of-state and international students, from increased sponsored research, and from fundraising campaigns. We are heartened by these achievements. Nonetheless, maintaining an adequate resource base will be a continuing challenge.
- The legislature recently approved a requirement that Indiana public colleges and universities adopt a 30-credit general education core curriculum that would transfer across institutions. IUPUI supports the goal of facilitating transfer and expediting students' time to degree and has developed a proposal for such a core. But aspects of the legislation, including a rapid implementation timetable, pose logistical problems. Academic units have had very little time to consider how a course-based general education program aligns with IUPUI's Principles of Undergraduate Learning (PULs), which constitute a competency-based model for general education, and

have been in place for some 14 years. Reinforcing the urgency, the Indiana Commission for Higher Education (ICHE) now requires completion of a new articulation agreement with Ivy Tech before approval of any new undergraduate degree.

- The 2012 General Assembly also passed legislation capping baccalaureate degree requirements at 120 credit hours. While exemptions will be granted on application to ICHE for programs whose national accreditors mandate higher credit-hour requirements, we are concerned that the cap may set a precedent for legislating curriculum.
- In response to the difficult fiscal environment confronting Indiana's public campuses, IU has adopted a shared services model for functions that were previously carried out by individual campuses as appropriate to their missions and particular stakeholders. Notable among these functions are some research and sponsored program services, communications and marketing, and student recruitment. Early experiences with these consolidated services have been uneven. For example, IUPUI faculty and staff are educating central administrators about our unique approaches to community partnerships, in order to avoid further delays in securing required approvals for these initiatives. Some faculty and staff remain doubtful that the new model will adequately serve the needs of the campus or result in significant savings.
- In accordance with our health and life sciences mission, IUPUI has undertaken an array of initiatives aimed at increasing student achievement in STEM disciplines and enlarging the pool of STEM professionals and researchers to meet the needs of the health and life sciences industry in central Indiana. To that end, we have created a number of Ph.D. programs in the School of Science, a Purdue school. Over the past twenty years, these programs have achieved a record of success in recruiting and graduating able students and placing them in positions within their professions. The Purdue administration, however, has recently adopted a policy of restricting Ph.D. programs to the West Lafayette campus, and has approved only one of these Purdue degrees for Indianapolis; all need to be designated in that way if they are to continue as Purdue degrees. We will continue discussing this issue with the new administration at Purdue. Meanwhile, School of Science Ph.D. degrees in Biology and in Chemistry have been re-designed as IU degrees and are currently in the IU approval process. IUPUI remains committed to providing a full range of doctoral degrees in these key STEM areas.





## CRITERION ONE: MISSION AND INTEGRITY

### Strengths

- We have created structures for shared governance and effective leadership along with clear and accessible policies for bringing our mission and values into everyday community life.
- We demonstrate our dedication to integrity and honesty in the way we interact among our internal community and with the broader community we serve. Our practices in this area constitute core strengths of IUPUI.
- We routinely evaluate our progress toward fulfilling the mission and transparently publish our progress online and in print through our performance indicators and Dashboard.

### Challenges

- IUPUI has been guided by the same long-range plan for over a decade. It is time for a new strategic plan to be developed. A campus-wide planning process has recently been initiated, but involving faculty, staff, students, trustees, and community leaders appropriately on such a large campus presents a formidable challenge.
- The newly centralized policies and procedures noted above may affect our ability to control how, as a campus, we pursue fulfillment of our mission.



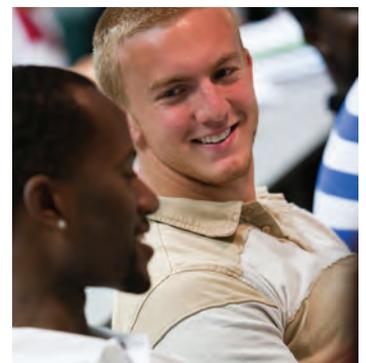


## CRITERION TWO: PLANNING FOR THE FUTURE

### Strengths

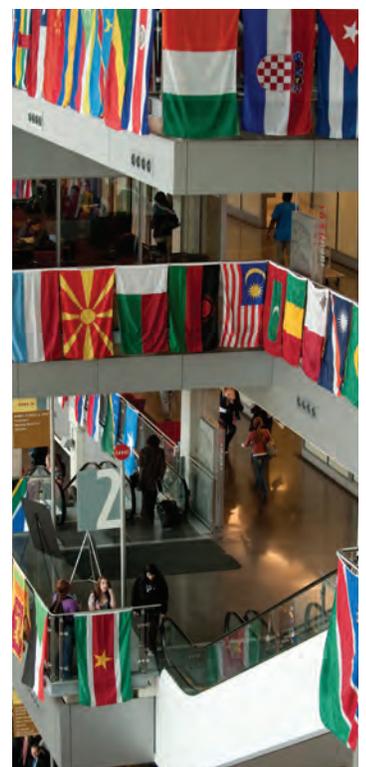
- Successive institutional plans have consistently set high expectations for IUPUI and have reflected commitments to innovation and collaboration, the principal themes of this self-study.
- IUPUI has achieved national and international recognition as a model of interinstitutional collaboration created through the partnership between Indiana University and Purdue University.
- At IUPUI, planning, resource allocation, evaluation, and improvement processes are explicitly connected. The division of Planning and Institutional Improvement ensures that these connections are maintained and strengthened continuously. Effective planning and evaluation processes enable IUPUI to fulfill its mission, improve the quality of education for its students, and respond to future challenges and opportunities.

- Through integration of an urban undergraduate campus with a full complement of strong professional schools, a true health sciences campus has emerged in which faculty in every IUPUI school are involved in collaborations to create and offer health-related programs of instruction, research, and civic engagement.
- A Resource Planning Committee, convened by the vice chancellor for finance and administration and comprising representatives of faculty and staff governance, as well as deans and vice chancellors, advises the chancellor on planning and budgeting priorities.
- Philanthropy has played a major role in strengthening quality at IUPUI. IUPUI was the first public university in Indiana to surpass the \$1 billion mark in a development campaign and has done so now in two successive campaigns.
- Program review for academic and administrative units, the most comprehensive evaluation process administered centrally at IUPUI, involves students, faculty, community members, school and campus administrators, and external specialists in effective collaborations that improve academic programs and administrative units.



## Challenges

- Beginning in Fall 2012, the new Executive Vice Chancellor, Nasser Paydar, will lead a comprehensive planning process, and new performance indicators and management ratios to meet the needs of current decision-makers will be developed. This iteration of institution-wide planning will be informed by the advice of the HLC visiting team.
- While academic deans and vice chancellors understand and support IUPUI priorities for planning and budgeting, the faculty, staff, and students are less well acquainted with these priorities. Efforts have been made to keep these stakeholders better informed, but the campus is a large, complex community, and clear communication of campus objectives and plans for the near future will continue to be a challenge for IUPUI administrators.
- The 2003 commitment to double the quantity of externally funded research has brought the campus close to achieving that goal, but in the process has created the need for more research space. Since 2000, over a half million square feet of research space have been built and additional research facilities are under construction, necessitating a careful space analysis as part of strategic planning. Engaging pedagogies demand classroom space of a different kind—tables and chairs that accommodate work in small groups as opposed to lecture halls with fixed seats. Increasing student housing on campus has already created the demand for a campus center—which has been met—but now a recreation and wellness center is needed, along with more food service and even more housing. Meeting these needs will be a challenge in an era of increasingly constrained public and private funding sources.





## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

### Strengths

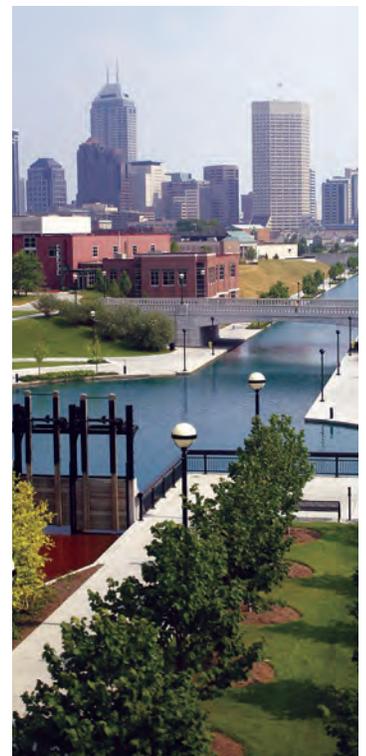
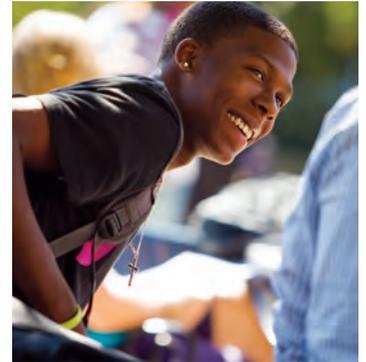
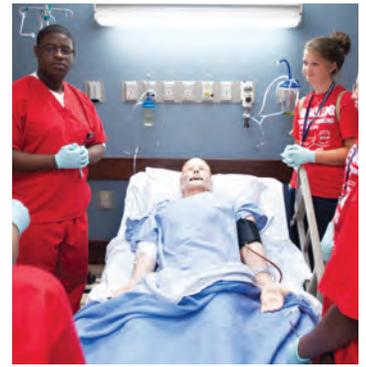
- Attention to assessment has increased steadily since the 1980s. Assessment results inform improvements in curriculum, pedagogy, and student services. This strength is especially evident in our programs for beginning students.
- IUPUI reached a milestone in 2009-10 with the launch of a synchronized approach to campus-wide assessment of the PULs. Promising work also begun in 2009-10 will help us document student learning of the PULs from co-curricular experiences as well. Assessment findings for students in the senior year indicate that most students in the sample groups studied are proficient in the six PULs.
- In addition to sharing information on institutional effectiveness through the online institutional Dashboard, Performance Report, and Quick Facts, we have developed a site that includes evidence related to the assessment of student learning, mapped to the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework. The framework is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences.
- IUPUI supports professional development of faculty through several award-winning university-supported centers, including the Center for Teaching and Learning, the Center for Research and Learning, the Center for Service and Learning, the Office of International Affairs, Faculty Appointments and Advancement, and the Office of Faculty Affairs and Professional Development in the IU School of Medicine. While university resources provide base funding for these centers, they have also been highly successful in securing external support for major campus-wide initiatives.
- The institution provides exceptional academic resources, support, and environments for enhancing undergraduate and graduate student learning, including the various resource centers in University College, the libraries, the state-of-the-art simulation facilities available to students in clinical disciplines, and a robust information infrastructure.
- IUPUI supports diversity of people and opinions at both the undergraduate and graduate levels. Our Office of Diversity, Equity, and Inclusion was established in 2008 to respond to the needs of underrepresented students. The Multicultural Success Center opened in 2010 in a prominent campus location. That commitment to diversity is further embedded and elaborated in a culture of service learning.

### Challenges

- IUPUI has made significant progress in assessing student learning outcomes, but schools and departments vary tremendously in terms of assessment methods and systematic use of findings to make targeted improvements in teaching and learning. A continuing assessment priority is to ensure more consistent use of assessment data to identify and implement needed improvements in order for students to achieve intended learning gains as they experience the curriculum. To this end, the Program Review

and Assessment Committee has taken steps to ensure that all schools receive feedback on annual assessment reports that will enable them to improve assessment practices. In addition, the Council on Retention and Graduation will continue to share best practices for retention campus-wide.

- While we have made progress in recruiting students from underrepresented groups and increasing the diversity of the student body, we must continue to focus particularly on improving retention and graduation outcomes for underrepresented students. Creating the Office of Diversity, Equity, and Inclusion; the Multicultural Success Center; and the Student African American Brotherhood and Student African American Sisterhood are all positive steps. We have also found that our first-year experience programs and other interventions disproportionately benefit underrepresented students. We will continue to monitor outcomes and to implement interventions and improvements in this area, based on assessment findings.
- Transfer students represent a sizable portion of IUPUI's student body. We need further assessment of the attainment of this segment of our student population and increased attention to its programming needs.
- Given our increasing reliance on associate faculty members, we developed and conducted a survey to ascertain their satisfaction with available support and resources. Only 23 percent of respondents to this 2009 survey indicated that they were satisfied or very satisfied with the "adequacy of support for part-time faculty." While associate faculty are supported by the Center for Teaching and Learning and Academic Affairs with special programming and modest support for conference travel, we need to consider whether more can be done for these faculty in the current fiscal climate.
- IUPUI offers extensive support for faculty to teach effectively, but the perception exists that excellence in teaching is not valued as highly as research as a focus area for promotion/tenure for tenure-track faculty. Many more faculty now choose excellence in research over excellence in teaching as a focus for their tenure documents. One result is that junior tenure-track faculty do not utilize the teaching support services (or the technological resources) offered by IUPUI and IU to the extent that they might. On the other hand, the percentage selecting teaching still exceeds averages for research-extensive universities, and a higher proportion of faculty select teaching as a focus for promotion to full professor. As our campus moves to a research-extensive level, we need to monitor these phenomena carefully.
- The ePortfolio has not been as widely adopted as originally envisioned. A more broadly used ePortfolio would enhance our ability to identify needed improvements in teaching and learning at an institutional level and within schools and programs, and would also enable students to reflect on their learning of the PULs as they experience the curriculum. A current project to use the ePortfolio for the Personal Development Plan that students begin in the First-Year Seminar shows promise of broad adoption. Currently, IU-wide committees are working with University Information Technology Services to select a new ePortfolio platform. It is critically important that IU selects a system that will better serve the range of campus needs and uses for an ePortfolio.



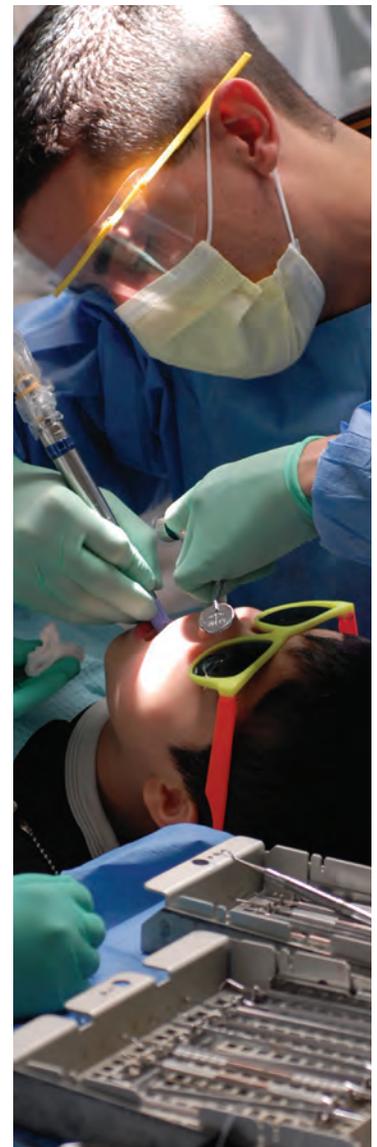


## CRITERION FOUR: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

### Strengths

- Efforts to enhance productivity in the area of research, scholarship, and creative activity have met with considerable success, evidenced by more than \$400 million in research expenditures in 2009-2010 and the response of external funding agencies to targeted initiatives like the Signature Centers and the Indiana Physician Scientist Initiative. Efforts to encourage the growth of translational research and to increase research collaborations have contributed substantially to these outcomes in the form of external grant funding and national recognition of the Indiana Clinical Translational Sciences Institute by the NIH-funded Clinical and Translational Sciences Awards.
- IUPUI offers faculty and staff a broad range of professional development opportunities and many faculty and staff take advantage of these, especially the fee remission benefit that enables employees to take courses tuition-free.
- Fourteen years after their adoption, the Principles of Undergraduate Learning are increasingly embedded in undergraduate curricula, and systematic PUL assessment is increasingly common.
- The RISE (undergraduate Research, International experiences, Service learning, and Experiential learning, such as internships) to the IUPUI Challenge Initiative has been embraced by faculty and students. RISE-designated courses appear on the transcript, numbers of RISE-designated courses are increasing in most IUPUI schools, and more students are taking RISE courses, as indicated by the quadrupling of service learning enrollments over the past ten years.
- A stronger infrastructure for student life has resulted in increased participation in co-curricular learning experiences. The campus has begun to implement an assessment framework to gauge the effectiveness of these experiences.





## Challenges

- Staying abreast of evolving federal regulations for research and ensuring that faculty and students are informed and in compliance is an ongoing challenge.
- While the campus has increased support for faculty research, more support, including internal funding and research development staff, would enhance our ability to compete for federal and private research funds.
- While systematic assessment of the PULs has increased, we need to continue seeking innovative ways to apply assessment constructively and educating faculty about assessment to ensure that we are fully supporting undergraduate students in mastering these key capacities and skills by graduation.
- To successfully recruit and retain talented faculty, staff, and students, we need to continue and strengthen efforts to improve the campus climate for diversity, to incorporate diversity outcomes into curricula and assessment, and to maintain our institutional commitment to diversity, equity, and inclusion.



## CRITERION FIVE: ENGAGEMENT AND SERVICE

### Strengths

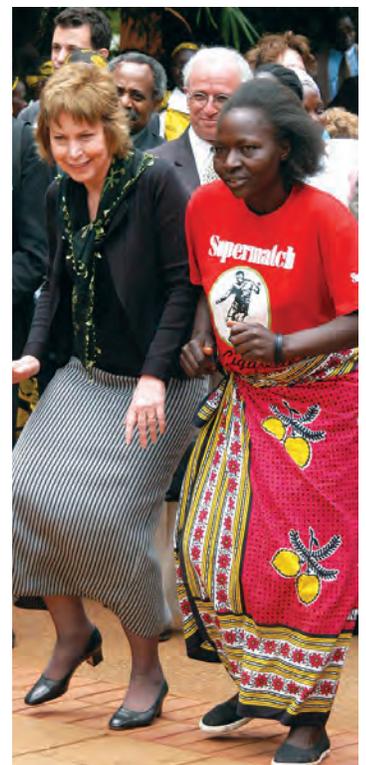
- Civic engagement is explicitly included in IUPUI's mission documents and, through numerous overlaps, serves to enhance the other two major planning themes, teaching and learning and research and creative activity.
- Our strong commitment to service and engagement has led us to develop infrastructure, invest resources, support engaged research, conduct scholarship on service and civic engagement, promote educational practice and programs to prepare civic-minded graduates, assess student and institutional service outcomes, and communicate this identity to the public.
- We maintain a strong network of connections and relationships that continues to generate new partnerships. These relationship patterns characterize both the Indianapolis and Columbus campuses. The long-standing Columbus Community Education Coalition, in which Indiana University-Purdue University Columbus participates actively, engages business, civic, and educational leaders in working together to strengthen educational and cultural opportunity.
- The IUPUI Academic Plan and RISE to the IUPUI Challenge Initiative have explicitly fostered engagement in and through both the curriculum and co-curriculum.
- IUPUI's financial system of Responsibility Center Management provides a strong financial base and planning processes that allow units to support new initiatives to address community opportunities.
- IUPUI has developed and continues to strengthen a culture of collaboration that enhances our ability to engage community partners systematically in addressing mutually identified issues.





## Challenges

- The diffusion of our engagement activities makes holistic assessment challenging. We can and do assess particular aspects of engagement, such as service learning growth over time, the civic-mindedness of our graduates, and the effectiveness of specific projects and centers. We have implemented a new online repository for faculty annual reports that we expect will help to document faculty civic engagement achievements. The overall, cumulative benefit is far harder, if not impossible, to discern.
- Similarly, we continue to seek increasingly effective and systematic ways to gather and communicate information about community needs and interests discovered through our numerous partnerships and community conversations. So far, we have had no lack of projects worth pursuing, because our leadership units—the Center for Service and Learning and the Solution Center—communicate widely and our collaborative culture encourages partnerships. Nevertheless, as we consider how IUPUI can move to a higher level of engagement and service, we will need to find ways to amplify our effectiveness.
- Though we have made progress over the past decade, we recognize that we will need to continue to work toward more consistent infusion of civically engaged pedagogies across all units and throughout undergraduate and graduate curricula.
- Like many universities, IUPUI is faced with shifting financial dynamics of declining state support, a corresponding need for substantially increased research and philanthropic funding, and closer state scrutiny of all university expenditures. Accordingly, many faculty feel pressured to focus on research that attracts large government and corporate research grants. When choosing among the three primary areas for promotion and tenure consideration, fewer faculty choose professional service alone (though that percentage is still higher than at most research institutions).





# IUPUI

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