

ASSURANCE SECTION

REPORT: A COMPREHENSIVE EVALUATION VISIT

TO

**Indiana University-Purdue University Indianapolis
Indianapolis, Indiana**

November 18-20, 2002

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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ASSURANCE SECTION

I. CONTEXT AND NATURE OF VISIT

a. Institutional Context:

IUPUI was created in 1969 as a partnership between Indiana University and Purdue University, with Indiana identified as the managing partner and the Indiana Board of Trustees identified as the governing body, per an agreement made in 1970. All IUPUI faculty and staff are employees of Indiana University; however, Purdue University retains interest in and authority over (in cooperation with IU) a number of degree programs identified in the 1970 agreement. The campus has twenty-two schools and a site in Columbus (IUPUC) where it extends its program offerings. The current NCA team found that a number of changes have taken place since the last review, most notably growth of and change in composition of the student body; the relatively recent development of an Indiana Community College System; an increase in the number of grants earned and contracts awarded; reorganization of the hospital as an entity separate from the university; the emergence of IUPUI as a national center for community-based service learning; and increased and more effective cooperation between IUPUI and its partners, Indiana University and Purdue University.

In 1985, IUPUI began to offer credit bearing course work in Malaysia under an agreement between Indiana University and Malaysia's Institut Teknologi MARA. Credits originating from the Purdue School of Engineering and Technology at IUPUI were also offered in Malaysia between 1994 and 1998 through a similar agreement with University Tenaga Nasional. These programs prepared Malaysian students for careers in science, engineering, business, and other academic fields. Students finished 2 years in Malaysia then transferred to IUPUI, Indiana University, or other destinations to complete baccalaureate degrees. Although links with these Malaysian partner institutions continue in the form of agreements for transfer of specific academic credits, IUPUI does not currently offer any credited course work in Malaysia.

A. Unique Aspects of Visit:

IUPUI conducted a special emphasis self-study, focusing attention on two key aspects of its mission: "Excellence in Teaching and Learning" and "Civic Engagement." In addition, the institution elected to publish the self-study and deliver many – if not most – of the supporting documentation using a public, online interface available through the IUPUI Portfolio project (www.iport.iupui.edu). The site team was asked to respond to specific questions on all three of these aspects of the visit; those comments appear in the "Advancement" section of this report.

B. Sites or Branch Campuses Visited:

Two team members visited Columbus, Indiana, where IUPU–Columbus is located.

C. Distance Education Reviewed:

The Office of the Community Learning Network (CLN) at IUPUI, working closely with the Center for Teaching and Learning and the Teaching and Learning Division of Information Technology, coordinates credit and certificate programs that are delivered at a distance through a variety of systems. This office works closely with the academic units on campus and with its counterparts at the other Indiana University campuses, facilitating the processing of student enrollments into the distance learning courses that are shared among the campuses. Students on the Indianapolis campus have access to courses originating at another campus and students from other campuses can enroll in IUPUI distance learning courses.

The office is the catalyst and, in effect, the incubator for the development of web-delivered courses at IUPUI. It provides the human and financial resources necessary to develop high quality courses. As the demand for web-delivered courses increases, the office works with schools, programs, and faculty to develop the courses. This development is supported by the Center for Teaching and Learning and University Information Technology Services (UITSS) Teaching and Learning IT Division. Once the course is developed, it then becomes the responsibility of a school and/or program to maintain and administer. In addition to supporting the development of courses, the office supports faculty in developing course modules and in using Indiana University's Oncourse program (IU's own Course Management System).

Through the collaboration of CLN and IT with the deans, faculty, and support units, IUPUI has established a culture of cooperation, insuring 24-7 support, including library services as part of this support, and making it easy for students and faculty to have accessibility to technology. Quality is ensured because the control of the courses, the content, and the faculty remain within the school. Student satisfaction and learning are regularly assessed. Distance learning is another example of the benefits that are evident in the sharing of university-wide resources.

D. Interactions with Institutional Constituencies:

The review team met with a wide array of individuals representing IUPUI's leadership, management, faculty and staff. Although some categories below represent groups readily understood in academic circles, others are particular to the IUPUI self-study process, and there was substantial overlap between the two (e.g., campus leaders also contributed to the self-studies). Both are cited here for the benefit of future review teams and NCA staff, who may need to understand that the review team met with key figures individually as well as in the context of the self-study.

Executive Management

1. IU Board of Trustees - Vice President
2. IU Board of Trustees – member
3. IUPUI Board of Advisors – Chair
4. IUPUI Board of Advisors – 4 community members
5. IUPUI Chancellor and IU Vice President for Long Range Planning
6. Executive Vice Chancellor & Dean of the Faculties

7. Vice Chancellor (Student Life and Diversity)
8. Chancellor, IU Bloomington and IU Vice President for Academic Affairs (via teleconference)
9. Provost, Purdue University
10. Commissioner for Higher Education, State of Indiana
11. Interim Associate Vice Chancellor for Enrollment Services
12. Acting Associate Dean of International Programs (International Programs)
13. Assistant Dean, Herron School of Art
14. Dean (School of Physical Education and Tourism Management)
15. Associate Dean (School of Journalism)
16. Associate Dean (School of Public and Environmental Affairs)
17. Associate Dean (Allied Health Sciences)
18. Associate Vice President for Teaching and Learning Information Technologies (Office of the Vice President for Information Technology and Chief Information Officer) and Dean, Information Technologies (Office of the Vice President for Information Technology and Chief Information Officer) and Associate Professor of Communication Studies (School of Liberal Arts)
19. Dean (Herron School of Art)
20. Dean (Indiana University Purdue University Columbus)
21. Dean (School of Dentistry)
22. 3 Associate Deans (School of Dentistry)
23. Dean (School of Engineering and Technology)
24. Dean (School of Liberal Arts)
25. Dean (School of Science)
26. Dean (School of Medicine) and Director, Indiana Statewide Medical Educational System (School of Medicine)
27. 5 Associate Deans (School of Medicine)
28. Dean, School of Allied Health Sciences (School of Medicine-School of Allied Health Sciences, Graduate School)
29. Executive Associate Dean (School of Education)
30. Interim Associate Dean (Kelley School of Business)
31. University Dean (School of Education)
32. University Dean (School of Nursing)
33. University Dean (School of Social Work)
34. Dean (University College)
35. Dean and Associate Dean (School of Law)
36. Vice Chancellor for Research and Graduate Education and Associate Vice President for Research
37. Vice Chancellor for Administration and Finance
38. Vice Chancellor for Planning and Institutional Improvement

Faculty

39. Faculty leaders – including Associate and Full Professors, various program Directors and the Dean of the Faculties
40. Several faculty members joined their deans when they met with committee members, including 11 faculty members from the School of Physical Education and Tourism Management and 2 faculty members from the School of Journalism
41. Faculty members also participated (as noted below) in the self-study committee meetings

Management and Staff

42. Staff leaders – leaders and members of Staff Council
43. Registrar
44. Director of Admissions
45. Director, Gates Intern Program and Executive Associate Dean (School of Library and Information Science)
46. Director, International Affairs
47. Director, Office of New Media and Executive Associate Dean (School of Informatics)
48. Director, Community Learning Network (Academic Affairs)
49. Chair, Teacher Education Program
50. Head, Medical School Library
51. Medical School Librarian
52. Senior leadership of University Library

Other meetings

53. Student leaders – 20 participants from variety of student associations, including members of “Leaders in Organization” class
54. “Diversity Cabinet” — 19 participants, including faculty, students, deans and staff
55. Open sessions with faculty, staff and students were well attended.

Meetings with IUPU-Columbus Leadership and Stakeholders

56. Dean
57. Associate Dean for Academic Affairs
58. Chair, Advisory Board
59. Management Chair, Business Programs
60. Director, University Relations
61. Chair, Community Education Coalition
62. Head, School of Technology
63. Coordinator, IUPUC Elementary Education Program
64. Community member: Principal, Mt. Healthy Elementary School
65. Program Coordinators: Nursing LPN to ASN Mobility Option; Library; Psychology; Sociology; Management and Business; Chemistry; IUPUC Elementary Education; University College.

Self Study Committees**Civic Engagement Task Force**

66. Vice Chancellor, External Affairs
67. Associate Vice Chancellor, Information Management and Institutional Research
68. Dean, University Library
69. Associate Dean Medical Student Academic Affairs, Infectious Disease
70. Director of the Center for Earth and Environmental Science (CEES) and Associate Professor of Geology, Department of Geology / CEES
71. Director Student Support Programs, School of Medicine
72. Director, Center for Service Learning and Professor of Psychology
73. Executive Director, Community Learning Network

- 74. Associate Director for Environmental Research, School of Public Environmental Affairs
- 75. Associate Director of Polis Center at IUPUI and Adjunct Professor, Polis Center
- 76. Associate Director, Center for Service and Learning
- 77. Chair, Department of Public Health
- 78. Assistant Professor, Department of Anthropology
- 79. Faculty and External Liaison, UITS
- 80. Professor of Education and Special Education, School of Education
- 81. Administrator, Office of Medical Service Learning, School of Medicine

Future Group (Strategic Planning)

- 82. Executive Vice Chancellor and Dean of the Faculties
- 83. Vice Chancellor, Administration and Finance
- 84. Vice Chancellor, Planning and Institutional Improvement
- 85. Vice Chancellor, Student Life and Diversity
- 86. Vice President, IU Foundation – Indianapolis
- 87. Vice Chancellor for Research and Graduate Education and Associate Vice President for Research
- 88. Dean, IUPU Columbus
- 89. Dean, School of Allied Health Sciences
- 90. Dean, School of Dentistry
- 91. Dean, School of Engineering and Technology
- 92. Dean, School of Liberal Arts
- 93. Dean, School of Physical Education and Tourism Management
- 94. University Dean, School of Nursing
- 95. Dean, School of Science
- 96. Dean, School of Social Work
- 97. Dean, University College
- 98. Dean, University Libraries
- 99. Executive Associate Dean for Academic Affairs, IU School of Medicine
- 100. Executive Associate Dean, School of Informatics
- 101. Director for Enrollment Services, Undergraduate Admissions Office
- 102. Director for the Office Institutional Effectiveness, Planning and Institutional Improvement
- 103. Director of the IU Faculty Colloquium on Excellence in Teaching and of the Office of Campus Writing and Chancellor's Professor of English
- 104. Director, Center for Service and Learning and Professor of Psychology
- 105. Director, Indiana Center for Intercultural Communication
- 106. Assistant for Communications, Office of Vice President for Long-Range Planning & Chancellor of IUPUI
- 107. Chair and Professor, School of Engineering and Technology
- 108. Associate Professor of Finance, Kelley School of Business
- 109. Associate Professor, Department of Environments for Health
- 110. Professor of Anthropology, School of Liberal Arts
- 111. Professor of Law, IU School of Law
- 112. Professor, School of Science (2)

Program Review and Assessment Committee

113. Vice Chancellor, Planning and Institutional Improvement
114. Associate Dean, School of Allied Health Sciences
115. Associate Dean, Undergraduate Programs, School of Nursing
116. Assistant Dean for Student Services, School of Education
117. Assistant Dean, Herron School of Art
118. Assistant Dean, Medical Education, School of Medicine
119. Director of Clinical Assessments and Quality Assurance, School of Dentistry
120. Director of Institutional Effectiveness, Planning and Institutional Improvement
121. Director, Dental Hygiene, School of Dentistry
122. Director, Testing Center
123. Director, Undergraduate Studies, School of Science (Psychology)
124. Director of the IU Faculty Colloquium on Excellence in Teaching and of the Office of Campus Writing and Chancellor's Professor of English
125. Executive Director of BSW Programs, School of Social Work
126. Assistant Librarian, University Library
127. Assistant Professor of Finance, Kelley School of Business at IUPU Columbus
128. Assistant Professor, School of Journalism
129. Assistant Professor, School of Physical Education & Tourism Management
130. Assistant to the Vice Chancellor, Planning and Institutional Improvement
131. Department Chair, School of Engineering and Technology
132. Professor of Electrical and Computer Engineering, School of Engineering and Technology
133. Professor of Mathematics, School of Science
134. Professor of Oral Biology, School of Dentistry
135. Professor, School of Liberal Arts/University College (Sociology)
136. Professor, School of Public and Environmental Affairs
137. Associate Professor of English, School of Liberal Arts (English)
138. Associate Professor of Radiologic Sciences, School of Medicine (Radiological Sciences)
139. Associate Professor, School of Informatics
140. Associate Professor, School of Liberal Arts
141. Associate Professor, School of Physical Education & Tourism Mngt.
142. Associate Professor, School of Public and Environmental Affairs
143. Associate Professor, School of Social Work
144. Clinical Assistant Professor, School of Nursing
145. Clinical Associate Professor, School of Law
146. Librarian, University Library
147. Research Coordinator, University College

Self Study Steering Committee

148. Vice Chancellor, Planning and Institutional Improvement
149. Assistant to the Vice Chancellor, Planning and Institutional Improvement
150. Associate Vice Chancellor and Associate Professor of Psychology, Information Management and Institutional Research
151. Chancellor's Professor of Psychology and Director, Center for Service and Learning
152. Director of the IU Faculty Colloquium on Excellence in Teaching and of the Office of Campus Writing and Chancellor's Professor of English

153. Associate Director, Center for Service and Learning
154. Research Analyst, Information Management and Institutional Research
155. Director, Office of Institutional Effectiveness, Planning and Institutional Improvement

E. Principal Documents, Materials, and Web Pages Reviewed: (list – accreditation reports, transcripts, etc.)

Many of the IUPUI documents listed under “Materials to be Made Available to the Team During the Site Visit” (*NCA Handbook, 2nd Edition*, p. 143) were made available to the team electronically, via an intranet created for the team’s use during the visit. Hard copies and on-location files were kept to a minimum, and team members were able to review materials from workstations provided by the institution. In addition, many reports referenced in the Self-Study Report or used by working committees were linked to the online self-studies, allowing team members to review these materials prior to and following the visit. The primary site for reaching all of these online materials was the institution’s online portfolio, www.iport.iupui.edu.

IUPUI Self-Study Documents

1. Self-Study Report with BID, IUPUI Statistical Portrait, two special emphasis sections, responses to GIRs, Criteria for Accreditation, and concerns/advice from 1982 an 1992 NCA team reports
2. 2001 IU Academic Handbook of Academic Policies, Procedures and Documentation, with 2002 supplement
3. IUPUI Human Resources Policies for Monthly and Biweekly Staff, May 2002
4. IUPUI Monthly Paid Employee Handbook
5. IUPUI Biweekly Paid Employee Handbook
6. IUPUI Hourly Staff Handbook
7. Brochure: IUPUI Undergraduate Academic Programs, 2003
8. IUPUI Campus Bulletin 2002-2004

IUPUI Administrative Documents

9. IU Financial Reports 1998-1999, 1999-2000, 2000-2001, and 2001-2002
10. Budgets and expenditure reports
11. Fiscal analysis reports
12. Physical Facilities Master Plan
13. Physical Facilities Maintenance Plan
14. Board rosters, charters, and bylaws for the IUPUI Board of Trustees, IU Foundation board of directors and other related entities

IUPUI Academic Administration and Assessment Documents

15. Policies and procedures related to curriculum adoption, review, and evaluation
16. Campus Review of Tenure and Promotion Dossiers
17. Evaluation Tools For Dossiers
18. Course Approval Process
19. Code of Student Rights Responsibilities & Conduct
20. Academic Program Approval Process

21. Academic admission, good standing, and completion policies, admission policies, probation, and completion policies
22. Policies on interaction with other academic institutions and programs, including consortia agreements regarding Statewide Technology, Indiana College Network, and the Consortium for Urban Education and sample articulation agreements
23. Policies on learning resources, including libraries and technological resources
24. Documents pertaining to Title IV Compliance and Third Party Comment
25. Sample transcripts of IUPUI students completing degrees offered by various IUPUI schools conferring IU and PU degrees
26. Faculty Roster

IUPUC Materials

27. Report on Fiscal Health
28. Faculty Roster
29. Academic Council Bylaws
30. Advisory Board Directory
31. List of Degrees and Courses Offered
32. Student Handbook
33. Faculty Handbook
34. Viewbook, recruiting brochures and scholarship information

Accreditation Materials Reviewed (Programs Found to be Fully Accredited)

See <http://www.planning.iupui.edu/accreditations/accred.html> for a list of accredited programs. The materials for the programs cited below were reviewed in greater detail.

1. LCME (Medicine)
2. USDE (Dietetics – Internship)
3. AC for OT (Occupational Therapy)
4. CAPT (APTA) (Physical Therapy)
5. ASOC (Cytopathology)
6. CCNE (Nursing)
7. Psyc:Review (Psychology)
8. ACS (Chemistry)
9. ADA (Dentistry, including prosthodontics and maxillofacial)
10. Respiratory Care (ARC) (Respiratory Therapy)
11. CAHEA (Health Information)
12. JRCERT (Radiology)
13. (Nuclear Medicine Tech)
14. NAACLS (Histopathology)
15. ABET (Construction Technology, Electrical Engineering, Electrical Engineering Technology, Mechanical Engineering, Mechanical Engineering Technology)

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process:

The special emphasis discussion of IUPUI's commitment to "Excellence in Teaching and Learning" and "Civic Engagement", responses to both the GIRs and the Criteria for Accreditation, as well as the responses to concerns expressed in the last review were substantial and sufficiently detailed for the site team to draw reasonable conclusions and make decisions regarding IUPUI's ability to meet the requirements and criteria for accreditation. Furthermore, the institutional process in crafting these responses engaged, by the team's estimate, hundreds of individuals: from the active participation of key committees that produced the major elements of the special emphasis studies, to presentations made to the university's major committees (Deans, governance committees, etc.), to e-mails sent to all members of the university community to invite participation and comment. The team is satisfied that this work has been sufficiently comprehensive.

B. Integrity of the Self-Study Report:

Although the team encountered some challenges in accessing and understanding some of the supporting documentation provided with the report, the team found no evidence that the report lacked integrity. Indeed, they noted that the decision to publish the self-study (including early drafts) online had the potential to invite a broad range of public comment.

C. Capacity to Address Previously Identified Challenge

The team considers the response of the institution to previously identified challenges to be adequate.

Comments:

- a. IUPUI should be commended for addressing and correcting the paramount concern of the 1992 site visit, which noted "the absence of a concise, but inclusive, statement of mission and a coherent statement of purposes consistent with its mission."
- b. IUPUI has also worked hard to plan, fund and effect the conversion of many part-time teaching positions into full-time lecturer positions.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment:

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information and judged IUPUI to be in compliance.

IV. AFFIRMATION OF THE GENERAL INSTITUTIONAL REQUIREMENTS

Based on the self-study review and other documentation, the team confirms that the institution continues to meet each of the twenty-four General Institutional Requirements.

V. FULFILLMENT OF THE CRITERIA

A. CRITERION ONE

The institution demonstrates that it has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- a. The campus “Vision, Mission, Values, Goals, and Implementation Strategies” statement was developed with considerable input from all the constituencies of the university community and approved by the IU Board of Trustees in June 2002, reflects the Boyer model for the scholarship of teaching, research and service, and meets the needs of its community.
- b. Widely available, public and visible, this statement plays an important role in setting and communicating the direction of IUPUI, having unified the focus of an otherwise diverse university structure, helping the university to concentrate its efforts upon teaching and learning rather than coping with administrative confusion among the separate agendas of each of the IUPUI components.
- c. Through its public announcements and recognized scholarship about a civic-oriented public university, the leadership of IUPUI reinforces the mission of the university being an important community partner; the mission identifies IUPUI as an institution committed to providing its constituents excellence in “Civic Engagement”; and the Civic Engagement Task Force has taken the necessary step of defining that term in consultation with various constituencies so the term is understood and widely accepted as an institutional goal, serving to reinforce IUPUI’s identity as both “in” and “of” its community.
- d. The university has allocated substantial funds for offices (Office of Research and Graduate Education, Center for Teaching and Learning, and Center for Service and Learning) and programs to support and further the vision and mission of IUPUI; goals and processes for implementing and evaluating achievement toward accomplishing IUPUI’s mission permeate the institution and its schools as well as administrative and support units.

- e. Degree programs offered by IUPUC illustrate clarity of focus on the institutional mission for this regional campus.

2. Evidence that demonstrates the criterion needs institutional attention

None noted.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

B. CRITERION TWO

The institution demonstrates that it has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- a. Institutional officials are aware of challenges and have appropriate planning initiatives in place to address challenges (e.g. an institutional “futures” group).
- b. The university has internal governance structures, services, and infrastructures to facilitate shared governance to address important issues from varied perspectives, and the administration is appropriate to the governance structure and size of the institution.
- c. Efforts of entities like the Office of Student Life and Diversity and the Office of Professional Development – often working collaboratively with other campus units – provide practical and necessary support for mission areas for students, faculty, and staff by offering improved access to information via technology and other modalities; a more attractive and intentional learning environment for students; and faculty and staff development opportunities.
- d. The centrally situated Office of Planning and Institutional Improvement is headed by a vice chancellor who is thus a member of the campus leadership team and works closely with the faculty and staff in collecting and providing assessment information both to improve the educational process as well as to facilitate institutional decision-making.
- e. IUPUI has demonstrated its commitment to investing in faculty development and student learning in several ways: conversion of part-time teaching positions into

114 full-time lecturer positions; the creation of University College; the development of first year and capstone seminars; and a vigorous program review process.

- f. The “Learning Environments and New Projects Committee” works to ensure a connection between physical spaces and learning spaces and that both renovation and new construction projects support active, engaged learning in “rich instructional spaces,” as evidenced by the University Library, University College, the School of Law, as well as plans for a new campus center and proposed residence system.
- g. IUPUI has a thoughtful campus physical facilities master plan with which the campus is engaged.
- h. The institution provides extensive support for student use of university technology resources with the assistance provided by the Student Technology Centers and Consulting, the University Information Technology Services Support Center, the UITS IT Training and Education programs, and the Student Network ID and ADS Domain Account.
- i. The University Library has restructured its organization to a team-based, flattened structure that maximizes the staffing resources in support of the institutional mission. Quality management concepts streamline operations and the teams’ customer focus has increased support for university priorities in the learning and civic engagement arenas.
- j. The University Library uses technology to expand campus access to information via document delivery and electronic reserves; in addition, the library leverages collection dollars through consortial buying agreements and working closely with the Medical Library to identify partnerships and research and development opportunities to increase access.
- k. The university is committed to providing access to high quality education in Columbus and the twelve counties in southeastern Indiana, as reflected in the increase in the number of full-time faculty, adding degree programs, and seeking the funding for a new facility. The Community Education Coalition associated with IUPUC is a unique partnership that enhances the resources available to accomplish IUPUC’s purposes.

2. Evidence that demonstrates the criterion needs institutional attention

None noted.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

C. CRITERION THREE

The institution is accomplishing its educational and other purposes.

Salient Evidence of Fulfillment of Criterion**1. Evidence that demonstrates the criterion is met:**

- a. A variety of indicators suggest that IUPUI is fulfilling its educational mission and making efforts to improve. Particularly noteworthy: efforts made to increase diversity on campus, increased retention rates, impressive employment rates of graduates, increased success in winning extramural funding (82% in the Medical School), increasing collaboration with Indianapolis communities, and broad participation by faculty and students in the online course management system.
- b. The Principles of Undergraduate Learning (PULs) – an important aspect of the "general education" component of the IUPUI undergraduate experience – have been articulated and efforts are under way to embed them consistently throughout the curriculum and appropriately assess them. Other assessment efforts have been used to improve general education.
- c. The clear emphasis on developing clear and well understood performance indicators communicated through the electronic institutional portfolio has developed a climate of collaboration to foster institutional achievements in fulfilling its mission.
- d. University College is providing coordinated resources for support of new students and their learning needs, which has led to increased retention rates, enhanced student performance, and more student involvement in the university.
- e. IUPUI has experienced a steady increase in the number of grant and contract awards over the past decade, with considerable—and commendable – increases in funding derived from health science faculty efforts.
- f. Survey data indicate that the vast majority of alumni feel that their education prepared them well for their jobs and even more agree that it more generally enhanced their future prospects.
- g. During the last decade, IUPUI has developed a process to review programs (both academic and non-academic) that encompasses the three major goals of the campus—teaching and learning, scholarly activity, and civic engagement—using a process oriented toward improving programs while also engaging the community and wider campus.
- h. The elements of the IUPUI mission have been translated into performance indicators that are assessed and reported, and used to improve programs; although use of these performance indicators at the unit level varies across this complex organization, assessment has the attention of the campus leadership and deans are expected to report annually on progress made in this area.
- i. Although there is considerable work to be completed (for example, the electronic student portfolio), achievements in assessment of student learning (direct and indirect) and program review have resulted in improvements in curriculum, advising, interdisciplinarity, and consistent grading systems.

- j. Professional programs are providing significant preparation for professionals across the state, and IUPUI has a strong record of success in accreditation of professional programs. In addition, IUPUI provides a series of graduate-level certificate programs that offer credentials in areas that serve student need for upgrading professional skills.
- k. IUPUC has increased enrollments, particularly among traditional age students in surrounding counties, serving the purposes of a regional campus.

2. Evidence that demonstrates the criterion needs institutional attention

- a. While anecdotal evidence of the impact of IUPUI efforts regarding the civic engagement agenda is abundant, systematic assessment is not in place.
- b. Although the institution has devoted resources to faculty development and its impact on student learning, assessment of the connections between the two has yet to be undertaken.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

D. CRITERION FOUR

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met

- a. The use of assessment processes permeates the university, not only with students, but as well with academic and administrative units. The potential of the electronic portfolio to provide information on various components, in addition to annual reports and state of the university reports, can provide a very public, accessible way to assess planning, resource management, and outcomes of every unit.
- b. The faculty is committed to the success of this institution and has the respect of the administration; there's "momentum" for building on recent successes and continuing to pursue efforts that sustain and enact the newly articulated mission, integrating "teaching, research and service" in a way unique to IUPUI.

- c. Financial resources, though limited, are sound: the system facilitates revenue generation and cost controls; administrative decision making is timely and well defined; faculty participate in key decisions affecting budget and policy; institutional planning and resource administration/allocation are linked; and administrative assessment initiatives are well established.
- d. The university uses a Responsibility Center Management (RCM) approach to budgeting and fiscal accountability, which encourages units to be entrepreneurial and control costs, while simultaneously fostering a campus-wide set of priorities.
- e. The University is creative in maximizing its resources to continue its educational effectiveness, as reflected in recent fund-raising efforts and in its partnerships with other public and private institutions (the cities of Indianapolis and Columbus, Indiana Campus Compact, foundations, and not-for-profits).
- f. The University has established structures needed to support its educational mission, from offices devoted to enhancing teaching, learning, civic engagement and professional development; to the development of strategies to gauge progress in key areas (as found in the performance indicators for teaching and learning); to developing the physical infrastructure to support efforts to expand web-enhanced and web-delivered learning; to developing and sustaining a high-quality library to support its many academic programs.
- g. Planned addition of new student center and residential life facilities will support students and enhance the social and intellectual community.
- h. IUPUI has the benefit of strong support for its mission in the broader community, including local foundations and community partners with which it collaborates and cooperates; continued efforts to garner health sciences funding and develop potential connections for community-based allied health initiatives could build on existing strengths, engage the health sciences areas in IUPUI mission areas, and serve the community in important ways.
- i. Collaborations among business, education, and community representatives have developed strategic initiatives that enhance the future of IUPUI and IUPUC.

2. Evidence that demonstrates the criterion requires institutional attention

- a. While the institution has a high tech environment and a library that has a relatively low investment, the library may have optimized its current resources. Investment in the library's information resources should continue to be a regular part of institutional budget planning.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

E. CRITERION FIVE

The institution demonstrates integrity in its practices and relationships.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- a. Via IUPUI's web-based portfolio – accessible to the public as well as the accreditation team – the institution has demonstrated openness and integrity, opening itself up to scrutiny by its myriad stakeholders in one open, consistent forum. The sincerity with which the institution engaged in the self-study exercise, as well as the institution's responsiveness to the site team's inquiries, reflect a sense of the value for this process.
- b. IUPUI has extensive policies directed to organization of human resources for the mutual benefit of individuals and the institution. The manuals for Human Resources, Hourly Staff Handbook, Bi-Weekly and Monthly Paid Employee Handbooks, and the Academic Handbook provide clarity for all employees of the institution in terms of benefits, salary, leaves, conflict of interest, and many other issues; these documents are available in printed and electronic form.
- c. Appropriate administrative oversight exists for research, grants and contracts, athletics; integrity issues (e.g. conflicts of interest/commitment; diversity); federal program compliance; student, staff and faculty affairs, consistent with information presented in the self-study. Furthermore, IUPUI faculty, staff and students with whom the team met spoke consistently about institutional mission and its fulfillment.
- d. The University has and is placing considerable emphasis on communication and collaboration, as reflected in its successful relationships with its constituencies in central Indiana and its increasing national reputation as a model of a successful urban public university.
- e. Chancellor's statement on civility clearly delineates the campus community's expectations of appropriate behavior and what will not be tolerated; this statement is published in handbooks, departmental statements, etc.
- f. The development of diversity indicators, the public reflection, and evaluation of the institution using those indicators demonstrates integrity and promises to have lasting value for the institution.

- g. Financial systems provide data to all interested parties and are widely disseminated online; the institution receives successful annual audits.
- h. University leaders, through the governance process, have advocated for an inclusive campus environment; programs, offices and services have been established and designed to support the creation of a viable diverse academic and social community.
- i. The campus-wide tenure and promotion process (in which review teams are trained and, subsequent to the review, asked to reflect upon the process) reflects the seriousness and commitment IUPUI brings to these essential processes.

2. Evidence that demonstrates the criterion needs institutional attention

None noted.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no Commission follow-up recommended.

VI. TEAM RECOMMENDATIONS

ACCREDITATION RELATIONSHIP:

A. CONTINUED ACCREDITATION

Next Comprehensive Visit: 2012-2013

Rationale: The team concludes that IUPUI meets all general institutional requirements and fulfills all five criteria for accreditation. The weight of evidence indicates that IUPUI has institutional processes in place to warrant another ten-year accreditation cycle.

B. DEFINERS OF RELATIONSHIP

- 1. Degree Level:** Doctor's (highest awarded)
Retain original wording
- 2. Ownership:** Public
Retain original wording

- 3. Stipulations:** *Retain original wording:* Accreditation at the Doctor's degree level is limited to the J.D., D.S., M.D., D.M.S., D.D.S. offered through Indiana University; to the Ph.D. in Anatomy, Biochemistry, Medical Biophysics, Medical Genetics, Medical Neurobiology, Microbiology and Immunology, Pathology, Pharmacology, Physiology and Biophysics, Social Work, Toxicology, and Preventive Dentistry offered through Indiana University; and to the Ph.D. in Rehabilitation Psychology offered through Purdue University. The University must obtain Commission approval following a focused visit before instituting any additional Purdue University doctoral programs in non-medical-related fields. The University is to notify the Commission if it plans to change or add any doctoral programs in medical-related fields, and notify the Commission if it plans to change or add any Indiana University doctoral programs in non-medical-related fields.
- 4. New Degree Sites:** *Current wording:* No prior Commission approval required for offering existing degree programs at new sites within the state. International offerings are limited to programs in Malaysia.

After extensive post-visit consultation with the institution, and in light of the discontinuation of for-credit programming in Malaysia, the team suggests deletion of the phrase "International offerings are limited to programs in Malaysia" from the Statement of Affiliation Status.

Recommended change: No prior Commission approval required for offering existing degree programs at new sites within the state.

COMMISSION FOLLOW-UP

None Recommended.

SANCTION

None Recommended.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

**Indiana University-Purdue University Indianapolis
Indianapolis, Indiana**

November 18-20, 2002

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Phillip Certain (Chair), Dean, College of Letters and Science, University of Wisconsin-Madison

Dr. Larry A. Braskamp, Professor of Education, Loyola University of Chicago

Dr. Roderick G. W. Chu, Chancellor, Ohio Board of Regents

Dr. Mark E. Clasen, Professor and Chair, Department of Family Medicine, Wright State University School of Medicine

Dr. Thomas F. Conry, Professor of General Engineering, University of Illinois at Urbana-Champaign

Dr. Amy Driscoll, Director, Teaching, Learning, and Assessment, California State University - Monterey Bay

Dr. Marie Draper Dykes, Associate Provost for Academic Programs, Wayne State University

Dr. Phillip E. Jones, Vice President for Student Services, University of Iowa

Dr. Robert O. Kelley, Dean, College of Health Sciences, University of Wyoming

Mr. Warren R. Madden, Vice President for Business and Finance, Iowa State University

Dr. Richard J. Meister, Executive Vice President-Academic Affairs, DePaul University

Ms. Carla Stoffle, Dean of Libraries, University of Arizona

ADVANCEMENT SECTION

I. OVERALL OBSERVATIONS OF THE TEAM

- A. **STRUCTURE OF THIS SECTION:** At the conclusion of each of the two “special emphasis” sections of the self-study report, the institution asked a series of questions of the team. This section of the team report takes as its focus these questions, as well as the more general questions asked about the use of the online interface; however, the team also offers a few observations and points of advice that depart from the questions asked.
- B. **INSTITUTIONAL ORGANIZATION:** Because of its joint relationship to Indiana University and Purdue University, IUPUI is inherently a complex organization and is in many ways unique in higher education. The team focused on whether the university satisfies all of the requirements for continued accreditation, and concluded that it has. The team observes, however, that IUPUI has become a major urban university and that it is incumbent on both Indiana University and Purdue University to be supportive of IUPUI’s efforts to meet its mission. This implies attention should continue to be given to the appropriate level of autonomy that will allow IUPUI to develop its full potential. As IUPUI seeks to advance its status as a major urban research university, it will need to build strength in a number of areas appropriate to its mission. Its unique relationship with Indiana University and Purdue University will make this a complex task.
- C. **ONLINE PUBLICATION OF MATERIALS:** The publication of the self-study and supporting documentation in an online format has some advantages: team members could access and study the materials from a distance; countless links to projects, initiatives, and documents could be made throughout the text to support or illustrate key points; connections between interrelated or overlapping elements within the self-study could be drawn with a minimum of repetition, etc. However, the team encountered disadvantages in the use of this technology: sometimes links did not work properly; information changed as the project evolved; hard copies lacked some of the information found online; external links were not always useful; the “boundaries” of the self-study were at times unclear, leading the team far afield; raw data were not always summarized or would have benefited from capsule statements or interpretations; retracing one’s steps to locate

information was sometimes challenging. Executive summaries and a search feature would have helped.

These criticisms, however, are not intended to minimize IUPUI's impressive undertaking in making the self-study and related materials available. If anything, they highlight the difficulty inherent in producing materials that serve many audiences: the needs of an accreditation team will necessarily diverge from the needs of the general public, or the needs of campus constituents. Although various groups will have an interest in the information to be conveyed, the principles used to organize that information and the purposes for communicating that information must also differ. These observations merely highlight the needs of a single—albeit important—audience.

II. FOCUS ON TEACHING AND LEARNING

- A. The institution asked, "How can we continue to improve the first-year experience and help new transfer students adjust to campus?"
1. The University College leadership has made great strides in engaging faculty in the success of first-year and transfer students. The UC staff members are extremely dedicated and agile in assessing and meeting student needs. Increased retention rates can be attributed in part to UC programs. Observations of UC classes noted innovative and engaging pedagogy and outstanding curriculum materials.
 2. Improvements in UC programs have already come as a result of paying attention to outcomes and changing the program when deficiencies are noted. This should continue to be the way in which the program grows and improves. At the present time, there is a cadre of dedicated faculty that works with the dean and staff in assessing programs and planning for improvements. UC has clearly identified its greatest challenge is in sustaining the momentum that has been achieved, especially with increasing numbers of new students.
 3. First-year and transfer student success contributes to the welfare of the entire campus, and the challenge is to stabilize a program that depends on goodwill and volunteer efforts on the part of faculty. While the current financial incentives are reasonable, the team cautions against using financial rewards, either to individuals or to their home schools, as the *principal* tool for achieving stability. Rather, the team recommends that the current faculty who are already engaged in these efforts identify future leadership and enlarge the circle of interested faculty. UC is now successful, and success attracts. The Center for Teaching and Learning might also identify opportunities for faculty scholarship in the teaching of entering students.

4. Transfer students entering with significant numbers of credits might also benefit from a transfer transition course.
 5. Finally, IUPUI should expand its efforts to strengthen its educational pipeline by working with the P-12 schools.
- B. "What strategies might we use to engage more faculty members in integrating the Principles of Undergraduate Learning (PULs) into their work with students and assessing for achievement of the PULs and learning outcomes in the major?"
1. Involve faculty campus-wide in the development and review of PUL outcomes, criteria, and evidence.
 2. Involve faculty campus-wide in the pilot of student electronic portfolios with mini-grants.
 3. Engage those faculty in collaborative presentations (national conferences) and publications (Journal of General Education) about PULs.
 4. Spotlight faculty who teach to the PULs in campus publications.
 5. Mini-grants for action research projects focused on effective teaching of PULs
 6. Develop "best practice" syllabi that demonstrate how PULs can be incorporated for varied disciplines
 7. Rather than building PULs into each course, consider having additional student enrichment programs to address PULs
 8. Incorporate PULs into Residential Life programs
 9. Add this to tenure and promotion evaluation with examples of teaching portfolios
 10. Learn from other campus models
 11. Strategies for assessing learning outcomes in the major
- Observation: implementation (as usual) varies across the campus; as an institution, IUPUI appears to be committed to the process. Professional schools lead in this area, and they're using student portfolios in many areas. Team members expressed some concern about the "opportunity cost" for faculty who need to invest time in assessment projects; continue looking for innovation and allow professional schools to lead the way.
- i. Track outcomes for majors to understand what graduates are doing in the long-term (strengthen links to IUPUI alumni association)
 - ii. Align evidence of student work with the actual outcomes they've identified

- iii. Continue to ensure that all majors have clear expectations of student outcomes; articulate assessable measures for these outcomes and disseminate results.
 - iv. Develop a profile of graduates that articulate achievement of outcomes (specify outcomes for general education PUL's and majors)
 - v. Collect evidence that students are achieving those outcomes with exemplar portfolios, capstones, etc.
- C. "How can we measure and document our progress on teaching and learning, especially on the PULs, more effectively?"
- 1. Measuring and documenting progress in Teaching and Learning begins with clear learning outcomes for students and common forms of evidence aligned with outcomes. From there, collaborative faculty review of student work (evidence) can engage faculty in the analysis and improvement of teaching and learning. Other approaches:
 - i. Peer observations and reviews
 - ii. Teaching Co-ops (weekly)
 - iii. Faculty action research projects
 - iv. Ensure that student record systems track progress by adding course attributes that track PULs
 - v. Assess connections between teaching and learning efforts and student achievement
 - 2. Strategies to sustain current initiatives for teaching and learning:
 - i. Spotlight the scholarship of teaching success cases
 - ii. Use innovative teachers as models for others to observe, followed by discussion and reflection
 - iii. Pair faculty from different disciplines in action research projects
 - iv. Orient new faculty, assign effective teachers as mentors
 - v. Continue to monitor T&P as it aligns with teaching and learning initiatives on campus
 - vi. Involve lecturers in Teaching and Learning and ensure that this value is included in renewal process
 - vii. Continue linkages between Center for Teaching and Learning and Office of Professional Development
- D. "Given that IUPUI is the principal site for graduate professional education in Indiana, how can we take advantage of the concentration of professional schools on campus to benefit undergraduates?"

The IUPUI professional schools have great potential to contribute to the undergraduate experience. This can be accomplished in a number of ways:

1. Faculty in the professional schools can cooperate with liberal arts and science faculty in the development and/or teaching of courses and in professional master's degree programs.
2. Professional school faculty can direct research and independent study projects for undergraduates.
3. Professional school faculty can participate in the development of interdisciplinary research and/or instructional programs.
4. The professional schools can include undergraduates in the civic engagement program of IUPUI.
5. They might explore the possibility of involving graduate students in professional schools in mentoring undergraduates.
6. Professional school faculty might participate in learning communities.

- E. "The President of IU has suggested that all eight IU campuses adopt a common set of general education course requirements. How feasible and desirable is it to try to integrate all eight IU campuses in terms of common curriculum expectations and other academic issues?"

General education programs should reflect the mission and values of individual institutions; therefore, the team does not recommend establishing a common general education curriculum across all campuses of IU. Such an effort would require vast expenditures of faculty time and would likely result in a "lowest common denominator" result in order to be acceptable to all the constituent campuses and schools. That said, there may be some benefit to engaging in discussions across campuses as they share approaches to general education.

- F. "What priorities would you suggest IUPUI focus on in the area of teaching and learning over the next five to ten years?"

The review team is not in a position to recommend priorities; this is a campus responsibility. The team recommends, however, that a formal process be developed to set priorities to help initiatives currently under way to become deeply embedded in the institutional culture and practices across all units.

Support the following programs: the first-year experience; use of technology; Principles of Undergraduate Learning; assessment; professional development of faculty; integration of lecturers into the teaching program; the Gateway Program; engagement of students in individual learning and research; the Honors Program

Consider the following foci: alignment of instruction and assessment with outcomes; alternative assessments to accommodate differences in learning styles; expanded use of innovative instructional techniques to engage future and

diverse learners and ensure their success; integrating diversity in the curriculum across the institution.

G. The institution did not solicit advice on the subject of coordinating initiatives. Nonetheless, the team tenders the following comments:

1. Three primary initiatives are Teaching and Learning (traditional UG students, the adult, part-time students, students in professional programs), Civic Engagement and Learning, and Research and Learning; the university will face the challenge of balancing these and sustaining current innovation, momentum, and value system that has developed in these areas.
2. Intentional care must be exercised to prevent the Teaching and Learning function from becoming dissociated from Research; the team is not impressed by the prospect of lower division courses being taught primarily by lecturers and part-time faculty, and upper division courses taught primarily by faculty.
3. University College should not take on sole responsibility for retention and graduation of students.
4. Work to use data on retention and graduation rates for part-time and transfer students and develop strategies to ensure success for these students.
5. The university must take care to articulate its values to junior faculty to ensure that the culture of mutual respect is maintained for various institutional priorities.
6. Openly disclose relative "weight" of institutional goals in merit and compensation.

III. FOCUS ON CIVIC ENGAGEMENT

A. "How might we disseminate information about our own models of good practice in civic engagement to the campus, and to the community, in order to improve cross-disciplinary collaboration and commitment to civic engagement"

1. Demonstrate relevance of civic engagement; the campus has articulated a vision and developed an inventory but the community has not yet been consulted sufficiently concerning its needs nor has that information been mapped to the institution's capacity to meet the needs.
2. Use media to advertise programs
3. Academic health programs can advertise uncompensated care to the community

4. Evaluate medical needs of community, measure impact using key indicators
 5. Disseminate assessment data to the campus: show how these efforts enhance the academic experience for students
- B. “How can our campus strength in institutional assessment improve our work in civic engagement? (It is easy to conceptualize how individual projects can be assessed, but more challenging to conceptualize this on a campus-wide level...)”
1. Begin with simple tallies: how many students? How many per semester, per year? How many faculty? How many hours in the community?
 2. Develop categories of service to use in reporting (e.g., health, housing, safety, etc.)
 3. Have students design assessment or studies of civic engagement.
 4. Use simple surveys of students, faculty, and community partners to determine program impact (funding, improvements, change, increased service, etc.)
 5. Locate current online assessment tools.
 6. Organize focus groups to probe impact, challenges, etc.
 7. Recruit and train students to interview constituencies.
 8. Establish desired outcomes for each constituency group (students, faculty, community) and use university resources (Assessment Task Force) to design appropriate assessment of each outcome.
 9. Design and spotlight case studies of service learning classes or projects to probe and describe “best practices”.
- C. “How will we know that our work is making a difference within the community? What recommendations do you have for the future campus work of the Civic Engagement Task Force upon completion of the NCA review? What recommendations do you have on setting priorities for campus civic engagement?”
1. Working collaboratively with community partners, perhaps through a Civic Advisory Committee (students, community, faculty, staff, administrators), develop a formal process for prioritizing civic engagement work – use the many scans already conducted.

2. Further the land-grant mission by cooperating with Purdue University's extension mission here, as extension efforts become more focused on urban needs.
 3. Design outcomes for community impact with indicators and/or benchmarks to demonstrate when outcomes are being met.
- D. "How can our work in this self-study inform others in higher education to advance the work of civic engagement?"
1. Publish about sustainable impact.
 2. Engage with the political structure.
 3. "Ask the right questions."
 4. Refocus and describe assessment efforts.
 5. Connect with other networks – public health initiatives might give them new networks, community health advocate work.
 6. Create examples or cases of what works or doesn't work – "best practices" in service learning specifically, or civic engagement generally.

IV. OBSERVATIONS FOR THE NEW CHANCELLOR

Shortly before the site team arrived, it was announced that IUPUI would be experiencing a change in leadership – the first change in this position since 1986. With that in mind, therefore, several members of the team considered what they might wish to communicate to a new chancellor about this institution. The following issues were discussed, and are offered here as observations rather than "advice".

- A. **IDENTITY:** It is important for IUPUI to continue to develop its own distinctive identity within Indianapolis and the state of Indiana. For example, in light of the need to communicate with external audiences and the need to convey IUPUI's public identity, schools should be headed by "Deans," at least as working titles. Also, as IUPUI continues to develop its research program, the compact with IU and PU may need further reassessment to facilitate development of new doctoral-level programs that sustain and extend IUPUI's unique mission in areas related to civic engagement and economic development in an urban setting. IUPUI may well need to develop creative structures to facilitate development of this research agenda within the framework of the current compact. IUPUI also needs to indicate that it is, indeed, a cohesive and unified institution – a comprehensive wordmark and logo project would enhance the collective identity of IUPUI.
- B. **LEADERSHIP:** The relative autonomy of the twenty-two schools – each "on their own bottom," under responsibility center management/budgeting – makes

organizational issues especially crucial. Centralized units and approaches are susceptible for appearing even less remote and relevant than in more traditional institutions. Hence, the units for Civic Engagement (such as the Center for Service and Learning), face a challenge in getting faculty, department and schools to participate, cooperate or collaborate. Additional measures and strategies (e.g.: more extensive reporting regarding participation), may be required. The team detects strong community support and appreciation for the direction in which IUPUI is headed. Historically, the institution's progress has depended on the Chancellor and his team to hold units together and to articulate and pursue IUPUI's shared missions, such as that of civic engagement.

- C. RELATIONSHIPS: Much of the organization at IUPUI is based upon long-term professional intramural and extramural relationships; changes in leadership at IU and PU, as well as at IUPUI, require the university to pay attention to these issues during the transition in senior leadership.
- D. FINANCIAL: Like other public institutions of higher education located in states suffering from budget constraints, IUPUI's state share has not kept pace with expenses: state support increased 12% during the past five years while expenses increased 23% during the same time period; tuition increases and indirect cost recovery were used to make up the difference. The institution is raising more than \$700 million in private funds during the present campaign to support its mission. In the context of continuing limited state financial resources the institution needs to continue to review alternative revenue sources: tuition, sponsored funding, and private sources of funding. IUPUI is funded by the state as a regional campus rather than as a regional university; this disconnect suggests that a new chancellor will need to attend carefully to revenue strategies that ensure continued success. This disconnect may also be found in other areas, such as in the process for gaining approval for new doctoral-level programs. In addition, RCM strategy has allowed each school and college to determine differing salaries and varying reward structures; since there are no clearly understood parameters for consistent application of the rules across units, the institution should monitor the staff reward structure to ensure a reasonable degree of equity.
- E. STUDENT CLIMATE: Continue to focus on developing out-of-classroom, student life programs and facilities to enhance the climate and environment for students. The University Library and the Law School are good models for success in this area, and the university is making good progress in assessing and responding to the needs of the array of IUPUI students: gathering spaces for commuter students, as well as spaces for residential students are being planned or developed, demonstrating that IUPUI has been developing structures (physical and programmatic) to serve all IUPUI students.
- F. FACULTY CULTURE: Faculty members with whom the team met expressed a sense of optimism and enjoyment of opportunities to engage actively –and have a voice – in shaping a new version of higher education as part of the wave of the future. The team encourages the new chancellor to work to sustain this energy.

- G. STAFF: Staff members reported appreciation for a “noteworthy lack of hierarchy,” suggesting that IUPUI has a long-term and loyal staff who enjoy working for the institution. The new chancellor should consider increasing communication with this group even more, so they are better informed of and have a stake in the overall mission of the institution.
- H. CONTINUED PROGRESS: Ensure continued progress in and support for the many commendable initiatives that are shaping the mission and identity of IUPUI: diversity, the Center for Teaching and Learning, the Center for Service and Learning, the Office for Professional Development, the Program Review and Assessment Committee, University College and the Principles of Undergraduate Learning.

V. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, SIGNIFICANT PROGRESS, AND/OR EXEMPLARY AND INNOVATIVE PRACTICE

As noted in the Assurance section, IUPUI should be commended for its efforts to develop a statement of mission that expresses a coherent set of purposes consistent with that mission. Furthermore, the institution has developed structures (administrative, policy, and physical) that support and further that mission, deeply embedding it into the business of the university.

Civic Engagement

The strengths of the campus commitment to civic engagement lie in the alignment with the university mission, values, and goals, the impressive national collaborations in which the campus has participated, the extensive scholarship describing the university’s approaches, and national recognition that the campus initiatives have received. The three foci of the Center for Service and Learning offer multiple perspectives and approaches to faculty, students, and community partners, and ultimately increase the potential for engagement. The described plans for continued development and expansion of the civic engagement agenda are realistic within the expertise and leadership of the Center, the infrastructure of support from the institution, and the rich history of successful professional development for faculty and involvement and commitments of many campus units. The civic engagement endeavors are so expansive that the campus may want to consider extending the leadership to the level of Vice Provost as a statement of institutional commitment.

Teaching and Learning

Just as its mission drives IUPUI’s commitment to Civic Engagement, so, too, is the university’s commitment to Teaching and Learning. The university has devoted substantial resources to supporting efforts in this area, and many of its offices and programs support and further teaching and learning. For example, the creativity and strategic planning of professional development activities and resources to encourage and support faculty efforts in teaching and learning are notable. The strategy of galvanizing issues through the Gateway Group to focus

goals and resulting action plans serves the Office for Professional Development well with attention to supporting multicultural teaching, teaching for retention of students, and the scholarship of teaching. The OPD has systematically assessed the effectiveness of its events and resources by documenting attendance and representation, satisfaction, and impact on teaching and learning. There are future plans to extend the assessment beyond faculty application to impact on students, a difficult but critical phase of evaluation. The model of “faculty learning communities” is an effective one for focusing faculty efforts and providing a supportive structure for study. The extensive faculty development work is coupled with clear communication of reward for excellence in teaching and its accompanying scholarship through the institution’s promotion and tenure systems. The presence of successful cases of promotion based on the scholarship of teaching gives powerful impetus to faculty efforts to improve teaching and learning.

As a further example of IUPUI’s dedication to the connections between Teaching and Learning, the six Principles of Undergraduate Learning (PULs) seem to have served as an excellent focal point to redirect perspectives regarding the role and purpose of general education in the curriculum, and provide a profile of what the institution expects of its graduates. Although suggestions made in the previous section indicate that it may prove to be difficult to track student achievement in these areas, it is nonetheless important to note that these “principles-based” learning outcomes reach toward a broadly-based education intended to serve students beyond their first or second jobs and throughout their lives. Furthermore, despite the difficulty of implementing the PULs and measuring student achievement of them, the institution has demonstrated an interest in assessing them. Although much remains to be done, the team was impressed by the dedication and seriousness with which IUPUI has approached a daunting task.