

Academic Plan for Implementing IUPUI's Mission

- 2008 Updates

Academic Plan - Excellence in Teaching and Learning

Update on the Enrollment Shaping Initiative

Given below are updates on various elements of the Enrollment Shaping Initiative.

- Steady and considerable progress has been made in moving towards an **Honors College** and implementing the **Honors Professional Admissions Program**. This is described in separate update reports.

- **Recruitment of out-of-state and international students** is one of the key features of the Enrollment Shaping Initiative. In the past year, recruitment efforts have been focused on targeted areas in states neighboring Indiana, as well as in several foreign countries. The effort was begun with some seed funding and will be substantially expanded in future years through generated additional tuition funds. Undergraduate Admissions and the Office of International Affairs have been aggressively pursuing the recruiting effort. We are aiming for the percentage of out-of-state (including international) students to be at least 10% of the undergraduate student population within three more years. Many of the recruited students are being awarded targeted scholarships for special activities like Study Abroad.

- The **summer preparatory program for mathematics** provides at-risk students with mathematics deficiencies an opportunity, free of charge, to enhance their math skills as well as to adjust to the demands of college. In summer 2007, about 70 students attended the SPPM and most of them successfully completed the program. After their first semester, 72% of these students had a GPA of 2.00 or higher. This compares to 55% for those who were otherwise admitted conditionally. Given that the other conditionally admitted students had better high school academic records, the results of the SPPM program are good. Because of this success, the program was expanded in summer 2008 and about 180 students successfully completed the program.

- Selected entering students participate in programs to support their transition to university study. The **IUPUI Summer Bridge Academy Program** is modeled on a traditional classroom experience with additional elements included to help make learning fun and engaging. All sections have their own instructional team, which includes a faculty member, an academic advisor, a librarian, and a student mentor. Each section, with up to twenty-five students, has regularly scheduled instruction in writing, communications, and math. Some of the instruction is provided by the section's lead instructor, but there are also special instructors for each discipline. Students have homework, classroom assignments, and projects. In addition, they practice study skills, learn about the library, and get to know the campus. The program began in 2001 with 18 students. The GPAs and retention statistics indicated that the bridge students were significantly more successful than those who did not participate in the program. Over the years, the assessment results from bridge continues to indicate that participation in the program is beneficiary, so the program has expanded rapidly in order to give more students the opportunity to participate. To increase the participation numbers for low-income and first-

generation students, the Bridge Program has been linked with the First-Generation Scholarship award and the IUPUI Twenty-first Century Grant award.

- Course offerings in **alternative shorter course formats** seem to have been well-utilized by students. This is described in a separate update report.
- Several other retention efforts involving **increased advising and tutoring** have been strengthened, although more remains to be done.
- **Marketing** IUPUI to a wider audience has picked up considerably in the past year. Efforts on several fronts will all contribute to an improved ranking for IUPUI in the US News and World Report. Other action item updates describe the positive trajectory for improvements in the retention rate and six year graduation rate. The publicity effort to get IUPUI's name out on the national scene continues. Brochures describing the Signature Centers, the IUPUI Academic Plan, etc. were mailed to all provosts and presidents of national institutions. Ads in the Chronicle of Higher Education, billboards in the Indianapolis community, updated web design and increased television advertising have all contributed to our publicity effort.
- **Web sites** are looked at by many people [students, alumni, faculty, donors, ...] from very different perspectives. A visually pleasing web site which has complete, current information and ease of navigation helps everyone concerned. A review of all the school web sites from a fundraising perspective was carried out, and feedback was given to all the deans in writing. Many schools made appropriate modifications and improvements, but updating needs to be carried out periodically. Web sites have been improved by many schools. Special research accomplishments have been occasionally highlighted in Inside IUPUI. The main web site for the Office of the Vice Chancellor for Research will be re-done in the coming year.
- Some recent facts about **IUPUI's enrollment** are noteworthy. In Fall 2007, the campus established a record credit hour enrollment for the twelfth year in-a-row. The number of Fall 2007 beginner admits and transfer admits were both campus records.
- In addition to previously established events aimed at **increasing high school contacts** and bringing high school teachers and guidance counselors to campus, two new programs have been implemented—the IUPUI Poetry Contest and the Cutting Edge Lecture series. Both of these programs provide opportunities to engage high school personnel with activities at IUPUI. The Office of Undergraduate Admission and the Office of Multicultural Outreach routinely meet with recruiters in the academic units to provide information and promote coordination of activities.

Enriching Campus Diversity

The appointment of an Assistant Chancellor for Diversity, Equity and Inclusion is an important step in enriching campus diversity. The Multicultural Center has been operational for the past semester. The **Support for the Recruitment of Under-Represented Faculty (SRUF) program** is yielding good results, and is described in a separate progress update. For student diversity, a number of helpful scholarships have been put in place or expanded in scope. They are briefly described below.

- The ***Norman Brown Diversity and Leadership Scholars Program (NBDLP)*** has a strong track record of recruiting, retaining and graduating a diverse cohort of students, many first generation students with high financial need. This program provides up to \$6,000 annually in scholarships and grants to students who contribute to the diversity of IUPUI. NBDLP scholars have a 76% first year retention rate and a 47% four-year graduation rate since 2002. Incoming NBDLP recipients are also required to attend the IUPUI Summer Bridge Academy, a special transition program that provides participants with socialization opportunities to establish networks for success with faculty, advisors and student mentors, as well as to make friends with other freshmen. One of the unique aspects of the NBDLP is the level of volunteer dedication that supports the program. Based on the continuing success of the program, IUPUI has increased the number of scholarships that will be awarded and funded a graduate assistant position to handle the administrative aspects of the programming and student support. IUPUI has recently committed to increasing the funding for this program to \$250K annually, enabling support for about 100 scholars.

IUPUI Twenty-first Century Scholars Grants and IUPUI Pell Pledge Grants: Beginning Fall 2008, IUPUI has begun the first phase of a \$2.1 million annual need-based student aid initiative, the largest in campus history. This need-based aid for eligible Twenty-first Century Scholars and students with Pell grants will reduce the burden of financing a college education, and help our retention efforts. The campus support will help to fill the shortfall between the amount of money the students receive from the state and federally funded programs and the cost of attending IUPUI. The specific amount of money students receive will depend upon their financial circumstances. By the fourth year of the initiative, the grants will be serving about 1,300 students. The grants will be funded by redirecting existing institutional resources that were used for non-student aid purposes.

Academic Improvement Scholarships were established last year. They are awarded to students whose academic performance has improved significantly since the transition from high school to college. Scholarships will be awarded beginning with the students' sophomore year, and will be an effective tool to promote critical first-to-second year retention and to encourage persistence to graduation.

RISE Initiative

The RISE to the Challenge Initiative or more compactly the RISE Initiative is intended to increase and strengthen undergraduate research, international awareness, service and experiential learning experiences. Every undergraduate student will be challenged to have at least two learning experiences that augment the typical curriculum and that fall within areas of excellence that are consistent with IUPUI's mission. The letters in RISE stand for:

***“R”:* Research work that gives students a flavor of original scholarship and creative activities.**

***“I”:* International experiences like Study Abroad or special courses that enhance student understanding of the world.**

***“S”:* Service learning opportunities that increase student commitment to civic engagement.**

***“E”:* Credit-bearing experiential learning opportunities, such as internships, clinical education, practica or field work.**

A committee has been formed to look into the following:

- Make the RISE experiences part of the student’s transcript and provide other forms of acknowledgement to students who complete the RISE challenge.
- Unify the assessment tools from the four areas into one RISE assessment format.
- Encourage schools to incorporate RISE experiences into their curricula.
- Provide opportunities for faculty to develop RISE components into their courses.
- See how the RISE Initiative contributes to the Principles of Undergraduate Learning developed at IUPUI.

Students will be introduced to RISE opportunities through Summer Orientation programs, student-oriented publications, academic advisors, and Learning Communities. However, funds will be needed to support additional staff and to provide scholarships or financial assistance to deserving students.

“R”: Undergraduate research at IUPUI is facilitated by the Center for Research and Learning. Many programs are already available. A comprehensive list can be found at <http://crl.iupui.edu/extras/UndergradFunding.asp>

There are many existing opportunities like the IUPUI Undergraduate Research Opportunities Program, Summer Research Opportunities Program, Diversity Research Scholars Program, McNair Scholars Program, Multidisciplinary Undergraduate Research Institute (MURI), Louis Stokes Alliance for Minority Participation (LSAMP), and a variety of internships in the life and health sciences. Several departments also have a senior thesis requirement which provides an opportunity for an undergraduate research experience.

“I”: International study is evolving into an essential component of a world-class education. Developments in this area fit well with the international focus of Indiana University. The Office of International Affairs runs the Study Abroad program which provides an important way of raising international awareness. The academic year 2007-08 witnessed several developments in building IUPUI’s infrastructure and capacity for Study Abroad. A second full-time position was added to the Study Abroad office, enabling the office to increase its hours, give greater support to faculty and students, and dramatically expand both tracking and recruitment. New programs were developed for China, the U.K., Germany, and Peru. Enrollments accelerated, rising 21% this year, resulting in an all-time high of roughly 400 students studying abroad. IUPUI also played a significant role as convener for Indiana’s first state-wide conference for returned study abroad students, a gathering focused on translating their experiences into insight and action back home. A two-year effort by the Office of International Affairs to institute an across-the-board \$5 student activity fee was turned down. The less desirable option of a \$75 program fee levied only on students who study abroad was thus enacted to provide the funding needed for expansion. Several prestigious scholarships also added study abroad components to their awards.

“S”: A strong infrastructure to support increased participation in service learning experiences exists through the Center for Service and Learning. The Center has acquired a national reputation for its efforts to make service learning a distinctive part of the educational culture at IUPUI. Assistance is provided to faculty for developing and implementing service learning classes, which engage students in community service experiences as part of an academic course, enhance their learning through reflection activities, and promote civic responsibility and

political engagement. Innovative partnerships, such as those supporting international service learning experiences, are particularly commendable and their reach should be broadened to include more students participating in a wider variety of field sites around the globe.

“E”: Both paid and voluntary internships are facilitated by the Solution Center. The Career Center is also a source for identifying such opportunities. The connection with local businesses not only provides excellent experiential learning for our students, but is often a channel for jobs after graduation. Additionally, several academic units include internships or practica as part of their graduation requirements. Other experiential learning opportunities are also being explored.

Attract and Support a Better Prepared and More Diverse Student Population

Honors Professional Admissions Program (HPAP)

The Honors Professional Admission Program (HPAP) was launched in Summer 2008. Highly qualified high school seniors can apply for admission to both undergraduate study as well as graduate and professional degree programs from across the campus. For those meeting requirements set forth by participating schools and departments, including Medicine, Dentistry, Law, Nursing, Health and Rehabilitation Sciences, Business and SPEA, beginning freshmen are provided with a pathway to post-baccalaureate study. As undergraduates, participants will be members of the IUPUI Honors Program. The Honors Professional Admission Program will also serve to highlight the outstanding academic strengths of IUPUI and will be an important contribution to the campus' recruitment of highly accomplished students from around the globe starting Fall 2009. While participating undergraduates must still meet rigorous requirements in their undergraduate careers in order to move seamlessly into their desired post-baccalaureate degree program, the HPAP removes some of the uncertainty about graduate and professional school admission.

Honors College

The Honors Program completed an internal self-study during AY 2006–07 and a national external review was conducted during 2007–08. Useful input came from the external review committee. Also, during AY 2007-2008, a task force was appointed and charged with expanding the action item team report and develop a vision for an Honors College at IUPUI. During the fall semester, the task force completed 5 site visits and evaluated data from 8 additional peer institutions to inform recommendations related to space utilization, staffing, and curricular and co-curricular programming for an IUPUI Honors College. In January, 2008 a [Vision Paper](#) was drafted and circulated broadly among the IUPUI community. Feedback was solicited through meetings involving task force members and small groups of faculty and staff from 18 units engaged in undergraduate education, culminating in presentations to the IUPUI Faculty Council and to the IUPUI Deans' Meeting in May, 2008. In the summer of 2008 the Vision Paper was revised based on the feedback received and a search committee was appointed recruit the founding dean. During AY 2008-2009, candidates for the dean position will be recruited and screened, with the goal of appointing the founding dean in early 2009. Plans also are under way

to renovate space for the Honors College (including a student lounge, advising offices, small seminar rooms, and study areas) in the University Library. Programs like HPAP should prove to be useful in attracting high ability students to IUPUI. The scholarship money generated from a very generous bequest of Jesse and Beulah Cox will also be of considerable benefit to Honors College students.

Student Employment

Employing students on campus keeps them engaged, and there is evidence to show that this helps retention. This message has been conveyed to faculty, staff and students. The opening of the Campus Center has resulted in about 300 part-time student jobs. In addition, there are other opportunities for student employment, many of which engage students more deeply in their learning, such as student-assisted instruction and peer-led team learning.

Emphasize and Reward Effective Teaching

Increase Number of Faculty in the Health Disciplines by Increasing Flexibility of Faculty Appointments

All Big Ten Universities (except Indiana University) as well as other major universities in surrounding states offer health benefits to part-time employees. In late 2007 a committee composed of the original action item team plus additional IUPUI faculty and staff members made the recommendation to extend part-time health benefits to part-time faculty and staff with at least 0.5 FTE appointments. Implementation of such policy will allow IU to remain competitive with regard to recruitment and retention of employees. Results of a survey of academic deans in 2008 indicated a high level of interest but some concerns about the increased costs for each school/unit. A cost analysis was performed for each unit and presented at the Deans' Council. Ensuing discussion revealed that there is strong support for the motion particularly from the professional schools. Drafting and implementation of a new benefits policy will require support from all IU campuses and the Board of Trustees. Chancellor Bantz is pursuing this issue at the university level.

Enhance Undergraduate Student Learning and Success

Sampler Course

An additional section of UCOL U210 (Career Connections) was offered in the Spring 2008 semester focusing on careers in health professions. The course was very successful in that it allowed students to explore a wide variety of careers in the health and life sciences as well as assisting students who were unlikely to be admitted to a competitive health major find

alternative majors and career pathways. As a result of the exploration component of this course, over 50 % of the students changed their majors to non–health and life science majors and were retained at IUPUI. It is anticipated that additional sections of UCOL U210 will be offered in spring 2009.

Alternative Course Formats

Faculty in eight schools offered late start courses in the past academic year. In order to make sure students were aware of these special courses, academic advisors were notified about course availability before the semester began. The courses were readily identifiable with a special tab and link in OneStart. Enrollment patterns in late start courses in the spring semester indicate that they served about 50% of students who added courses late. Many students registered in these courses, presumably because they liked the flexibility of finishing a course in a shorter time frame. Most of the offerings filled to course capacity. If student performance in late start courses is comparable to standard format courses, it will be worthwhile to consider increasing the number of late start courses, particularly at lower course levels, in order to enhance student success. More assessment is in progress.

Undergraduate Research Opportunities

Some aspects of undergraduate research were already discussed under the RISE Initiative. The Center for Research and Learning continued to explore and identify ways to expand the capacity of the campus to manage increased numbers of undergraduates engaging in meaningful research experiences.

As updates, it is noteworthy that several efforts have been renewed and strengthened. In particular, the **IUPUI Robert E. McNair Scholars Program** grant was renewed by the U.S. Department of Education, the **Louis Stokes Alliance for Minority Participation (LSAMP)** grant was renewed by the National Science Foundation, the School of Science received a grant from Eli Lilly and Company for the **IUPUI – Ivy Tech Bridges to the Baccalaureate** program, and the campus provided some additional Commitment to Excellence funds to expand the **Multidisciplinary Undergraduate Research Institutes (MURI) Project** to cover all disciplines on the IUPUI campus.

Improve Retention and Graduation Rates

A reporting of IUPUI's retention initiatives, many centered in the schools, is available for 2007 at <http://uc.iupui.edu/uploadedFiles/Assessment/retentioninitiatives2007FINAL.pdf>

IUPUI's six-year graduation rate for the 2001 entering freshman cohort was 31.5%. While there has been very substantial improvement over the past 10 years, much remains to be done in order to reach the average national rate which is near 50%. The steps we are taking are beginning to show results. The six-year graduation rate for the 2002 entering freshman cohort is

expected to exceed 32%. Also, for the first time, the fall to spring semester retention rate reached a new high value of 87.4%, and the freshman to sophomore retention rate in 2008 shows strong indications of substantially exceeding its previous high value of 67%. The retention trends are all good, but this improvement needs to be sustained over many coming years!

Stress Benefits of Timely Graduation

IUPUI is stressing the benefits of a timely graduation for entering students and for continuing students. This began for the first time in 2006–2007, centering on the cohort of entering fall first-time, full-time students. Though the campus has always reminded students of the importance of registering (when they were not registered) for the coming semester, students in the cohort now receive a more intensive set of reminders (e-mails, letters, and phone calls) reminding them of the importance of continuous registration in terms of their earning their degrees. In addition, students below a threshold of \$200 are now permitted to register and several offices work in concert in supporting students with financial holds in being able to return for study. Key campus initiatives such as the personal development plan and the work with seniors reported elsewhere in this plan also reinforce students moving steadily, in a planned way, to meet their goals of graduation. In addition, Prof. Subir Chakrabarti of the Department of Economics completed a study called “Lifetime Earnings from a College Degree: Simulations and a Case Study.” His analysis confirmed that total lifetime earnings of college graduates are typically over a million dollars more than those who only complete a high school education.

Faculty Development

In 2007, the Office for Professional Development was restructured into the Consortium for Learning and Scholarship (CLS) and the Office of Faculty Appointments and Advancement (FAA). The Consortium for Learning and Scholarship is comprised of three centers: Center for Teaching and Learning, the Center for Research and Learning, and the Center for Service and Learning. It provides leadership and support for faculty primarily in their work with students, and also in faculty scholarship, most particularly the scholarship of teaching and learning and the scholarship of research and learning. In alignment with the campus mission and initiatives, the focus at present is on the RISE to the Challenge Initiative, providing faculty development opportunities and events for undergraduate research, international study abroad, service learning, and other experiential learning opportunities. The Office of Faculty Appointments and Advancement (FAA – formerly APPD) provides support for faculty from hiring to retiring, including extensive support for promotion and tenure, sabbaticals, and three-year reviews. FAA also provides leadership and management seminars for deans and chairs, as well as faculty advancement and development support for faculty from underrepresented populations, faculty in the health professions, and female faculty. In collaboration with the CLS, FAA provides new faculty orientation and support through a year-long “new faculty experience.”

Senior Year Experience

The Senior Year Experience action team strongly recommended that the campus prepare an “exit strategy” for seniors that is as comprehensive in scope as the current gateway

initiatives for beginning students. In Fall 2007, a subgroup of the Council on Retention and Graduation was appointed as a “Seniors Task Force” to examine whether there might be school- or campus-based initiatives to hasten the rate at which students move to graduation. A Senior Survey was drafted by the task force in order to facilitate better understanding of the barriers to graduation among seniors from across a variety of IUPUI schools. In Spring 2008, the survey was presented to small focus groups comprised of capstone students. Based on the feedback received, the survey was revised and moved to Oncourse for planned dissemination through capstone courses in Fall 2009. In Summer 2008, Deans were sent reports that identified students who had completed more than 100 credit hours in their schools, and were asked to reflect on whether there might be strategies that could be shared across campus in helping students move to graduation (e.g., Might there be financial incentives for helping students almost at the point of graduation to be able to graduate? Are there bottleneck courses getting in the way of the students graduating that could be targeted for intervention?). Responses from Deans have been very informative and together with the forthcoming results from the Senior Survey, should help to support school-based initiatives aimed at shortening the time-to-graduation for IUPUI students.

Aggressive Advising

The following actions were taken in 2007–2008 to support the recommendations of the Intrusive Advising Action Team. A Campus Advising Council, comprised of both faculty and staff advisors, has been appointed. The group has three priorities: (a) develop a campus wide mission statement for advising, (b) develop strategies for obtaining more support for advising across campus, and (c) develop a set of program standards to be used for high quality academic advising services. A campus wide academic advising professional development committee offered four workshops for faculty and staff advisors. Topics included: advising and retention; career advising; legal, ethical, and privacy issues in advising; and advising special populations.

Learning Communities

A satisfying first-year experience with strong academic content and a small group setting play an important role in making Themed Learning Communities (TLCs) successful. IUPUI has received national recognition for this program. TLCs involve two or more discipline-based courses paired with an integrative seminar in which incoming first-year students enroll. Students participating in Fall 2007 TLCs had significantly higher first semester grade point averages in comparison to non-participating students, even while controlling for all significant background characteristics. The TLC students had an adjusted first semester grade point average of 2.78 compared to an adjusted rate of 2.55 for non-participants. The success of the TLCs has led to a considerable increase in program offerings. Through partnerships with 11 different schools on campus, the number of TLC program offerings has expanded from 7 in 2003 to 30 in 2008. In Fall 2008, over 100 faculty and staff will be participating in TLCs that will serve approximately 750 entering freshman students.



Fitness Center

Research strongly supports that health, fitness and recreational sports opportunities on a college campus are not only an important factor in recruiting new students, but play an integral role in performance, retention and graduation. A Fitness Center has been included in the currently ongoing space master planning effort. The Vice Chancellor for Student Life is developing a funding model for both the construction and operational expenses of the center.

Academic Plan - Excellence in Research, Scholarship, and Creative Activity

Major Initiative: Signature Centers

In January 2007, 19 Signature Center proposals (from 81 applicants) received awards that guaranteed \$5.7 million in flexible funding – supported equally between the IUPUI central administration and the grantees' academic units. Several of these Centers have already demonstrated success in securing external research funds, and progress of the others will be closely monitored through routine assessments to ensure that resources are invested strategically. In January 2008, another 10 proposals for Signature Centers (from 54 applicants) received \$3 million in funding. The Signature Centers define many of IUPUI's areas of excellence and will serve as a powerful recruiting tool for talented faculty and students. They should also be very useful in fundraising, since they offer excellent ways of attracting donor support.

Conduct World-Class Research and Creative Activities

TA and RA Stipends

Recruiting fellowships for doctoral students at IUPUI remain competitive with a stipend at \$22,000 and coverage of costs of insurance and \$800 for travel. The NRC survey of Research Doctoral Programs has been delayed but is currently expected to release data, including information of levels of support at various institutions, in October 2008. Data mining activity in the Graduate Office has been taken over by existing staff. Dental coverage for graduate students has now been incorporated into the benefits package.

Increase Faculty Diversity via Multi-cultural Visiting Appointments

Several steps were taken to improve the diversity among the faculty at IUPUI. Consultation with deans, department chairs and search committee members was provided to academic units in a number of key searches, in order to implement best practices for enhancing the diversity of the pool of candidates. The campus secured a subscription to the National Minority Faculty Identification Program for use by academic units as a useful tool to search for and recruit faculty from less represented populations. The SRUF (Support for the Recruitment of Under-Represented Faculty) program has proved very successful in attracting under-represented tenure-track faculty to come to IUPUI. 12 faculty members from under-represented populations were hired with funds from the SRUF program during AY 2007-08. Additionally, 16 faculty have already been hired for Fall 2008. Of the 28 accepted SRUF offers, the ethnicity breakdown is 8 African American, 6 Hispanic, 1 Native American, 10 Asian, 3 Caucasian and the gender breakdown is 13 Male, 15 Female. A noticeable increase in our minority faculty should be apparent next year. For completeness, let us note that in the period 2000 to 2007, the

percentage of female tenured/tenure track faculty has increased from 26% to 31%, and the percentage of minority tenured/tenure track faculty has increased from 9% to 14%.

In March 2008, the School of Education's Center for Urban and Multicultural Education (CUME) conducted an initial study of the climate for faculty of color at IUPUI. This study, which is continuing, is examining the experiences of faculty of color, particularly the ways in which they experience the climate at IUPUI, the opportunities and frustrations they encounter in pursuing their work, the people who help or constrain them, and how they see their future. The study results will be used to guide the implementation of effective recruitment/retention strategies and programs.

The new Assistant Chancellor for Diversity, Equity, and Inclusion, is expected to aid with the pursuit of additional minority recruitment. Multicultural visiting appointments could well prove to be a feeder route for more SRUF hires, and these ideas are being considered.

Provide Support for Scholarly Activity and External Funding

The idea of returning indirect costs generated by senior faculty hires in order to provide startup funds has been tried for a small number of hires. A comprehensive pursuit of this method has recently been initiated by the new Vice Chancellor for Research. His office is starting a review of existing practices on startup funds to identify opportunities for optimum realization and practice of providing startup funds, which would result in effective recruitment and retention of top faculty.

The Vice Chancellor for Research's office has also reviewed existing practices on indirect costs return (ICR). This study needs to be enlarged to identify opportunities for optimum use of ICR to enhance research productivity. In the coming academic year, OVCR will carry out this effort in close collaboration with campus units and advisory committees, including the Council of Associate Deans for Research, and the Research Affairs Committee.

Reporting Lines and Assessment of Centers

A list of centers at IUPUI has been compiled. The assessment of centers needs a better developed process, and the OVCR will carry out this effort in collaboration with campus units and advisory committees.

Interdisciplinary Research

The Signature Centers Initiative has been discussed in detail. It is clearly the major investment from the campus for promoting interdisciplinary research. There are two other collaborative campus level developments. Several faculty members from IUPUI and IU Bloomington with interdisciplinary interests on environmental issues have been meeting periodically as a prelude to collaboration and joint grant submissions. Also, the IUPUI-

Purdue Intercampus Applied Research Program was run for the first time last year. Its aim is to foster new, applied, translational research projects. Five proposals were funded at \$50K/year to support collaborative projects that involve faculty from both IUPUI and Purdue West Lafayette.

Grant-matching Funds and Bridge Funds

The Graduate Office continues to offer matching funds for grant proposals such as GAANN (*Graduate Assistance in Areas of National Need*) or others involving support of graduate students. Two grant programs, the Release Time for Research program and the internal IUPUI-Purdue collaborative Intercampus Applied Research Program(IARP), were both implemented on schedule; the next due date for the IARP program is Dec 3, 2008. More ideas on existing practices on grant matching funds are being studied. Programs aimed at increasing the number of doctoral students and the level of assistantship support at IUPUI will be especially encouraged. A few special graduate assistantships were funded in the past year. These moves are intended to stimulate additional research activity, strengthen graduate program and help with new doctoral degree opportunities.

Enhance Infrastructure

Space Planning

The action item team made a compelling case for space needs on campus. A Master Planning process led by outside consultants is currently in progress. Input for potential growth and current needs was provided in detail by faculty, staff and students. A completed plan is expected before the end of 2008.

Academic Plan - Excellence in Civic Engagement

Major Initiative: TRIP (Translating Research Into Practice)

The Translating Research Into Practice (TRIP) Initiative was launched at IUPUI in February 2007 to study and promote translational research that can benefit industries aligned with the health and life sciences. Current activities have been highlighted by a web site, postcards, community luncheons, and presentations to the general public. The activities in progress are laying the foundation for the realization of the key goals of this initiative, which include, 1) increasing the level of entrepreneurial activity among IUPUI faculty and administrators, 2) increasing the level of campus oversight and faculty involvement in the IU Research and Technology Corporation (IURTC) in order to enhance its value to the campus, and 3) strengthening science, engineering, and technology programs, particularly within the life sciences, to enable IUPUI to respond quickly and flexibly to new opportunities created by emerging technologies. The TRIP effort is a good way of showcasing IUPUI's award-winning stature as one of the leading, engaged urban public research universities in the country.

Enhance Capacity for Civic Engagement

K-12 Education

A P-16 Council is being formed that will support increased coordination with preschool through high school partners and IUPUI units across campus; encourage collaboration on grants and contracts; serve as a clearinghouse; serve to assess the effectiveness of P-16 programs and partnerships; and involve public relations and sending information to the larger Indianapolis community. The council will strategically coordinate and involve the active decision making of campus leadership, deans and vice chancellors. It will promote learning and achievement in the Indianapolis School System, and create multiple pathways to connect IUPUI and Ivy Tech.

Academic Plan - Enhancement of the Resource Base

Increase Corporate and Alumni Donors

Newsletters

A discussion at Deans Council revealed that most schools seem to already have electronic newsletters. Samples were shared between various schools to get new ideas. It seems no further steps need to be taken on this issue.

Increased Efficiency

Responsibility Center Management

There have been initial discussions at Deans Council meetings about changes to the RCM budgeting model to make it simpler than the current three driver model for assessment. More modeling seems necessary before the effect on various schools can be determined. This effort will be pursued further during the coming academic year by the Finance and Administration Office.

Information Technology and Telephone Systems

UITS, in collaboration with Nortel and Microsoft, is piloting and implementing a telephone IP (internet protocol) strategy that takes advantage of full convergence of voice, video and data. The system is now being tested in the quiet phase of a pilot and work has begun with the Local Support Providers on a rollout schedule. The overall strategy is described by the Technology Committee that supported the IUPUI Academic Plan.

Examine Low-enrolling Courses

The Enrollment Management Council already seems to be doing a fine job of identifying low enrollment courses. This results in the academic units either cancelling them or offering them less frequently. The RCM budgeting model also helps to eliminate enrollment inefficiency, since this adversely affects a school's financial status. No additional action is necessary.

Quality of Life

Parking

The report suggested relatively modest immediate improvements. The shuttle bus shelters have been improved in the past year. Parking and traffic flow issues are playing a major role in the ongoing campus master planning process.

Campus Culture and Student Housing

The Campus Center which opened in 2008 has proved to be a big success in increasing student engagement. There is now the opportunity to have more academic and cultural events on campus in an attractive environment. Student housing which now has about 1000 beds was completely full for AY 2007-08. For this next academic year, there was a waiting list of about 500 students at one point. Clearly, IUPUI is increasingly becoming a campus of choice for both out-of-state and Indiana residents. Many students will be disappointed and not enroll at IUPUI if housing is not available. In response to the current housing shortage some special efforts have been initiated for Fall 2008. Wherever possible, single rooms in campus housing have been converted to doubles to maximize on campus housing capacity. The campus has entered into a partnership with nearby housing at the Candlewood Suites apartments to provide “overflow campus housing”. Both of these efforts have allowed our campus program to expand our occupancy 10% and thus serving approximately 100 more students. In order to take care of the insufficient campus housing in future years, Student Affairs has made campus housing a priority. Since new student housing needs approval from the IU Board of Trustees, efforts are under way to make the case for more student housing. The plan is to add 2,000 beds to our campus housing program over the next few years, with a price point which is below the current apartment housing on campus. The master planning effort is guiding where this new housing could be placed on campus.

Public Art on Campus

The Herron School of Art and Design is a national leader in the public art domain. The IUPUI Campus Arts Committee is currently considering various public art projects for placement on campus in conjunction with the Indianapolis Museum of Art.