



IUPUI AT A GLANCE

A UNIQUE COLLABORATION BETWEEN INDIANA'S TWO MAJOR STATE UNIVERSITIES

The IUPUI campus ranks among the top fifteen in the country in the number of first professional degrees it confers and among the top seven in the number of health-related degrees.

The campus offers more than 200 academic programs—from associate degrees to doctoral and professional degrees, many in cutting-edge interdisciplinary fields.

Almost 30,000 students attend IUPUI from 49 states and 122 countries.

IUPUI alumni account for two-thirds of Indiana's physicians, 85 percent of the dentists, nearly half of the state's lawyers, more than a third of the nurses, and a large percentage of the health and rehabilitation sciences and social work professionals.

IUPUI is nationally recognized for the quality of its programs for first-year students, community-based learning, and academic performance of student athletes.

Student housing has the capacity for 1,060 students in traditional residence halls and the new Campus Apartments on the River Walk.

As the leader of Indiana's colleges and universities in external funding for research, IUPUI contributes jobs, dollars, and expertise to fuel economic growth in Indianapolis and Central Indiana.

Located in the heart of downtown Indianapolis, the IUPUI campus is just three blocks from the Indiana Government Center, four blocks from Victory Field and the RCA Dome, and adjacent to White River State Park, home of the NCAA National Headquarters, the Indiana State Museum, Indianapolis Zoo, and the Eiteljorg Museum.



TOWARD A VISION FOR 2010:

A WORLD-CLASS URBAN RESEARCH UNIVERSITY FOR INDIANA

A signal year for IUPUI, 2003-2004 saw the installation of new campus leadership that has set aggressive goals for the future, building on the unique partnership of two major universities in a vibrant city. In his inaugural address to the IUPUI community, "The Power of Two," Chancellor Charles Bantz committed IUPUI to doubling its accomplishments in its three main mission areas: teaching and learning; research, scholarship, and creative activity; and civic engagement. Over the course of the year, three "doubling" task forces translated this commitment into specific goals for increasing retention and graduation, continuing to lead Indiana's universities in external research funding, and working with community partners to ensure that Indianapolis fulfills its potential to be one of the world's best places to live, to work, and to learn.

The year was also marked by substantial progress toward these goals, as we renewed our efforts to serve our local community, while becoming a world-class urban research university. Landmark accomplishments included:

Record enrollments of almost 30,000 students.

The most highly qualified entering freshman class since we began tracking entering qualifications in the late 1980s.

The opening of a new "front door" to the university, the IUPUI Solution Center, which matches businesses and non-profits with relevant campus resources, including faculty expertise, research collaborations, student interns, and a Community Venture Fund supported by the Lilly Endowment.

An increase of 19 percent in research funding over the previous year, for a total of \$256 million in grants and contracts.

Innovative new degree programs, including the world's first Ph.D. in Philanthropic Studies.

Continued national leadership in health and life sciences, engineering and information technology, and a broad range of interdisciplinary fields.

Opening of new campus apartments for students and approval of a campus center that will energize student life on campus.

A "Campaign for IUPUI" that had neared the \$1 billion mark by the end of the academic year, affirming the importance of IUPUI to the future of the Indianapolis community.

In this annual *Performance Report*, published in both print and Web versions, we provide details on these and other accomplishments of our dynamic campus over the past year. Organized around our key mission areas, strategic goals, and performance indicators, the report also includes sections on best practices and notable faculty awards. The "Profile of Progress" in the final section provides data on our students, programs, and fiscal health. We invite you to read the report, visit our Web site, and use the site's "Questions/Comments" feature to e-mail us and tell us what you think. This report is for you, the stakeholders in the future of IUPUI and Indianapolis.



1 EXCELLENCE IN TEACHING AND LEARNING

Teaching and learning are at the core of IUPUI's mission. As one of Indiana's three principal sites for graduate and graduate professional education, we provide every region of the state with health professionals, lawyers, social workers, educators, artists, engineers, and scientists. Our partnerships with IU and Purdue make it possible for us to offer a wide range of learning opportunities and to respond quickly to emerging interdisciplinary fields with new degree offerings in areas like Forensic Science, Biotechnology, and Philanthropic Studies. Strong campus linkages among professional studies and the arts, humanities, and sciences help ensure an educated citizenry for the future of Indiana.

At the undergraduate level, IUPUI has redoubled its nationally recognized efforts to provide innovative programs to improve retention, attract a better prepared and more diverse student body, energize student life on campus, and produce outstanding athletes who excel academically. We are making progress in these areas, with the aim of helping all of our students succeed to their full potential. These students include the more than 10,000 adults enrolled through the Community Learning Network in our credit and non-credit Continuing Education Programs and the growing number of students who transfer to IUPUI after beginning their undergraduate studies elsewhere.

Our efforts in these and other areas are detailed below, with items organized around our four principal goals for teaching and learning:

Attract and support a well-prepared and diverse student population

IUPUI is moving forward with ongoing efforts to improve the academic qualifications of entering students, to admit and retain more minority and international students, and to provide academic support that enables all students to succeed and graduate.

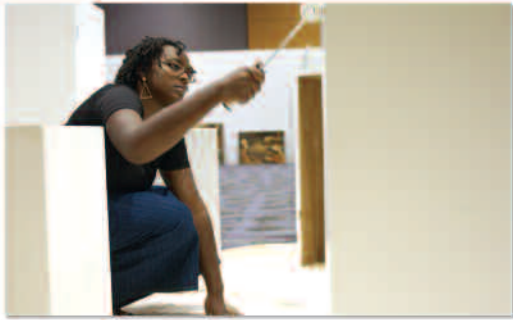
UNIVERSITY COLLEGE, the academic home for new students, reports that retention of first-time, full-time freshmen to the second year increased from 61.8 percent for the cohort that began in Fall 2000 to 67.2 percent for the Fall 2002 cohort. Although the percentage dropped to 66 percent for Fall 2003, we expect the overall upward trend to continue, as we move forward with our nationally recognized first-year experience initiatives and continue to apply more rigorous admission standards.

Student enrollment reached an all-time high of 29,860 in Fall 2003, up 2.9 percent from the previous fall. Contributing to this growth were a two percent increase in new freshmen and a ten percent increase in transfer students, according to the Office of Undergraduate Admissions, a unit within **ENROLLMENT SERVICES**. The largest source of IUPUI transfer students is Ivy Tech-Indianapolis. In addition, new admission guidelines and intensified recruitment efforts led

to 15 percent growth in the number of new students from the top ten percent of their high school graduating class and ten percent growth in the number of those admitted from the top third of their class. The new freshman class included five percent more minority students than the class that began the previous year.

The **COMMUNITY LEARNING NETWORK (CLN)** enables adults with jobs and other full-time responsibilities to complete a college degree. CLN's General Studies Program is the largest major at IUPUI, with over 1,100 students whose average age is 33.5. In 2003-2004, the number of graduates from the program increased by three percent, for a total of 458. Attesting to the quality of the programs at CLN, the Continuing Studies Noncredit Project Management Certificate Program won the Program of the Year Award from the Indiana Council for Continuing Education.

The **OFFICE OF STUDENT LIFE AND DIVERSITY** reports that the Campus Apartments at the River Walk opened to residents in August 2003, with 23 houses able to accommodate up to 771 residents. The apartments include three Residential Learning Communities that provide a range of events and activities that link residential living with personal and academic development: Honors House, for students in the Honors Program; Living Your Freshman Experience, which cultivates a community that supports academic success in the first year; and International House, open to international and U.S. students interested in a cross-cultural living-learning environment.



We must invoke the power of two and double the number of bachelor's degrees completed at IUPUI. We will graduate 5,000 undergraduates by 2010. This is an audacious goal—but one worthy of the IUPUI family.

CHANCELLOR CHARLES BANTZ, INSTALLATION ADDRESS, DECEMBER 4, 2003.

According to the **OFFICE OF INTERNATIONAL PROGRAMS**, IUPUI achieved a record high of 910 international students in 2003-2004, a ten percent increase over the previous year.

UNIVERSITY COLLEGE announced the Bepko Scholars and Fellows Program, which will provide highly qualified undergraduate and graduate students committed to community and civic service with a range of benefits: financial support; an enriched liberal arts program, including intensive preparation for graduate or professional school, for undergraduates; supplemental seminars and colloquia for graduate/professional students; and other special opportunities.

The Office of Student Financial Aid, a unit of **ENROLLMENT SERVICES**, served 16,514 students who applied for financial aid, a seven percent increase over the previous academic year.

The Student African-American Brotherhood, sponsored by **UNIVERSITY COLLEGE**, continued to work with African-American male students to support work toward degree completion. A new staff member was appointed to lead the group and to assist all minority students in their quest to complete their degrees.

The Informatics Women's Organization in the **SCHOOL OF INFORMATICS** was founded in July 2003 as a resource to help women succeed in the fields of Informatics, Computer Science, and Computer Technologies. Historically, women in these fields have been substantially outnumbered by men.

The **SCHOOL OF NURSING** received the Women and High Tech Leading Light Award as an Organization Dedicated to the Mentoring and Growth of Women in Science or Technology.

Support and enhance effective teaching

IUPUI strives to apply new research on teaching and learning to create effective, innovative academic experiences, supports professional development to help faculty continuously improve their teaching throughout their careers, and uses cutting-edge technologies to enhance teaching effectiveness and prepare students for the future.

The Center for Teaching and Learning, a unit within the **OFFICE FOR PROFESSIONAL DEVELOPMENT**, provided a wide selection of opportunities to faculty, ranging from thousands of individual consultations, to faculty "Communities of Practice" focused on such topics as problem-based learning and multicultural course transformation, to the "Tech Camp" and "Jump Start" programs, which help faculty across disciplines to integrate the use of technology into their courses and to develop online courses. OPD programs also supported IUPUI's

emphasis on diversity through events like the "Excellence in Diversity" conference, which engaged faculty members and external experts in discussions about the needs, goals, and outcomes of IUPUI's diversity efforts.

Under the auspices of **UNIVERSITY INFORMATION TECHNOLOGY SERVICES**, IU and partner universities around the country received \$2.4 million from the Mellon Foundation for the Sakai Project. The project brings IU together with the University of Michigan, MIT, Stanford, and the uPortal Consortium to create a pre-integrated collection of open source tools for course management, research collaboration, and assessment of learning. With the ability to be easily shared among universities, the tools are expected to create opportunities for teaching innovation across disciplines. Over the next few years, IU will launch improved versions of OnCourse, our course management program, and OneStart, the portal for all online functions throughout the university. An additional Mellon grant is supporting IU's Electronic Portfolio Project. Electronic portfolios provide a means to enhance student learning and allow students to demonstrate their learning of both broad and discipline-specific intellectual skills.

The **COMMUNITY LEARNING NETWORK** assisted IUPUI academic units in offering 41 courses through the Web and CD, resulting in 3,068 course enrollments, and 19 televised and DVD courses, resulting in 2,317 enrollments. DVDs have proved especially popular with IUPUI students.

The **SCHOOL OF NURSING** was recognized for national leadership in applying information technology to nursing education with a Women and Hi Tech Leading Light Award. The school has promoted the use of technology in developing instructional learning products that support student learning, making degree programs accessible through distance education, offering new models of interactive learning that address workforce needs, and using information technology in patient care. It has also collaborated in the development of national benchmarks for best practices in using technology for teaching in nursing programs.

Professor Barry Cournoyer of the **SCHOOL OF SOCIAL WORK** developed a marketable version of the *Curriculum Analyzer*, a software program that helps schools of social work analyze their curricula along multiple dimensions—including school or department goals, program objectives, accreditation requirements, and a taxonomy of course learning objectives. He and Professor Cathy Pike have since formed The Indiana University School of Social Work's Office of Educational Assessment to offer curriculum analysis services to schools and departments of social work throughout the country.



IUPUI is nationally recognized for innovation in assessment and in student retention, and we've won awards for our first-year programs—yet there is more to do.

CHANCELLOR CHARLES BANTZ

The **OFFICE OF INTERNATIONAL AFFAIRS** has established several faculty committees to work on internationalization across the curriculum, with the aim of infusing international perspectives even into degree programs that have not historically had an international dimension. The Global Crossroads, a new computer facility currently in the planning stages, will assist this effort by supporting international learning among faculty, students, and staff.

Enhance Undergraduate Student Learning

IUPUI seeks to meet the wide range of student learning needs by creating an engaging campus environment, offering support services that promote academic success for all students, and providing a broadly based education that will serve students beyond their first and second jobs and throughout their lives. Close relationships among the liberal arts, basic sciences, and professional fields provide opportunities to create new degree programs at the cutting edge of emerging interdisciplinary fields.

The **OFFICE OF EXTERNAL AFFAIRS** reports that IUPUI was recognized for the second consecutive year as one of 15 NCAA member colleges and universities that graduate student athletes at the highest rates. The announcement earned the university a \$20,000 *USA Today*-NCAA Academic Achievement Award.

The American Association of State Colleges and Universities "Foundations of Excellence in the First College Year Project" is a two-year effort to develop and validate a set of "foundational dimensions" for first-year college students. Based on the award-winning first-year programs sponsored by **UNIVERSITY COLLEGE**, IUPUI was selected as one of twelve institutions to participate in this national project.

The **SCHOOL OF ENGINEERING AND TECHNOLOGY** and the **SCHOOL OF LIBERAL ARTS** have joined forces to offer a unique dual degree program in Engineering and German. Launched in Fall 2003 and led by Professors Claudia Grossman and Nancy Lamm, the Program for International Engineering is a five-year undergraduate degree program in which students study computer, electrical, or mechanical engineering, while mastering the German language. A highlight of the program is a five-month internship in Germany during the fourth year. Graduates are expected to be highly competitive candidates for positions with international engineering firms.

Several other interdisciplinary undergraduate degree programs have been approved for implementation in Fall 2004: A new Bachelor of Science in Forensic and

Investigative Science, to be offered by the **SCHOOL OF SCIENCE**, will combine courses in biology, chemistry, psychology, law, and criminal justice with an internship in a crime lab. The program will offer six specialized tracks geared to the needs of the rapidly expanding job market in the field. A bachelor's degree in Biomedical Engineering will integrate life sciences and engineering courses, offered by the **SCHOOL OF SCIENCE** and the **SCHOOL OF ENGINEERING AND TECHNOLOGY**, with a medical and clinical component offered by the **SCHOOL OF MEDICINE**. The program aims to solve contemporary problems in the life and health sciences and to contribute to the current emphasis on the life sciences in Indiana.

The Individualized Major Program, offered through the **SCHOOL OF LIBERAL ARTS**, enables students to earn a B.A. through specially designed programs of study that lie outside the scope of existing majors at IUPUI. In 2003-2004, the program graduated its first three students. Topics of focus for currently enrolled students include: Linguistics, Medical Humanities, Translation Studies, Japanese Studies, Media Arts, Environmental Ethics, and the Philosophy and History of Science and Technology.

The **SCHOOL OF DENTISTRY** is in the second year of its part-time Dental Assisting Program. The program enhances access to dental education at IUPUI and provides a badly needed increase in the dental assisting workforce in Indiana.

According to the 2003 issue of *Profiles of Engineering and Engineering Technology Colleges*, the **SCHOOL OF ENGINEERING AND TECHNOLOGY** ranks fourth nationally in the number of bachelor's degrees awarded in engineering technology (223), second in the number of engineering technology degrees awarded to women (53), and first in engineering technology enrollment (1,890).

IUPU-COLUMBUS has restructured its academic units into divisions, which now include Business, Education, Library and Information Science, Nursing, Liberal Arts, and University College. The campus has also established articulation agreements with IUPUI to offer joint baccalaureate programs in nursing and engineering and is moving to increase course offerings at the third- and fourth-year levels.

Students graduating from the Division of Nursing at **IUPUC** have achieved an average 96 percent pass rate on the National Council of State Boards of Nursing Licensing Exam over the past ten years, well above the national average of 86 percent.

The Health Information Administration program in the **SCHOOL OF INFORMATICS AND NEW MEDIA** reports that 100 percent of its graduates who took the Registered Health Information Administrator examination passed with scores



We created a distinct identity from our professional school roots—law, nursing, medicine, physical education, Herron, dentistry, social work, health and rehabilitation professions, as well as our newer programs in engineering, business, education, and technology, and applied graduate programs in liberal arts and sciences. No other IU campus has such depth in these areas.

CHANCELLOR CHARLES BANTZ

exceeding the national average. In the class that graduated in 2003, 100 percent found employment in the profession, with 93 percent of the group remaining in Indiana.

Provide effective graduate and professional programs

Graduate and professional programs at IUPUI seek to meet local, national, and global needs. As the state's principal site for first professional degrees, IUPUI seeks particularly to support the city and state workforce and to build on interdisciplinary collaborations to create unique programs that address society's needs now and in the future.

The Center on Philanthropy in the **SCHOOL OF LIBERAL ARTS** admitted its first cohort of seven students for the IUPUI Ph.D. in Philanthropic Studies.

Two graduate programs in the **SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS** were ranked among the top ten nationally in the latest edition of *U.S. News and World Report's* "America's Best Graduate Schools." The Nonprofit Management concentration ranked fourth nationally and the Criminal Justice concentration tied for third. Overall, SPEA now ranks among the top 35 public affairs programs nationally.

In Fall 2004, the **SCHOOL OF LIBERAL ARTS** will begin offering a new Master of Arts in Philosophy, with concentrations in either Bioethics or American Philosophy. The program makes IUPUI the world's only institution to offer a master's level program in American Philosophy and the only institution in Indiana offering the master's level option in Bioethics. The school will also inaugurate a new MA degree in Museum Studies, the first such program in the state, building on partnerships with local museums. The program will qualify graduates for such museum positions as collections manager, registrar, and museum educator-programmer.

The **SCHOOL OF MEDICINE** has created a new graduate-level Biotechnology Certificate Training Program as part of the Indiana Genomics Initiative. The program responds to new developments in biotechnology and the biomedical sciences. Housed in the new Biotechnology Research Training Center, the program will provide continuing education to people working in academic and industrial laboratories, as well as to new college graduates.

The **SCHOOL OF ENGINEERING AND TECHNOLOGY** has developed a combined five-year degree program that will allow students to complete both a Bachelor of Science and a Master of Science in Mechanical Engineering.

The **SCHOOL OF HEALTH AND REHABILITATION SCIENCES**, historically a school within the School of Medicine, became a free-standing school at IUPUI. The new school will focus on graduate professional education in key health areas.

The **SCHOOL OF LAW** reports that its Center for Law and Health was again ranked among the top ten health law programs nationally by *U.S. News and World Report*. The school has launched a number of new programs and program tracks: a Latin American Law Summer Program, offered in collaboration with the Universidad Nacional de la Plata in La Plata, Argentina; new LL.M. tracks in International and Comparative Law; Health Law, Policy, and Bioethics; Intellectual Property Law; and International Human Rights Law; and two new joint degree programs in the J.D. curriculum, the J.D./M.L.S. (Doctor of Law/Master of Library Science); and the J.D./M.Phil. (Doctor of Jurisprudence/Master of Arts in Philosophy) with a concentration in health law and bioethics.

IUPUI-COLUMBUS graduated its first class of 18 MBA students in May. The third class began studies in Fall 2003, with credit hours increasing by 15.8 percent over the previous year.

The **SCHOOL OF MEDICINE's** competence-driven curriculum has been receiving national attention in recent years and has helped the school to secure a Reynolds Foundation grant to prepare the physician workforce to care for the state's aging population by strengthening medical training in geriatric medicine. Curricular innovation also led to the school's selection as one of ten medical schools in a new consortium focused on innovative approaches to incorporating and assessing professionalism during medical training.



2 EXCELLENCE IN RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Research is a crucial component of IUPUI's mission and culture. In 2003-2004, IUPUI researchers generated \$256 million in external research funding, an increase of 19 percent over 2002-2003 (excluding a one-time \$50 million Lilly Endowment grant to the Indiana Genomics Initiative in 2002-2003). This increase puts us well on track to achieve our goal of doubling external research dollars by 2010 and to continue leading Indiana universities in external grant awards.

IUPUI recognizes that urban research universities have a unique responsibility to the future of their states. To serve our state as effectively as possible, we will focus on five thematic emphases for research that will support Indiana's economic development over the coming years: life and health sciences; information and communication technologies; 21st century logistics; advanced manufacturing; and nonprofit organizations. While these will never be our only research activities, they represent areas of demonstrated strength that are central to the continued momentum of IUPUI and Indianapolis.

The highlights below are organized around our three major goals for research, scholarship, and creative activity:

Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond

IUPUI seeks to maximize external research income, building on the campus's unique research strengths, in collaboration with industry, nonprofit organizations, policy-makers, and cultural institutions.

IUPUI researchers will use a grant from the 21st Century Research and Technology Fund to study ways to help the human body regenerate cells in injured eye, spinal cord, and limb tissue. Housed in the new IU Center for Regenerative Biology and Medicine in the **SCHOOL OF SCIENCE**, the team will seek to induce regeneration of tissues by pharmaceutical means, rather than by stem cell transplant therapies.

Cancer survivor and six-time Tour de France champion Lance Armstrong spoke to testicular cancer survivors and the general public in Indianapolis in October 2003, as part of the Bristol-Myers Squibb Tour of Hope. The **SCHOOL OF MEDICINE** is internationally recognized for developing the cure for testicular cancer in the 1970s when Professors Lawrence Einhorn and John Donohue developed a chemotherapy and surgical regimen that has saved the lives of thousands of men. Armstrong credits his recovery to the IU Cancer Center and to those patients who participate in clinical cancer research trials.

A \$10 million grant from the U.S. Department of Defense will allow researchers at the **SCHOOL OF MEDICINE** to study methods of individualizing treatment for women with advanced breast cancer. The grant creates the Center of Excellence for Individualization of Therapy for Breast Cancer at the IU Cancer Center. Under the direction of Professor George W. Sledge, the Center will draw on the work of clinicians and researchers from across the country.

SCHOOL OF NURSING Professor Tamilyn Bakas received a grant to develop a telephone intervention program to assist families in providing care to stroke survivors after they are discharged from the hospital. The grant from the National Institute for Nursing Research, one of the National Institutes of Health, will allow her and her team to design and test the Caregiver Telephone Assessment and Skill-Building Kit (TASK), an eight-week program based on detailed assessments of family caregiver needs.

Two editorial projects at IUPUI were among the first to receive grants from a National Endowment for the Humanities program designed to strengthen the teaching, study, and understanding of American institutions, history, and culture. The Frederick Douglass Papers Project collects and publishes the writings of the 19th-century anti-slavery and human rights activist, while the Pierce Edition Project organizes and publishes the writings of Charles S. Peirce, the scientist and philosopher considered one of America's greatest thinkers. Both projects are housed in the Institute for American Thought within the **SCHOOL OF LIBERAL ARTS**.



Our faculty lead the world in research from the life sciences to the liberal arts; in the professions of medicine, dentistry, law, nursing, education, journalism, and social work, in interdisciplinary collaborations on studies in philanthropy, urban policy, the environment, biomedical engineering, cancer research, informatics, and more.

CHANCELLOR CHARLES BANTZ

Works by Professor Fatimah Tuggar of the Herron **SCHOOL OF ART** were shown at international exhibitions at the Palais des Beaux-Arts in Brussels, the Courtauld Institute of Art in London, and the Bamako Biennial in Bamako, Mali, where she received the Special Jury Prize.

Professors Sheila Kennedy and Wolfgang Bielefeld of the **SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS** completed a \$1 million Ford Foundation study that explored the effects of the charitable choice provisions of federal welfare reform. Their research is among the first in the nation to systematically compare the effectiveness of programs delivered by faith-based and secular organizations.

Faculty and staff in the Center on Philanthropy in the **SCHOOL OF LIBERAL ARTS** edited and published *Philanthropy in the U.S.: A Comprehensive Historical Encyclopedia; Achieving Greatness: The Story of the Hispanic Stewardship Development Partnership; The Nonprofit Sector: A Research Handbook, 2nd Edition; and The Indiana Nonprofit Sector: A Profile*.

Provide support to increase scholarly activity and external funding

IUPUI provides resources to support scholarly activity among faculty and to help them obtain external funding.

The IU **SCHOOL OF LAW-INDIANAPOLIS** established a new Center for Intellectual Property Law and Innovation that is expected to serve as an important national resource to researchers, government, and businesses as discoveries move from the laboratory to the marketplace. The Center, which aims to produce graduates with expertise in intellectual property law and business development, will focus much of its effort on the life sciences, as well as on information technology.

The **OFFICE FOR PROFESSIONAL DEVELOPMENT** sponsors the Scholarly and Creative Activity Program (SCAP) to help IUPUI researchers succeed in winning external support for research and creative projects. This year, 148 faculty members participated in workshops offered by the program.

The **OFFICE OF RESEARCH AND GRADUATE EDUCATION** reorganized the Corporate Contract Office to accommodate dramatic growth in corporate research contracts. The reorganization reduced the amount of time it took to process contracts from an average of 87 days in 2002-2003 to an average of 68 days in 2003-2004, as the number of contracts and material transfer agreements increased from 688 to 1,026 in the same period.

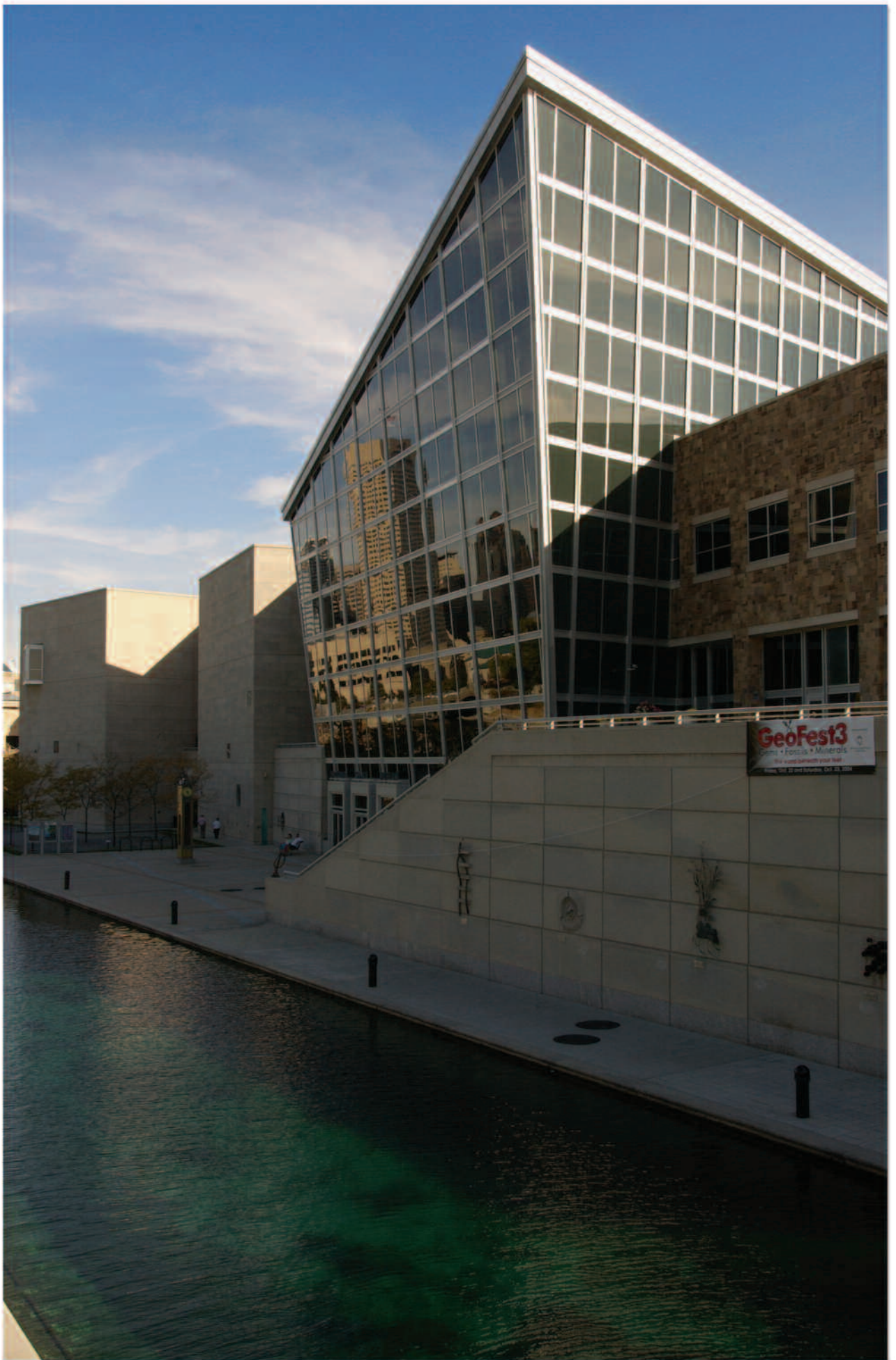
Enhance the Infrastructure for research, scholarship, and creative activity

IUPUI strives to provide state-of-the-art facilities and resources to support faculty research and to develop interdisciplinary collaborations that help attract external funding by leveraging the campus's unique strengths.

In September 2003, IU was recognized as one of IBM's charter Institutes of Innovation, initiating collaboration between IU and IBM on 3D modeling of cells. Working with IBM, the Indiana Genomics Initiative, supported by **UNIVERSITY INFORMATION TECHNOLOGY SERVICES**, established the Centralized Life Sciences Data system, providing medical researchers with a wealth of knowledge about the genes and proteins related to disease. The powerful new system stands to accelerate biomedical research and places the **SCHOOL OF MEDICINE** in the forefront of institutions using innovative technology.

IU and Purdue Universities have received a \$3 million National Science Foundation (NSF) grant to create the IP-grid—the network linkages that will extend the NSF “Teragrid” to IUPUI, IU-Bloomington, and Purdue-West Lafayette. The project, managed by **UNIVERSITY INFORMATION TECHNOLOGY SERVICES**, will bring the campuses into the NSF Teragrid, a network of half a dozen institutions that provide researchers with tens of teraflops of computing power and more than a petabyte of storage capacity. Funded through NSF's Advanced Computational Infrastructure program, the IP-grid will allow researchers from participating campuses to collaborate with colleagues at other institutions in real time, as if they were working together in the same laboratory.

The Polis Center of the **SCHOOL OF LIBERAL ARTS** launched the National Outreach Mapping Center, which it created and now manages for the National Library of Medicine, one of the National Institutes of Health. With its partner, the Ruth Lilly Medical Library of the **SCHOOL OF MEDICINE**, Polis is making mapping technology available in a Web application to serve the assessment and evaluation needs of the National Library.



3 EXCELLENCE IN CIVIC ENGAGEMENT

Civic engagement—professional service, community-based learning, and other collaborations with the local, state, national, and international communities—is one of IUPUI’s distinguishing characteristics. The campus has gained national recognition as one of America’s most civically engaged universities. Our faculty and students are extensively involved in professional and public service in Central Indiana. With our high concentration of professional programs, we rely on the local community for clinical placements in fields ranging from health, public administration, and education to social work and technology. Community contributions to the Campaign for IUPUI affirm the importance of civic engagement at IUPUI to the future of Indianapolis.

In his installation address, “The Power of Two,” Chancellor Bantz committed the campus to expanding civic engagement efforts at home and abroad even further. For example, we aim to double the number of students participating in internships and service learning experiences and to establish a campus-wide expectation that all graduates will participate in a reflective experience that enhances citizenship. In addition, we will work to double initiatives to transfer research into technologies that will boost Indiana’s economy. The new IUPUI Solution Center is a centerpiece of our strategy for expanding student and faculty involvement with business, government, and nonprofit organizations in Indianapolis and for helping to energize Indiana’s economy. Acting as a “front door” to the university, the Center matches the needs of local organizations with relevant campus resources to benefit both community and campus.

The highlights below are organized around our three main campus goals for civic engagement:

Enhance capacity for civic engagement

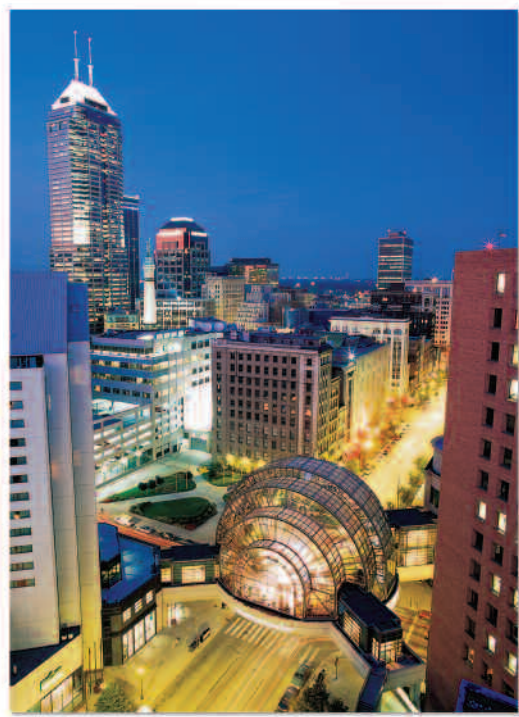
IUPUI is working to develop a campus infrastructure that supports and encourages civic engagement to meet the needs of the communities we serve. We are also pursuing expanded opportunities for student involvement in academic community-based learning.

Funded by a \$1.7 million grant from the Lilly Endowment, the **IUPUI SOLUTION CENTER** opened its doors on May 1, 2004. Led by Teresa Bennett and Ed Sullivan, the Center provides a single point of access to IUPUI’s vast array of resources for business and community organizations. It serves as a mechanism for sharing faculty research expertise and for placing students in internships and community-based learning opportunities. Examples of Solution Center services include market research, program evaluation, just-in-time training, and assistance with e-commerce. Its \$400,000/year Venture Fund supplies financial assistance to small businesses and nonprofits that provide internship opportunities for IUPUI students. Solution Center efforts focus on the five economic clusters identified by the Central Indiana Corporate Partnership and the Energize Indiana

Project: Life and Health Sciences; Information and Communication Technologies; 21st Century Logistics; Advanced Manufacturing; and Nonprofit Organizations. By strengthening ties between IUPUI and local organizations, the Center will support Indiana’s economic development and encourage IUPUI students to graduate and remain in Indiana after graduation.

With support from IUPUI alumnus Mike Hatfield and the Central Indiana Corporate Partnership, the **INDIANA VENTURE CENTER** began operation in October 2003. The Center’s mission is to accelerate the creation and development of entrepreneurial, high-growth businesses within Indiana. With the ultimate aim of boosting Indiana’s economy by nurturing creativity, innovation, and entrepreneurship, the Center assists entrepreneurs taking high-potential ideas to market, owners of rapidly growing companies needing help with expansion, and established firms implementing innovative ideas. Located in Indianapolis near the IUPUI campus, the Center represents a unique public-private partnership between the private sector and multiple universities, including Ball State University, the University of Notre Dame, Purdue University, the Rose-Hulman Institute of Technology, and the Kelley School of Business at IUPUI and IU-Bloomington.

IU’s **KELLEY SCHOOL OF BUSINESS** has established the Randall L. Tobias Center for Leadership Excellence with a gift



We must invoke the power of two to help to create the Indiana, the U.S., the world,
all of us wish to live in.

CHANCELLOR CHARLES BANTZ

from the Randall L. Tobias Foundation. The Tobias Leadership Center, an IU-wide effort with headquarters at IUPUI, will serve as a resource, collaborator, and convener on effective leadership across the corporate, public service, education, and nonprofit communities. The Center will conduct innovative research and offer curricula aimed at creating effective leadership to change lives and organizations. While the Center's mission is national, special access to its work will be offered to Indiana citizens to enhance leadership strength within the state. Gerald L. Bepko, Chancellor Emeritus of IUPUI, serves as the Tobias Center's inaugural director.

The newly named Sam Jones Community Service Scholarship Program honors the late 36-year leader of the Indianapolis Urban League. Administered through the Center for Service and Learning, a unit of the **OFFICE FOR PROFESSIONAL DEVELOPMENT**, the program supports 60-70 undergraduates who have provided exemplary service to their communities, high schools, or the IUPUI campus. Scholarship recipients continue to engage in community service during the term of the scholarship and participate in a service learning course during the first semester.

Over the past year, the **OFFICE FOR PROFESSIONAL DEVELOPMENT** explored strategies for integrating the work of the Center for Service and Learning, the Center on Integrating Learning, the Center for Teaching and Learning, and the new Center for Research and Learning to provide a seamless array of services for faculty and staff. This effort will allow these coordinated units to infuse service learning and civic engagement into multiple areas of faculty and staff work.

IUPUI has been selected as a finalist for inclusion in the Campus Compact/Princeton Review publication, *Colleges with a Conscience: The Engaged Student's Guide to College*. Colleges and universities were selected based on their commitment to civic engagement and community service.

Enhance civic activities, partnerships, and patient and client services

IUPUI is working to increase campus partnerships with organizations in Indianapolis, the state, the nation, and the world, to strengthen the quality and effectiveness of those partnerships, and to increase community access to campus resources.

On June 28, 2004, IUPUI Chancellor Charles Bantz, Indianapolis Council President Rozelle Boyd, and Mayor Bart Peterson announced a partnership that will produce information and analysis to assist the city in tackling issues ranging from juvenile justice to property taxes to transportation. The partnership establishes a structure to enable the city and

the university to expand on their longstanding relationship. As part of the partnership, students will gain opportunities for civic and service learning, faculty members will have greater access to local government information, and the city and council will have access to IUPUI's resources, including research to support informed decision-making about community economic and social issues. The partnership will be facilitated by the Center on Urban Policy and the Environment in the **SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS**.

Clinical services provided by the **SCHOOL OF MEDICINE** have been growing to meet community needs and to enhance delivery of care to patients and families. For example, the Solid Organ Transplant Program at Clarian now ranks fourth nationally for the number of solid organ transplants performed. Last winter, Riley Hospital for Children opened the Frank & Marian Snyder Family Resource Center to provide families with informational and educational resources and programs about childhood and adolescent health conditions. The \$5 million, 12,600 square-foot center is one of the three largest of its kind in the country. A new IU Medical Group multi-specialty facility at 103rd Street and Springmill Road provides a wide range of medical specialties and an outpatient surgery center to serve the needs of north side patients and their families.

In October 2003, **SCHOOL OF MEDICINE** students again sponsored their annual health fair at the Westside Community Health Center. The event was timed to coincide with National Primary Care Week, which advocates the importance of preventive health care and brings together health-care professionals to serve patients with limited access to medical care. The goal of the event is to help empower city residents to manage their health and to strengthen the Westside Center's ties to the community. Under the direction of IU physicians, medical students offered free screenings for blood pressure, cholesterol, and diabetes for adults, and vision and hearing for children.

As part of a major campus restructuring effort, **IUPUI-COLUMBUS** has expanded its Board of Advisors from 14 to 40, including active leaders from communities across South Central Indiana.

Professor David Russick, Director of the Herron Gallery in the **HERRON SCHOOL OF ART**, chairs the Engineering and Design Committee of the Canal Cultural District Initiative, which oversees the art and design commission process for public art on the canal. Professor Paula Differding serves on the Cultural District subcommittee overseeing the development of a brand identity for the Canal District, while Professor YoungBok Hong is a member of the subcommittee that focuses on the stories of the communities within the district.



We have a special obligation to be good citizens in a place where individuals, families, and organizations demonstrate extraordinary commitment to community.

CHANCELLOR CHARLES BANTZ

Professor Ulla Connor and staff from the Indiana Center for Intercultural Communication in the **SCHOOL OF LIBERAL ARTS** developed software that provides language instruction for faculty and students at Kabul University in Afghanistan. In Spring 2004, Kabul University sent two faculty members to IUPUI for training in five types of English-teaching software. This software is laying the foundation for an English Resource Center that will meet the needs of students and faculty at Kabul University.

Professor Sherry Ricchiardi of the **SCHOOL OF JOURNALISM** joined an International Center for Journalists training team that conducted workshops on investigating human trafficking in the Balkans. The training brought regional journalists together in Croatia, Bosnia-Herzegovina, Macedonia, and Bulgaria. The project resulted in the formation of an eight-country reporting team that is investigating human trafficking in Southeast Europe.

Intensify commitment and accountability to Indianapolis, Central Indiana, and the state

IUPUI strives to work closely with the Indianapolis and Central Indiana communities to develop and implement a civic engagement agenda that addresses community needs and supports the economic and social development of Indiana.

Life and Health Sciences

The **SCHOOL OF MEDICINE** is a partner in BioCrossroads, formerly the Central Indiana Life Sciences Initiative. The program brings together Indiana's biotechnology industries and university research centers to create new companies and attract existing companies to Indiana for the purpose of promoting growth in the state's life sciences industry. For example, the Emerging Technology Center, located on the north side of the Downtown Canal, is an incubator for life sciences start-up companies. Funded by a combination of public and private grants, including funds from the city, the ETC now houses, among other enterprises, the Indiana Proteomics Consortium and the Indiana Health Industry Forum. The Indiana Proteomics Consortium, a collaboration among Indiana University, Eli Lilly and Company, and Purdue University, leverages the research abilities of the three partners to identify entrepreneurial opportunities in research on proteomics. The Indiana Health Industry Forum, a statewide nonprofit partnership organization of business, academe, and government, devotes itself to enhancing the economic growth and development of the health industry in Indiana, including linking life sciences entrepreneurs with appropriate business contacts. The ETC is owned and operated by IU's Advanced Research and Technology Institute.

Professor Ann Holmes of the **SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS** was selected as co-investigator for an evaluation study for the Indiana Office of Medicaid Policy and Planning and the Indiana State Department of Health. The project, led by Professor Tom Inui, President of the Regenstrief Institute, School of Medicine, will assess the state's chronic disease management program.

Information and Communication Technologies

The **SCHOOL OF HEALTH AND REHABILITATION SCIENCES**, the **SCHOOL OF INFORMATICS**, and the Ruth Lilly Health Education Center were awarded a planning grant from the National Library of Medicine to advance their collaboration on applying innovative technology to the health education of over 80,000 Indiana children. Other IUPUI partners in the grant include the Ruth Lilly Medical Library at the **SCHOOL OF MEDICINE**, the **SCHOOL OF PHYSICAL EDUCATION AND TOURISM MANAGEMENT**, the Polis Center of the **SCHOOL OF LIBERAL ARTS**, and the Indiana Department of Public Health.

The Health Informatics Program of the **SCHOOL OF INFORMATICS** has created an Advisory Board made up of representatives from a broad spectrum of the Indiana health care community, including government, research, medicine, and information technology.

The **SCHOOL OF LIBRARY AND INFORMATION SCIENCE**, in collaboration with the Indianapolis Marion County Public Library, has launched a new symposium series on information access issues and library history. The most recent symposium speaker was Richard Akeroyd, former director of special projects for the Bill and Melinda Gates Foundation. His presentation focused on Gates Foundation efforts to improve electronic document access in public libraries nationwide. Over ninety Indiana public libraries participated in the Gates Project from 2001 to 2003.

21st Century Logistics

Professor John Ottensmann of the **SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS** is working with the nine-county Central Indiana Suburban Transportation Mobility Study, sponsored by the Indiana Department of Transportation, to customize his Land Use in Central Indiana (LUCI) model to provide forecasts for use in traffic flow modeling. Also in the School of Public and Environmental Affairs, Professor Samuel Nunn, Research Director and Senior Scholar in the Center for Urban Policy and the Environment, has completed a study of issues related to the billion-dollar improvements at Indianapolis International Airport. Professor Nunn's work has been widely reported in local news media.



The contributions of the school to health and quality of life are essential to fulfilling the obligations of a research university.

CHANCELLOR CHARLES BANTZ

Nonprofit Organizations

The Center on Philanthropy of the **SCHOOL OF LIBERAL ARTS** provided training in fundraising to such nonprofit organizations as Habitat for Humanity, the Indiana Youth Institute, the Thurgood Marshall Scholarship Fund, the National Urban League, the San Diego Foundation, the Association of Fundraising Professionals, and Brickmill Marketing Services.

Faculty members in the **SCHOOL OF SOCIAL WORK** collaborate extensively with nonprofit organizations in Indiana. Professor Irene Queiro-Tajalli works with the Indiana Latino Institute to identify and train health promoters on mobilization interventions. Professors William Barton and James Daley, along with several graduate students, are evaluating an innovative re-entry program for women returning from prison to Central Indiana. Professor Kathy Lay is studying substance dependence treatment, in conjunction with Fairbanks Hospital in Indianapolis, in order to understand factors that contribute to successful treatment outcomes. Professor Robert Vernon is conducting an evaluation of the Central Indiana Community Network, a secure Web site that allows social service agencies to share information on clients.

Educational Outreach

The **SCHOOL OF ENGINEERING AND TECHNOLOGY** is working to attract students from under-represented groups to pursue Engineering and Technology degrees from IUPUI. The school's Minority Engineering Advancement Program, now in its 28th year, hosted 75 minority students from grades six through twelve during Summer 2003. With support from the Indiana Department of Workforce Development, the school is also offering IPS students from under-represented groups the opportunity to be mentored by IUPUI students. The school will provide full scholarships to selected Project PETE (Pathways to Engineering and Technology Education) graduates from IPS schools.

The Urban Archaeology Project, directed by Professor Paul Mullins of the **SCHOOL OF LIBERAL ARTS**, began a collaboration with IPS and the Indiana State Museum to help teachers use archaeology in the classroom and involve students in archaeological research. During the summer of 2004, students conducted excavations at Arsenal Technical High School, under the auspices of the IUPUI Archaeology Field School. Participants recovered prehistoric and historic artifacts associated with the area's earliest indigenous peoples, the post-1862 U.S. Arsenal, and the existing post-1912 high school.

Assistant Dean Kim Nguyen of the **SCHOOL OF SCIENCE** launched the "Investigating Middle School Mathematics with Technology" program, a two-year professional development project for IPS middle school mathematics teachers.

The IUPUI Upward Bound Program, sponsored by **UNIVERSITY COLLEGE**, served 140 students from eight Indianapolis high schools this year. The program graduated 46 students, 15 of whom are now attending either IU-Bloomington or IUPUI. The IUPUI program was one of five nationally selected to receive supplemental funding and consulting to demonstrate how to integrate technology into the curriculum.

Professor Mary M. Fisher of the **SCHOOL OF EDUCATION** was awarded a grant entitled "Para-Educators—Learning, Talking, and Creating Change: A Statewide Initiative to Address Para-Educator Preparation in Indiana." Executive Associate Dean of the school Khaula Murtadha won a contract from the Center for School Improvement and Performance for the Indiana Principal Leadership Academy.

With support from the Lumina Foundation, the **SCHOOL OF LIBERAL ARTS** collaborated with the Indiana Department of Education, Division of Language Minority and Migrant Programs, to direct "META/Mapping Education Toward Achievement." The one-day annual November workshop for Hispanic high school students focuses on careers and on preparing for college. More than 180 students from 18 area schools, along with 26 guidance counselors and 25 Latino guest speakers, participated.

The **SCHOOL OF MUSIC** expanded the IUPUI Summer Music Academy to accommodate over 600 young and adult learners and enhanced the Academy's Tuition-Free Scholarship Program, a need-based program for urban youth.

The Department of Mathematical Sciences in the **SCHOOL OF SCIENCE**, in cooperation with Roche Diagnostics, hosted the 7th High School Mathematics Contest. Participation in this contest has increased in each of the last seven years.

The **COMMUNITY LEARNING NETWORK** created over 40 customized contract offerings to serve the needs of 13 businesses in Central Indiana, including the Hoosier Lottery, the NCAA, Kroger, Conseco, Anthem, Eli Lilly, Covance, and Roche.



By taking on these challenges, IUPUI will make an increasing difference to Indianapolis, to Indiana, and to the world.

CHANCELLOR CHARLES BANTZ

Arts and Humanities

More than 35,000 people attended *Remembering and Reconciling 2003*, the eighth annual Spirit & Place Civic Festival organized by the Polis Center of the **SCHOOL OF LIBERAL ARTS**. With over 100 events sponsored by almost 125 organizations, the festival creates opportunities through the arts, humanities, and religion for public exploration of the relationships among community, creativity, environment, spirituality, and the values that shape Central Indiana.

The Polis Center of the **SCHOOL OF LIBERAL ARTS** released an eleven-part video, *Faith and Community: The Public Role of Religion*, as part of the Public Teaching phase of its pioneering Project on Religion and Urban Culture. The project represents an in-depth examination of the intersection of religion and community in metropolitan Indianapolis. Hosted by actor Ossie Davis, the series has received international acclaim, receiving a Gold Aurora Award in the International Competition for Excellence in the Film and Video Industries. The series was produced by Creative Street, an Indianapolis-based developer of programs for A & E, PBS, and the Discovery and Learning Channels.

The **SCHOOL OF MUSIC** cosponsored four “Music on the Canal” concerts featuring school faculty and hosted over 15,000 audience members at concerts, recitals, and other public events over the course of the year.

A permanent public sculpture to be placed at Meridian Street Plaza (Meridian and South Streets) was a collaborative project of the City of Indianapolis, Eli Lilly and Company, and the **HERRON SCHOOL OF ART**. The sculpture is being created by 1967 Herron alumnus Don Gummer. Other Herron community contributions included the 2005 event logo for the Brickyard 400, the brochures and marketing materials for the city-wide Cultural Development Commission, and the Ballet Internationale fundraiser invitation.

In collaboration with the **HERRON SCHOOL OF ART**, the New Media Program in the **SCHOOL OF INFORMATICS** is leading a project sponsored by the Indiana Pacers to redesign the displays of historic memorabilia and graphics in Consecro Fieldhouse. The project is directed by Professor Steve Mannheimer. The program also produced a commercial for the Pacers Foundation that will be used during Fever games and later during the Pacers’ season.

The **SCHOOL OF LIBERAL ARTS**, in association with the Department of History and the Legacy Theater of the Indiana State Museum, hosted the fifteenth annual Joseph Taylor Symposium on the topic of *Arts in the City: The Power of Culture*. Events included a special performance of *The Hoosier Renaissance: Life on the Avenue* and a series of panel discussions on such topics as “Community Action Through the Arts” and “The Arts and Economic Development.”



4 BEST PRACTICES

IUPUI is committed to using both proven and innovative best practices to assure high-quality service to students and society in all aspects of our mission. Best practices also include strategies for minimizing administrative overhead and ensuring that both fiscal and physical resources are used as efficiently and effectively as possible. The list in this section provides examples of actions we have taken to improve efficiency, effectiveness, and quality.

The **IU FOUNDATION** proudly reports that the Campaign for IUPUI has succeeded far beyond its original goal of raising \$700 million. At the campaign's close on June 30, the campaign total had passed the \$900 million mark, with final figures expected to exceed \$1 billion. Officially launched in September 2001, the campaign has also strengthened relationships with alumni and friends throughout Central Indiana, established a strong fundraising program for IUPUI, and increased private support and opportunities for investment throughout the university. Funds raised by the campaign support \$36.2 million in student scholarships; 83 new endowed faculty positions; a new law school building; several major medical facilities; three new research centers in neuroscience, leadership, and faith and giving; and a new home on campus for the Herron School of Art.

The **OFFICE OF THE REGISTRAR**, part of the division of **ENROLLMENT SERVICES**, implemented a new Web-based student registration system, which won an 89.5 percent satisfaction rating on the most recent Student Satisfaction Survey (vs. a 77 percent satisfaction rating for the previous telephone registration system). Along with **UNIVERSITY INFORMATION TECHNOLOGY SERVICES**, the office has also taken a leading role in the release and promotion of OneStart, a new online tool that provides students, faculty, and staff with streamlined and integrated access to the university's online services. For example, students can not only register through OneStart, but can review the status of admissions applications, check transferability of courses, update demographic and other information, and access Bursar, Financial Aid, and academic services. Still under development, OneStart will expand to include additional functions during the remainder of 2004.

In Fall 2003, **UNIVERSITY INFORMATION TECHNOLOGY SERVICES** released the first phase of IU's new Online Support Environment (OSE). The OSE provides an efficient, user-friendly, virtual support center accessible 24 hours a day, year-round. Building on the best of IU's current support structure, including the Knowledge Base and a strong human help presence, the new environment makes the best use of

the university's information technology services and resources, with tools that automate routine problem-solving and diagnosis, technology-related news, upgrades, and security alerts.

UNIVERSITY PLACE CONFERENCE CENTER, part of the **ADMINISTRATION AND FINANCE DIVISION**, was named a Pinnacle Award winner for the fourth consecutive year by *Successful Meetings Magazine*, a result of reader voting based on quality of services and facilities.

The **IUPUI BOOKSTORE**, a unit of **ADMINISTRATION AND FINANCE**, implemented the "Early Bird" textbook sale to save students money, alleviate bookstore congestion during the first week of classes, and assure that students have the correct textbooks by the first day of classes. The sale also allows the bookstore to cut costs by lowering the employee to customer ratio.

As a result of four years of implementation of a series of energy-saving projects, **CAMPUS FACILITIES AND SERVICES**, also part of **ADMINISTRATION AND FINANCE**, has saved the campus \$500,000 in utility costs.



5 EXTERNAL AWARDS AND APPOINTMENTS

Each year, IUPUI faculty, staff, and students receive hundreds of state, regional, national, and international awards, recognitions, and appointments. The following list presents a partial, representative sample of these awards for 2003-2004.

Teaching and Learning

Megan Leek, a Tourism, Conventions, and Event Management major in the **SCHOOL OF PHYSICAL EDUCATION AND TOURISM**, was named national “Student Planner of the Year” by the Professional Convention Management Association.

Conversations in E-Learning, edited by Professor Diane Billings of the **SCHOOL OF NURSING**, was selected as the 2004 Book of the Year by the *American Journal of Nursing*.

Professor Charles Davis, **DIRECTOR OF THE DIVISION OF LABOR** Studies, was re-elected as President of the United Association of Labor Education.

The **SCHOOL OF ENGINEERING AND TECHNOLOGY** and Patricia L. Fox, Associate Dean for Administration and Finance, received the Frederick J. Berger Award for distinguished education administration from the American Society for Engineering Education.

Interior design student Danielle Bolton, who is pursuing an interior design degree from the **SCHOOL OF ENGINEERING AND TECHNOLOGY**, was selected as state champion of the National Kitchen and Bath Association, Indiana State Chapter, kitchen design competition.

Tiffany Kyser, a new graduate of the **SCHOOL OF EDUCATION**, was named Female Scholar-Athlete of the Year by the Mid-Continent Conference. She is the first student athlete in IUPUI history to win the conference’s most prestigious individual honor. Kyser has accumulated a series of awards over the course of her college career: she is the first IUPUI basketball player to be named Mid-Con Player of the Year and Defensive Player of the Year and was twice selected to the First Team All Mid-Con. Twice named the Top Female Student at IUPUI, Kyser was a three-time Verizon Academic All-District pick and a First Team Verizon Academic All-American as a senior. She was also chosen as the inaugural Creamland Dairies National College Basketball Student-Athlete of the Year.

Research, Scholarship, and Creative Activity

Professor Joseph M. Defazio of the **SCHOOL OF INFORMATICS AND NEW MEDIA** won the President’s Award from The Renal Network, Inc., which includes Illinois, Indiana, Ohio, and Kentucky, for his work on *The Uninvited Guest*, a video for patients suffering with end-stage renal disease.

Professor Sandra Petronio of the Department of Communication Studies, **SCHOOL OF LIBERAL ARTS**, received the International Association for Relationship Research Book Award and the Gerald R. Miller Book Award for her book *Boundaries of Privacy: Dialectics of Disclosure*.

External organizations recognized several **SCHOOL OF MEDICINE** faculty members for their contributions to medical science. Professor Richard T. Miyamoto was elected to the Institute of Medicine in the National Academy of Sciences. Professor Wiltz Wagner received the Robert F. Grover Prize from the ATS Pulmonary Circulation Assembly. Professors Paul Kwo, Karen Roos, and Robert Pascuzzi were named in *America’s Top Doctors*, a recognized source for identifying the nation’s top specialists.

The Indiana Historical Society honored Professor Robert Barrows of the Department of History, **SCHOOL OF LIBERAL ARTS** with the 2003 Hoosier Historian of the Year Award.

The American College of Sports Medicine elected Professor Rafael Bahamonde, Department of Physical Education, **SCHOOL OF PHYSICAL EDUCATION AND TOURISM**, a Fellow of the American College of Sports Medicine.

Professor Hasan Akay of the **SCHOOL OF ENGINEERING AND TECHNOLOGY** was named a Fellow of the American Society of Mechanical Engineers, the second such Fellow in the school.



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IUPUI has understood that it is an urban research university, before we even called ourselves that. IUPUI has understood that it must support the community that created us. IUPUI has understood that we must be excellent beyond others' expectations.

CHANCELLOR CHARLES BANTZ

Several faculty members in the **SCHOOL OF NURSING** were honored with national and state research awards in 2003-2004. Professor Joan K. Austin received the Distinguished Contribution to Nursing Science Award from the American Nurses Foundation in recognition of her research on family adaptation to childhood epilepsy and asthma. Professors Susan Bennett and Rose Mays were named Fellows of the American Academy of Nursing. Professor Joyce Krothe won the Tony and Mary Hulman Achievement Award from the Indiana Public Health Foundation, its highest award. Two doctoral students in the school also received national recognition: Jin Shil Kim was awarded a 2003 Biology of Aging Fellowship; and Jan Powers received the Outstanding Clinical Nurse Specialist Award from the American Association of Clinical Nurse Specialists, as well as the Advanced Practice Nurse Award from the American Association of Neuroscience Nurses.

Civic Engagement

Eugene R. Tempel, Professor of Philanthropic Studies, Higher Education, and Public Administration and Executive Director of the Center on Philanthropy in the **SCHOOL OF LIBERAL ARTS**, was named one of the “Power and Influence Top 50” by the *Nonprofit Times*. Tempel has been included on the list every year since it was created.

Professor James L. Perry, **SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS**, has been appointed by Governor Joseph Kernan to serve as Chair of the Indiana Commission for Community Service and Volunteerism.

Several faculty members in the **SCHOOL OF MEDICINE** are serving in national leadership positions in their specialties. Professor Douglas K. Rex has been elected President of the American College of Gastroenterology, an organization of physicians and researchers who care for patients with digestive diseases. Professor Caroline Carney Doebbeling is President of the Association of Medicine and Psychiatry. Also in the Civic Engagement category, Professor Joseph F. Fitzgerald received the first Leadership Award from the North American Society for Pediatric Gastroenterology/Hepatology/Nutrition, in recognition of his service in the field of pediatric gastroenterology.

Professor Susan Tennant of the **SCHOOL OF INFORMATICS** has been appointed Executive Director of the Virtual Heritage Network, an international organization designed to promote the use of technology for the interpretation, conservation, and preservation of natural, cultural, and world heritage.

Emily Benfer, a second-year student in the **SCHOOL OF LAW**, received the 2003 National Equal Justice Works/Martindale-Hubbell Exemplary Public Service Award for her work during a Summer 2003 Externship with the Washington, D.C. Legal Clinic for the Homeless.

Dean Michael Patchner, **SCHOOL OF SOCIAL WORK**, served as Chair of the Indiana Commission on Abused and Neglected Children and Their Families.

U.S. Secretary of Health and Human Service Tommy G. Thompson has appointed Professor Victoria Champion, **SCHOOL OF NURSING**, to the Breast and Cervical Cancer Early Detection and Control Advisory Committee, Centers for Disease Control and Prevention, and Professor Joan K. Austin to the National Advisory Council for Nursing Research.

Amy Brown Kruzan, MSW graduate of the **SCHOOL OF SOCIAL WORK**, was named Health Policy Director for Indiana by Governor Joseph Kernan.

New Campus Leaders

Marion E. Broome was appointed the fifth Dean and second university Dean of the IU **SCHOOL OF NURSING**. An expert on pediatric nursing, Broome joins IUPUI from the University of Alabama at Birmingham.

Carl C. Cowen was appointed Dean of the **SCHOOL OF SCIENCE**. The former Chair of the Department of Mathematics at Purdue-West Lafayette, Cowen is an Indiana native and President-elect of the Mathematical Association of America.

Former Chair of the Department of Mechanical Engineering Nasser Paydar was appointed and began serving as Dean and Vice Chancellor of **IUPUI COLUMBUS**. A member of the IUPUI faculty since 1985, Paydar is an expert in the area of structural and computational mechanics.

Sociology Professor Robert W. White is the new Dean of the **SCHOOL OF LIBERAL ARTS**. White, who joined the IUPUI faculty in 1990, served as the school's Acting Dean from June 2003 to June 2004 and as Associate Dean for Academic Affairs from 1999 to 2002.

6 PERFORMANCE INDICATORS AND PROGRESS ON KEY INDICATORS

Performance indicators have been an integral part of IUPUI's accountability practices for the past eight years. Since 1996, campus performance indicators have been published as part of the annual IUPUI Performance Report. Over the past several years, the indicators have been substantially revised in parallel with refinement of the campus mission, vision, values, and goals.

The current version of IUPUI's performance indicators has been developed with extensive input from a broad range of faculty, staff, and members of our local community. Each year, review panels are convened to evaluate IUPUI's progress in each indicator area using the following scoring rubric:

- Either at an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action. Continuing support should be provided to sustain momentum in these areas.
- Not at an acceptable level: either improving, but not as quickly as desired, or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement.
- Our current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area.
- Not yet reviewed

Current Status

This year, we reviewed most, though not all, of the indicators for two of our core mission areas: teaching and learning and civic engagement. We are in the process of developing appropriate data to support evaluation of the performance indicators for research, scholarship, and creative activity. In addition, we evaluated performance on our diversity indicators and developed a set of goals and indicators in the area of best practices.

Core Mission Activities

TEACHING AND LEARNING

- Attract and Support Diverse Students

Current enrollment reports indicate that minority student representation has been stable in recent years, with close parallels to the demographics of Central Indiana. Minority graduation rates continue to lag behind those of majority students, however. In addition, a trend of top-ranked students selecting IUPUI continues to grow.

- Academic success of new students
- Recruitment and enrollment of a diverse student body
- Retention and graduation of a diverse student body
- Alignment of student enrollment with campus capacity
- Effectiveness of student support services
- Support and Enhance Effective Teaching

The data used to evaluate success in this area show increasing levels of faculty participation in professional development opportunities related to teaching and learning and a significant increase in the use of technology to improve teaching and learning. A growing number of schools and departments are employing sophisticated methods for assessing learning.

- Institutional priorities for teaching development and practices
- Development of technology-based and technology-assisted teaching capacities

Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems

Use of assessment results to support and enhance effective teaching and student learning and course and curriculum changes

Enhance Undergraduate Student Learning

Current evidence shows IUPUI moving toward a more inclusive, welcoming learning environment, with assessment efforts on the rise, increases in retention, and improvements in student satisfaction. Student advising, however, is lagging behind, with current student and alumni surveys consistently documenting this as an area needing improvement.

Demonstration of students' general education and major-specific learning outcomes

Quality of the learning environment

Student academic progress and achievement

Graduates' contributions to their professions and communities, economically, socially, and culturally

Provide Effective Professional and Graduate Programs

Performance measures indicate that IUPUI educates more graduate/professional students than any Indiana campus and continues to experience significant increases in master's level enrollments. New interdisciplinary programs, especially in health-related areas, are geared to meeting community needs.

Demand for program admissions

Quality of graduate and professional programs

Student success and achievement

Development and support of programs that fulfill community needs

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Conduct World-Class Research, Scholarship, and Creative Activity Relevant to Indianapolis, the State, and Beyond

Continued growth in external research income and a wealth of externally funded projects and new centers that will contribute to the economic development, health, and vitality of Central Indiana suggest that we are on our way to achieving our target of doubling research by 2010.

Productivity of research, scholarship and creative activity

Quality of research, scholarship, and creative activity

Impact of research, scholarship, and creative activity

Diversity in research, scholarship, and creative activity

Provide Support to Increase Scholarly Activity and External Funding

IUPUI encourages faculty efforts to obtain external funding through professional development and other forms of support for faculty research and grant proposal development. Improvements in these support efforts over the past year will help keep us on track to continue recent growth in research income.

Faculty time available for developing research and scholarly activities

Funding resources for research and scholarship development

- Faculty development opportunities for research and scholarship development
- Effectiveness of support services for faculty research and scholarship
- Enhance the Infrastructure for Research and Creative Activity

Major advances this year in information technology facilities and tools represent significant expansion of our capacity to conduct cutting-edge research.

- Space and equipment for research, scholarship, and creative activity
- State of the art information resources and technologies
- Improved human resources policies and procedures for staffing research and scholarly activities
- Perceived quality of the environment for research and scholarly activities

- Enhance Civic Activities, Partnerships, and Patient and Client Services Locally, State-Wide, Nationally, and Globally

This year saw progress in our efforts to increase the number of campus partnerships with organizations in Indianapolis, the state, the nation, and the world, to strengthen the quality and effectiveness of these partnerships, and to increase community access to campus resources. Important developments included a major new campus-community partnership and continued expansion of our civic engagement activities in the local, state, national, and international arenas.

- Academic community-based learning opportunities offered in varied settings
- Community-based research, scholarship, and creative activities
- Professional services to local, state, national and global communities
- Opportunities for community service at local, state, national, and global levels
- Intensify Commitment and Accountability to Indianapolis, Central Indiana, and the Entire State

CIVIC ENGAGEMENT

- Enhance Capacity for Civic Engagement

New developments like the opening of the IUPUI Solution Center, the Indiana Venture Center, and the Randall L. Tobias Center for Leadership Excellence have strengthened the infrastructure for civic engagement considerably. Collaboration between the Center for Service and Learning and other campus organizations will open new opportunities for students to be engaged with the Indianapolis community through service learning, internships, and field placements.

- Advocacy and support for civic engagement in all aspects of institutional work
- Internal resources and infrastructure for civic engagement
- External funding for civic engagement
- Documented quality and impact of civic engagement activities

In addition to increasing partnerships with the local community, IUPUI is participating in the American Democracy project, a national, multi-campus initiative that seeks to involve students in civic engagement intellectually and experientially and to produce graduates who understand and are committed to being contributing citizens of a democracy. The “Conversations on Civic Engagement” program brings campus and community together to begin developing a common agenda for campus-community collaboration.

- Community participation in the development, implementation, and evaluation of IUPUI’s civic engagement
- Campus participation in the development, implementation, and evaluation of IUPUI’s civic engagement
- Regular forums on the campus-community agenda for Indianapolis, Central Indiana, and the entire state
- Contributions to the climate for diversity in Indianapolis, Central Indiana, and the entire state

CAMPUS CLIMATE & EFFECTIVENESS

Diversity Indicators

The Diversity Cabinet was appointed to oversee the transformation of IUPUI from a campus that believes in diversity to a campus that effectively achieves its diversity goals and commitments.

- Recruitment and enrollment of a diverse student body
- Retention and graduation of a diverse student body
- Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems
- Diversity in research, scholarship, and creative activity
- Contributions to the climate for diversity in Indianapolis, Central Indiana, and the entire state
- Recruitment, development, and support of diverse faculty and staff
- Engagement of the campus community in global issues and perspectives
- Student, faculty, and staff perceptions of the campus climate for diversity

BEST PRACTICES

With an urban institution comes a unique set of student and stakeholder needs. IUPUI seeks to meet those needs by systematically assessing and improving the efficiency and effectiveness of our services. We aim to plan effectively, measure progress, respond to stakeholder needs, and use human and physical resources efficiently and responsibly.

- Effective planning and improvement processes
- Stewardship of resources
- Responsiveness to stakeholder expectations
- Effectiveness of human and physical resources
- Reputation management and communication

7 PROFILE OF PROGRESS TEACHING AND LEARNING

Student Demographics

Minority student representation at IUPUI has remained stable in recent years, with student representation closely parallel to the demographics of Central Indiana. African American students remain the largest minority group at IUPUI. The number of international students enrolled has grown steadily over the past decade. Females continue to outnumber males. The number of 18–22 year-olds continues to grow, although the percentage of older students has not changed.

Fall Semesters	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Ethnicity										
African American	2,032	2,181	2,344	2,543	2,675	2,602	2,597	2,681	2,661	2,718
Asian American	652	625	697	694	717	735	722	747	750	816
Hispanic American	287	313	349	356	372	411	432	453	509	541
Native American	58	65	72	83	75	80	72	72	73	95
Total Minority	3,029	3,184	3,462	3,676	3,839	3,828	3,823	3,953	3,993	4,170
International ¹	382	397	405	514	592	604	646	812	840	913
White/Unknown	23,206	23,205	23,006	22,713	23,271	23,018	22,921	23,552	24,132	24,601
African American as Percent of All Students	8%	8%	9%	9%	10%	9%	9%	9%	9%	9%
Minority as Percent of All Students	11%	12%	13%	14%	14%	14%	14%	14%	14%	14%
Minority as Percent of Regional Population	16%	16%	16%	16%	16%	16%	18% ²	18% ²	18% ²	18% ²
Gender										
Male	11,177	11,305	11,273	11,290	11,752	11,602	11,710	12,010	12,028	12,545
Female	15,537	15,581	15,695	15,693	16,026	15,925	15,764	16,329	16,997	17,315
Percent Female	58%	58%	58%	58%	58%	58%	57%	58%	59%	58%
Age										
Under 18	182	198	207	209	225	224	219	230	157	125
18–22	8,034	8,468	9,234	9,638	10,377	10,783	10,709	10,884	11,203	11,297
23–25	5,360	5,506	5,222	5,129	5,211	4,916	5,008	5,299	5,549	5,841
>25	13,117	12,687	12,275	11,991	11,939	11,599	11,533	11,925	12,116	12,596
Invalid Birthdate	21	27	30	16	26	5	5	1	0	1
Percent over age 25	49%	47%	46%	44%	43%	42%	42%	42%	42%	42%

1 - Based on country/visa as reported by the Office of International Affairs.

2 - Based on US Census 2000 data, which include a new method for collecting race/ethnicity information. IUPUI has not adopted the new method, so figures are not as directly comparable as they were in prior years.

Student Enrollment

Student enrollment reached an all-time high of 29,860 in Fall 2003. In addition, IUPUI has enrolled an increasing number of full-time undergraduates in recent years and, except for 2001, a decreasing number of part-time students. Master's level enrollments increased for the sixth year in a row. Enrollments in first professional and doctoral programs decreased this year, following increases in 2002.

Fall Semester Enrollment	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Total Enrollment	26,714	26,886	26,968	26,983	27,778	27,527	27,474	28,339	29,025	29,860
Undergraduate	19,435	19,616	19,910	20,078	20,628	20,357	20,160	20,695	21,060	21,388
Full-Time	9,105	9,698	10,370	10,852	11,418	11,570	11,673	11,957	12,835	13,371
Part-Time	10,330	9,918	9,540	9,226	9,210	8,787	8,487	8,738	8,225	8,017
Graduate	7,279	7,270	7,058	6,905	7,150	7,170	7,314	7,644	7,965	8,472
Non-degree	2,320	2,307	2,176	2,120	2,228	2,135	2,113	2,217	2,153	1,882
Master's	2,314	2,281	2,212	2,074	2,232	2,376	2,543	2,815	3,166	3,866
First Professional	2,277	2,296	2,312	2,365	2,381	2,379	2,374	2,356	2,434	2,390
Doctoral	368	386	358	346	309	280	284	256	290	256
Annual unduplicated student enrollment ¹	37,443	37,561	38,003	38,361	38,904	38,722	38,779	39,692	40,954	40,709
Fall enrollment as a percent of annual	71%	72%	71%	70%	71%	71%	71%	71%	71%	73%
Credit Hour Enrollments (Spring and Fall)	491,474	495,932	506,501	519,062	531,707	540,645	539,062	552,859	572,408	598,423

1 - The unduplicated number of students enrolled on an annual basis. Students enrolled for multiple terms, for instance Fall and Spring, are counted once.

Academic Background of New Undergraduates

With the recent changes in admissions practices resulting from the formation of the community college system, IUPUI is enrolling fewer, but better qualified, new freshmen. These changes in academic background indicators for new students continue to reduce the percentage of freshmen who require remediation. The number of top-ranked students (valedictorians, salutatorians, and students ranked in the top 10% of their high school graduating classes) selecting IUPUI continued an upward trend this year, following a slight decline last fall.

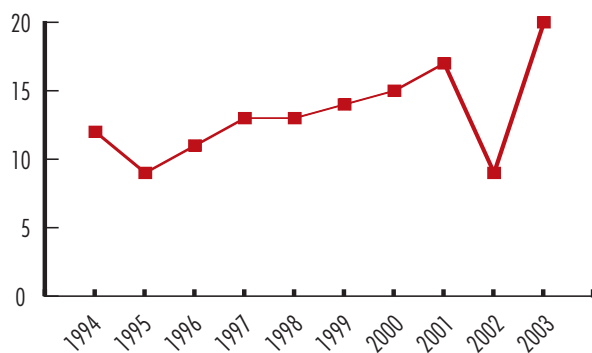
<u>New Freshman Fall Semesters</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
<u>Average SAT Score</u>										
UC ¹ Conditional Admits	857	852	902	874	874	881	895	900	917	903
UC ¹ Regular Admits	987	984	854	1,007	1,024	1,015	1,017	1,001	1,006	1,002
Direct School/Dual Admits	1,046	1,042	1,045	1,059	1,086	1,091	1,097	1,099	1,087	1,093
<u>H.S. Class Rank</u>										
Pct. from Top Quartile	22%	22%	21%	20%	19%	22%	23%	27%	28%	32%
Pct. from Bottom Quartile	18%	18%	19%	19%	20%	16%	13%	9%	7%	6%
Average Percentile Rank	52	51	51	51	49	52	54	58	59	61
Avg. Number of College Prep Units	14.5	14.4	14.6	15.0	15.3	15.9	16.2	16.5	16.8	17.0
Number of new valedictorians and salutatorians ²	12	9	11	13	13	14	15	17	9	20
First-Time Freshmen ranked in the top 10% of their high school graduating classes	124	139	136	153	169	194	169	192	177	221
<u>Pct. Requiring Remediation</u>										
At least one subject	85%	83%	84%	83%	85%	79%	66%	na ³	na ³	na ³
Mathematics	75%	75%	79%	81%	81%	77%	64%	59%	40%	31%
Writing	54%	46%	30%	21%	29%	16%	15%	na ³	na ³	na ³
Reading	28%	26%	27%	24%	28%	20%	na ³	na ³	na ³	na ³
Average Prior College GPA for New Transfers	2.59	2.52	2.46	2.50	2.52	2.56	2.54	2.53	2.63	na

1 - University College

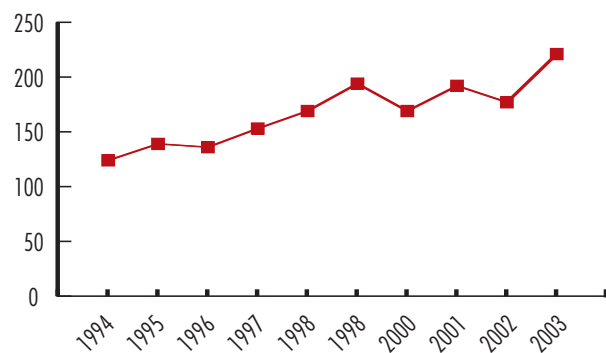
2 - First-time freshmen ranked first or second in their classes with a high school percentile rank in the top 10%.

3 - Not applicable. Remedial courses in reading and writing are no longer offered at IUPUI.

No. of Valedictorians/Salutatorians



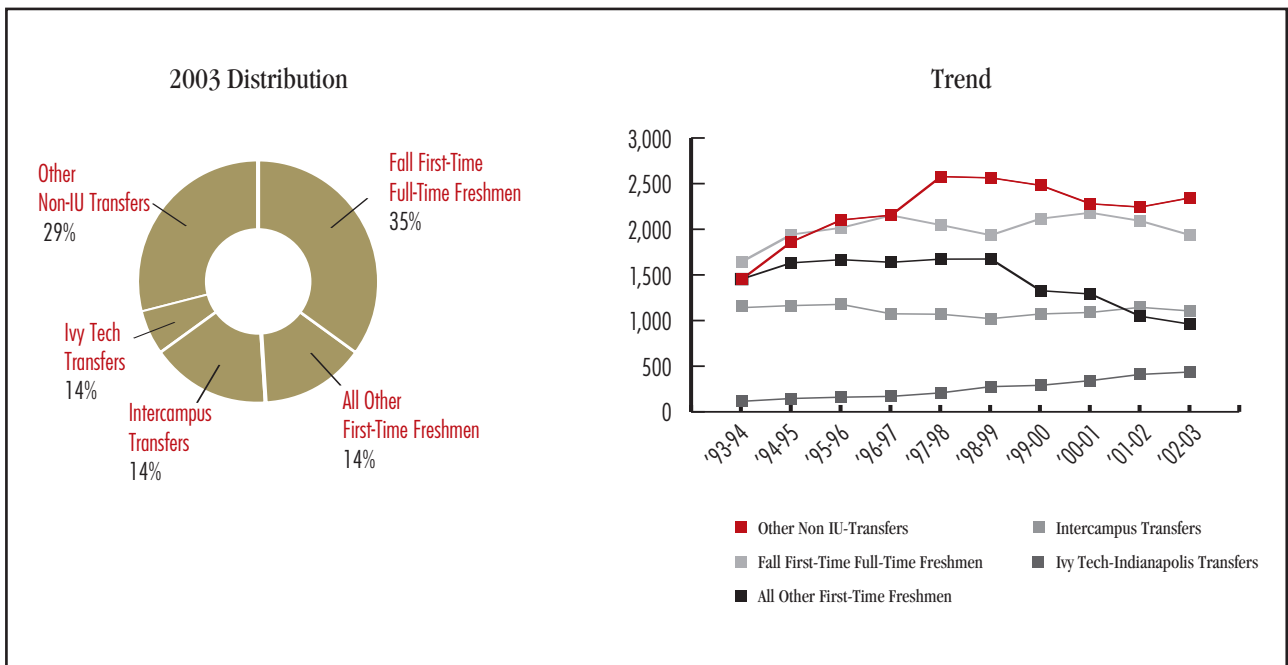
Beginners in Top 10% of H.S. Class



New Undergraduate Students by Mode of Admissions

Only one-third of all new IUPUI undergraduate students start as first-time, full-time freshmen (i.e., the traditional cohort tracked for retention and graduation rate purposes). A change in IUPUI admissions practices related to the formation of the community college system has also led to enrollment of fewer first-time freshmen compared to the late 1990s. The number of students transferring from Ivy Tech-Indianapolis to IUPUI continues an upward trend as a result of IUPUI's work with Ivy Tech State College to improve transfer opportunities.

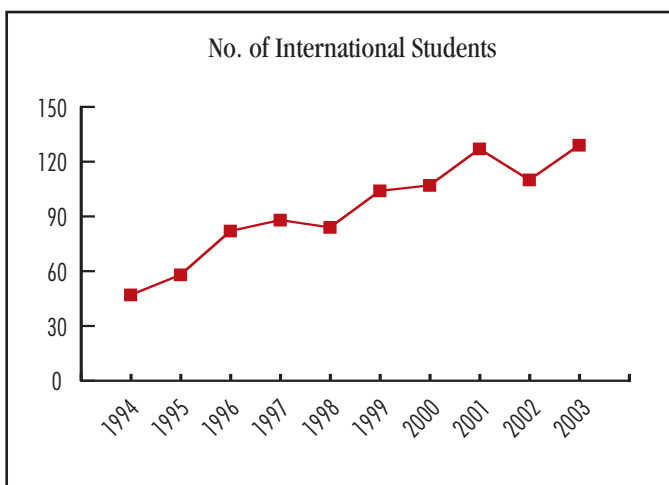
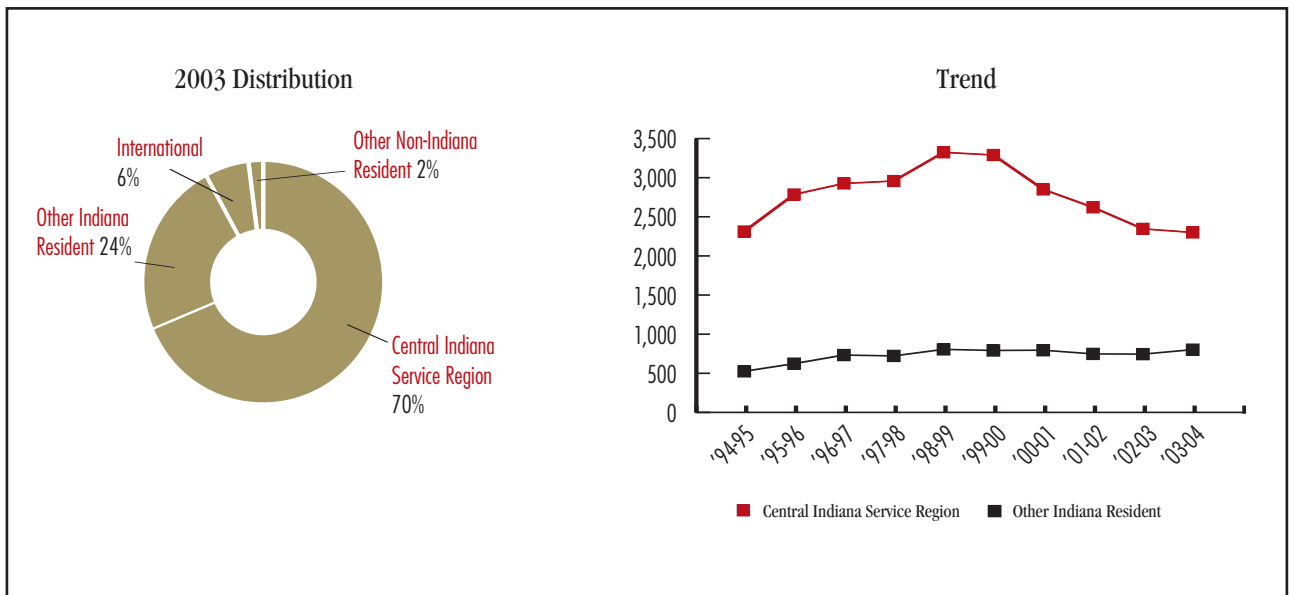
<u>Calendar Year</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Fall First-Time Full-Time Freshmen	1,451	1,862	2,102	2,154	2,577	2,563	2,481	2,279	2,243	2,344
All Other First-Time Freshmen	1,454	1,632	1,667	1,638	1,673	1,674	1,327	1,291	1,047	960
Intercampus Transfers	1,141	1,164	1,177	1,074	1,069	1,021	1,072	1,089	1,145	1,105
Ivy Tech-Indianapolis Transfers	115	146	160	169	208	276	290	342	410	436
Other non IU-transfers	1,643	1,942	2,016	2,152	2,046	1,935	2,116	2,181	2,092	1,936
Total	5,804	6,746	7,122	7,187	7,573	7,469	7,286	7,182	6,937	6,781
Pct. Fall First-Time Full-Time Freshmen	25%	28%	30%	30%	34%	34%	34%	32%	32%	35%



Geographic Origin of New Freshmen

Almost three of every four new freshmen come to IUPUI from IUPUI's home county, Marion, and the seven surrounding counties of Central Indiana.

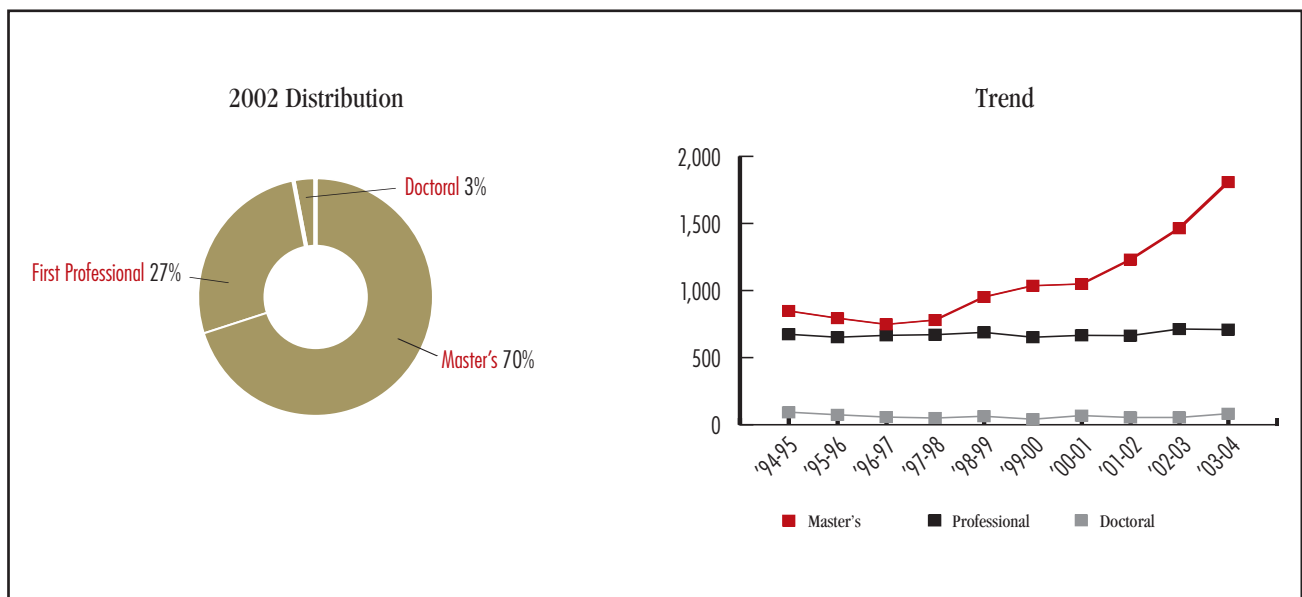
<u>Calendar Year</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Central Indiana Service Region	2,312	2,785	2,926	2,957	3,324	3,290	2,850	2,621	2,346	2,300
Other Indiana Resident	525	623	733	722	806	792	795	748	746	802
Foreign Student	47	58	82	88	84	104	107	127	110	129
Other Non-Indiana Resident	21	28	28	25	36	51	56	74	88	73
Total	2,905	3,494	3,769	3,792	4,250	4,237	3,808	3,570	3,290	3,304
Percent in Service Region	80%	80%	78%	78%	78%	78%	75%	73%	71%	70%



New Graduate Students

The numbers of students entering master's level programs at IUPUI has varied dramatically over the last four years. New student enrollments in first professional programs in medicine, dentistry, law, and health and rehabilitation sciences are higher for the last two years due in part to enrollments in the new Doctor of Physical Therapy program. The number of new doctoral students has fluctuated over time and increased significantly for 2003.

<u>Calendar Year</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Master's	848	794	748	780	952	1,036	1,049	1,231	1,461	1,808
First Professional	674	652	666	671	688	652	666	664	713	709
Doctoral	94	74	57	50	63	41	68	54	54	82
Total	1,616	1,520	1,471	1,501	1,703	1,729	1,783	1,949	2,228	2,599



Percent Graduate Enrollment at Indiana Universities with More than 7500 Students (Fall 2003)

IUPUI educates more graduate/professional students than any Indiana campus.

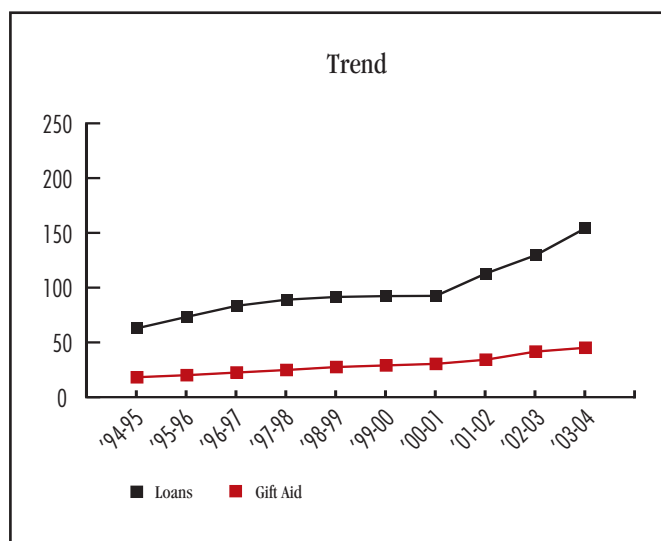
	<u>Total Enrollment</u>	<u>Grad/Prof Enrollment Number</u>	<u>Grad/Prof Enrollment % of Total</u>
IUPUI	29,860	8,472	28%
Indiana University-Bloomington	38,589	8,270	21%
Purdue University-Main Campus	40,376	7,999	20%
University of Notre Dame	11,415	3,104	27%
Ball State University	20,490	2,830	14%
Indiana Wesleyan University	10,149	3,411	34%
Indiana State University	11,360	1,745	15%
Purdue University-Calumet Campus	9,129	933	10%
Indiana University-Purdue University Ft. Wayne	11,806	738	6%
University of Southern Indiana	9,899	745	8%

Financial Aid Trends by Type*

Financial aid has increased over time with significant changes in work study and student loan appropriations. Increase in work study is evidence of IUPUI's ongoing effort to support student engagement by offering more opportunities to stay connected through on-campus employment and community service.

<u>Fiscal Year</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Gift Aid	18.2	20.1	22.5	24.8	27.5	29.0	30.4	34.2	41.6	45.1
Loans	62.9	73.3	83.4	89.0	91.5	92.3	92.5	112.9	129.6	154.3
Work study	1.0	1.0	1.1	1.2	1.6	1.9	1.5	1.8	2.4	2.4
Total	82.1	94.4	107.0	115.0	120.6	123.2	124.5	148.9	173.6	201.8

* In millions of dollars.



Student Satisfaction

Between 1995 and 2003, there have been substantial increases in student satisfaction with the registration process, the use of technology in the classroom, and the relevance of courses to career goals and objectives. Advising, the quality of the classroom environment, availability of financial aid, and parking continue to be areas where students report relatively low satisfaction. Figures represent the percent of students responding “satisfied” or “very satisfied” to questions on the Continuing Student Satisfaction and Priorities Survey.

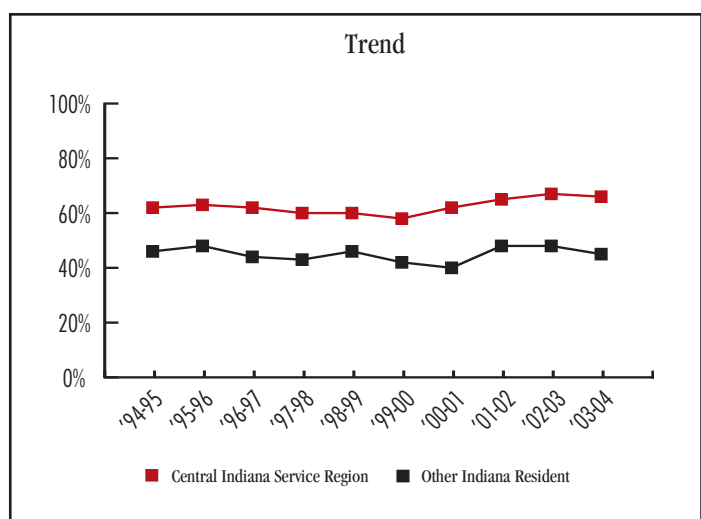
	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2001</u>	<u>2003</u>
Registration Process	74%	80%	83%	88%	84%	83%	87%
Overall Academic Experience	78%	83%	82%	84%	82%	85%	85%
Quality of Instruction	77%	81%	81%	82%	80%	83%	82%
Quality of Teaching by Faculty in Major Area	77%	79%	79%	78%	78%	82%	78%
Courses in the Major Area	75%	77%	79%	79%	77%	80%	77%
Availability of Faculty for Discussions Outside Class	65%	71%	69%	69%	68%	72%	70%
Use of Technology in the Classroom	59%	63%	67%	68%	69%	73%	72%
Advising	51%	55%	58%	59%	55%	56%	58%
Classroom Environment	40%	49%	48%	45%	46%	48%	50%
Amount of Aid Available	32%	39%	41%	40%	41%	41%	36%
Availability of Parking	23%	30%	31%	36%	30%	20%	31%
Relevance of Courses to Career Goals and Objectives	62%	65%	71%	67%	72%	71%	73%
Health and Social Services	70%	75%	78%	77%	81%	82%	82%
Arts and Sciences	60%	67%	74%	65%	69%	68%	68%
All Others	60%	62%	69%	66%	71%	67%	73%

Note: Continuing Student Satisfaction and Priorities Survey was not conducted in 2000 or 2002.

Student Retention

Retention of IUPUI's largely non-traditional, commuter student population has always been challenging. One-year retention rates have increased substantially for first-time, full-time students in recent years, although rates declined slightly this year. The upward trend is due in part to efforts to admit fewer students conditionally, as well as to an extensive set of retention initiatives.

<u>One-Year Retention</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Full-time	62%	63%	62%	60%	60%	58%	62%	65%	67%	66%
Part-time	46%	48%	44%	43%	46%	42%	40%	48%	48%	45%



Time to Degree – Baccalaureate Degree Recipients

Students who began as freshmen at IUPUI (“native” freshmen) and earned a bachelor’s degree in the last three years took an average of seven and a half years to complete their degrees. However, because a few students take exceptionally long to graduate, this average is not the best measure of a typical career. Over half of the native freshmen who graduated did so within six or fewer years. As would be expected, students who transferred from a non-IU college or university to IUPUI took less time on average, since they came with significant credits.

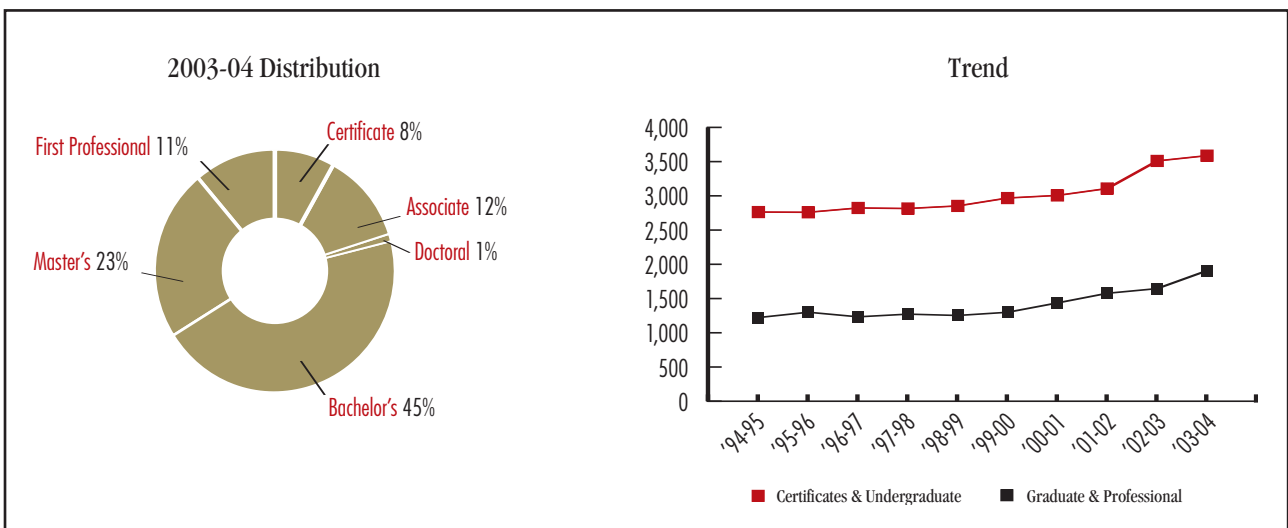
	<u>Mean Years</u>			<u>Median Years</u>			<u>% Taking Longer than Six Years</u>		
	<u>'01-02</u>	<u>'02-03</u>	<u>'03-04</u>	<u>'01-02</u>	<u>'02-03</u>	<u>'03-04</u>	<u>'01-02</u>	<u>'02-03</u>	<u>'03-04</u>
Began at IUPUI as Freshman	7.9	7.5	7.4	5.8	5.8	5.3	43%	44%	44%
Began at other IU Campus as Freshman	7.7	8.3	7.6	5.3	5.3	5.3	38%	40%	40%
Began at IUPUI as Transfer	5.2	5.5	5.2	3.9	3.9	3.8	22%	25%	25%
Began at other IU Campus as Transfer	7.5	8.1	9.8	5.3	6.1	5.3	38%	50%	50%

Degrees Conferred

The number of degrees conferred at IUPUI has climbed steadily in recent years. Degrees conferred at the Master’s level have increased significantly over the past five years. Baccalaureate degree conferrals increased for each of the last three years and reached a ten-year high in 2003-04. Today, degrees conferred at the bachelor’s level account for just under one-half of all degrees conferred. One-third of all degrees conferred in recent years are graduate or first professional degrees. The number of degrees earned by African American students and by all minority students increased for the fifth year, with numbers reaching ten-year highs.

	<u>'94-95</u>	<u>'95-96</u>	<u>'96-97</u>	<u>'97-98</u>	<u>'98-99</u>	<u>'99-00</u>	<u>'00-01</u>	<u>'01-02</u>	<u>'02-03</u>	<u>'03-04</u>
Certificate	106	107	155	163	197	238	288	358	461	439
Associate	532	524	540	551	559	575	638	537	620	649
Bachelor’s	2,125	2,129	2,128	2,101	2,097	2,155	2,080	2,212	2,429	2,499
Master’s	608	681	659	612	615	652	777	939	1,023	1,267
First Professional	583	587	542	624	601	604	621	609	598	605
Doctoral	31	32	32	36	37	43	38	29	24	35
Total	3,985	4,060	4,056	4,087	4,106	4,267	4,442	4,684	5,155	5,494
Total African American	198	233	233	273	249	293	337	364	388	423
Total Minority	373	389	411	443	440	494	528	615	639	705

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Principles of Undergraduate Learning Survey

IUPUI freshmen and senior respondents indicate significantly higher learning gains across a range of general education outcomes compared to their peers at other urban universities and universities classified in the same Carnegie category as IUPUI (Doctoral-Intensive). Specifically, 2003 freshmen rate themselves as experiencing larger gains on 10 items and lower gains on 3 items, whereas 2002 freshmen rated themselves higher on 4 items and lower on 8. Seniors now rate themselves higher on 6 items and lower on 5, compared to 2002 when they rated themselves higher on 9 and lower on only 1 (voting).



Alumni Employment and Further Education Outcomes

The alumni data this year are little changed from the most recent years, with the exception of a slight dip in recent graduates' level of satisfaction with advising. Graduate employment showed signs of beginning to move up to prior year levels, though the percentage of workers advancing in their jobs after completing a degree continued a decline that began in 1999. A dip in the percent of alumni who said their jobs were related to their major suggests that while the level of employment was slightly better, the perceived quality of jobs might be somewhat poorer.

	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03
Percent Employed Full-Time ¹	85%	80%	84%	85%	86%	84%	86%	81%	79%	81%
Percent Advancing Based on Degree ²	45%	48%	50%	52%	56%	52%	50%	48%	45%	42%
Percent Pursuing Further Education Full-Time	8%	9%	9%	8%	8%	9%	9%	10%	11%	10%
How Well Education Prepared for Current Job ³	86%	87%	89%	90%	91%	90%	90%	87%	88%	86%
Enhancement of Future Prospects ³	96%	95%	95%	96%	96%	96%	96%	95%	96%	94%
Satisfaction with Overall Quality of Education ⁴	na	88%	86%	89%	88%	91%	88%	88%	88%	88%
Satisfaction with Instruction in Major ⁴	86%	80%	78%	83%	83%	85%	81%	83%	81%	81%
Advising ⁴	51%	50%	50%	53%	55%	56%	55%	55%	59%	56%
Relatedness of Job to Major ⁵	84%	83%	82%	84%	88%	82%	83%	83%	83%	79%
Health and Social Services ⁵	97%	98%	97%	97%	99%	98%	97%	97%	98%	98%
Arts and Sciences ⁵	66%	59%	64%	65%	73%	61%	73%	76%	67%	68%
All Other Fields ⁵	83%	83%	79%	82%	86%	80%	79%	78%	81%	77%

Source: Results of the Recent Alumni Survey of undergraduate degree recipients

1 - Percentage of respondents working full-time (35+ Hours) among all those working full- or part-time and including those not working but looking for work.

2 - Percentage of respondents employed full-time who remained at their current job and received a raise or promotion or got a new job because of their degree.

3 - Percentage responding somewhat or very well.

4 - Percentage responding satisfied or very satisfied.

5 - Percentage responding somewhat or directly related.

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Gender and Ethnic Minority Representation

Representation of women and African Americans among professional staff is more reflective of IUPUI's student population than is this representation among the faculty.

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Tenure and Tenure-Track Faculty¹										
Percent Women	25%	25%	26%	25%	25%	25%	26%	27%	27%	29%
Percent Minority	13%	13%	13%	13%	13%	14%	14%	15%	17%	17%
Percent African American	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
Professional Staff										
Percent Women	65%	67%	67%	62%	62%	64%	65%	66%	67%	66%
Percent Minority	9%	9%	9%	10%	12%	11%	11%	11%	13%	13%
Percent African American	6%	6%	6%	6%	6%	6%	6%	7%	7%	7%
Students										
Percent Women	58%	58%	58%	58%	58%	58%	57%	58%	59%	58%
Percent Minority	11%	12%	13%	14%	14%	14%	14%	14%	14%	14%
Percent African American	8%	8%	9%	9%	10%	9%	9%	9%	9%	9%

1 - Excludes librarians. Note: Shaded area includes IU Hospital employees moved to Clarian.

The Academic and Non-Academic Workforces

IUPUI's academic workforce has grown in recent years. The most notable recent increases have been among clinical positions and non-tenure eligible faculty. The increase in non-tenure eligible faculty reflects growth in the number of full-time lecturers. The number of non-academic appointments has continued to grow, following a deep decline in 1997 resulting from the move of hospital employees to Clarian.

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Academic Appointments	2,001	2,009	2,074	2,121	2,115	2,168	2,177	2,254	2,443	2,500
Tenured/Tenure Track Faculty (exc librarians)	1,268	1,262	1,267	1,280	1,284	1,262	1,241	1,235	1,274	1,284
Tenured	866	872	879	874	906	918	908	882	887	883
Tenure-Track	402	390	388	406	378	344	333	353	387	401
Percent Tenured	68%	69%	69%	68%	71%	73%	73%	71%	70%	69%
Other Academic Appointments	733	747	807	841	831	906	936	1,019	1,169	1,216
Postdoctoral Fellow	77	78	88	111	132	139	142	151	162	168
Researchers	192	189	198	191	189	200	193	188	215	226
Clinicians	213	212	236	269	257	299	329	352	392	439
Other Non-Tenure Eligible	84	77	66	62	46	60	51	80	128	159
Librarians	47	49	47	47	45	48	47	43	53	54
Visiting Academics	120	142	172	161	162	160	174	205	219	170
Non-Academic Appointments	6,959	6,758	6,824	3,456	3,607	3,726	3,863	4,057	4,333	4,479
Professional	1,650	1,683	1,784	1,233	1,323	1,366	1,539	1,673	1,783	1,923
Clerical*	1,779	1,723	1,693	1,184	1,215	1,239	1,255	1,281	1,368	1,418
Technical	2,515	2,349	2,395	631	670	721	651	698	769	751
Service Maintenance/Food Services	1,015	1,003	952	408	399	400	418	405	413	387

* Includes support staff. Note: Figures prior to 1997 include the hospitals.

Faculty Satisfaction

Faculty satisfaction with rewards and recognition for teaching has steadily increased over time. There have also been significant increases in faculty satisfaction with the availability of support related to technologies used in both teaching and research activities.

	1996	1998	2000	2002
Satisfaction with Rewards and Recognition for Teaching ¹	39%	44%	49%	56%
Perception of the Quality of Undergraduate Students ²	42%	33%	36%	na
Perception of the Quality of Graduate Students ²	78%	75%	74%	na
Satisfaction with Access to Technology for Teaching ¹	na	66%	77%	na
Satisfaction with Access to Technology for Research ¹	na	61%	73%	na
Satisfaction with Availability of Training Related to Technologies used in Teaching Activities ¹	na	46%	53%	na
Satisfaction with Availability of Training Related to Technologies used in Research Activities ¹	na	42%	52%	na
Satisfaction with Availability of Support Related to Technologies used in Teaching Activities ¹	na	50%	61%	74%
Satisfaction with Availability of Support Related to Technologies used in Research Activities ¹	na	46%	58%	74%
Perceptions of the clarity of objectives and plans for the next few years at IUPUI ¹	46%	49%	50%	48%

1 - Percentage responding very satisfied or satisfied.

2 - Percentage responding excellent or good.

na - Indicates the item was not included on the Faculty Survey for that year.

Staff Satisfaction

About three of four staff members are satisfied with their jobs and an even larger majority like the work they do. However, slightly fewer than half are satisfied with how performance evaluations are conducted and with recognition received for doing a good job. Staff are somewhat less likely to be satisfied with the clarity of campus objectives and plans than are faculty members.

	1999	2003
My unit has good working relationships with other units in the University ¹	69%	71%
I am satisfied with the kinds of training currently available to me ¹	52%	60%
I am satisfied with the recognition I receive for doing a good job ¹	47%	49%
I am satisfied with how performance evaluations are conducted in my unit ¹	45%	46%
I am satisfied with my physical work environment at IUPUI ¹	61%	69%
I like the work I do at my current position ²	86%	87%
My overall job satisfaction ²	73%	76%
The clarity of objectives and plans for the next few years at IUPUI ²	38%	44%

1 - Percentage responding agree or strongly agree.

2 - Percentage responding satisfied or very satisfied.

Instructional Workload

IUPUI faculty teach just under six courses per academic year on average. Average credit hour production by full-time faculty in IUPUI's general academic programs has fluctuated somewhat, while the number of sections taught per year has remained relatively stable.

	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04
Credit Hours/FTE ¹	372	382	395	366	372	389	376	384
Sections/FTE ¹	5.7	5.6	5.6	5.4	5.7	5.8	5.5	5.5

1 - Includes assistant, associate, and full professors, excluding faculty with administrative roles other than chairs.

Full-Time Faculty Teaching Undergraduate Courses

The recent notable increase can be attributed, in large part, to the Trustees' Full-Time Lecturer Initiative. A portion of tuition revenues was devoted to converting part-time into full-time lecturer positions.

	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04
Sections	45%	45%	45%	46%	47%	52%	54%	54%
Credit Hours	48%	49%	49%	51%	54%	58%	60%	60%

Faculty and Student Ratings of the Quality and Importance of the Largest Campus Libraries

Faculty gave the campus libraries the highest rating on a list of 34 campus programs and services. Students were generally satisfied with the availability of library services.

<u>Faculty Ratings</u>	<u>Very Important</u>		<u>Good or Excellent</u>	
	<u>Pct.</u>	<u>Rank*</u>	<u>Pct.</u>	<u>Rank</u>
University Library	96%	1	92%	2
Medical Library	94%	2	94%	1

* Faculty rated 34 campus programs and services.

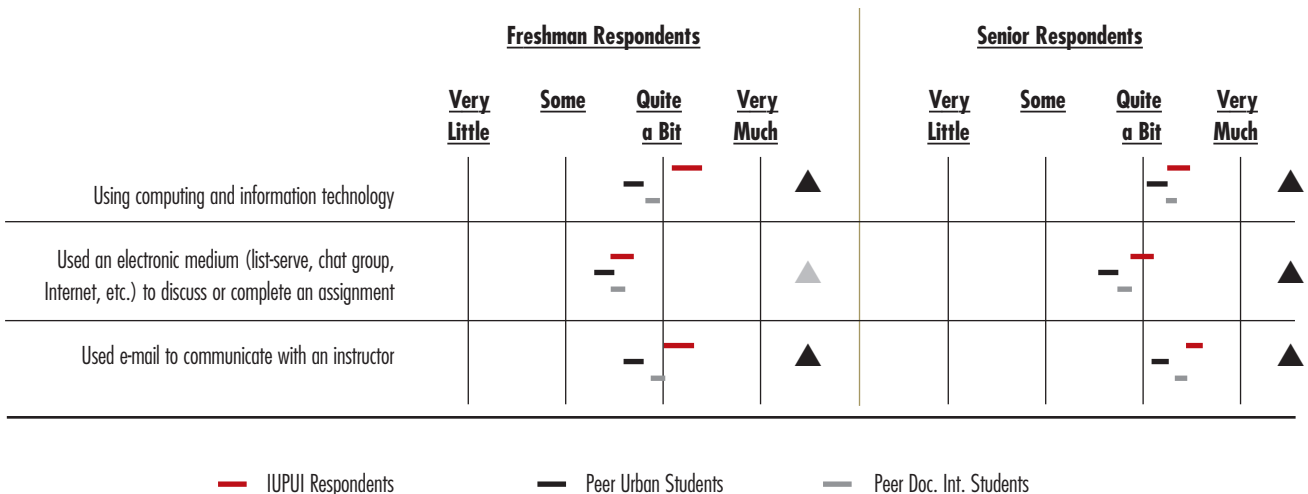
<u>Student Ratings</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2001</u>	<u>2003</u>
Library Hours	79%	78%	79%	79%	80%	80%
Availability of needed reference materials	71%	70%	72%	74%	77%	*
Spaces for individual and group study	81%	76%	76%	72%	72%	*

Note: The Continuing Student Satisfaction and Priorities Survey was not administered in 2000 or 2002.

* These items were revised for the 2003 survey

University Information and Technology Services

Students responding to The National Survey of Student Engagement report extensive use of information technologies for learning.



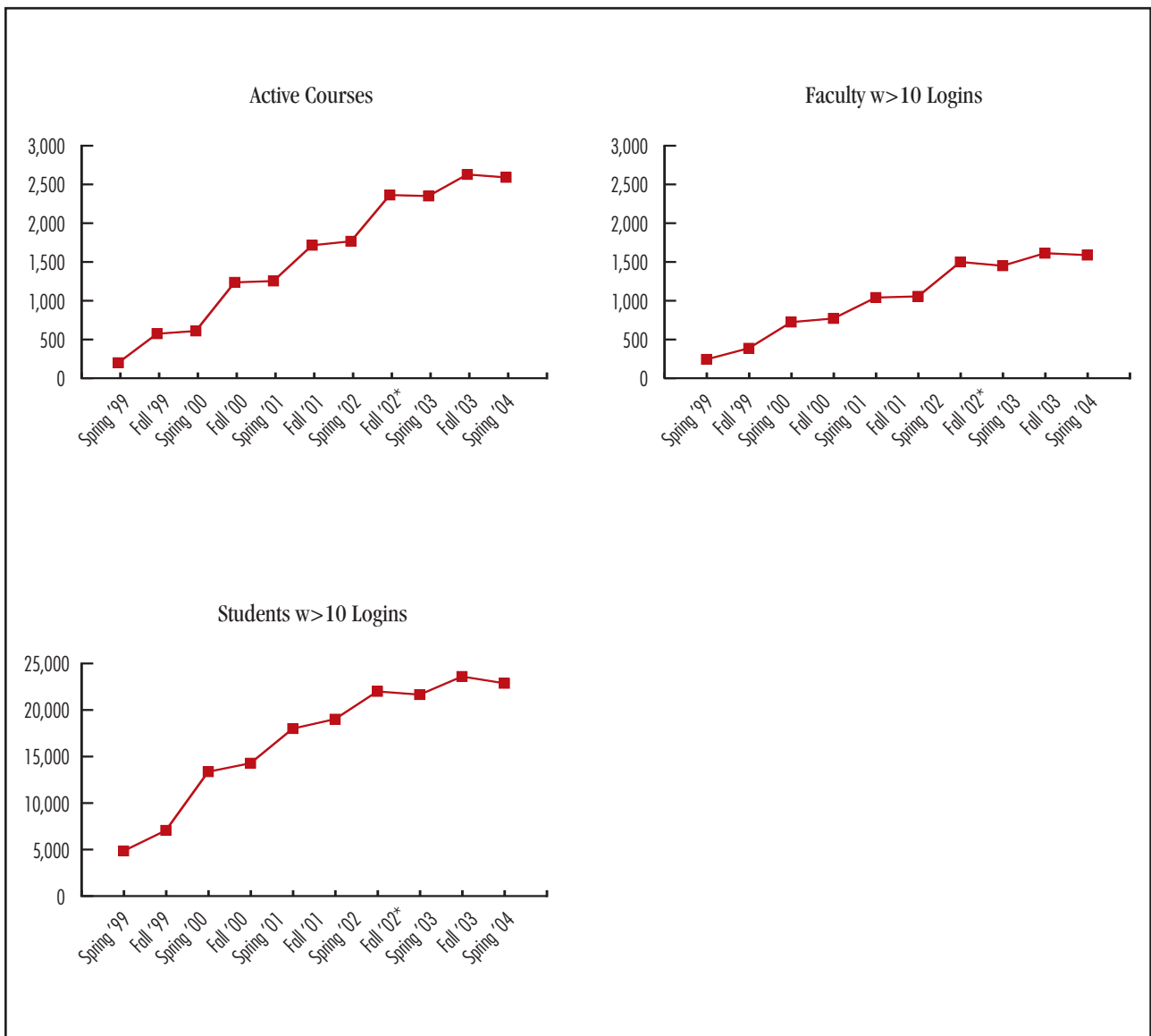
* The black up arrow signifies that the IUPUI average response is significantly higher than both peer groups: urban universities and doctoral intensive universities. The lighter grey arrow signifies that the IUPUI average response is significantly higher than one of the two groups.

OnCourse Use Trends, Fall 1999 – Spring 2004

Faculty and student use of OnCourse, IU's Web-based course management system, has increased steadily and dramatically over the past five years.

	<u>Spring</u> <u>1999</u>	<u>Fall</u> <u>1999</u>	<u>Spring</u> <u>2000</u>	<u>Fall</u> <u>2000</u>	<u>Spring</u> <u>2001</u>	<u>Fall</u> <u>2001</u>	<u>Spring</u> <u>2002</u>	<u>Fall</u> <u>2002*</u>	<u>Spring</u> <u>2003</u>	<u>Fall</u> <u>2003</u>	<u>Spring</u> <u>2004</u>
Active Courses	200	574	610	1,237	1,254	1,715	1,767	2,363	2,351	2,629	2,591
Faculty Logins											
Overall	na	392	659	977	986	1,312	1,342	1,700	1,749	1,875	1,854
>10/Semester	na	243	387	724	771	1,041	1,056	1,500	1,451	1,613	1,588
Student Logins											
Overall	na	7,520	10,744	16,523	17,099	21,223	21,717	24,100	24,094	25,828	24,724
>10/Semester	na	4,840	7,063	13,365	14,283	17,999	19,017	22,000	21,657	23,601	22,871

* Estimated number



Number of Assessment Methods Used, According to Annual Assessment Reports by School

The number of methods used to assess student learning (e.g. standardized tests, surveys, senior projects) is considered an indicator of the level and quality of assessment. Experts on assessment recommend the use of multiple methods.

	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04
<u>Campus Total</u>	153	301	290	335	446	470
Allied Health	12	18	20	22	22	22
Business	6	8	3	8	6	9
Dentistry	10	11	11	12	12	12
Education	6	9	7	11	11	11
<u>Engineering & Technology</u>						
Computer Technology/CIT	6	6	5	10	10	12
Construction Technology	7	7	7	7	10	11
Electrical & Computer Engineering	5	5	5	6	11	11
Elec. & Computer Engineering Technology	7	7	10	8	12	14
Mechanical Engineering	4	4	5	7	13	13
Mechanical Engineering Technology	4	4	4	4	8	8
Organizational Leadership & Supervision	na	na	na	5	6	7
Herron School of Art	na	na	na	9	12	12
Informatics	na	na	na	na	10	10
Journalism	na	na	na	na	na	na
Law	na	na	na	na	4	4
<u>Liberal Arts—School-Wide</u>						
Anthropology	na	1	na	na	na	na
Communication Studies	11	11	11	11	13	13
Economics	14	14	6	10	11	11
English	4	4	4	4	4	4
Foreign Languages	na	13	13	13	16	18
Geography	na	8	8	11	11	11
History	na	7	8	9	10	10
Philosophy	na	10	10	10	10	10
Political Science	na	7	7	7	7	7
Religious Studies	2	2	2	3	9	9
Sociology	na	9	9	9	9	9
	7	8	10	7	7	7
Library & Information Sciences	na	na	na	na	na	na
Medicine (Health Sciences 2002-03)	na	13	11	11	14	14
Music	na	na	na	na	na	na
Nursing	14	14	14	16	17	17
Optometry	na	na	na	na	na	na
Physical Education	5	5	6	17	26	26
Public & Environmental Affairs	6	10	10	10	17	17
<u>Science—School-Wide</u>						
Biology	na	5	5	5	5	5
Chemistry	na	18	18	18	23	23
Computer & Information Sciences	11	11	11	11	13	17
Geology	na	3	3	7	9	9
Mathematical Science	na	4	4	4	5	5
Physics	na	11	11	11	12	12
Psychology	na	18	18	5	12	12
	na	5	5	5	12	12
<u>Social Work</u>						
BSW	5	5	5	5	7	10
MSW	5	5	5	5	7	10
PhD	5	5	5	5	7	10
University College	4	4	4	4	13	13

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

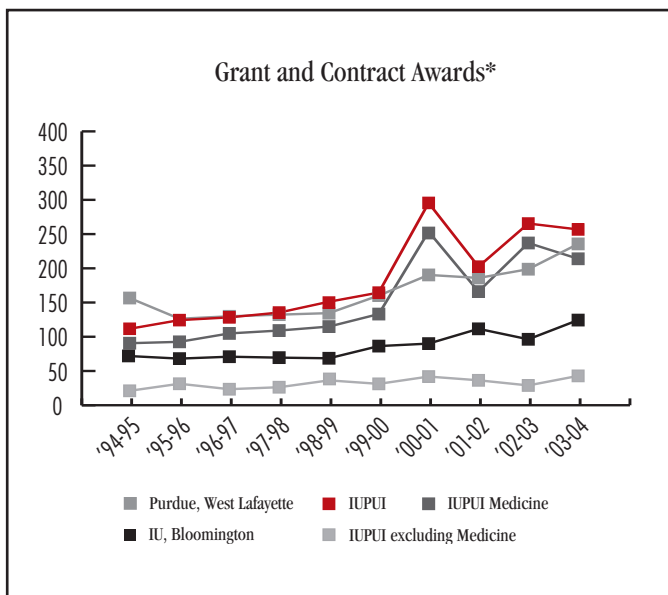
Grant and Contract Awards*

IUPUI continues to obtain record amounts of external grant and contract support for research, service, and instruction. Funding received by IUPUI has exceeded the figure for Purdue, West Lafayette for the past seven years. While these numbers reflect the increasing success of the School of Medicine, IUPUI's other programs are also contributing increasingly to this growth.

	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02'	'02-03'	'03-04'
IUPUI	111.7	124.3	128.3	135.4	151.2	164.5	295.5	202.4	265.9	256.8
IU, Bloomington	71.8	68.1	70.9	69.5	68.6	86.4	90.0	111.6	96.3	124.4
Purdue, West Lafayette	156.6	126.3	129.9	132.3	134.5	160.2	190.3	185.9	198.7	235.6
IUPUI Medicine	90.6	92.9	104.9	109.1	114.9	133.2	253.6	166.0	237.0	213.9
IUPUI excluding Medicine	21.1	31.4	23.4	26.3	36.3	31.2	41.9	36.4	28.9	42.9

* In millions of dollars.

1 - Purdue figure excludes voluntary support awards (private donations) and is comparable to IU and IUPUI figures.



Total Awards: Ten-Year Summary

Unit	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03
Art	10,268	3,542	11,284	17,203	7,198	11,037	17,158	18,725	0	18,000
Business	152,530	87,187	121,721	32,000	5,000	0	0	314,070	0	0
Continuing Studies	0	0	0	0	0	0	0	0	0	0
Dentistry	4,689,181	3,070,733	3,368,960	3,410,751	3,079,561	3,582,774	4,158,998	5,647,582	3,678,303	4,084,588
Education	458,734	576,198	698,945	918,345	599,041	488,240	500,055	377,374	569,107	289,316
Engineering & Technology	4,593,486	1,356,894	4,600,134	5,917,711	1,933,237	1,667,320	1,934,368	2,688,627	1,827,322	1,010,211
Informatics	0	0	0	0	0	0	0	0	75,000	0
IUPU Columbus ⁴	0	0	0	0	0	0	788,191	222,727	0	0
Journalism	0	0	0	0	0	0	0	0	0	0
Law	1,157,355	1,292,021	1,361,399	1,279,673	1,307,314	1,184,224	1,249,422	796,539	486,053	0
Liberal Arts	1,255,690	7,003,497	12,624,187	1,435,732	5,798,133	13,362,404	5,866,042	11,734,539	6,041,664	5,066,342
Library & Info. Sciences	0	0	0	14,979	0	0	0	0	73,005	0
Medicine ¹	74,752,965	90,636,294	92,891,226	104,897,232	109,027,964	114,929,293	133,245,606	253,599,583	165,984,256	236,974,090
Music	0	0	0	0	0	0	0	0	0	6,000
Nursing	1,901,888	1,831,616	2,392,869	2,446,470	4,147,615	7,032,633	4,086,712	8,320,535	6,290,815	7,315,153
Physical Education ³	0	2,200	0	1,128	7,524	12,018	2,473	9,924	11,453	13,502
Public & Env. Affairs	4,080,237	1,582,588	1,100,874	1,793,518	870,548	1,490,787	4,437,502	2,456,449	6,038,573	2,161,161
Science	3,094,443	3,052,776	3,622,002	4,193,191	4,187,476	5,921,260	6,348,691	6,922,969	6,898,796	6,198,199
Social Work	418,014	528,590	174,887	89,077	287,682	147,483	302,179	400,761	1,541,113	217,895
University College ⁴	0	0	0	0	0	0	1,159,508	1,488,485	2,250,458	1,552,013
Admin. Units ^{2,4}	1,139,518	708,028	1,310,979	1,831,934	4,114,997	1,388,962	384,833	533,573	637,063	1,016,185
Totals	97,704,309	111,732,164	124,279,467	128,278,944	135,373,290	151,218,435	164,481,738	295,532,462	202,402,981	265,922,655

1 - Includes Bloomington Medical Sciences, Centers for Medical Education, and School of Allied Health and Rehabilitation Sciences.

2 - Includes all administrative units (e.g., non-academic units).

3 - Includes Restaurant, Hotel, and Institutional Management.

4 - IUPU Columbus and University College were included with Administrative Units until 1999-2000

CIVIC ENGAGEMENT

IUPUI Programs and Activities in the Community

In 2002, IUPUI created an inventory of activities and programs that engaged academic and administrative units in serving the Indianapolis community, Central Indiana, the State, and beyond. These activities were catalogued in the campus Civic Engagement Inventory (www.imir.iupui.edu/ceinv).

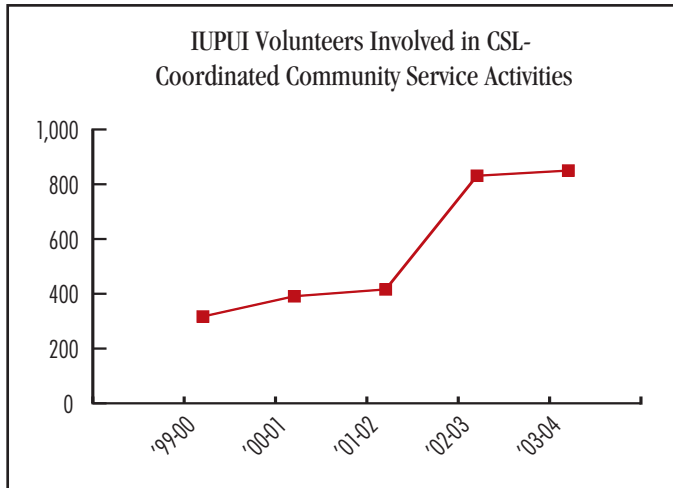
Activities in the inventory were sorted into ten topical domains. The table below shows how 212 different programs and activities were identified in relation to these topical areas. The most popular areas were “Arts, Humanities and Cultural Enrichment,” followed by “Health, Social Sciences, and Human Services,” and then “Education and Lifelong Learning.” “Career and Professional Competencies” was often identified as a secondary domain of the work being done.

<u>Topical Domain</u>	<u>Primary Domain</u>		<u>All Related Domains</u>	
	<u>Number</u>	<u>% of Total Activity</u>	<u>Number</u>	<u>% of Activities Related</u>
Arts, Humanities, and Cultural Enrichment	68	32%	36	17%
Business/Technical Assistance	3	1%	28	13%
Career and Professional Competencies	13	6%	75	35%
Economic Development	4	2%	28	13%
Health, Social Sciences, and Human Services	58	27%	34	16%
Education and Lifelong Learning	40	19%	85	40%
Housing and Community Development	2	1%	26	12%
Information Technologies	7	3%	22	10%
Science, Engineering, and Technology	13	6%	24	11%
Government, Urban Planning and Environment	4	2%	28	13%
Total Programs	212			

Campus-wide Volunteer Activities Coordinated by the Center for Service and Learning

An increasing number of students, faculty, and staff are participating in the volunteer community service activities sponsored by the Center for Service and Learning (CSL). These activities include such events as the United Way Day of Caring, Make a Difference Day, Oxfam Hunger Banquet, Jam the Jaguars Bus Food Drive, Holiday Assistance Program, Martin Luther King Day of Service, Into the Parks, Student Summit on Service and Activism, Shantytown, College Mentors for Kids, and Activote America.

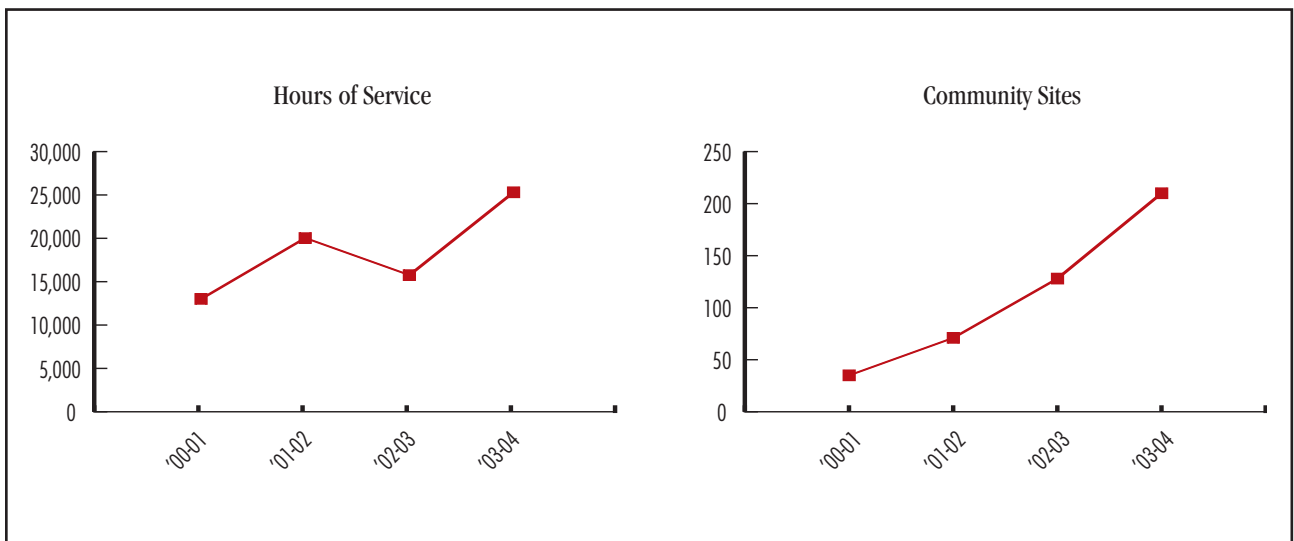
	<u>'99-00</u>	<u>'00-01</u>	<u>'01-02</u>	<u>'02-03</u>	<u>'03-04</u>
Number of Activities	5	5	6	11	8
IUPUI Volunteers Involved	317	391	416	831	850
Hours Volunteered	na	na	na	3,700	3,774
Number of Community Sites	na	na	na	68	77



Service Learning

Over the past four years, participation in classes in which service at a community site is integrated into the curriculum has increased notably. The number of service learning classes and the hours of service provided have nearly doubled. The number of community sites served by IUPUI students has increased nearly seven-fold.

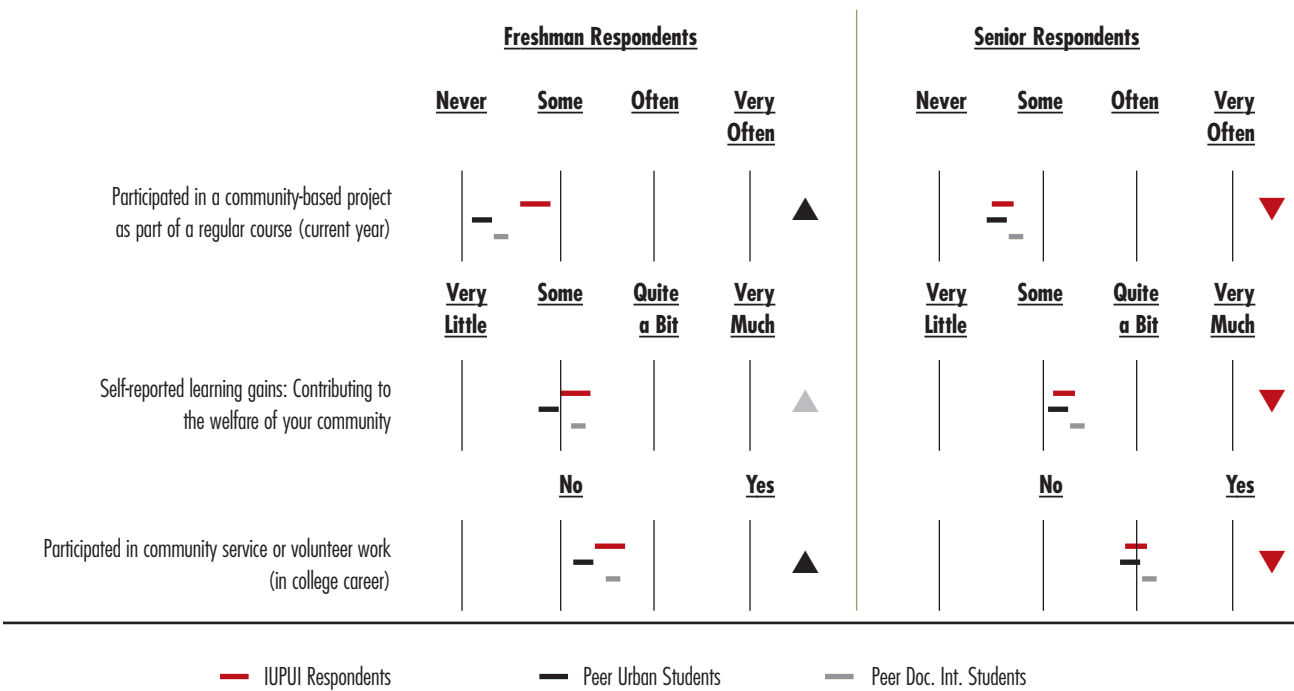
	'00-01	'01-02	'02-03	'03-04
Classes	24	37	42	41
Faculty Involved	48	56	57	50
Student Enrollment	1,440	1,922	1,889	2,001
Hours of Service	13,006	20,037	15,758	25,307
Community Sites	35	71	128	210



IUPUI Student Participation in Service and Learning

IUPUI freshman are more likely than their counterparts at other urban and other doctoral intensive universities to have participated in a community-based project as part of a course. They also report higher levels of participation in community service and higher learning gains than their urban peers in regard to contributing to the welfare of their communities.

IUPUI seniors, like their urban peers, report fewer instances of participating in a course-related community-based project or in community service or volunteer work, and lower learning outcomes related to contributing to the welfare of their community, than peers at other doctoral intensive institutions that participated in the National Survey of Student Engagement.



* The black up arrow signifies that the IUPUI average response is significantly higher than both peer groups: urban universities and doctoral intensive universities. The lighter grey arrow signifies that the IUPUI average response is significantly higher than one of the two groups; the darker red arrow indicates that the IUPUI response is significantly lower than both peer groups; and the lighter red arrow signifies that the IUPUI response is significantly lower than one of the peer groups.

IUPUI Continuing Student and Alumni Perception of Service and Learning

Only a modest percentage of IUPUI current students and undergraduate degree recipients are interested in opportunities to engage in community service at IUPUI. However, a larger percentage believe their education has increased the value they place on exercising their responsibilities as citizens.

Importance of and Satisfaction with Opportunities to Engage in Community Service at IUPUI

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
<u>Importance*</u>					
Recent Undergraduate Degree Recipients	47%	45%	49%	48%	47%
Continuing Students	42%	na	40%	na	45%
<u>Satisfaction**</u>					
Continuing Students	25%	na	29%	na	25%
Recent Undergraduate Degree Recipients	39%	36%	40%	40%	42%

* Percent rating important or very important.

** Percent rating satisfied or very satisfied.

Note: The Continuing Student Survey was not conducted in 2000.

Student Ratings of Impact and Importance of Learning Related to "Exercising My Responsibilities as a Citizen" (e.g., voting, staying current with community and political issues).

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
<u>Impact/Ability</u>					
Continuing Students	61%	67%	64%	na	64%
Recent Undergraduate Degree Recipients	62%	67%	63%	64%	62%
<u>Importance</u>					
Continuing Students	65%	71%	73%	na	75%
Recent Undergraduate Degree Recipients	66%	71%	65%	66%	78%

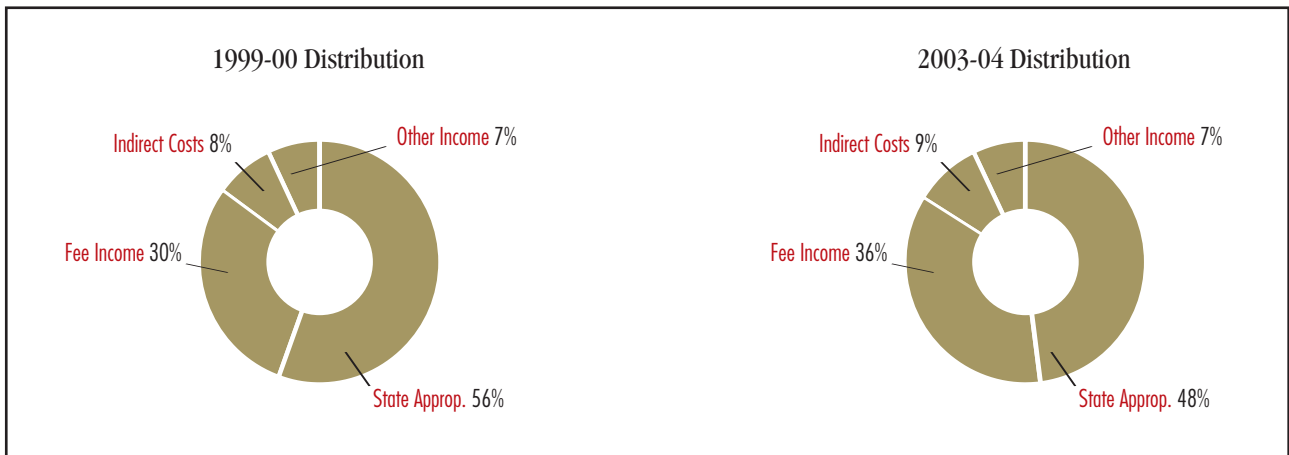
Percent rating 4 or 5 on a 5 point scale ranging from 1 = no impact or importance to 5 = very high impact or importance.

GENERAL FUND AND EXPENDITURES

Recent Trends in IUPUI Education and General Revenues

The state appropriation has declined as a percentage of IUPUI's total Education and General Revenue stream over the last five years. Student fee income now accounts for a greater portion of revenues.

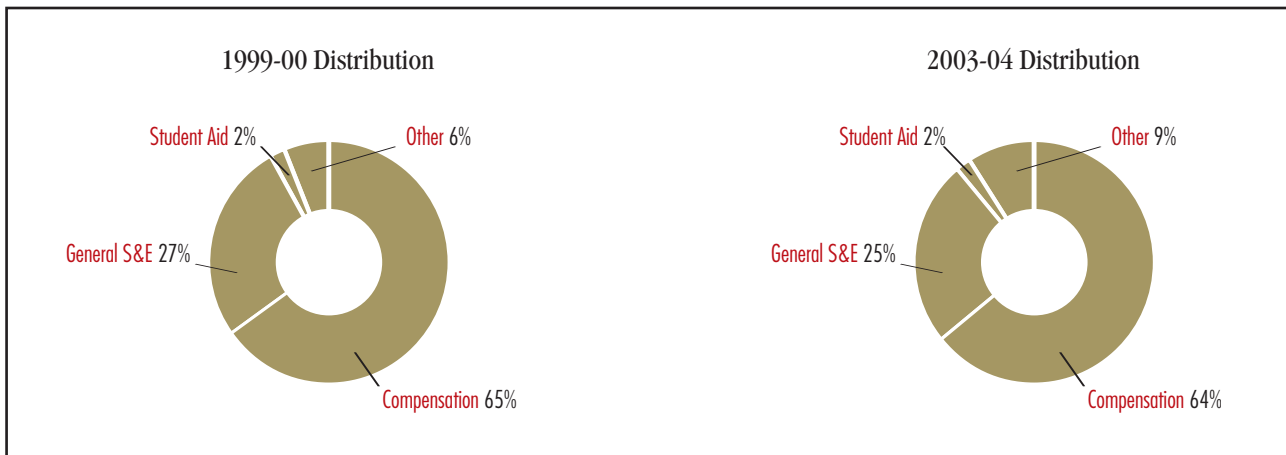
	'99-00	'00-01	'01-02	'02-03	'03-04
State Appropriation	\$187,395,219	\$193,818,239	\$197,463,174	\$198,690,738	\$202,518,284
Student Fee Income	\$102,407,036	\$105,616,971	\$117,396,384	\$135,515,959	\$152,071,977
Indirect Cost Recovery	\$25,405,701	\$26,060,100	\$27,184,000	\$32,176,453	\$37,328,000
Other Income	\$22,093,226	\$24,452,220	\$25,447,594	\$27,935,212	\$29,323,485
Total	\$337,301,182	\$349,947,530	\$367,491,152	\$394,318,362	\$421,241,746



Recent Trends in IUPUI Expenditures

Overall expenditure patterns have not changed significantly since 1999.

	'99-00	'00-01	'01-02	'02-03	'03-04
Compensation	\$211,578,675	\$222,710,004	\$234,042,535	\$249,702,591	\$268,396,707
General S & E	\$94,270,931	\$93,145,066	\$99,076,834	\$103,210,807	\$104,706,170
Student Financial Aid	\$7,569,060	\$9,059,378	\$7,397,078	\$8,492,991	\$10,187,963
Other Expenses	\$23,882,516	\$25,033,082	\$26,974,705	\$32,911,973	\$37,950,906
Total	\$337,301,182	\$349,947,530	\$367,491,152	\$394,318,362	\$421,241,746



Building Facilities by Square Footage

Construction of new buildings has increased overall facilities for teaching and research, but critical space shortages still exist in some areas.

	<u>'96-97</u>	<u>'97-98</u>	<u>'98-99</u>	<u>'99-00</u>	<u>'00-01</u>	<u>'01-02</u>	<u>'02-03</u>
Academic Administration Activities	2,200,557	2,291,747	2,443,606	2,496,979	2,503,902	2,813,062	2,905,070
Auxiliary Service Enterprise	1,744,474	1,750,200	1,673,291	1,678,303	1,999,456	2,316,728	2,336,216
Gross Square Feet	6,432,977	6,687,689	6,616,781	6,848,131	7,524,885	7,606,235	7,863,223

* Includes space under construction and leased space; includes Columbus campus; excludes off-campus facilities.

