

Mission Differentiation Project Campus Conversation

IUPUI Draft Response Revised September 27, 2004

IUPUI Mission Statement

The following statement of vision and mission for Indiana University-Purdue University Indianapolis was endorsed by the IUPUI Faculty Council in April 2002 and approved by the Indiana University Board of Trustees in June 2002. The summary below is complemented by a full set of strategic goals and objectives for implementing the mission and vision at IUPUI. This formally approved statement of mission, vision, and goals provides the context of IUPUI's participation in the Mission Differentiation Project of Indiana University. For each of the questions below, specific IUPUI goals have been matched to the general topic to provide a context for each response.

The VISION of IUPUI is to be one of the best urban universities, recognized locally, nationally, and internationally for its achievements.

The MISSION of IUPUI is to provide for its constituents excellence in

- *Teaching and Learning*
- *Research, Scholarship, and Creative Activity*
- *Civic Engagement, Locally, Nationally, and Globally*
with each of these core activities characterized by
 - *Collaboration within and across disciplines and with the community,*
 - *A commitment to ensuring diversity, and*
 - *Pursuit of best practices*

Ten goals, accompanied by related objectives and implementation strategies, may be viewed at <http://www.planning.iupui.edu/mission/mission.html>.

Mission Related Questions

The following questions have been raised by the Mission Differentiation Project staff and addressed to all IU campuses. The following response from IUPUI has been developed jointly by the campus administration and faculty governance.

1. Admissions Policies and Practices

Is there currently consistency between written campus admissions policies and practices? Should admissions standards be changed in any way to achieve the student body profile the campus wishes to serve, given its stated mission and program focus?

IUPUI Goal: Attract and support a better prepared and a more diverse student population

IUPUI Goal: Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

IUPUI Goal: Increase enrollment and retention of transfer, adult, second-degree, international, and graduate students

IUPUI Response

A. Diversity

As a part of its commitment to have a diverse student body, IUPUI will continue to seek students who can contribute to the learning environment of all. To achieve diversity IUPUI strives to serve first generation students, economically disadvantaged students, students from other parts of the nation and world, students who are underrepresented in particular programs based on consideration of gender, race, age, disabilities and other characteristics. The goal is for all students to have opportunities to interact with peers who reflect the overall population. At IUPUI, diversity means three things: (1) diversity is an educational and social asset to be reflected in our teaching and our work objectives; (2) the persons who comprise our academic community reflect both the current diversity of our service region as well as the evolving demographics of a state and city that aspire to participate fully in a global society; and (3) IUPUI's social and physical environment will enable all of its members to succeed to the fullest extent of their potential. Consistent with this vision for diversity, IUPUI will seek a diverse student body in the programs it offers through undergraduate, graduate and graduate professional, non-degree, and non-credit or continuing studies. Consistent with federal and state laws as well as Indiana University policies, IUPUI offers special programs to encourage minority participation. As a part of its enrollment management planning, IUPUI will make a concerted effort to recruit and retain participants in the state's 21st Century Scholarship program as well as to retain and expand its TRIO programs.

B. Post-Baccalaureate

IUPUI is one of the state's three major centers for research and for graduate and graduate professional education, and it is the state's center for the health and life sciences, attracting post-baccalaureate students from around the region, state, nation and beyond. IUPUI's student body is likely to continue to evolve with a larger proportion of post-baccalaureate students, which has been the fastest growing component of the student body for the past few years. Currently, 29% of the IUPUI enrollment (including IUPUC) is at the post-baccalaureate level; within a decade this percentage is likely to have grown to 40%. Admissions policies and practices at the post-baccalaureate level are determined by the faculty of each degree granting unit. Admissions standards for degrees offered through the IU or Purdue Graduate School are coordinated, respectively, with the two graduate schools while professional school standards are set by the schools.

As the major urban research university campus in the state, IUPUI recognizes that post-baccalaureate admissions criteria must be flexible to achieve a variety of professional and career goals and to maximize performance on standardized examinations and to build on past (often long past) undergraduate performance.

C. Non-Degree

IUPUI serves a very large number of graduate non-degree students who seek specific educational opportunities for career advancement, preparation to change fields or to enter new degree programs, or for personal enrichment. IUPUI continues to expand its offering of post-baccalaureate certificates that may be completed for credit (and often be applied to degrees) or non-credit. All of these enrollments are important to ensure student diversity, and admissions standards and practices must accommodate talented people who intend to adapt to changing economic and social conditions. Flexibility and individualized review of candidacy are critically important to this part of IUPUI's mission. Admission to these programs should be delegated to the campus level in order to meet regional needs.

D. Undergraduate

The current IU admissions policy for undergraduates is University-wide and was approved by the Trustees in 1987. The policy allows for exceptions, and many campuses such as IUPUI have admitted a majority of their students as exceptions. As the Trustee policy provides, exceptions for applicants three or more years out of high school are warranted since high school performance and standardized test scores are not as reliable in predicting success as are other factors such as maturity. Regardless, it is a stated goal of IUPUI to decrease the percentage of students enrolled as exceptions. The IU policy should be restated either to delegate to each campus authority to set its own admissions standards or be revised to reflect current statewide conditions and the higher educational aspirations Indiana has for itself as a state—but with flexibility to accommodate mission differentiation. Campuses should continue to be permitted to admit students as exceptions in order to meet the needs of their local service regions. Any University-wide policy should include these features:

- a. All students admitted to an undergraduate program at IU should have met the “Core 40” requirements for high school graduation or their equivalent;
- b. Instead of standardized test scores or high school rank, IU should adopt minimal academic performance in “Core 40” courses—those that are college preparatory and that research has demonstrated are the best predictors of success in college;
- c. Admissions in selected Core 40 courses should be based on aligned graduation requirements for high school and IU's matriculation expectations, allowing students who have met course-specific admissions requirements (e.g., math, writing, foreign language) to begin college-level course work while still in high school and to receive dual credit;
- d. Transfer students should be expected to present a transfer GPA of 2.0 or higher;
- e. Transfer students from Ivy Tech and other public state institutions should be given assurances that the maximum number of credits within the first 60 hours will be applicable to baccalaureate degrees;
- f. Each campus should have the authority to set higher standards for admission to specific programs;
- g. Each campus should have authority to make exceptions for individuals based on a review of credentials and a personal statement or based on the fact that the applicant has been out of high school for three or more years.

This point is essential to serve a range of students, including applicants from out of state or Indiana schools that have not yet fully implemented Core 40 curricula. Institutional research at IUPUI confirms the effectiveness of a policy that allows exceptions.

E. Admissions Practices and Enrollment Management

IUPUI has formed a Council on Enrollment Management. Over the next several years IUPUI will develop specific plans and strategies to identify, recruit, enroll, and serve students in accord with its mission. One significant issue to be addressed is the proportion of undergraduate, graduate, graduate professional, non-degree, and non-credit students to be served, as noted above. Admissions criteria for post-baccalaureate programs and certificates at all levels should be set at the campus program level.

In cooperation with Ivy Tech, IUPUI is continuing to collaborate on post-secondary educational opportunities for Central Indiana, allowing IUPUI to continue to differentiate its mission from Ivy Tech and to move to more selective admissions tailored to IUPUI's distinctive degree offerings at the baccalaureate and higher levels. IUPUI will expect a growing proportion of its undergraduate enrollments to come from transfer students, especially from Ivy Tech. Although IUPUI will continue to offer some associate degree programs for many years, increasingly the emphasis will be on baccalaureate degrees and certificates—including programs designed for high-achieving students such as the Bepko Scholars and Fellows program. The Honors Program, new campus housing, and the proposed new campus center will contribute to IUPUI's ability to attract talented students who will come to this campus because of its urban location and distinctive high quality programs.

2. Degree Mix

Does the campus have the right degree levels and the appropriate mix of degrees to serve the needs of the student populations it has identified as its target population(s)? For example, will the campus continue to offer associate degrees as a core part of its mission?

IUPUI Goal: Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

IUPUI Goal: Increase enrollment and retention of transfer, adult, second-degree, international, and graduate students

IUPUI Response

A. Post-Baccalaureate

Additional graduate degrees will undoubtedly be required to meet regional and state needs, including research intensive programs such as PhDs or graduate masters' degree. Thus, new programs could include PhDs in certain fields where there is documented need and where the proposed new degree is consistent with IUPUI's mission. IUPUI already has appropriate terminal degrees in most professional fields within its mission, but specialized degrees reflective of emerging interdisciplinary fields and of new discoveries will be needed (such as the specialized tracks within the LLM). Because of IUPUI's

growing role in the state's research and technology transfer arenas, IUPUI is the state's vital engine and must be able to provide the appropriate graduate degrees such as recently approved PhDs in bioengineering and philanthropic studies in order to capitalize on future economic opportunities.

As the state's center for graduate professional education with differentiating distinction in the health and life sciences, most of the new advanced degrees will relate to this mission. IUPUI – the state's largest urban research university -- has a special role to play in the state by serving Indiana with degrees in engineering and information technology, philanthropic and non-profit studies, arts and sciences, as well as all of the service-oriented professions such as law, public administration, business, or social work. Among the nation's largest cities, Indianapolis has one of the smallest arrays of advanced degree offerings in the liberal arts—areas critical to meet quality of life as well as economic development issues. A few additional degrees are likely to be developed in these disciplines.

B. Undergraduate

IUPUI continues to assess its degree programs in light of the campus mission and needs of the region and state. The campus has begun a process of reviewing all associate degrees to determine which of these can be discontinued in favor of accepting degrees transferred from Ivy Tech and Vincennes University. This would serve to fulfill the mission of IUPUI to enroll--from the outset--fully prepared and qualified students in baccalaureate programs. Many students will not be well-served by completing an associate's degree, and these students will be encouraged to begin study at IUPUI with a baccalaureate goal. Some associate degrees may have to be offered at IUPUI for some years to meet specific state, regional, economic development, or professional needs—as the recent creation of an associate of science in biotechnology reflects. In such instances, associate degrees will be created in direct response to community need and in cooperation with Ivy Tech (or Vincennes University) and will be reviewed periodically to determine if the need remains.

As IUPUI works with Ivy Tech and the community to meet a rapidly changing set of workforce needs, IUPUI may explore the creation of a new academic unit that would be a true partnership among IUPUI, Ivy Tech, and one or more industry partners. This new joint entity could draw upon existing courses in the partner institutions, contract with faculty to meet specialized needs, and award credit and degrees through one or more institutions. A pilot program of this nature is currently underway with Clarian in the area of respiratory therapy.

As community need dictates and as new fields of inquiry, higher expectations for research expertise, or professional practice come into existence, IUPUI will propose new baccalaureate degrees to meet these needs. Recent examples include the BS (along with the AS) in biotechnology, a BS in forensic and investigative science, a BS in bioengineering, and several baccalaureate degrees in media arts and technology and informatics. IUPUI has a nearly full complement of baccalaureate degrees within its mission, but new degrees will

be required because research and the discovery and application of new knowledge do not stop—nor does the progress of the communities we serve.

3. Remedial Offerings

Does the campus currently have significant remedial offerings? If so, should that continue as a core part of the mission of the campus, or should admissions selectivity be increased to reduce to the need for remedial courses and programs for students coming directly from high school?

IUPUI Goal: Provide academic and support programs that serve the needs of a wide array of beginning students, promote their ability to persist in achieving their goals, and develop a sense of community among students, faculty and staff.

IUPUI Response

Currently, IUPUI provides remedial instruction only in Math 001, introduction to algebra, which enrolls about 30% of all first time freshmen each year—a number that has declined from the 77% so enrolled in 1999. The actual number and the proportion of students served in remedial math will continue to decline over the next several years as a reflection of cooperation with Ivy Tech, increased selectivity in admissions, and improved performance of high schools in preparing students for college through alignment of high school graduation requirements with college matriculation expectations. In order to meet its responsibilities to the local community, however, it is important that the campus retain the capacity to serve a limited number of students in math at the pre-college level.

IUPUI continues to refer over 1,000 applicants to Ivy Tech each year, and many of these students require additional preparation before matriculating at IUPUI. This arrangement has served the region, IUPUI, and Ivy Tech well. Students who transfer to IUPUI from Ivy Tech-Central Indiana perform academically on a par with those admitted directly. As more Ivy Tech students transfer from campuses outside the Central Indiana region, some accommodations may be required to ensure that they are given the academic and social support they need to succeed.

Remediation is not appropriate for post-baccalaureate students, but the campus will preserve the option of conditional admissions, allowing students with otherwise promising credentials to make up deficiencies in prior preparation or to update their mastery of subject areas that may have become outdated.

IUPUI will continue to develop joint programs with area schools and Ivy Tech in order to provide a coordinated continuum of course offerings that reshape the “tenth to fourteenth grades”—the transition period when individuals learn at different rates with varying degrees of commitment and preparation. Dual credit and dual admissions are likely to be much more common in years to come as a result of “early college” initiatives, increased use of distance education, customized approaches to learning, and expanded use of AP and

other national programs. IUPUI is contributing directly to an IU initiative in pre-college programs, and this pilot program may lead to very interesting future opportunities in Central Indiana.

In serving post baccalaureate students through certificate, graduate non-degree, and graduate non-credit programs, IUPUI will continue to review the credentials of applicants on an individual basis and to provide appropriate support for students it admits.

4. Requirements for Promotion and Tenure

What is currently the relationship between research/scholarship requirements/expectations and the mission of the campus? Should that relationship be changed in any way, and how should the campus address this as a campus mission area?

IUPUI Goal: Provide support to increase scholarly activity and external funding

IUPUI Goal: Enhance infrastructure for scholarly activity

IUPUI Goal: Support and enhance effective teaching

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

IUPUI Goal: Enhance capacity for civic engagement

IUPUI Response

A. Research Expectations Are High

Research is a critical component of both the mission and the culture of the IUPUI campus. As the research campus in the state with the highest level of funding, IUPUI generated \$257M of externally supported research in 2003-04, accounting for 62% of Indiana University's total external support, including University Administration and the regional campuses. Most tenure track faculty at IUPUI have strong personal programs of research, scholarship or creative activity, and hence the majority advance in rank based on research.

B. Civic Engagement Expectations are High

IUPUI is recognized as one of the nation's most civically engaged universities, and the faculty's involvement in professional service and public work in the central Indiana region is extensive. Because of the high concentration of professional programs, IUPUI relies on community engagement for clinical placements ranging from the health fields to education and public administration to social work and technology. The trend toward community-based learning is growing. Many programs have developed an international dimension to civic engagement ranging from clinical programs in Kenya and Mexico to institutional development in Malaysia and South Africa.

C. Teaching Expectations Are High

Teaching has always been a major strength of IUPUI. Before being formally established, its professional programs had been recognized for their effectiveness in preparing practicing professionals. The early years of IUPUI were devoted to improving the quality and extent of undergraduate learning, and enhanced teaching expectations were paramount. In the past 15 years, research activities have grown dramatically, and during the past five years civic engagement has been more fully developed. The foundation of excellence in teaching, however, remains fundamental to IUPUI's mission and to its plans for the future. Faculty at IUPUI have attracted national attention for their work in documenting excellence in teaching through peer evaluation in both professional programs and in the arts and sciences. The professional development programs at IUPUI are often cited as among the nation's most effective, including recognition by the Hesburgh Award for the emphasis on teaching at the introductory level.

D. Appointment Classifications

IUPUI makes use of the traditional appointment classification of tenure track faculty whose advancement in rank, as well as tenure, is dependent on demonstrable excellence in one area and satisfactory performance in the other two. In addition, in recognition of its complex mission of teaching, research and professional service, IUPUI has developed a range of non-tenure track academic appointments that permit specialization in one or two areas of institutional responsibilities, including clinical, research, scientist (scholar), post-doctoral, lecturer, and academic specialist classifications. These faculty and academic appointees are assessed for advancement based on the criteria that are directly relevant to their defined roles instead of having to present evidence of satisfactory accomplishment in all three areas and excellence in one as is required for tenure track faculty. While excellence is required for advancement, it may be required in only one or two areas. This role differentiation enables the IUPUI faculty to develop career tracks reflective of the unit and campus mission and to contribute collectively to a comprehensive range of work with exceptional attainment in each area.

It is likely that IUPUI will continue to pioneer in the development of innovative faculty appointments that enable it to partner with community organizations, corporations, non-profit agencies and governmental agencies. Because of its reliance on community-based and experiential learning, IUPUI may develop an appointment classification for community leaders who have been trained or have been prepared to supervise students in internships, service learning and other forms of learning that depend on community resources; recognition of the contribution of these colleagues will not only extend the resources available to IUPUI—as volunteer faculty have done in medicine statewide for decades—it will provide an opportunity to assess their effectiveness periodically and to ensure that students are receiving high quality learning opportunities.

With increasing frequency, a wide range of for-profit and non-profit agencies attract more and more highly talented graduates to their sectors and away from

academic life. IUPUI will explore opportunities for joint faculty appointments with non-academic organizations, including salary incentives that permit faculty to earn a portion of their income from external agencies while maintaining a threshold economic commitment from the University, and new forms of leaves of absence that may be partial or for longer-than-normal periods so that highly talented faculty may spend several years in a corporate or for-profit environment and return to their faculty appointment.

E. Flexibility at the Campus Level

As IUPUI plays a leadership role on behalf of Indiana University for developing new areas of research, civic engagement, and teaching, one change that should be made is to permit each campus to establish separate academic classifications and policies for the management of these classifications. The traditional, uniform model of faculty work that has long served IU Bloomington well may not be as effective in the highly competitive environment that IUPUI encounters in its efforts to recruit faculty and to retain them. Regional campuses may also wish to have the latitude to develop classifications that more reasonably reflect their missions and regional needs.

In the future, IUPUI will place a greater emphasis on the initial recruitment and hiring of faculty—seeking a closer, more refined match between faculty interests and talents and the mission and objectives of the unit and campus. In addition to drawing on a variety of classifications for academic appointments, IUPUI will also seek innovations in the nature of appointments that will allow us to compete with the private sector and other universities.

The goal of IUPUI is to hire people who can be successful in the IUPUI environment, respecting the mission differentiations of each unit, instead of reshaping them to the environment after they have arrived. IUPUI has a distinctive challenge in matching new faculty to unit and campus goals in the context of a complex environment where research, clinical services, civic engagement, and professional practices, as well as teaching place unusual demands on recently graduated colleagues. Hence, IUPUI will seek flexibility in the determination of probationary periods for tenure track faculty that will meet the unit-specific mission and resource base. Flexible probationary periods (of more than six years) may be necessary for the development of research programs in light of the increasingly competitive federal funding environment.

F. Promotion and Tenure Criteria

Criteria for promotion and tenure are set University-wide. Each campus interprets these criteria in light of its mission. IUPUI has developed a set of guidelines for documentation of performance in teaching, research, and professional service that reflects its mission and its position as the leading research campus in the state. Because of a strong commitment to all three areas of performance, however, faculty are advanced based on excellence in all three areas. Over the past decade, about 35% of IUPUI faculty are advanced based on excellence in teaching, about 35% based on excellence in professional service, and about 50% based on excellence in research. The cumulative total of 120% reflects the fact that about 20% of faculty present

documented excellence in more than one area. IUPUI takes great pride in the commitment of so many faculty to excel in two or more areas at the same time and to excel in two or more areas over a career. It is common for faculty to change their emphases on teaching, research or professional service to address unit and campus needs or to respond to new discoveries or opportunities. This sense of a “whole career” is very important to sustaining a strong sense of community and a high level of morale despite the appreciably lower pay scale for faculty at IUPUI than comparable research universities in Indiana and beyond.

At present, IUPUI has the flexibility to accommodate faculty work in all three areas. This flexibility is necessary to respond to changing school needs as well as individual faculty preferences. IUPUI recognizes a current need to reward service to the institution in the form of academic citizenship, including both participation in faculty governance and in administration. While consideration of this part of faculty work is not directly tied to the mission of any one campus, the nature of the campus and its variety of programs often require more effort by faculty at IUPUI than is required at other IU campuses due to the small size of some units and the interdisciplinary appointments.

5. The Tie that Binds IU Campuses

What are the elements, factors or characteristics that tie all campuses together to make Indiana University one university with multiple campuses? Should general education be used for this purpose, is there another common element that could better serve this purpose?

IUPUI Goal: Enhance undergraduate student learning and success

IUPUI Goal: Support and enhance effective teaching

IUPUI Goal: Increase enrollment and retention of transfer, adult, second-degree, international, and graduate students

IUPUI Goal: Intensify commitment to and accountability to Indianapolis, Central Indiana, and the State

IUPUI Response

There are philosophical principles that differentiate IU from other universities in the state, such as: a commitment to serving local communities and regions as well as the state, a commitment to excellence at all sites where programs are offered, or portability of credit from one campus to another. There is an opportunity for IU to further unify itself and distinguish itself with regard to undergraduate learning. By embracing the “blueprint for higher education” adopted by ICHE and by making the documented assessment of student learning the hallmark of every baccalaureate graduate, IU could assume leadership nationally as well as locally. The assessment could be based on a set of core learning objectives or principles with each campus adding unique

expectations to reflect its mission and location. The core principles, however, would not only define what a degree from IU means in terms of content—regardless of where it is offered—but further define what an IU degree means in terms of student ability or competence or readiness for the challenges of work, citizenship, and personally-directed, life-long learning.

A. Assessing Student Learning

On behalf of IU, IUPUI is taking the lead in creating the student electronic portfolio as a means to achieve this objective. This project, if embraced by all of the IU campuses, could accelerate IU's state and national distinction in undergraduate learning by anticipating new NCA criteria and by making the relationship between the emerging community college and four-year institutions responsive to the needs of individual learners who must move among campuses in Indiana and beyond. What could distinguish IU more than having people throughout the nation and world know that they can count on the quality of an IU degree because graduates can actually prove that they have learned—and can **do**—what their degrees purport?

B. Civic Engagement and the Responsibilities of Citizenship

A second opportunity for distinction would be for all IU campuses to adopt IUPUI's plan to require graduates of its degree programs—from associate's to PhD, MD or JD—to have a documented, reflective learning experience that enhances their understandings of their responsibilities of citizenship. IUPUI's newly formed Council on Civic Engagement will advance this goal—which is also a goal of Chancellor Bantz's "doubling" initiative. NCA has developed a new criterion for accreditation that addresses this point. IU could assert leadership by being proactive in addressing both the NCA expectation in advance of accreditation visits and, more importantly, making IU's traditional role as the state's leader in civic engagement an explicit part of our learning goals.

C. Undergraduate Research

A third opportunity for distinction would be to build on the research strengths across all IU campuses and to focus on undergraduate research opportunities as a defining characteristic of all campuses. IUPUI has created a Center for Research and Learning, which makes this mission explicit. Given the strength of research, scholarship and creative activity on all campuses, this mission could become one of the hallmarks of an IU education.

A further possibility would be to build programmatic linkages between undergraduate and graduate or graduate professional degree programs—drawing on research as the underlying means of integration. IUPUI has just created the Bepko Scholars and Fellows program to draw students to IUPUI for eight years of supported study, combining a baccalaureate with a graduate degree. IU's system of regional campuses could be paired with the graduate programs at IU Bloomington and IUPUI to offer IU undergraduates distinctive opportunities for either enriched or time-shortened combined degrees.

D. Diversity

Finally, IU has a special opportunity to make diversity one of its distinguishing characteristics. As noted above in question #1, IUPUI believes that diversity is an educational and social asset and thus should explicitly be a part of our defined learning objectives. IU can play a leadership role for all of Indiana through a greater concern with and actions taken toward making the state more inclusive in its plans for economic, cultural, and social development. As a recent National Governor's Association report (Ready for Tomorrow) documents, for every 100 students who enter high school, only 18 earn a high school diploma in four years and then go on to earn a college degree—an associate's degree in three years or a baccalaureate in six years. Upper income students are about twice as likely as African American or Hispanic and Latino students to graduate from college. Immigrants, low-income, and minorities are the fastest growing portion of the population, and these are the very groups who have academic disadvantages and are most likely to be left behind. In the next 50 years, it is expected that over 90% of the net change in the workforce will be accounted for by these citizens. In Indiana, the data are consistent with national trends, and it is estimated that less than half of the students who enter ninth grade in IPS graduate with diplomas four years later. Indiana University can make a signal difference in the state by addressing the issues of diversity as a unifying theme for action.

6. Differentiated Missions

Should diversity of offerings within Indiana University be a goal for the future? For example, should IU campuses have differentiated missions by having different foci for different campuses, perhaps with some campuses beyond Bloomington and IUPUI have a statewide mission? Or should the regional campuses remain fairly homogenous as they are now?

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

IUPUI Goal: Provide academic and support programs that serve the needs of a wide array of beginning students, promote their ability to persist in achieving their goals, and develop a sense of community among students, faculty and staff.

IUPUI Response

A. National and Statewide Role

IUPUI has a statewide mission in its degree programs, drawing students from nearly every county and many other states and nations. In return, IUPUI provides doctors, dentists, lawyers, social workers, nurses, teachers, graphic designers, engineers, public health administrators, scientists, economists, accountants and hundreds of other professionals to every region of the state. Given the fact that IUPUI already has differentiating distinction in the health and life sciences and graduate professional education, it must continue to have a statewide mission of serving Indiana students without restriction.

Increasingly, IUPUI has a national and international role as it offers advanced programs that are among the best in the world. Offering the world's first PhD in philanthropic studies, providing one of the nation's top ranked non-profit management degrees, providing some of the most prestigious training programs in a variety of medical specialties including emerging fields related to proteomics, genomics, and informatics, IUPUI adds considerably to Indiana University's national and international reputation. The home of three major scholarly editions (Peirce, Santayana, and Douglass), IUPUI attracts scholars from around the world as the definitive center for the study of these seminal American philosophers and thinkers. Faculty and administrators consult regularly with other states and nations about how to build collaborative partnerships between two universities, between a community college and a university, between health sciences and the professions, between the professions and the liberal arts, and between the university and the community. With what may be the nation's most significant academic partnership between Indiana and Purdue Universities, IUPUI serves as a national model for collaboration, interdisciplinary work, and innovation in adapting fields of study to the most pressing scientific, social, and economic needs.

IUPUI's educational objectives are further strengthened by IUPUI's leadership role in research. Having taken intentional and deliberate steps to build IUPUI into one of the nation's leading urban research universities, the campus has learned how to create new models for program development as well as create new fields of inquiry and research. This experience could help lead IU in developing new opportunities for research in emerging fields in the health and life sciences, in interdisciplinary areas that draw on IUPUI's unique program mix bringing together science, engineering, law, technology, social work, and other service professions with the liberal arts, and in partnerships that take advantage of corporations and non-profit agencies that share research goals. As the primary site of technology transfer within IU, the prospects of new collaborative community relationships may also stimulate economic development for the whole state.

B. Unique Role Based on Location and Complete Range of Disciplines

Located in the state's geographic, political, cultural, and economic center, IUPUI is also uniquely situated to play a leading role for IU in professional education, advanced workforce development, adult learning, career transitions and development, community-based learning, distance learning, and non-credit programs. IUPUI already enrolls more Hoosiers than any other campus in the state—public or private. Further, a very high percentage (about 70%) remains in the state after graduating. As the one site in the state where nearly all of the missions of Indiana University and Purdue University are available, IUPUI can offer a more complete range of learning opportunities and can respond more fully to new interdisciplinary opportunities than can any other IU campus.

The most important mission for IUPUI is to develop new degree programs in the emerging areas of greatest state need. IUPUI has developed new degree programs in bioengineering, biotechnology, forensic and investigative science,

museum studies, and philanthropic studies, to name only a few, and the need continues to grow. IUPUI also has a distinct role to play in continuing education. IUPUI currently enrolls nearly 10,000 students in non-credit programs and has established corporate education contracts with a number of companies, governmental and non-profit agencies. Over 5,000 students complete courses via distance education each semester. By combining credit and non-credit programs, IUPUI can custom--tailor and deliver educational programs around the city, around the state, and around the nation or world in complete programs such as the Kelley Direct MBA or in non-credit certificates such as tourism, nursing, or technology management.

IUPUI's mission is to play a significant role in economic development, as well as the development of human capital, the arts, and culture in central Indiana through its programs of teaching and learning; research, scholarship and creative activity; and civic engagement. IUPUI expects Indianapolis to become one of the world's 50 best places to live, to work, and to learn through the discovery and use of knowledge by the mid-point of the new century. IUPUI will serve as the academic focal point of Indianapolis and the center of research and discovery.

C. IUPU Columbus

IUPUI is committed to the continuing development of IUPU Columbus. IUPUC has several site-specific degree programs, including a BS and MBA in business that are separately accredited from the business programs in Indianapolis. There will be different expectations for faculty workloads and a different emphasis on the range of faculty work. IUPUC is likely to have a much greater focus on teaching and civic engagement as it responds specifically to the educational and workforce needs of its surrounding community. With regard to program mix, promotion and tenure issues, admissions standards, and even remedial programs, IUPUC should have a long-range development plan that permits it to have a mission differentiated from IUPUI. The IUPUC plan should build on its co-location with Ivy Tech and Purdue's statewide technology program; the special characteristics of the unique Columbus business community, and the diverse needs of the surrounding counties in IUPUC's service region. One concrete next step would be to develop IUPUC's distinctive mission and to establish a plan to help it achieve its potential in serving it's region.