

**Assurance Argument**  
Indiana University-Purdue  
University Indianapolis - IN

**Review date: 11/7/2022**

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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

### 1.A.1

#### Mission Statement Development

Indiana University-Purdue University Indianapolis (IUPUI) represents a unique partnership in U.S. 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. In addition to its campus in Indianapolis, IUPUI has responsibility for regional education centers in Columbus, Indiana (Indiana University-Purdue University Columbus, or IUPUC) and Fort Wayne, Indiana (Indiana University Fort Wayne, or IUFW).

The core mission of IUPUI has not changed significantly since the campus was created in 1969. The [current mission](#) 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 was 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 task forces comprising more than 250 faculty and staff members. 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. The strategic plan was [refreshed in 2018-2019](#) as a precursor to IUPUI's 50th Anniversary Celebration, resulting in updated objectives for each goal; however, the mission, vision, and values statements were not changed.

### **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 an educational center 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. An [operating aspects document](#) provides more information about IUPUI's relationship with IUPUC. [The IUPUC Organizational Chart](#) provides information about the administrative structure; a [committee listing](#) further explains broad faculty and staff engagement at IUPUC, IUPUI, and IU. An [Academic Master Plan](#) outlines educational priorities for IUPUC through 2030. [Note: IUPUC is included in this comprehensive evaluation as a Multi-Campus Visit. More information about IUPUC is contained in the Multi-Campus Report found elsewhere in the Assurance System.]

## **IU Fort Wayne**

Indiana University Fort Wayne (IUFW) became a campus of IU in 2018 when its predecessor institution, Indiana University-Purdue University Fort Wayne (IPFW), founded in 1964, was restructured into two separate institutions co-located on the original IPFW campus. The Nursing program transitioned from a Purdue program to an IU program, and several IU programs were either transferred to Purdue University or eliminated. Currently, IUFW offers select baccalaureate and graduate/professional degrees in health science areas through six schools based on the IUPUI campus (Dentistry, Health & Human Sciences, Medicine, Nursing, Public Health, and Social Work). [IUFW's mission and vision](#) primarily focus on preparing health professionals to meet the needs of Northeast Indiana. An [operating aspects document](#) provides more information about IUPUI's relationship with IU Fort Wayne. [Note: IUFW was reviewed in 2021 as part of a [Multi-Location Visit](#)].

### **1.A.2**

#### **Aspects of Mission**

IUPUI periodically reviews and updates its mission documents, as we did most recently during the preparation of our strategic plan in 2013-2014. 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.A.3**

#### **Constituents and Services**

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 through research and creative activity, teaching and learning, and civic engagement."

IUPUI is a [comprehensive institution with a broad range of academic programs](#), including more than 550 unique degree and certificate programs at the undergraduate, graduate, and professional levels. Examples of innovative, market-responsive degree programs at IUPUI include [Motorsports Engineering](#), [Philanthropic Studies](#), [Sports Journalism](#), [Urban Education](#), [Museum Studies](#), [Environmental Policy and Sustainability](#), and the [Master of Jurisprudence](#). Supporting the strategic plan goal of increasing capacity in graduate education, the campus has also made tremendous investments in these programs; students can choose from more than [250 graduate-level certificates and degrees offered](#) across IUPUI. Recognizing escalating global demand for advanced training and graduate education, IUPUI offers [more than 40 accelerated degree programs](#) that allow students to save money while earning both a bachelor's and master's degree in 5 years. To enact our statewide health and life sciences role, we place special emphases on these disciplines, manifested through [interprofessional education](#) in campus settings and clinical venues for multi-disciplinary collaboration.

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. 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

#### **1.A.4**

##### **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 [academic](#) and [service units](#) and [research centers/institutes](#) require that self-study reports address alignment among program, unit, and campus missions. (For discussion of the program review process, see 4.A.1.)

##### **Academic Programs**

As noted in 1.A.3, IUPUI is a [comprehensive academic institution](#) offering a range of undergraduate, graduate, and professional programs. As Indiana's [health and life sciences campus](#), IUPUI offers degrees in traditional health fields like nursing, medicine, dentistry, health

and human sciences, and public health. But many other IUPUI schools also offer undergraduate and graduate health-related degrees. Examples include [Health Communication](#) (School of Liberal Arts), [Bioinformatics](#) (School of Informatics and Computing), [Healthcare Engineering Technology Management](#) (School of Engineering and Technology), [Art Therapy](#) (Herron School of Art and Design), and the [Physician MBA](#) (Kelley School of Business). To implement a strategic priority focused on interprofessional health education and practice, the health-oriented schools developed [interprofessional education](#) venues in which their students will learn and work collaboratively.

## **Support Programs**

[Academic support](#) is offered through a variety of campus resources organized through the Division of Undergraduate Education. For graduate and professional students, among other services, the [Graduate Mentoring Center](#) reaches more than 500 students, faculty, and staff through various events annually. IUPUI's University Library actively supports campus and community members, including through their [impressive array of open access resources](#). Finally, IUPUI's Division of Student Affairs complements students' academic experiences by providing [holistic health and wellness services](#), [on-campus employment](#), [leadership opportunities](#), and [exciting programs and events](#) designed to keep students engaged.

## **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 2022 Census Report typifies this commitment with 84% in-state students. Reflecting our intensive efforts to expand college participation among traditionally under-served, under-represented, and under-resourced populations, we saw increases in Latinx (17%), Asian (8%), and African American (10%) beginning students in our entering class. We recently implemented a [test-optional admissions process](#) designed to broaden access for historically underserved students. After graduation, more than [87% of alumni stay in Indiana](#) to begin their careers. Information about enrollment trends, including interactive dashboards to disaggregate and analyze data, is available through [Data Link](#) from IUPUI's [Institutional Research and Decision Support](#).

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 Human Sciences; and the Richard M. Fairbanks School of Public Health. In Fall 2022, IUPUI enrolled nearly 6,461 students in these health-related programs.

### **1.A.5**

#### **Public Articulation of Mission**

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](#), and in a variety of

reports to external stakeholders (e.g., [annual strategic plan reports](#); [IUPUI Community Report](#)). As part of Indiana University's Bicentennial in 2020, [IUPUI produced a comprehensive strategic plan report](#) encapsulating several years' worth of mission-centric goals and outcomes. The vision expresses the aim of a mission fulfilled; the values express our understanding 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.

## Sources

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- 1.A.1 Bicentennial Strategic Plan Report from IUPUI
- 1.A.1 Board of Trustees Minutes 11-4-05
- 1.A.1 Current IUPUI Mission and Vision
- 1.A.1 IU Fort Wayne Mission and Vision
- 1.A.1 IU Fort Wayne Multi-Location Visit Report from HLC
- 1.A.1 IUPUC Academic Master Plan
- 1.A.1 IUPUC Committees
- 1.A.1 IUPUC Mission and Strategy
- 1.A.1 IUPUC Org Chart 2022
- 1.A.1 IUPUI Vision Mission and Values from Strategic Plan
- 1.A.1 Refreshed IUPUI Strategic Plan 2018-2019
- 1.A.2 Strategic Plan Priorities from Website
- 1.A.3 Accelerated Degrees
- 1.A.3 Community Engagement
- 1.A.3 Current IUPUI Mission and Vision
- 1.A.3 Degrees and Majors at IUPUI
- 1.A.3 Environmental Policy and Sustainability
- 1.A.3 Graduate Programs
- 1.A.3 Interprofessional Education
- 1.A.3 M.J. Program
- 1.A.3 Motorsports Engineering
- 1.A.3 Museum Studies
- 1.A.3 Philanthropic Studies
- 1.A.3 Sports Journalism
- 1.A.3 Urban Education
- 1.A.4 Annual Unit Strategic Plan Reporting
- 1.A.4 Art Therapy
- 1.A.4 Bioinformatics
- 1.A.4 Data Link
- 1.A.4 Degrees and Majors at IUPUI
- 1.A.4 Employer Location
- 1.A.4 Examples of Student Affairs Programs and Services
- 1.A.4 Graduate Mentoring Center
- 1.A.4 Health and Life Sciences\_ IUPUI Strategic Plan\_ IUPUI



- 1.A.4 Health and Wellness Programs
- 1.A.4 Health Communication
- 1.A.4 Healthcare Engineering Technology Management
- 1.A.4 Interprofessional Education
- 1.A.4 IRDS Overview
- 1.A.4 IUFW Operating Aspects \_March 2021
- 1.A.4 IUPUC Operating Aspects \_August 2017
- 1.A.4 Leadership Opportunities
- 1.A.4 On-Campus Employment
- 1.A.4 Open Access Journals at IUPUI
- 1.A.4 Physician MBA
- 1.A.4 Program Review Academic Unit Self-Study Elements
- 1.A.4 Program Review Research Centers and Institutes Self-Study Elements
- 1.A.4 Program Review Student Affairs and Cocurricular Programs and Services Self-Study Elements
- 1.A.4 Student Support Programs
- 1.A.4 Test-Optional Admission Process
- 1.A.5 Annual Unit Strategic Plan Reporting
- 1.A.5 Current IUPUI Mission and Vision
- 1.A.5 IUPUI Community Report
- 1.A.5 IUPUI Vision Mission and Values from Strategic Plan
- 1.A.5 Mission and Vision in Campus Bulletin
- Glossary of IUPUI Acronyms.pdf

## 1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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

#### 1.B.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. Aspects of our community engagement work are encapsulated tools such as our [Engagement Map and Collaboratory](#), a graphical representation and database of information entered by students, faculty, and staff about ways they are engaged with the community.

IUPUI's [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 the 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 is manifested through venues such as our [Center for Service and Learning](#), which promotes student learning in and with the community; actions such as our [award-winning sustainability efforts](#), for which IUPUI placed 2nd in the nation in the 2021 *Times Higher Education* Impact Rankings; and partnerships such as the [anchor institution](#)

[initiatives](#), in which the campus works with its broader community to support purchasing, employment, and housing opportunities. As evidence of IUPUI's commitment to the public good, 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](#)).

Finally, IUPUI has been [consistently recognized with awards and honors that reflect our longstanding commitment to community engagement](#). Some of these include the Institute for Educational Leadership's Civic Engagement Award, the Engaged Campus of the Year award from Indiana Campus Compact, and both the inaugural classification and reclassification as a Community Engaged Institution by the Carnegie Foundation for the Advancement of Teaching.

## 1.B.2

### Primary Institutional Responsibilities

As managing partner of IUPUI, [Indiana University is a public institution recognized by the State of Indiana](#). IUPUI's priorities are to serve the state through teaching, research, and civic engagement. As such, we do not have investors or a parent organization.

## 1.B.3

### Engagement with and Responsiveness to External Constituencies

IUPUI has dedicated significant attention to ensure community engagement is institutionalized. We do this by [identifying and addressing community interests and concerns, promoting the values of political engagement, partnering with the community in mutually beneficial and reciprocal ways](#), and involving external constituencies in the life of the campus, including through the [IUPUI Board of Advisors](#) and school-based advisory boards, such as those in the [School of Liberal Arts](#), [Herron School of Art and Design](#), and [McKinney School of Law](#).

IUPUI is responsive to the needs of our multiple publics and communities in several ways. The Office of Community Engagement's [strategic approach to community engagement](#) includes opportunities for professional development and corporate education; family, school, and neighborhood engagement; government relations; and partnerships with national networks. IUPUI's [relationship with the Madam Walker Legacy Center](#) demonstrates how the campus works with its immediate neighbors to achieve mutually beneficial goals. The Anchor Institution work support's our region's ["Live, Buy, and Hire"](#) strategies. IUPUI schools provide multiple engagement opportunities with the community through efforts such as the [Student Outreach Clinic](#), offering medical, dental, social, and legal services for the uninsured and underserved in the Indianapolis community; various partnerships for [K-12 educational engagement](#); and STEM

outreach programs in our Schools of [Engineering and Technology](#), [Science](#), and [Informatics and Computing](#).

Finally, three campus-level research institutes make contributions to areas of importance to the Central Indiana community: the [IUPUI Arts & Humanities Institute](#), the [STEM Education Innovation and Research Institute](#), and the new [Institute of Integrative AI \(iAI\)](#). With the launch of this new institute, IUPUI has prioritized research into the use of artificial intelligence (AI)—applied and theoretical—to improve healthcare, communication and social engagement, engineering and manufacturing, transportation and supply chain, and to benefit local communities through humanistic approaches and the examination of environmental inequities. IUPUI faculty have a deep commitment to research with campus strengths in health and life sciences; STEM, including cross-school collaborations focused on (AI); and community-engaged scholarly projects and programs.

## Sources

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- 1.B.1 Anchor Institution Initiatives
- 1.B.1 Center for Service and Learning
- 1.B.1 Community Engaged Research
- 1.B.1 Community Engagement Recognition
- 1.B.1 Contributions to the Well-being of the Citizens of Indianapolis the State and Beyond
- 1.B.1 Current IUPUI Mission and Vision
- 1.B.1 Engagement Map and Collaboratory
- 1.B.1 Office of Community Engagement
- 1.B.1 Refreshed IUPUI Strategic Plan 2018-2019
- 1.B.1 School of Engineering and Technology Strategic Plan
- 1.B.1 Sustainability Ranking
- 1.B.2 Indiana General Assembly Recognition of IU as the University of the State
- 1.B.3 Anchor Institution Initiative Live-Hire-Buy Strategies
- 1.B.3 Community Outreach\_ About\_ School of Science\_ IUPUI
- 1.B.3 Critical Issues in Central Indiana
- 1.B.3 EandT Outreach Programs
- 1.B.3 Engaging in K-12 Education
- 1.B.3 Herron School of Art and Design Dean's Advisory Board
- 1.B.3 Informatics and Computing Boot Camp Programs
- 1.B.3 Institute of Integrative AI Overview
- 1.B.3 IUPUI Arts and Humanities Institute Overview
- 1.B.3 IUPUI Board of Advisors
- 1.B.3 Madam Walker Theatre Center Relationship
- 1.B.3 McKinney School of Law Board of Visitors
- 1.B.3 Partnering with the Community
- 1.B.3 Promoting Values of Political Engagement
- 1.B.3 School of Liberal Arts Dean's Advisory Council
- 1.B.3 STEM Education Innovation and Research Institute Overview

- 1.B.3 Strategic Approach to Community Engagement
- 1.B.3 Student Outreach Clinic
- Glossary of IUPUI Acronyms.pdf

## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

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

#### 1.C.1

##### Preparing Students for Informed Citizenship and Workplace Success

IUPUI prepares students for a variety of post-degree roles and contexts through its intentional educational efforts in curricular, cocurricular, and community contexts. As depicted in the IUPUI [Conceptual Learning Framework](#), our institutional learning outcomes align and integrate with goals for learning across the collegiate experience. [The Profiles of Learning for Undergraduate Success](#) are the basis for all learning experiences at IUPUI—from first-year general education courses to engaged learning opportunities to a capstone experience. All our learning activities intentionally prepare students to be *communicators*, *problem solvers*, *innovators*, and *community contributors*. The Profiles help students develop knowledge and broad skills that will prepare them for their future, regardless of the field, industry, or area that they choose to pursue. [The Principles of Graduate and Professional Learning](#) do likewise for graduate and professional programs.

IUPUI offers a host of experiential learning opportunities to complement course- and program-level learning. The [Institute for Engaged Learning](#) unites several High-Impact Practices (HIPs) in an organized, student-centric way. [Career EDGE](#), a series of self-enrolling online modules, offers students opportunities to explore values and interests, develop academic plans, graduate with a purpose, and become employed in a meaningful career. Other interventions, such as [Alternative Break Programs](#), [Social Justice Education](#), and the [Dimensions of Global Learning](#), equip students with experiences and perspectives necessary to thrive as citizens in a diverse, pluralistic society.

## 1.C.2

### **Inclusive and Equitable Treatment of Diverse Populations**

As a campus that aspires to be a leading urban research institution, IUPUI embraces diversity, equity, and inclusion as a core value. Our mission documents commit us to ensuring diversity in all 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 states "IUPUI will nurture and promote a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued by the campus and each other." We do this by holding units accountable for diversity goals; using data to inform actions, continuing to diversify our students, faculty, and staff; and promoting inclusive and equitable treatment on campus.

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 coordinates the work of several key campus-wide units: Adaptive Educational Services; Conflict Resolution and Dialogue Programs; 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. In addition to a campus-wide plan, [schools and units develop their own diversity plan](#) for their respective contexts (see example plans from [Herron School of Art + Design](#); [Fairbanks School of Public Health](#); and [University Library](#)). The [division reports annually](#) on campus-level progress toward these goals; [academic and support units also report annually](#) on unit-specific accomplishments related to our strategic plan goal to promote an inclusive campus climate.

In response to national and local cries for racial justice, the campus launched in the summer of 2020 the [IUPUI Action Committee](#) to examine our actions and policies to identify where systemic racism is translated into higher education's daily practices, expectations, predictions, decision-making, and regulations that target Black and other people of color. The Committee developed several recommendations for [anti-racism initiatives](#), including, among others, anti-racist hiring, recruitment, retention, and academic practices; education and training for staff,

faculty, and administration; engagement with the IUPUI campus and Indianapolis communities; and a commitment to serving all students.

The work of the Action Committee builds on prior and current investments to promote inclusive and equitable treatment at IUPUI. These include:

- Creating the [White Racial Literacy Project](#) and the [Racial Healing Project](#).
- Establishing [affinity councils](#) for faculty and staff.
- Developing [Faculty Diversity and Inclusion](#) in the Office of Academic Affairs and appointing an [Associate Vice Chancellor for Faculty Diversity and Inclusion](#).
- Expanding advocates for students, faculty, and staff through venues such as [Student Advocacy](#), the [IUPUI Ombudsteam](#), and the [Office of Equal Opportunity](#).
- Involving faculty in a [faculty governance committee on diversity, equity, and inclusion](#), including creating [definitions, examples, and metrics](#) associated with DEI work.
- Adding a [DEI-focused integrative case](#) to the existing framework for faculty tenure and promotion.

### 1.C.3

#### **Fostering a Climate of Respect**

In addition to the strategic plan priority focused on inclusion, IUPUI takes other concrete actions to foster a climate of respect on campus. The [IUPUI Civility Statement](#) specifically calls for members of the campus community to foster “a climate of acceptance, mutual respect, academic freedom, and civil discourse.” To enact this Statement, we outline [policies and information](#) to guide individual and institutional behavior; provide [training and education](#) to equip faculty and staff with knowledge and resources; and periodically [assess our campus climate](#) related to diversity.

The campus has administered an extensive campus climate survey to all students, staff, and faculty in [2014](#) and [2018](#); the third administration will occur in fall 2022. This comprehensive survey focuses on the experiences of constituencies on campus, including perceptions of campus climate on race/ethnicity, gender, sexual orientation, gender identity, religion, ability, political affiliation, and age. Survey results are shared broadly. The Director of Institutional Effectiveness & Survey Research and Vice Chancellor for Diversity, Equity and Inclusion meet individually with deans, vice chancellors, leaders of various affinity groups, and Staff and Faculty Councils to discuss and help interpret survey results.

Findings from the campus climate surveys have follow-up actions, including:

- Creating the [LGBTQ+ Center](#) on campus.
- Forming specific task forces to address issues and opportunities for specific groups; examples are the [Task Force on Black/African American Access and Retention](#) and the [Latina/o Staff Recruitment and Retention Task Force](#).



- Implementing anti-racist learning opportunities for faculty, staff, and administrators.
- Developing [unit-specific diversity strategic plans](#).
- Launching the [Welcoming Campus Initiative](#), a Chancellor-sponsored campus-wide effort to make IUPUI more welcoming; a series of [task forces and reports](#) resulted in the development of an innovation fund for projects in [2017-2018](#), [2018-2019](#), and [2021-2022](#).

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 our mission can be achieved only by developing and sustaining a diverse, inclusive, and engaged campus community. We are gratified that IUPUI has earned—for 11 consecutive years—the [Higher Education Excellence in Diversity Award](#) from *INSIGHT into Diversity*.

## Sources

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- 1.C.1 Alternative Break Programs
- 1.C.1 Career EDGE Modules
- 1.C.1 Dimensions of Global Learning
- 1.C.1 Institute for Engaged Learning Overview
- 1.C.1 IUPUI Conceptual Learning Framework
- 1.C.1 Social Justice Education
- 1.C.1 The Principles of Graduate and Professional Learning
- 1.C.1 The Profiles Circular Graphic
- 1.C.2 Action Committee Statement and Members
- 1.C.2 Affinity Councils
- 1.C.2 Annual Diversity Report Example
- 1.C.2 Annual Strategic Plan Report Example for Goal 9 - Inclusive Campus Climate
- 1.C.2 Anti-Racism Initiatives
- 1.C.2 Associate Vice Chancellor for Faculty Diversity and Inclusion
- 1.C.2 DEI Work Definitions Examples and Metrics
- 1.C.2 Diversity Strategic Plan from Fairbanks School of Public Health
- 1.C.2 Diversity Strategic Plan from Herron School of Art + Design
- 1.C.2 Diversity Strategic Plan from University Library
- 1.C.2 Division of Diversity Equity and Inclusion Overview
- 1.C.2 Faculty Council Diversity Equity and Inclusion Committee
- 1.C.2 IUPUI Diversity Plan
- 1.C.2 IUPUI Ombudsteam
- 1.C.2 Office of Equal Opportunity Overview
- 1.C.2 Racial Healing Project
- 1.C.2 Resources for DEI Integrative Cases
- 1.C.2 School and Unit Diversity Planning
- 1.C.2 Strategic Plan Goal to Promote an Inclusive Campus Climate
- 1.C.2 Student Advocacy
- 1.C.2 White Racial Literacy Project

- 1.C.3 2014 Climate Survey Findings
- 1.C.3 2017-2018 Welcoming Campus Projects
- 1.C.3 2018 Climate Survey Findings
- 1.C.3 2018-2019 Welcoming Campus Projects
- 1.C.3 2021-2022 Welcoming Campus Projects
- 1.C.3 Anti-Racist Learning Opportunities
- 1.C.3 Campus Climate for Diversity Survey
- 1.C.3 IUPUI Civility Statement
- 1.C.3 IUPUI HEED Award 2022
- 1.C.3 LGBTQ+ Center
- 1.C.3 Office of Equal Opportunity Policies and Information
- 1.C.3 Office of Equal Opportunity Training and Education
- 1.C.3 School and Unit Diversity Planning
- 1.C.3 Task Force on Black\_African American Access and Retention
- 1.C.3 Task Force on Latina\_o Recruitment and Retention
- 1.C.3 Welcoming Campus Initiative
- 1.C.3 Welcoming Campus Task Forces and Reports
- Glossary of IUPUI Acronyms.pdf

## 1.S - Criterion 1 - Summary

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

### Summary

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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 many stakeholders could recite the mission statement verbatim, nearly all would be able to identify key words 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 strategic plan, which 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 academic quality, 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 our mission is also intricately 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 acknowledge attending to diversity, equity, and inclusion remains a work-in-progress. Although the proportions of students of color have increased to reflect our geographical location, they are still far below where we would like them to be. We hope our current initiatives will help us improve efforts to attract, retain, and support diverse students, faculty, and staff, including those historically under-served by higher education institutions. We will continue to monitor progress and make corrections as we learn more.

Our strong 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 realize we need to work with our multiple publics through partnerships characterized by respect and reciprocity to meet mutually beneficial goals. We believe our arguments for meeting the remaining HLC Criteria will demonstrate that for IUPUI, our mission is a central touchstone in all we undertake.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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

#### 2.A.1

##### Mission Development and Board Adoption

As discussed in 1.A.1, the [current mission](#) was approved at the conclusion of a year-long mission differentiation process undertaken by all eight of Indiana University's campuses. 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 Indiana Commission for Higher Education.

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](#), through a broadly participative process. 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. The strategic plan was [refreshed in 2018-2019](#) as a precursor to IUPUI's 50th Anniversary Celebration, resulting in updated objectives for each goal; however, mission, vision, and values statements were not changed.

#### 2.A.2

##### Operating with Integrity

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

## **Transparency**

Our approach to transparency begins with the [Indiana University Board of Trustees](#), which serves as the governance leader for all campuses of Indiana University, including IUPUI, IUPUC, and IU Fort Wayne. The Board 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.

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 generally accepted accounting practices. 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. 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 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 student services and systems. Each campus publishes its own guidance based on local context, and the [Guide for IUPUI Faculty](#) is readily accessible via the IUPUI Academic Affairs website. Together, these resources include complete statements on [academic freedom](#), conflicts of [interest](#) and [commitment](#), and [intellectual property](#), among others.
- [Administration and Operations](#): These policies include statements of commitment to and expectations for equal opportunity, intellectual property, public safety and institutional assurance, and whistleblower safety.
- [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.

- [Human Resources](#): Core policies on equal opportunity and affirmative action for staff are found in this section, along with staff employment policies and procedures. The [Employment Rights and Responsibilities](#) section of the IU Human Resources website delineates university practices and 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 grievance procedures.
- [Information and IT Policies](#): These policies guide appropriate use of information technology resources, management of institutional data, and information security and privacy.
- [Research](#): These policies include financial conflict of interest and commitment in research, as well as basic policies on the protection of human subjects. The [Human Subjects and Institutional Review Boards](#) section of the IU Research website provides extensive policies and processes. Section 2.E below also outlines research policies in detail.

In many cases, the above policies are carried out by practitioners like [purchasing agents](#) or [fiscal officers and account managers/supervisors](#). Numerous special bodies—such as [IU Internal Audit](#), the [Research Compliance](#), and the [University Information Security Office](#)—engage in oversight and/or adjudication of specific cases; their roles are critically important in assuring institutional policies are enacted.

Conflict resolution and grievance procedures are handled by these bodies:

- The Division of Student Affairs addresses student grievances and misconduct cases. 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.

## **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 by bringing expertise and professional judgement to bear 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. 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 leadership. After expected completion dates, Internal Audit performs a follow-up review to verify resolution of the report's findings.

## **Sources**

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- 2.A.1 Board of Trustees Minutes 11-4-05
- 2.A.1 Current IUPUI Mission and Vision
- 2.A.1 IUPUI Vision Mission and Values from Strategic Plan
- 2.A.1 Refreshed IUPUI Strategic Plan 2018-2019
- 2.A.2 About the Board IU Board of Trustees
- 2.A.2 Academic Faculty and Student Policies
- 2.A.2 Academic Freedom Policy
- 2.A.2 Access to Public Records - Indiana\_Code\_IC 5-14-1.5
- 2.A.2 Administration and Operations Policies
- 2.A.2 Annual Unit Strategic Plan Reporting
- 2.A.2 Conflicts of Commitment Policy
- 2.A.2 Conflicts of Interest Policy
- 2.A.2 Employment Rights and Responsibilities Section of IU HR Website
- 2.A.2 Faculty Grievance Procedures
- 2.A.2 Financial Policies

- 2.A.2 Fiscal Misconduct Policy
- 2.A.2 Fraud Policy
- 2.A.2 Guide for IUPUI Faculty
- 2.A.2 Human Resources Policies
- 2.A.2 Human Subjects and Institutional Review Boards section of IU Research Website
- 2.A.2 Information and IT Policies
- 2.A.2 Intellectual Property Policy
- 2.A.2 Internal Audit Overview
- 2.A.2 IU Annual Financial Report for FY2021
- 2.A.2 IU Code of Student Rights Responsibilities and Conduct
- 2.A.2 IU Grievance Form for Professional Support Staff
- 2.A.2 IU Grievance Form for Union Service Staff
- 2.A.2 IU Internal Audit Charter
- 2.A.2 IU Official Budget 2022-23
- 2.A.2 IU Purchasing Organization Chart
- 2.A.2 IUPUI Community Report
- 2.A.2 IUPUI Equal Opportunity Council
- 2.A.2 Open Door Law - Indiana Code IC 5-14-1.5
- 2.A.2 Research Compliance Guidelines and Policies
- 2.A.2 Research Misconduct Policy
- 2.A.2 Research Policies
- 2.A.2 Role of Fiscal Officer Account Manager and Account Supervisor
- 2.A.2 University Information Security Office
- 2.A.2 University Policies Overview
- 2.A.2 Whistleblower Policy
- Glossary of IUPUI Acronyms.pdf



## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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

#### 2.B.1

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 to students and the public. Important resources include the [Bulletin](#); the [IUPUI website](#); the [Code of Student Rights, Responsibilities, and Conduct](#); and information on the [Office of Undergraduate Admissions](#) website, including recruiting, admissions, and financial aid materials, among others. Each of these undergoes periodic review to ensure accuracy.

#### Academic Offerings, Requirements, and Supports

For prospective and current students, there are several resources outlining academic offerings and requirements, along with supportive services to inform academic planning. The IUPUI Office of Undergraduate Admission's website provides a searchable listing of [degrees and majors at IUPUI](#), while the IUPUI Graduate Office maintains listings of [graduate programs](#) and [accelerated degree programs](#). The [Bulletin](#) is the chief source of information about academic policies, program requirements, program-level student learning outcomes, and course descriptions. Careful annual review at the academic unit, campus, and institutional levels ensures the currency and accuracy of this important website. Through an [online searchable tool](#), degree maps provide students, advisors, and other interested parties with information about academic requirements, course sequencing and prerequisites, and related information for degrees, certificates, and minors (see example IUPUI degree maps for [B.A. in History](#), [B.F.A. in Printmaking](#), and [B.S. in Radiation Therapy; Certificate in Sports Tourism Development](#); and [Minor in Health Communication](#)). Websites maintained by academic units provide additional context to complement centrally located information (see example program-specific websites for [B.S. in Elementary Education](#); [M.P.H. in Health Informatics](#); and [Graduate Certificate in Project](#)

[Management](#)). Robust [academic and career advising](#) is provided to students through the Division of Undergraduate Education; this campus-level unit offers advising via [clusters of majors with similar themes/interests](#) and, given the IUPUI's role as the state's health and life science campus, a specialized [Health and Life Sciences Advising Center](#) serves students interested in pursuing majors in these disciplines. Academic units complement central advising resources with local services (as examples, see the [School of Science Advising](#) and [Freshmen Advising in the School of Engineering and Technology](#)).

## **Faculty and Staff**

Given its size and complexity, IUPUI does not maintain a central listing of its faculty and staff. There are several sources where members of the public can locate information about IUPUI talent. Indiana University maintains an [online, searchable directory](#) for the entire university enterprise, including a [comprehensive listing of IUPUI departments](#) and department-specific information containing the names, titles, and contact information for departmental members (see example [listing from this directory for the IUPUI Department of Communication Studies](#)). The [Faculty Affairs section](#) of the IUPUI Office of Academic Affairs website provides information about general faculty policies and procedures, while the website of the [IUPUI Human Resources Administration](#) does likewise for staff. Listings of IUPUI campus leaders on the [Office of the Chancellor's website](#) include the [Chancellor](#), [Chancellor's Cabinet](#), and [Council of Deans](#). Finally, IUPUI divisions, academic units, and individual departments provide listings of their colleagues in prominent places on their respective websites (as examples, see the division-level [Division of Student Affairs directory](#); the academic unit-level [School of Liberal Arts Faculty and Staff directory](#); and the department-level [Department of Chemistry and Chemical Biology directory](#)).

## **Costs to Students, Disclosures, and Related Information**

Through its [comprehensive Student Central website](#), the Division of Enrollment Management provides information to prospective and current students, parents and influencers, and members of the public. Included is information about the [cost of attending IUPUI, tuition and fees](#), a [net price calculator](#), and various [funding options](#), including scholarship, grant, loan, and work study options. The site also provides services for students to [register for classes](#) (including using a searchable [online course scheduling tool](#)); [pay their bill](#); see [grades, records, and order transcripts](#); access [calendars](#); and manage [personal information](#). A parallel site—[Faculty and Staff Central](#)—provides information for IUPUI employees to support students through academic policies, procedures, and related resources. IUPUI distributes 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. The Registrar's Office sends to all registered students an email regarding the availability of specific [institutional, financial aid, and other information](#) with a link to a [unified disclosures web page](#). Campus policies, such as [Tobacco-Free IUPUI](#), are shared, along with information for accommodations through [Adaptive Educational Services](#).

## **Governance Structure**

The IUPUI Office of the Chancellor maintains a section of its website dedicated to [campus leadership information](#), including an [IUPUI organizational chart](#) listing leaders such as the [Chancellor](#), [Chancellor's Cabinet](#), [Council of Deans](#), and depicting IUPUI's relationship to Indiana University and Purdue University. IUPUI's managing partner is [Indiana University](#), of which [IUPUI is a core campus](#). Indiana University is led by [President Pamela Whitten](#) and her [Cabinet](#), on which [Andrew Klein](#), IUPUI's Interim Chancellor, serves and holds a university-wide title of Executive Vice President. The [Trustees of Indiana University](#) are IU's governing board and legal owner. More information about the Board of Trustees is discussed below in section 2.C. IUPUI believes in the value of shared governance and provides public-facing information about the [IUPUI Faculty Council](#). Comparable sites are maintained for similar campus constituencies; these include the [IUPUI Staff Council](#), [IUPUI Undergraduate Student Government](#), and [IUPUI Graduate and Professional Student Government](#). Finally, two important groups provide valuable *advisory*—not governance-oriented—input: the [IUPUI Board of Advisors](#) and the [Chancellor's Student Advisory Board](#). More information about these groups is provided in Criterion 5.

### **Accreditation Relationships**

IUPUI's accreditation status with the Higher Learning Commission (HLC) is prominently explained on the [“About IUPUI” section of our campus website](#). HLC's *Mark of Accreditation* is displayed on this site and provides a link to HLC where IUPUI's website verification and accreditation status is reported. HLC accreditation information is also listed in the IUPUI [Bulletin](#). As discussed in 4.A.5, on behalf of IUPUI, IU's University Academic Affairs serves as the central coordinating unit and [maintains a listing](#) of the 85 IUPUI programs currently accredited by specialized disciplinary accreditors. Specialized accreditations of individual schools and academic programs also appear within the schools' portions of the *Bulletin*, as appropriate (for example, see [School of Nursing accreditation information](#)).

### **2.B.2**

#### **Evidence Supporting Claims in Research, Community Engagement, Experiential Learning, and Economic Impact**

IUPUI has a longstanding practice of publicly communicating plans and reporting progress through [annual strategic plan reports](#) and the [IUPUI Community Report. Data Link](#), housed on the website of Institutional Research and Decision Support, provides transparency on key metrics aligned with our mission and strategic plan and of interest to our multiple publics. The [campus rankings and statistics](#) list on the “About IUPUI” website is updated annually. Finally, various offices or units provide evidence attesting to claims in their respective areas of mission-centric work, including these examples:

- *Research* accomplishments for IU and IUPUI are shared via a [research impact](#) website.

- *Community engagement* is encapsulated tools such as our [Engagement Map and Collaboratory](#) and [IUPUI Engagement Hub](#), which serves as the portal for programs at IUPUI available to the community.
- *Experiential learning* is evidenced through venues such as the [Engaged Learning Showcase](#) and documented, among other places, through the [IUPUI Experiential and Applied Learning Record](#).
- *Economic impact* is demonstrated through recent reports such as “[The Economic Value of IUPUI](#),” which indicates the campus provides major benefits to our region through its payroll and purchasing power, among other contributions.

## Sources

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- 2.B.1 About Indiana University
- 2.B.1 About IUPUI Website Depicting HLC Accreditation Information
- 2.B.1 Academic and Career Development Overview
- 2.B.1 Accelerated Degrees
- 2.B.1 Adaptive Educational Services
- 2.B.1 Advisors and Clusters
- 2.B.1 Calendars
- 2.B.1 Cost of Attending IUPUI
- 2.B.1 Current IU Trustees
- 2.B.1 Degree Map for IUPUI B.A. in History
- 2.B.1 Degree Map for IUPUI B.F.A in Printmaking
- 2.B.1 Degree Map for IUPUI B.S. in Radiation Therapy
- 2.B.1 Degree Map for IUPUI Certificate in Sports Tourism Development
- 2.B.1 Degree Map for IUPUI Minor in Health Communication
- 2.B.1 Degree Map Search for All IUPUI Degrees
- 2.B.1 Degrees and Majors at IUPUI
- 2.B.1 Department Details from IU Directory for IUPUI Department of Communication Studies
- 2.B.1 Example Course Search
- 2.B.1 Faculty Affairs Section of Office of Academic Affairs Website
- 2.B.1 Faculty and Staff Central Website Overview
- 2.B.1 Freshmen Advising in Engineering
- 2.B.1 Funding Options
- 2.B.1 Grades and Records
- 2.B.1 Graduate Programs
- 2.B.1 Information on Paying IUPUI Bill
- 2.B.1 IU Board of Trustees Meetings and Minutes Overview
- 2.B.1 IU Board of Trustees Overview
- 2.B.1 IU Campuses and Locations
- 2.B.1 IU Code of Student Rights Responsibilities and Conduct
- 2.B.1 IU Directory
- 2.B.1 IU President Pamela Whitten
- 2.B.1 IU Presidents Cabinet

- 2.B.1 IUPUI Board of Advisors Overview
- 2.B.1 IUPUI Campus Bulletin
- 2.B.1 IUPUI Campus Leadership Information
- 2.B.1 IUPUI Chancellors Cabinet
- 2.B.1 IUPUI Chancellors Student Advisory Board Overview
- 2.B.1 IUPUI Comprehensive Department Listing from IU Directory
- 2.B.1 IUPUI Council of Deans
- 2.B.1 IUPUI Division of Student Affairs People Directory
- 2.B.1 IUPUI Faculty Council Overview
- 2.B.1 IUPUI Graduate and Professional Student Government Overview
- 2.B.1 IUPUI HLC Accreditation in Campus Bulletin
- 2.B.1 IUPUI Human Resources Administration Website
- 2.B.1 IUPUI Interim Chancellor Andrew Klein
- 2.B.1 IUPUI Organizational Chart
- 2.B.1 IUPUI School of Liberal Arts Faculty and Staff Directory
- 2.B.1 IUPUI Staff Council Overview
- 2.B.1 IUPUI Tuition and Fees
- 2.B.1 IUPUI Undergraduate Student Government Overview
- 2.B.1 IUPUI Website (iupui.edu) Home Page
- 2.B.1 Listing of Accredited Programs at IUPUI
- 2.B.1 Managing Personal Information
- 2.B.1 Net Price Calculator
- 2.B.1 Notice of Availability of Institutional and Financial Aid Information
- 2.B.1 Office of the Chancellor Website
- 2.B.1 Office of Undergraduate Admissions Overview Page
- 2.B.1 Program Website for Elementary Education Bachelors Degree
- 2.B.1 Program Website for Graduate Certificate in Project Management
- 2.B.1 Program Website for Master of Public Health in Health Informatics
- 2.B.1 Register for Classes
- 2.B.1 Required Disclosures
- 2.B.1 School of Nursing Accreditation Memberships and Designations from Bulletin
- 2.B.1 Student Central
- 2.B.1 Tobacco Policy
- 2.B.2 About\_ Health and Life Sciences Advising Center\_ IUPUI
- 2.B.2 Advising\_ Academic Support\_ Academics\_ School of Science\_ IUPUI
- 2.B.2 Annual Unit Strategic Plan Reporting
- 2.B.2 Data Link
- 2.B.2 Engaged Learning Showcase Overview
- 2.B.2 Engagement Map and Collaboratory
- 2.B.2 IUPUI Community Report
- 2.B.2 IUPUI Department of Chemistry and Chemical Biology Directory
- 2.B.2 IUPUI Engagement Hub
- 2.B.2 IUPUI Experiential and Applied Learning Record
- 2.B.2 IUPUI Rankings and Campus Statistics
- 2.B.2 Research Impact
- 2.B.2 The Economic Value of IUPUI

- [Glossary of IUPUI Acronyms.pdf](#)

## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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

#### 2.C.1.

##### **Governing Board Training, Scope, and Responsibilities**

Indiana University (IU) and Purdue University [announced plans in 1969](#) to merge Indianapolis operations of their respective campuses into a single entity to be called Indiana University-Purdue University Indianapolis (IUPUI). A year later, a [formal agreement was adopted](#) by the Boards of Trustees of IU and Purdue to officially establish IUPUI; the agreement stated IU would manage the new campus.

IU's management functions include budgetary 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—including those individuals working in IUPUI academic units where Purdue University degrees are conferred—are IU employees and subject to IU policies and procedures.

[IU's Board of Trustees](#) is designated by [Indiana law](#) as the university's governing board and legal owner. The Board has the [statutory responsibility](#) for holding the financial, physical, and

human assets and operations of the university in trust for future generations. Board responsibilities, some of which are delegated to the President and faculty of the institution, 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.

IU alumni elect three of the [nine trustees](#), and Indiana's governor appoints the other six, including one student. [Six officers](#) oversee the business of the Board. The [Bylaws of the IU Board of Trustees](#) specify the composition of the board, including the terms, election, and appointment of members, the election of officers, and the appointment of committees; the nature and frequency of meetings; the rules of procedure for meetings and committees; and the provisions for amending and suspending Bylaws. New Board members are provided training on their duties and responsibilities (as an example, see the [August 2022 New Trustee Orientation Schedule](#)).

## 2.C.2

### Board Deliberations and Priorities

The IU Board of Trustees meets four times a year, and its [meetings](#) are open to the public. [Standing committees](#) of the Board reflect the range of matters encompassing a higher education institution: academic affairs; external relations; facilities and auxiliaries; finance, audit, and strategic planning; health affairs; nominating committee; student relations; and other assignments. Members of the [IU President's Cabinet](#) serve as liaisons to committees related with their leadership portfolio of responsibilities.

Board of Trustees meetings cover diverse topics, including policies, capital improvements, budgets, degree conferrals, and faculty tenure and promotion. [Minutes](#) of each meeting are recorded, and a [searchable database](#) provides members of the public an opportunity to review the history of Board deliberations and actions for much of IU's history. For example, a search of "IUPUI" in Board minutes during Academic Year 2021-2022 revealed several examples when IUPUI matters were discussed:

- Introduction of Philip Goff, the new IUPUI Faculty Council President (June 2022)
- Discussion of space planning at IUPUI by Thomas Morrison, IU Vice President for Capital Planning and Facilities (April 2022)
- Approval of a Translational Cancer Biology Ph.D. program at IUPUI (February 2022)
- Discussion concerning issues of student affordability at IUPUI by John Watson, IUPUI Faculty Council President (December 2021)
- Discussion of IUPUI enrollment by Nasser Paydar, then-IUPUI Chancellor (October 2021)



- Discussion of mental health issues at all IU campuses, including IUPUI, by Aaron Carroll, IU Chief Health Officer (August 2021)

### 2.C.3

#### **Constituent Interests in Board Matters**

Each IU Board meeting takes place over a 2-day period, and [meeting schedules](#) and [agendas](#) are posted on the Board's website, including [agenda item deadlines](#). Reflecting IU's statewide presence, Board meetings rotate to campuses throughout the state. Except for executive sessions, all Board meetings are [open to members of the public](#). Constituent interests get discussed through agenda items and standing committees of the Board, as described above in 2.C.2. Student perspectives are represented to the Board through the [Student Trustee](#) and [All University Student Association](#), an advisory committee to the Board composed of student government leaders on all IU campuses, including IUPUI. Faculty perspectives are represented by inviting the [President of the IUPUI Faculty Council](#) to attend Board meetings.

### 2.C.4

#### **Board Independence**

IU's Board of Trustees acts independently to serve what members judge to be in IU's best interests. The Board website makes available information on Board [policies and resolutions](#), 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; more information about the Bylaws are discussed above in 2.C.1. Under [IC 35-44.1](#), *Offenses Against General Public Administration*, the code defines official misconduct, including bribery and conflicts of interests.

### 2.C.5.

#### **Board Delegation**

The IU Board of Trustees [delegates authority](#) to the [IU President](#) and [President's Cabinet](#) to lead and administer the university. The Chancellor of IUPUI serves as one of the Executive Vice Presidents, and the Dean of the School of Medicine, based at IUPUI, also serves as Executive 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 currently led by [Interim Chancellor Andrew Klein](#), who assumed his role in March 2022. He succeeded [Nasser H. Paydar](#), who served as IUPUI's Chancellor from August 2015 through February 2022, and is currently serving as Assistant Secretary for Postsecondary Education in the U.S. Department of Education.

The IUPUI Chancellor and IU Executive Vice President role provides executive leadership at IUPUI on behalf of the President, participating also in central planning and related functions of the President's Office. The IUPUI Chancellor and IU Executive Vice President 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 IUPUI 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. Finally, the [Constitution of the IUPUI Faculty](#) further delineates objectives of IUPUI faculty.

## Sources

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- 2.C.1 1969 Announcement of Plans to Create IUPUI from Archives
- 2.C.1 August 2022 New Trustee Orientation Schedule
- 2.C.1 Authority of the IU Board of Trustees
- 2.C.1 Bylaws of the IU Board of Trustees
- 2.C.1 Current IU Trustees
- 2.C.1 Indiana State Code Governing the IU Board of Trustees
- 2.C.1 IU Board of Trustees Overview
- 2.C.1 IUPUI Founding Agreement 1970
- 2.C.2 Committees of the IU Board of Trustees
- 2.C.2 IU Board of Trustees Minutes Overview
- 2.C.2 IU Board of Trustees Meetings and Minutes Overview
- 2.C.2 IU Board of Trustees Searchable Meeting Minutes Database
- 2.C.2 IU Presidents Cabinet
- 2.C.2 Officers of the IU Board of Trustees
- 2.C.3 IU Board of Trustees Agenda Item Deadlines
- 2.C.3 IU Board of Trustees Agendas Overview
- 2.C.3 IU Board of Trustees All University Student Association
- 2.C.3 IU Board of Trustees Meeting Schedule and Future Dates
- 2.C.3 IU Board of Trustees Student Trustee
- 2.C.3 IUPUI Faculty Council Executive Committee Roster
- 2.C.3 Open Door Law - Indiana Code IC 5-14-1.5
- 2.C.4 Indiana\_Code\_IC\_35-44.1
- 2.C.4 IU Board of Trustees Policies and Resolutions
- 2.C.5 Authority of the IU Board of Trustees

- 2.C.5 Constitution of the Indiana University Faculty
- 2.C.5 Constitution of the IUPUI Faculty
- 2.C.5 Former Chancellor Nasser H. Paydar
- 2.C.5 IU Office of the President
- 2.C.5 IU Presidents Cabinet
- 2.C.5 IUPUI Interim Chancellor Andrew Klein
- Glossary of IUPUI Acronyms.pdf

## 2.D - Core Component 2.D

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

### Argument

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

#### 2.D.

##### Commitment to Academic Freedom and Freedom of Expression

As part of its [vision, mission, and values statements](#), IUPUI includes an explicit commitment to “honesty, integrity, and support for open inquiry and dissemination of findings.” Several IU and IUPUI documents and policies reinforce this commitment:

- [IU Policy on Academic Freedom](#), states that “knowledge cannot be advanced unless faculty and librarians have freedom to study and communicate ideas and facts, including those that are inconvenient to political groups or authorities, without fear of recrimination.”
- [IU Principles of Ethical Conduct](#), which references “academic freedom” and “the search for truth” as core institutional values.
- [The First Amendment at Indiana University](#), which indicates IU “is committed to the free and civil exchange of ideas and the principles of academic freedom” and “is committed to protecting the rights of students, academic appointees, staff, and invited guests and visitors to free speech and expressive activity.”
- [IU Code of Academic Ethics](#), which notes that learning, teaching, and scholarship “must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change.”
- Within the *Code of Student Rights, Responsibilities, & Conduct*, section I.E grants students the “[Right to Freedom of Association, Expression, Advocacy, and Publication](#).”
- The [Guide for IUPUI Faculty](#) provides numerous references to the values of academic freedom and freedom of expression in the policies and procedures outlined in this publication.

Both within and outside the classroom, IUPUI 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](#), 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

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- 2.D A Guide for IUPUI Faculty
- 2.D IU Code of Academic Ethics
- 2.D IU Policy on Academic Freedom
- 2.D IU Principles of Ethical Conduct
- 2.D IUPUI Civility Statement
- 2.D IUPUI Vision Mission and Values
- 2.D Student Right to Freedom of Association Expression Advocacy and Publication
- 2.D The First Ammendment at Indiana University
- Glossary of IUPUI Acronyms.pdf

## 2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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

#### 2.E.1.

##### Professional Standards and Oversight

Indiana University provides a [centralized research infrastructure](#) for its multi-campus enterprise, helmed by a [Vice President for Research](#). The research leader at IUPUI—the [Vice Chancellor for Research](#)—also holds the title Associate Vice President for Research at the university-level, thus ensuring IUPUI campus interests are reflected throughout the institution. Units providing [leadership and oversight](#) for important research functions and processes include:

- The Office of Research Administration, which provides [proposal preparation](#), [budget review](#), and [award management and compliance oversight](#).
- The Office of Research Compliance, which oversees compliance related to the following areas: [animal care and use](#); [institutional biosafety committee](#); [radiation safety](#); [human subjects and Institutional Review Boards](#); [conflicts of interest](#); [export control](#); and [research misconduct](#).

On the IUPUI campus, two groups serve as resources to support and promote professional standards for research. The [Research Affairs Committee of the IUPUI Faculty Council](#) has as its charge to “periodically review research policies and procedures, draft revisions when necessary, and provide interpretations about those policies and procedures when questions arise.” Likewise, the [Associate Deans for Research at IUPUI](#) serve to “advise campus research leadership on questions and issues that affect campus and school research efforts and the university’s efforts to meet its research vision and mission.”

## 2.E.2

### Ensuring Integrity of Research and Scholarly Practice

In addition to policies and resources referenced in 2.E.1 above, there are additional ways IUPUI ensures integrity of research and scholarly practice among its internal and external investigators and collaborators:

- The IUPUI [Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers](#) outline the significance of research (as examples, see pages 9-10 for a discussion of public scholarship and translational research in the urban context; pages 15-16 for criteria for excellence in research for tenure-track faculty; and pages 29-30 for performance expectations for research scientist and scholars).
- The Office of Community Engagement, in collaboration with campus and community constituencies, promotes [community-engaged research](#), including sponsoring a [Community Engaged Research Group](#) to foster participatory research to promote change.
- Complementing campus-based resources, IU's central research infrastructure offers a host of training opportunities and support services, including [required training](#) in research compliance areas; the [Collaborative Institutional Training Initiative \(CITI\)](#), which provides peer-reviewed, web-based educational courses on a host of research topics; [research training videos](#) to provide tutorials in various aspects of the research process; and [multiple information mechanisms](#) for members of the research community to stay informed of policies, resources, and opportunities for research collaborations.

## 2.E.3

### Student Guidance

Concepts such as evaluating information, thinking critically, making decisions, and behaving ethically are embedded in goals for student learning and reinforced at multiple instructional touchpoints throughout the IUPUI collegiate experience; more information on how we design and assess such learning is provided in 3.B and 4.B, respectively. Specific ways we guide students on ethical use of information resources and research ethics include:

- Librarians from IUPUI University Library teach students information literacy fundamentals in [First-Year Seminars](#); provide [self-guided research tutorials](#); and offer several resource guides, including [finding good sources for research](#) and [citing and using sources](#).
- Faculty in the [Information Literacy Community of Practice](#) develop interventions to infuse research knowledge and skills across the curriculum.
- Within the Institute for Engaged Learning, the [Center for Research and Learning](#) provides undergraduate students “the opportunity to carry out innovative research,

scholarship, and creative activity with faculty mentors” and offers several [programs](#) to prepare students to engage in [undergraduate research opportunities](#).

- The IUPUI Graduate Office [promotes several resources](#) to aid graduate and professional students in their research endeavors.

## 2.E.4

### Academic Honesty and Integrity

Ultimately, responsibility for academic honesty and integrity lies with individual scholars in the contexts in which they engage in learning and research. IUPUI and the larger university play an integral role in assuring honesty and integrity by:

- Outlining expectations in various policies, such in the [Bulletin](#) and *Code of Student Rights, Responsibilities, & Conduct*, section II.G: “[uphold and maintain academic and professional honesty and integrity](#).”
- Equipping students with resources such as the self-guided tutorial on “[Exploring Academic Honesty](#).”
- Providing faculty resources such as the [Community of Practice on Academic Integrity](#).
- Encouraging the timely [reporting of academic misconduct instances](#).

## Sources

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- 2.E.1 Animal Care and Use Compliance
- 2.E.1 Conflicts of Interest
- 2.E.1 Export Control
- 2.E.1 Fred Cate IU VP for Research
- 2.E.1 Human Subjects and Institutional Review Boards
- 2.E.1 Institutional Biosafety Committee
- 2.E.1 IU Research Overview
- 2.E.1 IUPUI Associate Deans for Research
- 2.E.1 Marc Mendonca Appointed to Research Leadership Role
- 2.E.1 Radiation Safety
- 2.E.1 Research Affairs Committee of the IUPUI Faculty Council
- 2.E.1 Research Award Management and Compliance Oversight
- 2.E.1 Research Budget Review
- 2.E.1 Research Misconduct
- 2.E.1 Research Proposal Preparation
- 2.E.1 Sponsored Projects and Research Agreements
- 2.E.1 Units Providing Leadership for Research at IU
- 2.E.2 Collaborative Institutional Training Initiative
- 2.E.2 Community Engaged Research Group
- 2.E.2 Community Engaged Research Overview



- 2.E.2 Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers
- 2.E.2 Required Research Training
- 2.E.2 Research Information Mechanisms
- 2.E.2 Research Training Videos
- 2.E.3 Center for Research and Learning Overview
- 2.E.3 Citing or Using Sources
- 2.E.3 Finding Good Sources for Research
- 2.E.3 First-Year Seminars
- 2.E.3 Information Literacy Community of Practice
- 2.E.3 IUPUI Graduate Office Responsible Conduct and Ethics for Research
- 2.E.3 Self-Guided Research Tutorial
- 2.E.3 Student Programs of the Center for Research and Learning
- 2.E.3 Undergraduate Research Opportunities
- 2.E.4 Academic Integrity Community of Practice
- 2.E.4 Academic Misconduct Reporting Form
- 2.E.4 Bulletin Section Containing Policy on Academic Integrity
- 2.E.4 Exploring Academic Honesty Self-Guided Tutorial
- 2.E.4 Uphold and Maintain Academic and Professional Honesty and Integrity
- Glossary of IUPUI Acronyms.pdf

## 2.S - Criterion 2 - Summary

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

### Summary

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IUPUI embraces the call to act with integrity and ensure all 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. 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

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*There are no sources.*

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

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

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

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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 institutional partnership pledged to advance educational attainment in our region, we consider it vital to ensure all degree programs we offer challenge students at appropriately high levels.

#### New Program Approvals

Our comprehensive procedures for academic and administrative approvals for new academic programs and new academic structures provide the foundations of assuring appropriate academic rigor. IUPUI has instituted a [preproposal process](#) for all new degrees and certificates which enables a campus wide committee made up of administrative, fiscal, and faculty governance leaders to preview potential degrees and certificates with an eye toward campus level priorities, fiscal soundness, and student need. The [General Matrix for academic program approval](#) for Indiana University offers a clear overview of the approvals required, including 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 new courses need not be forwarded to 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 6-8 year cycle. The program review process is addressed further in Section 4.A.1.

### **Assuring Program Quality and Currency**

IUPUI has established an ongoing committee for the oversight of program review and assessment. The [Program Review and Assessment Committee \(PRAC\)](#) is composed of representatives from a broad range of academic and support units across the institution. The committee provides guidance for student outcomes assessment and serves as a forum for the exchange of program review and assessment information and strategies among graduate and undergraduate programs and administrative units. Committee members prepare and submit annual assessment reports for their respective units; these reports are peer-reviewed by a subcommittee of PRAC, offering constructive feedback to schools/units. PRAC and annual assessment reports are further discussed in Criterion 4.B.

Individual schools or departments pursue a variety of strategies to ensure appropriate levels of study and verify currency. Many programs—and entire schools, in some cases—participate in professional accrediting activities through bodies that require periodic self-examination and peer review to maintain accredited status; [a list of these is publicly available](#) (see 4.A.5 for more detail).

Some accrediting 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. The School of Social Work offers a competency-based curriculum as articulated by the Council on Social Work Education (CSWE); the school assesses students on their acquisition of social work competencies. The [School of Social Work assessment report](#) summarizes findings for 2021. [Outcomes data](#) are posted on the IU School of Social Work website every two years in accordance with [accreditation standards](#).

Another strategy adopted by many professional programs at IUPUI, inclusive of IUPUC and IU Fort Wayne (IUFW), is consultation with employers, graduating students, and/or program alumni. For example, the Herron School of Art and Design distributed a survey to all graduates assessing the [graduating students' perceptions of their learning](#). Additionally, school or departmental faculty create opportunities through advisory boards, surveys, and focus groups to hear from 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. 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 [2020-2021 Assessment Report for the School of Philanthropy](#) and the [Assessment Report for the Department of Kinesiology](#) for two illustrations. The [School of Health and Human Sciences 2020-21 Assessment Report](#) provides examples of indirect measures of student learning such as post-clinical surveys, focus groups, and post-graduation surveys as well as board exam pass rates.

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 (discussed in 3.B.1) are reviewed on a regular cycle to maintain the designation. Courses are added and removed from the general education core as needed by the [Undergraduate Affairs Committee](#).

### 3.A.2.

#### **Articulating and Differentiating Learning Outcomes**

At IUPUI, the discussion of learning goals is entrenched and continuous. Schools and departments have engaged in defining differentiated learning goals since the mid-1990s; 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. Some outcomes focus solely on faculty goals for student learning in a program; in other cases, outcomes are aligned with disciplinary standards as outlined by accrediting bodies. IUPUI undergraduate programs also incorporate the [Profiles of Learning for Undergraduate Success](#) (described in 1.C.1, 3.B.2, and 4.A.6) into the discipline-specific outcomes that guide program curricula, instruction, and assessment methods; for example, the Program in Paralegal Studies (in the School of Liberal Arts) [revised program learning outcomes](#) to align with the Profiles. These are clearly stated on course syllabi so that students understand how their coursework links to the campus Profiles. Additionally, most graduate and professional programs have aligned outcomes with [IUPUI's Principles of Graduate and Professional Learning](#).

#### **Program Articulation and Collaboration**

Faculty prepare degree maps to confirm there is sufficient differentiation between baccalaureate and master's programs and to guide students through their courses of study; the [B.A. in Art History](#) and the [B.A. in Economics](#) provide two examples. Through the sponsorship of the ICHE, Indiana has a longstanding 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 and Vincennes University (VU) to clarify distinctions between associate and baccalaureate programs. ICHE requires that all new degrees must include an [articulation agreement between IUPUI and Ivy Tech](#). [ICHE policy](#) specifies that under most circumstances, associate degrees be offered at IUPUI only in specialized fields not taught at Ivy Tech or VU.

IUPUI offers several certificate programs intended to provide foundational knowledge in the area of study to complement students' studies in the academic major or to provide an opportunity to add an additional specialization to their chosen major. Some certificate programs also require field experiences, such as the [Certificate of Museum Studies](#), [Journalism Certificate](#), and [Certificate in Social Justice Organizing](#). At IUPUI and IUPUI, students can earn a [dental assisting certificate](#) that leads to a professional credential.

### 3.A.3.

Regardless of the mode of delivery or location offered, all programs offered at IUPUI, IUPUC, and IUFW undergo the same rigorous review and approval processes described in the [General Matrix](#) (see 3.A.1), including approvals by the ICHE.

#### **Online Programs**

When a program approved for traditional delivery on its home campus seeks approval for online delivery, the review is somewhat abbreviated as long as the same curriculum is employed. Any entirely new degree program to be offered online is subject to the same scrutiny as other new degrees. In addition, the [IU Office of Online Education](#) must approve these degrees. Fully online degree programs (that is, 79% or more of the instruction is online), developed and taught by disciplinary faculty of the participating campus, are also coordinated through IU Online. IU Online has adopted the Quality Matters (QM) framework for quality assurance; IU Online provides guidance to faculty developing new courses with an [IU online course quality checklist](#) and an [IU QM syllabus template](#). 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 ensure 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 (UAC). In addition, some IUPUC degree programs are beginning to seek and receive independent specialized accreditation, providing further evidence of consistency in program quality. For example, the IUPUC Bachelor of Science in Nursing program earned Commission on Collegiate Nursing Education (CCNE) accreditation separately from IUPUI for the first time in 2015; that program had a [5-year reaffirmation of accreditation in 2020](#). The Master of Science in Nursing program earned an initial 5-year [CCNE accreditation in 2020](#).

#### **IUFW**

[IU Fort Wayne](#) is focused on and limited to the Health Sciences. Each of the degree programs offered in Fort Wayne is connected to a school at IUPUI and therefore follows all school requirements for quality and level of educational opportunities. IUFW is represented on PRAC and the Undergraduate Affairs Committee (UAC). Several programs at IUFW have independent specialized accreditation either independently (i.e., Medical Imaging) or as part of the

specialized accreditation of their school in Indianapolis (i.e., Dentistry, Nursing, and Social Work).

### **Early College**

The IUPUI [Special Programs for Academic Nurturing \(SPAN\)](#) initiative enables academically prepared secondary school students to take college classes at IUPUI. SPAN is not a dual credit program as such; 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. 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 24 consortial degrees and certificates with other IU campuses. Several master's degree and graduate certificates (such as History, Biology, English, World Languages, Communication Studies) were especially created to serve dual credit instructors, especially those in IU's [Advance College Project](#) who needed [additional credentials](#) when HLC guidelines changed. The fully online [graduate certificate in History](#) is a good example. These 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.

### **Sources**

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- 3.A.1 Academic Approval Matrix
- 3.A.1 Baccalaureate Social Work Program\_FINAL\_2019\_2020
- 3.A.1 Degree\_Certificate Pre-Proposal Process
- 3.A.1 Herron School of Art and Design Assessment Report
- 3.A.1 Herron School of Art and Design Assessment Report (page number 15)
- 3.A.1 IUPUI Program Accreditation
- 3.A.1 Kinesiology Assessment Report
- 3.A.1 LFSOP Assessment Report
- 3.A.1 Program Review and Assessment Committee (PRAC)
- 3.A.1 School of ENGT Assessment Report
- 3.A.1 School of Social Work PRAC report
- 3.A.1 School of Social Work PRAC report (page number 7)
- 3.A.1 SHHS Assessment Report
- 3.A.1 SoSW \_ Accreditation \_ About
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- 3.A.2 Art History BA degree map
- 3.A.2 Articulation Agreements
- 3.A.2 Certificate in Social Justice Organizing
- 3.A.2 Certificates in Journalism and Public Relations
- 3.A.2 Economics BA Degree Map

- 3.A.2 IUPUI Campus Bulletin
- 3.A.2 LEAP Indiana
- 3.A.2 LEAP Indiana Scholarly Teaching Symposium
- 3.A.2 Museum Studies Certificate - School of Liberal Arts
- 3.A.2 principles-grad-prof-learning
- 3.A.2 Profiles of Learning for Undergraduate Success
- 3.A.2 Resolution to Update\_Commission\_Policy\_-\_Associate\_Degrees
- 3.A.2 School of Liberal Arts PRAC report
- 3.A.2 School of Liberal Arts PRAC report (page number 1)
- 3.A.2. Dental Assisting\_ Dental Education\_ IUFW
- 3.A.3 About\_Advance College Project
- 3.A.3 Advance College Project
- 3.A.3 Appendix A - CCNE letter of accreditation
- 3.A.3 CTL Event Applying the Quality Matters Rubric to Online Courses
- 3.A.3 Ensuring Quality\_ Faculty Support
- 3.A.3 History\_ Online Graduate Certificate
- 3.A.3 IU Fort Wayne Mission
- 3.A.3 IU Online Course Quality Checklist
- 3.A.3 IUPUC\_2021 CCN Master's Degree Program
- 3.A.3 Office of Online Education
- 3.A.3 Quality Matters at IU
- 3.A.3 SPAN - About the Program
- Glossary of IUPUI Acronyms.pdf



## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### Argument

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

#### 3.B.1.

##### General Education Core

IUPUI's mission drives the institution's approaches to teaching and learning broadly and to general education in particular. For much of our history, 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, accelerated the pace of this work. IUPUI's 30-credit core is designed to ensure students are introduced to and begin gaining practice with each of the competency domains in their general education courses.

The IUPUI [General Education Core](#) is based on guidelines developed by Indiana public university faculty under the auspices of the Indiana Commission for Higher Education (ICHE) and serves as the foundation for all degree programs at IUPUI. It includes 30 credit hours (typically 10 courses) often taken in the first and second years of college. About 300 courses have been rigorously [reviewed](#) and approved to the General Education Core by faculty members from all academic units, providing IUPUI students with a diverse array of options for fulfilling

their general education requirements. 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 and Intellectual Breadth and Adaptiveness.

<b>Foundational Intellectual Skills</b>		
<a href="#">Analytical Reasoning</a> – 6 credits	<a href="#">Core Communication</a> – 6 credits	<a href="#">Cultural Understanding</a> – 6 credits
<b>Intellectual Breadth and Adaptiveness</b>		
<a href="#">Life and Physical Sciences</a> – 6 credits	<a href="#">Arts and Humanities</a> – 3 credits (minimum)	<a href="#">Social Sciences</a> – 3 credits (minimum)

The General Education Core focuses on acquisition of foundational intellectual skills and intellectual breadth and adaptiveness, prerequisites for more advanced study in the academic major. Degree programs are free to determine additional general education requirements beyond the 30-credit core for their own students. For a course to be accepted for the General Education Core, departments must align the course’s outcomes with relevant and General Education Competency Domains and Profiles of Learning for Undergraduate Success (see 3.B.2).

## IUPUC

IUPUC faculty participate in the UAC and in the policies that govern the General Education Core at IUPUI. The UAC evaluates IUPUC courses for inclusion and continuation in the core according to the same criteria and schedule. In cases where particular courses are offered at both locations, they are aligned such that a course taken at IUPUC counts toward the same Profiles or competency domains that it would at the Indianapolis campus.

## IUFW

Following the realignment of Indiana University-Purdue University Fort Wayne, the new Purdue University Fort Wayne (PFW) entity was charged with providing general education for IUFW students through an agreement between the universities. Courses offered by PFW to meet the general education requirements of IUFW are selected to closely mirror the courses offered at and required for general education at Indianapolis. 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.

### 3.B.2.

#### The Profiles of Learning for Undergraduate Success

Beginning in 1998, our general education outcomes were guided by the Principles of Undergraduate Learning (PULs). The PULs defined our understanding of the abilities and skills baccalaureate graduates should possess. As part of our quality initiative, IUPUI undertook a review of the PULs. In 2017, IUPUI's Chief Academic Officer charged a faculty-staff task force with re-examining the PULs and Principles of Co-Curricular Learning considering the strategic plan and new general education curriculum. After an extensive review process that included internal and external stakeholders, the campus adopted the [Profiles of Learning for Undergraduate Success](#). "The Profiles" were approved by the IUPUI Faculty Council on May 1, 2018. The Profiles are the basis of all learning experiences at IUPUI, from the first-year general education courses to engaged learning to the capstone experience. The Profiles prepare students to be [communicators, problem solvers, innovators, and community contributors](#).

The [Undergraduate Affairs Committee \(UAC\)](#) has taken on the responsibility for implementing the Profiles into and throughout the undergraduate curriculum. Students become acquainted with each of the Profiles in general education and first year experiences and progress along these pathways through their major coursework and co-curricular activities toward the capstone/culminating experience. The Profiles provide students with numerous opportunities to deepen disciplinary understanding; prepare for a fulfilling career; and refine what it means to be a well-rounded, well-educated person ready to engage in lifelong learning.

Alignment and integration of the Profiles throughout the undergraduate curriculum are reflected in the [IUPUI Conceptual Learning Framework](#). Together, the General Education Core and the Profiles of Learning for Undergraduate Success reflect our mission-based commitment to meeting our state's urgent needs for a more educated citizenry and talented, versatile workforce.

### **3.B.3.**

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, the South-Central Indiana community for IUPUC, and the Northeast Indiana region for IUPUI, requires we take this commitment seriously. Our [mission statement](#) documents incorporate this commitment, as discussed in 1.A, 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. The Community Contributor Profile expects that IUPUI students respectfully engage in our own and other cultures, recognizing strong community members learn to navigate effectively in a complex world by working in a civil and collaborative manner with others.

### **Diversity Plans**

Academic and administrative units developed their first unit-wide diversity plans in 2007. Most recently updated in 2020-2021 (see the [School of Engineering and Technology's Diversity, Equity, and Inclusion Plan for 2021](#) as an example), these plans contribute to and build upon

IUPUI's first institution-wide [Diversity Plan](#), to ensure all university constituents are able to engage in a diverse world and function effectively across difference. The institution's diversity plan was intended to be renewed in 2021; however, with the ongoing response to the COVID-19 pandemic, the Division of Diversity, Equity, and Inclusion decided to wait to update the plan and is currently focusing on the school-level and service unit diversity plans.

School-level diversity plans 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, including the [Higher Education Excellence in Diversity \(HEED\)](#) award for all 11 years the award has been given.

### **Office of International Affairs (OIA)**

International students and faculty further contribute to the cultural richness of IUPUI. More than 140 countries are represented in the student body, which includes 1,751 international students as of fall 2022; more than 500 international faculty, visiting scholars, and staff contribute their global expertise to our community.

Through the leadership of the campus's Office of International Affairs, IUPUI has identified the UN Sustainable Development Goals (SDGs) as a cornerstone of our internationalization efforts. With a grant from the U.S. Dept. of Education, we are using the SDGs as a pedagogical framework to introduce global and diverse perspectives into our [First-Year Seminars](#). Our internationalization efforts have been recognized with several awards, including second in the United States for progress on addressing the SDGs through the [Times Higher Education Impact Rankings in 2021](#).

Furthermore, study abroad helps students develop global perspectives and intercultural competence. IUPUI, IUFW, and IUPUC undergraduate students can choose from 250 study abroad programs offered by IUPUI and other IU campuses, while graduate students participate in various international exchanges and partnerships, usually through their schools or departments. To expand students' access to these opportunities, the Office of International Affairs and many departments offer scholarships that support study abroad experiences including the [Study Abroad Planning Grant](#) that awards \$3,000 to students within their first year at IUPUI and gives them three years to use that award. In addition, we have developed a large number of shorter-term study abroad programs tailored to the needs of our students.

### **Curricular Offerings, Professional Development, and Programming**

IUPUI continues working to develop curricula that 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. Support for faculty seeking to diversify and internationalize curricula is offered by the [Center for Teaching and Learning](#); the Division of Diversity, Equity, and Inclusion; the Institute for Engaged Learning, and the [Office of International Affairs](#).

Other interventions, such as the [Tunnel of Oppression](#), [Alternative Break Program](#), [Social Justice Education](#), and the [Dimensions of Global Learning](#), equip students with experiences and perspectives necessary to thrive as citizens in a diverse, pluralistic society.

### **3.B.4**

#### **Engaged Learning**

High-Impact Practices (HIPs) and other forms of experiential and applied learning are embedded through curricular and co-curricular experiences. A First-Year Experience (FYE) is an essential HIP, and starting in 2022, all first-time, first-enrolled students at IUPUI participate in our FYE, which includes a summer orientation, one week Bridge program prior to the start of the fall semester, and a First-Year Seminar (FYS) course during the fall semester. Engaged learning experiences are often embedded within Bridge/FYS sections, including an [innovation challenge \(the JagChallenge\)](#), Global Engagement, Learning Communities, and Service-Learning.

Embedding engaged learning early is essential for scaffolding, as students engage in subsequent HIPs in their second and third years of enrollment, including internships, undergraduate research, civic and service learning, project-based learning, and collaborative learning. Examples include the [Integrative Core \(I-Core\)](#) required of all majors in the Kelley School of Business, [Peer-Led Team Learning](#) in the School of Science, and [ePortfolio pedagogy](#) in the Philanthropic Studies B.A. degree, which culminates in an [ePortfolio Capstone Showcase](#).

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. The Institute for Engaged Learning hosts a virtual [Engaged Learning Showcase](#) where students can post links to ePortfolios, which contain text, images, and videos showing the results of research and creative activity, internship experiences, civic engagement work, or capstone experiences.

#### **The Experiential and Applied Learning Record (The Record)**

In 2016, IUPUI created the [Experiential and Applied Learning Record](#). The “Record” is IUPUI’s Comprehensive Learner Record (CLR), tracks student engagement in high-quality curricular and co-curricular applied and experiential learning, such as internships and undergraduate research. Faculty and program directors must apply to have experiences listed on the Record, documenting alignment of learning outcomes to the Profiles, the use of reflection/metacognition in the experience, and the assessment plan and rubric used for evaluation. A subcommittee of the campus Program Review and Assessment Committee (PRAC) approves experiences. Students can identify Record bearing experiences on the Record website and can download their

completed Record (see an [example Record](#)). As of June 2022, there were more than 300 experiences on the IUPUI Experiential and Applied Learning Record with 4,569 unique students possessing more than 7,000 engaged learning experiences. The Institute for Engaged Learning conducts direct and indirect assessment of student learning within these engaged learning experiences. For direct assessment, each year a random sample of reflective artifacts is collected, and an assessment team employs rubrics from the American Association of Colleges and Universities (AAC&U) to [assess student learning](#). These rubrics are aligned to the Profiles of Learning for Undergraduate Success.

We are proud of our efforts in this area; data from the most recent [National Survey of Student Engagement](#) (NSSE, 2021) show IUPUI students participate in HIPs, especially service learning, more frequently than students at our peer institutions.

### **Graduate Programs**

Graduate-level programs require students to master advanced research and/or professional skills, analysis, and communication; these skills are codified in the [Principles of Graduate and Professional Learning \(PGPLs\)](#), endorsed by Faculty Council in 2009. 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. Examples include the [Pro Bono Program](#) in the McKinney School of Law and the [Student Outreach Clinic](#) in the IU School of Medicine.

### **Research at IUPUI**

As our mission statement indicates, IUPUI is the state's urban research and academic health and life sciences campus. "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. IUPUI's [Translating Research into Practice](#) program brings together faculty doing translational research and provides opportunities to display their work.

### **Faculty Research**

Other than faculty in the clinical and lecturer ranks, IUPUI faculty must demonstrate evidence of "satisfactory" research or creative achievement for tenure and/or promotion, and a substantial portion of tenure-track faculty present research and creative activity as their area of excellence in making their cases for tenure and/or promotion (41% in 2017-2018, 47% in 2018-2019, 39% in 2019-2020, 37% in 2020-2121, and 35% in 2021-2022). The [Office of the Vice Chancellor for Research](#) offers 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. Other initiatives aim to enhance diversity among IUPUI researchers through internal seed grants to underrepresented faculty members.

IUPUI is home to 55 [research centers and institutes](#) that range across domains of inquiry. For example, the [Institute of Integrative Artificial Intelligence \(iAI\)](#) acts as a catalyst for the promotion and coordination of AI research activities at IUPUI and to help develop research initiatives for high impact AI technologies and applications. The [STEM Education Innovation and Research Institute \(SEIRI\)](#) brings together expert education researchers with scientists and discipline-based education researchers to inform and reform undergraduate and graduate education across IUPUI and beyond. The [Frank and Katrina Basile Center for Art, Design and Public Life](#) serves as a creative think tank connecting Herron School of Art and Design faculty and students with community partners.

## Student Research

Students, both undergraduate and graduate, are central to IUPUI's research efforts. The [Center for Research and Learning \(CRL\)](#) has been central to efforts to develop, expand, and promote learning through mentored research, scholarship, and creative activities for undergraduates in all disciplines across the campus. These experiences can be one-on-one mentored experiences through the [Undergraduate Research Opportunity Program \(UROP\)](#) or can be structured within an interdisciplinary research team through the [Multidisciplinary Undergraduate Research Institute \(MURI\)](#). Students can also engage in four-year cohort-based research experience, such as the [Diversity Scholars Research Program \(DSRP\)](#), where a group of students progresses through a formal research program for four-years, with each student having their own faculty research mentor. Students can present their research during the fall semester [Indiana University Undergraduate Research Conference \(IUURC\)](#), the Research and Creative Activity Day in the spring semester, the Summer Research Symposium, and within an ePortfolio as part of the online Engaged Learning Showcase. 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. Through the IUPUI Graduate Office, graduate students have access to various types of [funding](#) to support research, including several Diversity Fellowships directed toward underrepresented minority students.

## Sources

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- 3.B.1 Analytical Reasoning\_ General Education Core
- 3.B.1 Arts and Humanities\_ General Education Core
- 3.B.1 Civics Literacy\_ General Education Core
- 3.B.1 Core Communication\_ General Education Core\_
- 3.B.1 Cultural Understanding\_ General Education Core

- 3.B.1 GE Core Classes w approval dates
- 3.B.1 General Education Core
- 3.B.1 Indiana College Core 1-page
- 3.B.1 IUPUI General Education Core Implementation Guidelines December 2013
- 3.B.1 Life and Physical Sciences\_ General Education Core
- 3.B.1 Social Sciences\_ General Education Core
- 3.B.1. General Education Review
- 3.B.1. History of Profiles
- 3.B.2 IEL - Final Reflection Prompts and Rubric
- 3.B.2 IUPUI\_Conceptual\_Learning\_Framework
- 3.B.2 Profiles of Learning for Undergraduate Success report
- 3.B.2 The Profiles Circular Graphic
- 3.B.2 Undergraduate Affairs Committee
- 3.B.3 Current IUPUI Mission and Vision
- 3.B.3 School of ET DEI Plan
- 3.B.3 School of ET DEI Plan (page number 6)
- 3.B.3 Alternative Break Program
- 3.B.3 CTL Curriculum Enhancement Grants
- 3.B.3 Impact Rankings 2021 \_ Times Higher Education (THE)
- 3.B.3 IUPUI Dimensions of Global Learning
- 3.B.3 IUPUI Diversity Plan
- 3.B.3 IUPUI Honored with National Diversity Award
- 3.B.3 IUPUI Strategic Plan
- 3.B.3 OIA Faculty and Staff Grants
- 3.B.3 Ph.D. in Health Communication
- 3.B.3 Race Social Justice and Philanthropy
- 3.B.3 School of Nursing DEAI Plans
- 3.B.3 Social Justice Education
- 3.B.3 Study Abroad Planning Grant
- 3.B.3 Teaching and Learning\_ SDGs at IUPUI
- 3.B.3 Tunnel of Oppression
- 3.B.3 Urban Education Studies
- 3.B.4 - DSRP Projects - 2021-2022
- 3.B.4 - IEL - Final Reflection Prompts and Rubric
- 3.B.4 - MURI Projects - 2021-2022
- 3.B.4 OVCR Funding
- 3.B.4 - UROP Projects - 2021-2022
- 3.B.4 AACRAO Comprehensive Learner Record
- 3.B.4 AACRAO Comprehensive Learner Record Showcase
- 3.B.4 Basile Center
- 3.B.4 Center for Research and Learning Programs
- 3.B.4 Direct Assessment of Student Learning in Engaged Learning
- 3.B.4 Diversity Scholars Research Program
- 3.B.4 Engaged Learning Showcase
- 3.B.4 Example Record
- 3.B.4 Experiential and Applied Learning Record



- 3.B.4 Experiential and Applied Learning Record Website
- 3.B.4 Graduate Funding
- 3.B.4 Indiana University Undergraduate Research Conference
- 3.B.4 Institute of Integrative AI
- 3.B.4 IUPUI Centers and Institutes
- 3.B.4 JagChallenge Showcase
- 3.B.4 Kelly School of Business icore
- 3.B.4 Multidisciplinary Undergraduate Research Institute (MURI)\_
- 3.B.4 NSSE High-Impact Practices - IUPUI
- 3.B.4 Philanthropy (Lilly Family) Final\_LFSOP PRAC 2020\_2021
- 3.B.4 Philanthropy (Lilly Family) Final\_LFSOP PRAC 2020\_2021 (page number 4)
- 3.B.4 principles-grad-prof-learning
- 3.B.4 Pro Bono Program IU McKinney School of Law IUPUI
- 3.B.4 School of Philanthropy ePortfolio Capstone Showcase
- 3.B.4 School of Science - Peer-Led-Team-Learning
- 3.B.4 SEIRI
- 3.B.4 Student Outreach Clinic IU School of Medicine
- 3.B.4 Translating Research into Practice\_ IUPUI
- 3.B.4 Undergraduate Research Opportunity Program (UROP)\_
- Glossary of IUPUI Acronyms.pdf

## 3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

## Argument

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

### 3.C.1.

#### Faculty & Staff Composition

At IUPUI, we continue to work to ensure the makeup of our faculty and staff reflects our increasingly diverse student populations. We maintain dynamic data dashboards reflecting the composition of institutional personnel across identities such as gender and race/ethnicity (see the [faculty dashboard](#) and [staff dashboard](#) for examples). Faculty and staff identities are supported and advocated for through various [faculty and staff councils](#), which reflect identities related to race and ethnicity, faith and worldview, sexual orientation, and military veteran status.

In 2010, our faculty was 75% White, 14% Asian, 4% Black/African American and 2% Latinx. In [2021](#), small changes can be seen. Though the faculty are still 72% White, the percentages of Black/African American faculty rose to 5%, and Latinx to 4%. IUPUI's Office of Institutional

Research and Decision Support (IRDS) created a [Tableau Report](#), based on IPEDS data, that allows for the comparison of faculty demographics across multiple institutions. This comparison indicates that IUPUI is somewhat behind other doctoral granting public institutions in the U.S. in numbers of African American and Latinx faculty. Through the [Evidence-Informed Promotion of Inclusive Climate \(EPIC\) Advance grant](#) (and other initiatives), we have worked to address climate concerns and other challenges that face women in STEM.

IUPUI has in place several efforts and initiatives intended to support and advance these efforts, including IU's [\\$30 million fund to advance efforts to hire underrepresented faculty](#) in tenure track positions; [Project EPIC \(Evidence-Informed Promotion of Inclusive Climate\)](#), which works to develop equity-minded leaders through purposeful programming, training, and [department enhancement grants](#); the [ASPIRE National Alliance for Inclusive and Diverse STEM faculty \(I-Change network\)](#), a joint initiative of the Association of Public and Land Grant Universities (APLU) and the Center for the Integration of Research, Teaching and Learning (CIRTL) funded through the National Science Foundation; and the [Support for Talent Attraction, Retention, and Transition \(START\)](#), a program to encourage schools and departments at IUPUI, IUPUC, and IUPUI in recruiting underrepresented tenured or tenure-track faculty and librarians who will contribute to the intellectual environment on our campuses and serve as mentors for our students.

IUPUI's efforts resulted in a First Place Award in the STEM Faculty Category for the "[Taking Action: COVID-19 Diversity, Equity and Inclusion Challenge](#)" issued by the NSF. The submission highlighted IUPUI's adoption of the [integrative DEI pathway to promotion and tenure](#) in 2021 and other practices to support women and faculty of color to negate the expected long-term negative impacts of the pandemic.

### 3.C.2.

Teaching excellence is a proud hallmark of IUPUI and is fundamental to accomplishing our mission. 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 2021, IUPUI's instructional faculty totaled 4,324, including 1,265 tenured or tenure-track faculty and librarians; 1,814 full-time non-tenure track faculty; and 1,245 part-time instructors. In Fall 2021, the student-to-faculty ratio was 1:13 for undergraduate programs.

We hire and retain a highly trained faculty and the vast majority of those who seek promotion and tenure are successful. In 2021-2022, 147 faculty across all ranks sought promotion and/or tenure. Only two candidates were unsuccessful at the campus level, a success rate of almost 99%. Similarly high levels of successful cases were seen in the prior three cycles. When faculty are not retained, it is generally not because they failed to be tenured or promoted at the campus level. According to the IUPUI Office of Institutional Research and Decision Support (IRDS), for the

three most recent cohorts of faculty for whom data are available—those hired in 2015, 2016, and 2017—4-year retention rates [range from 67% to 78%](#).

### **Faculty Responsibilities**

As set forth in the [IUPUI 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](#) 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); 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 Profiles, 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. (See 4.B.4 for discussion of PRAC.)

### **3.C.3.**

#### **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. According to University Institutional Research and Reporting, among tenure track faculty 87% of Assistant Professors, 96% of associate professors, and 98% of full professors have obtained a doctoral or professional degree as of 2021. 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, IUPUI's Executive Vice Chancellor and Chief Academic Officer asked all campus schools to provide a formal faculty-crafted policy defining procedures and criteria for determining when such experience is sufficient to allow instructors to serve as the faculty of record. The [Tested Experience Policy for the School of Liberal Arts](#) is a good example.

The Office of Academic Affairs and HRMS (human resources management system) maintain top-level faculty records. For full time faculty, this includes offer letters, academic profiles (degrees), promotion and tenure, sabbatical, and administrative appointments; for part-time faculty this includes academic profiles and appointment letters. Schools maintain files on annual reviews and any disciplinary actions, and additional information is captured during specialized accreditation and periodic program review processes. IU provides [Digital Measures Activity Insight \(DMAI\)](#) to capture standardized information about faculty teaching, external grants, scholarly accomplishments, and other activities. This tool supports promotion and tenure processes as well as annual and ad hoc reporting by departments and schools.

## **Consortial and Dual Credit Programs**

As noted in 3.A.3, all consortial programs 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 explained in 3.A, 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 dual credit programs.

### **3.C.4.**

#### **Faculty Evaluation**

As specified in the [Guide for IUPUI Faculty](#), [faculty performance is evaluated annually](#), based on an annual report completed by the faculty member and submitted through DMAI, as described above. Evaluations are conducted by the dean or chair and are focused on the applicable areas of faculty responsibility (i.e., research, teaching, and/or service). 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.

Annual peer reviews are not mandated but are strongly recommended, and some school bylaws provide for them.

#### **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. Though a department chair or dean may complete the annual review alone, year three reviews must incorporate peer reviews and consider the totality of the work up to that point. The language in the [Guide for IUPUI Faculty](#) states "To ensure that all tenure-probationary faculty members benefit from helpful and meaningful assessments of their progress toward promotion and tenure near the mid-point of their probationary period, a three year formative review shall be conducted on all such faculty members during the spring semester of the third year for their appointments...." Year three reviews are submitted to the Office of Academic Affairs, where staff read such reviews to make sure faculty are meeting their intended goals.

Faculty reviews 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.5.

#### **Currency in Instructional Roles**

IUPUI's mission mandates that we value teaching excellence. We assure faculty are adept instructors who are current in their disciplines through the faculty annual reporting and evaluation process (see 3.C.5), periodic program reviews (see 4.A), and robust professional development opportunities.

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.

In June of 2019, the [IU Board of Trustees created a third rank to the lecturer \(teaching\) track](#) of full-time faculty. The new rank, titled Teaching Professor sits at the top of this track and rewards faculty who demonstrate excellence in the scholarship of teaching as well as extraordinarily successful teaching and learning outcomes.

Another opportunity for faculty professional development and advancement is the sabbatical leave program. Faculty are eligible for a sabbatical every seven years of full-time service. [Sabbaticals](#) are generally used for advancing a faculty member's research agenda though on occasion faculty employ sabbaticals to develop or advance new teaching and learning techniques.

#### **Professional Development Support**

The Office of Academic Affairs provides an annual [New Faculty Welcome](#) which provides an overview of IUPUI's history as well as introducing new faculty to key leaders on campus. Following this event, new faculty receive a monthly email [newsletter](#) with just-in-time information.

IUPUI has worked to create a culture of mentoring for faculty, including [LIFT \(Leading and Inspiring Faculty Together\)](#) peer mentoring circles that bring together faculty from across campus into groups based on shared goals and challenges; [Project EPIC](#) peer mentoring circles made up of women in STEM disciplines; and [EMPOWER \(Enhanced Mentoring Program for Ways to Excel in Research\)](#), a mentoring program intended to support faculty from historically underrepresented or excluded populations in their disciplines or area of scholarship. A [10-year evaluation](#) showed the EMPOWER Program provided faculty with numerous direct benefits

including accountability through a structured/formalized mentoring program, support in identifying sponsored research and external funding, increased scholarly activity, and career advancement. The [Graduate Mentoring Center](#) within the IUPUI Graduate Office provides resources and opportunities for faculty and staff to strengthen their skills in mentoring graduate and professional students, including their faculty and staff mentoring dialogs series and the enhancing cultural awareness series.

Further professional development efforts are coordinated through the [Forum Council](#), chaired by the Executive Vice Chancellor and Chief Academic Officer, and whose membership is comprised of unit leaders and faculty fellows responsible for delivering professional development for faculty and staff related to teaching and learning, including the Center for Teaching and Learning (CTL), Institute for Engaged Learning, Office of International Affairs, Office of the Vice Chancellor for Research, the Office of Community Engagement, faculty fellows, and representation of the IUPUI Faculty Council (IFC). Drawing from the Greek notion of the “Forum” we created a virtual Forum Network, an online coordinating structure that supports faculty success by bringing together all faculty related resources into one online location. The [Forum Network](#) includes resources on teaching and learning, career advancement, faculty life, diversity and inclusion, community engagement, and research and creative activity. Additionally, IUPUI created the [Faculty Crossing](#), a technology rich collaboration space available for use by all IUPUI instructors. The crossing provides a welcoming environment that is intended to promote creativity and innovation.

Many faculty at IUPUI 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*, *Diversity & Democracy*, and *Assessment Update*.

### **The 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 and inclusive and equitable teaching practices. Examples include the [Extended Reality Initiative \(XRI\)](#); [Creating Racially Inclusive Classrooms](#), a yearlong webinar series in partnership with the Division of Diversity, Equity, and Inclusion; and the [ACUE’s Effective Teaching Practices Course](#). 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, IUPUC, and IUPUI campuses.

IUPUC also has a [Center for Teaching and Learning](#) that offers faculty development opportunities. The IUPUC CTL staff support and work with P-20 educators throughout the region, are actively available to consult on initiatives (College Readiness, Gateway Community

of Practice) that enhance teaching and learning, and often collaborate with community educational partners.

IUFW faculty are supported by both the Center for Enhancement of Learning and Teaching (CELT) through Purdue Fort Wayne as well as CTL at IUPUI. In-person consultation, programs and workshops, as well as on-line resources, are available to all faculty at IUFW.

### **Statewide and National Development Opportunities**

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, 169 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. In 2020, the Institute for Engaged Learning hosted a 4-part workshop series on high-impact practices for the [CIRTL network](#).

IUPUI also serves as host of the [Assessment Institute in Indianapolis](#), the oldest and largest U.S. even focused on assessing and improving in higher education. The Assessment Institute is designed to provide opportunities for (a) individuals and campus teams new to higher education assessment and improvement to acquire fundamental knowledge about the field; (b) individuals who have worked as leaders in assessment and improvement to share and extend their knowledge and skills; and (c) those interested in assessment and improvement at any level or in any collegiate context to establish networks that serve as sources of support and expertise beyond the dates of the Institute. Members of PRAC receive complimentary registration, and other members of the IUPUI community receive a reduced registration fee for attendance at this national professional development experience.

### **3.C.6.**

#### **Student/Faculty Interaction**

IUPUI values student/faculty interactions and codifies its importance in the [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 to ensure that faculty remain accessible to students. In the [2019 End of First Semester Survey](#), 74.4% of first-year students strongly agreed or agreed with the statement, "there are instructors at IUPUI who care about my learning." The [2021 National Survey of Student Engagement \(NSSE\)](#) results showed that 41% of first-year students rated their quality of interaction with a faculty member as a 6 or 7 on a scale of 1-7 (with "7" being "excellent" and "1" being "poor"). Fifty-



one percent of seniors reported the same, indicating 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 and accessibility on campus.

### 3.C.7.

#### **Student Support Staff Qualification, Training, and Professional Development**

Student support staff position descriptions are written and approved prior to advertising; position descriptions articulate required qualifications, including education and work experience as necessary (see example positions descriptions for an [Academic Advisor](#) and [Assistant Vice Chancellor for Diversity, Equity, and Inclusion](#)). Staff positions require additional training within the university—specifically related to [FERPA](#), [Sexual Misconduct](#), and [compliance at IU](#), in addition to other internal processes. Student support staff are offered support and professional development similar to faculty, including opportunities to attend conferences and participate in other specialized training.

Multiple opportunities exist for professional development for staff members providing student support services. IUPUI [Next Generation 2.0](#) is a 9-month leadership development program dedicated to the preparation of women and underrepresented faculty and staff for positions of leadership and opportunities for advancement in higher education. The university’s Human Resources department has partnered with [LinkedIn Learning](#) to provide current IU staff, faculty, and students with access to an online library of more than 15,000 expert-led video tutorials and courses. In addition, IUPUI has developed and implemented a [Staff Mentoring Program](#) designed to increase job competencies, assist with career development, enhance engagement, and raise overall job satisfaction. The program is designed to be flexible to ensure optimal program results.

The Division of Undergraduate Education Campus Career and Advising Services (CCAS) has launched a [New Advisor Academy](#), two days of intensive training for new academic advisors; a modular onboarding for New Career Services Professionals; sponsors approximately fifteen professional development events each year for advisors and career services professionals; and developed and administers the [Academic Advisor Development Program](#) and the [Career Services Professional Development Program](#), structures that promote ongoing advisor professional development and fidelity to expectations of excellent academic advising and career services.

Since fall 2020, the Division of Student Affairs Professional Development Committee has partnered with the division’s Staff Morale Committee to offer book club sessions on diversity, equity, and inclusion topics.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

### Argument

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

#### 3.D.1.

##### Support Services for Students

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 goal articulated in our current [strategic plan](#), and specifically addresses improving degree attainment, engaging all students in demonstrated high-impact teaching and learning practices, and improving and expanding academic support services.

Recognizing most attrition takes place between the first and second year of enrollment, IUPUI has invested considerable resources in the success of beginning students. As described in 3.B.4, students participate in the Summer Bridge program and First-Year Seminar during the fall semester. These High-Impact Practices can include a project-based learning experience like the JagChallenge, Learning Communities, or a Global Learning Project. [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 is offered through a variety of campus resources, including [The Bepko Learning Center](#); the [Mathematics Assistance Center](#); the [Writing Center](#); and several discipline-specific centers, mostly in STEM fields; and IUPUC's [Academic Resource Center](#).

Students can also seek academic help by clicking an "IUPUI Academic and Student Support Services" tab embedded in every course site within the Canvas Learning Management System. Students with documented disabilities are supported through [Adaptive Educational Services \(AES\)](#), which coordinates support services and academic accommodations for this population.

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 [Office of International Affairs](#) is a hub for IUPUI's international activities and supports IUPUI's 2,000+ international students; an [LGBTQ+ Center](#); and the [Office for Veterans and Military Personnel](#), which provides centralized, comprehensive resources to veterans and families to support their academic success and transition from military to student life.

In Summer 2020, IUPUI launched the [Center for Transfer and Adult Students](#), combining the efforts of the Degree Completion Office, the Office of Transfer Student Services, and Passport (an inter-institutional office between Ivy Tech and IUPUI). We continue to maintain educational equity programs that provide peer mentoring, community, supplemental advising and coaching, and resilience-focused educational experiences to students of color, students from low-income backgrounds, independent youth (emancipated, students coming out of foster care), and students with dependents. These programs include the [21st Century Scholars Program](#), the [TRIO programs of Upward Bound and Student Support Services](#), the [Diversity Enrichment and Achievement Program \(DEAP\)](#), and the [THRIVE](#) and scholar support programs.

IUPUI recognizes the impact of socioeconomic status on student success; 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. 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.

Based on data indicating IUPUI first-time, first-year students who live in on-campus housing have higher retention rates than those who do not—76% compared to 64% in 2020—we have dramatically expanded on-campus housing options for students with a current capacity of 2,400 beds.

The [Office of Health and Wellness Promotion](#) offers students in-depth education on topics like mental health, sexual health, alcohol and drug education, addiction recovery, nicotine cessation, peer health education, and nutrition. [Campus Health](#) provides health services to IUPUI students, faculty, and staff. The [Office of Student Advocacy and Support \(OSAS\)](#) offers advocacy services to students by helping them navigate university policies and find appropriate support services. OSAS also oversees IUPUI's food pantry and clothing assistance program known as Paws' Pantry and Paws' Closet. The [Office of Student and Family Connections](#) ensures students' families and support networks are connected to the campus through regular newsletters and family events and programming.

### 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.

For students prepared for additional academic rigor and challenge, the [IUPUI Honors College](#) offers Honors coursework, supplemental 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 which are integrated with the Honors College.

Since 2021, students have been placed into their first-year math course using a combination of their high school math course enrollment and grade, SAT/ACT scores, and the online mathematic placement ALEKS (Assessment and Learning in Knowledge Spaces). Students who use ALEKS also have the option to use its adaptive learning modules and 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, IB, 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.

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 significantly since 2012.

As discussed in 3.C., the Bepko Learning Center works to enhance the opportunities for undergraduate students to achieve educational goals and to assist in their development of academic skills. The Bepko Learning Center also offers "[Rebound Week](#)", which occurs between the typical first and second sets of exams, projects, and papers and features events to help students learn to implement metacognitive, or "advanced study" strategies. The week happens early enough in the semester to give students plenty of time to rebound throughout the rest of the semester.

### 3.D.3.

#### **Academic Advising**

IUPUI has carefully refined its advising systems 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. 45% 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 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 learning from and satisfaction with advising from campus-wide surveys.

Effectiveness of advising is also addressed as part of the program review process and in specialized accreditation reviews, where applicable. Students' satisfaction with advising is measured by the IUPUI-developed biannual [Collegiate Advising-Related Learning Inventory \(CARLI\)](#), an instrument based on our campus advising outcomes. 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 4-year graduation. Recent surveys of [undergraduate](#) and [graduate](#) alumni also explored satisfaction with advising. In response to the COVID-19 pandemic, the institution continued to monitor students' satisfaction with new modalities of advising. For example, in fall 2021, undergraduate respondents to the [Student Check-In Survey](#), indicated satisfaction with opportunities to meet with advisors virtually rather than face-to-face; 59% indicated they were satisfied or very satisfied. 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.

IUPUI co-led a collaboration with five other Association of Public and Land-Grant Universities (APLU) metropolitan universities (Albany, Cincinnati, Louisville, University of Missouri-Kansas City, and Portland State) to engage in a similar inter-institutional competition with a focus on Pell recipient undergraduates in Fall 2021. Through this initiative, 16 of IUPUI's 19 advising units increased their percentages of undergraduates met with from the Fall 2020 initiative, with University College Academic and Career Development once again leading the campus having met with 43% of their undergraduates in the first seven weeks. Campus-wide IUPUI met with 34% of Pell recipient students in the first seven weeks of Fall 2021 compared to 28% of non-Pell students.

At IUPUC, advisors primarily advise students, whether in University College or in degree programs. 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. Additionally, IUPUC is represented on the IUPUI Campus Advising Council.

At IUFW, students are advised by professional advisors prior to admission to their academic program. Professional advisors are located in the Student Success Center and are available to advise students in person or virtually. IUFW is represented on the IUPUI Advising Council.

### **3.D.4.**

#### **Infrastructure and Resources for Teaching and Learning**

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

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, 100 computer workstations for individual and group work, and access to most of IUPUI's electronic resources.

IUFW students have access to the PFW Helmke Library and its electronic resources as well as the University Library, the Ruth Lilly Medical Library and the Dental library in Indianapolis. The Helmke Library provides support to students and faculty who need assistance and offers computer stations, quiet study areas, group study areas and interactive technology areas to support student learning. Since all IUFW students have PFW access for library services they are also able to utilize the holdings of Purdue University that are available to PFW students.

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 learning management system, which is integrated with CourseNetworking, IU's ePortfolio platform. 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 IU students more than \$69 million since 2011; 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.

Since 2012, IUPUI has invested more than \$5.5 million in 191 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. 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. Since the program's inception, 27 active learning classrooms have been created at a cost of \$1.8M. As part of the initiative, the Mosaic Faculty Fellows Program helps to develop a network of faculty experts on employing cutting-edge technologies to promote engaged student learning. More than 40 IUPUI faculty have participated in the Mosaic Faculty Fellows Program since the program's inception.

The [Testing Center](#) offers students computer-based testing services, including placement tests and proctored exams for face-to-face and online classes.

As Indiana's health and life sciences campus, IUPUI offers students preparing for health professions state-of-the-art learning facilities, including the [Jean Johnson 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.

IUPUI students have access to excellent lab facilities on campus and participate in clinical experiences across Northeast Indiana. On campus labs for nursing simulation; medical imaging in radiography and sonography; and dental assisting, hygiene and technology, give students the opportunity to engage with technology and patient simulation prior to actual clinical experiences. More than 300 community partners provide clinical learning opportunities and internships for students enrolled in the programs and schools at Fort Wayne. An on campus dental clinic provides on-site experience for students enrolled in allied dental education programs.

The Division of Student Affairs is at the heart of campus life at IUPUI. Students can take advantage of various experiences outside the classroom that contribute to their growth and development. The [Fraternity and Sorority Community](#) is comprised of 24 chapters committed to developing lifelong friendships, creating far-reaching networks, and finding countless opportunities for success. [Campus Recreation](#) has a host of indoor and outdoor recreation facilities and offers intramural and club sports, including ADA-accessible cardio and weight-training equipment and showers and changing rooms. With a Campus Recreation membership, students have access to the [National Institute for Fitness and Sport \(NIFS\)](#), which includes group

fitness classes, personal programming, a full weight room, NBA basketball court, track, and more. Students are also encouraged to use mental health and health-related services offered by [Counseling and Psychological Services](#), [Campus Health](#), and [Health and Wellness Promotion](#).

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- 3.D.4 Student Support Services Fraternities and Sororities
- 3.D.4 Student Support Services Office of Student Conduct
- 3.D.4 Testing Center\_ IUPUI
- 3.D.4 University Library
- Glossary of IUPUI Acronyms.pdf

## 3.S - Criterion 3 - Summary

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

### Summary

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IUPUI continues to demonstrate its commitment to, and ability to deliver, a high-quality education to its students, regardless of the modality. Guided by our mission, we endeavor to “advance the State of Indiana and the intellectual growth of its citizens to the highest levels.” In this regard, we adopt and embrace a holistic vision of student success, to include experiences across the institution, both inside and outside the classroom. These experiences include a combination of general and specialized knowledge, skills, and dispositions appropriate to each undergraduate, graduate, and professional degree we offer.

We have 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. Articulated outcomes (including the Profiles), program requirements, advising, dedicated scholarships, support services, and our Experiential and Applied Learning Record encourage students to take advantage of the opportunities afforded by the campus and its urban setting and mission, engaging with the surrounding community through service and internships; conducting research; and participating in an increasing array of co-curricular offerings.

Concurrently, we recognize the need to support students and support staff with opportunities to learn about and embrace human and cultural diversity, knowing these experiences provide opportunities to develop the knowledge, attitudes, skills, and abilities to interact with and contribute to an interconnected, multicultural world. We continue to enhance and expand our programming, services, and educational opportunities in support of this objective.

Continuous assessment and refinement of these educational initiatives is crucial to their continual improvement and success. Our evaluation and institutional effectiveness efforts and planning strategies are discussed in detail in Criteria 4 and 5, respectively.

### Sources

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

### Argument

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

#### 4.A.1

##### Program Review

Program Review for [academic units](#), [co-curricular units](#), and [research centers and institutes](#) 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 on its website a [record of all](#)

[units reviewed](#) since 1993 that documents the range of programs reviewed and the membership of each review team. Plentiful program review [resources](#) are also featured on the website; these include a sample schedule for [in-person](#) and [virtual](#) visits, an extensive [Guide to Resources for Data-Informed Decision Making at IUPUI](#), and example self-studies (see [English](#); [Counseling and Psychological Services \(CAPS\)](#); [Medical and Molecular Genetics](#); and [Center for Enhancing Quality of Life in Chronic Illness](#)).

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 the reviewed unit is supported in addressing the outcomes of the review. Review teams spend one or one-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 (see [English team report](#) example). Within six months of receipt of this report, program faculty and/or staff write a response addressing each recommendation (see [English departmental response](#) as an example response; see presentation by [CAPS to Council of Deans](#) sharing outcomes of Program Review process). 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 [May 2022 PRAC Meeting Minutes](#) as a recent example.)

#### 4.A.2

##### **Prior Learning Assessment**

IUPUI accepts and awards course credit for prior learning and experiential learning and 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. The Center for Transfer and Adult Students coordinates PLA procedures and provides information on its website to assist students with PLA planning. 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 the certification or license is college-equivalent learning.

IUPUI offers these 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 PLA options vary by school. IUPUI schools offering such PLA options have policies and procedures for evaluating and awarding credit. (See, for example, the School of Engineering and Technology PLA information on [courses](#) and [certifications](#) eligible for PLA).

### **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 DAN TES 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.

### **Experiential Learning**

Another significant assessment of co-curricular learning is the [IUPUI Experiential and Applied Learning Record](#) (“The Record”), a co-curricular transcript that emerged from IUPUI’s participation in the [NASPA/AACRAO Comprehensive Learner Record project](#). The Record provides students with verified documentation of out-of-class learning in experiences ranging from community-engaged/service learning to study abroad, internships, undergraduate research, peer mentoring/tutoring, to leadership of student organizations (see an [example Record](#)). When carefully implemented, these activities can stimulate powerful learning that complements and supplements in-class learning. To include an experience in The Record, faculty/staff sponsors must provide evidence of fidelity to attributes of effective implementation of the practice, and of student learning of one or more Profiles, based on rigorous assessment. [Applications](#) for including experiences in The Record are evaluated by the [PRAC Record Subcommittee](#), which has approved more than 300 credit-bearing and co-curricular experiences. IUPUI aims for all undergraduates to participate in four of these engaged learning experiences by graduation.

### 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](#), including [information from the Transfer Evaluation System](#), are communicated to prospective students on the website of the Office of Undergraduate Admissions.

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 Center for Adult and Transfer Students has created flexible degree programs to maximize distribution of transfer credit for adult learners who have some college but no degree; success coaches and career advisors provide custom consultation for returning students about degree options, costs, credit evaluation, and prior learning assessment.

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;
4. fix the academic calendar and the general policies for scheduling classes;
5. establish policies for institutional and student participation in extracurricular activities;
6. advise the Chancellor of IUPUI, the Indiana University and the Purdue University Presidents, and the Boards of Trustees concerning policies and administration of the libraries;



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;
8. consult with decision-making administrators regarding proposed changes in academic organizations;
9. continually review educational policies;

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.
- The [Graduate Affairs Committee \(GAC\)](#) similarly oversees the 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.
- The [Academic Affairs Committee of the IUPUI 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**

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. IUPUI does not offer dual credit programs.

#### **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. On behalf of all campuses and programs of Indiana University, including those for which IUPUI has responsibility, IU's University Academic Affairs serves as the central coordinating unit and [maintains a listing](#) of the 85 programs currently accredited by specialized disciplinary accreditors.

### 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; these are listed in the [IUPUI Campus Bulletin](#) (see an example of [program learning outcomes in the Bulletin from the English B.A. program](#)); the [IUPUC Bulletin](#) does likewise. [The Profiles of Learning for Undergraduate Success](#) are the basis for all learning experiences at IUPUI—from first-year general education courses to engaged learning opportunities to a capstone experience. The Profiles help students develop knowledge and broad skills that will prepare them for their future, regardless of the field, industry, or area that they choose to pursue. The [Principles of Graduate and Professional Learning](#) do likewise for graduate and professional programs. Institution-wide learning outcomes are explained in 3.B. Assessment of institution-wide and program-level 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 the longer-term success of our graduates. The IUPUI Alumni Survey 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 were invited to participate. The last administration of the survey occurred in 2019 and produced separate reports about undergraduate and graduate alumni.

Key findings from the [2019 IUPUI Undergraduate Alumni Student Survey](#) include:

- 83% of undergraduate student alumni respondents reported full-time employment. 85% of those currently employed either full- or part-time say their job allows them to use skills or pursue activities related to their major at IUPUI.

- The most prominent places of employment include healthcare organizations (25%), large corporations (19%), and small businesses or corporations (18%).
- 27% of undergraduate student alumni respondents have no debt related to their undergraduate degree.
- 57% of alumni respondents currently with debt reported being at least somewhat confident they will be able to pay off their student loans on time.
- Of those owing between \$60,000 and above in student loan debt, almost half of respondents reported being not at all confident (48%) in their ability to pay them back on time.
- Overall, respondents were satisfied (49%) or very satisfied (43%) with their overall academic experiences at IUPUI.
- Quality of instruction in major area and the general helpfulness of faculty were both rated highly by respondents (89% and 86% respectively being satisfied or very satisfied).

Key findings from the [2019 IUPUI Graduate Alumni Survey](#):

- 89% of graduate student alumni respondents reported full-time employment. 85% of those currently employed full- or part-time say their job offers opportunities they were seeking and options for future growth.
- The most prominent places of employment include educational institutions (29%), healthcare organizations (25%), and large corporations (15%).
- 90% of graduate alumni respondents reported their current job is at least somewhat related to their major at IUPUI; 68% reported their current job is directly related to their major.
- 46% of respondents reported having no student loan debt related to their graduate degree, while 31% of graduate student alumni respondents have accrued at least \$50,000 of debt related to their graduate degree.
- 92% of respondents were satisfied or very satisfied with their overall academic experiences at IUPUI.

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 launches a [First Destination Survey](#) using standards and protocols from the National Association of Colleges and Employers. Among recipients of undergraduate degrees between July 2018 through June 2019 (data collected through December 2019), IUPUI (Indianapolis only) had a knowledge rate of 65.5%. Of graduates with known outcomes:

- 94.1% of graduates reported positive career outcomes with employment or further education, and 71.8% reported full-time employment.
- 12.2% are enrolled in a program of continuing education such as a master's degree program.

- 91.1% of full-time employed graduates are employed in Indiana, 64.5% in Indianapolis specifically.
- 81.9% of full-time employed graduates reported their position is related to their field of study.
- 72.1% of graduates completed at least one internship, practicum, co-op, student teaching, or clinical placement.
- 35.5% of those graduates (who had an internship) reported an internship leading to a full-time offer.
- 92.7% agreed the internship completed their degree and helped prepare them for a career.

IUPUC had a knowledge rate of 67%. Of graduates with known outcomes:

- 82% were employed.
- 94% percent of students with employment were working fulltime.
- When the location of employment was reported, almost all students (97%) stated they were remaining in Indiana for work.
- The average first-year salary for bachelor recipients was \$45,942, resulting in an expected monthly loan debt payment that is 6.5% of monthly income.

IUPUI maintains a distributed network of career services offices and programs across campus. Given the increasing challenges of maintaining contact with graduates, IUPUI continues to leverage 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

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- 4.A.1 CAPS Presentation to Council of Deans on Program Review Outcomes
- 4.A.1 May 2022 PRAC Meeting Minutes
- 4.A.1 Program Review Academic Unit Self-Study Elements
- 4.A.1 Program Review Departmental Response for English
- 4.A.1 Program Review Guide to Resources for Data-Informed Decision Making at IUPUI
- 4.A.1 Program Review Record of All Units Reviewed
- 4.A.1 Program Review Research Centers and Institutes Self-Study Elements
- 4.A.1 Program Review Resources from Website
- 4.A.1 Program Review Resources\_ Web Examples of Self-Studies\_ and Sample Schedules
- 4.A.1 Program Review Sample In-Person Schedule
- 4.A.1 Program Review Sample Virtual Schedule
- 4.A.1 Program Review Self Study for Center for Enhancing Quality of Life in Chronic Illness
- 4.A.1 Program Review Self Study for Counseling and Psychological Services
- 4.A.1 Program Review Self Study for English
- 4.A.1 Program Review Self Study for Medical and Molecular Genetics

- 4.A.1 Program Review Student Affairs and Cocurricular Programs and Services Self-Study Elements
- 4.A.1 Program Review Team Report for English
- 4.A.2 College Level Examination Program (CLEP) Exams
- 4.A.2 DSST Exams
- 4.A.2 Engineering and Technology Certifications Eligible for PLA
- 4.A.2 Engineering and Technology Courses Eligible for PLA
- 4.A.2 Example Record
- 4.A.2 IUPUI Case Study on Comprehensive Learner Record
- 4.A.2 IUPUI Experiential and Applied Learning Record
- 4.A.2 PRAC Record Subcommittee
- 4.A.2 Prior Learning Assessment (PLA)
- 4.A.2 Record Application
- 4.A.3 Information from the Transfer Evaluation System
- 4.A.3 Office of Undergraduate Admissions Transfer Information
- 4.A.3 TSAPs at IUPUI
- 4.A.4 Academic Affairs Committee of the IUPUI Faculty Council
- 4.A.4 Admission Requirements
- 4.A.4 Constitution of the IUPUI Faculty
- 4.A.4 Graduate Affairs Committee (GAC)
- 4.A.4 Guide for IUPUI Faculty
- 4.A.4 IUPUI Office of Academic Affairs
- 4.A.4 SPAN (Special Programs for Academic Nurturing) Division
- 4.A.4 Undergraduate Affairs Committee (UAC)
- 4.A.4 University College Academic Policies and Procedures Committee
- 4.A.5 Listing of Accredited Programs at IUPUI
- 4.A.6 2019 IUPUI Undergraduate Alumni Student Survey
- 4.A.6 IUPUC Bulletin
- 4.A.6 IUPUI Campus Bulletin
- 4.A.6 Office of Campus Career and Advising Services
- 4.A.6 Program Learning Outcomes in the Bulletin from the English B.A. Program
- 4.A.6 The Principles of Graduate and Professional Learning
- 4.A.6 The Profiles of Learning for Undergraduate Success
- A.4.3 Transfer Credit Policies
- A.4.6 2019 Alumni Graduate Student Survey
- A.4.6 First Destination Survey
- Glossary of IUPUI Acronyms.pdf

## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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

#### 4.B.1

##### Processes for Assessment of Student Learning

IUPUI formalized its processes for assessment in its [1994 "Plan for Assessment of Student Achievement at IUPUI,"](#) which remains our foundational and sustained commitment to assessment and improvement. Aspects have been periodically updated, but its essential components continue to shape our [current processes to promote a culture of evidence](#) reliant on linking planning and budgeting, implementation, assessment/evaluation, and improvement activities:

- Systematic assessment of student mastery of essential undergraduate outcomes, currently embodied in the Profiles.
- Assessment of student achievement in the major and in co-curricular experiences.
- Campus-developed surveys gauging self-perceived learning gains among students and recent graduates, complemented by the administration of the National Survey of Student Engagement every third year.
- Periodic external peer review of degree programs and support units.
- An Office of Institutional Research and Decision Support responsible for student data collection and analysis.
- Annual assessment reports from academic and support units that describe assessment methods, findings, and improvements, and periodic campus-wide summary reports and studies.
- A campus-wide, faculty-led Program Review and Assessment Committee (PRAC) that supports professional development, funds grants for assessment initiatives, coordinates

annual assessment reporting, and supports campus-wide discussion of current assessment activities, new assessment approaches, and emerging assessment priorities.

### **Sustained Culture of Assessment and Improvement**

Over the past 30 years, IUPUI has created an enduring and pervasive culture of assessment and improvement. Supporting this culture is an array of campus-wide resources, including a robust data infrastructure, a rich variety of professional development opportunities, and distributed assessment expertise. Assessment and improvement are also strengthened by effective leadership and governance at the campus, school, and department levels. These were among the main findings of a 2019-2020 study of the “[State of Assessment at IUPUI](#),” and supplemented by a Fall 2020 [follow-up study of the impact of the COVID-19 pandemic on assessment at IUPUI](#). IUPUI’s longstanding assessment efforts have been recognized with the [Excellence in Assessment \(EIA\) Designation](#), a national award twice bestowed upon IUPUI by NILOA, APLU, AACSCU, and AAC&U for our efforts to integrate assessment practices across campus, provide evidence of student learning outcomes, and use assessment results to guide institutional decision-making and improve student performance. We received the inaugural designation in [2016](#) and the five-year follow-up designation in [2021](#).

### **Campus Goals for Student Learning**

IUPUI’s assessment plan, initially adopted in 1994, committed the campus to organizing general education around common undergraduate learning outcomes, a departure from then-conventional models based on exposure to various content domains. After extensive campus-wide discussion, IUPUI adopted the Principles of Undergraduate Learning (PULs) in 1998. The six PULs represented the intellectual abilities and skills that defined an IUPUI graduate. In the mid-2000s, the Division of Student Affairs adopted eight Principles of Co-Curricular Learning (PCLs), which mirrored the PULs and added interpersonal and intrapersonal development as desired program outcomes.

With occasional updates, the PULs and PCLs served us well for many years, bringing coherence to a decentralized general education model wherein each degree program determined specific course requirements for its majors. This model changed in 2012 when the state legislature mandated a statewide transfer initiative that included a 30-credit transferable general education core curriculum. The Indiana Commission for Higher Education subsequently worked with the state’s public institutions to identify a [common set of general education competencies](#). At IUPUI, the then newly formed [Undergraduate Affairs Committee](#) was charged with defining [our core curriculum](#) and creating and implementing evidence-based [processes for certifying](#) and [periodically re-certifying courses](#) as general education electives (see these examples from PHIL-P 162, Logic: [General Education Course Proposal](#); [Course Dossier for General Education Review](#); and the [Undergraduate Affairs Committee Response](#) to the review).

Concurrently, in 2013-2014, IUPUI developed a new strategic plan, crafted through an inclusive stakeholder engagement process, which was updated and re-affirmed in 2018. The top priority emerging from this effort was “[promote undergraduate student learning and success](#).” Objectives for this goal include improving retention and graduation outcomes, reducing educational

inequities, creating guided learning pathways, developing faculty and staff, and enhancing student engagement with the campus community. Undergirding these objectives was another: “assess and document student learning and development.”

To support these objectives, in 2017, IUPUI’s Chief Academic Officer charged a faculty-staff task force with re-examining the PULs and PCLs considering the strategic plan and new general education curriculum. After an extensive review process that included internal and external stakeholders, the campus adopted the Profiles of Learning for Undergraduate Success, a set of [re-envisioned undergraduate outcomes](#). Focused, like the PULs, on key collegiate intellectual attributes, the Profiles prepare graduates to communicate, innovate, and engage local and global communities to solve problems. They are not distinct from one another, but overlap, support, and enhance each other and represent IUPUI’s vision of what it means to be an educated person in the 21<sup>st</sup> century.

Our [HLC Quality Initiative](#) focused extensively on the Profiles and described a comprehensive plan for teaching and assessing them; an annual retreat provides an opportunity to update constituencies on progress related to the Profiles (see retreat agendas from [2019](#), [2021](#), and [2022](#)). Students are introduced to the Profiles in their First-Year Experiences and general education courses and acquire increasing proficiency as they progress through their majors, co-curricular activities, including engaged learning experiences, and capstone experiences, all of which have incorporated the Profiles into their learning outcomes. Units report progress on [aligning courses, degree programs, and activities with the Profiles](#) in their [annual assessment reports](#), which, collectively, serve as a measure of both progress on implementation and student achievement in the curriculum and co-curriculum. Finally, at the graduate and professional level, [the Principles of Graduate and Professional Learning](#) provide similar campus goals for learning in these programs.

### **Program Goals for Student Learning**

Complementing the campus 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; for example, the Kelley School of Business incorporated the Profiles into their [Undergraduate Business Learning Competencies](#) for all its undergraduate programs and the School of Engineering and Technology shows alignment between specialized accreditation outcomes and the Profiles (for example, see [CIT 30900 Outcomes and Assessment Data Sheet](#)). Program outcomes are listed in each school’s section of the IUPUI [Campus Bulletin](#) posted on a comprehensive [Student Central 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’s [various graduate programs](#), the School of Liberal Arts [B.A. in Anthropology](#), the McKinney School of Law’s [various graduate and professional programs](#), and the [graduate and professional programs](#) in the School of Health and Human Sciences.

### **Assessing Learning Outcomes**

Discipline-specific student learning outcomes are determined and assessed within each degree or



certificate program. Some schools choose a cyclical approach to assessment (for example, three program learning outcomes each year for three years or three programs per year for five years); well-organized examples include the [curriculum and learning outcomes mapping from the Biomedical Engineering Program](#) and the [School of Engineering and Technology Assessment Report](#). Others assess annually but may address only a few programs or strategic priorities in each 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. (For some varied examples, see recent assessment reports from [Herron School of Art and Design](#), [School of Liberal Arts](#), [School of Nursing](#), and [IUPUC's Division of Education](#).)

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 student's ability to successfully complete either an internship or a capstone experience; a few are now using ePortfolios 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 annual assessment report (For some varied examples, see recent assessment reports from the [Doctor of Dental Surgery Program](#), [McKinney School of Law](#), and the [Medicine Graduate Division](#)).

Though it does not offer degrees, the Division of Undergraduate Education (DUE) offers a comprehensive range of courses, programs, and services to entering first-time beginners, transfer undergraduates, Honors students, and students involved in various engaged learning experiences. DUE'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 [DUE Assessment Report](#) illustrates its careful attention to comprehensive assessment and improvement at IUPUI. Likewise, the [Division of Student Affairs](#), comprised of nine units, has a longstanding tradition of assessing student learning in cocurricular and related programs and services. Among other things, the Division of Student Affairs Assessment Report also identifies how this Division aligns its interventions to the Profiles.

## 4.B.2

### Evidence of Student Learning

Annual school/unit assessment reports and regular program reviews of academic and support units, led by Planning and Institutional Improvement (PAII) with Program Review and Assessment Committee (PRAC) oversight, are the principal means for documenting assessment activities, findings, and resulting improvements at IUPUI. Annual assessment reports are [maintained on the website of Planning and Institutional Improvement in sections devoted to PRAC and dating back to 2001-2002](#). A PRAC subcommittee [peer-reviews annual assessment reports](#) and offers constructive feedback to schools/units, a practice that has resulted in improved reporting, including clearer alignment among learning outcomes, assessment methods, findings, and improvements.

A growing number of IUPUI programs are sharing authentic evidence of student learning online in the form of ePortfolios, virtual posters, videos, digital stories, and more. Our annual [Engaged Learning Showcase](#) presents a variety of these learning artifacts from students' [capstone projects and experiences](#), [undergraduate research](#), [internship and professional work](#), and [Honors College work](#)—to highlight a few examples. The Institute for Engaged Learning also uses rubrics from the American Association of Colleges and Universities (AAC&U) to assess student learning; see the recent report entitled [Assessing the Profiles through Written Reflections of Engaged Learning Experiences Using the AAC&U Written Communication and Integrative Learning VALUE Rubrics](#).

Several indirect measures are used at the campus, school, and program levels to confirm direct assessment findings and offer further insight into student learning. The [Office of Institutional Research and Decision Support \(IRDS\)](#) analyzes [National Survey of Student Engagement \(NSSE\)](#) and [local survey results](#) at campus, school, and program levels and provides these analyses to campus and unit decision-makers and relevant committees. IRDS-developed surveys of current students and alumni include self-reports on Profiles achievement and career preparation. Some undergraduate professional programs use nationally normed field-specific tests to compare with results of local assessments and help identify improvement needs.

Finally, many IUPUI schools have highly engaged advisory boards comprising alumni and employers. Assessment information is shared with these groups, which, in turn, provide feedback and advice on students' preparation for the workforce and curricular implications of new developments in their fields (as examples, see [Electrical Engineering and Technology Industry Advisory Board](#), [Kelley School of Business Career Services Advisory Board](#), and [BioHealth Informatics Advisory Boards](#).)

### Using Evidence to Guide Improvements to Student Learning and Success

IUPUI has created a culture of evidence-informed decision-making that permeates the institution, including several examples of how we use evidence from assessment processes to improve

student learning. The [Student Experience Council](#) makes decisions, like expanding [Summer Bridge Week](#), based on evidence that the experience supports academic success. Other programs, including the [Diversity Enrichment and Achievement Program \(DEAP\)](#) and the [Life-Health Sciences Internship Program](#), have been similarly expanded because evidence showed that participation supported student academic achievement.

Likewise, the Undergraduate Affairs Committee accepts courses to the General Education program based on evidence that they advance student learning of one or more Profiles. The PRAC Record Subcommittee selects experiences for The Record based on evidence of student learning of the Profiles. Our [implementation of High-Impact Practices \(HIPs\) is driven by taxonomies](#) based on evidence of strategies and approaches that help ensure that high impact is achieved (see [Capstone HIP Taxonomy](#) example).

IUPUI has focused evidence-informed improvements in several high-priority areas that advance our strategic planning goal to “promote undergraduate student learning and success” over the past several years:

- We developed capacity to disaggregate data to highlight needs and uncover equity gaps among various populations. [Robust data infrastructure](#) in IRDS enables campus-, unit-, and program-level decision-makers to access context-specific student data to identify and address equity gaps. We also provide professional development to enhance decision-makers’ ability to understand and respond appropriately to assessment data.
- We focused on holistic learner support. Enhanced collaboration and coordination across campus-level units, including the Divisions of Undergraduate Education, Student Affairs, and Enrollment Management, enabled implementation of needed improvements: increasing capacity in [Counseling and Psychological Services](#); expanding resources to [address student food and clothing insecurity](#); and organizing scattered services into a comprehensive [Center for Transfer and Adult Students](#).
- We reorganized our work on High-Impact Practices. The creation of the [Institute for Engaged Learning](#) brought campus offices leading HIPs under one organizational umbrella. This realignment enables us to promote fidelity, equity, and scalability of HIPs and to integrate HIPs engagement into guided, coherent educational pathways.
- We pursued a strategic equity agenda. These efforts have included a [holistic, test-optional admissions process](#) designed to broaden access for historically underserved students and [updated promotion and tenure guidelines](#) that recognize and reward faculty achievements that enhance equity and inclusion.

#### 4.B.3.

##### **Processes and Methodologies to Assess Student Learning**

Because of IUPUI’s decentralized structure and culture, and the variety of disciplines encompassed by our [17 degree-granting schools](#) and [numerous degree programs](#), we do not mandate specific assessment strategies, methods, or instruments. Rather, we build *capacity* for

assessment and improvement through professional development; collaborative campus-wide initiatives; committees that engage in ongoing assessment work, discussion, and exchange; and considerable national engagement with assessment scholars and practitioners. Annual unit assessment reports are reviewed by a PRAC subcommittee, and, collectively, enable us to gauge progress in student achievement of campus-wide learning outcomes.

Multiple sources of evidence are [encouraged and used](#) to assess student learning directly (e.g., embedded authentic course assessments, ePortfolios, 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, including a survey for recent alumni. The Program Review and Assessment Committee funds a [modest grants program to build assessment capacity](#). Planning and Institutional Improvement maintains a listing of [campus assessment resources](#) to provide a central location for identifying, inventorying, and linking to the plentiful assessment resources at IUPUI and elsewhere.

### **Participation of Faculty and Staff Through Standing Campus Committees**

- The campus-wide [Program Review and Assessment Committee \(PRAC\)](#) brings together [school-level and co-curricular faculty and administrative assessment leaders](#) to coordinate campus-wide assessment efforts and oversee periodic program review and annual unit assessment reporting. PRAC meetings serve as forums for discussion and exchange of information and ideas on assessment plans, topics, trends, and strategies. It builds campus capacity for assessment through monthly discussions with national assessment experts, reports on internal assessment resources and activities, grants to support local assessment initiatives, and workshops offered in partnership with the Center for Teaching and Learning. The committee also advises on campus-level accreditation self-studies and reports and other assessment projects, including development of this application.
- The [Undergraduate Affairs Committee \(UAC\)](#) is the undergraduate affairs governance and advisory body for IUPUI, overseeing approval of new undergraduate degrees and other credentials. Made up of associate deans and faculty members from each IUPUI school, the UAC has curricular responsibility for the General Education Core. It determines guidelines and oversees the process for certifying and periodically re-certifying courses for the general education course inventory based on evidence from assessment that courses support student achievement of one or more of the Profiles.
- The campus-wide [Student Experience Council \(SEC\)](#), a re-envisioning of the former Council on Retention and Graduation, provides a platform for collaboration across campus on strategies and initiatives to increase student engagement in learning and in the campus, and enhance the overall undergraduate experience. It oversees undergraduate student success and retention initiatives, examining current activities, researching best practices, and developing plans and policy recommendations to improve retention and graduation rates of IUPUI students, particularly those from underserved groups.
- The [IUPUI Faculty Council Campus Planning Committee](#) acts as a faculty advisory committee on planning and evaluation activities.

### **Distributed Leadership for Assessment Through Campus-Level Divisions and Offices**

- The [\*Office of Planning and Institutional Improvement \(PAII\)\*](#), created in 1992 and led by a cabinet-level Senior Advisor to the Chancellor, coordinates campus strategic planning, serves as Executive Sponsor of PRAC, amasses evidence concerning the assessment of student learning, facilitates the program review and administrative review processes, and consults with academic and support units on assessment and improvement.
- The [\*Office of Institutional Research and Decision Support \(IRDS\)\*](#), established in 2015, re-envisioned IUPUI's institutional research function, providing comprehensive decision support to ensure that the university's student success priorities are implemented equitably and effectively. Working from a student-focused paradigm and in concert with DUE, the office's investigations and analyses are transparent and focused on improving the IUPUI student experience for all. IRDS promotes culturally responsive and equity-minded assessment practices, including disaggregating data by student demographic group to help decision-makers understand and address inequities in access and outcomes.
- The [\*Division of Undergraduate Education \(DUE\)\*](#) strives to enhance undergraduate student learning and success through a range of initiatives and collaborates with IRDS to assess the outcomes of these efforts. It coordinates the work of the Student Experience Council and the UAC, and manages the general education program, including Profiles assessment within general education courses, all with the aim of creating meaningful and integrated learning experiences spanning the classroom, co-curricular learning, and community-based learning.
  - *University College (UC)*, a unit of DUE, serves as the academic home of incoming IUPUI students. UC coordinates the institution's First-Year Experience programs, and in consultation with IRDS, assesses the impact of these programs on student learning and success.
  - The *Institute for Engaged Learning (IEL)*, also a DUE unit, brings together six offices that coordinate various HIPs under one organizational umbrella. With several assessment experts on staff, IEL aims to equitably support undergraduates' progression through connected and scaffolded HIP learning experiences that align with the Profiles and prepare students to address 21<sup>st</sup> century needs. IEL provides resources for assessing the Profiles in HIPs, as well as IUPUI-developed taxonomies of best practices for implementing HIPs in ways that are truly "high-impact."
- The [\*Center for Teaching and Learning \(CTL\)\*](#) offers extensive professional development programs and resources on assessment, with an emphasis on teaching, learning, and assessment of the Profiles. It offers a wealth of seminars and workshops, including sessions on preparing outcomes-focused course portfolios for potential inclusion or continuation of courses in the general education inventory. Other frequent topics include rubric development, classroom assessment, formative assessment, and ePortfolios.
- The [\*Office of Student Affairs Assessment and Planning\*](#) within the Division of Student Affairs (DOSA) leads assessment efforts and provides resources for incorporating and assessing the Profiles across DOSA's programs. DOSA aims for students' co-curricular learning experiences to support and complement classroom learning of the Profiles' four domains.

## **Role of Academic Units in Assessment**

- Responsibility for assessment in [schools and colleges](#) is, in most cases, vested in an associate dean for academic affairs in that unit; in smaller schools, an assistant dean or director oversees program review and assessment. Larger schools with many departments convene faculty-led representative school assessment committees to coordinate assessment. Some departments also have committees responsible for assessment. All schools, and several departments, have community advisory boards, whose members consult with faculty and administrative leaders and offer recommendations for ensuring that curricula are preparing students for their roles in the workforce and community.
- *Student-facing support units*, such as the [Office of International Affairs](#), include assessment specialists on their staffs to ensure that the impact of their programs on student learning of the Profiles and other outcomes is systematically assessed. These specialists typically represent their units on PRAC.

### **National Engagements Promoting Good Assessment Practice**

Since 1992, IUPUI has been the host of the [Assessment Institute in Indianapolis](#), an annual gathering that has become the nation's oldest and largest event focused on assessing and improving higher education (for example, the October 2022 program includes 300+ unique educational sessions and 1,100+ attendees). Numerous IUPUI colleagues attend the Institute, with several making presentations annually. We have been fortunate to leverage the Assessment Institute to invite numerous [national-level assessment scholars and practitioners](#) to our PRAC meetings throughout the years. Finally, the Institute produces several affiliated resources used by colleagues at IUPUI and elsewhere (e.g., [Assessment Update](#); [Trends in Assessment](#)).

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## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve 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, 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

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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 15 years. The one-year (fall-to-fall) retention rate for [Fall 2021 first-time, full-time IUPUI degree-seeking cohort was 72%](#) compared to 64% in 2005. The four-year and six-year graduation rates have also shown steady increases over the past 10 years. The IUPUI four-year graduation rate was 21.1% for the 2011 cohort of full-time bachelor's degree-seeking students compared to 39.2% for the 2017 cohort. The six-year graduation rate was 49.9% for the 2010 cohort of full-time degree-seeking students compared to 58.2% for the 2015 cohort (for more context, see [Understanding and Leveraging IUPUI Data Sources: Student Recruitment, Enrollment, Retention, and Success](#).)

IUPUI's strategic plan specified 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 Student Experience Council, and the Enrollment Management Advisory Council. The following strategic plan goals aligned with key performance indicators resulted:

### Proposed Aspirational Rates for Strategic Plan Indicators

	2021	2025	2030
One-Year Retention	72%	80%	85%
Four-Year Graduation	39%	45%	50%
Six-Year Graduation	58%	65%	70%

To ensure the goals were ambitious but attainable and appropriate to our mission, student population, and educational offerings, we considered the following influences (please see the report entitled "[An Examination of Factors Affecting Retention Rates Among First Time, Full Time Beginners](#)" detailing information influencing student retention and graduation rates):

- Characteristics of our students: For example, approximately 42% receive Pell grants and/or have high levels of unmet financial need, 34% are students of color, nearly 60% of beginners live off campus and commute, 28% of beginners are first-generation students, and 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 many of our peers, which may partially explain this trend in retention and graduation.

#### Local context and trends:

- Changes in IUPUI admissions criteria to a higher HS GPA threshold of 2.80 and a test optional pathway. Recent trends of more students enrolling full-time and taking 15 credits per semester. Growth of campus housing and increased numbers of entering first-year students living on campus.
- Implementation of degree maps.
- Creation of the Institute for Engaged Learning to improve access and participation in High-Impact Practices.
- Introduction of taxonomies to improve quality and fidelity of High-Impact Practices.
- Strategic enrollment management initiatives, including increases in levels of need-based institutional aid for low-income students.
- Creation of the Student Experience Council, bringing more coordinated approaches to academic support and academic/career advising beyond the first year.

#### 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. 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.

Drilldowns 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 considering 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 IUPUI 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.
- 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 [Division of Undergraduate Education 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 students who participate in the Summer Bridge Program consistently have significantly higher one-year retention rates than nonparticipants, even considering 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. With the start of fall 2022, all first-year students are expected to participate in Summer Bridge.

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 data-informed improvement efforts, most of them initiated as part of the current strategic plan:

- Implemented the Institute for Engaged Learning to focus on student-facing High-Impact Practices.
- 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 and are currently participating in the Aspen Institute's [Transfer Success Intensive](#), both aimed at improving experiences for transfer students at IUPUI.
- 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; 61% of Fall 2022 first-time, full-time beginners enrolled in 15 or more credits hours compared to 28% in Fall 2012.
- Expanded Summer Bridge to incoming beginners.
- Created the [Jaguar Leadership Network](#), a two-year scholarship program that provides selected first-year students with opportunities to develop their leadership skills in their sophomore year.
- 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 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, historically marginalized students who participate in the [Diversity Enrichment and Achievement Program \(DEAP\)](#), and [O'Bannon and Twenty-First Century](#) Scholars who receive state and institutional aid.

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.

Finally, we have effectively employed advanced predictive analytics to understand the factors that impact students' success and learning (e.g., mental health, sense of belonging, academic performance in particular courses, bottleneck courses, growth mindset, levels of unmet financial need, registration date) and use the information to intervene with students to address barriers and optimize their engagement and learning experiences. Based on our investigations of factors that predict student success and learning we developed an instrument that assesses students' academic, social, financial, and mental health needs. We optimized the use of technology (Qualtrics and Tableau) to provide information to peer mentors so they can quickly intervene with students in a timely manner.

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## 4.S - Criterion 4 - Summary

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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

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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 our students, undergraduate and graduate/professional alike. Continuous investment in institutional assessment efforts for three decades offers evidence of the importance accorded to a recursive cycle of systemic planning, implementation, assessment/evaluation, and improvement 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, an honor we received again in 2021 as part of a five-year renewal of the designation.

Our strategic plan places 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 and a one-size-fits-all approach, 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, to use data to inform decision-making, 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 through annual assessment reports and related activities. We will continue to engage the creativity and dedication of IUPUI students, faculty, staff, and partners to use evidence from assessment to advance our founding commitment and mission to increase meaningful educational attainment in our community, region, and state, including making significant contributions to the broader higher education community through our many national engagements.

### Sources

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*There are no sources.*

## 5 - Institutional Effectiveness, Resources and Planning

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

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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

#### 5.A.1

##### Shared Governance and Internal Constituent Engagement

IUPUI engages internal constituencies in institutional governance via several structures, policies, and procedures. As described in 2.C, the [IU Board of Trustees](#) delegates authority to the [Indiana University President](#) to lead and administer the university through a comprehensive [leadership structure](#). IUPUI is led by a Chancellor who also serves as an Executive Vice President of Indiana University. [Interim Chancellor Andrew Klein](#) provides campus leadership on behalf of the President, participating also in central planning and related functions of the President's Office.

The Chancellor convenes a weekly meeting of the [IUPUI Chancellor's Cabinet](#) that includes leaders of major campus-level portfolios of responsibility. Monthly meetings of the Chancellor with the [IUPUI 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. Collectively, these groups undertake projects of critical importance to implementing [IUPUI's strategic plan](#).

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 matters, including delegating authority through elected councils. School faculty councils meet regularly and elect representatives to the [IUPUI Faculty Council](#), which meets monthly to consider campus issues of interest to faculty. [IUPUC](#) is also represented on the IUPUI Faculty Council. The IUPUI Faculty Council has appointed [several committees](#), including an [Executive Committee](#), to conduct 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 Faculty Council selects representatives to IU's [University Faculty Council](#).
- **IUPUI Staff Council.** The [IUPUI Staff Council](#) acts as a voice for clerical, technical, and professional staff, and seeks to identify and implement solutions to staff concerns, along with promoting 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.
- **Student Government.** The [Undergraduate Student Government](#) and IUPUI [Graduate and Professional Student Government](#) are active forces in identifying and advocating for students 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](#) serves in an advisory capacity to the IU Board of Trustees.

## 5.A.2

### Data-Informed Decisions

Using data to inform decision-making is one way we promote a culture of evidence. Exemplifying [aspirational professional practice](#), colleagues from our Office of Institutional Research and Decision Support provide leadership and consultation to promote data use by administrators, faculty, and staff through such resources as [Data Link](#) and a host of [research briefs](#). As described in 4.C.2 and 4.C.3, we routinely collect, analyze, and use data to *improve student success*. Data are also used to inform decision-making in a host of ways: for *assessment activities* (4.B.2); as part of periodic *program and administrative reviews* (4.A.1 and 5.C.6); to inform *enrollment management strategies* (5.C.4); and in *budgeting and planning processes*

(5.B.3 and 5.C.3). Finally, we routinely gauge progress on key metrics against a defined set of [institutional peers](#).

### 5.A.3

#### **Collaborative Structures for Policy-Setting**

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 extensively in several sections, including 4.A.4, 4.B.3, and 5.A.1. 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**

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- 5.A.1 IUPUI Staff Council Overview
- 5.A.1 IUPUI Undergraduate Student Government Overview
- 5.A.1 Refreshed IUPUI Strategic Plan 2018-2019
- 5.A.1 University Faculty Council Overview
- 5.A.2 IRDS Research Briefs
- 5.A.2 IUPUI Data Link
- 5.A.2 Peer Comparisons
- 5.A.2 Statement of Aspirational Practice for Institutional Research
- 5.A.3 Faculty Council Academic Affairs Committee Roster
- 5.A.3 Listing of IUPUI Schools and Colleges
- 5.A.3 Program Review and Assessment Committee Roster

- 5.A.3 Undergraduate Affairs Committee Roster
- Glossary of IUPUI Acronyms.pdf

## 5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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

#### 5.B.1

##### Staff to Support Operations

Across all appointment types—full- and part-time faculty and staff, student employees, and clinical partners—IUPUI employs more than 14,000 people, enough to support our multi-faceted teaching, research, and service missions. Section 3.C.2 discusses sufficiency of faculty and staff for educational and student support programs. As a campus of Indiana University, IUPUI operates in a decentralized structure characterized by a [Responsibility Center Management \(RCM\)](#) budget model. In this structure, each academic or support 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. Faculty appointments are facilitated through [Faculty Affairs in the Office of Academic Affairs](#).

Qualifications and professional development of IUPUI faculty and student support staff are discussed in 3.C.5 and 3.C.7, respectively. 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. A signature campus program is [Next Generation 2.0](#), a nine-month leadership development program dedicated to preparing historically underrepresented faculty and staff for positions of leadership and opportunities for advancement. Other examples of IUPUI staff training include the [Institute for Supervisory Excellence](#), a year-long program to develop supervisory capabilities; extensive [information](#)

[technology training](#) to equip employees with technological skills; and [financial management training](#) to provide staff with an understanding of budgeting principles and university fiscal policies and procedures

### **Infrastructure to Support Operations**

[IUPUI's urban campus](#) is composed of approximately 536 acres and 100 buildings with a prorated area of 12.8 million sq. ft., including the [Natatorium](#), and the recently constructed [Innovation Hall](#). The Association for the Advancement of Sustainability in Higher Education recognized [IUPUI as the most sustainable campus in Indiana](#). In the last decade, IUPUI has made steady progress toward meeting needs for classrooms, laboratories, clinical facilities, residence halls, parking space, and recreation, as outlined in the [IUPUI Master Plan 2020 Update](#). 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 and with private funds for buildings with specialized usage.

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 in detail. Extensive [technology for research](#) permits scholars with high-performance computing and storage to access emerging 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, infrastructure, and information assurance.

### **5.B.2**

#### **Realistic Goals Based on Resources**

IUPUI's goals are evident and realistic as presented in [publicly stated vision, mission, and values](#) 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 campus strategic planning processes in 2013-2014 and 2018-2019, respectively. 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. [Annual strategic plan reports](#) encapsulate major accomplishments and continuing priorities.

The priorities, goals, and plans set forth in the campus plan are attainable, based on campus organization, resources, and opportunities. The feasibility of strategic plan goals and [yearly priorities](#) is routinely scrutinized by the [IUPUI Resource Planning Committee \(RPC\)](#), chaired by IUPUI's Vice Chancellor for Finance and Administration, 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.B.3**

#### **Processes for Budget Development and Expense Monitoring**

Within the context of Responsibility Center Management (RCM)—a decentralized budgeting model that permits Responsibility Centers (RCs) [“to be accountable for their own academic and financial planning and therefore encourages entrepreneurship, efficiency, and educationally sound choices”](#)—IUPUI uses 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. Direction from the IUPUI Budget Office on both the annual budget process and the year-end closing process are developed in alignment with university level budget and year end closing guidelines; the University Budget Office and the Office of the Controller develop these guidelines.

#### **Budget Development**

Development of annual budgets begins in late fall when academic and administrative units prepare 5-year 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 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 five fiscal years and incorporate the financial impact of potential salary and/or benefit increases and new initiatives.

Academic units' pro formas also consider projected enrollments, based on enrollment activity from immediate prior years and information provided from the [Enrollment Management Advisory Council](#) and the [Office of Institutional Research and Decision Support](#) 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 to either reduce costs or reallocate funds to support emerging priorities. The multi-year approach enables academic and support units to identify possible future shortfalls or additional resources to invest in new initiatives. As an example of a pro forma, see a recent [Columbus/IUPUC Fiscal Health Report](#) (budget).

#### **Expense Monitoring**

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 the [Policy on Review of Fiscal Activities](#), 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. The reports 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, RC-level leaders and fiscal officers track expenditures via monthly statements and real-time account information available online. Included in this [suite of reports](#) are monthly closing/management reports, monthly foundation reports, and annual closing reports. The Budget Office oversees financial accounts and expenditures, periodically reviews units' financial health, and convenes fiscal officers monthly to share best practices, policy updates, and professional development resources.

#### **5.B.4**

##### **Financial Allocations for Educational Purposes**

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 encompass 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 in making unit-level budget decisions; they also 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. See an [example of key recommendations for planning](#) that emerged from a recent “campus conversation.”

Through a series of annual budget and planning conferences, academic and support unit leaders and their fiscal officers meet privately with the Chancellor’s Cabinet in early spring to discuss unit-specific fiscal matters and related plans; see a recent example of [instructions](#) and [supplemental questions](#) guiding the preparations of these budget and planning conferences. 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 IU President to review the campus’s fiscal health and identify budgetary priorities to support the IUPUI and IU missions.

## **Sources**

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- 5.B.1 Innovation Hall News Release
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- 5.B.1 IUPUI Campus Map
- 5.B.1 IUPUI Faculty Affairs
- 5.B.1 IUPUI Headcount from the Office of Equal Opportunity
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- 5.B.1 IUPUI Master Plan 2020 Update
- 5.B.1 IUPUI Sustainability
- 5.B.1 Natatorium Overview
- 5.B.1 Next Generation 2.0 Program
- 5.B.1 Responsibility Center Management Description
- 5.B.1 SUPERVISING\_ Human Resources Administration\_ IUPUI
- 5.B.1 Technology for Research
- 5.B.1 University Information Technology Services Overview
- 5.B.2 IUPUI Faculty Council Budgetary Affairs Committee
- 5.B.2 IUPUI Faculty Council Campus Planning Committee
- 5.B.2 IUPUI Priorities for Academic Year 2022-23
- 5.B.2 IUPUI Strategic Plan Goals and Objectives
- 5.B.2 IUPUI Vision Mission and Values
- 5.B.2 Refreshed IUPUI Strategic Plan 2018-2019
- 5.B.2 Resource Planning Committee Purpose Statement
- 5.B.2 Strategic Plan Annual Report Listing
- 5.B.3 Division of Finance and Administration Overview
- 5.B.3 Enrollment Management Advisory Council
- 5.B.3 Institutional Research and Decision Support Overview
- 5.B.3 IUPUC Fiscal Health Report
- 5.B.3 Policy on Review of Fiscal Activities
- 5.B.3 Responsibility Center Management Description
- 5.B.3 Screenshot of IUPUI Budget Management Reports Requiring Authentication to Access
- 5.B.3 University Budget Office Sample Budget Calendar
- 5.B.4 2022 IUPUI Supplemental Questions
- 5.B.4 Budget Conference Instructions - Academic Unit - 2022
- 5.B.4 Campus Conversations 2020 Summary Recommendations
- Glossary of IUPUI Acronyms.pdf



## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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

#### 5.C.1

##### Resource Alignment to Mission and Priorities

In addition to allocating resources to support its own [mission and strategic plan](#), IUPUI also aligns its efforts with the IU Strategic Plan (the recently concluded [Bicentennial Strategic Plan](#) and the forthcoming [IU 2030 Strategic Plan](#)), as well as with the [Indiana Commission for Higher Education \(ICHE\) Strategic Plan](#). The ICHE plan outlines broad statewide goals for higher education consistent with IUPUI's own goals: focusing on timely degree completion; identifying and remedying educational inequities; and preparing students for success in the new economic marketplace. The Resource Planning Committee described in 5.B.2, the annual budget construction process described in 5.B.3, and the alignment of funding priorities to educational purposes described in 5.B.4 assure that unit budgets address campus as well as unit strategic priorities. Moreover, our program review process described in 4.A.1 ensures we routinely evaluate a range of programs—academic, support, and research centers/institutes—for quality, viability, and mission alignment.

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](#), [celebrating](#)

[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 are focusing our central fundraising efforts with the goal of developing more resources to support campus-wide priorities like need-based aid, student success programs, and inclusive teaching and learning practices.

## 5.C.2

### **Processes Promoting a Culture of Evidence**

IUPUI faculty and administrators take seriously their responsibility to evaluate structures and processes continuously and to use the findings to guide improvements. We [promote a culture of evidence](#) through a recursive cycle of planning/budgeting, implementation, assessment/evaluation, and continuous improvement. Ongoing evaluative processes include program review for both academic and support programs and research centers and institutes (see 4.A.1), regular administrative reviews of deans and vice chancellors (see 5.C.6), and assessment of student learning outcomes (see 4.B.1 and 4.B.2). Results of these cyclical reviews are factored into annual budget planning and long-term campus facilities plans. 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 these connections are continuously maintained and strengthened. PAII works with campus constituencies to provide [leadership support](#), including [services](#) related to [assessment and improvement](#). 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

### **Stakeholder Engagement in Planning Processes**

Among other places, sections 5.A.1 and 5.A.3 discuss IUPUI's ongoing attention to including and coordinating the perspectives of its many stakeholder groups. Planning processes undertaken over the past several years and occurring now bear this out:

- The campus strategic plan initially developed in 2013-2014 and refreshed in 2018-2019 engaged multiple stakeholders in providing input to shape the plan; as an example, see [depiction of engagement from 2013](#).
- During the early weeks of the COVID-19 pandemic in 2020, we launched an [intensive scenario planning exercise](#) involving numerous task forces representing broad-based

campus constituencies; a [Post-Pandemic Planning Working Group](#) likewise reflected significant stakeholder engagement.

- In Fall 2022, we have commenced [a new IUPUI strategic planning exercise](#), in alignment with the broader university-wide [IU 2030 Strategic Plan](#), reliant on significant involvement from faculty, staff, and students.

Against a backdrop of longstanding and intentional planning activities, IUPUI is embarking on a new journey entitled [Vision 2024](#), which will result in the evolution of our urban research campus to serve the city and state. In August 2022, the Boards of Trustees of Indiana University and Purdue University [announced plans to transform IUPUI into independent academic organizations](#) in which IU and Purdue will each govern their own programs effective Fall 2024 (for more information, see the [Memorandum of Understanding](#)). To achieve this evolution, [ten Vision 2024 Task Forces have been formed](#) to aid in the planning necessary to realign the campus for its next chapter. While certain aspects of the IUPUI academic portfolio will change, our commitment to our core mission remains; this is evidenced by our parallel-yet-integrated strategic and realignment planning processes.

#### 5.C.4

##### **Capacity, Revenue, and Enrollment**

The budget development process discussed in 5.B.3 and 5.B.4 includes regular attention to current financial performance and impacts of external fiscal and demographic trends. Relative to other states, Indiana has fared reasonably well with respect to state support for higher education. We are facing lingering pandemic-related enrollment challenges and preparing for the “enrollment cliff” confronting the higher education sector. With select exceptions, most of our academic programs have capacity for growth. Over the past several years, we [embraced the philosophy of Strategic Enrollment Management](#) and [developed an initial Strategic Enrollment Management Plan](#). Recognizing its critical role in helping our campus meet its enrollment goals, IUPUI recently [appointed an inaugural Vice Chancellor for Enrollment Management](#). This upgraded Cabinet-level position will provide alignment of our recruitment, retention, student success, and persistence efforts in a more strategic fashion.

#### 5.C.5

##### **External Influences on Planning**

IUPUI’s strong culture of planning, assessment, and improvement relies on interactions with and feedback from external contexts. IUPUI’s community [Board of Advisors](#), appointed by the IU 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 and a designated Trustee Liaison for IUPUI. An [IUPUC Board of Advisors](#),

consisting of regional leaders in South Central Indiana, meets periodically to assure appropriate regional counsel for Columbus administrators. IUPUI leaders are active in national higher education associations, organizations, and initiatives, providing opportunities to keep abreast of promising practices affecting colleges and universities. Since 1992, IUPUI has hosted the [Assessment Institute](#), the nation's oldest and largest event focused on assessing and improving higher education; our campus colleagues benefit the resources shared at the Institute. The Office of Planning and Institutional Improvement engages in periodic environmental scanning (see reports from [2018](#) and [2022](#), the latter a summary of a [comprehensive compilation from all units](#) this summer). We use results from such scans to inform campus planning activities and agenda setting for various councils, cabinets, and committees convened by IUPUI colleagues (for example, see the [listing of topics and speakers from the IUPUI Council of Deans from 2015-2022](#)).

### 5.C.6

#### **Planning and Improving Operations and Student Outcomes**

Our approach to planning and improvement starts with establishing goals. Campus goals are reflected in the [strategic plan](#) and get implemented by academic and support units throughout IUPUI. Every unit reports annually on accomplishments, evidence of effectiveness for each strategic plan goal, and continuing or new priorities, along with other unit-specific information (see recent example report from the [School of Informatics and Computing](#)). Administrative champions, campus leaders with responsibility for the ten strategic plan goals, review the reports, identify cross-cutting themes, adjust priorities, and make ongoing improvements, as needed (see recent example report for [Goal 1, Promote Undergraduate Student Learning and Success](#)).

For students, goals for learning are depicted in our [Conceptual Learning Framework](#). These include student learning outcomes at the institutional, program, course, or assignment/experience level, and they are implemented in curricular, cocurricular, or community/experiential contexts. We determine achievement of learning goals in several ways, including through *program reviews* (as discussed in 4.A.1) and *assessment processes* (as discussed in 4.B.1 and 4.B.2).

IUPUI engages in a host of strategic initiatives—derived from and aligned with our strategic plan—aimed at improving the campus context; two recent examples include [\(Re\)Building Community Through Engagement](#) and [Review of Building and Structure Names](#). These typify an institutional culture where dynamic planning, informed by data and feedback from stakeholders, leads to concrete actions that involve a wide range of individuals and perspectives in the development, implementation, and evaluation of ongoing improvements.

We also periodically review performance of senior leaders through an improvement-oriented [administrative review](#) process. Sponsored by Planning and Institutional Improvement on behalf of the Chancellor and the IUPUI Faculty Council Executive Committee, this process convenes a committee of various stakeholders to engage in a review process—guided by [questions](#) from faculty governance. The process entails document reviews, focus groups, interviews, and a

survey of key constituents to produce a final, synthesized report for the administrator being reviewed. The focus of the review includes the following administrative functions: (a) establishing, maintaining, and facilitating clear goals and objectives; (b) managing the human and financial resources of the unit; (c) carrying out unit and campus policies, including affirmative action plans and the unit's 5-year plan; (d) responding to suggestions for change and improvement; and (e) other areas of strengths and weaknesses.

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- 5.C.1 IU 2030 Strategic Plan
- 5.C.1 IUPUI 50th Anniversary
- 5.C.1 IUPUI Bicentennial Strategic Plan Report
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- 5.C.1 Refreshed IUPUI Strategic Plan 2018-2019
- 5.C.1 Welcoming Campus Innovation Fund
- 5.C.2 Depiction of Stakeholder Engagement in Initial Strategic Planning Process
- 5.C.2 PAII Assessment and Improvement
- 5.C.2 PAII Leadership Support
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- 5.C.2 Planning and Institutional Improvement Overview
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- 5.C.3 Post-Pandemic Planning Working Group Roster
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- 5.C.5 Comprehensive Listing of External Trends from 2022 Campus Annual Report
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- 5.C.6 (Re)Building Community Through Engagement
- 5.C.6 Administrative Reviews

- 5.C.6 Faculty Council Questions for Administrative Reviews
- 5.C.6 Goal 1 Promote Undergraduate Student Learning and Success 2021
- 5.C.6 IUPUI Conceptual Learning Framework
- 5.C.6 IUPUI Strategic Plan Goals and Administrative Champions
- 5.C.6 Review of Building and Structure Names at IUPUI
- 5.C.6 Strategic Plan Report from School of Informatics and Computing 2021
- Glossary of IUPUI Acronyms.pdf

## 5.S - Criterion 5 - Summary

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

### Summary

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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, evidence-based activities. In 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. 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 our collaborative governance structures, counsel from local business and community leaders, and environmental scanning data from external sources help assure that all stakeholders have access to essential information.

In short, IUPUI engages in systematic, integrated planning 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

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*There are no sources.*

