

Assurance Argument

Indiana University-Purdue University Indianapolis - IN

4/3/2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Link to Glossary of IUPUI Acronyms [here](#).

1.A.1.

Indiana University-Purdue University Indianapolis (IUPUI) represents a unique and enduring partnership in American higher education and is the state's urban research and academic health and life sciences campus. IUPUI is managed by Indiana University and grants both IU and Purdue University degrees.

Mission Statement Development

The core mission of IUPUI has not changed significantly since the campus was created in 1969. The current mission iteration was approved in 2005 by the trustees of Indiana University at the conclusion of a year-long mission differentiation process undertaken by all eight of Indiana University's campuses. Trustees met with campus chancellors and members of their executive staffs to discuss the scope of the project and the opportunities it provided for their campuses. Data gathered included campus vision and values statements, existing mission statements, strategic planning documents, tenure and promotion criteria, financial records, IPEDS data, articulation agreements, and information on outreach programs.

At the campus level, leaders conducted a series of conversations structured to allow broad exchange among faculty, students, community leaders, and advisory board members. This participative process was consistent with IUPUI's campus tradition and culture. Each campus then responded to questions that reviewed admissions policy and practices, scope of degree offerings, remedial course offerings, research focus, common IU characteristics and practices, and areas of focus for distinctive excellence. At the conclusion of this extended process, each campus presented a mission statement for approval by campus groups, the President, the Board of Trustees, and the Indiana Commission for Higher Education (ICHE).

IUPUI Staff and Student Councils endorsed the proposed mission statement during the 2004-2005 year, and the Faculty Council endorsed it on November 1, 2005. The statement was approved by the

[Board of Trustees on November 4, 2005](#), and subsequently by the ICHE.

IUPUI's mission documents were revisited in 2013-2014 as part of the development of the current strategic plan, [Our Commitment to Indiana and Beyond](#), again through a broadly participative process that incorporated ideas and perspectives from more than 50 on- and off-campus stakeholder groups and 12 campus taskforces comprising more than 250 faculty and staff members. (This process is discussed further in 5.C.3.) Following this review, the mission statement was left untouched, but new Vision, Values, and Diversity Statements were adopted to strengthen emphases on diversity, innovation, distinctiveness, quality of life, and community engagement.

IUPUI Vision Statement

IUPUI's vision is to be a leading urban research institution recognized for the success of its students, its advances in health and life sciences, and its intellectual, economic, and cultural contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond.

IUPUI Mission Statement

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

In pursuing its mission and vision, IUPUI provides for its constituents excellence in:

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

With each of these core activities characterized by:

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

Statement of Values

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service.

IUPUI recognizes students as partners in learning. We value the opportunities afforded by our location in Indiana's capital city and are committed to serving the needs of our community. Our students, faculty, and staff are involved in the community, providing educational programs, working with a wide array of community partners who serve Indianapolis and Central Indiana, offering expert care and assistance to patients and clients, and engaging in field research spanning virtually every academic discipline.

As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional

development of a diverse campus community of students, faculty, and staff; to continuous improvement of its programs and services; and to building a strong, welcoming campus community for all.

Diversity

IUPUI, as educators and advocates, provides student-centered services, consulting, facilities, learning experiences and programs for students, faculty, staff, alumni, and the community.

Guided by theoretical frameworks of student development, the university contributes to an intentionally inclusive, accessible campus community and inspires educational, personal, social, and professional achievement.

Themes found in these statements—student-centeredness, academic achievement and development, partnership with and service to our urban community, diversity, inclusiveness, collaboration, and innovation—will resurface throughout this Assurance Argument.

IUPUC

Indiana University-Purdue University Columbus (IUPUC) is considered a school within the IUPUI organizational structure, but its location and distance from the Indianapolis campus create opportunities for distinctiveness. [IUPUC's mission, aspirations, and strategic goals](#) emphasize its focus on serving South Central Indiana. Like IUPUI's mission statement, the IUPUC statement reflects commitment to excellence in teaching, community engagement, and students' preparation for global challenges and lifelong learning. IUPUC aims to provide IU and Purdue educational opportunities in a small campus environment to students in the region who otherwise might be unable to pursue higher education.

1.A.2

Unit Missions

Individual schools and administrative units have mission and goal statements consistent with campus aspirations. Schools and units post mission statements to their websites and [report on progress](#) in the campus annual reporting and budgeting process. IUPUI's program review guidelines for both [academic](#) and [service](#) units require that units' self-study reports address alignment among program, school and campus missions. (For discussion of the program review process, see 5.D.2.)

Academic Programs

As Indiana's health and life sciences campus, IUPUI offers degrees in traditional health fields like nursing, medicine, dentistry, health and rehabilitation sciences, and public health. But many other IUPUI schools also offer undergraduate and graduate health-related degrees. Examples include: Health Economics and Health Communications (School of Liberal Arts), Bioinformatics (School of Informatics and Computing), Health Engineering Technology Management (School of Engineering and Technology), Exercise Science (School of Physical Education and Tourism Management), Art Therapy (Herron School of Art and Design), and the Business of Medicine MBA (Kelley School of Business). To implement a strategic priority focused on interprofessional health education and practice, the Schools of Dentistry, Medicine, and Nursing are developing interprofessional clinical education venues in which their students will learn and work collaboratively.

Enrollment Profile

Key to IUPUI's mission is a commitment to increasing educational attainment in Indiana, which has historically been low compared with other states. The Fall 2016 Enrollment Profile typifies this commitment with 88% in-state students. Reflecting our intensive efforts to expand college participation among traditionally [underrepresented populations](#), we saw record increases in Latino

(13.2%), Asian (20.4%), and African American (40%) beginning students in an entering class that also had the highest SAT scores in IUPUI's history. (1.C and 3.D.1 discuss our attention to increasing enrollment of and support for underrepresented populations.) After graduation, more than 80% of alumni stay in Indiana to begin their careers. (See 4.A.6 for details.)

Befitting our health and life sciences mission, IUPUI includes one of the nation's largest schools of nursing; Indiana's only dental school; the nation's largest medical school; the School of Health and Rehabilitation Sciences; and the Richard M. Fairbanks School of Public Health. In Fall 2016, IUPUI enrolled nearly 5,000 students in these health sciences programs.

1.A.3.

Section 5.C.1 addresses how the strategic planning and budgeting processes align with campus goals in support of the mission.

Sources

- About IUPUC Mission and Strategy
- Fall 2016 Enrollment Highlights
- Fall 2016 Enrollment Highlights (page number 12)
- Glossary of IUPUI Acronyms
- IU Trustees Minutes 11-4-05
- IUPUI Campus Annual Reports 2016
- Our Commitment to Indiana and Beyond: IUPUI Strategic Plan
- Program Review Academic Guidelines
- Program Review Service Units Guidelines

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

1.B.1

IUPUI articulates its mission, vision, and values clearly, publicly, and often in multiple places: on the [campus website](#), the [online campus Bulletin](#), in our strategic plan, [Our Commitment to Indiana and Beyond](#), also available online, and in a variety of reports to external stakeholders. The vision expresses the aim of a mission fulfilled; the values express our understandings of who our constituencies are and how we will interact with them; and the strategic plan specifies current strategies for implementing the mission and vision, clearly linked to constituencies, purposes, and themes. Taken together, these documents represent our aspirations as well as our behavioral commitments to our constituencies, including best practices, honesty, and integrity.

1.B.2

IUPUI periodically reviews and updates its mission documents, as we did most recently during the preparation of our 2014 strategic plan. Our core values and overarching aspirations to serve our city, state, and beyond date from the institution's founding. Teaching and learning, research and creative activity, and community engagement are strong emphases. The strategic plan supports these mission emphases, focusing on three overlapping priorities: promoting student learning and success, advancing the health and life sciences, and contributing to the well-being of people in our city, region, state, and beyond. The third priority includes accelerating research and creative activity, especially translational research that improves quality of life, is interdisciplinary, and involves students and community members, and all three priorities are linked to improving the local and state economy.

1.B.3

IUPUI's mission statement clearly identifies IUPUI's primary constituents as residents of Indianapolis and the state of Indiana. We are a comprehensive institution with a broad range of programs, befitting our commitment "to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally." To enact our statewide health and life sciences role, we place special emphases on these disciplines, so that schools across the institution offer not only traditional health and life science degrees but also distinctive ones, as discussed in 1.A.2. Other innovative programs keyed to our urban setting and mission expand opportunities for in- and out-of-class learning, research, and community engagement, and spur local economic

development. Examples include degrees in Motorsports Engineering, Philanthropic Studies, Sports Journalism, Urban Education, Museum Studies, Sports Management, and Urban Sustainability.

Our services similarly aim to benefit our city and state, befitting the civic engagement focus of our mission. To support quality of life and local economic development, we engage in a wide range of campus-community partnerships, described in greater detail in 1.D. Again, many of these services flow from our health and life sciences role, with patient and client care as primary objectives.

Accordingly, our community engagement activities prominently feature healthcare to underserved communities in Indianapolis and across the state, with our location in Central Indiana allowing easy access to high-needs rural and urban populations.

Sources

- Glossary of IUPUI Acronyms
- IUPUI Vision Mission and Values-What Matters
- Mission in Online Bulletin
- Mission on IUPUI Website

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

1.C.1

As a campus that aspires to be a leading urban research institution, IUPUI embraces diversity as a core value. Our mission documents commit us to ensuring diversity in all of our activities and developing an inclusive, accessible, and welcoming campus community that contributes to all students' development and achievement. A [key priority](#) in our strategic plan is to “foster and promote an inclusive campus climate that seeks, values, and cultivates diversity in all of its forms” by holding units accountable for diversity goals, using data to enhance diversity efforts, continuing to diversify our students, faculty, and staff, and ensuring that students develop the knowledge they will need to navigate a multicultural society.

Diversity Initiatives at IUPUI

The current generation of diversity initiatives at IUPUI dates to 1999, when the campus conducted its first Campus Climate for Diversity survey. The Chancellor's Diversity Cabinet was established the following year, which also saw the launch of an annual “State of Diversity” report publicly available on the campus website. Units developed their first diversity plans in 2007, and, in 2008, the campus established the Division of Diversity, Equity, and Inclusion (DEI) to lead a growing number of diversity initiatives and programs. Headed by a Cabinet-level Vice Chancellor, DEI now coordinates the work of several key campus-wide units: Adaptive Educational Services; Intercultural Literacy, Capacity and Engagement; the LGBTQ+ Center; and the Multicultural Center. These units consult with departments to develop diversity plans and benchmarks for the institution, administer diversity-related student programs, and build a more diverse community through strategic hiring and student recruitment.

DEI also develops and monitors the [IUPUI Diversity Plan](#), which delineates goals, objectives, and strategies to improve four dimensions of diversity and equity: representational diversity, curricular and co-curricular transformation, campus climate, and institutional leadership and commitment. The [division reports annually](#) on campus-level progress toward these goals. The [2015 Annual Diversity Report](#) included data from the climate survey about LGBTQ+ students, staff and faculty. Responding to calls to make the report more actionable, the [2016 Report](#) disaggregated statistics by race to provide a clearer picture of racial diversity at IUPUI.

1.C.2.

Campus Climate Survey Outcomes

During Fall 2014, the campus administered an extensive campus climate survey to all students, staff and faculty. Previous surveys had focused primarily on race/ethnicity and gender. This comprehensive survey added questions about other traditionally marginalized but less studied diversity categories,

including sexual orientation, gender identity, religion, ability, political affiliation, and age.

Campus-level [survey results](#) were shared with the Chancellor and Diversity Cabinet, campus community, deans, IU Chief Diversity Officers, and the Director of the Office of Equal Opportunity. The survey steering committee began implementing a campus-wide diversity plan to address major issues revealed, and recommended that academic units develop new diversity plans based on unit-level survey outcomes and other relevant data. The Director of Survey Research and Vice Chancellor for Diversity, Equity and Inclusion met individually with deans, vice chancellors, leaders of various affinity groups, and Staff and Faculty Councils to share and help interpret survey results.

Some of the needs the survey identified could be addressed quickly. For example, the revelation that at least 14% of IUPUI students reported membership in the LGBTQ+ community spurred creation of an LGBTQ+ Center. The campus has also implemented special training to help faculty better accommodate students with disabilities.

Welcoming Campus Initiative

Campus Climate Survey results also influenced initiatives emerging from the 2014 Strategic Plan, including the [Welcoming Campus Initiative](#) launched in Spring 2016. IUPUI and Indianapolis community members were asked to respond via social media, focus groups, and town hall meetings to the question, “How can we make IUPUI a more welcoming campus?” Five themes emerged from the responses: creating a vibrant and inclusive student experience; designing an accessible, inspiring urban campus; investing in faculty and staff; communicating who we are; and engaging and integrating with the community. These broad themes link directly to IUPUI strategic priorities and goals, including promoting student success, developing faculty and staff, and creating a more inclusive campus, among others.

The Welcoming Campus Initiative includes a [Welcoming Campus Innovation Fund](#) to support collaborative projects implemented before IUPUI’s 50th Anniversary in 2018-2019. The fund provides grants of up to \$25,000, matched by the proposing unit, to support implementation of Welcoming Campus Initiative recommendations. The first round of funded projects, totaling more than \$450,000, targets gender equity and inclusion, healthcare, sustainability, staff mentoring, global community, refugee youth, and other approaches to promote inclusiveness and celebrate diversity.

Other Noteworthy Efforts

Campus administration has allocated financial resources to address specific diversity challenges. For example, the Executive Vice Chancellor recently commissioned two task forces, one on Recruitment and Retention of African American Students and another on Recruitment and Retention of Latina/o Students, Staff and Faculty, to increase the presence and success of members of each group. The work of the Latina/o group is still underway; the campus is implementing preliminary recommendations from the African American Student Task Force, including increased funding for need-based scholarships and additional staff positions to provide “wrap-around” student support services and cohort experiences.

Campus funding also targets hiring diverse faculty. Support for the Recruitment of Under-Represented Faculty (SRUF) was established in 2006, enabling us to hire 45 diverse faculty members by 2009. In 2013, the Office of Academic Affairs replaced SRUF with [START](#) (Support for Talent Attraction, Retention, and Transition), which promotes recruitment of new, outstanding tenure/tenure-track faculty and librarians from less-represented populations and provides salary and research funding. The Executive Vice Chancellor recently created a new position, Associate Vice Chancellor for Faculty Diversity and Inclusion, to provide leadership and vision to improve recruitment, advancement, and retention of diverse faculty. Six faculty and staff affinity councils—Asian Pacific

American, Black, Latina/o, LGBT, Native American, and a new Veterans Faculty and Staff Council—receive DEI funding for professional development initiatives that support staff, faculty, and students.

Though we continue to discover opportunities for improvement, IUPUI administrators, faculty, staff, and students collaborate to create the inclusive campus climate envisioned in our mission and strategic plan. We understand that “excellence in teaching and learning, research, scholarship, and creative activity, and civic engagement” can be achieved only by developing and sustaining a diverse, inclusive, and engaged campus community. We are gratified that *Diverse Issues in Higher Education* has recognized IUPUI as one of the [best non-HBCU campuses for minorities](#), citing our achievement in doubling graduation rates for African American students between 2004 and 2010, and that, for the last five years, our efforts have earned the [Higher Education Excellence in Diversity Award](#) from *Insight into Diversity Magazine*.

Sources

- 2014 Campus Climate Survey Overall Findings
- Glossary of IUPUI Acronyms
- Higher Education Excellence in Diversity Award
- IUPUI Annual Diversity Report 2015
- IUPUI Annual Diversity Report 2016
- IUPUI Annual Diversity Report 2017
- IUPUI Diversity Plan 2016-2021
- IUPUI Names Among 30 Best Non-HBCU Campuses
- IUPUI Welcoming Campus Innovation Fund Information
- Our Commitment to Indiana and Beyond: IUPUI Strategic Plan Website
- Our Commitment to Indiana and Beyond: IUPUI Strategic Plan Website (page number 27)
- Support for Talent Attraction Retention and Transition (START)
- Welcoming Campus Initiative

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

1.D.1

Serving the Public Good

IUPUI's mission statement clearly states a sense of public obligation, a commitment also demonstrated in the campus's strategic plan, its policies, and the wealth of community programs and partnerships cultivated by schools and offices across campus. The institution's dedication to the public good is enacted in all aspects of the IUPUI enterprise from teaching and learning to community-engaged research, from the development of new degree programs to meet community needs to partnerships to boost regional economic development.

Our Commitment to Indiana and Beyond: IUPUI Strategic Plan reflects this sense of responsibility throughout and identifies as one of three main priorities Contributions to the Well-being of the Citizens of Indianapolis, the State of Indiana, and Beyond. The Cabinet-level [Office of Community Engagement \(OCE\) was created](#) to address this strategic priority and works to coordinate our culture of responsible, informed engagement to enhance the common good and foster growth of our faculty, staff, and students.

The institutionalization of community engagement remains a critical strategy through which we achieve our campus mission. This commitment has been recognized with the Carnegie Community Engagement Classification. In 2006, IUPUI was among the first to earn the classification, and, in 2015, we were among the 157 institutions reclassified. Since our 2012 reaffirmation of accreditation, we have received further national [recognition for community engagement](#), including our fifth, sixth, and seventh selection for the President's Higher Education Community Service Honor Roll, and ranking by *U.S. News & World Report* as one of the nation's top institutions for service learning.

As evidence of IUPUI's commitment to the public good through community engagement, campus schools include examples of community engagement in their annual reports, budget hearings, and strategic plans (see, for example, [School of Engineering and Technology Strategic Plan](#)). The [2016 Curricular Engagement Report](#) demonstrates that every school offers community-based courses, with the campus total reaching 1,224 courses in which 9,737 students contributed 1,106,716 service hours to 875 community partners.

1.D.2

As a public institution, IUPUI's priorities are teaching, research, and civic engagement. We do not have investors or a parent organization.

1.D.3

IUPUI has dedicated significant attention to ensure that community engagement is institutionalized and that the campus listens to community interests and concerns, adheres to the values of democratic engagement, and responds to community needs in mutually beneficial and reciprocal ways. Three examples highlight how infrastructure, resources, and strategies are employed to advance community engagement and achieve the campus mission.

School-based Infrastructure

IUPUI schools embrace engagement by allocating faculty and staff time to developing collaborative partnerships and programs. For example, the Fairbanks School of Public Health has an Associate Dean for Community and Global Health, and the School of Public and Environmental Affairs has a Director of Community Engagement and Strategic Initiatives. Across all schools, 20.75 FTE administrators, faculty, and staff have explicit responsibilities for community engagement. ([See Faculty and Staff FTEs related to Community Engagement.](#))

As a result of this dedicated infrastructure, the School of Public and Environmental Affairs was able to develop the [Community Corps program](#) to prepare the next generation of civic leaders in partnership with community organizations like the Department of Metropolitan Development for the City of Indianapolis, Indianapolis Neighborhood Housing Partnership, Local Initiative Support Corporation, Prosperity Indiana, and others. This robust public-private partnership includes several 18-month paid internships, community-engaged research, and a service learning course that meets at the John H. Boner Community Center on the near eastside of Indianapolis.

Strategic Community Partnerships

Family, School, and Neighborhood Engagement (FSNE), part of OCE, employs 6.5 FTE who take a multi-sector approach to working with campus resources and community partners within the Indianapolis urban core to enhance quality of life through capacity development, education, health, and research. Staff serve on neighborhood committees, attend community forums, advance community interests, cultivate community voice, and build connections between the university (faculty, staff, and students) and the community to ensure that partnerships are equitable and reciprocal.

Through FSNE partnerships, IUPUI serves as the convener for Great Places 2020 River West, a project of the Local Initiatives Support Corporation, to achieve the strategic goals outlined in the community's quality of life plan. For example, the partnership created [River West Art Park](#) as a gathering space, an environmental asset, and a retreat for local residents. Similarly, we have formal agreements to serve as an educational partner in quality of life plans for several neighborhoods near the campus. The [Near West Quality of Life Plan](#) illustrates IUPUI's practice of collaborating and partnering on goals defined by neighborhood residents. FSNE helps develop and implement programs that serve people with limited incomes and provide community-based education and career development opportunities for all adults. (See [Family, School, and Neighborhood Engagement Workforce Readiness Programs.](#))

Neighborhood Conversations

The Center for Service and Learning hosts regular [Neighborhood Conversations](#) at community partner locations where faculty and staff learn about the organizations, their needs, ongoing projects, and partnership opportunities. These conversations have helped to foster campus-community projects. For example, a faculty member in the Fairbanks School of Public Health partnered with the Flanner

House Child Development Center to address childhood obesity by developing a curriculum called “How it Grows,” wherein children learn about where food comes from and try new foods.

Sources

- 2016 Curricular Engagement Report
- Faculty and Staff FTEs
- Family, School and Neighborhood Engagement Workforce Readiness Program Offerings
- Glossary of IUPUI Acronyms
- Near West Quality of Life Plan
- Neighborhood Conversations Press Release
- Office of Community Engagement
- Office of Community Engagement National Recognitions
- River West Art Park Press Release
- School of Engineering and Technology Strategic Plan
- SPEA Community Corps Press Release

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Summary

IUPUI's mission is broadly understood within the institution and guides our operations. Developed through processes suited to the nature and culture of the institution and approved by the IU Board of Trustees, IUPUI's mission anchors our academic programs, student support services, enrollment profile, and planning and budgeting priorities. Though it is unlikely that many students (or even faculty and staff) could recite the mission statement verbatim, nearly all would be able to identify key words and phrases like *urban, health sciences, learning, research, and community engagement*.

IUPUI clearly articulates our mission in many public spaces, and we have closely aligned it with our most recent strategic plan, which more explicitly defines our current directions and emphases on the core purposes of learning, scholarship, and public service. We make it clear that our intended constituents and stakeholders include not only our students but also our faculty and staff and widening circles of our campus, local, state, and global communities. New students tell us in surveys that they choose to attend IUPUI in part because of its urban location and focus, and increased opportunities for experiential learning and post-graduate employment. Though a mission statement can never be finally "achieved," we value it as a commitment and are proud that students affirm this central part of our identity.

IUPUI understands that our mission is also closely linked to the diversity of society. Our urban environment strengthens our sense of responsibility to focus on human diversity, and we have worked hard for decades to increase the diversity of our students, faculty, and staff as well as our external partnerships. Despite these efforts, we can report only mixed success. As several of our student success indicators reflect (see 4.C.2), while proportions of students of color have increased to reflect our geographical location, specific populations continue to be under-represented (particularly African Americans and Latina/os), and faculty representation is still far below where we would like it to be. We hope that new plans in place such as the Welcoming Campus Initiative and the new Associate Vice Chancellor position discussed in 1.C.2 will help us to improve representation; we will continue to monitor progress and make corrections as we learn more.

Our strong historic commitment to the public good is rooted in our founding purposes and continues to be a major force in our strategic priorities. We intend to be a good neighbor; we also realize that urban centers share similar challenges and opportunities across the world and that what our faculty and students learn from service and research in clinics and universities in Kenya can help us target health inequities in rural southern Indiana. We believe that arguments for our meeting the remaining HLC Criteria will demonstrate that for IUPUI, our mission is a central touchstone in all we undertake.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

2.A

The quality of integrity goes beyond simply obeying law to living by high ethical standards in all of our undertakings. IUPUI emphasizes openness and an environment where all members of the campus community can flourish. Some of the many policies are grounded in law, but all represent the ways in which IUPUI defines exemplary standards of conduct and practice.

Transparency

Transparency is an integral component of integrity in the 21st century. IUPUI's commitment to ethical standards goes hand-in-hand with a commitment to transparency, evident in our practice of publicly communicating our plans and reporting our progress toward strategic goals through [campus annual reports](#).

Transparency begins with the IU Board of Trustees, which is subject to the [Open Door Provisions](#) for public meetings and [Access to Public Records](#) of the Indiana Code. We maintain transparency through policies for upholding integrity and for accountability for the financial resources with which we are entrusted by taxpayers, students (and their families), research sponsors, and philanthropic donors. In this domain, IUPUI draws on another of its values—best practices. Moving beyond the no-longer-simple requirements of legal compliance, we hold ourselves to high standards, from professional standards for financial practitioners to strict standards of academic integrity for faculty and students.

As it is for all Indiana public universities, [IU budget](#) information is a matter of public record and is made available to all statewide constituents on the Office of the Vice President and Chief Financial Officer's website. Financial statements, footnotes, and overall accounting are governed by the Governmental Accounting Standards Board (GASB) and the Financial Accounting Standards Board. The accounting structure is still largely based on the traditional College and University Business Administration model, but GASB is used for financial reporting.

The Indiana State Board of Accounts conducts an annual financial audit of IU that includes the [Annual Financial Report](#) and the [Federal Single Audit Report](#), a review of compliance with federal Office of Management and Budget Circular A-133. Auditors visit each campus to conduct the necessary work and then present their findings to the Board of Trustees.

Institutional Policies

IU provides a convenient access point to all policies, including responsible offices and contact persons, on the University Policies [website](#), a searchable compilation categorized into the following sections:

- [Academic, Faculty and Students](#): This section of the site includes downloadable policies addressing administrative authority and faculty governance; academic appointments and reviews; conditions of academic employment; academic appointee benefits; vacations, leaves, and separations for academic appointees; academic and student affairs; international students and faculty; libraries and archives; and university student services and systems. Each campus publishes its own supplement based on local context, and the [IUPUI Supplement](#) is readily accessible to all via the IUPUI Academic Affairs website. Together, these resources include complete statements on [academic freedom](#), conflicts of [interest](#) and [commitment](#), and [intellectual property](#), among many other topics.
- [Administration and Operations](#): These policies overlap with the Academic, Faculty and Students, and Human Resources policies in several cases: these include statements of commitment to and expectations for equal opportunity, intellectual property, public safety and institutional assurance, and whistleblower safety. Here, too, are policies on use of the university's name, standards for contacts with government officials and participation in political activities, marketing and communication, and social media.
- [Financial Policies](#): These include provisions assuring that financial resources are budgeted and expended according to federal and state laws and in conformity with best practices in accounting, contracts and grants administration, payroll, purchasing, and other activities that help avoid waste and duplication of effort and expense. IU's licensing and trademark policy is also set forth, along with related financial policies.
- [Human Resources](#): Core policies on equal opportunity and affirmative action for staff are found in this section, along with staff employment policies and procedures. A [Staff Handbook](#) for union and non-union staff delineates university standards and practices; procedures for employment, compensation, benefits, personal conduct expectations, and health and safety practices, rights, and responsibilities; and EEO, sexual harassment, ADA, and workplace violence policies, including corrective action and problem-grievance procedures.
- [Information and IT Policies](#): Increasingly important in the 21st century, these policies guide appropriate use of information technology resources, management of institutional data, and information security and privacy.
- [Research](#): IU and IUPUI maintain extensive policies for the ethical conduct of research, detailed in this section of the policies website. These include policies on financial conflict of interest and commitment in research, as well as basic policies on protection of human subjects. IU's Institutional Research Boards (IRBs) and the Office of Research Administration (ORA) provide more extensive documentation of human subjects research policies and processes on the ORA website, along with access to tutorials on ethical conduct of various types of research. The appropriate tutorials must be completed and research certifications maintained by all IU faculty, staff, and students involved with research.

Transparent policies mean little, of course, if the policies are not followed or enforced. In many cases, the above policies are carried out by practitioners like [purchasing agents](#) or [responsibility center fiscal](#)

[officers](#). Numerous special bodies—such as IU Internal Audit, the Office of Research Administration Compliance, and the University Information Security Office—engage in oversight and/or adjudication of specific cases; their roles are critically important in assuring that institutional policies are enacted.

Conflict resolution and grievance procedures are handled by three bodies:

- Student grievances and misconduct cases are addressed by the Division of Student Affairs. The Student Advocate assists students with complaints, appeals, and conflict mediation. The Office of Student Rights, Responsibilities, and Conduct is responsible for administering the [IU Code of Student Rights, Responsibilities, and Conduct](#), managing the institution’s judicial system, investigating and adjudicating reports against students, promoting student rights, and educating students about their rights and responsibilities.
- The Employee Relations Department within Human Resources Administration (HRA) addresses staff issues, offers confidential guidance for supervisors, interprets and applies university policies and employment law, and investigates and resolves complaints. Grievance reporting forms for [professional and non-union support and service staff](#), temporary employees, [union services staff](#), and police services employees are easily accessible on the IUPUI HRA website.
- The IUPUI Faculty Council, through its Committee on Faculty Affairs, has established and administers [grievance procedures](#) for full-time tenured and tenure-track faculty and librarians, full-time clinical and scientist/scholar rank faculty, and full-time lecturers. The process provides for peer evaluation of administrative actions of dismissal, academic freedom, non-reappointment, tenure, promotion, salary adjustment, and nature or conditions of work. Elected members of a Faculty Grievance Advisory Panel are available to provide confidential advice and help with informal resolution of disputes. A Faculty Board of Review conducts formal hearings and issues reports on findings, including recommendations, as appropriate.

The [IUPUI Equal Opportunity Council](#) represents faculty and staff from academic and administrative units when relevant cases arise. The council serves as an information resource and conduit between the Office of Equal Opportunity (OEO) and the campus community and advises and assists OEO in planning, development, implementation, and evaluation of IUPUI’s Equal Employment Opportunity/Affirmative Action program. Following a 2008-2009 faculty salary equity review, OEO determined that the study should be repeated every five years; the most recent one was conducted in [2014-2015](#). OEO also established a task force on the [Status of Women](#) to assure gender equity in opportunities and benefits for IUPUI faculty, staff, and students.

Accountability

IU maintains policies and procedures for standards of conduct and disclosure of Wrongful Conduct, including, among others, [Policy and Procedures on Research Misconduct](#), [Policy of Fiscal Misconduct](#), and [Policy on Fraud](#). The [Whistleblower Policy](#) protects employees and others who report violations of law and breaches of conduct from reprisal or adverse academic or employment actions, and provides a process for seeking relief from retaliatory acts.

To support accomplishment of its objectives, IU updated its [Internal Audit Charter](#) on August 12, 2016. Internal Audit supports university administration and the Board of Trustees. Internal Audit staff members bring expertise and professional judgement in collaborating with clients to provide independent appraisals of the university’s financial, operational, information technology, and control activities. Staff members report on the adequacy of internal controls, the accuracy and propriety of transactions, the extent to which assets are accounted for and safeguarded, and levels of compliance

with institutional policies and government laws and regulations. While every audit is unique, the process normally includes four stages: Preliminary Review, Fieldwork, an Audit Report, and a Follow-Up Review. Final audit reports are distributed to the audited unit's management and reporting supervisor, the university's Chief Financial Officer, Chief Accountant, President, the Board of Trustees, and other appropriate members of senior university management. After expected completion dates, Internal Audit performs a follow-up review to verify resolution of the report's findings.

Sources

- A Guide for IUPUI-Faculty
- Faculty Grievance Process
- Federal Single Audit Report Indiana University
- Glossary of IUPUI Acronyms
- Indiana Code IC 5-14-1.5
- Indiana Code IC 5-14-3
- Indiana University 2016-17 Official Budget
- Indiana University Annual Financial Report 2015-2016
- IU Code of Student Rights, Responsibilities, and Conduct Indiana University
- IU Grievance Form: Professional Support Service Staff
- IU Grievance Form: Union Service Staff
- IU Internal Audit Charter
- IU Policy and Procedures on Research Misconduct
- IUPUI Campus Annual Reports 2016
- Office of Equal Opportunity Council Members
- Office of Equal Opportunity Faculty Salary Equity Review 2014-15
- Purchasing Administrative Organization Chart
- Responsibility Center Fiscal Officers Budget Office
- Task Force Status Of Women IUPUI 7.31.14 Final Report 2013-14
- University Policies
- University Policies Fraud: FIN-ACC-I-35
- University Policies: Academic Faculty and Students
- University Policies: Academic Freedom ACA-32
- University Policies: Administration and Operations
- University Policies: Conflicts of Commitment HR-07-30
- University Policies: Conflicts of Interest HR-07-40
- University Policies: Fiscal Misconduct FIN-ACC-I-30
- University Policies: Human Resources
- University Policies: Information and IT
- University Policies: Intellectual Property Policy UA-05
- University Policies: IU Financial
- University Policies: Research
- University Policies: Whistleblower Policy UA-04

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

2.B

IUPUI strives to maintain clear and accurate communication with all constituents and to anticipate the needs and interests of our intended audiences. Electronic resources and other documents offer information about our programs, faculty, costs, and accreditation relationships to students and the public. Important resources include the [Bulletin](#), the university website, the [Code of Student Rights and Responsibilities](#), and recruiting, admissions, and financial aid materials, among others. Each of these undergoes regular review to ensure accuracy and integrity, as outlined below.

Bulletin

For students, the [Bulletin](#) is the chief source of information about academic policies, program requirements, and course descriptions. Careful annual review and editing at the program, department, and institutional levels ensure the currency and accuracy of this important website. The Office of the Registrar distributes relevant content to schools and departments for review and correction; examines minutes from the Educational Policies Committee, the Undergraduate and Graduate Affairs Committees, the Indianapolis and University Faculty Councils, and other campus and institutional resources for any curricular, cost, and policy changes; and publishes the updated [Bulletin](#) on its public website.

Website and Social Media

The [IUPUI website](#) is the primary public medium for providing information to internal and external audiences. The IU Assistant Vice President for Marketing, working with IUPUI's Office of Institutional Research and Decision Support (IRDS), deans and department chairs, and administrative unit heads, manages the main campus web pages, with primary responsibility and authority to assure the currency of institutional policies, facts, figures, and reports. Schools and departments, in consultation with IU Communications, manage their individual websites to ensure that content is accurate, current, thorough, and consistent with university standards and policies for presentation, branding, and related matters.

IU Communications manages the campus Facebook, Twitter, Instagram, and YouTube sites used to communicate with internal and external audiences. Office staff post campus news, event announcements, and information on weather-related closings, and monitor the sites to ensure prompt and accurate responses to questions or complaints posted by users. Many IUPUI schools and offices also use social media to keep their audiences informed on activities and events, and the campus uses LinkedIn to share campus news and promote job openings.

Federally Required Disclosures

At least annually, IUPUI distributes to all enrolled students a notice of the availability of institutional and financial aid information required under the Family Educational Rights and Privacy Act of 1974 (FERPA), the Higher Education Act of 1965 as amended, the Clery Act, and the Violence Against

Women Act.

At the start of every semester, the Registrar's Office sends to all registered students an email [notification](#) regarding the availability of specific institutional, financial aid, and other information with a link to a [unified disclosures web page](#). Key campus policies, such as [Tobacco-Free IUPUI](#), are included in the mailing, along with information about accommodations for [students with disabilities](#) and links to pages on the Division of Diversity, Equity, and Inclusion website.

The disclosures page includes links to all information referenced in the notice and other information for current and prospective students and employees. Examples of site contents include:

- General Institutional Information
 - Privacy of records and FERPA
 - Facilities and services for students with disabilities
 - Price of attendance, refund policy for withdrawal, and return of financial aid
 - Academic programs, program assessment and improvement, and instructional facilities
 - Academic policies and faculty
 - Accreditation
- Student Financial Assistance
 - General loan information
 - Initial and exit loan counseling for student borrowers
- Health and Safety
 - Drug and alcohol abuse prevention programs
 - Vaccination policies
 - Security policies, crime statistics
 - Sexual violence prevention and resources
 - Safety procedures
- Student Outcomes
 - Retention and graduation rates

Marketing

IUPUI's marketing materials are designed to accurately reflect the rigor of our academic programs and portray the culture, mission, and values of the institution. IU Communications consults with the deans and department chairs who oversee each academic program and with administrative units like Undergraduate Admissions that directly serve students.

The website of the Office of Undergraduate Admissions tailors its website to distinct audiences including:

- Future first-year students
- Transfer students
- Returning students (those away from IUPUI for a year or more)
- Non-degree students
- Admitted students
- Parents and counselors

Such information as key dates and requirements, links to tools, and other resources is customized for each group. For example, prospective transfer students can learn how their courses will transfer, while all groups will find appropriate links to IUPUI degree maps, and information about financial aid, scholarships, costs, and housing options.

Undergraduate Admissions also produces or provides print materials about the institution and its academic programs for distribution at campus visits and college fairs. Social media play an important role in maintaining frequent contact with prospective students, as does email to guide students through the process of identifying prospective majors and respond to other student interests. The IUPUI Graduate Office provides similar publications and websites for prospective and current graduate and professional students.

Information about tuition and fees is also available on the [Bursar Office](#) website, along with a master list that includes all fees that may be assessed to students in a particular year. Searchable web forms help students estimate their tuition and fees. A [Net Price Calculator](#) helps students determine the types of institutional, state, and federal aid for which they may be eligible. Students also receive training in financial literacy and planning during orientation and in First-Year Seminars. (See 3.D.1 for additional discussion of financial planning resources.)

The Office of Undergraduate Admissions subscribes to the National Association for Admissions Counseling [Statement of Principles of Good Practice](#) (SPGC). Staff members are trained to follow these principles and to accurately represent IUPUI. Expectations of professional behavior are reinforced through professional development. [IUPUI Enrollment Management](#) staff (Admissions, Student Financial Services, Registrar, Scholarships, and the Office for Veterans and Military Personnel) regularly attend conferences and workshops to keep current with recent regulations and best practices in their fields, and participate and take leadership roles in their state, regional, and national professional organizations.

Code of Student Rights, Responsibilities, and Conduct

The [code](#) is updated periodically by Student Affairs staff in consultation with counterparts at other IU campuses. It provides students with clear guidance on their rights and responsibilities as IU students and related academic and disciplinary policies. Students are reminded of the code in the mailing of federally required disclosures at the beginning of each semester.

Institutional Research

IRDS maintains accurate data resources for marketing, enrollment management, and student success and learning. While some data require university credentials for access, many reports are available to students and the public. A public set of campus [rankings and statistics](#) on the “About IUPUI” website is updated annually.

Accreditation relationships

Institutional accreditation status is listed on [our website](#), in the [Bulletin](#), and in our listing of standard disclosures. [Accreditation](#) information for schools and programs is posted on the Planning and Institutional Improvement website.

Sources

- Glossary of IUPUI Acronyms
- IUPUI Accredited Programs by School
- IUPUI Adaptive Educational Services
- IUPUI Bulletin Accreditation
- IUPUI Enrollment Management Organization Chart
- IUPUI Institutional Accreditation
- IUPUI Net Price Calculator
- IUPUI Rankings and Campus Statistics

- IUPUI Registrar Campus Bulletin 2016-2017
- IUPUI Registrar Federally Required Disclosures
- IUPUI Registrar Welcome
- IUPUI Website
- NACAC Statement of Principles of Good Practices 10-1-2016 Final
- Office of the Bursar IUPUI
- University Policies: Tobacco-Free Policy PS-04

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

2.C.1.

IU's [Board of Trustees](#) is designated by Indiana law as the university's governing board and legal owner, and has the statutory responsibility for holding the university's financial, physical, and human assets and operations in trust for future generations. Alumni elect three of the nine trustees; the governor appoints the other six, including one student. The Board meets six times a year, and meetings are open to the public.

The [joint resolution](#) adopted by the Boards of Trustees of IU and Purdue in January 1969 to establish IUPUI stated that IU would manage the new campus. IU's management functions include budget and fiscal matters, including preparation of operational and capital funding requests to the Indiana General Assembly, business operations, employment of staff, maintenance of academic and other records, administration of sponsored programs, provision of land and facilities, and the operation of certain central services. All IUPUI faculty and staff are IU employees and subject to IU policies and procedures. Faculty, including those in the Purdue Schools of Science and Engineering and Technology, earn tenure through IU procedures and are evaluated for promotion according to IUPUI policies; they are awarded promotion by Purdue University's Trustees on recommendation of the IUPUI Chancellor.

Responsibilities assigned to the Board by [state law](#), many of which are delegated to the president and faculty of the institution and discussed during Board meetings, include setting tuition and fees; approving new academic programs; overseeing admission standards; investing funds; reviewing financial aid policies; entering into agreements with governmental units and other educational organizations; authorizing property transactions; appointing administrators; approving faculty promotion and tenure; approving conduct codes for students, faculty, and staff; and prescribing disciplinary measures when codes are violated.

The Board routinely discusses IUPUI issues. For example, in December 2014, the Board approved [North Hall](#), the first traditional residence hall constructed at IUPUI since the campus's founding. In June 2012, the Board approved creation of the [Lilly Family School of Philanthropy](#). In August 2015, the Board approved the 45,000 square foot, \$21.6 million clinical expansion of the School of

Dentistry which will provide for 125 new patient treatment rooms in the [James J. Fritts, DDS Clinical Care Center](#). All meeting minutes are available on the Board of Trustees website.

2.C.2.

The Board and its [standing committees](#) (Academic Affairs and University Policy; Facilities and Auxiliaries; Finance, Audit, and Strategic Planning; External Relations; Student Affairs; and Compensation) routinely considers the interests of internal and external constituents in reaching decisions. For instance, in 2012, IU undertook an evaluation of the monetization value of using a third party commercial operator to manage its parking systems. In October 2013, the [Finance, Audit, and Strategic Planning Committee](#) endorsed the President's decision not to privatize parking assets, but directed the university and its campuses to develop an internal strategic business plan to improve operational efficiencies and effectiveness of parking assets. The Board frequently discusses legislative initiatives and their impact on the IU community. For example, the [February 14, 2014 Board meeting](#) included discussion of a proposed constitutional amendment banning same-sex marriage and IU's stand against it, as well as legislation on guns on campus, teacher preparation, expansion of the Lifeline Law, and fees for public records searches. Committee meetings include presentations by faculty, staff, students, alumni, employers, and donors, and are open to the public.

2.C.3.

IU's Board of Trustees acts independently to serve what members judge to be in the university's best interests. The Board website makes available information on Board policies and procedures, including sections of the Indiana State Code that apply to the Board and to IU campuses. Because IU is a public institution, the Board's Bylaws under Article IX, Code of Ethics-Conflicts of Interest, require that members be guided by the provisions of the Indiana Code. Under [IC 35-44.1, Offenses Against General Public Administration](#), the code defines official misconduct, including bribery and conflicts of interests.

2.C.4.

The Board [delegates authority](#) to the IU President and President's staff to manage and administer the university. To assist the Office of the President in this role, in 2005, the Board approved expansion of IU's management structure. Today, the [leadership](#) includes three executive vice presidents and eleven vice presidents. The Chancellor of IUPUI serves as one of the executive vice presidents, and the Dean of the School of Medicine serves as Vice President for University Clinical Affairs. Thus, IUPUI is directly represented in IU's administrative leadership.

The IU President and Board of Trustees appoint and supervise a chancellor for each IU campus. IUPUI is led by [Chancellor Nasser Paydar](#), who assumed his duties as the fifth chancellor of IUPUI in August 2015. As Executive Vice President and Chancellor, Indianapolis, Paydar provides executive leadership at IUPUI on behalf of the President, participating also in central planning and related functions of the President's Office. The Office of the Executive Vice President and Chancellor, Indianapolis, is the channel through which IUPUI officers communicate formally with the IU central administration. Requests and recommendations regarding budgets, appointments and promotions, establishment of new programs, and other substantive items move from the Chancellor's Office to and through the Office of the President before presentation to the Board.

The [IU Faculty Constitution](#) gives the faculty legislative and consultative authority over a broad range of university activities, including academic matters. The Constitution delegates that authority through elected councils at university, campus, and school levels. See 3.C for further discussion of faculty oversight of academic matters.

Sources

- BoT Joint Resolution January 1969
- BoT Standing Committees
- Finance Audit and Strategic Planning Committee 10-18-13 Board Meeting
- Finance Audit and Strategic Planning Committee 2-14-14 Board Meeting
- Glossary of IUPUI Acronyms
- Indiana Code IC 35-44.1
- IU Board of Trustees Meet the Trustees
- IU Board of Trustees: About the Board: Delegation of Authority
- IU Board of Trustees: About the Board: Indiana State Code
- IU Board of Trustees: Leadership
- IU University Faculty Council Constitution
- IUPUI Newsroom North Hall
- IUPUI Office of the Chancellor Nasser Paydar
- James J Fritts DDS Clinical Care Center
- Lilly Family School of Philanthropy Plan to Create School of Philanthropy

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

2.D.

IUPUI's mission documents include an explicit commitment to "honesty, integrity, and support for open inquiry and dissemination of findings." The [IU Principles of Ethical Conduct](#), IU's [Core Values](#), and the [IUPUI Faculty Guide](#) (p. 142) reinforce this commitment. IU policies further state that "academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct....No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside" ([ACA-32 Academic Freedom](#)); and that "a scholar recognizes a primary responsibility to seek and to state the truth without bias....The scholar exercises critical self-discipline and judgment in using, extending, and transmitting knowledge, and practices intellectual honesty" ([ACA-33 Code of Academic Ethics](#)).

ACA 33 also specifies that "the teacher protects [students'] academic freedom and serves as an example of this principle by assuring that each student and colleague is free to voice opinions openly and to exchange ideas free from interference." The [IU Code of Student Rights, Responsibilities, and Conduct](#) explicitly protects students' freedom of expression. Section 1, Rights in the Pursuit of Education, affirms that students have the right to "learn in an environment that supports the freedom of self-expression and association"; and Section 2, Right to Freedom of Association, Expression, Advocacy, and Publication, declares that "students are free to form, join, and participate in groups or organizations that promote the common interests of students. In accordance with state and federal Constitutions and university policy, the university recognizes the rights of all students to engage in discussion, to express thoughts and opinions, and to assemble, speak, write, publish or invite speakers on any subject without university interference or fear of university disciplinary action."

Both within and outside the classroom, the campus has a longstanding tradition of providing forums for the free expression and exchange of ideas. In these venues, we encourage mutual respect and civility. The [IUPUI Civility Statement](#), developed by the Office of Equal Opportunity and endorsed by then-Chancellor Charles Bantz in April 2015, states that "while no set of rules or policies can wholly govern human conduct, civility requires respect and a thoughtful and careful balancing of differing points of view."

Sources

- A Guide for IUPUI Faculty
- Code of Academic Ethics ACA-33
- Code of Academic Freedom ACA-32
- Glossary of IUPUI Acronyms

- IU Bicentennial Strategic Plan: Core Values
- IU Code of Student Rights, Responsibilities, and Conduct Indiana University
- IU Principles of Ethical Conduct
- IUPUI Civility Statement

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

2.E.1.

The IU Office of Research Administration (ORA) ensures that IU conducts its educational, research, and clinical activities in compliance with regulatory, statutory, and organizational requirements, and the highest ethical standards. IU research policies include, among others, Conflict of Commitment, Financial Conflict of Interest, Misconduct/Research Integrity, Research with Human Subjects, Animal Care and Use, Biological and Chemical Safety, Export Controls, Radiation Safety, and Whistleblower Policy. Relevant regulations, policies, procedures, and notices are on the ORA website and in the [IUPUI Faculty Guide](#) (pp. 38, 42, 43, 45-46, 89, 105-118, 158-172). All policies comply with the Code of Federal Regulations.

All research at IUPUI must be reviewed and approved by the appropriate campus research risk review boards. The IU Human Subjects Office supports the IU IRBs, which are responsible for review and approval of all IU research involving human subjects, and administers IU's human subjects research protection program, which is accredited by the Association for the Accreditation of Human Research Protection Programs.

The Indiana University Research and Technology Corporation carries out oversight of the [IU Intellectual Property Policy](#), which addresses types of intellectual property, distribution of revenues from and equity interests in intellectual property, dispute resolution within the university, and implementation, focusing primarily on patentable intellectual property and copyrighted works.

IU and IUPUI furnish a suite of support services to help researchers understand research ethics and integrity. The Office of Research Integrity within the IU Office of Research Compliance offers [education on the responsible conduct of research](#) via workshops and a variety of online and print materials available to IU faculty, staff, and students. At IUPUI, the Office of the Vice Chancellor for Research provides training sessions and individual consultation on research ethics, including, for example, a periodic [workshop on research misconduct](#).

IU subscribes to the [Collaborative Institutional Training Initiative](#) (CITI) online education and training. IUPUI researchers are required to complete the CITI modules and online quizzes, which focus on research with human subjects, research misconduct, authorship, conflict of interest, data management, and collaborative research, before proceeding with research.

2.E.2.

IUPUI students receive ample guidance on ethical use of information resources and research ethics. “Values and Ethics” is one of our [Principles of Undergraduate Learning](#), and “behaving in an ethical way both professionally and personally” is among the [Principles of Graduate and Professional Learning](#). These principles are woven into all undergraduate and post-graduate programs and define our expectations of our students and graduates, as discussed in 3.B.1-3.

IUPUI librarians play an important role in providing guidance to students on research ethics in particular. As discussed in 3.D.5, librarians provide classroom instruction and individual consultation on research skills to IUPUI students at all levels, beginning in the freshman year. These sessions address ethical use of information and other academic integrity issues. University Library also offers a [self-guided tutorial](#) on academic integrity, along with a graded quiz that faculty can embed in their Canvas course sites.

The IUPUI Center for Research and Learning further requires undergraduate students involved in sponsored faculty-mentored research projects to pass the CITI modules, just as faculty and graduate students must. Any student charged with research misconduct is referred to the student's academic unit to determine whether the violation is academic or personal and subsequently initiate the appropriate disciplinary process.

2.E.3.

The major responsibility for academic honesty and integrity lies with individual scholars and the departments in which they conduct research, scholarship, and creative activity. Accordingly, it is incumbent upon faculty members to exercise leadership in their supervisory roles in mentoring, collaborating with, and directing junior colleagues, students, and staff. IUPUI and the larger university play an integral role in assuring honesty and integrity by: (1) providing an environment for open inquiry in which research and scholarship can be conducted appropriately; (2) declaring standards which must not be abrogated; and (3) enforcing standards on those occasions where violations may have occurred. The University Faculty Council’s [Policy and Procedures on Research Misconduct](#) sets forth how the university maintains and enforces such standards through impartial fact-finding and fair adjudication of allegations of research misconduct. The [Code of Academic Ethics](#) (ACA-33) delineates a broad scope of responsibilities and rights for faculty regarding ethical performance and enforcement procedures.

The [Code of Student Rights, Responsibilities, and Conduct](#) also includes expectations of student academic honesty and integrity, respect for the rights and dignity of others within and outside the university community, and personal conduct off campus. These expectations are included in the [Bulletin](#) and in program information prepared by individual schools and departments; expectations of academic honesty and integrity are required components of course syllabi. Breaches of these expectations are subject to disciplinary procedures ranging from formal reprimand to expulsion.

Sources

- A Guide for IUPUI-Faculty
- Code of Academic Ethics ACA-33
- Collaborative Institutional Training Initiative (CITI)
- Glossary of IUPUI Acronyms
- IU Code of Student Rights, Responsibilities, and Conduct Indiana University
- IU Policy and Procedures on Research Misconduct
- IU Research Integrity Office: Education

- IUPUI Research Enterprise OVCR: Events and Workshops
- IUPUI University Library: Exploring Academic Integrity: A Self-Guided Tutorial
- Principles of Graduate and Professional Learning
- Principles of Undergraduate Learning
- University Policies: Intellectual Property Policy UA-05

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Summary

On December 5, 2013, the IU Board of Trustees approved the [Principles of Ethical Conduct](#), which commit the university “to the highest standards of ethical conduct and integrity. The standards of conduct in these principles, supported through policies, procedures, and workplace rules, provide guidance for making decisions and memorialize IU’s commitment to ethical conduct and behavior.” IUPUI’s [Mission, Vision, and Values](#) statement underscores our dedication to integrity, asserting that “IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service,” as well as “honesty, integrity, and support for open inquiry and dissemination of findings.”

IUPUI embraces the call to act with integrity and ensure that all of our conduct is ethical and responsible. Transparency and accountability are foundational values of the institution, as evidenced in university policy and procedures, communication from leaders, and information accessible to the public. Ethical behavior is sustained by transparency in setting forth our policies for upholding integrity and by accountability for the financial resources with which we have been entrusted. We hold ourselves to high standards, from professional standards of financial practitioners to standards of academic integrity for faculty and students.

IUPUI’s culture demonstrates our dedication to integrity and ethical conduct in our interactions within our internal community and with the broader community we serve. Self-regulation and processes for reporting wrongful conduct are means to maintain accountability for our actions. The employment of internal auditors reporting directly to the Board of Trustees counterbalances the annual external audits by the state. Our whistleblower policy supports employees in fulfilling the responsibility to report witnessed unethical behavior. High expectations of conduct apply to the whole university community: trustees, faculty, staff, students, and volunteers acting on our behalf. We take pride in upholding and maintaining integrity and high ethical standards, and regard adherence to these standards as a core strength of our institution.

Sources

- Indiana University Principles of Ethical Conduct
- IUPUI Vision Mission and Values-What Matters

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Link to Glossary of IUPUI Acronyms [here](#).

3.A.1

IUPUI graduates are awarded degrees by either Indiana University or Purdue University upon completion of their studies. As stewards in a unique partnership institution pledged to advance educational attainment in our region, we consider it vital to ensure that all degree programs we offer challenge students at appropriately high levels.

New Program Approvals and Program Review

Our comprehensive procedures for academic and administrative approvals for new academic programs and new academic structures provide the foundations for our varied approaches to assuring appropriate academic rigor. The [General Matrix](#) for approvals offers a clear overview of the kinds and levels of approvals required, from contingent permission to proceed with a proposal for a new program or administrative structure through campus unit approvals, university approvals (Indiana or Purdue), and approvals by the Indiana Commission for Higher Education (ICHE) as well as HLC approval where appropriate. Procedures for creating a new course or requesting a course change follow a similar hierarchy of review and approval except for the ICHE. Both sets of processes include remonstrance opportunities at campus, university, and (for programs) state levels

Once approved, all programs are scheduled for regular [program review](#), usually on a seven- to nine-year cycle. (The program review process is addressed further in Section 4.A.1.) Of particular importance here is that our program review teams always include at least one faculty member from the relevant discipline at a peer institution and an external representative from Central Indiana to provide feedback from the field of practice. These external voices help us assure that our programs avoid drifting from appropriate academic standards or employer expectations. By linking program review to academic and budgetary planning, we aim to assure that needed resources will be allocated for improvement.

Assuring Program Quality and Currency

Individual schools or departments pursue a variety of other strategies to assure appropriate levels of study and to verify currency. Many programs, and entire schools, in some cases, participate in professional accrediting or standards bodies that require periodic self-examination and peer review to maintain accredited status. Because of IUPUI's concentration of professional programs, six schools and 49 individual programs hold such specialized accreditation; a [list](#) of these is publicly available. Some departments and programs must be certified by multiple bodies and at varying intervals, so the effort involved in specialized accreditation is demanding.

Some standards bodies offer credentialing examinations instead of or in addition to program accreditations; many, though not all, provide institutions with detailed information about their students' performance. For example, IUPUI's Health Information Management (HIM) baccalaureate is one of the original such programs in the country, and its students have a pass rate of program 90.9% on the Commission on Accreditation of Health Informatics and Information Management (CAHIIM) examination; the national average is 78.2%. All 102 of the IUPUI program's learning outcomes are assessed through analysis of the Registered Health Information Administrator exam scores, which provide a detailed breakdown and quarterly report to the program director. As required by CAHIIM, outcomes are also assessed yearly through regular course content assessments by the HIM faculty and professional practicum instructor. The 2014-15 [Assessment Report for the School of Informatics and Computing](#) also describes succinctly how the Informatics baccalaureate program has kept the program current and responsive to new directions in the discipline.

Another strategy adopted by many professional programs at both IUPUI and IUPUC is consultation with employers and/or program alumni. School or departmental faculty create opportunities through advisory boards, surveys, and focus groups to hear from these stakeholders about how well their graduates are prepared for employment and about new technologies or trends in practice that suggest needed program changes or additions. Such feedback is an important part of these departments' overarching program assessment, so results and changes implemented are often included in annual assessment reports. (For example, see School of Engineering and Technology Department of Computer Information and Graphics Technology [2014-15 Assessment Report](#).) Ongoing assessment in several other majors incorporates direct assessment of student interns and other experiential learners by field supervisors, artists who serve as exhibit jurors, and community beneficiaries of student projects. Their comments on student work also provide faculty with valuable information for program adjustments that may help all students succeed at higher levels. (See the [2014-2015 Assessment Report for the Department of Kinesiology](#) for one illustration.)

Other departments or schools periodically survey recent alumni about how well-prepared they felt once in professional practice and report these indirect assessment data, along with actions taken, in their assessment reports. (See School of Health and Rehabilitation Sciences [2014-15 Assessment Report](#) for a detailed illustration of cross-checking student focus groups with graduate surveys and licensure examination results.)

Of course, not all efforts to maintain course currency are related to employment outcomes. General education continues to be a foundational part of an IUPUI undergraduate education, and courses accepted to the IUPUI General Education Core are reviewed on a regular cycle to maintain the designation. (See Section 3.B.2 for an extended discussion of general education.)

3.A.2

Defining and Differentiating Learning Outcomes

On a large campus with more than 350 academic programs, discussion of learning goals is continuous. IUPUI schools and departments have engaged in defining differentiated learning goals

since the mid- to late-1990s, with many now in a second or third iteration. Every program culminating in a degree or certificate publishes terminal program learning outcomes in the online [IUPUI Bulletin](#) accessible from the Registrar's website and elsewhere. Sometimes outcomes focus solely on faculty goals for student learning in a program; in other cases, outcomes are aligned with disciplinary standards. IUPUI undergraduate programs also incorporate the Principles of Undergraduate Learning (described in sections 3.B. and 3.B.2) into the discipline-specific outcomes that guide program curricula, instruction, and assessment methods, while most graduate and professional programs have aligned outcomes with IUPUI's Principles of Graduate and Professional Learning; annual unit assessment reports provide examples of how such aligned outcomes are assessed.

Program Articulation and Collaboration

Faculty in some departments and schools prepare degree maps to assure sufficient differentiation between baccalaureate and master's programs. Because Indiana has, through the sponsorship of the ICHE, a 30-year track record of coordinating interinstitutional discussions of transfer and articulation, most undergraduate program leaders at IUPUI have worked painstakingly with colleagues at Ivy Tech Community College to clarify distinctions between associate and baccalaureate programs. (ICHE policy specifies that associate degrees be offered at IUPUI only in specialized fields not taught at Ivy Tech.)

IUPUI offers a number of certificate programs. These are generally intended to provide foundational knowledge of the area of study to complement the student's studies in the academic major. Some certificate programs also require field experiences. The [Certificate of Museum Studies](#) offers a good example.

Our track record of interinstitutional cooperation with Ivy Tech has encouraged the ICHE—and, very often, IUPUI at the ICHE's invitation—to participate in inter-state and national programs such as the Tuning USA Pilot, the Degree Qualifications Profile, and the Multi-State Collaborative to Advance Learning Outcomes Assessment. Indiana is also one of the Association of American Colleges and Universities' LEAP (Liberal Education and America's Promise) States, and several IUPUI faculty serve as Faculty Fellows, collaborating across the state on curriculum differentiation, alignment, and assessment. Frequent interaction with peer institutions through these leading-edge national projects is another way we assure that our programs and courses are current and require appropriate levels of performance.

3.A.3

Regardless of mode of delivery or location offered, all programs offered at IUPUI and by the IUPUC Center undergo the same rigorous review and approval processes described in the [General Matrix](#), including approvals by the ICHE.

Online Programs

When a program already approved for traditional delivery on its home campus seeks approval for online delivery, the review is abbreviated, but any entirely new degree program offered online is subject to careful scrutiny and remonstrance before approval. Indiana University coordinates fully online degree programs (that is, 76% or more of the instruction is online) offered by IU campuses through [IU Online](#); these programs are developed and taught by disciplinary faculty of the participating campuses. IU Online has adopted the [Quality Matters](#) framework for quality assurance across all campuses. Only eight of the Purdue certificate programs at IUPUI are offered fully online; the numerous online courses offered by Purdue programs are supported, like those from IU programs, by instructional designers and technology consultants at the Center for Teaching and Learning, which also regularly offers training for faculty on how to apply Quality Matters standards.

IUPUC

Since its founding in 1970, IUPUC has nurtured strong [relationships](#) with the concentration of international and global industry in its region and with regional community and educational leaders. These close ties help assure that IUPUC programs and services address important community needs at levels of quality appropriate to the Indiana and Purdue University degrees it offers. To sustain collaboration among IU and Purdue programs offered at Columbus, IUPUC faculty and administrators participate in key Indianapolis-based policy bodies such as the Program Review and Assessment Committee (PRAC) and the Undergraduate Affairs Committee. In addition, some IUPUC degree programs are beginning to seek and receive independent specialized accreditation, providing further evidence of consistency in program quality. All new courses at IUPUC move through the same approval processes as do those at the Indianapolis campus.

Early College

The [IUPUI SPAN \(Special Programs for Academic Nurturing\) Program](#) enables academically prepared secondary school students to take college classes at IUPUI. SPAN is not a dual credit program as such; the student's school corporation determines which SPAN courses will meet requirements for the high school diploma. SPAN courses are taught by IUPUI faculty on the IUPUI campus, and SPAN students study alongside our degree-seeking students. The SPAN Division is proud of its 100% success rate in transferring college credits earned by its students to other colleges and universities.

Consortial Programs

IUPUI engages in several consortial programs with other IU campuses. These include a B.S. in Informatics; an RN to BSN program offered by the School of Nursing, an IU-wide school in which all IU campuses participate; and a B.S. in Medical Imaging. All three programs are taught by qualified IU faculty, include the same outcomes and expectations for students as our on-campus degree programs, are assessed for these outcomes, are accredited by the appropriate specialized accrediting bodies, and have been approved by the Higher Learning Commission.

The School of Medicine's bachelor's degree program in Respiratory Therapy is the only non-IU consortial program in which IUPUI participates, along with Ball State University and the University of Indianapolis. The program is managed by IU Health and taught by full-time, fully credentialed IU Health respiratory therapists under the oversight of the medical school's Health Professions Programs Advisory Committee. The program is accredited by the Commission for Accreditation on Respiratory Care and was fully approved by the HLC in 2012. Any programmatic changes must be approved by the Advisory Committee, and all of the [Health Professions Programs](#) report annually to PRAC on program assessment and benchmarks.

Sources

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- IU Online Quality
- IU Online: A Collaborative Model for Online Education at Indiana University
- IUPUC Partnerships

- IUPUI Accredited Programs by School
- IUPUI Program Review Summary
- Ivy Tech IUPUI Passport Information
- School of Engineering and Technology Assessment Report 2014-2015
- School of Health and Rehabilitation Sciences Assessment Report 2014-2015
- School of Informatics and Computing Assessment Report 2014-2015
- Special Programs For Academic Nurturing

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

3.B.1

IUPUI's mission to "advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement" drives the institution's approaches to teaching and learning broadly and to general education in particular. Our general education outcomes, the [Principles of Undergraduate Learning](#) (PULs), define our understanding of the abilities and skills that all baccalaureate graduates should possess and provide a foundation for lifelong learning. Our [General Education Core](#) is based on guidelines developed by Indiana public university faculty under the auspices of the Indiana Commission for Higher Education (ICHE). Courses in the core reinforce the PULs by focusing on acquisition of foundational intellectual skills and intellectual breadth and adaptiveness, prerequisites for more advanced study in the academic major. Together, the PULs and General Education Core reflect our mission-based commitment to meeting our state's urgent needs for a more educated citizenry and talented, versatile workforce.

3.B.2

Principles of Undergraduate Learning

In adopting the PULs, IUPUI became one of the first institutions to base its general education program on key undergraduate learning outcomes, rather than exposure to content domains only. This focus on outcomes was first delineated in our 1994 "[Plan for Assessment of Student Achievement at IUPUI](#)," and was codified in 1998 when the IUPUI faculty formally adopted the PULs and subsequently revised and reaffirmed them in 2007. Since 1998, prominent national higher education organizations and regional accrediting organizations have adopted similar learning outcomes-focused frameworks for general education.

The PULs articulate IUPUI's educational values and lay a foundation for lifelong learning. In addition to crucial literacies (mathematical, information, and visual), and skills in communication and critical thinking, they envision an undergraduate education that incorporates both breadth and depth, empowers and enables students to synthesize and create knowledge, broadens cultural awareness and competence, and cultivates the disposition to use knowledge responsibly to contribute to the well-being of communities both near and far. Opportunities to develop and refine these abilities are woven into the first-year seminar (FYS), the General Education Core and other general education courses, and undergraduate degree programs, culminating in the capstone experience required by most undergraduate majors at IUPUI. As evidenced by annual unit assessment reports and the [annual Assessment of Student Learning at IUPUI Report](#), undergraduate degree programs incorporate the PULs into discipline-specific outcomes or align them with disciplinary outcomes, and assess them regularly. For example, in the School of Engineering and Technology, each program has [mapped its discipline-specific outcomes to the PULs](#). Similarly, the Lilly School of Philanthropy's undergraduate Philanthropic Studies program has [aligned disciplinary outcomes with PULs](#). Co-curricular experiences provide additional opportunities for undergraduate students to practice the abilities and skills represented by the PULs. (See 3.E.1 for information on learning outcomes in the co-curriculum.)

The PULs include:

1. Core Communication and Quantitative Skills
2. Critical Thinking
3. Integration and Application of Knowledge
4. Intellectual Breadth, Depth, and Adaptiveness
5. Understanding Society and Culture
6. Values and Ethics

In addition to working with the PULs, IUPUC has pursued its own outcomes-based general education initiative. Guided by AAC&U's 1994 *Strong Foundations: Twelve Principles for Effective General Education Programs*, the campus has developed and is assessing [12 competencies](#) falling into four categories: Foundational Skills, Breadth of Knowledge, Modes of Inquiry, and Commitment to a Life of Learning.

The 30-Credit Core

Until recently, each IUPUI degree program determined the general education course requirements most appropriate for its students. In 2011, a faculty task force convened to develop recommendations for an institution-wide core curriculum for general education. A statewide transfer initiative, including a 30-credit transferable core curriculum mandated by the legislature in 2012 and further defined by Indiana public institutions working with the ICHE, accelerated the pace of this work. In 2014, a new Undergraduate Affairs Committee (UAC) was charged with adapting teaching, learning, and assessment of the PULs to accommodate the new state requirement. IUPUI's 30-credit core is designed to ensure that students are introduced to and begin gaining practice with each of the PULs and ICHE competencies in their general education courses. Degree programs continue to determine additional general education requirements beyond the 30-credit core for their own students.

Consistent with [ICHE guidelines](#) and the [IUPUI and IUPUC General Education Implementation Guidelines](#), general education course work is divided into two broad Competency Domains: Foundational Intellectual Skills (core communication skills, analytical reasoning, and cultural understanding) and Intellectual Breadth and Adaptiveness (life and physical sciences; and arts, humanities, and social sciences). For a course to be accepted for the General Education Core, departments must [align the course's outcomes with relevant PULs and Competency Domains](#).

Approval of courses for the general education inventory is based on fidelity to these learning outcomes as evidenced by syllabi and samples of student work. With oversight by the UAC, faculty committees periodically re-evaluate general education courses to ensure that the designated outcomes continue to be taught and learned.

As set forth in the General Education Implementation Guidelines, IUPUC participates in the UAC and in the policies that govern the General Education Core at IUPUI. The UAC evaluates Indianapolis and Columbus courses for inclusion and continuation in the core according to the same criteria and schedule. In cases where particular courses are offered at both campuses, they are aligned such that the course taken at IUPUC counts toward the same PULs or competency domains that it would at IUPUI.

3.B.3

Active Learning Pedagogies

Active and innovative pedagogies that engage students in “collecting, analyzing, and communicating information” and learning through individual or group “modes of inquiry” are a hallmark of an IUPUI education, and all IUPUI graduate and undergraduate degree programs involve students in developing these capabilities. At the undergraduate level, the PULs lay a foundation for ongoing intellectual inquiry, analysis, and communication, and students begin to practice these skills in first-year seminars, also offered at IUPUC, and other early courses. The [Template for First-Year Seminars at IUPUI](#) specifies that FYS instructional teams will “foster an environment of active learning” and “introduce students to multiple facets of critical thinking,” including “finding solutions to challenging problems; analyzing complex issues and making informed decisions, synthesizing information; evaluating the logic, relevance, and validity of data; and using knowledge and understanding to raise new questions.” FYS sections in [Themed Learning Communities](#) (TLC) frequently incorporate service learning experiences or other opportunities for students to apply classroom learning to practice. In professional schools, FYS sections often include job shadowing or similar components that help students understand the day-to-day demands they may encounter if they pursue a career in the field.

As students move into and through degree programs, they engage at higher levels in research and/or creative activity, analysis, development of multimodal communication skills, and acquisition of lifelong learning skills within the major or professional field. The [Integrative Core](#) (I-Core) required of all majors in the Kelley School of Business, for example, makes extensive use of team-based and case-based learning approaches that support students’ development as both collaborative and independent learners who can ask the right questions, locate needed resources, and solve unstructured problems. Our School of Science has been a pioneer of [Peer-Led Team Learning](#), a form of collaborative learning in which students engage in “activities that involve complex problem-solving, working collaboratively...and fostering self-directed learning,” as well as in “relat[ing] abstract concepts to real-world examples.” As students near graduation, senior capstone experiences typically require that they demonstrate their learning by completing a major research or creative project, or participating in an extended internship or field experience. (Expected learning outcomes for all undergraduate and graduate degree programs can be accessed via the [IUPUI Registrar’s website](#).)

RISE

In addition to degree-specific course requirements, the [RISE](#) (Research, International experience, Service learning, other Experiential learning) to the IUPUI Challenge Initiative encourages all undergraduates to participate in at least two credit-bearing “High-Impact Practices” (Kuh, 2008) that require them to apply and integrate learning outside the classroom. Several undergraduate degree programs now require that students participate in specific RISE experiences. RISE builds on IUPUI’s distinctive mission and identity as “Indiana’s urban research and academic health sciences campus”;

takes advantage of our urban location; continues IUPUI's tradition of involving students in authentic learning experiences; and enables students to play meaningful roles in carrying out the campus's mission commitments to research and civic engagement. Studies by Kuh (2008) and others demonstrate that participating in these experiences increases the likelihood that students will persist through graduation. Since the initiative's launch in 2006, we have worked to expand our capacity to offer opportunities in the four RISE areas. Our most recent (2015) NSSE results indicate that IUPUI students participate in [RISE-designated experiences](#), especially service learning, more frequently than students at our peer institutions. Our students further [report](#) completing at least two High-Impact Practices more frequently than do their counterparts at our peer institutions, at all public research universities, and in the entire NSSE sample.

Graduate Programs

Graduate-level programs require students to master more advanced research and/or professional skills, analysis, and communication. At the campus-wide level, these skills are codified in the [Principles of Graduate and Professional Learning](#) (PGPLs), endorsed by Faculty Council in 2009. Students in Ph.D. programs, for example, are expected to “demonstrate the knowledge and skills necessary to identify and conduct original research, scholarship or other creative endeavors appropriate to the field,” to “think critically and creatively to solve problems in their field,” and to “communicate high level information” effectively. In graduate professional programs, students must demonstrate abilities to “think critically and creatively to improve practice in their field” and to “communicate effectively with their peers, their clientele, and the general public.”

Like our undergraduate students, IUPUI graduate students enjoy a wealth of opportunities to practice their skills in real-world settings in the Indianapolis community and beyond. Students at our McKinney School of Law, for example, staff the school's [free legal clinic](#), which offers pro bono services to low-income clients, while our programs in the health professions have created a profusion of ongoing projects and centers dedicated to meeting the needs of underserved communities in our city and state. Many of these programs, like our [Student Outreach Clinic](#), are staffed, and, in some cases, managed by graduate/professional students. Students in these and other fields can also take advantage of international opportunities through IUPUI's longstanding [partnership with Moi University](#) in Kenya and a growing number of newer partnerships with universities around the world.

3.B.4

IUPUI has an enduring commitment to educating students who understand and value the diversity of the human experience and can thrive as community members and professionals in a diverse, globalizing world. Our responsibility to serve the Indianapolis and Central Indiana communities, and the South Central Indiana community for IUPUC, requires that we take this commitment seriously. Our mission statement incorporates this commitment, as discussed in 1.C, and Strategic Goals 8 and 9 of our current [strategic plan](#) are to “strengthen internationalization efforts” and “promote an inclusive campus climate,” with an array of initiatives devoted to achieving these goals. PUL 5, “Understanding Society and Culture,” defined as “the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience,” requires that graduating seniors “understand the interconnectedness of global and local communities” and demonstrate that they can “operate with civility in a complex world.” Degree programs incorporate parallel outcomes within their disciplinary contexts.

Diversity Plans

Academic and administrative units developed their first unit-wide diversity plans in 2007. Most recently updated in 2016, these plans play important roles in IUPUI's first institution-wide [Diversity](#)

[Plan](#), which includes “Education and Scholarship” initiatives to ensure that all university constituents are able to engage in a diverse world and function effectively across difference. Among these initiatives are a Diversity in the Curriculum Program for faculty, assessments of current curricula, and new awards for student and faculty research that explores diversity issues. School-level diversity plans also feature efforts to ensure that curricula and pedagogical strategies recognize and address issues of diversity and multiculturalism. A number of IUPUI schools, ranging from Education to Engineering and Technology, Science, Nursing, and Medicine, have their own longstanding efforts to increase the pipeline of underrepresented students into their disciplines/professions and to support these students’ success. IUPUI has earned [national recognition](#) for its diversity initiatives from several organizations.

Internationalization

International students and faculty further contribute to the cultural richness of IUPUI. Between Fall 2006 and Fall 2016, the [number of international students](#) at IUPUI more than doubled, from 942 students in 2006 to 2,019 students in 2016. We benefit additionally from the presence of many international faculty. More broadly, under the leadership of the campus’s Office of International Affairs, we seek to further internationalize the campus and to partner with Indianapolis as it strives to become a global city. IUPUI’s [strategic internationalization plan](#), created in collaboration with the ACE Internationalization Laboratory, includes continued progress with curriculum internationalization; development of additional international learning opportunities for students; deeper engagement with Indianapolis’s eight international sister cities; and continued growth in the number of international students. Each school at IUPUI has also developed a school-specific International Vision Statement that outlines globalization goals and priorities over the next five years. IUPUI’s broad-based internationalization efforts have been recognized with several awards, including the [Simon Award](#) for Comprehensive Internationalization conferred by NAFSA: Association of International Educators in 2011.

Study abroad helps students develop global perspectives and intercultural competence. IUPUI and IUPUC undergraduate students can choose from 250 study abroad programs offered by IUPUI and IU, while graduate students participate in various international exchanges and partnerships, usually through their schools or departments. For many IUPUI students, however, access to study abroad can be difficult because of financial challenges or work and family commitments. To expand students’ access to these opportunities, the Office of International Affairs and many departments offer scholarships that support study abroad experiences. In addition, we have developed a large number of shorter-term study abroad programs tailored to the needs of working, place-bound students. These opportunities often include structured engagement with local communities in the form of internship or service experiences or, for graduate/professional students, research collaborations that deepen students’ experiences with the people and culture of the host country.

Programs and Professional Development

Closer to home, we continue working to develop curricula that both reflect the diversity of our society and incorporate international perspectives. Some programs and courses have explicit social justice or multicultural focuses, like the urban education programs in our School of Education, the interdisciplinary doctorate in Health Communication in the School of Liberal Arts, or the course on Race, Social Justice, and Philanthropy offered to bachelor’s degree students in the School of Philanthropy. All IUPUI students have opportunities to engage with multicultural and international communities in Indianapolis and Central Indiana through service learning and volunteer programs. Support for faculty seeking to diversify and internationalize curricula is offered by the Center for Teaching and Learning; the Division of Diversity, Equity, and Inclusiveness; the Office for Intergroup Dialogue and Civil Community; and the Office of International Affairs.

3.B.5

Research at IUPUI

As our mission statement indicates, IUPUI is the state's urban research and academic health sciences campus. "Accelerate Innovation and Discovery through Research and Creative Activity" is a priority in our strategic plan with initiatives focused on interdisciplinary "Grand Challenge" research projects to treat cancer and other chronic diseases and on expanded engagement in research and creative activity among faculty, graduate students, and undergraduates. Although emphasis on research and creative activity varies among schools, depending on their missions, research is central to our institutional identity, with both the "urban" and "health sciences" mission elements often shaping the inquiries our faculty and students pursue. As [evidenced in our strategic plan goals](#) to accelerate innovation and discovery and "deepen our commitment to community engagement," we especially value collaborative research that spans disciplinary and organizational boundaries, engages the institution in community partnerships, and focuses on application to urban needs in Indianapolis and beyond. Translational research that improves quality of life, benefits industry, and contributes to economic growth has [been a strong emphasis](#) and will continue to be the focus of major initiatives. Students, both undergraduate and graduate, are central to these efforts.

Faculty Research

Faculty above lecturer rank must demonstrate evidence of ["satisfactory" research or creative achievement for tenure and promotion](#), and a majority of tenure-track faculty—77% in 2015 and 2016—present research and creative activity as their area of excellence in making their cases for tenure. The Office of the Vice Chancellor for Research offers both professional development and financial support to faculty researchers through internal grants that provide seed money for research efforts that show promise of attracting external funds. Since 2006-2007, IUPUI's Signature Centers Initiative has furnished competitive funding to distinctive, mainly interdisciplinary, research centers that capitalize on the campus's unique strengths and demonstrate potential to win major external grants. Funded centers must become self-sustaining after three years to earn permanent Signature Center status. Other initiatives aim to [enhance diversity among IUPUI researchers](#) through internal seed grants to underrepresented faculty members. These and other efforts, along with improvements to the physical infrastructure for research (discussed in 5.A.1), have resulted in steady growth in external funding, which increased to almost \$430 million in 2015-2016—a 60% increase since 2005-2006.

Student Research

IUPUI faculty have long understood the potential of mentored undergraduate research to engage students in learning and to support academic achievement, and our undergraduate and graduate students alike have abundant opportunities to participate in this recognized High-Impact Practice. In recent years, we have expanded opportunities for undergraduate research, one of the four components of the RISE Initiative. The Center for Research and Learning, our campus-wide undergraduate research unit, has been central to these efforts, working to develop, expand, and promote learning through [mentored research, scholarship, and creative activities](#) for undergraduates in all disciplines across the campus. CRL programs are complemented by undergraduate research opportunities sponsored by individual IUPUI schools, sometimes in partnership with the CRL. All CRL programs are open to IUPUC students. IUPUC's Office of Student Research also supports [faculty-mentored undergraduate research](#) in South Central Indiana.

IUPUI graduate and professional students are required to engage in original research as appropriate to the discipline and degree pursued. These research efforts are usually funded through faculty research grants or through department or school resources. The IUPUI Graduate Office offers a number of [research fellowship opportunities](#), including several [Diversity Fellowships](#) directed toward underrepresented minority students. Graduate students also benefit from IUPUI's international partnerships, which provide unique opportunities for students to collaborate with students and faculty

abroad or to pursue on-site research at partner institutions.

Reference

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- Plan for Assessment of Student Achievement at IUPUI
- Principles of Graduate and Professional Learning
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- RISE Initiative
- School of Engineering and Technology Assessment Report 2014-2015
- Strategic Plan Research and Community Engagement Goals
- Strategic Plan to Strengthen Internationalization and Promote Inclusive Campus Climate
- Student Research at IUPUC
- Translating Research into Practice

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

3.C.1

Teaching excellence is a hallmark of IUPUI—one that we take great pride in—and is fundamental to accomplishing our mission. Each semester, we offer a [variety of course offerings](#) to students. We were honored to be recognized by *U.S. News & World Report* as one of the nation's best institutions for undergraduate teaching in 2015. Across the institution, teaching, learning, and assessment are at the core of faculty responsibilities. Our faculty are highly qualified, and they control curricula, evaluate student performance, and engage in assessment of student learning.

Faculty Numbers and Continuity

In 2016, IUPUI's instructional faculty totaled 3,712—a sufficient number to carry out the institution's academic functions. These included 1,304 tenured or tenure-track faculty and librarians. [Faculty numbers](#) are enhanced by an additional 1,279 non-tenure track faculty and 1,129 [part-time instructors](#). In Fall 2016, the [student-to-faculty ratio](#) was 1:17 for undergraduate programs. About 70% of IUPUI's undergraduate classes have 29 or fewer students.

We hire and retain a highly trained faculty (as discussed in 3.C.2), and [the vast majority](#) of those who seek promotion and tenure are successful. In 2015-2016, 127 faculty members sought promotion and/or tenure, and 95% of those cases—a typical percentage—were successful. When faculty are not retained, it is generally not because they failed to be tenured. According to the IUPUI Office of Institutional Research and Decision Support (IRDS), for example, of tenure-track faculty hired in 2003, 66% were [retained](#) four years later. Succeeding cohorts vary from a low of 64% to a high of 75%. We recently aligned items on our Faculty Exit Survey with those on our continuing Faculty Survey to help identify factors that predict non-retention. Along with Academic Affairs and the Office of Equal Opportunity, IRDS has begun work to improve faculty retention by further enhancing

information gathered when faculty members exit and developing dashboards to support analyses of factors affecting faculty retention.

Faculty Responsibilities

As set forth in the [IU Faculty Constitution](#), IUPUI faculty members determine curricular content and establish instructional strategies. Full-time faculty oversee the content and quality of the curriculum through faculty governance processes outlined in school bylaws, and each school provides resources to enhance instruction in the relevant disciplines. The Undergraduate Affairs Committee, a subcommittee of the IUPUI Faculty Council, approves the creation of new undergraduate academic credentials, including degrees, certificates, and minors; accepts courses for the campus-wide General Education Core (discussed in 3.B.1 and 3.B.2); and oversees assessment of student learning in the general education curriculum. A parallel Graduate Affairs Committee approves development of graduate degree programs, certificates, and minors. (For additional details on these committees, see 4.A.4.)

Faculty engage in assessment of student learning, including assessment of the Principles of Undergraduate Learning, our general education outcomes. The Program Review and Assessment Committee (PRAC), which oversees annual school assessment reporting and coordinates campus-wide assessment activities, includes faculty members from every IUPUI school. School-level PRAC assessment reports contribute to IUPUI's annual campus-wide report on [Assessment of Student Learning at IUPUI](#), prepared by the Planning and Institutional Improvement. (See 4.B.4 for discussion of PRAC roles and responsibilities.)

3.C.2

Faculty Qualifications

IUPUI's schools establish standards for faculty qualifications based on disciplinary benchmarks, and conduct national or regional searches to recruit faculty who excel in teaching, research, and service or show promise of doing so. Most instructors demonstrate their qualifications through appropriate disciplinary study and degrees. According to [University Institutional Research and Reporting](#) (UIRR), of 3,346 instructional faculty (faculty employed full- or part-time for instruction, including those with release time for research), 2,325 possess a doctorate or other terminal degree. Another 799 have earned a non-terminal master's degree. (The difference between total faculty numbers reported here and in 3.C.1 reflects disparities between IRDS and UIRR counting methodologies and timing of faculty census-taking.)

In certain disciplines, however, it is commonplace for instructors to be hired based on "tested experience" rather than academic credentials. To comply with HLC policy on "Determining Qualified Faculty," IUPUI's Executive Vice Chancellor and Chief Academic Officer has asked all campus schools to provide a formal faculty-crafted policy that defines procedures and criteria for determining when such experience is sufficient to allow instructors to serve as the faculty of record. The School of Liberal Arts, for example, approved [this policy](#) in March, 2017. Thus, we are assuring that all IUPUI instructors possess appropriate levels of expertise.

The Office of Faculty Appointments and Advancement maintains centralized faculty records ([Full-time Teaching Faculty](#) and [Part-time Adjunct Faculty](#)), which include information on degrees earned, academic department or program, and length of employment for each IUPUI faculty member. Deans' offices further maintain and periodically update information on school faculty, and additional information is captured during specialized accreditation and program review processes. Beginning in 2016, all IU faculty employ Activity Insight by Digital Measures to complete annual reports for their departments and schools. This tool enables the campus to more effectively track faculty achievements and contributions and identify opportunities for improvement.

Consortial and Dual Credit Programs

As noted in 3.A.3, three of the four consortial programs IUPUI engages in are partnerships with other IU campuses and are taught by appropriately qualified IU faculty. Within the School of Medicine's bachelor's degree program in Respiratory Therapy, offered in collaboration with Ball State University and the University of Indianapolis, all instructors are full-time, fully credentialed IU Health respiratory therapists. As also explained in 3.A.3, early college courses are regular IUPUI courses taught on the IUPUI campus by our faculty members to our students; qualified high school students are admitted through our SPAN Division. IUPUI is not engaged in any contractual programs.

3.C.3

Faculty Evaluation

IUPUI policy requires that faculty performance [be evaluated annually](#). Evaluations are based on an annual report completed by the faculty member and focused on the applicable areas of responsibility (research, teaching, and/or service). The chair or dean then conducts the evaluation. Annual peer reviews are not mandated, but they are strongly recommended, and some school bylaws provide for them. As specified in the [IUPUI Faculty Guide](#), the annual review should provide input on the faculty member's "progress in the areas of teaching, research, and service, leading to the tenure review year (or, for non-tenure track faculty, to reappointment on a long-term contract) and to promotion." For pre-tenure and clinical faculty, departments make [annual recommendations](#) to the school regarding reappointment. These reviews are intended to be candid and critical appraisals of the faculty member's work that help faculty identify areas for improvement and professional development.

Formative Review

Tenure-line faculty undergo a [formative review](#), in addition to their annual reviews, in the third year to assess progress toward promotion and tenure and offer guidance for improvement. While the annual review may be completed by a department chair or dean alone, year three reviews must incorporate peer reviews. According to [A Handbook for IUPUI Faculty](#), "the chief purpose of the REVIEW is to provide tenure-probationary faculty members with feedback from the school or unit level review committees regarding their cumulative progress toward promotion and tenure." Faculty reviews, in sum, are intended to provide continuous feedback to faculty to support their successful promotion, tenure, and retention, and to assure that IUPUI maintains a highly qualified and capable faculty institution-wide.

3.C.4

Valuing Teaching Excellence

IUPUI's mission mandates that we value teaching excellence. We assure that faculty are adept instructors who are current in their disciplines through the faculty annual reporting and evaluation process, promotion and tenure policies (see below), periodic program reviews (see 4.A.1), and, particularly in professional disciplines, advisory boards that include employers and practitioners in the relevant field. We dedicate substantial resources to fostering teaching innovation and providing extensive professional development opportunities accessible to faculty in all ranks as well as to graduate teaching assistants; instructors across ranks [report high levels of satisfaction](#) with instructional development opportunities. Many faculty actively engage in the scholarship of teaching and learning through research, conference presentations in disciplinary and interdisciplinary venues, and publications, whether in professional journals or periodicals like *Change*, *Peer Review*, and *Diversity & Democracy*.

Our [promotion and tenure guidelines](#) require that tenure-track faculty members applying for promotion and/or tenure demonstrate at least "satisfactory" teaching performance; those applying with

teaching as the designated area of excellence must demonstrate “excellent” performance. Lecturers applying for [promotion to senior lecturer](#) rank also must demonstrate excellence in teaching. As set forth in the promotion and tenure guidelines, demonstration of teaching performance for promotion and tenure purposes includes peer and student evaluations; evidence of student achievement of learning outcomes; evidence of course and curriculum development; involvement in technology-enhanced, interdisciplinary, or community-engaged teaching; and contributions to the scholarship of teaching and learning, among other forms of documentation.

The IUPUI Center for Teaching and Learning

IUPUI’s Center for Teaching and Learning (CTL), a partnership among Academic Affairs, University Information Technology Services, and University Library, offers [a wide array](#) of instructional development opportunities: workshops, symposia, seminars, webinars, personal consultations, classroom observations, a faculty fellows program, and several substantial grant programs that support ongoing improvement in teaching and learning, including effective use of teaching and learning technologies. In addition to its regular programs, the CTL takes a leading or partnership role in teaching and learning-related campus-wide improvement initiatives. Current examples include the [Mosaic Faculty Fellows Program](#), a collaboration with University Information Technology Services that promotes course redesign and engaged student learning in high-tech classrooms; and a rapidly growing [Teaching Assistant Orientation](#), co-funded in the past two years with the Schools of Engineering and Technology and of Science. These and other collaborations with campus and university-wide units enable the CTL and its partners to leverage resources and expertise to provide comprehensive instructional development support to the IUPUI and IUPUC campuses.

Instructors from across the campus [participate](#) in CTL programs and services. In 2015-2016, 2,210 instructors attended the 121 events sponsored or co-sponsored by the CTL, and CTL staff provided 1,728 instructor consultations.

Other Support for Teaching and Learning

In addition to the CTL, a number of other IUPUI units and programs offer seminars, workshops, grant programs, and professional travel opportunities to support effective and innovative instruction. Among these are the Center for Research and Learning; the Center for Service and Learning; the Preparing Future Faculty Program, sponsored by the Graduate Office; the Program Review and Assessment Committee; the ePortfolio Initiative; and the RISE Initiative. The Office of Academic Affairs provides an annual New Faculty Welcome; offers workshops on leadership development; sponsors a Mentoring Academy that recently funded a grant enabling IUPUC to launch its own campus-based faculty mentoring program; and supports teaching-related professional travel for part-time faculty in concert with the faculty member’s school. IUPUC hosts a campus mini-conference for all faculty each fall. Schools and departments offer discipline-specific instructional development opportunities. School/department support for professional travel and periodic sabbaticals further assists faculty members in staying abreast of developments in their disciplines.

Over the years, IUPUI has expanded its capacity to support teaching excellence by participating in a variety of statewide and national initiatives and partnerships focused on improving teaching and learning. For example, 130 IUPUI faculty have been selected as members of Indiana University’s Teaching Academy, FACET (Faculty Colloquium on Excellence in Teaching), which offers regular programs throughout the year. In 2016, IUPUI and Indiana University Bloomington joined the Center for Integration of Research, Teaching, and Learning (CIRTL), a network of 46 research universities dedicated to advancing undergraduate education in STEM and other disciplines through professional development of future faculty. [Local CIRTL programming](#) for our graduate students and postdoctoral scholars complements CIRTL’s national cross-network programs.

3.C.5

Student/Faculty Interaction

IUPUI values student/faculty interaction, and codifies its importance in [A Guide for IUPUI Faculty](#), which specifies that “faculty teaching responsibilities include regular attendance at classes [and] holding required office hours.” IU’s [Code of Academic Ethics](#) also requires that all instructors “will remain available to students and will announce and keep liberal office hours at hours convenient to students.” IUPUI schools have further established their own policies governing faculty accessibility. For example, the [School of Liberal Arts Policy on Faculty Work](#) notes that “faculty with teaching assignments are expected to: hold regular office hours (in person or virtually, as appropriate)” and to “respond in a timely manner to students.” Similarly, the [School of Public and Environmental Affairs Faculty Handbook](#) affirms that faculty are expected “to keep office hours throughout the semester,” and to “state availability to answer emails and phone messages on syllabus.”

In the IUPUI [Continuing Student Survey](#), most recently administered in Spring 2014, 83.5% of students indicated that they were “satisfied” or “very satisfied” with the general helpfulness of faculty; and 75.2% were “satisfied” or “very satisfied” with “availability of faculty for discussions outside class.” These are positive outcomes, but leave room for improvement, and the IU-wide Faculty Council is currently considering new language codifying expectations around faculty presence on campus.

3.C.6

Professional Development for Student Support Staff

IUPUI’s dedication to student success requires that we invest substantial resources in all student support services, maintain high standards for hiring those who staff these services, and offer these staff members extensive professional development opportunities. In the area of advising, for example, the Division of Undergraduate Education created Campus Career and Advising Services (CCAS) in 2015 to better integrate academic and career advising across the institution and to expand on-campus professional development opportunities for academic and career advisors. CCAS has launched a [New Advisor Academy](#), two days of intensive training for new academic advisors; sponsors approximately ten professional development events each year for advisors; leads planning for the [EDGE Conference](#), an annual IU-wide advising conference; and is currently piloting the [Academic Advisor Development Program](#), which promotes ongoing advisor professional development and fidelity to expectations of excellent academic advising. (See 3.D.3 for additional discussion of CCAS.)

Similarly, the peer mentors and tutors who staff many of the services offered by University College, the academic home for entering students, must meet high standards and engage in professional training. These high-achieving students receive scholarships for serving as mentors in first-year seminars and to new international students or as tutors in the Bepko Learning Center, which offers supplemental instruction to students in high-risk courses; the Mathematics Assistance Center, which provides live and online support to students enrolled in math courses; or several other discipline-specific academic support centers. (See 3.D.1 for additional discussion of University College and campus-wide academic support services.) All students selected as mentors and tutors participate in pre-semester operational training, attend regular meetings, and receive formal feedback twice per semester. They also enroll in a credit-bearing [multi-course sequence](#) focused on mentor/tutor development during each semester that they serve (up to four semesters). The courses address the basics of mentoring, collaborative learning techniques, leadership, and use of mentoring skills and knowledge in the workplace. A portion of the course grade is based upon students’ performance as mentors/tutors.

Sources

- 2014 IUPUI Continuing Student Survey: University Summary Report
- A Guide for IUPUI Faculty
- A Guide for IUPUI Faculty
- A Guide for IUPUI Faculty
- Academic Advisor Development Program
- Adjunct Faculty Degrees
- Assessment of Student Learning at IUPUI 2014-2015 Campus Report
- Center for Teaching and Learning Campus Annual Report 2015-2016
- Center for Teaching and Learning Campus Annual Report 2015-2016
- Center for Teaching and Learning Campus Annual Report 2015-2016 Develop Faculty and Staff
- Center for Teaching and Learning Campus Annual Report 2015-2016 Increase Capacity
- Center for the Integration of Research Teaching and Learning (CIRTL)
- EDGE Conference
- Faculty Headcount Calculator
- Faculty Headcount Calculator Salary Plan AC2
- Full-time Teaching Faculty Degrees
- Glossary of IUPUI Acronyms
- IU Code of Academic Ethics
- IU University Policies
- IUPUI Chief Academic Officer's Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers
- Lecturer Appointments at IUPUI
- New Advisor Academy
- New Faculty Hired on Tenure Track by Year
- Policy on Faculty Work: IU School of Liberal Arts at IUPUI
- Promotion and Tenure Results 2015-2016
- Satisfaction Levels for Professional Development Opportunities
- School of Liberal Arts Faculty Qualifications Documented by "Tested Experience"
- School of Public and Environmental Affairs Faculty Handbook
- University College Mentor Training
- University Faculty Council Constitution
- University Institutional Research and Reporting Common Data Set

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

3.D.1

IUPUI's mission and history mandate a commitment to supporting student success and seeking innovative strategies for doing so. "Promote undergraduate student learning and success" is [the first priority](#) set forth in our 2014 strategic plan, *Our Commitment to Indiana and Beyond*, and specifically addresses improving degree completion rates, engaging all students in demonstrated high-impact teaching and learning practices, improving and expanding academic support services, and enhancing the overall student experience. At the foundation of these initiatives is a new Division of Undergraduate Education created to enable more coordinated approaches to supporting undergraduate students at each stage in their progress. Continuous assessment figures prominently in campus efforts to identify student support needs.

The 1999 establishment of a statewide community college system that serves Indiana's less prepared new beginners has enabled IUPUI and other IU campuses to raise admission standards. Since then, stronger preparation of our new students and an array of ongoing success initiatives have resulted in [improved retention rates](#) and four- and [six-year graduation rates](#). Nonetheless, a substantial proportion of our undergraduates continue to come from backgrounds that can make college achievement challenging. For example, 42% of IUPUI students received Pell grants in 2014-15, a rate [4-21% higher](#) than all but two of our urban public peer institutions. More than 80% of our students work and many have demanding family commitments. (See 4.C for additional statistics on IUPUI undergraduate student characteristics and achievement.)

First-Year Students

Recognizing that most attrition takes place between the first and second year of enrollment, IUPUI has invested considerable resources in the success of beginning students. All new first-year students enroll in [a first-year seminar](#) designed to help them adjust to college and build a firm foundation for college success. First-year seminars are taught by instructional teams that include a faculty member, academic advisor, and peer mentor. Academic advising and structured weekly peer support are thus embedded in the classroom experience. Students may also enroll in [Themed Learning](#)

[Communities](#) that include a first-year seminar as one of three or four courses focused on a disciplinary or interdisciplinary theme. An optional ten-day [Summer Bridge Program](#) held just prior to the start of the fall term now attracts more than 1,000 participants, about 26% of new freshmen. Course sections of these academic success programs are limited to 25 participants to encourage individual attention and facilitate community-building. Data on each of these programs show positive impacts on retention and GPA, with the greatest gains for students of color and those from low-income backgrounds.

Academic Support

Academic support is offered through a variety of campus resources. The [Bepko Learning Center](#) uses a peer support model to provide academic mentoring, including Supplemental Instruction, in Gateway courses with high DFW rates. In addition, trained peer mentors and coaches offer individual assistance with study skills, test taking, and other academic success strategies. An online portal facilitates student matches with department-certified trained tutors. The center also partners with Veterans Affairs and Vocational Rehabilitation to support these populations. These centralized services are complemented by academic support and enrichment available from the Mathematics Assistance Center, the Writing Center, and several discipline-specific centers, mostly in STEM fields. Similarly, peer tutors in IUPUC's [Academic Resource Center](#) support students in writing, mathematics, and science, and provide supplemental instruction in writing, mathematics, and other introductory courses with high DFW rates.

An Academic Support Services Council oversees IUPUI services and collaborates with the Gateway to Graduation faculty development program. The council has created the "IUPUI A+" app to help students easily connect to academic resources. Students can also seek academic help by clicking an "IUPUI Academic and Support Services" tab embedded in every course site within the Canvas Learning Management System.

Students with documented disabilities are supported through [Adaptive Educational Services](#), which coordinates support services and academic accommodations for this population. AES ensures that these students have equal opportunities to pursue a college education and maintains high levels of academic integrity. Services include adaptive technology, interpreting and captioning, and testing accommodations.

Targeted Support Services

As part of IUPUI's strong commitment to diversity, we provide services to support the unique needs of student populations, including students of color, international students, returning adults, transfer students, veterans, and LGBTQ+ students:

- The Multicultural Center offers space, programming and advocacy to support IUPUI students and the campus community.
- The Diversity Enrichment and Achievement Program (DEAP) sponsors programs targeted to underrepresented students. The Fall 2015 cohort of students of color who participated in DEAP achieved first- to second-year [retention rates](#) that were 7% higher than non-participants. The campus recently invested an additional \$500,000 to expand this successful program.
- The Office of International Affairs is a hub for IUPUI's international activities and supports IUPUI's 2,000+ international students.
- Since Fall 2014, the Degree Completion Office has served as a single point of contact for returning students. Success coaches help these students navigate the institution from pre-admission to graduation.
- The Office of Transfer Student Services, created in 2012, addresses the needs of [transfer students](#), who represent approximately 25% of every incoming class and 45% of graduates. In 2014, IUPUI participated in the Foundations of Excellence-Transfer Process in partnership with

the John N. Gardner Institute for Excellence in Undergraduate Education. The project included a rigorous data-driven self-study that yielded more than [40 recommendations](#) on making the campus more transfer-friendly. Resulting improvements include reduced time to articulate transfer credits, a new orientation for transfer students, a new Council on Transfer Students, and identification of benchmarks to measure institutional progress on transfer student enrollment and success.

- IUPUI serves a substantial population of veteran students and their dependents—approximately 1,909 in Fall 2016. Our Office for Veterans and Military Personnel provides centralized, comprehensive resources to veterans and families to support their academic success and transition from military to student life. The office also acts as liaison between IUPUI and the Department of Veterans Affairs.
- As a result of findings from campus climate surveys, we have invested in space and support for LGBTQ+ students, including an LGBTQ+ Center within the Multicultural Center, an LGBTQI Student Alliance, and 14 all-gender restrooms, with more planned, across campus.

Financial Support

IUPUI recognizes the impact of socioeconomic status on student success and allocates more than \$8.5 million in need-based aid to students each year. Recipients of need-based aid have access to specialized academic and financial success programming. In addition, a robust [financial literacy program](#) includes a variety of tools to support student financial success planning. Incoming students must complete an online financial literacy program before classes begin. Financial wellness is a curricular component of first-year seminars and three one-credit courses in financial literacy have been approved to meet general education requirements.

Holistic Support

Based on data indicating that IUPUI students who live in on-campus housing have [higher retention rates](#) than those who do not—74% compared to 67% in 2015—we have dramatically expanded on-campus housing options for students in recent years, adding approximately 1,230 beds since 2012. Residential facilities at IUPUI offer special events, academic programming and living-learning communities to further increase student engagement in campus life.

In addition, IUPUI has enhanced and added services to support student health and well-being. Counseling and Psychological Services, which offers group and individual services, has expanded to meet growing demand. A new office of Health and Wellness Promotion offers students in-depth education on topics like mental health, sexual health, sexual assault prevention, alcohol and drug education, addiction recovery, and fitness and nutrition. At New Student Orientation, students now learn about “JagNation: A Culture of Care,” an initiative to develop a safe and positive campus climate through acts of kindness, bystander intervention, and school spirit.

Recognizing that families play an important role in supporting student success, IUPUI also hired a full-time Coordinator of Family and Parent Programs in 2013. The campus hosts special programs and events for families during orientation and Move-In Day, and a family weekend. The Jaguar Family Association boasts more than 4,000 members.

3.D.2

Admission and Placement

To serve IUPUI’s mission as an urban institution committed to access, the IUPUI Admissions Committee meets regularly to examine student success rates and admission criteria. Our policy is to admit as many students with a reasonable chance to succeed as possible. Admission falls into three categories: full admission, conditional admission, and deferral. Deferred students are referred to Ivy Tech Community College and invited to re-apply after completing 26 credit hours with a 2.0 GPA or

better in transferable courses. Conditionally admitted students must participate in a no-cost pre-college Online Math Academy that provides mentored support as they complete a set of math modules. The academy and a similar program at IUPUC emphasizes resilience and growth-mindset so that students are not only better prepared for college-level mathematics, but for success in all courses. All students admitted to IUPUI and IUPUC are offered the option to participate in a Summer Bridge Program. This jump-start experience includes a math review geared to the appropriate fall course placement (discussed below), and introductory practice in college-level writing and speech.

For students prepared for additional academic rigor and challenge, the IUPUI Honors College offers Honors coursework, advising, and enhanced opportunities for research, international study, service, and experiential learning. The Honors College experience includes Honors housing, peer mentors, student organizations, study abroad stipends, and dedicated study space. IUPUI schools and some departments also offer their own honors programs.

Before enrolling, all students take a mathematics placement exam using ALEKS (Assessment and Learning in Knowledge Spaces). ALEKS engages students with adaptive learning modules and offers opportunities to retest, enabling us to maximize enrollment in college-level math. Students self-place in English, guided by a series of questions that helps them choose the appropriate course. Students enrolling in chemistry and/or a foreign language take the appropriate placement exams. Students may also earn credit and/or advanced placement based on AP, DSST, and CLEP exams. A campus-wide Placement Test Advisory Committee coordinates placement testing, tracks success rates of students in courses they place into, and, if necessary, revises score and course recommendations.

Orientation

A primary goal for New Student Orientation is for students to complete enrollment for their first semester. Prior to orientation, students respond to an online module where they confirm their choice of major, explore related careers, view degree requirements, and consider relevant courses. During orientation, students and families learn about the Indiana Commission for Higher Education initiative “15 to Finish,” information that has increased the percentage of beginning [first-time students enrolling in 15 or more credits](#) from 28 to 69 since 2012; IUPUI’s adoption of banded tuition for 12-18 credit hours further supports full-time enrollment. Students and families also meet in small groups with faculty and staff in their academic major for an introductory workshop followed by planning sessions with peer mentors who help students develop draft course schedules. Finally, students meet individually with academic advisors to finalize course placement and enrollment.

For many years, IUPUI has offered special orientations for adult, veteran and transfer students. The campus self-study on transfer students found that these orientations only minimally met these students’ needs. In 2016, we therefore designed and piloted a three-part orientation, including:

1. An online, interactive workshop designed to help students understand transfer credit evaluation
2. Individual advising sessions
3. A one-day on-campus orientation that provides time with faculty and staff from the relevant academic program, with focuses on course placement and in- and out-of-class learning opportunities.

Preliminary assessment suggested that students found the new model more helpful and relevant to their needs; the new orientation will be offered again in 2017.

3.D.3

IUPUI has carefully refined its advising systems over many years to support academic success for our student population. Following adoption of the 2014 strategic plan and renewed efforts to promote

student success, we instituted a shared model of academic advising at the campus level. The 55% of new students admitted to University College are advised by master's-level academic advisors in University College Academic and Career Development, a centralized advising unit. The unit is organized around a "cluster" model, wherein groups of advisors focus on sets of related majors. Clusters include career consultants, so that career advising is embedded in academic advising. Since [implementation of the cluster model](#), the number of exploratory students in University College has declined, and more students have been admitted/certified earlier to degree-granting schools.

Students directly admitted to degree-granting schools and students who have declared a major receive advising through school-specific structures that may include professional advising centers, departmental advisors, faculty advisors, or a combination of these. Programs have access to program-specific data on student satisfaction with advising from campus-wide surveys, and several schools include advising in their own surveys of current students, new graduates, and alumni. Schools' annual assessment reports reflect regular attention to both academic and career advising.

Effectiveness of advising is also addressed as part of the program review process and in specialized accreditation reviews, where applicable.

Campus-wide, students' satisfaction with advising is measured by the IUPUI-developed biannual Continuing Student Survey and, also biannually, by the Collegiate Advising-Related Learning Inventory (CARLI), another locally developed instrument based on our [campus advising outcomes](#). First administered in Spring 2015, CARLI [has provided insights](#) into improvement needs across campus and within schools. For example, based on CARLI data, we have committed campus-wide to improve use of advanced advising technologies to allow advisors and students more time to discuss academic and professional goal-setting to support student success and four-year graduation.

Since 2015, a new Director of Academic and Career Services has supported this commitment by facilitating use of advising and career technologies, and planning and coordinating expanded advisor professional development opportunities (discussed in 3.C.6). A [Campus Advising Council](#) and [Career Services Council](#) meet monthly to address campus-wide issues related to advising and career services and help students, employers, faculty, and staff connect with appropriate resources. These groups have recently worked to align academic policies across degree-granting schools, create common graduation application deadlines, and designate advising milestones for each student.

IU's new advising portal, Advising Records, brings together data from various student record locations to provide academic advisors with a snapshot of relevant student information, including notes from previous advising sessions at any IU campus. Using analytics from the [Student Success Collaborative](#), every IUPUI and IUPUC undergraduate degree program has created four-year maps indicating critical courses and milestones that ensure students are poised for on-time graduation. (See an example from the Department of Psychology [here](#).) Further, the [Indiana University interactive Graduation Planning System](#) (iGPS) provides students with online, interactive course scheduling and degree audits based on the four-year degree maps.

These changes appear to be having an impact on student success: Preliminary analysis of the 2017 administration of CARLI indicates that the greatest improvements since 2015 were in students' levels of agreement with the following items:

- I regularly refer to my iGPS Degree Map/Plan in One.IU.
- I am on track to graduate within a total of four years.
- I understand why humanities courses are required for my degree.
- Overall, I am satisfied with the academic advising in University College.

At IUPUC, students are advised primarily by professional advisors, whether in University College or in degree programs. Advisors are knowledgeable about majors that students can pursue in Columbus and those they can begin at Columbus and complete in Indianapolis. The IUPUC Professional Advisors Council uses Appreciative Advising as a theoretical foundation wherein students participate actively in developing realistic academic plans to achieve short- and long-term educational and career goals. The Council has developed an [Advising Guide](#) and an [Advising Syllabus](#); the latter includes learning outcomes on which to base assessment. IUPUC is represented on the IUPUI Campus Advising Council, and IUPUC students participate in the IUPUI Continuing Students Satisfaction and Priorities Survey. The IUPUC [report](#) on results from that survey includes data about student satisfaction with advising.

3.D.4

Since its 1969 founding, IUPUI has developed extensive and, in many cases, leading-edge infrastructure and resources to support both our undergraduate and graduate/professional programs.

Library Resources

IUPUI's extensive [library facilities](#) include University Library (UL), the Ruth Lilly Medical Library, the Law Library, the Herron Art Library, the Dentistry Library, and the University Library of Columbus. UL alone contains more than 1.3 million volumes and provides access to some 80,000 electronic serial titles and thousands of ebooks and databases. With a full-time faculty of 29 librarians, UL offers students advanced technology, including 500+ computer workstations, 3D printing, advanced group instruction spaces where students learn to navigate electronic research resources, and a Rich Media area where they produce high-end multimedia projects in a collaborative environment. Thousands of students each year utilize an online system that allows them to reserve any of the library's 30 study rooms. IUPUC's University Library is smaller, but includes more than 40,000 volumes, more than 80 computer stations for individual and group work, and full access to the statewide IU library system.

Technology Resources and Support

IUPUI offers abundant technology resources to support teaching and learning. An IU-wide student technology fee supplements institutional and departmental funds to assure that these services are well supported, both by personnel and by online self-help services as appropriate. Students, faculty, and staff draw on support resources that include a 24/7 help desk, IT Training, an extensive Knowledge Base, vendor-based online documentation and tutorials, and the Canvas LMS, which is integrated with Taskstream, IU's ePortfolio platform. As discussed in 3.C.4, our Center for Teaching and Learning (CTL) offers customized workshops and individual consultations to help faculty make optimal use of campus technology resources. University Information Technology Services (UITS) evaluates student, faculty, and staff satisfaction with the IUPUI technology environment through annual satisfaction surveys and focus group discussions, with survey [results](#) posted on the web.

Through UITS, IU supplies many other advanced technology resources to students, faculty, and staff, including interactive eTexts that saved IUPUI students more than \$420,000 in Spring 2016; 100+ online degree and certificate programs through IU Online; a Virtual Private Network accessible off-campus; and the Assistive Technology and Accessibility Center, which provides advanced capabilities and accessibility evaluations to create an equal and inclusive environment for all. The IUPUI Testing Center offers students classroom- and computer-based testing services, including placement tests and proctored exams for face-to-face and online classes. Several national standardized tests are available to all Indianapolis residents.

Since 2012, IUPUI has invested more than \$3.3 million in classroom renovations aimed at deploying technology to support active, engaged student learning in both large and small classes. These learning

spaces support such capabilities as group work and collaboration, mobile-friendly content-sharing, and interactive, touch-controlled video. Other innovative and engaging formal and informal learning spaces have been developed with support from IUPUI's [Learning Environments Committee](#), which funded 17 projects totaling about \$370,000 between 2013 and 2016. The [Mosaic Active Learning Initiative](#), a comprehensive set of services and strategies, supports faculty and students in making the best use of these types of classrooms. As part of the initiative, the Mosaic Faculty Fellows Program, launched at IUPUI in Fall 2016 with 15 Fellows, helps to develop a network of faculty experts on employing cutting-edge technologies to promote engaged student learning.

Clinical and Field Experience Resources

IUPUI's mission and traditions emphasize experiential, hands-on learning and application of knowledge to practice. At all levels in all disciplines, our students participate in internships, service learning, field experiences, practica, research, and volunteer work (formalized for undergraduates in the RISE initiative, described in 3.B.3). The campus's location in downtown Indianapolis, and our relationships with nearby cultural institutions, local businesses, nonprofit organizations, neighborhood associations, and schools, offer unparalleled opportunities for students to engage in experiential learning. IUPUC enjoys similar relationships with organizations and institutions in its region, providing students with ready access to clinical and field experiences. On-campus resources and service scholarships help students make the most of these opportunities.

As Indiana's health and life sciences campus, IUPUI offers students preparing for health professions state-of-the-art learning facilities, including the Schaefer Resource Center for Innovation in Clinical Nursing Education, the Simulation Center at Fairbanks Hall, and the IUPUC Simulation Center. Students participate in a wealth of clinical learning opportunities, available through Indiana University Hospital, Riley Hospital for Children, Eskenazi Health, and the Simon Cancer Center, all located on-campus, and at nearby affiliated facilities, including the IU Neuroscience Center, the Richard Roudebush VA Medical Center, and the Larue D. Carter Memorial Hospital, among others.

3.D.5

IUPUI provides guidance in research to students throughout the curriculum and across disciplines. Most undergraduate and graduate degree programs require an introduction to research course that orients students to scholarly approaches appropriate for the field of study, as well as to research ethics, and many offer mentored research experiences to students. At the campus level, the Center for Research and Learning offers mentored funded research opportunities to undergraduate students in all disciplines. Sophomores and juniors participating in the Life-Health Sciences Internship program likewise work with faculty mentors. These experiences help students to develop as emerging professionals, persist through graduation, and gain entrance to graduate and professional programs or find employment after graduation. For example, of [the 389 students](#) who had completed the Life-Health Sciences Internship Program as of January 2016, 93% graduated within four years; 75% of graduates were enrolled in a graduate/professional program and 25% were employed in healthcare/research positions. (Additional information about training in ethical research conduct is provided in 2.E.2.)

Campus librarians also help students to develop research and information literacy skills based on IUPUI's [Information Literacy Learning Outcomes](#). Librarians serve as liaisons to degree-granting schools and support information literacy by providing classroom instruction at all levels, including in first-year seminars and the Summer Bridge Program. In its 2015-16 [Campus Annual Report](#), University Library reported that librarians conducted 709 instructional sessions, educating 8,000 students in the discovery, retrieval, and use of academic resources. These classroom visits are augmented by a collection of campus-developed research guides for specific disciplines and online modules geared to the needs of first-year students.

Sources

- 2014 IUPUI Continuing Student Survey: Summary Report for IUPUC
- A Campus Advising Council
- Academic Advising at IUPUI Student Learning Process and Delivery Outcomes
- Academic Resource Center
- Adaptive Educational Resource Center
- Bepko Learning Center
- Career Services Council
- Cluster Model of Advising Key Outcomes
- Degree Map Example: Psychology
- Difference Between IUPUI Peer Pell Grant Recipients
- Fall Beginners 15 or More Credit Hours Attempted
- First-Year Seminar
- Foundations of Excellence Research Brief Transfer Student Yearly Assessment and Indicators
- Glossary of IUPUI Acronyms
- Graduation Rates of Full-Time Bachelor Degree Seeking Beginners
- Indiana University Interactive Graduation Planning System
- Indianapolis First-Time Full-Time Beginners by Lives in Campus Housing
- Information Literacy Learning Outcomes
- IUPUC Advising Guide
- IUPUC Advising Syllabus
- IUPUI Foundations of Excellence Transfer Students Executive Summary 2015
- IUPUI Library Facilities
- IUPUI Summer Bridge Demographics and Outcomes
- Learning Environment Committee
- Mosaic Active Learning Initiative
- Office of Student Financial Services Money Matters
- Outcomes for Participants in the IUPUI Life-Health Sciences Internship Program
- Report: Assessment of Academic Planning and Progress Domain of IUPUI Advising Outcomes
- Retention Rates and GPA for IUPUI DEAP and Non-DEAP Students in Fall 2014
- Retention Rates for Full-Time Bachelor Degree-Seeking Beginners
- Strategic Plan to Strengthen Internationalization and Promote Inclusive Campus Climate
- Student Success Collaborative
- Themed Learning Communities Research Brief
- UITS Satisfaction Survey Results
- University Library Campus Annual Report

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

3.E.1

Co-Curricular Programs

Engaging IUPUI's urban, largely commuter students in co-curricular activities beyond the classroom has always been challenging. The Division of Student Affairs was created in 1999 to address these challenges, and, since then, with the division's leadership, we have made substantial gains, as indicated by [outcomes](#) of our Continuing Student Survey and the National Survey of Student Engagement (NSSE). In most areas, our students' levels of [engagement in the campus environment](#), as reported by NSSE, are now at or above those of students at peer institutions, but, in several others, we have continued to lag our peers. Our current strategic plan thus includes [a series of objectives and initiatives](#) designed to further increase and strengthen student engagement in campus life, and, ultimately, to improve student learning and success.

In keeping with our strategic objectives and campus mission, IUPUI co-curricular programming aims to promote student creativity and growth and enable students to extend their learning beyond the classroom through involvement with the campus and the larger community. We offer an [abundance of co-curricular programs](#) through campus-level divisions and offices and at the school, department, and program levels. To cite a few examples of the latter, undergraduate degree programs typically sponsor associated clubs and other activities that complement formal disciplinary learning; as discussed in 3.C.6 and 3.D.1, high-achieving students have opportunities to serve as mentors and tutors, whether through University College or in their home departments; and students can participate in either intramural or Division I athletics.

Our campus-wide Division of Student Affairs remains [committed](#) "to building a community that supports learning and success, increases student engagement, and promotes persistence to graduation." As such, the division develops and supports a wide range of co-curricular groups and activities, including:

- More than 450 student organizations
- Theme-based living-learning communities for students living in the growing number of IUPUI student residence facilities
- "Alternative Breaks" during fall and spring breaks for students interested in serving communities in the U.S. and abroad
- Employment for approximately 10 percent of students with on-campus jobs at IUPUI

- Opportunities for students completing the Health and Wellness Leaders Academy to serve as Peer Educators for the campus community.

IUPUI's Office of Student Affairs also sponsors our student government, and offers opportunities for students to become peer mentors, orientation leaders, or student ambassadors. The division's Excellence in Leadership initiative awards a "[Certificate of Leadership](#)" to students who complete designated leadership education experiences, community service, and a leadership project. At IUPUC, which faces similar challenges with commuting students, an Office of Student Affairs coordinates a growing number of co-curricular activities to foster student engagement in campus life.

The Principles of Co-Curricular Learning

To ensure that co-curricular offerings complement and amplify students' in-class learning and advance the institution's commitment to community engagement, the Student Affairs has developed and disseminated the [Principles of Co-Curricular Learning](#) (PCLs), a learning model that serves as a co-curricular counterpart to the PULs. Created in 2013, the eight PCLs include six principles that mirror the six PULs, with outcome statements adjusted to meet co-curricular needs and goals. Two additional PCLs—Intrapersonal Development and Interpersonal Development—are based on the student development literature and extensive discussions with IUPUI faculty and staff. Both are integral components of student development in college.

Taken together, the PCLs represent the "claims" that IUPUI "makes for an enriched educational environment." They serve as the basis for most Student Affairs programs; outcomes assessment findings indicate that students participating in division programs make gains in the eight PCL areas. (See 4.B.2 for discussion of PCL assessment.) The division disseminates information about PCL learning to academic units in its annually updated [Guide to Integrating Co-Curricular Learning into the Classroom](#), which supports academic units' efforts to integrate co-curricular learning and relevant PCLs into first-year seminars and introductory courses.

Opportunities for Graduate Students

Graduate students at IUPUI are welcome to participate in Student Affairs programs. In addition, the IUPUI Graduate School offers [its own co-curricular opportunities](#) to engage with campus life beyond the classroom. The Graduate/Professional Student Government provides graduate students a voice at the institution-wide level, as well as opportunities to interact with one another in a community focused on supporting co-curricular learning.

3.E.2

Supporting Institutional Mission

Co-curricular programs support IUPUI's mission by enriching students' learning and educational experiences, and empowering them to serve the community and create new knowledge. Beyond Student Affairs-sponsored programs, other school-based and campus-wide units provide additional opportunities for community engagement, research, and international experiences:

- In addition to supporting course-based service-learning experiences, the Center for Service and Learning in the Division of Community Engagement offers a range of [volunteer and community work-study opportunities](#).
- The Office of International Affairs and several schools and departments offer students internship, service, and, in some graduate and professional programs, research experiences abroad that immerse them in other cultures. (See 3.B.3 for extended discussion of out-of-class learning through internships, service, and research.)
- The Center for Research and Learning in the Office of the Vice Chancellor for Research sponsors funded, faculty-mentored research opportunities for undergraduates. (See 3.B.3 for

more on undergraduate research.)

- The Office of Student Employment in University College connects students to paid on-campus jobs that complement [in-class learning](#).
- Campus Career and Advising Services provides a [centralized resource](#) for internship opportunities.

As is discussed in 4.B.4, many IUPUI units that work directly with students in these out-of-class learning experiences employ their own assessment specialists and systematically refine and improve programs based on assessment findings. Participation in national initiatives like the ACE Internationalization Laboratory and the Carnegie Community Engagement Classification further supports efforts to plan, assess, and improve student engagement in campus and community life.

The Record of Experiential and Applied Learning

To document students' out-of-class learning achievements, the campus is participating in a [national AACRAO/NASPA project, funded by the Lumina Foundation for Education, to create a Comprehensive Student Record or co-curricular transcript](#). The IUPUI [Record of Experiential and Applied Learning](#) (REAL) will authenticate accomplishments in undergraduate research, community service, service and other experiential learning abroad, multicultural learning and leadership, internships, leadership skills, on-campus employment, and other non-credit-bearing learning experiences. REAL will be available alongside traditional transcripts to clarify what students know and are able to do as a result of their IUPUI education. Following a successful pilot in Fall 2016, IUPUI is launching REAL in 2017.

Sources

- 2014 IUPUI Continuing Student Survey University Summary Report
- Center for Service and Learning Volunteering Partnerships and Engagement
- Comprehensive Student Record Project
- Division of Student Affairs
- Glossary of IUPUI Acronyms
- Guide to Integrating Co-Curricular Learning
- IUPUC Excellence in Leadership Initiative
- IUPUI Career Services: About Internships
- IUPUI Graduate School Student Life and Support
- IUPUI Record of Experiential and Applied Learning
- Live Link to IUPUI Campus Bulletin
- NSSE 2015 Engagement Indicators
- Office of Student Employment About Us
- Principles of Co-Curricular Learning
- Strategic Plan to Strengthen Internationalization and Promote Inclusive Campus Climate

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Summary

IUPUI sees its mission and vision as commitments to our students and community; we cannot “advance the State of Indiana and the intellectual growth of its citizens to the highest levels” if we offer an inadequate or outdated education. We have sustained these commitments over the 48-year history of our institution, and reaffirmed them in our 2014 Strategic Plan, *Our Commitment to Indiana and Beyond*. That document identifies the success of our students as the first of three urgent priorities crucial to our success in fulfilling our mission. This is not just a talking point: Over the past three years, we have reallocated and invested substantial resources and engaged in significant reorganization, creating new institutional structures and practices to improve outcomes for all of our students.

We understand “student success” to include not simply completion of a prescribed number of contact hours or acquisition of a well-paying job upon graduation, but development of broad and specialized knowledge, skills, and dispositions appropriate to each undergraduate, graduate, and professional degree we offer. Accordingly, we have put in place policies, practices, and procedures to assure that programs, including our general education program, clearly delineate desired learning outcomes and equip students with up-to-date knowledge and skills, guided and supported by appropriately qualified faculty and staff. Program requirements, advising, dedicated scholarships, and a new co-curricular transcript encourage students to take advantage of the opportunities afforded by the campus and its urban setting and mission, engaging with the community through service and internships; conducting faculty-mentored research; and participating in a growing number of co-curricular offerings.

IUPUI’s historical commitment to student success includes a tradition of seeking innovative strategies for supporting that success. The 2014 strategic plan addresses some of our biggest educational challenges: improving undergraduate degree completion rates; assuring that students master both broad and specialized knowledge and skills; engaging *all* students in campus life and in demonstrated high-impact teaching and learning practices; developing innovative solutions to student support needs; continuing to enhance the overall student experience for undergraduate and graduate students alike; and coordinating educational initiatives across a large, complex research institution. Continuous assessment and refinement of these improvement initiatives is crucial to their success. Our assessment and institutional effectiveness efforts and strategies are discussed in detail in Criterion 4 and Criterion 5, respectively.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Link to Glossary of IUPUI Acronyms [here](#).

4.A.1

Program Review

Program Review for [academic](#) and [service](#) units is the most comprehensive evaluation process administered centrally at IUPUI. Coordinated by Planning and Institutional Improvement (PAII) on a cycle of 6-8 years, this collaborative process brings to bear the collective judgment of respected colleagues in assessing and improving the quality of academic and academic support units. PAII maintains a [record of all units reviewed](#) on its website that documents not only the range of support services included (e.g., Testing Center, Office of Student Conduct, Campus Center) but also the membership of each review team.

Program review involves: (1) gathering information about the relevant program or office, which engages in self-study and prepares questions for reviewers; (2) reviewing and analyzing this information during a site visit; (3) synthesizing all available information and making judgments about

quality and recommendations for improvements; and (4) following up to ensure that the reviewed unit is supported in addressing the outcomes of the review. Review teams spend two or two-and-a-half days in a campus visit and include representatives of three groups: (1) two or three out-of-state experts in the relevant discipline who can provide informed perspectives on teaching and learning, research and scholarship, and exemplary administrative practice; (2) a community leader who can reflect the community's perspective on the unit and make recommendations for enhancing the institution's civic engagement; and (3) two IUPUI representatives from related disciplines or offices who can comment on the unit's reputation within IUPUI and make recommendations for increasing cross-disciplinary collaboration.

IUPUI administrators emphasize conscientious follow-up. Within a month of the site visit, review teams present a written report summarizing the strengths of the unit, suggesting potential new directions, and recommending warranted changes. Within six months of receipt of this report, program faculty and/or staff write a response addressing each recommendation. Within a year of the site visit, the dean or vice chancellor responsible for the unit reviewed meets with the unit head, the Senior Advisor to the Chancellor for Planning and Institutional Improvement, and other appropriate campus administrators, as well as the two internal members of the review team to discuss IUPUI resources necessary to assist the unit in making essential improvements. In subsequent years, the unit's progress in each targeted improvement area is typically addressed in its campus annual reports and/or Program Review and Assessment Committee (PRAC) annual assessment reports. PRAC also annually convenes a panel of those recently engaged in program review to provide feedback on the process and help members understand the value of program review, given the effort involved. (See [March 2017 PRAC Minutes](#).)

4.A.2

Prior Learning Assessment

IUPUI accepts and awards course credit for prior learning and experiential learning and also accepts transfer credit that students have earned at other regionally accredited academic institutions. [Prior Learning Assessment \(PLA\)](#) provides students with a path to attain college credit for learning they have already mastered outside the college classroom. Equivalent credit is not awarded for years of experience, but for learning that is similar in content, depth, and breadth to college-level learning as determined by program faculty. Also, college credit may be awarded for professional certifications and licensure earned by the student if the organization providing the training program is recognized by the American Council on Education, and if faculty in the appropriate academic department determine that the certification or license is college-equivalent learning.

IUPUI offers four general categories of PLA methods: (1) standardized examinations (credit-by-examination); (2) course test-out or waiver exams; (3) individualized student portfolio assessments (evidence-based credit); and (4) credential credit, awarded for the completion of a certification or training program that includes a standardized curriculum and standardized documentation of completion, including credit for military training. Except for course test-out, relatively few students at IUPUI presently earn credit using these PLA methods, and several IUPUI schools do not yet offer PLA options. IUPUI schools that do offer such options have policies and procedures for evaluating and awarding credit. (See, for example, the [School of Engineering and Technology PLA information](#).) As part of our current strategic plan, the Degree Completion Office is working to coordinate PLA procedures and information to assist student planning.

Credit by Examination

The IUPUI Testing Center administers the College Level Examination Program (CLEP) Exams in partnership with the College Board, and the DSST Exams (formerly the DANTES Subject Standardized Tests). DSSTs enable students to earn credit for what they have learned in the

workplace, by self-study, or through personal interest. Currently, some schools or academic departments at IUPUI recognize CLEP and/or DSST subject examinations and award credit depending on examination and score, but not all CLEP or DSST examinations are recognized. A brief description of departmental policies on specific CLEP and DSST examinations and credit policy is posted at the website for the IUPUI [Office of Undergraduate Admissions, College Credit by Examination](#).

Curricular Experiential Learning

Finally, through the RISE to the IUPUI Challenge initiative, IUPUI purposefully uses experiential learning in our own courses to encourage undergraduate students to apply classroom learning through a variety of experiential education opportunities. Each RISE course incorporates qualified experiences, integration of knowledge, and reflection, and the appropriate RISE designation is documented on students' transcripts. (For further information about RISE, see 3.B.3.)

4.A.3

Transfer of Credit

Transfer of credit for undergraduate students is governed by specific campus policies and business practices, including processes for evaluation and resolution of transfer credit issues. Transfer credit policies and related information are communicated to prospective students on the website of the Office of Undergraduate Admissions. (See also the [IUPUI and IUPUC General Education Implementation Guidelines](#) for related transfer information.)

Typically, IUPUI transfer students come to the campus from Ivy Tech Community College, which accounts for more than one-third of incoming transfer students; Intercampus Transfer from another IU campus; and Purdue University-West Lafayette. Information specific to these students is provided by the [Office of Undergraduate Admissions Transfer Information](#). Our [Degree Completion Office](#) has created flexible degree programs to maximize distribution of transfer credit for adult learners who have some college but no degree; DCO success coaches and career advisors provide custom consultation for returning students about degree options, costs, credit evaluation and prior learning assessment.

Recently, the Indiana General Assembly, through the Indiana Commission for Higher Education (ICHE), mandated Transfer Single Articulation Pathways (TSAPs), which create pathways in which 60 credit hours from associate degrees awarded at Indiana's community colleges transfer as a block of credit to the receiving four-year institution. Information about [TSAPs at IUPUI](#) is communicated to students through a dedicated site, including links to degree maps outlining how credit is transferred and the remaining courses to complete on the TSAP at IUPUI.

4.A.4

Faculty Authority for Quality

The [Constitution of the IUPUI Faculty](#) gives the faculty legislative and consultative authority over a broad range of university activities. Specific to educational quality, Article II, Faculty Rights and Responsibilities, indicates that the faculty shall:

- 3. develop curricula, course content, academic procedures, and degree requirements, and nominate candidates for degrees, subject to the rights of review by appropriate governing bodies within the universities and by appropriate external bodies when their prerogatives are affected;
- 7. recommend to the Chancellor of IUPUI procedures for implementing at Indianapolis all-university criteria and procedures for appointments to the faculty, general faculty welfare, dismissal from the faculty, non-reappointment, promotion in academic rank, tenure, and

sabbatical leaves of absence;

- 9. continually review educational policies;
- 12. have the right to petition the Boards of Trustees through appropriate channels regarding views of the faculty on any matter pertaining to the conduct and welfare of the institutions.

Several faculty-led standing committees are charged with maintaining academic quality of courses and programs, including the following:

- The Undergraduate Affairs Committee (UAC) provides faculty advice and oversees approval of new undergraduate degrees, sub-plans, minors, certificates, and name changes. It also oversees curricula and policies associated with the IUPUI General Education Core, including the review and coordination of undergraduate curriculum changes involving general education courses. An undergraduate student representative is included on this committee.
- The Graduate Affairs Committee similarly oversees approval of new graduate degrees. Graduate faculty members from IUPUI, as well as deans (or their representatives) from all schools on the IUPUI campus, make up this committee. A graduate student representative is included on this committee.
- The Academic Affairs Committee of the Indianapolis Faculty Council makes recommendations to the Council on matters related to general, not school-specific, educational curriculum matters, establishes and revises academic calendars, degree formats, graduation requirements, the academic structure of IUPUI, and other related matters.
- The University College Academic Policies and Procedures Committee approves policies that guide actions and decisions regarding University College students. University College faculty also review procedures for admissions protocols and retention guidelines as necessary (see [Admission Requirements](#)).

The IUPUI Office of Academic Affairs is charged with oversight concerning faculty search and hiring, faculty classification, reviews and reappointments, promotion and tenure, and related resources for faculty. The *Guide for IUPUI Faculty* also provides information governing academic appointees at IUPUI. (For further information on faculty appointments, see 3.C.)

Concurrent Enrollment

As discussed in 3.A.3, IUPUI offers college courses to qualified high school students through its SPAN (Special Programs for Academic Nurturing) Division. The program is an immersive concurrent enrollment rather than a dual credit program; students take IUPUI college-level classes along with IUPUI students, are taught on the IUPUI campus by our faculty, and are evaluated according to the same standards as our degree-seeking students.

4.A.5

Specialized Program Accreditation

IUPUI seeks and maintains appropriate program accreditation from specialized accrediting agencies through an ongoing process where faculty carefully consider the benefits of accreditation to students, faculty, the program, and the institution. PAII serves as the central coordinating unit and maintains a listing of the 49 degree programs currently accredited by specialized disciplinary accreditors. (For further information about specialized accreditation, see 3.A.1.)

4.A.6

Student Learning Outcomes

Each degree program has stated learning outcomes that specify student preparation for a variety of post-degree roles and contexts. Institution-wide learning goals have been developed in three areas: Principles of Undergraduate Learning, Principles of Graduate and Professional Learning, and

Principles of Co-Curricular Learning, all of which are explained more fully in 3.B.2. Assessment of program- and institution-wide learning outcomes occurs on an ongoing basis, as described in 4.B below.

Student Career Success Outcomes

Learning outcomes information is complemented by numerous additional data collection efforts, including alumni surveys and first-destination surveys, to ascertain longer-term success of our graduates. The IUPUI Alumni Survey, conducted since 1992, focuses on satisfaction with graduates' overall IUPUI experience, the impact of IUPUI on their learning, further education plans, and current employment. Alumni who received an associate, bachelor's, master's, or doctoral degree from any IU or Purdue school at IUPUI or IUPUC are invited to participate. The last administration of the survey occurred in 2014 and produced separate reports about undergraduate and graduate alumni.

Key findings from the [2014 IUPUI Undergraduate Alumni Student Survey](#) include:

- About 69% of respondents have full-time employment. Of those currently employed, 78% have employment directly or somewhat related to their major at IUPUI.
- Eighty-three percent of respondents indicated that they are working in Indiana.
- About 45% reported that their annual salary is \$40,000 or more.

Key findings from the [2014 IUPUI Graduate Alumni Survey](#):

- The majority of graduate alumni respondents have full-time employment directly related to their field of study at IUPUI.
- The most prominent fields of employment include educational institutions and healthcare organizations.

Some schools at IUPUI survey their own alumni with more finely tuned questions, and discuss in their annual assessment reports how faculty use such feedback for program improvement. Many undergraduate programs also report on graduates' acceptance into graduate and professional programs.

Through the [Office of Campus Career and Advising Services](#) IUPUI recently launched a First Destination Survey using standards and protocols from the National Association of Colleges and Employers. Among recipients of undergraduate degrees between July 1, 2015, and June 30, 2016, key findings include the following:

- 67.6% are employed full-time
 - 91.6% of these employees remain in Indiana
 - 79.8% of these employees report that their position is related to their field of study
 - Average salary for those working full time is \$43,351
- 9.6% are enrolled in further education
- 10.1% are seeking employment
- 8.1% are employed part-time
- 3% plan to continue their education but are not yet enrolled
- Internship Completion:
 - 64.1% had completed at least one internship during their time at IUPUI
 - Students who completed an internship were significantly more likely to be employed in a position related to their field of study (83.4% vs. 61.1% of those with no internship)
 - 37.7% of students reported that one of their internships led to a full-time job offer.

Disaggregated data are shared with each school, including breakouts according to various demographic categories as well as frequently mentioned employers and salary by major. Further information is available in the [First Destination Report](#).

As discussed in 3.D.3, IUPUI maintains a distributed network of career services offices and programs across campus. Given the increasing challenges of maintaining contact with graduates, IUPUI anticipates leveraging the Career Services Council and our other alumni and career services organizations in our ongoing efforts to increase survey participation rates as we collect and analyze data about our graduates.

Sources

- Admission Requirements
- Degree Completion Office
- Evidence Based Credit Assessment
- First Destination Report 2016 Key Findings
- Glossary of IUPUI Acronyms
- Graduate Alumni Survey Report 2014
- Guidelines for Academic Program Review
- IUPUI and IUPUC General Education Implementation Guidelines
- IUPUI Faculty Council Constitution and Bylaws
- IUPUI Program Review Summary
- March 2017 PRAC Minutes
- Office of Campus Career and Advising Services
- Office of Undergraduate Admissions Transfer Information
- Office of Undergraduate Admissions-College Credit by Examination
- Program Review Service Units Guidelines
- School of Engineering and Technology PLA Information
- TSAPs at IUPUI
- Undergraduate Alumni Survey Report 2014

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

4.B.1

Campus Goals for Student Learning

IUPUI fosters a culture of learning and assessment, with a particular focus on the achievement of student learning outcomes, and deep involvement of stakeholders from program to campus level. Attention to student learning is built on a foundation of well-defined campus learning goals for both educational and co-curricular experiences: the Principles of Undergraduate Learning (PULs) and Principles of Graduate and Professional Learning (PGPLs), developed by the faculty and affirmed at the campus level by faculty governance; Principles of Co-Curricular Learning (PCLs), developed by the Division of Student Life; and the IUPUI General Education Core. (For details about the campus learning goals, see 3.B.1 and 3.B.2.)

In addition to working with the PULs and implementing the 30-credit General Education Core, IUPUC has pursued a campus-level general education initiative, guided by the Association of American Colleges' 1994 "principles for effective general education programs." The initiative aims to promote "questioning and complex problem-solving," and to ensure that all IUPUC graduates "demonstrate active cross-cultural inquiry, research and advanced writing competencies, and an understanding of global and ethical issues they will face as members of contemporary society." For this [general education framework](#), the IUPUC faculty has adopted [twelve competencies](#) and associated assessment rubrics that fall into four main categories: Foundational Skills, Breadth of Knowledge, Modes of Inquiry, and Commitment to a Life of Learning. The Academic Affairs Committee of IUPUC's Faculty Senate is responsible for overseeing ongoing assessment of learning and periodic evaluation of the initiative.

Program Goals for Student Learning

Each undergraduate and graduate program has also identified discipline-specific learning outcomes representing the skills and knowledge that students should achieve upon graduation. Most of these are aligned with broader campus-level outcomes as well. Program outcomes are listed in each school's section of the IUPUI [Campus Bulletin](#) posted on the Registrar website for ready use by students and advisors in planning timely completion of degree requirements. Varied examples include the Herron School of Art and Design [Bachelor of Fine Arts programs](#), the School of Informatics and Computing [MS in Media Arts and Sciences](#), the School of Liberal Arts [BA in Anthropology](#), the Kelley School of

Business [MS in Taxation](#), and the School of Health and Rehabilitation Sciences [Doctor of Physical Therapy](#). As noted in 3.B.2, most undergraduate programs map the PULs to discipline-specific learning outcomes to facilitate assessment of student learning. For example, the Kelley School of Business incorporated the PULs into [Principles of Undergraduate Business Learning](#) for all of its undergraduate programs.

Assessment Processes for Student Learning Outcomes

A campus-level assessment process at IUPUI from 2010 through 2014 ensured that the PULs were assessed in every undergraduate course on at least a five-year cycle. As the General Education Core was being developed, the UAC determined to use those courses to assess the PULs, with a plan to undertake campus-wide culminating assessment of PUL learning in capstone experiences. Assessment cycles within degree programs for disciplinary learning outcomes, as well as PULs, are conducted by the schools and vary, in many cases, to synchronize with schedules of specialized accreditation and program review. Individual programs and units report on their own assessment processes, findings, and actions in response to findings in annual assessment summary reports to the campus through the Program Review and Assessment Committee (PRAC). [Reports](#) for the past fifteen years are archived and publicly available on the PRAC website.

The Office of Institutional Research and Decision Support (IRDS) conducts biennial [student surveys](#) of graduating students' self-evaluations of their achievement of the PULs. The surveys have provided highly useful indirect evidence to complement direct assessment by faculty and programs. IRDS also administers the National Survey of Student Engagement (NSSE) every three years; though not targeting specific learning outcomes, NSSE offers evidence on teaching and learning practices strongly correlated with effective student learning. These and other relevant data are routinely provided to units preparing for the IUPUI program review process, which includes learning outcomes assessment as an increasingly important component of self-study.

4.B.2

Multiple sources of evidence are used to assess student learning directly (e.g., embedded authentic course assessments, PUL evaluation, electronic portfolios, discipline-based standardized tests and licensure exams) and indirectly (e.g., through surveys of practicum or clinical supervisors, internship directors, and students themselves). Indirect sources of evidence of student learning also include NSSE and a suite of locally developed surveys—among others, a Continuing Student Satisfaction and Priorities Survey (CSSPS) and a survey for recent alumni. The annual [Assessment of Student Learning at IUPUI Report](#) provides a comprehensive look at assessment and improvement efforts institution-wide.

Assessing Campus Undergraduate Learning Outcomes

From 2010 through 2014, faculty assessed mastery of identified “major” and “moderate” PULs in each course as part of the final grading process. (For further information, see the [Learning Assessment at IUPUI 2010-11 Annual Report](#).) Most departments adopted a five-year cycle for PUL assessment. Data from all assessments were disaggregated and returned to the appropriate schools or programs, and the campus publicly reported the cumulative results of 400-level course assessments as a proxy for student attainment at or near graduation. (See [IUPUI Faculty Ratings of Student Performance on PULs](#).) Throughout the five-year cycle, assessment results were positive, with concluding mean results from the 400-level courses, including IUPUC, ranging from a low of 3.06 to a high of 3.44 on a 4-point scale (where 1 = Not at All Effective and 4 = Very Effective). Student survey data supported these assessments.

Assessing Program Undergraduate Learning Outcomes

As noted, discipline-specific student learning outcomes are determined and assessed within each

degree or certificate program. Some schools choose a cyclical approach of assessing (for example, three program learning outcomes each year for three years or three programs per year for five years); a well-organized example is the [School of Engineering and Technology Assessment Report](#). Others assess annually but may address only a few programs or strategic priorities in a given year's school assessment report. Schools or programs with specialized accreditation may adjust their program assessment cycles to synchronize with their accreditation cycles or to accommodate program review self-study. The unit annual assessment reports address not only what learning outcomes were assessed by what measures but also describe assessment results, consideration of those results, and actions taken based on the evidence. Often, these reports also include assessment of other factors directly associated with student learning outcomes, such as advising, learning environments, and high-impact practices such as undergraduate research or service learning.

While program-level learning assessment occurs across the undergraduate curriculum, capstone experiences are key venues for assessing cumulative learning as students near graduation. A recent Faculty Learning Community on Capstones participated in the Association of American Colleges and Universities' Institute on High Impact Practices, where the group outlined the aims, purposes, and approaches for capstone experiences at IUPUI. Their [recently submitted report](#) will inform our work on capstones in the coming year, including discussions at the Program Review and Assessment Committee and professional development opportunities offered by the Center for Teaching and Learning.

Though it does not offer degrees, University College (UC) offers a comprehensive range of courses and services to entering first-time and transfer undergraduates. The college's strong commitment to assessment and evaluation is driven by a steadfast focus on continuously improving student achievement and persistence. Outcomes assessment for first-year programs employs mixed methods, combining qualitative and quantitative techniques, as well as indirect and direct measures of student learning. The most recent UC [Assessment Report](#) illustrates its careful attention to continuous improvement of the First-Year Experience at IUPUI. See section 4.C below for details about assessment of student success outcomes.

Assessing Learning Outcomes for Graduate and Professional Programs

Graduate and professional program faculty closely monitor their graduates' success on licensure examinations and their professional employment history as important means of determining achievement of program learning outcomes. They also employ many other methods to assess graduate and professional student learning. For example, master's programs typically assess the student's ability to successfully complete either an internship or a capstone experience; a few are now using electronic portfolios where students demonstrate their accomplishment with authentic evidence. Doctoral programs include assessments and outcomes at multiple stages to ensure that students acquire the breadth and depth of knowledge required for the discipline and, especially in doctoral practice programs, to determine that students can apply knowledge with appropriate expertise. In addition to projects and preliminary examinations, measures of student success at this level may include students' ability to garner independent funding during the later stages of Ph.D. research, to publish peer-reviewed manuscripts based upon their research, and to find placement at the next level of career development. Process and results for graduate programs are also covered in each school's PRAC annual assessment report.

The IU School of Medicine (SOM) faces particular assessment challenges because the school includes nine Centers for Medical Education (CME) across the state. With a student body of approximately 2,060 students and an average entering class size of 377 in its M.D. program, SOM is now the largest medical school in the nation. (The school also offers an undergraduate-level Health Professions Program that provides a variety of specialized associate and bachelor's degrees as well as research-

focused master's and doctoral programs.) Statewide educational equivalence is ensured through adherence to a comprehensive set of discipline-specific learning objectives. In January 2016, SOM introduced a new curriculum whose course objectives and clerkships, instructional methods, and assessment practices will be standardized statewide, with six core competencies embedded through all four years. Assessment measures include statewide knowledge exams; objective structured clinical examinations (OSCEs); demonstrations of competence and skills achievement; and clinical observation of interactions with patients, as discussed in its [2014-15 Assessment Report](#). Appropriate committees in the SOM review school-wide data, including aggregate scores across disciplines and branch campuses, pass rates, and students' evaluations of courses and instructors.

Assessing Co-Curricular Learning Outcomes

To assess student learning in co-curricular experiences, Student Life staff created learning outcome statements incorporating the PCLs and relevant standards from student affairs professional associations for each of its programs, services and activities. In 2010-2011, ten division units began collecting data on student learning of an early version of the PCLs from student employees and program participants. Since then, data collection methods have grown to include pre- and post-tests, debriefing discussions, qualitative analysis of written reflections, and evaluations that draw on an item bank of questions about learning outcomes developed by the division's assessment staff. Methods still rely heavily on student self-reports, but the division is currently working to develop direct strategies based on observable skills and demonstrated gains. The [2015-16 Student Affairs Assessment Report](#) describes methods as well as results for selected programs and plans for focused improvement.

Examples of recent assessments include:

- In 2015-16, 84 IUPUI students spent their fall and winter breaks participating in seven Alternative Break trips that took them across the American Midwest and to Trinidad and Tobago. Assessments indicated that students improved their awareness of social justice and their roles in promoting it; enhanced their grasp of social issues and ways to address those issues locally; and better understood how nonprofit organizations operate and serve their communities (PCLs 3, 5, and 6). Those traveling to Trinidad and Tobago reported gains in knowledge of Trinidadian culture, local conservation efforts, and strategies for community-building among one another and with others in another country (PCLs 3, 5, and 8).
- The Division of Student Affairs employs approximately 55 students in the Campus Center, and annually surveys the extent to which they believe that their employment experiences enhance their achievement of PCL outcomes. In the most recent assessment, students routinely indicated improved ability to communicate in a professional and reasoned manner in confrontational or emergency situations, and to assess situations and develop strategies to fulfill prescribed expectations (PCLs 1, 2, 3, and 8). Students in supervisory roles also indicated greater proficiency with leading a team toward the achievement of shared goals (PCLs 1, 7, and 8). Assessment of the PCL outcomes for student employees in the Campus Center also suggested a need to enhance supervisory staff training and development around delegating responsibility, giving instructions, and holding others accountable for established guidelines, standards, or policies. Student Affairs staff who work with these Campus Center employees are using these findings to implement new training and programming efforts; future assessments will examine the outcomes of these efforts.

4.B.3

Using Assessment Data to Improve Learning

Data from assessment of student learning outcomes and of other success indicators (retention and

graduation rates; student participation in high-impact learning experiences; student satisfaction with the learning environment) help guide improvements from course to campus level. Much of the focused work to improve student learning happens at the course or program level; a few examples of such improvements are highlighted below. The implementation of a new general education learning assessment process and the current IUPUI Strategic Plan have brought major campus-level initiatives to improve student learning and the environments that support it.

The NSSE has enabled us to acquire longitudinal data for evaluating a variety of teaching and learning strategies, particularly our First-Year Experience programs. In response to lower-than-desired student responses in early NSSE administrations regarding involvement in enriching educational experiences like learning communities and group work in class, UC offered many more learning communities, and faculty across campus introduced additional opportunities for peer interaction in learning. Student responses reported in the NSSE Snapshot report from the most recent administration in [2015](#) indicated notable improvements.

The campus has provided individual academic units with a breakdown of PUL data for their own courses as well as aggregated data for the campus as a whole, allowing programs to identify targets for improvement within their own curricula. For example, Kelley School of Business faculty targeted any PULs for which faculty in the school assessed less than 70 percent of students at Effective or Very Effective levels. In 2011-2012, PUL 4 (Intellectual Depth, Breadth, and Adaptiveness) was identified as such an outcome. To improve assessment scores for this PUL, the faculty increased coverage of the relevant skills in a new course, BUS-Z371 Team Dynamics and Leadership. (See [Kelley Assessment Report 2011-12](#).) In the same year, faculty in the School of Social Work responded to disappointing student performance on PUL 1A Communication Skills by increasing emphasis on scholarly writing during new student orientation and adding a 400-level elective course in Scholarly Writing for Social Work. (See [Social Work Assessment Report](#).)

Many graduate-level programs and schools have also established robust internal processes for evaluating and responding to results from learning assessment. The [School of Dentistry](#), for example, began delivering all written exams via the ExamSoft computer system in 2014. This system includes a report-out feature that shows individual student performance across all courses. The program uses these data to identify first-year students having difficulty in basic sciences and connects them with faculty and fourth-year students for mentoring and additional tutoring.

4.B.4

Faculty Assessment in General Education

Substantial numbers of faculty, staff, and administrators have engaged in efforts to identify and assess the Principles of Undergraduate Learning emphasized in each undergraduate class, to define and assess discipline-specific learning outcomes for every degree-granting program, and to define and affirm broad learning outcomes for graduate programs and co-curricular experiences. A newly adopted approach to PUL assessment in all courses approved for the General Education Core directly involves the instructors of all such courses (currently more than 200), as well as members of faculty committees who approve and re-evaluate courses for the core under the auspices of the Undergraduate Affairs Committee. That committee has developed a 5-year [schedule](#), commencing in Academic Year 2017-18, and [process](#) for General Education course portfolio reviews. The goal is to complete this review of all General Education courses before our next Comprehensive Evaluation in 2022.

The Principles of Co-Curricular Learning were developed with broad faculty and staff input and are assessed by Student Affairs staff. Although our distributed approach to PUL and PCL assessment requires patience with inconsistency, IUPUI continues to believe in the importance of keeping the focus on questions meaningful to the faculty and staff most directly concerned while preserving

attention to questions important to external stakeholders. Collaboration across unit boundaries helps assure collective attention to common concerns without mandating uniform approaches to the variety of disciplines and students taught at IUPUI.

Faculty Participation in School Assessment

Campus-level initiatives have also prompted ongoing improvements to assessment processes within individual schools and programs. For example, in 2014, the School of Liberal Arts established an assessment committee with cross-disciplinary representation to examine existing assessment practices and champion new initiatives targeted toward improving student learning. Their work draws particularly upon the assessment expertise of the writing faculty and from World Languages and Cultures faculty accustomed to working with disciplinary learning standards outside an accreditation framework. (See [2014-15 School of Liberal Arts Assessment Report](#).)

Faculty Leadership in Good Assessment Practice

A campus-wide focus on assessment is the purview of the [Program Review and Assessment Committee](#) (PRAC), which includes representatives from all academic and academic support units. This faculty-led committee establishes guidelines for comprehensive program review for academic and administrative units and offers guidance for improving student learning outcomes assessment throughout the institution. In addition, the committee provides a forum for the exchange of program review and assessment strategies and funds small grants that promise innovative approaches or improved practice in assessment. PRAC members prepare annual assessment reports on their units' plans for and results of undergraduate, graduate, and co-curricular learning outcomes assessment. PRAC members also peer-review one another's annual assessment reports, providing feedback and suggestions for improvement to individual units and identifying exemplary assessment processes or innovations to inspire other units. This process has led to an observable improvement over time in the quality of the reports, suggesting that understanding of assessment itself has improved across the campus. The reports themselves attest to the ways in which schools and units are continuously evaluating and improving assessment practices.

Though PRAC focuses on program review and assessment, other key campus leadership bodies are also involved with such work. The UAC, the main undergraduate affairs governing and advisory board for IUPUI, oversees assessment of the PULs in general education courses. The Council on Retention and Graduation oversees undergraduate student success and retention initiatives and assessments. The Faculty Council Planning Committee acts as a faculty advisory committee on planning and evaluation activities, and, at IUPUC, the Academic Affairs Committee of the Faculty Senate oversees assessment of learning.

At the school level, responsibility for assessment is typically vested in an associate dean for academic affairs in that unit. Larger schools with many departments convene faculty-led school assessment committees for unit-level coordination. In smaller schools, coordination of assessment is more often the responsibility of undergraduate and/or graduate program committees. All schools have community and/or alumni advisory boards, whose members consult with school faculty and administrative leaders and offer recommendations for improving curricula to prepare students for their roles in the workforce and community (see Core Component 3.A for more information).

Professional Staff Support in Good Assessment Practice

Though we stress repeatedly the faculty responsibility and authority for assessment of student learning, IUPUI has invested in well-qualified professional staff (many of whom also carry faculty appointments) to support faculty and administrators' assessment efforts, help assure high standards of professional practice, and build institutional assessment capacity. Led by a Professor of Organizational Leadership, the Division of Planning and Institutional Improvement coordinates

academic planning, outcomes assessment, program review, and other evaluation efforts, supports institutional effectiveness, and consults with academic and administrative units on outcomes assessment, measurement, and evaluation. The division also manages and organizes the annual Assessment Institute in Indianapolis, the nation's oldest and largest assessment conference, and produces *Assessment Update*, a bi-monthly periodical distributed worldwide; IUPUI faculty have the advantage of ready access to these assessment resources.

The Office of Institutional Research and Decision Support provides a robust data infrastructure for enrollment management, student success efforts, outcomes assessment, and institutional effectiveness. It conducts and reports on campus-wide surveys; reports on outcomes of student success initiatives and interventions; and offers interactive data tools to support program review, accreditation, and strategic planning. IUPUC's Office of Institutional Research and Effectiveness provides similar services in Columbus and coordinates with IRDS.

The Center for Teaching and Learning offers faculty development programs and consultation on assessment. The Division of Student Affairs Assessment and Planning manages assessment of the PCLs in the division's programming. The Division of Community Engagement's Director of Assessment coordinates outcomes assessment for IUPUI's many community engagement efforts. The Center for Service and Learning includes assessment staff who consult with academic units on assessment of student learning outcomes in service learning and other community-engaged experiences, and conduct research on outcomes of service learning and community engagement. Staff in University Library, the Office of International Affairs, and the ePortfolio Initiative provide additional expertise to support faculty in their assessment roles.

Sources

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- Checklist UAC FINAL-Updated 2-3-17
- Division of Student Affairs Assessment Report 2015-16
- Final Report from Faculty Learning Community on the Capstone Experience
- Gen Ed Core Courses Review Schedule 5-16-17
- Glossary of IUPUI Acronyms
- Herron School of Art and Design Bachelor of Fine Arts
- IUPUC General Education Assessment Framework
- IUPUC General Education Student Learning Outcomes
- IUPUI Faculty Ratings of Student Performance on PULs
- IUPUI Surveys
- Kelley School of Business Assessment Report 2011-2012
- Kelley School of Business MS Taxation
- Learning Assessment at IUPUI 2010-11 Annual Report
- NSSE 2015 Snapshot for IUPUI
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- Principles of Undergraduate Business Learning
- Program Review and Assessment Committee
- School of Dentistry Assessment Report 2013-14
- School of Engineering and Technology Assessment Report 2015-16
- School of Health and Rehabilitation Sciences Doctor of Physical Therapy
- School of Informatics and Computing MS in Media Arts and Sciences
- School of Liberal Arts Assessment Report 2014-15

- School of Liberal Arts BA in Anthropology
- School of Medicine Assessment Report 2014-15
- School of Social Work Assessment Report 2011-12
- University College Assessment Report 2015-16

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Link to Glossary of IUPUI Acronyms [here](#).

4.C.1

Appropriate Goals for Student Success

Through early adoption of high-impact practices for first-year students, enhanced undergraduate academic/career advising and support services, and distinctive curricula that attract and retain students, IUPUI has seen steady increases in one-year retention rates over the past fifteen years. The one-year (fall-to-fall) retention rate for the Fall 2015 first-time, full-time IUPUI degree-seeking cohort (including both Indianapolis and Columbus) was 74% compared to 64% in 2005 and 72% in 2013. The four-year and six-year graduation rates have also shown fairly steady increases over the past ten years. The IUPUI four-year graduation rate was 22% for the 2011 cohort of full-time bachelor's degree-seeking students compared to 16% for the 2007 cohort. The six-year graduation rate was 46% for the 2010 cohort of full-time degree-seeking students compared to 33% for the 2005 cohort. (See [Understanding Our Students: An Update on Retention and Graduation Progress](#).)

Building on that success, *Our Commitment to Indiana and Beyond: IUPUI Strategic Plan* specifies new strategic objectives and actions for its first major priority, the success of our students. Our collaborative approach to defining goals for retention, graduation, and degree-completion rates at IUPUI engaged [IRDS](#) team members, the Council on Retention and Graduation, and the Enrollment Management Advisory Council. The following strategic plan goals aligned with key performance indicators resulted:

Proposed Aspirational Rates for Strategic Plan Indicators

	2014	2020	2025
One-Year Retention	74%	80%	85%

Four-Year Graduation	22%	25%	30%
Six-Year Graduation	46%	50%	55%

The presentation entitled Understanding [Our Students: An Update on Retention and Graduation Progress](#) provides detailed information about retention and graduation trends as well as methods for determining these goals. To ensure that the goals were ambitious but attainable and appropriate to our mission, student population, and educational offerings, we considered the following influences:

- Characteristics of our students: For example, approximately 43% receive Pell grants and/or have high levels of unmet needs, 25% are students of color, 60% of beginners live off campus and commute, 34% of beginners are first-generation students, the majority of beginners plan to work off campus for pay, and have high external commitments such as taking care of household responsibilities.
- Steady improvements in retention, persistence, and graduation rates over the past fifteen years.
- Peer comparisons: One-year retention rates are in line with our peer institutions, but graduation rates remain below those of our peers. The percentage of IUPUI students receiving Pell Grants indicates that we have a much higher proportion of low-income students than all but two of our peers, which may partially explain this trend.
- Local and national context and trends.
- Changes in IUPUI admissions criteria.
- Recent trends of more students enrolling full-time and taking 15 credits per semester.
- Growth of campus housing and increased numbers of entering freshmen living on campus.
- Implementation of degree maps.
- Increases in offerings of and participation in high-impact practices.
- Strategic enrollment management initiatives, including increases in levels of institutional aid for low-income students.
- Creation of the Division of Undergraduate Education, bringing more coordinated approaches to academic support and academic/career advising beyond the first year.
- Changes in high school math curriculum in Indiana.
- Increased access to dual credit and AP courses in Indiana.

4.C.2

Regular Collection, Analysis, and Communication of Success Data

IUPUI not only tracks and monitors retention, persistence, graduation rates, and degree completion rates on a consistent basis, but also employs a variety of formats and strategies to ensure that all decision makers across IUPUI have accurate, timely, and actionable information. Using data from a variety of student success and progress reports allows coordination and alignment of activities to achieve maximum effectiveness in achieving IUPUI's vision, mission, values, and strategic goals. IRDS collaborates with leaders and decision makers across campus to ensure that we continuously base educational improvements on retention, persistence, and completion rates available via static yearly reports like [Understanding Our Students](#). The online [IUPUI Data Link](#) provides highly interactive, publicly available dashboards that allow detailed exploration of key indicators associated with the strategic plan to understand where interventions and improvements are indicated.

For example, drill-downs by school and student characteristics allowed IUPUI to identify an unacceptable gap in retention and graduation rates between African American students and all other students. This gap was even more dramatic among students in certain schools. Additionally, African

American students had higher levels of unmet need than other students. Students who participated in peer mentoring programs, however, had higher success rates, even when taking into account income and academic preparation. We created an African American Access and Success Task Force and implemented a plan to provide additional institutional need-based aid, campus housing opportunities, living-learning communities, and peer mentoring for students with high levels of unmet need. (See [Understanding African American Students](#) report.)

Current Major Conclusions

Systematic investigations conducted over the past 15 years suggest the following major conclusions:

- We have made progress in improving one-year retention rates and graduation rates over the past decade, but we are still below our peers and aspirational goals.
- We need to move beyond the first year in providing supports for our students to ensure degree completion. We began these efforts in 2014 with the establishment of the Division of Undergraduate Education and of a range of initiatives for supporting students throughout their undergraduate experience. For example, in 2016-17 the Division of Student Life implemented several new [sophomore experience programs](#).
- Students' levels of financial instability are a barrier to student success. This is a multifaceted issue related to Pell eligibility and consequent need to combine study with employment.
- Although student demographic and cultural factors affect their progress and success, academic, social, and co-curricular environments also matter.
- Students participating in early academic support programs are more likely to persist at IUPUI.
- Living on campus increases academic success and retention; however, analyses do not account for selection bias and other factors. Students who live on campus tend to be more prepared academically and come from higher-income families.
- Cognitive motivational variables like grit and self-efficacy, expectations, affective states, levels of commitment, and engagement matter.
- Many underrepresented students need social, academic, and financial support.
- Taking 15 credit hours per semester may help students reach major milestones more quickly and enhance odds of success. On the other hand, some students who attempt 15 or more credit hours during their first semester may not be successful (though dual credit, concurrent enrollment, and Advanced Placement may help students reach 30 credit hours in their first year).

IUPUI was pleased to be selected as a founding institution for the [AIR Statement of Aspirational Practice for Institutional Research](#) due to our focus on using transparent data and analytics targeted toward improving the student experience. As such, we actively communicate results on student retention, graduation, and degree completion and explain the underlying implications for improving student-centered programs, services, and policies.

4.C.3

Using Data to Improve Student Success

IUPUI continuously uses the information we collect on student retention, persistence, and degree completion to strengthen collaboration among schools; improve curricular and co-curricular coordination; support the engagement of all students in demonstrated high-impact teaching and learning practices; expand academic support services; enhance the overall student experience; and improve students' degree completion rates. Both IUPUI and IUPUC have robust First-Year Experience programs to help ensure that students make successful transitions to college. For example, first-year students can choose to pursue research with faculty mentors, participate in study abroad trips, join clubs and organizations, or engage in service learning projects, among many other options. At IUPUC, the First-Year Experience is housed in University College and represents a collaboration

among many divisions and offices, including Academic Affairs, Student Affairs, and Enrollment Management. The recently formed University College Advisory Council, with faculty representation from all academic divisions, oversees first-year experience programming. At the Indianapolis campus, University College provides a common gateway to academic programs for entering students and offers a setting where faculty, staff, and students share responsibility for making IUPUI a supportive and challenging environment for undergraduate learning.

Each year, the [University College Assessment Report](#) documents progress on retention and graduation rates, including improvements made and subsequent results of those actions. For example, several years' evaluation data indicated that students who participate in the Summer Bridge Program consistently have significantly higher one-year retention rates than nonparticipants, even taking into account students' demographics, background characteristics, and academic preparation variables. Students who participate in Themed Learning Communities (TLC) in their first semester have a 4% higher four-year graduation rate than nonparticipants. As a result, orientation leaders and advisors have intensified their efforts to encourage more students to take advantage of both Summer Bridge and Themed Learning Communities, and we have offered more sections of both, with noticeable enrollment increases.

Since 2000, IUPUI has implemented numerous initiatives and interventions to improve student success, and has seen a 10-point increase in one-year retention rates since 2005. Listed below are examples of recent data-driven improvement efforts, most of them initiated as part of the current strategic plan:

- Launched a Degree Completion Office to improve graduation rates by supporting returning adult students from application to graduation.
- Restructured the institutional research office in 2015 to focus on providing decision support for design of student success initiatives.
- Participated in the [Foundations of Excellence Focus on Transfer Students](#) in 2014-15. This data-grounded project resulted in action plans to improve transfer student success, including creation of a Transfer Student Services support center.
- Launched a “[15 to Finish](#)” campaign to improve on-time degree completion rates by encouraging students to enroll in at least 15 credit hours per semester. Results suggest substantial progress in this area; 69% of Fall 2016 first-time, full-time beginners enrolled in 15 or more credits hours compared to 28% in Fall 2012.
- Piloted a new Entering Student Survey in Summer 2012 to support predictive analytics on retention/student success to design a reliable and valid instrument for first-time, full-time transfer, part-time, and returning adult students. A number of variables were shown to be significant predictors of student success, including retention and first-year students' GPAs. We hope that connecting institutional data with other student survey information will help us create more focused success interventions.
- Contracted with Inside Track to provide coaching for at-risk 21st Century Scholar First-Year Students in Fall 2014. (The 21st Century Scholars is an Indiana Commission for Higher Education initiative that offers college scholarships to students who complete specified steps during high school to prepare for college and who maintain at least a 2.5 high school GPA.) Retention and persistence rate monitoring of these students indicated that programming like peer mentoring and Summer Bridge and additional institutional aid were needed to improve retention rates.
- Implemented a required two-day New Student Orientation after finding that students attending the pilot two-day program in 2013 had significantly higher sense-of-belonging mean scores than students attending the one-day program, even when high school GPA, SAT scores, unmet

financial need, and timing of registration were taken into account.

- Increased on-campus employment, externship, and internship opportunities for students.
- Expanded practices that enhance student retention/success efforts beyond the first semester and into semesters 2-4, providing important focus on the sophomore year as a step toward sustaining support efforts through graduation.
- Increased institutional aid and programming to improve the success of low-income students. The report [Assisting Low-Income Student Success at IUPUI](#) highlights how we applied complex retention results to make data-driven changes.

4.C.4

Good Practice in Research Methodology

IUPUI uses the IPEDS methodology of tracking entering cohorts of first-time, full-time degree-seeking students. We also use a variety of other approaches to ensure that we understand the retention and graduation rates of transfer students, part-time students, and other student subgroups. To make meaningful improvements to retention and degree completion rates, we have found that we need to conduct many analyses to understand the educational, institutional, and student factors that predict these rates. We also regularly examine retention rates among distinct groups of students, including African American students, Latino students, low-income students, students in specific programs like Learning Communities, and Near Completers who receive institutional grants through a Home Stretch financial aid program.

We use the [National Clearinghouse](#) to understand what happens to students who are not retained at IUPUI Indianapolis. For example, we found that 235 students entering in 2013 in University College Pre-Health Majors were not retained to 2014. Many of these students did not perform well enough academically to be admitted to competitive health majors and subsequently transferred to other institutions. Based on this information, we implemented a Health and Life Sciences Advising Center that collaborates with advisors across campus to provide students at all levels in a variety of disciplines with the guidance needed to explore, plan for, and enter alternative health and life science fields as well as traditional health professions.

IUPUI also participates in the national [Student Achievement Measure](#) to provide a comprehensive and accurate picture of student progress and completion as students move across institutions and state boundaries. This measure is important to IUPUI because transfer students make up about 40% of our graduating classes. The most recent report indicates that among transfer students matriculating in 2010, 55% graduated from IUPUI, 8% transferred and graduated from another institution, 5% are still enrolled at IUPUI, and 5% transferred and are still enrolled in another institution.

Sources

- Assisting Low-Income Students at IUPUI
- Fifteen to Finish Impact
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- Institutional Research and Decision Support (IRDS)
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- Sophomore Experience Programs
- Statement of Aspiration Practice for Institutional Research
- Student Achievement Measure for IUPUI
- Understanding African American Students

- Understanding Our Students-An Update on Retention and Graduation Progress
- Understanding Our Students-An Update on Retention and Graduation Progress
- Understanding Our Students-An Update on Retention and Graduation Progress
- University College Assessment Report 2015-16
- What Happens to the Students Who Are Not Retained - IUPUI National Student Clearinghouse Report

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Summary

Care for the quality of our courses and programs and for the success of our students has been embodied in and informed by our mission since IUPUI was founded. We are proud to have focused early on the central importance of defining, documenting, and continually improving the education we provide to all of our students, undergraduate and graduate/professional alike. Continuous investment in institutional assessment efforts since 1992 offers evidence of the importance accorded planning, evaluation, and assessment at IUPUI. In August 2016, IUPUI was honored to be chosen as one of the first four designees for Sustained Excellence in Assessment by NILOA, APLU, AASCU, and AAC&U.

Our new strategic plan reaffirms student learning and success as the institution's highest priority. We continue to build on our early successes with the First-Year Experience, learning communities, and service learning—programs that have garnered numerous national awards and recognitions—all created, improved, and refined based on years of attention to evidence from outcomes assessment. Many of our graduate and professional programs have been early adopters of new disciplinary standards for curriculum reform and specialized accreditation.

Rather than basing assessment on administrative fiat, we have worked to create a culture based on evidence of student learning and success, to build assessment capacity through faculty and staff engagement and professional development, and to systematically apply the results of assessment to improve our practice and our students' achievement. Though not yet where we would like to be in terms of retention and graduation rates and consistent quality of learning outcomes assessment across all programs, we have articulated realistic improvement goals. We will continue to engage the creativity and dedication of the IUPUI community to use evidence from assessment to advance our founding commitment and mission to increase meaningful educational attainment in our community, region, and state.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

5.A.1

IUPUI's fiscal, human, physical, and technological infrastructure is sufficient to support operations and pursue our strategic priorities. The campus is financially sound but not without fiscal challenges. State appropriations for higher education in Indiana have increased only modestly and due to rising costs have dwindled as a percentage of the operating budget: 32% of IUPUI's general fund operations in FY 2015, down from 50% in FY 2002. To support our \$1.4 billion operating budget and build resources for the future, we have increased efforts to garner external research funding, which rose to \$428.9 million in 2015-2016 (including grants to the IU School of Medicine), and engaged in major fund-raising efforts. In 2014, we concluded a multi-year campus campaign that raised \$1.3 billion, and we are currently making progress toward an [IU-wide \\$2.5 billion Bicentennial Capital Campaign](#), with [93% of the IUPUI goal reached](#).

Responsibility Center Management

IUPUI, like the rest of IU, uses [Responsibility Center Management \(RCM\)](#), which places most financial resources within the academic units. Annual state appropriations are allocated to academic units according to a formula based on use of campus services. Each school then pays an assessment fee to the Office of the Vice Chancellor for Finance and Administration (FIAD) to fund university and campus administrative units and cover campus-wide operating expenses. These assessments are also based on a formula, which, in this case, considers such inputs as faculty and staff FTE, student FTE, and assignable square feet.

To cover their expenses, schools rely on tuition and fee revenue, indirect cost recoveries from sponsored research, and philanthropic contributions to supplement state appropriations. Health units also earn income from clinical practices that serve patients in the community. Deans are responsible for managing and increasing their income streams, encouraging entrepreneurship, efficiency, and educationally sound choices. The ability to carry forward their own unspent operating dollars and reserve funds from year to year enables them to engage in multi-year planning and budgeting. Coupled with prudent management of resources by academic and administrative units, RCM has kept most cost centers in the black. When a few units have experienced unplanned year-end shortfalls, central administrators have worked with the appropriate deans on a financial plan to restore fiscal health within three years.

Human Resources

IUPUI employs approximately 9,000 faculty and staff, enough to maintain and improve the quality of our educational programs. (3.C.1 discusses sufficiency of faculty numbers.) In our RCM decentralized structure, each academic or administrative unit determines its own staffing needs and priorities based on unit goals and available resources. Units hire staff with assistance from IUPUI's Human Resources Administration (HRA) and University Human Resources (UHR), which provides consistent policies and procedures for staff appointments across IU.

Physical Infrastructure

Despite current economic pressures, IUPUI has made steady progress toward meeting needs for classrooms, laboratories, clinical facilities, residence halls, parking space, and recreation, guided by a 2011 master facilities plan that serves as a template for future growth of physical facilities. Construction of new buildings with attention to effective use of greenspace and urban environment is financed primarily with student, faculty, and staff fees for shared facilities (e.g., parking garages) and with private funds for buildings with specialized usage. Major facilities developed since our reaffirmation of accreditation in 2012 include: North Hall and University Tower, residences that together accommodate more than 1,200 students; the Science and Engineering Laboratory Building, which expands teaching and research space for STEM disciplines; Hine Hall, a converted conference center now used for classrooms; University Hall, which houses campus and university administrative offices and provides space for the School of Social Work and Lilly Family School of Philanthropy; and several redesigned parking surfaces and garages that enhance aesthetics and increase capacity.

Even with these additions, ongoing growth in sponsored research activity and student enrollment will continue to put pressure on existing facilities. Principal future challenges include reconfiguring instructional spaces to accommodate new pedagogies; providing additional classroom and laboratory space; expanding student housing and food services; and developing a campus wellness center.

Technological Infrastructure

Supported by University Information Technology Services (UITs), an IU-wide unit, IUPUI enjoys a rich technological infrastructure that serves all aspects of our campus mission. Section 3.D.4 discusses the technological infrastructure for instruction, including online instruction, in detail. The UITs Research Technologies Division provides advanced technology facilities, including "Big Red II," one of the world's most powerful supercomputers, enabling IU scholars to be among the first to carry out new scientific research and creative activity. IUPUI's information technology landscape benefits additionally from strong integration with core UITs strengths in Support, Enterprise Software, Networks, Enterprise Infrastructure, and Information and Infrastructure Assurance.

5.A.2

Sections 5.A.5, 5.C.1, and 5.C.2 discuss how resource allocation works at IUPUI. As a [public university](#), IU has no obligation to an external superordinate entity. Like other IU campuses, IUPUI

pays a “tax” to support IU-wide offices and initiatives, including the Office of the President, and the portfolios of units such as the Executive Vice President for University Academic Affairs, Vice President and General Counsel, Vice President and Chief Financial Officer, Vice President for Research, and UITs. Tax amounts for each campus are based on “assessment drivers” such as square footage, faculty size, and enrollments.

5.A.3

IUPUI’s goals are evident and realistic as presented in [publicly stated](#) mission and vision statements on the campus website. As discussed in 1.A.1, the mission was approved by IU’s Board of Trustees in 2005 and reaffirmed during the 2013-2014 [campus strategic planning process](#), which also prompted adoption of a new campus vision. From there, [strategic goals and objectives](#) were developed, each aligned with the campus’s strategic priorities: student success, health and life sciences, and contributions to Indiana and beyond. The IUPUI strategic plan is both derived from and aligned with the broader [IU Bicentennial Strategic Plan](#).

The priorities, goals, and plans set forth in the campus plan are attainable, based on campus organization, resources, and opportunities. The feasibility of campus-wide priorities and plans is routinely scrutinized by the IUPUI Resource Planning Committee (RPC) in view of regular point-in-cycle enrollment management reports, advice from IU government relations leaders about trends likely to affect legislative appropriations, and IU Foundation reports on fund-raising and philanthropic status. With representatives from campus administration, the Council of Deans, and the Faculty Council Budgetary Affairs and Campus Planning Committees, the RPC serves in an advisory role to the Chancellor and Chancellor’s Cabinet to assure that mission-critical plans and initiatives can be accomplished with available resources.

5.A.4

Qualifications and professional development of IUPUI faculty and student support staff are discussed in 3.C.4 and 3.C.6, respectively. Non-academic staff are hired by academic or administrative units based on unit-specific needs. HRA ensures proper staff qualifications through policies and procedures governing position classification, employment, and compensation. Staff development occurs through extensive and targeted training offered by HRA and UHR, a generous fee remission program, and other opportunities, depending on the staff member’s needs and area of expertise. Moreover, many departments support the professional development of their staff by funding their participation in relevant conferences and other training programs. Examples of IUPUI staff training include the [Institute for Supervising Excellence](#), a year-long program to develop supervisory capabilities; extensive [information technology training](#) to equip employees with technological skills; and [financial management services training](#) to provide staff with an understanding of budgeting principles and university fiscal policies and procedures.

5.A.5

IUPUI uses sound, evidence-based practices for developing budgets and monitoring expenses. Leadership for these processes comes from the campus [Office of the Vice Chancellor for Finance and Administration \(FIAD\)](#). Within FIAD, the campus Budget Office in the Office of Finance oversees budgeting and expense monitoring practices, issues guidelines and reports, and facilitates annual budget construction.

Annual Budget Development

Development of annual budgets begins in late fall, when academic and administrative units prepare pro formas and planning and budgeting reports that discuss progress on unit and campus strategic priorities, describe recent success in generating revenue, analyze units’ fiscal health, and establish or reaffirm future plans and priorities, both for the coming year and longer-term. In this yearly exercise,

each unit indicates how the priorities of the school or support unit align with the campus mission and plan, and how the unit's budget will align with campus strategic priorities. Pro formas include predicted revenue and expenses for the remainder of the current fiscal year and the next three fiscal years and incorporate the financial impact of potential salary and/or benefit increases and new initiatives. Academic units' pro formas also take into account projected enrollments, based on enrollment activity from immediate prior years and information from the [Enrollment Management Advisory Council](#) (EMAC) and the [Office of Institutional Research and Decision Support](#) (IRDS) about external and internal factors that might influence enrollment trends.

Central administrative units base their pro formas on projected assessments from the academic units and on potential operational efficiencies either to reduce costs or reallocate funds to support emerging priorities. The multi-year approach enables academic and administrative units to identify possible future shortfalls or additional resources to invest in new initiatives.

During the fall semester, a series of "campus conversations" among the Faculty Council Executive Committee, academic leaders, and the Chancellor's Cabinet takes place. These discussions take up questions about student learning and success, campus fiscal priorities and challenges, and strategies to help the campus meet its mission, among other topics. The conversations support transparency and input by faculty and other key campus stakeholders into unit-level budget decisions and enable participants to identify overarching and crosscutting campus-wide themes and trends that, in turn, help to shape agendas of the Faculty Council, the Council's Budgetary Affairs Committee, Council of Deans meetings, and the Chancellor's Cabinet. Academic and support unit leaders and their fiscal officers then meet privately with the Chancellor's Cabinet in early spring to discuss unit-specific fiscal matters and related plans. A final layer of oversight for campus fiscal matters is provided by the annual budget hearing process, in which IUPUI's Chancellor, Executive Vice Chancellor, and Vice Chancellor for Finance and Administration meet with the President to review the campus's fiscal health and identify budgetary priorities to support the campus and university missions.

Monitoring Expenses

Complementing the budget construction process are several fiscal policies and procedures that govern stewardship of IUPUI's fiscal resources. For example, during annual budget construction, the University Budget Office publishes a [calendar](#) that outlines the duties, timeframes, and expectations of fiscal officers across IU. Per policy [FIN-BUD-20](#), Fiscal Managers in academic and support areas regularly review unit financial activities to ensure that they are executed properly and contribute to IU's overall plans and goals. Upper management monitors expenses using quarterly fiscal analysis reports provided by the University Budget Office. Thereports include July 1 (start of fiscal year) and adjusted base budgets along with actual income and expenses at the time reports are generated and projections for annual income and expenses incurred by June 30 (end of fiscal year).

With IUPUI Budget Office support, unit-level leaders and fiscal officers track expenditures via monthly statements and real-time account information available online. The Budget Office oversees financial accounts and expenditures, periodically reviews units' financial health, and convenes fiscal officers monthly to disseminate information, and share best practices, policy updates, and professional development resources.

Sources

- Bicentennial Campaign Progress Email as of 6-30-17
- From Inception and Collaboration to Commitment: IUPUI's Strategic Plan Infographic

- Glossary of IUPUI Acronyms
- IC 21 20-2
- Indiana University 2017-18 Operating Budget Calendar
- Indiana University Bicentennial Campaign Case Statement
- Institutional Research and Decision Support
- IU Bicentennial Strategic Plan
- IU Financial Management Services (FMS) Training
- IUPUI Enrollment Management Advisory Council (EMAC)
- IUPUI HRA: Talent and Organizational Development Institute for Supervising Excellence
- IUPUI Vision and Mission
- IUPUI's Strategic Goals and Objectives: An Overview
- Office of the Vice Chancellor for Finance and Administration
- Responsibility Center Management (RCM)
- University Information Technology Services
- University Policies: Review of Fiscal Activities FIN-BUD-II-20

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

5.B.1

Core Component 2.C provides detailed information about the responsibilities and structures established by IU's Board of Trustees to knowledgeably exercise its legal and fiduciary responsibilities and provide appropriate oversight of policies and practices.

5.B.2

IUPUI engages internal constituencies in institutional governance via a number of structures, policies, and procedures. The IU Board of Trustees delegates authority to the President to manage and administer the university through a comprehensive [management structure](#). IUPUI is led by Chancellor [Nasser H. Paydar](#), who assumed his duties as IUPUI's fifth chancellor in August 2015. As IU Executive Vice President and Chancellor, IUPUI, Paydar provides campus executive leadership on behalf of the President, participating also in central planning and related functions of the President's Office.

Cabinet and Other Committees

Chancellor Paydar has created an [administrative cabinet](#) that includes the Executive Vice Chancellor and Chief Academic Officer; the Vice Chancellors for Finance and Administration, Research, Student Affairs, Community Engagement, and Diversity, Equity, and Inclusion; the Senior Advisor to the Chancellor for Planning and Institutional Improvement; and the Chief of Staff. Monthly meetings of the Chancellor with the [Council of Deans](#) also include the vice chancellors and the associate vice chancellors for Academic Affairs. This group considers academic and administrative matters requiring campus-wide discussion, encouraging cross-fertilization of ideas about opportunities and challenges. In addition, two leadership councils, EMAC and the [Council on Retention and Graduation](#) (CRG), undertake projects of critical importance to implementing IUPUI's strategic plan. Their membership represents major constituencies from across the campus, and the importance of their work assures active participation.

To help fulfill our commitment to community engagement, IUPUI's community [Board of Advisors](#), appointed by the President on behalf of the Board of Trustees, meets each semester to provide counsel to campus administrators on academic and facilities development, relationships with the community,

and other relevant issues. The Board of Advisors includes representative business, civic, and educational leaders as well as the designated Trustee Liaison for IUPUI. An [IUPUC Board of Advisors](#), consisting of regional leaders in South Central Indiana, meets quarterly to assure appropriate regional counsel for Columbus administrators.

Faculty, Staff, and Student Governance

Three governance organizations offer regular opportunities for faculty, staff, and students to engage in collaborative governance.

- **IUPUI Faculty Council.** The [Constitution of the IUPUI Faculty](#) gives the faculty legislative and consultative authority over a broad range of university activities. The Constitution delegates that authority through elected councils at university, campus, and school levels. Any faculty member is eligible to serve on these faculty councils. School faculty councils meet regularly and elect representatives to the [IUPUI Faculty Council](#) or the Regional Faculty Council at IUPUC, which meet monthly to consider campus issues of interest to faculty. (IUPUC is also represented on the IUPUI Faculty Council.) The IUPUI Faculty Council has appointed twelve active committees, including an Executive Committee that conducts routine business. Vice chancellors sit as *ex officio* members on faculty governance committees corresponding to their areas of responsibility, providing communication channels to the Chancellor's Cabinet. The IUPUI council selects representatives to IU's [University Faculty Council](#), where the Bloomington Faculty Council President and the IUPUI Faculty Council President serve as Co-Secretaries.
- **IUPUI Staff Council.** The [IUPUI Staff Council](#) acts as a voice for clerical, technical, and professional staff in supporting and carrying out IUPUI's vision, mission, and goals, seeks to identify and implement solutions to staff concerns, and promotes staff development and retention. The Chancellor appoints an administrative designee to the Staff Council, and the Faculty Council appoints a liaison to serve as an *ex officio* member to facilitate leadership communication and collaboration. A Staff Council representative also reports council actions to the Faculty Council each month. Links to both Faculty and Staff Councils are readily accessible from the IUPUI home page.
- **Student Government.** The [Undergraduate Student Government](#) and [IUPUI Graduate and Professional Student Government](#) are active forces in identifying and advocating student positions on important IUPUI issues. Supported within the Division of Student Affairs, these student councils provide important communications links with top administrators as well as faculty and staff. Many schools also have their own student councils. An IU-wide All-University Student Association (AUSA) functions under the auspices of the IU Board of Trustees. The AUSA Board of Directors includes the presidents of all campus student governments; its meetings are open to any IU student, and the organization strives to foster communication among students across campuses and with University administration.

5.B.3

IUPUI uses a variety of structures and processes to involve administration, faculty, staff, and students in collaboratively establishing academic requirements, policies, and processes. These structures and processes are described in several sections, including 3.B.2, 3.C.1, 4.A.4, and 4.B.4 above. In general, all IUPUI schools are represented on committees that set academic policy, and these groups coordinate their efforts through cross-memberships. For example, the membership of the Undergraduate Affairs Committee includes liaisons from both the Faculty Council Academic Affairs Committee and the Program Review and Assessment Committee.

Sources

- Council on Retention and Graduation (CRG)
- Glossary of IUPUI Acronyms
- Indiana University Leadership
- IUPUC Board of Advisors
- IUPUI Board of Advisors
- IUPUI Chancellor's Cabinet
- IUPUI Deans
- IUPUI Faculty Council
- IUPUI Faculty Council Constitution and Bylaws
- IUPUI Graduate and Professional Student Government Constitution Fall 2016
- IUPUI Office of the Chancellor
- IUPUI Staff Council
- Undergraduate Student Government Constitution
- University Faculty Council Website

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

5.C.1

IUPUI allocates resources to align with its mission and strategic plan, the IU Bicentennial Strategic Plan, and the [Indiana Commission for Higher Education \(ICHE\) strategic plan](#). The ICHE plan outlines broad statewide goals for student access, competency-based credentials, degree completion, and career preparation. The Resource Planning Committee described in 5.A.3 and the annual budget construction process described in 5.A.5 assure that school and administrative unit budgets address campus as well as unit strategic priorities.

While the limited resources available to the Chancellor in the RCM environment allow few opportunities for significant one-time campus investments in new priorities, some recent examples of centrally funded priorities include [doubling need-based aid](#), [supporting the IU Grand Challenge initiative](#), [launching the Welcoming Campus Innovation Fund](#), [preparing for IUPUI's 50th Anniversary](#), and [investing in leadership development for underrepresented talent at IUPUI](#). In addition, an IUPUI Strategic Fund is utilizing new state funding to permit schools to retain more tuition revenue and provide the Chancellor with ongoing resources to invest in campus priorities. We also recently hired a fundraiser dedicated to developing resources to support campus-wide priorities like need-based aid, student success programs, and high-impact teaching and learning practices.

5.C.2

IUPUI faculty and administrators take seriously their responsibility to evaluate structures and processes continuously and to use the findings to guide improvements. Ongoing evaluative processes include program review for both administrative units and academic programs (see 4.A.1 and 5.D.2), regular administrative reviews of deans and vice chancellors (see 5.D.2), and assessment of student learning outcomes(see 4.B). Results of these cyclical reviews are factored into annual budget planning and long-term campus facilities plans. In addition, periodic university-wide studies are undertaken as directed by the President and/or Board of Trustees.

These practices enable us to make explicit connections among institutional planning to implement the

campus mission, resource allocation, evaluation, and improvement. [Planning and Institutional Improvement](#) (PAII), created in 1992, is responsible for ensuring that these connections are continuously maintained and strengthened. Over the past two decades, PAII leaders and staff have worked with administrators and faculty to foster a culture of evidence-based decision-making, link planning and evaluation, and ensure that measures of outcomes—particularly student learning outcomes—guide ongoing improvement of curriculum, instruction, academic support, and administrative services. The annual budget development process discussed in 5.A.5 further cements alignment among student learning and success outcomes, opportunities to improve operations, campus and unit strategic priorities, and resource allocation.

5.C.3

Sections 5.A.5 and 5.B.2 discuss IUPUI's ongoing attention to including and coordinating the perspectives of its many stakeholder groups. Our strategic plan process further demonstrates how we engage the entire campus community in projects of common significance. The arrival of a new Executive Vice Chancellor and Chief Academic Officer and our most recent [reaffirmation of accreditation](#) process in 2012 combined to spur development of a new campus strategic plan. The campus-wide planning [process](#) engaged hundreds of faculty, staff, students, and community representatives in [committees](#), [task forces](#), [town hall meetings](#), and other conversations.

IUPUI has defined a set of peer institutions against which the campus compares itself on various measures, and we looked to these peers as one source of [best practices in strategic planning](#) during this planning process. The process also included an environmental scan of Indiana economic trends; input from business, community, and education groups; and information from the ICHE, the Indiana Chamber of Commerce, and other state policy organizations. These [resources](#) are listed on the strategic plan website, which also describes the context for our planning, including local economic clusters and community initiatives, and other factors that helped to guide the process and inform the development and refinement of key campus priorities, including enrollment and student success goals. The resulting plan, [Our Commitment to Indiana and Beyond: IUPUI Strategic Plan](#), is aligned with our mission, vision, and values and with the IU Bicentennial Strategic Plan, and identifies specific goals and objectives to support the Chancellor, his cabinet, and academic and support unit leaders in advancing achievement of both IUPUI's and IU's missions.

5.C.4

The budget development process discussed in 5.A.5, 5.C.1, and 5.C.2 includes regular attention to current financial performance and impacts of external fiscal and demographic trends. Indiana has fared reasonably well with respect to state support for higher education, but we are still recovering from the recent recession. As we discuss in 5.A.5, planning and budgeting are supported by the campus Budget Office and informed by information from EMAC, the RPC, and IRDS about current capacity and possible future revenue fluctuations. EMAC's efforts are based on the campus's [enrollment management philosophy and strategy](#), which helps the campus determine and project current and future enrollment revenues. IRDS works in partnership with IU's [University Institutional Research and Reporting](#) to track enrollment trends and projections, point-in-cycle reports, student profiles, graduation rates, and other trends influencing IUPUI's academic portfolio, including transfer students (both inter-campus transfers and external transfers, one-third of whom come from Ivy Tech Community College—Central Indiana, an important IUPUI partner). Working with these sources of information, the Chancellor, the Council of Deans, and EMAC have established an enrollment goal of 35,000 students at Indianapolis by 2025.

5.C.5

The [preface and introduction to our strategic plan](#) explain how factors such as technology, demographic shifts, and globalization, among others, were considered in the planning process. These

factors continue to influence our short- and long-term planning efforts. For example, a recent [study abroad white paper](#) outlines the current and potential impact of internationalization on students' preparation for the future. PAII conducts regular [environmental scanning and tracks emerging trends and initiatives](#). Campus involvement in several national-level associations also helps to keep us informed about current and emerging issues influencing higher education. Additional input into trends and issues affecting IUPUI comes from the campus-level Board of Advisors, composed of community leaders, and from unit- and program-level advisory boards, similarly comprising community members, alumni, and philanthropic supporters. IUPUI also avails itself of information from IU's Enterprise Risk Management group. This office produces a monthly report entitled "[The Risky Academy](#)," which provides a digest of newsworthy items affecting higher education.

Responsibility for analyzing and synthesizing information about these external factors is vested in PAII. The Senior Advisor to the Chancellor, who leads the office, uses this information to inform ongoing campus planning discussions such as those taking place at the annual Council of Deans Retreat and monthly [Council of Deans meetings](#). The Faculty Council Campus Planning Committee also uses this information to analyze trends and opportunities for the campus and to share with the Faculty Council Executive Committee, ensuring that faculty governance leaders are also apprised of emerging factors.

Sources

- Council of Deans Meetings for Academic Year 2017-18
- Enrollment Management Overview
- Environmental Scan and Expectations of Change in Higher Education
- From Inception and Collaboration to Commitment: IUPUI's Strategic Plan Infographic
- Glossary of IUPUI Acronyms
- Grand Challenges Initiative at IUPUI
- IUPUI HLC Accreditation 2012
- IUPUI Innovation Fund
- IUPUI Next Generation 2.0
- IUPUI Office of the Vice Chancellor: Select Speeches
- IUPUI Strategic Plan Committee Rosters
- IUPUI Strategic Plan Planning Events
- IUPUI Strategic Plan Resources
- IUPUI Strategic Plan Task Forces
- IUPUI's 50th Anniversary
- Our Commitment to Indiana and Beyond: IUPUI-Strategic Plan
- Planning and Institutional Improvement
- Reaching Higher Delivering Value Report Indiana Commission for Higher Education Strategic Plan
- Study Abroad at IUPUI: A White Paper
- The Risky Academy Environmental Scan for June 2017
- University Institutional Research and Reporting
- Urban University Strategic Planning: An Executive Summary of the Strategic Plans of IUPUI's Peer Institutions

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Link to Glossary of IUPUI Acronyms [here](#).

5.D.1

Evidence of performance of campus operations is documented in several ways. Periodic surveys administered by IRDS capture stakeholder perceptions and satisfaction with services. Several departments and administrative units have developed their own more specific measures of success in meeting established goals. For example, Enrollment Management tracks speed of responses to applicants. Auxiliary Services developed a Special Events Form to streamline the communication needed to ensure that campus-wide events are coordinated seamlessly. Data from these sources are routinely discussed at meetings of leadership groups like the Academic Affairs Leadership Council, Finance and Administration department leaders, and the Division of Student Affairs Leadership Council.

Recently, the [internal campus annual reporting process](#) was reorganized around current strategic plan goals; reports are available on the IUPUI strategic plan website. Every academic and administrative unit now reports highlights, accomplishments, and evidence of its effectiveness for each strategic plan goal; future plans for each goal; resource management summaries; and other unit-specific information. Administrative champions, campus leaders with responsibility for the ten strategic plan goals, meet each semester to review the reports, identify cross-cutting themes, and adjust priorities and strategies as needed.

The strategic plan website also [archives past annual IUPUI Performance Reports](#), which furnish evidence that evaluation of campus practices and assessment of learning are important ongoing sources of guidance for continuous improvement of programs and services. The Chancellor's Office recently updated the process for preparing annual reports to external stakeholders, and released the new version of the report at the 2017 Chancellor's Report to the Community.

5.D.2

IUPUI learns from operational experience and improves overall effectiveness through several formal mechanisms. The Division of Finance and Administration's [Service with Distinction](#) program provides tools for leaders, work groups, and others to help ensure that stakeholders experience a high level of service in every interaction with the campus. An [Accelerated Improvement Process](#) (AIP) offers approaches to assist departments and programs with implementing improvements. Several [AIP projects](#) have resulted in increased process effectiveness. HRA provides unit managers additional [organizational development services](#) that combine assessments, tools, proven methodologies, and individualized business plans to achieve desired outcomes.

IUPUI also conducts regular [administrative reviews](#). The Chancellor and Faculty Council co-sponsor

a review process for deans and vice chancellors that offers opportunities to evaluate accomplishments and renew commitments, typically in the fifth year of an administrator's term. The Faculty Council Executive Committee recommends a list of faculty to serve on each review committee; the Chancellor then supplements the list with faculty, staff, and students from the administrator's unit, and a community representative with an interest in the unit. The review committee seeks opinions of faculty, staff, students, and often alumni via questionnaires and interviews over the course of an academic year, and presents a final report to the Chancellor and Faculty Council President in a private session. Finally, the Chancellor meets with the administrator being reviewed to map strategy for addressing any areas for improvement identified in the committee report.

Program review (discussed in 4.A.1) has stimulated some kind of improvement in virtually every unit reviewed since the process began in 1994. The most frequent recommendation is that units engage in more systematic planning. As a result, long-range and strategic planning have been increasingly incorporated into the work of IUPUI schools and departments. Faculty in academic units have also implemented recommendations that they revise curricula, provide additional student support, or focus future hiring in specific areas. [Follow-up reports](#) from chairs of 24 departments undergoing program reviews between 2010 and 2015 indicate that in addition to developing or reviewing a strategic plan, the changes implemented most often in response to reviewers' recommendations included:

- Developing more structured approaches to managing teaching or a program or office
- Creating a new program or office
- Hiring new faculty or staff
- Developing new assessment plans/methods
- Creating a new schedule for offering courses
- Optimizing enrollment management

Recent administrative actions resulting from program review include these changes:

- The Campus Center aligned its student employee training with the Principles of Co-Curricular Learning and created assessments to demonstrate transferrable skills gained through student employment experiences.
- Counseling and Psychological Services and Student Health created a new unit within the Division of Student Affairs to support health promotion and created a sexual advocate position.
- Intramural and Recreational Sports strengthened its fiscal controls, reallocated its budget to provide additional support for continuing education, and implemented a new facility-scheduling process for all of its venues to improve communication and efficiency.

PAII is responsible for coordinating institutional learning and its application to improvement. Lessons learned and opportunities for improvement—especially those cutting across units on our complex, decentralized campus—are discussed at Chancellor's Cabinet meetings, Council of Deans meetings, and regular and ad hoc meetings of other campus groups.

While IUPUI has invested substantially in creating a culture of evidence and improvement, we view our efforts in this arena as a work in progress. For example, social media have been valuable in alerting us to areas for improvement that may have previously been overlooked. We continually strive to integrate and apply learning from campus feedback mechanisms to improve overall operations and effectiveness.

Sources

- Accelerated Improvement Process (AIP)
- Accelerated Process Improvement at Work at IUPUI
- Glossary of IUPUI Acronyms
- IUPUI Campus Annual Reports 2016
- IUPUI Community Report
- IUPUI Human Resources Administration Organizational Development
- IUPUI Strategic Plan Performance Report Archive
- Responses to Program Review Recommendations 2016
- Review Procedures for IUPUI Administrators
- Service with Distinction at IUPUI

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Summary

Earlier sections of this Assurance Argument have discussed the close links among IUPUI's mission, vision, and values and our current strategic plan. In Criterion 5, we focus on the intertwined processes of resource management, planning, institutional improvement, and alignment of unit-level goals and resources with campus-level goals and resources. While responsibility for planning, budgeting, expense monitoring, and accountability for resources is distributed under Responsibility Center Management, IUPUI has developed effective models for ensuring that linkages between efforts at the unit and campus levels are continuously maintained.

Planning and budgeting cycles are ongoing and evidence-based. In the course of any fiscal year, planning for the upcoming year, including projections for subsequent years, is underway. Institutional Research and Decision Support, the university and campus Budget Offices, Enrollment Management, and other support units provide a steady stream of decision-support data to guide consideration of future needs and initiatives. Throughout the year, program reviews, administrative reviews, and student outcomes assessment identify additional challenges and opportunities to consider. And, like other public universities, we regularly track demographic and economic trends, changing technologies, and other issues likely to influence available funds and needed expenditures. Guidance from IU government relations staff, counsel from local business leaders, and environmental scanning data from PAII help assure that all stakeholders have access to essential information.

Of key importance to this continuous planning cycle is a tightly knit structure that links resource planning and allocation to administrative and faculty governance processes. Advisory groups like EMAC and the Council on Retention and Graduation overlap with decision-making groups like the Faculty Council and Council of Deans to assure that planning and budgeting cycles offer multiple opportunities to address common concerns and assure inclusion of numerous stakeholder perspectives.

In short, IUPUI systematically plans for the future and continuously works to assure that resources are, and will continue to be, sufficient to fulfill our mission, improve our educational offerings, and allow us to respond creatively to current and future challenges and opportunities.

Sources

There are no sources.