THE BICENTENNIAL STRATEGIC PLAN
FOR INDIANA UNIVERSITY

Final Report Appendix
2020
Introduction

In April of 2019, a request was circulated to all academic and administrative units across Indiana University to submit, on a standardized template, the various activities they had undertaken since 2015 to further the goals of the Bicentennial Strategic Plan.

The response was overwhelming, with approximately four thousand items being submitted.

This Appendix is a compendium, sorted into Priority areas, of those submissions.

None of the submissions have been edited by the team that compiled the Appendix; this document constitutes a record of BSP actions as they were submitted by the responsible units. The only editing that did take place was to ensure items were sorted into the appropriate subject areas, and that entries that were duplicates, or not specifically related to BSP priorities, were removed.

Michael Rushton
Director of Strategic Planning
August 2020
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E&T’s Mechanical Engineering Technology (MET) program has incorporated additive and subtractive manufacturing into a single design course.

In Spring 2016, three Black males taught pre-block education courses in Multiculturalism and Global Awareness and Introduction to Teaching. These instructors incorporated their expertise in urban education-focused programming for US and refugee youth, college career development, and community center programming related to environmental activism, and Black community mobility and sustainability. The hiring of expert adjunct faculty of color for introductory education courses is part of a broader strategy to attract students of color who have expressed interest in education, as well as expose students from predominantly white, rural, and suburban areas with access to diverse faculty actively serving within Black, Latino, and other communities that are often marginalized in public schools.

IUPUI; Alumni Relations
Priority #1, Action Item #1c
2016-17
Andrea Simpson (andmsimp@iupui.edu)
Managed and developed student potential through the Student Organization for Alumni Relations (SOAR), an organization that provides its members with experiences that enhance their education, as well as opportunities to meet alumni, faculty, staff and students at IUPUI. SOAR has 30 members.
The Integrated Freshman Learning Experience (IFLE) program is to introduce undergraduate students to biochemistry, neurobiology or medicine. The goal of the Arts and Sciences Undergraduate Research Program (ASURE) is to aim at the nation's largest undergraduate research program at a single institution, where direct admit students to the College receive first-hand research opportunities across the sciences, social sciences, and humanities. In the Fall semester, ASURE offers a set of larger CAP courses that provide the general disciplinary background that link to smaller courses that represent different research streams. The second course in IFLE takes a modular approach where faculty across the College contribute to research streams that could range across multiple STEM fields as well as across the humanities and social sciences fields. In the pilot year, we are providing research opportunities in two divisions: a two-course stream in Biology offered a newly renovated teaching lab; and a humanities, science, and technology stream with multiple potential discovery labs in the second semester.

AUSE principle of Excellence, Bicentennial Priority, or Action Item 3.6

2015–Ongoing

The College

Rick Van Kooten, rvankoot@indiana.edu


Jacobs School of Music

Hansel and Gretel in Indy

POE1

November 2018

JSOM, Indianapolis

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882


Jacobs School of Music

Jazz Students win DownBeat Awards

POE1

April 28, 2015

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

The Indiana University Jacobs School of Music boasted four winners in DownBeat magazine's 38th Annual Student Music Awards, announced April 28, 2015. IU Vocal Jazz Ensemble I was named the Graduate College Winner in the Small Vocal Jazz Group category. The eight-member group, considered the top vocal jazz ensemble at the Jacobs School of Music, also won this category in 2014. The Wallace Sextet was named the Graduate College Outstanding Performance Winner in the Small Jazz Combo category. Jazz voice major Reginald Bowens won in the Graduate Jazz Arrangement category for his vocal arrangement of “Human Nature,” while fellow major June Lee won in the Undergraduate Jazz Arrangement category for his arrangement of “Acapella Christmas Medley.”


Jacobs School of Music

John Clayton Leads Jazz Students

POE1

April 22, 2017

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

The Indiana University Jacobs School of Music welcomed Grammy Award-winning arranger, composer, big band leader, and jazz bassist John Clayton as the featured artist in its annual Jazz Celebration, at 8 p.m. on Saturday, April 22, 2017, in Bloomington’s Musical Arts Center. Clayton, who earned a degree in classical bass performance from the Jacobs School of Music, is known for his soulful and swinging style as both a player and a writer. He led the IU Jazz Faculty Student Jazz Ensemble in performances of his own original compositions and arrangements.


Jacobs School of Music

Katie Minion receives Fulbright Award

POE1

2015-16

France

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

Indiana University Jacobs School of Music student Knar Abramyan received a Fulbright U.S. Student Award to conduct research in Moscow, Russia, during the 2015-16 academic year. She was pursuing an M.M. in Music Theory while continuing her piano studies. http://info.music.indiana.edu/releases/iub/jacobs/2015/05/10-Jacobsof-Music-of-Music-student-Knar-Abramyan-receives-Fulbright-Award.shtml

Jacobs School of Music

Kenny Aronoff Workshops

POE1

October 20-21, 2017

JSOM

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

World-renowned drummer and percussionist Kenny Aronoff presented workshops for Indiana University Jacobs School of Music students and participated in a public “meet and greet” session during his visit to his alma mater October 20 and 21. Aronoff has played over 600 Grammy-nominated recordings, with over 300 million records sold worldwide. He was named the number one rock drummer and the number one studio drummer for five consecutive years by readers of Modern Drummer magazine.


Jacobs School of Music

Kunar Abramyan receives Fulbright Award

POE1

2015-16

Russia

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

Indiana University Jacobs School of Music student Knar Abramyan received a Fulbright U.S. Student Award to conduct research in Moscow, Russia, during the 2015-16 academic year. She was pursuing an M.M. in Music Theory while continuing her piano studies.


Jacobs School of Music

Kurt Elling Performs with Students

POE1

2015-16

Indiana University Jacobs School of Music Opera Theater welcomed Grammy-winning jazz vocalist Kurt Elling to their Spring Concert at 8 p.m. on Tuesday, April 5, at the Buskirk-Chumley Theater in downtown Bloomington. Together they performed selections from his recent recordings.


Jacobs School of Music

Kenny Aronoff Workshops

POE1

October 20-21, 2017

Jacobs School of Music

Kunj Abramyan receives Fulbright Award

POE1

2015-16

Fulbright-Award.shtml

Indiana University Jacobs School of Music student Knar Abramyan received a Fulbright U.S. Student Award to conduct research in Moscow, Russia, during the 2015-16 academic year. She was pursuing an M.M. in Music Theory while continuing her piano studies.


Jacobs School of Music

Kurt Elling Performs with Students

POE1

2015-16

Buskirk-Chumley Theater

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

Indiana University Jacobs School of Music welcomed Grammy-winning jazz vocalist Kurt Elling to their Spring Concert at 8 p.m. on Tuesday, April 5, at the Buskirk-Chumley Theater in downtown Bloomington. Together they performed selections from his recent recordings.
IU JSOM, Office of Entrepreneurship and Career Development, and Office of Undergraduate Advising

Tome #1. A Commitment to Student Success; Tome #9. Ongoing

2015
IU JSOM
Melissa Dickson, dickson9@indiana.edu
Adding these two undergraduate advising positions, the first of their kind at the JSOM, provide professional career advising and instruction for IU JSOM undergraduate students. Positions are located in the JSOM Office of Entrepreneurship and Career Development and the Office of Undergraduate Advising and Records.

IU JSOM, Office of Entrepreneurship and Career Development
JSOM OECD & Kelley School’s Music Innovation Competition
Tome 1, 7
Since 2014—Present
IU JSOM, Kelley School of Business Johnson Center for Entrepreneurship and Innovation
Alain Barker, abarker@indiana.edu
Launched in 2014, the annual Innovation Competition has inspired more than 40 ground-breaking projects from students in the Jacobs School. A partnership with the Kelley School’s Johnson Center for Entrepreneurship and Innovation, the event is judged by campus and community entrepreneurs. All finalists receive mentoring for their project and two winners receive a monetary prize to support the growth of their project. Innovation projects over the past few years include: La Cupitana! (an opera that explores identity politics), A Musical Chance (a project focused on accessible music education), Troublesome Gap (music composition retreat), New Voices Opera (commissioning and producing new opera works), Classical Connections (performances to underserved communities), an app for dyslexic students, online rural music education, an after-school music academy, a multimedia concert, and a social media matching service for musicians, Butterfly Dreams (professional jazz ensemble), The Indiana Clarinet Experience, Breaking the Fourth Wall (a community concert series), and Translucent Mirrors (a new music consort).

IU JSOM
Advising by Undergraduate Advising and Records Department
Principle of Excellence, Bicentennial Priority, or Action Item 1
Ongoing

IU JSOM
Joey Tortell, musug@indiana.edu
Under the direction of Director of Undergraduate Studies Lisa May, Jacobs provides one academic advisor fully dedicated to the needs of our approximate 700 undergraduate majors. This advisor works with all students beginning at new student orientation and continuing through graduation on degree and enrollment planning and basic mental and physical health counseling and referrals. With the recent addition of a Director of Entrepreneurship and Career Development, we have worked to integrate career advising with academic advising with the addition of career advising sessions at new student orientation, and the adoption of Symplicity.

Jacobs School of Music
Wind Ensemble at Carnegie Hall
POE1
March 8, 2016
Carnegie Hall
Linda Cuñego, lcaujego@indiana.edu, 812-856-3882
The Indianapolis University Wind Ensemble, from the Jacobs School of Music, performed in New York’s legendary Carnegie Hall at 8 p.m. on Tuesday, March 8. The concert, conducted by Stephen W. Pratt, then Jacobs director of bands and wind conducting, was the culminating event of the New York Wind Band Festival, with the group receiving a special invitation to conduct at Carnegie Hall. The ensemble, which included students from the Jacobs School of Music along with other New York-based Wind Ensembles, performed an all-American program that included works by Stephen C. Kilpatrick, Harry Simeone, and Stephen W. Pratt.

IU Libraries
Primary Source Immersion Workshop
Core Goal: 1 An Excellent Education
July 17-19, 2019
IU Archives, Lilly Library, and Department of Teaching and Learning
Meg Meiman, Head of Teaching and Learning, mmeiman@iu.edu
Using active learning concepts and collaborative teaching partnerships, IU Libraries’ Primary Source Immersion Program demonstrates how information literacy can be dynamically integrated into classroom instruction. This year’s inaugural Primary Source Immersion Workshop invited faculty to spend three days with librarians and archivists learning how to incorporate primary sources and special collections into their courses through hands-on exercises.

IU SOO
Foreign-Trained Optometrist Success
Principle of Excellence, Bicentennial Priority, or Action Item N/R
Example: 1/2017–2/15/2019
Example: Kirkwood Hall Gallery, IUB
Example: Faculty members Lee and Smith joined forces to create a collaborative project, funded by a grant from the Office of the Bicentennial. The goal was to challenge their students to research, design, and construct new IU-themed fashions inspired by the university’s rich history and culture and using recycled garments and materials. Students researched and sketched projects in design class, then constructed those designs in studio.

Kelley School of Business
Balance Week
BP One: A Commitment to Student Success
2017—present
Jeni Donlon, jdsonlon@indiana.edu
Balance Week occurs during the final week of classes prior to exams in the fall and spring semesters. Kelley Student Government and the student group Balance at Kelley collaborated with Undergraduate staff to develop the program focused on maintaining balance and reducing stress. The week includes spending time with service dogs in training, chair massages, healthy snacks, art therapy, and activities designed for reflection of proud moments and kindness toward others. https://kelley.iu.edu/programs/undergrad/student-life/balance-wellness.cshtml

Kelley School of Business
Diversity Initiatives
BP One: A Commitment to Student Success
Ongoing
Jeni Donlon, KSB Office of the Dean, jdsonlon@indiana.edu
Kelley has more than 100 initiatives—programs, scholarships, events, outreach—to foster inclusivity and diversity (see Diversity Inventory link below). These initiatives have been building since the 1960s, when the Kelley School was one of just three founding schools in the creation of the Consortium for Graduate Study in Management, designed to provide scholarships and business connections for under-represented minorities. Kelley also was the first business school to offer a National Diversity Case Competition for undergraduate business students, which is now in its ninth year.

Kelley School of Business
Finance Diversity Program
BP One: A Commitment to Student Success
2018—Ongoing
Jeni Donlon, jdsonlon@indiana.edu
Designed to increase the diversity of high-potential students choosing a finance major and pursuing a career within corporations and the financial services. The program’s ultimate goal is to lead to more diversity among professionals from corporate America and Wall Street and contribute to better decision making through diversity. The program provides professional development opportunities to high-potential students at an early stage in their academic careers and strives to empower diverse individuals to be confident as their authentic selves in the workplace and beyond. The program helps Kelley attract diverse high school students. The first FDP cohort of 47 students doubled diversity in Kelley’s Investment Banking Workshop and Investment Management Workshop. The class of 2022 cohort has 77 students. https://kelley.iu.edu/faculty-research/departments/finance/undergraduate/finance-diversity/index.cshtml

Kelley School of Business
Kelley Prep Academy
BP One: A Commitment to Student Success
2015—present
Jeni Donlon, jdsonlon@indiana.edu
Kelley Prep Academy (KPA) is a one-year program available for students applying to Kelley through the Standard Admissions Process. The program includes professional and academic development events, social events, study tables/tutors for rigorous first year courses, an academic pledge of excellence, admissions and academic guidance from Kelley Admissions staff, and opportunities to interact with Kelley faculty outside of the classroom. Students must apply. Special consideration is given to underrepresented minority students.
Kelley School of Business
Kelley-to-Kelley Mentor Program
BP One: A Commitment to Student Success
2017 – Present
Jeni Donlon, jdonlon@indiana.edu
The Kelley-to-Kelley peer mentoring program matches upper classmen with first-year students based on common interests, life experiences, and personality. Mentors connect monthly with the mentee during first semester to help them feel supported, less overwhelmed, and better prepared to navigate academic challenges, manage stress and maintain wellness. In the second year of the program, 2,000 undergraduates participated as a mentor or mentee. The number is expected to increase for 2019-2020. The program was managed through Shearwater Mentor Collective service the first two years. For 2019-2020, we are using Chronus mentoring software, which helps match students, tracks engagement, and guides next steps.

IUB Libraries
B.O. 1.3.c.
2016-2017
IUB Campus and around
Carolyn Walters, cwalters@indiana.edu
To contribute to the overall awareness of diversity on campus, the Libraries’ Diversity Committee planned and delivered local programming (such as exhibits and displays) promoting campus events.

Media School
Advising, Internships, Career Support
Bicentennial Priority 1, Action Item 2c
Ongoing
James Shanahan, jes30@indiana.edu
Integration into the College of Arts and Sciences advising system.
- Addition of the Semester in LA program, which allows students to live, work and learn in Los Angeles.

Media School
Honors Programs
Bicentennial Priority 1, Action Item 5c
Ongoing
James Shanahan, jes30@indiana.edu
Modeling after the existing Ernie Pyle Scholars honors program in journalism, the Media Scholars program provides enhanced opportunities for a cohort of about 15 competitively selected incoming freshman students, offering honors coursework, travel and professional development opportunities, and faculty mentorship. Media Scholars earn a departmental honors notation.

- The Academic Honors Program provides another path for a departmental honors notation. Each spring, the dean invites rising juniors with strong academic records to join the program. The program requires students to complete two Media School honors seminars with a grade of B or better, complete a senior thesis or creative project under the guidance of a faculty member, demonstrate strong performance in Media School courses and maintain an excellent overall GPA.

Media School
Student Media
IUB Bicentennial Objective 1, 2c/1/h
Ongoing
James Shanahan, jes30@indiana.edu
Convergence and integration of student media through the new IU Student Media Network, a learning laboratory for IUB undergraduate and graduate students. IUSMN will provide educational and training opportunities in print and broadcast journalism, advertising, web management, marketing, graphic design, information technology, and media management (in progress).

Maurer School of Law
Intellectual Property Law Clinic
One – a commitment to student success
Ongoing
Ken Turbhi, kturbhi@indiana.edu
https://www.law.indiana.edu/academics/experiential-education/clinics/intellectual-property.shtml
Indiana Law’s Intellectual Property Law Clinic puts you on the forefront of this fast-growing field, giving you real-life experience with real-life clients and their IP needs. The U.S. Patent and Trademark Office has certified the clinic in both patent and trademark law as part of its pilot program – a distinction awarded to fewer than 10 percent of the nation’s law schools. This means that you can be registered to practice before the USPTO under the supervision of the clinic’s director – while you are still in law school. The IP clinic will give you the opportunity to translate theory into practice. As a 2L or 3L student, you’ll work directly with pro bono clients, the USPTO, and the faculty of Indiana Law’s Center for IP Research on actual IP matters. You’ll refine your skills in research, advocacy, and administrative practice, while you create and implement strategies that advance your client’s objectives. You’ll gain invaluable experience in IP practice – and your clients will benefit from the advice they need to secure the rights they’ve earned to protect their innovations.

Maurer School of Law
Non-Profit Legal Clinic
One – commitment to student success
Ongoing
Ken Turbhi, kturbhi@indiana.edu
https://www.law.indiana.edu/academics/experiential-education/clinics/non-profit.shtml
The NPLC provides you with opportunities to engage in public interest lawyering through business and transactional work for non-profit organizations. Depending on clients’ specific needs, you will form new entities; draft and negotiate contracts; provide basic tax advice; assist with funding and financing projects; advise on governance, communications and compliance matters; provide general corporate support to the clinic’s clients; and provide other transactional legal assistance as needed. During the course of the semester, you will develop fundamental analytical, editorial, counseling, planning and negotiation skills in the context of live projects as well as classroom work.

IUB Libraries
Project SAILS (Standardized Assessment of Information Literacy Skills)
B.O. 1.4
2015-2020
IUB Campus
Carolyn Walters, cwalters@indiana.edu
Project SAILS (Standardized Assessment of Information Literacy Skills) was administered in the fall of 2015 to gain an understanding of the information literacy competency of IU Bloomington undergraduate students.

SICE IUB
Wearable Fitness Device – Student earns Provost Award for Undergraduate Research
Principle of Excellence, Bicentennial Priority, or Action Item 1
May 1, 2018
SICE IUB
Raj Acharya, dea@soic.indiana.edu
"Originally, I was just generally interested in wearable," Khokhar said. "But since I started the project, I’ve learned so much: how to work with embedded systems and Arduino (circuit boards); mobile app development; PHP and JavaScript languages. Really, it’s been as much about building my skills as getting to a finished project." Student Shayan Khokhar.

SISD Bloomington
Fashion Design Students Create Sustainable Spirit Wear
Principle of Excellence, Bicentennial Priority, or Action Item 1.4
February 5, 2019
SISD Bloomington
Bo Choi, bc14@iu.edu
The uniforms worn by the winners of the first Little 500. A Marching Hundred cape from the 1940s. A custom, red evening gown designed by Vera Wang. A Marching Hundred cape from the 1940s. A custom, red evening gown designed by Vera Wang. These garments—plus more cream-and-crimson, Little 500 themed garb—serve as inspiration to fashion design students in Indiana University Bloomington’s School of Art, Architecture + Design during a recent trip to IU Libraries’ University Archives and a presentation of items from the university’s Sage Fashion Collection.
I hope to further develop some of the diversity efforts and students. Continues to take to increase diversity amongst faculty, staff and students. Carl Darnell has been named the interim assistant dean for Diversity, Equity and Inclusion for the school of education. Carl Darnell, darnellc@indiana.edu

June 10, 2019

Carl Darnell, darnellc@indiana.edu

IUB

SOF IUB

Balfour Pre-College Academy prepares high school students for college
Principle of excellence, bicentennial priority, or action item 1 July 2019

SOF IUB

Lem Watson, watsonlv@iu.edu

While July is normally a quiet month around IU, for two weeks the School of Education is a hub of activity for students participating in the Balfour Scholars Program Pre-College Academy.

Supported by a grant from the Lloyd G. Balfour Foundation, the Balfour Scholars Program (BSP) is a free program for high school juniors designed to help cultivate student academic and career development while minimizing misperceptions about affordability, unfamiliarity with higher education and difficulties with cultural adjustment that prevent students from graduating from college


SOF IUB

Darnell named Interim Assistant Dean for Diversity, Equity, and Inclusion
Principle of excellence, bicentennial priority, or action item 1 June 10, 2019

SOF IUB

Carl Darnell, darnellc@indiana.edu

IUB

SOF IUB

Darnell has been named the interim assistant dean for Diversity, Equity and Inclusion for the school of education.

The position, effective for one year starting July 1, is the first of its kind at the school and one of many steps the school continues to take to increase diversity amongst faculty, staff and students.

“I hope to further develop some of the diversity efforts and programs that currently exist in the school of education, provide support for the initiatives that faculty have already begun and staff have already begun, provide oversight and my full support for the faculty diversity plan and to help our underrepresented students feel a stronger sense of belonging by impacting the culture in the School of Education and the classes,” Darnell said.

Values: The SPH honors program underscores values of a quality education involving research and community engagement in order to educate and prepare the next generation of researchers, teachers, and practitioners to effectively meet the public health related needs of individuals and communities.

SPH SMART Implementation (Successful Management of Academics, Responsibilities, and Time)
Principle of excellence, bicentennial priority, or action item 1.1d 2019-2020

SPH Bloomington

Jim Gibson, jadgibso@indiana.edu

Implementation is a fairly easy process, given some changes in current SPH practices and procedures. The changes would include:

• Earlier identification and notification of SPH students on Academic Probation, and its implications. Thus, a V03 hold would be placed on the student’s record at the very beginning of the semester for which they are on Academic Probation.

• An Academic Probation e-mail (“official university communication”) under the Assistant Dean for Student Academic Affairs & Director of Advising’s signature, is sent two weeks before classes for the given semester starts. The email is simple and straightforward, (including mention of a V03 hold on their record and its implications), but indicates to the student that important e-mail information from their Academic Advisor would be coming in the First Week of the semester providing information regarding a program to assist with their successful management of academics, responsibilities, and time, the SPH SMART Program. Importance being placed on the SMART program will help students identify that their current semester course schedule is structured to help them be successful (thus no longer being on Academic Probation).

• The e-mail designed to be supportive, but language in the letter also describes it as “imperative” they participate in the SMART Program and read the emails from their assigned academic advisor in order to avoid any future Academic Probation problems, including Academic Dismissal issues.

Objectives

• Objective 2.3, 1.a and 1.b

Fall 2020 (courses in place)

SPH Bloomington

Jim Gibson, jadgibso@indiana.edu

Mission: The school of public health honors program is dedicated to providing a rich college experience to motivated, academically gifted, and engaged students. By promoting challenging academics, encouraging leadership and service beyond the classroom, and providing opportunities for scholarly research, SPH honors students will be prepared for their futures as public health professionals.

Disciplinary education, SPH Honors Program

Objective 2.3, 1.a and 1.b

Fall 2020 (courses in place)

SPH Bloomington

Jim Gibson, jadgibso@indiana.edu

Mission: The school of public health honors program is dedicated to providing a rich college experience to motivated, academically gifted, and engaged students. By promoting challenging academics, encouraging leadership and service beyond the classroom, and providing opportunities for scholarly research, SPH honors students will be prepared for their futures as public health professionals.
IUPUI; IU School of Nursing
Clinic Hours Modified
Priority #1, Action Item #1c
2017-18
Robin Newhouse (newhouse@iu.edu)
Nursing Leadership in Health Systems track: modified to include 525 clinical hours, streamlining transition to the DNP program.

IUPUI; IU School of Nursing
Collab w IPE Ctr on DNP
Priority #1, Action Item #5
2019-20
Robin Newhouse (newhouse@iu.edu)
Collaborate with IPE center to update and streamline the Immersive Clinical Experience for DNP program.

IUPUI; Herron School of Art + Design
Collaborative and Interdisc Use of Space
Priority #1, Action Item #1c
2019-20
Nan Goggin (ngoggin@iu.edu)
Work with the Facilities Committee, facilitate collaborative and interdisciplinary use of spaces.

IUPUI; Herron School of Art + Design
Collaborative Degree SOIC and Herron
Priority #1, Action Item #5
2015-16
Nan Goggin (ngoggin@iu.edu)
Collaborated with SOIC to develop a new course in figural sculpture to address a skill gap in the New Media Arts and Science curriculum.

IUPUI; Herron School of Art + Design
Collaborative Research Art Therapy and SOM
Priority #1, Action Item #5
2016-17
Nan Goggin (ngoggin@iu.edu)
A partnership has been established between the Art Therapy Program and the IU School of Medicine, Department of Neurology. Collaborative research projects continue to develop and two student fellowships are being supported.

IUPUI; Center for Teaching & Learning
Priority #1, Action Item #1c
2015-16
Terri Tarr (tatarr@iupui.edu)
Create flexible classroom spaces to accommodate a wider range of class sizes.

IUPUI; Center for Teaching & Learning
Priority #1, Action Item #2
2016-17
Carol Anne Murdoch-Kinch (caramurd@iupui.edu)
In 2018, IUSD students organized the first Midwest TA Orientation for graduate students serving in instructional roles, and, therefore, to help improve the quality of undergraduate education at IUPUI. The TA Orientation has grown each year, with 191 attendees at the 2015 TA Orientation. CTL is developing stronger ties to and coordination with academic programs as evidenced by the School of Engineering & Technology requiring their graduate TAs to attend the 2015 TA Orientation and by the School of Engineering & Technology providing financial support for the 2015 event and the School of Science providing financial support for the 2016 event.

IUPUI; Center for Teaching & Learning
Priority #1, Action Item #2
2018-19
Jay Gladden (jamglad@iupui.edu)
In summer 2016, the Diversity Enrichment and Achievement Program (DEAP) expanded the number of DEAP Summer Bridge sections from one to four with an additional four hybrid sections of DEAP students and 21st Century Scholars. In 2017-18 Fall 2016 first-time, full-time Diversity Enrichment and Achievement Program (DEAP) students from underrepresented groups (Black/African-American, Latino, Asian, and Two or More Races) had a one-year retention rate of 78% compared to 62% for nonparticipants.
IUPUI; School of Dentistry
Diversity Lecture Series
Priority #1, Action Item #1c, 2
2018-19
Carol Anne Murdoch-Kinch (carmur@iupui.edu)
Born out of a unique partnership developed between the IUSD Faculty Council and Staff Council in 2017, and a commitment to support IUSD mission and goals across leadership roles and through a satisfying cultural environment, a diversity lecture series was launched on March 27, 2018. Spearheaded by IUSD Staff Council Diversity & Equity Committee Chair, Mr. Damon Spath, the lecture series focused on topics relevant to students, staff, and faculty has been a successful product of that initial partnership.

• March 27, 2018, Mercedes Cannon, Associate Director, Adaptive Educational Services, “From Learning Differences to Inclusivity & Equity.”
• January 24, 2019, Drs. Estela Ene and Ulla Connors, “Intercultural Communication: Breaking Down the Barriers.”

IUPUI; School of Social Work
Diversity Strat Plan
Priority #1, Action Item #2
2017-18
Tamara Davis (tamsdav@iupui.edu)
The IUSSW developed and approved a Strategic Plan for Diversity in 2017-2018. We are pursuing ADA compliance of all teaching materials, websites, and electronic communications.

IUPUI; Office of the Vice Chancellor for Research
Graduate Office
Diversity Summer UROP
Priority #1, Action Item #1c, 2
2015-17
Janice Blum (jblum@iupui.edu)
Introduced a new summer program for UG students, the Diversity Summer-UROP, which is open to students of color, LGBTQ+, veterans, low income/first generation and disabled students.

Sponsored undergraduate research opportunity program (UROP) grants during the academic year (23 students) and the summer (24 students).

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2015-16
Jay Gladden (jamglad@iupui.edu)
The post-appointment survey for Academic and Career Development (ACD) during 2015-2016 showed improvement in every area, including students’ understanding of major requirements, development of a realistic plan to transition to degree-granting schools, and ability to identify possible major and career options for future exploration. Overall, 90% in fall 2015 and 94% in spring 2016 strongly agree or agree that they would recommend ACD to other students.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2015-16
Jay Gladden (jamglad@iupui.edu)
The Degree Completion Office implemented a student success coach model in fall 2015. Data management tools were used to create caseloads to allow for a thorough and proactive communication plan with current adult students at IUPUI. In addition, the success plan coaching contract was created and utilized with new students. These changes resulted in an increase in overall traffic (from 719 appointments in 2014-2015 to 1,820 appointments in 2015-2016) and an increase in coaching-specific appointments (from 52 appointments in 2014-2015 to 172 appointments in 2015-2016

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2015-16
Jay Gladden (jamglad@iupui.edu)
The Degree Completion Office (DCO) convened degree partners and representatives from related student services offices to participate in the first annual Summit on Adult Degree Completion. The focus of the summit was to review developments and accomplishments of the DCO to date; to discuss areas for improved partnerships; and to begin the process of formalizing MOUs between DCO and degree partners. In addition, a needs analysis was conducted and will be the basis for the structure of a mini-grant process that will be implemented next year.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #6
2015-16
Jay Gladden (jamglad@iupui.edu)
The Degree Completion Office compiled a summary of existing prior learning assessment opportunities for students across campus. An updated website communicates existing opportunities for easy access.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2015-16
Jay Gladden (jamglad@iupui.edu)
In the spring of 2015, the Degree Completion Office (DCO) success coaches facilitated direct outreach efforts to past IU students who have yet to complete their degrees. DCO continued to serve students inquiring about options for returning to complete their degrees as a result of that outreach. Through direct emails and phone calls to students, coaches made contact with approximately 140 potential return-and-complete students.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2016-17
Jay Gladden (jamglad@iupui.edu)
Success coaches from the Degree Completion Office began working with special populations of adults, specifically adult students reinstated from dismissal. Results of these coaching relationships were promising. In fall 2016, all of the students readmitted had a GPA lower than 2.0, but 79% of those students were eligible to enroll in the spring semester, and 42% of those students were admitted to their degree-granting school after only one semester of working with their success coach.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2016-17
Jay Gladden (jamglad@iupui.edu)
For the first time, Gateway to Graduation communities of practice hosted a spring teaching series and offered four workshops during the spring 2017 semester: Critical Thinking, Creating a Culture of Academic Integrity and Professionalism at IUPUI, Online Courses from the Students’ Perspective, and Building Information Literacy into Your Assignments.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #6
2017-18
Jay Gladden (jamglad@iupui.edu)
Undergraduates who participated in the Sam H. Jones Community Service Scholarship Program during AY 2016-17 had a one-year retention rate of 96% and an average GPA of 3.38.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2017-18
Jay Gladden (jamglad@iupui.edu)
Academic and Career Development piloted a new event, Sophomores Next Steps, on April 18, 2018, to help support University College students in their transition to degree-granting schools. The goal of the event was to confirm students’ majors and to increase their knowledge of certification and application requirements while also informing them of the financial strategies and co-curricular events designed for their retention. Several offices and units from across campus participated in the event. Everyone who completed the postevent survey reported that they felt more prepared for their next steps as a result of attending the event.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2017-18
Jay Gladden (jamglad@iupui.edu)
Academic and Career Development’s career consultants increased the number of students served through presentations in first-year seminars and other group settings by 80% from 941 in AY 2016-17 to 1,724 in AY 2017-18.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2017-18
Jay Gladden (jamglad@iupui.edu)
For the first time, Gateway to Graduation communities of practice hosted a spring teaching series and offered four workshops during the spring 2017 semester: Critical
Jay Gladden (jamglad@iupui.edu)

Since the cluster model began in fall 2014, an increasing percentage of University College students (continuously enrolled each semester) have been admitted to their degree-granting schools (fall 2011 cohort: 36.1%; fall 2015 cohort: 47.7%) by their fourth semester at IUPUI. In addition, the average semester length in University College continues to decrease slightly with each cohort (fall 2011 cohort: 2.7 semesters; fall 2015 cohort: 2.6 semesters).

IUPUI; Division of Undergraduate Education/University College

Priority #1, Action Item #
2017-18
Jay Gladden (jamglad@iupui.edu)

The Student Experience Council was launched and extended the fall 2015 cohort. Of the 68 students who completed internships through the Life-Health Sciences Internship Program during AY 2017–18, 47.7% by their fourth semester at IUPUI, increasing from 61.3% for the fall 2011 cohort to 80.3% for the fall 2015 cohort.

IUPUI; Division of Undergraduate Education/University College

Priority #1, Action Item #
2017-18
Jay Gladden (jamglad@iupui.edu)

The Health and Life Sciences Advising Center has seen the greatest gain in students being admitted to a degree-granting school by their fourth semester of enrollment at IUPUI, increasing from 61.3% for the fall 2011 cohort to 80.3% for the fall 2015 cohort.

IUPUI; Division of Undergraduate Education/University College

Priority #1, Action Item #
2017-18
Jay Gladden (jamglad@iupui.edu)

The Student Experience Council was launched and extended the fall 2015 cohort. Of the 68 students who completed internships through the Life-Health Sciences Internship Program during AY 2017–18, 47.7% by their fourth semester at IUPUI, increasing from 61.3% for the fall 2011 cohort to 80.3% for the fall 2015 cohort.

IUPUI; Division of Undergraduate Education/University College

Priority #1, Action Item #
2017-18
Jay Gladden (jamglad@iupui.edu)

First-time, full-time freshmen who participated in coaching had a fall-to-spring retention rate that was 7% higher than nonparticipants (adjusted for high school GPA, SAT score, level of unmet need, and prior IU GPA). In addition, the coached freshmen had average GPAs of 2.9 for fall 2017 compared to 2.7 for nonparticipants.

IUPUI; Division of Undergraduate Education/University College

Priority #1, Action Item #
2017-18
Jay Gladden (jamglad@iupui.edu)

The Life-Health Sciences Internship Program increased the diversity of its AY 2017–18 interns: 12% were African American, 6% Hispanic/Latino, and 77% white. The primary goal is to provide clear pathways for degree student recruitment and completion rates. Passport partnered with the Purdue School of Engineering and Technology to earn the Ivy Tech Pathways to Technology Leadership and Communication Grant. The Grant funds facilitate curricular development and articulation agreement activities in the amount of $10,000 to contribute to departmental funds that will target development of new articulation agreements. The primary goal is to provide clear pathways for degree completion at IUPUI in the STEM major, with a specific focus on students with completed Associate of Applied Science (A.A.S.) degrees at Ivy Tech.
IUPUI; Division of Enrollment Management
Priority #1, Action Item #1c
2018-19
Boyd Bradshaw (bobradsh@iupui.edu)
Passport increased co-curricular programming by partnering with Ivy Tech Community College (ITCC) and IUPUI student success programs. The programming included specialized campus visits for students in programs such as TRIO, Nina Bowen, 21st Century Scholars, and ITCC’s Accelerated Program (ASAP) which helps high school graduates earn an associate’s degree in just 11 months and prepares them to transfer to a four-year college to earn their bachelor's degree. Passport served a total of 1,229 students at these events in AV 2017-18 and 1,825 students in AV 2018-19.

IUPUI; Division of Enrollment Management
Priority #1, Action Item #1c
2016-17
Boyd Bradshaw (bobradsh@iupui.edu)
OVMP developed a retention plan that includes connecting with students who was "Not Yet Registered" for the upcoming terms via phone and email. When connecting with these students the OVMP was able to assist them in correcting a variety of holds on accounts as well as providing them resources for their financial and well-being. The OVMP was able to connect and assist 75% of students on the list each month.

IUPUI; Division of Enrollment Management
Priority #1, Action Item #1c
2016-17
Boyd Bradshaw (bobradsh@iupui.edu)
The OVMP developed a monthly newsletter called OVMP News to assist students in getting connected with the college, local resources as well as learn more information about learning opportunities within the college. This newsletter also discusses workshops, events and projects created specifically for the IUPUI military related population. Since the debut of OVMP News the Office has had an increasing number of students apply for VA Work Study positions, ask about specific topics within the newsletter and complete the necessary GI Bill paperwork without being prompted by the Office.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Priority #1, Action Item #1c
2015-16
Kathy Johnson (kjohnso@iupui.edu)
In advance of the transition to banded tuition, student-facing communications were generated to help further strengthen the culture of on-time degree completion at IUPUI, as well as champion the benefits of taking additional coursework for personal enrichment. The average number of credits completed by undergraduate students continued to climb this year.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Priority #1, Action Item #1c
2016-17
Kathy Johnson (kjohnso@iupui.edu)
Launched Strategic Information Council (EVC, Exac. Director of IRDS, AVCs for Enrollment Management, Undergraduate Education, VC for Student Affairs, VC for Finance & Administration, Leaders from Support Services and Campus Advising) to ensure that available data sources are consistently identifying problems and informing solutions related to supporting retention and on-time graduation of undergraduate students. This council functions as a “think tank” and generates new projects and initiatives, as well as agenda items for councils and committees related to student success.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Priority #1, Action Item #1c
2017-18
Kathy Johnson (kjohnso@iupui.edu)
The Center for Teaching and Learning (CTL) provides support for faculty to implement evidence-based teaching practices that enhance student learning and success. Advanced high-impact practices
  • The CTL and the RISE Initiative cosponsored a series of four workshops that addressed high-impact educational practices (HIPs). A total of 91 people attended the workshops.
  • The 2018 Edward C. Moore Symposium highlighted high-impact practices in these sessions:
    » ePortfolio Showcase featuring students displaying and discussing their ePortfolios with students
    » Designing Taxonomies to Guide Quality Design of HIPs: Challenges and Opportunities
    » Using Taxonomies to Enhance and Sustain the Quality of High Impact Practices.
    » Learners’ Perspectives on ePortfolios: A Complement to the ePortfolio
    » CTL consultants presented on Writing Learning Outcome Statements to members of the RISE Community of Practice on October 3, 2017 (8 attended)
    » The Center for Teaching and Learning partnered with the RISE initiative and the ePortfolio Initiative to offer an information session on course development grants.
    » Supported the review of general education courses. As IUPUI began its review of general education courses over the 2017-18 academic year, the Center for Teaching and Learning, in partnership with the Undergraduate Affairs Committee, Gateway to Graduation, and Institutional Research and Decision Management, offered monthly Preparing for the Review of a General Education Course workshops to help prepare faculty members to assemble a course portfolio for their course review. A total of 56 faculty members attended the workshops during the 2017-18 academic year.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Priority #1, Action Item #5
2017-18
Kathy Johnson (kjohnso@iupui.edu)
Academic Affairs’ reorganization and renewal of C4 committee facilitates relationships among related programs and helps to avoid or address conflict which facilitates better functioning programs.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Priority #1, Action Item #1c
2017-18
Kathy Johnson (kjohnso@iupui.edu)
Evening MBA Program streamlined its process for students to take Kelley Direct (KD) online courses by eliminating the need to set up a separate class designation and developing a process for registration of classes.

Evening MBA Program completed a comprehensive curriculum overhaul during the 2017-18 school year. The Curriculum Review Committee worked throughout the year to make significant adjustments that reflect current needs as expressed by employers, students, alumni, and faculty. The new curriculum will be implemented beginning in the fall 2019. The new curriculum moves the program to a quarter schedule, which will enable completion of the program in two years – making it significantly more attractive to working professionals. The program places extra emphasis on professional and career development, innovation and technology, analytics, and experiential learning.

The new curriculum for Evening MBA places an emphasis on experiential learning, while using online education to deliver content.

Evening MBA: Implement the new curriculum along with redesigned elective courses to support 4 option majors including management/entrepreneurship, marketing, finance and operations. The option to obtain a General MBA remains.

Evening MBA: We are proposing four new certificates that will offer an intermediate credential for students that may be unwilling or unable to commit to a full 30-hour graduate degree. These certificates will be designed across four specific career paths for our students and will be made up of four targeted 3-hour courses. We anticipate that these certificates will appeal to our own undergraduate students and to some professionals currently working.
**IUPUI; IU School of Nursing**

Event for Prenursing Students
Priority #1, Action Item #1c
2015-16
Robin Newhouse (newhouse@iu.edu)

The advisors began planning an event for the fall of 2016 aimed at introducing pre-nursing students to the field of nursing. The event will take place at the IUSON, utilizing IUSON students to inform those interested in this major/career about the field of nursing (the opportunities, the reality, and the work it takes).

**IUPUI; IUPUC**

Exito Latino WC
Priority #1, Action Item #2
2017-19
Reinhold Hill (rihill@iupuc.edu)

Exitio Latino WC - Exito Latino at IUPUC was a first-time event for 180 Latino high school students from Bartholomew and Jackson Counties. IUPUC co-sponsors the event with Bartholomew Consolidated School Corporation, Seymour Community Schools, the Columbus Community Education Coalition, and the Hispanic/Latino Scholarship Fund – a privately funded donor advised fund at Heritage Fund, the Community Foundation of Bartholomew County. The event focuses on small group discussions among Latino high school students and young Latinos who have completed their higher education and entered various careers. The event benefits from private industry financial sponsorship.

**IUPUI; IU School of Dentistry**

Faculty Member Advisors
Priority #1, Action Item #1c
2018-19
Carol Anne Murdoch-Kinch (carmurdk@iu.edu)

Each dental assisting student is assigned to a dental assisting faculty member for academic advising. Advisors monitor individual progress and meet more frequently with lower-performing students.

**IUPUI; School of Education**

Experiential Learning for all Engin Tech Students
Priority #1, Action Item #1c
2016-17
David Russomanno (drussoma@iupui.edu)

All programs offered by the Department of Engineering Technology within the School of Engineering and Technology integrate experiential learning activities into their courses resulting in 100% of engineering technology students involved in experiential learning.

**IUPUI; Faculty Diversity & Inclusion**

Priority #1, Action Item #1c, 2
2018-19
Margie Ferguson (mferguos@iupui.edu)

Welcoming Campus Initiative: During AY 2018-19, I implemented (with Dr. Jennifer Thornton Springer) activities associated with a Welcoming Campus Innovation Fund project. We coordinated the execution of the following activities, led by various campus units: two workshops related to creating equity-purposeful pathways for undergraduate students (PD); two intercultural mixers (iCOP); development of new “I am IUPUI” videos featuring students of varying cultural backgrounds (iCOP); “study abroad for all” discussion group series (OIA); the inaugural production from the Africana Repertory Theatre at IUPUI (ARTI) entitled “The People Speak: Voices of the African Diaspora,” which featured student, faculty and staff performers.

**IUPUI; Finance and Administration**

Priority #1, Action Item #1c
2015-16
Camy Broeker (cbroeker@iupui.edu)

• Developed a collaborative relationship with the IUPUI School of Education. A requirement to progress towards advanced levels of state/national accreditations.

• Students may use their temporary parking permit at the beginning of each semester to access student garages by scanning the permit bar code.

• Number pad functionality now allows departments to pay for visitor parking by issuing a departmental code. (Validation tickets are no longer needed)

• New equipment can be converted from entry to exit, ticket dispenser to credit card pay for special events

**IUPUI; Finance and Administration**

Priority #1, Action Item #1c
2017-18
Camy Broeker (cbroeker@iupui.edu)

Barnes & Noble @ IUPUI: Strategic Initiative #1: Increase on-time textbook adoption for all semesters.

• Developed campus communications strategy to increase on-time textbook adoptions.

• Created comprehensive contact list for all departments/schools.

**IUPUI; Faculty Diversity & Inclusion**

Priority #1, Action Item #1c
2017-19
Camy Broeker (cbroeker@iupui.edu)

Bursar: Collaborated with the Division of Enrollment Management on the development of a ‘student central’ website which provides an online ‘one-stop shop’ for all information required for students to successfully navigate the academic and administrative requirements at IUPUI.

**IUPUI; Finance and Administration**

Priority #1, Action Item #1c
2017-20
Camy Broeker (cbroeker@iupui.edu)

Bicentennial Strategic Plan Appendix 2020
• Director sat on search committee for School of Education’s Early Childhood faculty member to establish the school’s new early childhood program.
• Established a foundational relationship School of Education to strengthen and grow program.

2018-19
Continue to develop a collaborative relationship with the School of Education and the Center for Young Children. With the new Early Childhood Education program, the CYC is offering employment opportunities to students within the program. When the center achieves NAEYC accreditation, then the center will be considered for placement as part of the curriculum.

IUPUI; Finance and Administration
Priority #1, Action Item #1c
2018-19
Camy Brooker (cbroeker@iupui.edu)
Renovated Campus Center Food Court to increase seating as well as increased food preparation capacity. The renovation will include new food concepts including a rotating student choice option.

IUPUI; Finance and Administration
Priority #1, Action Item #1c
2018-19
Camy Brooker (cbroeker@iupui.edu)
Hired IUPUI students in the areas of Grounds Services, Engineering, and GIS to provide opportunities for students to learn and grow while also addressing important facility needs for the campus and supporting retention of IUPUI students.

IUPUI; Finance and Administration
Priority #1, Action Item #1c
2018-19
Camy Brooker (cbroeker@iupui.edu)
Parking and Transportation Services: Provide students, faculty, staff, and visitors with better access to transportation options on and around campus. Initiated and finalized a new agreement with a shuttle provider to enhance connectivity around campus by increase the number of routes and introducing circulator routes through the core of campus. Introduced a new vendor, BlueIndy, to have a station on University Blvd for community to have access to electric shared-mobility vehicles.

IUPUI; School of Education
Fishing for Answers
Priority #1, Action Item #1c
2015-16
Tamira Jackson (tamirajackson@iupui.edu)
During spring 2016, further development of the TLC, Fishing for Answers: Finding Voice, occurred. The themed learning community has a stronger focus on the experiences of Latino students in the context of American education. During spring 2016 and summer 2016, the School of Education hired a local Mexican community leader who leads local youth programs focused on cultural awareness, pride, and community advocacy. The leader’s experiences in K-12 teaching and context-based programs enriches the curriculum redesign and introduction to the teacher preparation programs’ mission to increase bias awareness and sustain social justice.

IUPUI; Herron School of Art + Design
Foundation Studies Curriculum
Priority #1, Action Item #5
2016-17
Nan Goggin (ngoggin@iupui.edu)
X101 – Made significant changes to the Foundation Studies curriculum to better serve the students, including more information to assist in the selection of a major. Provided clearer information on University services such as Math Assistance Center (MAC), Counseling and Psychological Services (CAPS), tutoring, clubs, and campus life.

IUPUI; IUPUC
Gateway Community of Practice
Priority #1, Action Item #1c
2016-17
Reinhold Hill (reihill@iupuc.edu)
Gateway Community of Practice – This initiative focuses on improving retention and degree completion with the hope that these will then lead to improved career and employment opportunities in the region. IUPUC partners with Ivy Tech Columbus. Faculty members from both institutions receive joint training at the Gardner Institute, (CTEl) (IUPUC Web Link – www.iupuc.edu/academics/resources/center-teaching-learning/gateway-community/)

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PEMT combined)
Gateway Health Sciences Learn Commun
Priority #1, Action Item #1c, 5
2018-19
Rafael Bahamonde (rbahamonde@iupui.edu)
Developed four gateway health sciences learning communities to integrate online learning with face-to-face courses, two of which are tied to summer bridge and are underway.

IUPUI; Graduate Office
Priority #1, Action Item #1c
2015-16
Janice Blum (jblum@iupui.edu)
Access to the Midwest Student Exchange was unrolled for graduate and professional students on campus. The Graduate Office, worked in concert with the Offices of the Registrar, Financial Aid, Bursar, and the Enrollment Management to develop a seamless process for schools to advertise participation in this program and to ensure graduate student admissions, tuition charges and financial aid for these students would be coordinated. A specific set of website resources as well as brochures for recruiting graduate and professional students via the MSEP have been developed and provided to schools. http://graduate.iupui.edu/admissions/msep/index.shtml

IUPUI; Graduate Office
Priority #1, Action Item #1d
2015-16
Janice Blum (jblum@iupui.edu)
Provvisiion of fellowship support to promote diversity in our IU doctoral programs through resources from the President’s Diversity Initiative. Fellowships for recruitment and retention were provided to 4 IUPUI doctoral students from groups traditionally under-represented in science and medicine in 2015-2016. http://graduate.iupui.edu/about/diversity.shtml

IUPUI; Graduate Office
Priority #1, Action Item #5
2016-17
Janice Blum (jblum@iupui.edu)
103 new graduate and professional level courses were campus approved to offer greater educational opportunities to IUPUI students in 2016-2017. The Graduate Curriculum Committee moved to an improved electronic review system with time-sensitive tracking to speed graduate and professional program course review.

IUPUI; Graduate Office
Priority #1, Action Item #1d
2016-17
Janice Blum (jblum@iupui.edu)
To ensure graduate degree completion in 2016-2017, the Graduate Office provided fellowship funding to two diverse IU Ph.D. students. Three dissertation year fellowships will be provided to support diverse students in 2017-2018.

IUPUI; Graduate Office
Priority #1, Action Item #1d, 2
2017-18
Janice Blum (jblum@iupui.edu)
Seven diversity fellowships were awarded to incoming Ph.D. graduate students for fall 2018. Four dissertation year fellowships were awarded to support diverse students for fall 2018.

IUPUI; Graduate Office
Priority #1, Action Item #4, 5
2017-18
Janice Blum (jblum@iupui.edu)
Eight new hybrid or fully online graduate certificates were approved by the campus and IU, with one of these certificates fully approved by the state for offering to students.

IUPUI; Graduate Office
Priority #1, Action Item #1c
2017-20
Janice Blum (jblum@iupui.edu)
A Graduate Mentoring Center has been developed at IUPUI to provide resources and training to faculty and graduate students with support from the IUPUI Graduate Office and the University Graduate School. The center offered intensive training for students this first year. The Graduate Mentoring Center offered an intensive summer learning community for graduate student scholars focused on inclusive mentoring and resources for success. Program materials were drawn from the national research mentoring network https://nrmnet.net/
Faculty from the Graduate Mentoring Center met with Diversity Scholars Research Program (DSRP) staff to discuss how to be a better mentor to students. Mentoring Center faculty and staff presented at the National Mentoring Conference at IUPUI on “Excellence in mentoring requires both sides of the equation.” The Graduate Mentoring Center in 2018-2019 connected with more than 450 graduate and professional students, IUPUI faculty and staff from nine schools through workshops and events including more than 100 hours of mentoring training. Faculty and staff from the Center also met with GPSG, SREB scholars, and other student leaders to discuss ways to improve mentoring on campus.

A Graduate Mentoring Center has been developed at IUPUI to provide resources and training to faculty and graduate students with support from the IUPUI Graduate Office and the University Graduate School. The Center offered intensive training for students this first year.

The Graduate Mentoring Center offered an intensive summer learning community for graduate student scholars focused on inclusive mentoring and resources for success. Program materials were drawn from the national research mentoring network https://tarnnet.net/.

Faculty from the Graduate Mentoring Center met with Diversity Scholars Research Program (DSRP) staff to discuss how to be a better mentor to students. Mentoring Center faculty and staff presented at the National Mentoring Conference at IUPUI on “Excellence in mentoring requires both sides of the equation.”

The Graduate Office and Graduate Mentoring Center will continue to work to share practices for inclusive mentoring information to new investigators to enhance their training of students including our CIRTl and Preparing Future Faculty programing offered by Graduate Office and CTL in their grant applications as evidence of career-focused graduate student training.

Graduate Office
Priority #1, Action Item #5
2019-20
Janice Blum (jhum@iupui.edu)

The Graduate Office is launching an online orientation in IU Expand for fall 2019 which will be open to students prior to arrival on campus as well as new online students.

Groundbreaking New Deliverables
Priority #1, Action Item #1c
2018-20
David Russomanno (drusosma@iupui.edu)

The Interior Design Technology (INTR) program partnered with both the Think It, Make It Lab at Herron as well as the Advanced Visualization Lab to create groundbreaking new deliverables in courses which included VR walkthroughs and three-dimensional models that are more advanced than ever before created by INTR.

Groundbreaking New Deliverables
Priority #1, Action Item #1c
2018-20
David Russomanno (drusosma@iupui.edu)

The Interior Design Technology (INTR) program partnered with both the Think It, Make It Lab at Herron as well as the Advanced Visualization Lab to create groundbreaking new deliverables in courses which included VR walkthroughs and three-dimensional models that are more advanced than ever before created by INTR.

IUPUI; Graduate Office
Priority #1, Action Item #1c
2015-16
Janice Blum (jhum@iupui.edu)

The Graduate Office sponsored workshops for School of Science faculty and enrolled students to identify concerns and answer questions. The Graduate Office agreed to prioritize assisting these students in their degree progression and awards. The Dean in the School of Science provided financial support to students to ease this transition.

IUPUI; School of Engineering & Technology
Groundbreaking New Deliverables
Priority #1, Action Item #1c
2018-20
David Russomanno (drusosma@iupui.edu)

The Interior Design Technology (INTR) program partnered with both the Think It, Make It Lab at Herron as well as the Advanced Visualization Lab to create groundbreaking new deliverables in courses which included VR walkthroughs and three-dimensional models that are more advanced than ever before created by INTR.

IUPUI; School of Physical Education & Tourism Management
Health and Life Science AdvisingCtr PETM
Priority #1, Action Item #1c
2015-16
Rafael Rahamond (rahamon@iupui.edu)

PETM partnered with the campus-wide Health and Life Science Advising Center where a PETM advisor spends 2-4 hours per week in the Center assisting students with major exploration and career planning; 98 total hours were completed in FY16.

IUPUI; Herron School of Art + Design
Herron Summer Bridge
Priority #1, Action Item #5
2016-17
Nan Goggin (ngoggin@iu.edu)

Herron's Summer Bridge Program ran for the second year and continues to grow. This program provides a head start for in-coming students in the weeks prior to the start of classes to become familiar and Herron developed the Conditional Admit Program for applicants whose portfolios do not meet Herron's admissions standards. Rather than deny these students entrance into Herron, this program ensures that the students receive the support they need upon entering Herron's rigorous foundation program. Regular meetings with their Advisor throughout the first semester culminate in a formal presentation of the student's work to faculty at semester's end. This determines if they will be fully admitted as a Herron student or if they need to remain in the Conditional Admit Program for another semester.

IUPUI; Herron School of Art + Design
Herron Summer Bridge Two Sections
Priority #1, Action Item #1c
2017-18
Nan Goggin (ngoggin@iu.edu)

Expanded Herron's Summer Bridge to two sections.

IUPUI; Honors College
Honors Scholars in Research
Priority #6, Action Item #2
2016-17
Jay Gladden (jmglad@iupui.edu)

IUPUI Honors Scholars cite access to undergraduate research as one of their primary motivations for choosing IUPUI and the IUPUI Honors College. As Honors Scholars, they have unique access and opportunities to engage in cutting-edge research with faculty. We work to connect our students with these opportunities in their major, as well as research sponsored by IUPUI through the Center for Research and Learning and other units on campus. Our students have opportunities to develop critical thinking and problem-solving skills, which serve them well as life-long learners and in their post-graduate endeavors.

Office of Enrollment Management
Honors Scholars in Research
Priority #6, Action Item #2
2016-17
Jay Gladden (jmglad@iupui.edu)

The Interior Design Technology (INTR) program partnered with both the Think It, Make It Lab at Herron as well as the Advanced Visualization Lab to create groundbreaking new deliverables in courses which included VR walkthroughs and three-dimensional models that are more advanced than ever before created by INTR.

IUPUI; School of Engineering & Technology
Groundbreaking New Deliverables
Priority #1, Action Item #1c
2018-20
David Russomanno (drusosma@iupui.edu)

The Interior Design Technology (INTR) program partnered with both the Think It, Make It Lab at Herron as well as the Advanced Visualization Lab to create groundbreaking new deliverables in courses which included VR walkthroughs and three-dimensional models that are more advanced than ever before created by INTR.

IUPUI; School of Social Work
Implicit Bias Training
Priority #1, Action Item #2
2019-20
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

IUSD Staff Council subcommittee on Diversity and Inclusion will continue collaborating with the IUPUI School of Social Work, the IUPUI Office of Equal Employment Opportunity to implement more implicit bias training and strategies within both schools.

IUPUI; School of Social Work
Implicit Bias Training
Priority #1, Action Item #2
2019-20
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

IUSD Staff Council subcommittee on Diversity and Inclusion will continue collaborating with the IUPUI School of Social Work, the IUPUI Office of Equal Employment Opportunity to implement more implicit bias training and strategies within both schools.

IUPUI; School of Social Work
Implicit Bias Training
Priority #1, Action Item #2
2019-20
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IUPUI; Kelley School of Business
Inclusion Events
Priority #1, Action Item #1c, 2
2019-20
Ken Carow (kcarow@iupui.edu)
Hold quarterly “Inclusion” events for undergraduate students, staff, and faculty Career Services

IUPUI; Herron School of Art + Design
Increased Capacity for Grad Ed Herron
Priority #1, Action Item #1c, 3
2017-18
Nan Goggin (ngoggin@iu.edu)
Increased capacity for Graduate Education:
• Developed a new track for Integrative Studio Practice.
  http://go.iu.edu/210h
• Launched the Certificate in Design Thinking for Collaborative Innovation.  http://go.iu.edu/218r
• Revised curriculum in the MFA Programs.
• Updated the Herron website.  http://go.iu.edu/21Dj
• Had recruitment materials re-designed by Herron Visual Communication Design alumni.
• Hosted Portfolio Days and Virtual Portfolio Days in chat rooms.
• Hosted combined Grad/ Undergrad Open House and more tour opportunities at Herron.
• Established a scholarship application process for continuing graduate students.
• Increased focus on graduate student recruitment with the use of a graduate mentor.
• Registered to participate in the next National Art Therapy conference.

IUPUI; International Affairs
Priority #1, Action Item #1c
2017-18
Hilary Kahn (hkahn@iu.edu)
In conjunction with Adaptive Educational Services, developed an Essential Abilities in Study Abroad checklist to support inclusion in study abroad programing.

IUPUI; International Affairs
Priority #1, Action Item #6
2018-19
Michele Hansen (mjhansen@iupui.edu)
The Curriculum Internationalization Advisory Committee drafted new IUPUI Global Learning Outcomes aligned with the IUPUI PLUS+ and incorporated feedback from 10 campus bodies, including various subcommittees of the Faculty Council. A final version will be presented for endorsement to both the Executive Committee and full Faculty Council during Fall 2019.

IUPUI; International Research and Decision Support
Priority #1, Action Item #1c
2015-16
Michele Hansen (mjhansen@iupui.edu)
Helped develop a sustained focus on strategic enrollment management and increase in institutional aid and programming to improve the success of low-income students (based directly on data that suggests that students with high levels of unmet need have lower retention rates compared to students with lower levels of unmet financial need). The report Assisting Low-Income Student Success at IUPUI highlights how student success results were used to make data-driven changes. This approach is aligned with Lumina Beyond Financial Aid initiative.

IUPUI; International Research and Decision Support
Priority #1, Action Item #6
2018-19
Michele Hansen (mjhansen@iupui.edu)
Collaborated with staff in Student Affairs to collect data and assess the effectiveness of the Sophomore Supporters program. Data will be used to consider revisions to the program.

IUPUI; Institutional Research and Decision Support
Priority #1, Action Item #6
2018-19
Michele Hansen (mjhansen@iupui.edu)
Developed a new website for Course Evaluations that is a useful resource to facilitate collection, analysis, and distribution of student feedback for formative and summative evaluation purposes.

IU Cinema
Visiting Filmmakers & Guests
Bicentennial Priority One: A Commitment to Student Success; IUB Bicentennial Objective One: A Commitment to Student Success Through an Engaged, Diverse, and Global Experience; IUBBO 2.c, 2.f
2015–continuing

IU Cinema
Jon Vickers Film Scoring Award
Bicentennial Priority One: A Commitment to Student Success; IUB Bicentennial Objective One: A Commitment to Student Success Through an Engaged, Diverse, and Global Experience; IUBBO 2.c, 2.f
2014 - Continuing

IU Online Credit Transfer Look-up Website
Bicentennial Priority One; Principle of Efficiency One; Blueprint 2.0, 1D, 3A, 3C
February 2017—Present
Chris J. Foley, cfoley@iu.edu
In February 2017, the Office of Online Education worked with UITS to create a university-wide look-up website for transfer credit for students.
credit across all IU campuses. The website was then cloned for distinct campuses and the University Transfer Office to host on their own websites. The website was built for online students and IU faculty and staff to provide more clarity on how courses would transfer to any IU campus.

**Office of Online Education**

IU Online Marketing Optimized Undergraduate Application for Admission

Bicentennial Priority One; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C

April 2016—Present

Chris J. Foley, cfoley@iu.edu

In September 2018, the Office of Online Education launched a new undergraduate application optimized for prospective online students and able to better work with IU Online marketing campaigns. In the first year, it more than doubled the number of undergraduate applications which resulted in almost 50% increase in new enrolled undergraduates in IU Online programs. The application was highlighted in Friction by Roger Dooley in 2019.

**Office of Online Education**

IU Online Math & Writing Services

Bicentennial Priority One; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C

June 2016—Present

Chris J. Foley, cfoley@iu.edu

As part of the IU Online seamless student services partnership model, IU Online partnered with IUE to provide math and writing support to students in online programs and courses. The partnership built upon the work that IUE was already providing to online students, but since most campuses did not provide online tutorial services and none offered these services in an asynchronous format, the partnership provided a universal additional service to students in online programs. The math partnership provides support to students through Calculus, and the writing support provides support to undergraduates as well as graduate students. Both services utilize UpSwing as a platform to collect requests for assistance as well as respond to students.

**Office of Online Education**

IU Online Course Look-up Website

Bicentennial Priority One; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C

May 2015—Present

Chris J. Foley, cfoley@iu.edu

In May 2015, the Office of Online Education developed and hosted a student-focused course look-up for prospective students. The tool allows students to search for an online course across all IU campuses, and offers both a “quick” look-up version and an enhanced version with more filtering and data return options. The tool also records searches which had “no return” for use in market analysis and future course development.

**Office of Online Education**

Office of Collaborative Academic Programs

IU Online IU Online Programs for High School Teachers of College Courses

Bicentennial Priority One; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C

January 2016—Present

Chris J. Foley, cfoley@iu.edu

Hitesh Kathuria, hikathuria@iu.edu

In the summer of 2016, the Office of Online Education, the Office of Collaborative Programs, and the Advance College Project worked with campuses to provide course options for high school teachers who taught dual enrollment courses. The coursework was necessary to meet new HLC requirements for dual credit and community college instructors. The courses would then stack into graduate certificates and master’s degrees. Since summer 2018, 200 to 300 students have completed courses from this program each semester.

**Office of Online Education**

IU Online Student Services Partnership Model

Bicentennial Priority One; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C

September 2015 to June 2016

Chris J. Foley, cfoley@iu.edu

In Fall 2015, the Office of Online Education developed the concept of seamless student service partnerships to provide “wrap-around” student services to supplement those traditionally offered by the individual campuses. OOE requested proposals from campuses to provide these wrap-around services on all campuses with funding provided by OOE. Initial partnerships were negotiated and implemented during 2016. To date, all partnerships continue to be active and provide strong services for online students as well as assist in creating a “pan-IU” commitment to online student services.

Hamilton Lugar School of Global and International Studies Graduate Administrative Services

Ensuring HLS Graduate Student Success

BOI.3.a

Ongoing

IUB campus

Liese Hilgeman, Director of Graduate Administrative Services, lhilgema@indiana.edu; 812-855-7792

The recently established office of HLS Graduate Administrative Services provides personalized support to graduate students from the admission application process through to degree conferral for the school’s eight programs/departments and 69 degrees. This centralized services office processes all admissions, organizes school-wide new student orientations and welcome activities to create a vibrant graduate community. By consolidating on-site advising and registration support, tracking progress to degree, as well as processing all UGS and College Graduate Office graduate documents, candidacy and applications to degree; HLS faculty and directors of graduate studies can focus fully on student mentoring and individualized program level academic support.

Enter related links, photos, quantifiable metrics, illustrations, etc., that could be used as pull out highlights (if any).

**IUPUI; IUPUC**

IUPUC Biology

Priority #1, Action Item #1e

2016-17

Reinhold Hill (reihill@iupui.edu)

**IUPUI; IUPUC**

IUPUC Biology

Priority #1, Action Item #1e

2016-17

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**IUPUI; IUPUC**

IUPUC Biology

Priority #1, Action Item #1e

2016-17

Reinhold Hill (reihill@iupui.edu)
IUPUI; School of Engineering & Technology

Priority #1, Action Item #1c

IUPUC; School of Engineering & Technology

Minorities Engagement with STEM

Priority #1, Action Item #1c, 2

2016-17

David Russomanno (drussoma@iupui.edu)

E&T's Minority Engineering Advancement Program (MEAP) and the Minority Engineering Program of Indianapolis (MEPI) have agreed to work together to increase under-represented students' exposure and engagement in STEM-related studies and professions. http://engr.iupui.edu/main/about/news-events/news/2017/iupuis-minority-engineering-advancement-program-finds-partner-to-advance-goals-about-STEM-studies-and-careers.php

IUPUI; Don and Maureen Aron Investment Center

Launched: 2014

Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu

BP One: A Commitment to Student Success

Kelley School of Business

Digital Intelligence Initiative

Launched: 2017

Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu

BP One: A Commitment to Student Success; BP Seven: Building a Prosperous and Innovative Indiana; BO Six: Advancing the Frontiers of Knowledge

The Digital Intelligence Initiative provides students with leadership and research opportunities in business analytics, cloud computing, intelligent systems, pervasive technologies and augmented reality. The initiative helps faculty better prepare students for careers involving emerging technological innovations and helps Kelley advance to the next stage of thought leadership in analytics and digital intelligence. The Initiative is funded by a generous donation from alumnus Dan Aron.

Kelley School of Business

URM Recruiting for Doctoral Program

Project Duration: 2017–Present

Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu

BP One: A Commitment to Student Success

In 2017, Kelley applied for and received a grant from the Provost’s Office to help develop and fund a new model to recruit underrepresented doctoral students. The funds allowed Kelley to increase participation from one to five DoNet recruiting events across the country, leading to approximately 30 additional applications. In addition, a Kelley team of faculty and doctoral students attended the PhD Project National Conference for URM applicants. We also received funding to support URM students above our regular doctoral lines. These efforts resulted in the successful recruiting of two high-quality URM doctoral candidates.

Kelley School of Business

Don and Maureen Aron Investment Center

Launched: 2014

Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu

BP One: A Commitment to Student Success

The Don and Maureen Aron Investment Center is a stock-trading room where students can immerse themselves in learning how to manage investment portfolios, watch the stock markets, and discuss ideas, using real-life tools and software applications. The center was made possible by the expansion of the Hodge Hall Undergraduate Center and was funded by a generous donation from alumnus Dan Aron.

Kelley School of Business

Institute for Entrepreneurship and Competitive Enterprise

Launched 2019

Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu

BP One: A Commitment to Student Success; BP Three: Catalyzing Research; BP Seven: Building a Prosperous and Innovative Indiana

The Institute for Entrepreneurship and Competitive Enterprise is an academically focused initiative established to study and explore the role of entrepreneurship as a catalyst for economic development, creation of employment opportunities, and community and societal advancement. The Institute will help students and faculty convert their ideas and innovations into start-up enterprises that, in turn, create employment opportunities and retain top talent within the state.

IUPUI; Robert H. McKinney School of Law

Law Learning Environment

Priority #1, Action Item #1c

2015-16

Andrew Klein (anklein@iupui.edu)

McKinney received a $25,000 Learning Environment Grant from the IUPUI Center for Teaching and Learning. The funding will be used to renovate a classroom in the Ruth Lilly Law Library to create an “active learning center.” The new classroom will feature six group-learning stations, computer stations, and a smart board. The new classroom will help professors create active learning sessions, where students may collaborate on assignments and receive immediate feedback from the professor. This active-learning centered approach will encourage students to apply the theory learned in class to real-world assignments like drafting a contract, developing a corporate computer use policy, or researching a due diligence report.

IUPUI; School of Liberal Arts

LGBTQ Cultural Heritage

Priority #1, Action Item #2

2019-20

Rob Rebein (rrebein@iupui.edu)

The program in Museum Studies is organizing a Spirit & Place event on preserving and interpreting LGBTQ cultural heritage.

IUPUI; Kelley School of Business

Listening Session and Town Hall

Priority #1, Action Item #2

2018-19

Ken Carow (kcarow@iupui.edu)

Undergraduate: We held a Listening Session and a Town Hall meeting to discuss discrimination, diversity, and inclusion with our students.

IUPUI; IUPUC

Martin Luther King Event

Priority #1, Action Item #2

2016-17

Reinhold Hill (rhill@iupui.edu)

Martin Luther King Recognition – IUPUC sponsored, in collaboration with several community organizations across a full day, a Dr. Martin Luther King, Jr. event on campus.

A panel presentation was delivered by five IUPUC students to share their thoughts on how Dr. King impacts their lives was shared with a community audience. The student panelists were Tyshaun Allen (Business), Jose Cota-Medlich (Mechanical Engineering), Clayton Ham (English), Esperance Nabakunda (Sociology), and Ana Navarro-Mares (undecided). IUPUC also used this event to announce the annual IUPUC Excellence in Diversity Awards to campus and community recipients. (Office of Student Affairs)

Earned External Media Link - http://www.therepub.com/2017/01/17/students_contribute_to_discussion_on_diversity/}

IUPUI; School of Business & Technology

Nanotech Themed Learning Community

Priority #1, Action Item #1c

2016-19

David Russomanno (drussoma@iupui.edu)

IUPUC; Don and Maureen Aron Investment Center

IUPUI; School of Business & Technology

Nanotech Themed Learning Community

Priority #1, Action Item #1c

2016-19

David Russomanno (drussoma@iupui.edu)

Tavel Center made a major investment of musical synthesis equipment to facilitate more learning opportunities for music technology (BSMT) majors.

IUPUI; School of Business & Technology

Nanotech Themed Learning Community

Priority #1, Action Item #1c

2016-17

E&T incorporated a Nanotechnology Theme Learning Community into the Freshmen Engineering experience providing students with a hands-on learning environment in nanotechnology incorporating all STEM fields.
2018–19
 Implemented Theme Learning Community in Nanotechnology for freshmen students during Fall 2018.

Office of Enrollment Management

Campus Legends Tour
 IUB Bicentennial Objective 2: Commitment to Student Success Through Our Historic Academic Strengths; IUBBO1.2.d
 2014–15 to present
 As part of the New Student Orientation experience, new enrolling students are led through activities to help them explore campus, connect with their peers, meet with an advisor, and register for classes. They also learn of the important resources, opportunities and services that are designed to promote their success. The orientation experience also helps students feel an important connection to their Hoosier family — and our rich history, culture and traditions, which is a critical component of their successful transition.

One unique way FYE promotes this connection and celebrates IU’s 200 years of accomplishments and contributions is through our Campus Legends Tour, first introduced in 2010. This tour, conducted at dusk, is less about the locations of buildings around campus and more about the stories, legends, myths and trailblazers of IU. As part of this experience, students participate in several IU traditions, including shaking the outstretched hand of Herman B Wells’ statue in the Old Crescent for good luck and, by the end of the evening, are truly part of the Hoosier family.

David Johnson, Vice Provost for Enrollment Management (Dlj44@indiana.edu)

Office of Enrollment Management

Cox Scholars Program Symposium
 POE One; BP One; IUB Bicentennial Objective 1.1.a.e
 IU Bloomington’s Cox Scholars Program, established by Jesse H. and Beulah Chanley Cox, has grown into a family of six scholarships since first being awarded in 2005. The program rewards hard-working Indiana residents who are committed to academic excellence and who are willing to engage in meaningful work throughout college. During IU Bloomington’s Bicentennial year, the program will welcome its fifteenth incoming cohort, which will bring the total number of students who have received scholarships to 806.

David Johnson, Vice Provost for Enrollment Management (Dlj44@indiana.edu)

Office of Enrollment Management

Digital Credentials
 POE One; BP One; IUBBO1.2.1
 2019–Present
 In an effort to provide students with improved ability to track and cite their educational experiences and awards during their academic career on the Bloomington campus, OBM, working with USSS, has enabled students to receive their credentials and awards electronically. Electronic diplomas were fully implemented by Spring of 2019 and enabled students to receive their graduation awards at least four weeks prior to their receipt of the hard-copy award. For international students, the diploma is required to certify their degree and the digital service shortens their verification time. In addition, OBM has provided a digital certificate to students who complete the requirements for a Hoosier Experience award. The Hoosier Experience certificate is awarded to students who complete at least six cultural, professional or community engagement experience.

David Johnson, Vice Provost for Enrollment Management (Dlj44@indiana.edu)

Office of Enrollment Management

Ernie Pyle Admissions Welcome Center
 Principle of Excellence 8: Building for Excellence; Action Item 2a: Renovation and modernization of the Old Crescent; Principle of Excellence 10: Stewardship of Indiana University Resources; IUB Action Item 1: Tight alignment of student-facing services
 Fall 2018–Present
 Opening in 2018, the newly renovated Ernie Pyle Hall became the new Admissions Welcome Center for the IU Bloomington campus. The new space includes a state-of-the-art multimedia presentation, powerfully engaging wall graphics, and interactive screens showcasing university, student, and alumni achievements throughout the main lobby. The new welcome center was a critical component of the IU Bloomington strategic plan in recruiting a diverse and talented cohort of students, as the Office of Admissions welcomes over 50,000 prospective students and their families to campus each year and the campus visit experience is a key component in a student’s college search and enrollment process. These visitors will gain a vital, immersive understanding of IU’s student experience, academic offerings, graduation and career outcomes, and global impact.

https://www.youtube.com/watch?v=111L7M5f6d&feature=youtu.be

David Johnson, Vice Provost for Enrollment Management (Dlj44@indiana.edu)

Office of Enrollment Management

Giving Back to the Community
 POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO1.2.d
 2014–15 to present
 A powerful part of IU’s impact in our community, nation, and the world includes the important service work being completed by our students. This spirit of service as part of the Hoosier Experience is introduced to students as part of their New Student Orientation (NSO). Each year since 2008, one of the suggested “items to bring” to campus is one or more canned goods to donate to feed the hungry in our area. All items are donated to Hoosier Hills Foodbank, who then coordinates the distribution to families in need and area pantries, including IU’s own Crimson Cupboard. To date, new Hoosiers have supplied over 34,000 pounds of food through NSO. To further this community partnership the training process for the student Orientation Team, known as the OTeam, includes a day of service to the Hoosier Hills Foodbank, assisting with a variety of activities and tasks.

David Johnson, Vice Provost for Enrollment Management (Dlj44@indiana.edu)

Office of Enrollment Management

Hoosier Experience
 POE3.IU CP3 (student engagement, student life)
 2018–Present
 In 2018, The Office of First Year Experience Programs introduced the Hoosier Experience program for students beginning their college experience on the Bloomington campus. The Hoosier Experience enhances student engagement through intentional participation in four key areas of programming (Academics and Careers, Equity and Inclusion, Community and Engagement, Arts and Humanities). This exposure and engagement throughout the first year, prepares students for success throughout their IU Bloomington career. In its first year, the Hoosier Experience program engaged over 6,650 students in one or more activities representing the four key areas.

David Johnson, Vice Provost for Enrollment Management (Dlj44@indiana.edu)

Office of Enrollment Management

Hoosier Link
 POE One: An Excellent Education; POE1.1.C; BP One: Commitment to Student Success
 IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO1.3.a and b
 2014–15 to present
 Building on the success of the well-established residential Hoosier Link program, which is the result of a 10-year successful collaboration between Indiana University and Ivy Tech Community College Bloomington, a similar experience was made available for commuting students. Both programs guarantee admission and transfer of credits from Ivy Tech to IU Bloomington, providing a pathway for high-achieving, Indiana residents who want to attend IU Bloomington, but were not initially admissionally out of high school. In the 10 years since its introduction, the Hoosier Link program has supported nearly 950 students in pursuing their IU Bloomington degree.

David Johnson, Vice Provost For Enrollment Management (Dlj44@indiana.edu)
Office of Enrollment Management
IUCAC Program
Bicentennial Priority One: Commitment to Student Success
IUB Bicentennial Objective One: Commitment to student success through an engaged, diverse, and global experience
BO1.3.b
Beginning Fall 2019
Indiana University Bloomington (IUB) and the College Advising Corps (CAC) have joined together to open the doors of higher education for more low-income, first-generation, and underrepresented high school students. Through this partnership, IUB becomes the first CAC partner in the state of Indiana and joins CAC’s 31 university partners serving in 17 states across the country. Beginning in fall 2019, IUB will place four recent college graduates in underserved public high schools to work as full-time advisers. Each of these highly trained advisers will work to promote higher education in the rural Indiana counties of Martin, Daviess, Crawford and Orange, and underserved urban areas in Indianapolis and help these high school students apply for and enroll in postsecondary institutions that are a match and fit with their goals. Over the past 15 years, CAC has developed a proven-effective model. Students who meet with CAC advisers are 30% more likely to apply to a college or university and 24% more likely to be accepted than students who have not met with CAC’s advisers. The Office of Enrollment Management, as the founding partner, will be joined by another IUB institutional partner, the Center for Rural Engagement, and state partners by Tech Community College-Bloomington and Regional Opportunity Initiatives. The IUCAC Program in collaboration with all its partners will support thousands of students in rural and urban Indiana in realizing their college potential.
David Johnson, Vice Provost For Enrollment Management (Dlj44@indiana.edu)

Office of Enrollment Management
McDonald Scholars Program
POE One; BP One; IUB Bicentennial Objective 1.1.a.e
2016–Present
First offered in 2016, the McDonald Scholars Program awards prestigious, service-based scholarships to 20 IU students annually on the Bloomington campus. While the program is offered at a few institutions nationally, IU Bloomington enrolls and funds the most scholars thanks to Scott MacDonald’s generosity and philanthropic efforts.
David Johnson, Vice Provost For Enrollment Management (Dlj44@indiana.edu)

Office of Enrollment Management
Indiana County Bicentennial Scholarship
POE10.IUB.1
2015–Present
Campus efforts to insure that all incoming first year students are able to enroll in courses critical toward their degree objective, ease their burden in obtaining a full schedule and to provide equal access to courses and (times) throughout orientation, OEM in collaboration with VPUE have made a number of changes to our on-boarding process during summer orientation. These include pre-registration in selected courses, pod based advising, IGSP and holistic 4 year program planning have resulted in increased stability of student class schedules as indicated by the metrics below. Reduction of open drop/add by 17% since FY15; Compared to Fall 2014-15 (post 1st week), a significant Fall 2018 decline in student drop hours of ~3%
David Johnson, Vice Provost For Enrollment Management (Dlj44@indiana.edu)

Ken Carow (kcarow@iu.edu)
Opened Office of Academic and Professional Development to coordinate academic and career advising (from the first semester to the last) that facilitates on-time degree completion.

IUPUI; Office for Women
Priority #1, Action Item #1c
2015–16
Kathy Grove (kgrove@iupui.edu)
Sexual Assault Prevention, Intervention and Response Task Force, co-chairs Kathleen Grove and Sarren Dale. The task force provides a forum for planning and coordinating primary prevention education for students, faculty and staff; sharing of policies and procedures for student conduct; articulation of critical rights; coordination of message and dissemination of information; police reports and training for faculty and staff. It has broad representation from stakeholders across campus and the community. This campus-wide coalition of over 30 members representing about 20 units and community organizations also helps coordinate efforts to address sexual assault and intimate partner violence on campus. It meets monthly and co-sponsors Sexual Assault Awareness month and Domestic Violence Awareness month and other events on campus. Also sponsors a campus website: http://aspirt.iupui.edu/

IUPUI; Office for Women
Priority #1, Action Item #2
2015–16
Kathy Grove (kgrove@iupui.edu)
Efforts to create and sustain a civil campus community. The Office for Women was a supporter and member of the planning committee for the IUPUI Common Theme on Civility. Following the conclusion of that program, the OFW has been a member of an ad hoc group continuing to support the aims of that program to sustain and create a civil community at IUPUI. To that end, the OFW was a co-sponsor of the IUPUI Symposium on Civil Discourse on April 4, 2016 which featured a presentation by James Still, playwright and author of “April 4, 1968: Before We Forgot to Dream”. Through this play, the author looks at a day in the life of an African-American family in Indianapolis which intersects with the day Martin Luther King died and the day Robert Kennedy was in Indianapolis on a campaign stop and turned the moment into a heartfelt eulogy for Dr. King. Break-out sessions focusing on models for civil discourse followed the presentation.

IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #1, Action Item #2
2018–19
Amy Warner (awarner@iupui.edu)
Alumni-Student Connection Program for Underrepresented Students: To improve career readiness and increase internship placement for students of color, more than one hundred alumni and students participated in the second of a two-part networking event enjoying its third year of success. Students, largely Black and Latino, are prepped weeks ahead of time with appropriate attire, resume writing, interview techniques and research of the field in which they are interested. Alumni of color representing careers emanating from every school on campus participated for a casual two-hour small group conversations with students whose majors coincide. The event resulted in relationships that last well beyond the networking night and several internship opportunities.

IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #1, Action Item #1c
2018–19
Amy Warner (awarner@iupui.edu)
Supported the skills and knowledge of doctoral students and professional staff to engage in community development through research. Conducted workshop with Underrepresented Professional and Graduate Student Organization (UPn GO), the Graduate School unit that empowers underrepresented students to become scholars, researchers and professionals. Provided a supportive working environment for graduate students employed with OCE. Three Family School & Neighborhood Engagement (FSNE) doctoral students were elected to executive board positions for the newly formed Graduate Student Council within the IU School of Education–Indianapolis including President.

IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #1, Action Item #1c
2018–19
Amy Warner (awarner@iupui.edu)
Supported the Family School & Neighborhood Engagement (FSNE) doctoral students who worked with the Office of Community Engagement (OCE) to create a Family-School-Community Engagement Program for students of color, more than one hundred alumni and students participated in the second of a two-part networking event enjoying its third year of success. Students, largely Black and Latino, are prepped weeks ahead of time with appropriate attire, resume writing, interview techniques and research of the field in which they are interested. Alumni of color representing careers emanating from every school on campus participated for a casual two-hour small group conversations with students whose majors coincide. The event resulted in relationships that last well beyond the networking night and several internship opportunities.

IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #1, Action Item #1c
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IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #1, Action Item #1c
2018–19
Amy Warner (awarner@iupui.edu)
Offered admissions, financial aid, and student success information sessions for Latino students and families in Spanish. Through the Welcoming Campus Initiative, the event was organized and presented in collaboration with Admissions, the Diversity Enrichment and Achievement Program (DEAP), and the Multicultural Center. In Fall 2018, 15 participants, including 11 prospective students, attended. Of those students, 5 applied and admitted for undergraduate admissions. In Spring 2019, 21 participants, including 9 prospective students, attended. Of those students, 4 applied and were admitted for undergraduate admissions.

**OVCDIEI**

IUPUI; Division of Diversity Equity and Inclusion

Priority #1, Action Item #1

2015-16

Karen Dace (kdace@iupui.edu)

Multicultural Center (MC)

The Multicultural Leadership Empowerment Program (MLEP) was launched and included a cohort of 16 students who completed a series of workshops, activities and reflections during the spring 2016 semester. Participants were awarded a certificate of completion at the end of program ceremony.

IUPUI; Division of Diversity Equity and Inclusion

Priority #1, Action Item #2

2016-17

Karen Dace (kdace@iupui.edu)

Social Justice Education and campus partners created opportunities to come together and process current social events through dialogue, discussion and healing spaces. Topics included post-election results, understanding the events through dialogue, discussion and healing spaces.

IUPUI; Office of the Vice Chancellor for Research

Priority #1, Action Item #2

2018-19

Janice Blum (jblum@iupui.edu)

IUPUI Arts and Humanities Institute (AHI) implemented a new program: the IAHI Diversity Fellows program, which is a community of practice for scholars whose work examines issues of race, diversity, equity, and inclusion. http://www.iupui.edu/~iah/grant-categories/

IUPUI; Office of the Vice Chancellor for Research

Priority #1, Action Item #1c

2018-19

Karen Dace (kdace@iupui.edu)

Adaptive Educational Services will implement Accomodate software that will increase the efficiency of the workflow and provide better service to students and faculty.

IUPUI; Office of the Vice Chancellor for Research

Priority #1, Action Item #2

2015-16

Janice Blum (jblum@iupui.edu)

The IUPUI Diversity Scholars Research Program (DSRP) is directed toward academically talented first-time or incoming transfer students. Scholars who contribute to the overall diversity of the IUPUI campus and wish to pursue research in an academic setting are encouraged to apply. Participants in the program are members of a community of undergraduate students who benefit from individual support, research activities, and scholarship funding that leads to graduation with a four-year degree. http://cel.iupui.edu/programs/DSRP/index.asp

IUPUI; Office of the Vice Chancellor for Research

Priority #1, Action Item #1d

2016-17

Janice Blum (jblum@iupui.edu)

The Center for Translating Research into Practice (TRIP) has supported the newly established Health Communication PhD by underwriting a graduate student during the summer of 2016 and 2017.

IUPUI; Office of the Vice Chancellor for Research

Priority #1, Action Item #2

2018-19

Janice Blum (jblum@iupui.edu)

IUPUI and Multicultural Center (MC) have created a new program: the IAHI Diversity Fellows program, which is a community of practice for scholars whose work examines issues of race, diversity, equity, and inclusion. http://www.iupui.edu/~iah/grant-categories/

IUPUI; Office of the Vice Chancellor for Research

Priority #1, Action Item #1c

2019-20

Janice Blum (jblum@iupui.edu)

The first cohort of S-STEM Scholars in fall 2019, will include 15-25 scholars/fellows at each campus. SEIRI will explore how the different components of this program lead to students' development of a STEM identity, with a specific focus on engineering and mathematics identity development.

IUPUI; Office of the Vice Chancellor for Research

Priority #1, Action Item #5

2016-17

Eric Weldy (eweldy@iupui.edu)

Health and Wellness Promotion created a CHES study initiative with the School of Public Health to support students becoming certified as Health Education Specialists.

IUPUI; Division of Student Affairs

Priority #1, Action Item #1d

2017-18

Eric Weldy (eweldy@iupui.edu)

Campus Center and Student Experience hosted 5 full-year graduate assistants in 2018, representing two academic programs.

IUPUI; Division of Student Affairs

Priority #1, Action Item #1d

2017-18

Eric Weldy (eweldy@iupui.edu)

Campus Center and Student Experience hosted 4 summer graduate interns and 4 practicum students throughout the year.

- Alternative Breaks hosted two practicum students enrolled in the HESA (Higher Education & Student Affairs) program from January 2017-May 2018.

- Freedom Rides provided an opportunity for two graduate assistants to oversee a major program.

- Established the Campus Center Curator graduate assistantship in partnership with the Museum Studies program in the School of Liberal Arts.

2018-19

The Campus Center Curator graduate assistantship, initiated in fall 2017, has been a win-win partnership with the Museum Studies program in the School of Liberal Arts. This assistantship provides a graduate student with hands-on experience in recruiting and curating exhibits, training and managing gallery staff, and managing the public art in the Campus Center.

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs

**Priority One: A Commitment to Student Success**

Diversity of undergraduate student population compared to state or region demographics:

Fall Semester 2019, Indiana University degree-seeking, domestic minority students hit a record at 26.7 percent, a higher percentage than Indiana’s population of minority residents of 24.2 percent. Within this minority group, other records were set for Hispanic/Latino at 9 percent (Indiana State Hispanic/Latino population at 7.6 percent), Asian student population at 7.4 percent (Indiana State Asian population at 3.4 percent). Meanwhile, Bloomington, IUPUI, East, and South Bend campuses set new records for degree-seeking domestic minority students in 2019. On the Bloomington campus, Asian American students hit a record at 9.3 percent (Indiana State Asian population at 3.4 percent). IUPUI, Hispanic/Latino students at 9.0 percent (Indiana State Hispanic/Latino population at 7.6 percent). IU East, African American students at 7.7 percent (Service Region at 3.2 percent); Hispanic/Latino students at 4.6 percent (Service Region at 2.8 percent); IU South Bend, Hispanic/Latino students at 14.3 percent (Service Region at 11.0 percent); African American students at 11.0 percent (Service Region at 8.5 percent).

The Groups Scholars Program was established as a way to increase college attendance among first-generation, underrepresented, and minority students attending Indiana University. Access for historically underserved communities is one of the key first steps to building a diverse and inclusive campus. Fifty years of its history has produced over 13,000 scholars from the program. To further amplify the Bloomington campus’s commitment to student success, in 2015, the Provost increased funding for this program to include four years of scholarship for these students throughout their undergraduate years. This has, indeed, increase the persistence and timely graduation rate of students within the Groups Scholars Program.

The Hudson and Holland Scholars program, IU’s largest merit-based scholarship and support program, for underrepresented students, enrolled 1,525 students during the 2016-17 academic year. In 2018-19 academic year, the program enrolled 1,881 students. Despite the program’s size, it has a 98 percent retention rate from a participant’s first to second semester, a 93 percent retention rate from first to second year, and a 72 percent graduation rate. The Provost has provided funding to revamp the advising structure of this program to mirror other merit-based Honors Scholars programs on the Bloomington campus.
More 21st Century Scholars are completing on-time graduation than their low-income peers. In 2017, more than 500 students in the 21st Century Scholars program graduated from IU Bloomington, the largest graduating class since the program’s founding in 1990. This is the largest need-based scholarship program in the state of Indiana. During the 2016-17 academic year, 812 scholars from the Bicentennial Class of 2020 enrolled at IU Bloomington. In 2015, IUB received the Champion Award, from the Indiana Commission for Higher Education (ICHE), which recognizes outstanding K-12 schools, postsecondary institutions, and community groups for their contributions to the 21st Century Scholars program. According to the ICHE, the following campuses have the greatest improvement in on-time graduation for 21st Century Scholars: IU East, IUPUI, and IU Kokomo. IU Bloomington has the overall highest on-time and extended-time completion rates for this group. This year, IUB was chosen as a pilot for the ICHE 21st Century Career Immersion program. The goal is to improve the employability of 21st Century Scholars through career development and campus engagement activities.

As a further commitment to student success, IUB Academic Support Center provides early intervention, helping students before academic problems become overwhelming. Specifically, this center within OVPEMA, is designed to provide a wide range of support services and resources, averaging 12,000 student sessions annually.

In recent years, Indiana University has made a conscious effort to improve the study abroad experience for students from underrepresented population through OVPDEMA. Specifically, this center within OVPDEMA, is designed to provide support to students with the opportunity to share their knowledge and love for IU with our community. The 20th anniversary of the Asian Culture Center was a great opportunity for Asian American alumni to come back for a celebratory reunion and engage with our students through their participation at the anniversary symposium. It was also an occasion to reframe the 21st Century Scholars program. Most of those who were in attendance became board members.

The 25th Anniversary of the LGBTQ+ Center was celebrated with a formal dinner, dancing, speeches, and reflections from Shane Windmeyer, IU alum, founder, and executive director of the Campus Pride, Inc., a nationally known organization which rates colleges and universities based on services they provide for LGBTQ+ students. Close to 300 people are expected from all over the country, including former students who benefited from the Center's services.

The Groups Scholars Program 50th Anniversary was filled with amazing milestones including the publishing of a book focusing on the history of IU, and celebrations during the Homecoming and Summer Arrival weekends. Each weekend included lots of interactions with Alumni through Alumni panel sharing their career plights and other valuable tips for success with current students. Bicentennial funds were acquired for the production of the book as well as a historical marker being placed at Maxwell Hall.

OVPDEMA Outreach

OVPDEMA made significant strides in its outreach efforts. Our involvement with the Indiana Black Expo continued to be a fruitful partnership, and we also strengthened our relationships with the Indiana Latino Expo and the Indiana Latino Institute. OVPDEMA has, in addition, incorporated the InUnity Summit to our MLK celebration. Two new OVPDEMA initiatives, the Black Philanthropy Circle and the First Nations Leadership Ambassadors Council, were created. The Black Philanthropy Circle will enhance the culture of giving among IU’s African American alumni and the First Nations Leadership Ambassadors Council will enable IU to forge a deeper connection with the Native American communities.

Milestone Celebrations

The 2019-20 academic year symbolizes the 50th anniversary of the establishment of the Neal Marshall Black Culture Center (NMBCC) at Indiana University Bloomington. The center’s 50th anniversary theme: “Power, Progress, and Promise,” represents the commitment of the center to serve as a home for Black students and a resource for Black people in the broader community. The event seeks to celebrate the Center’s legacy while providing our students with the opportunity to engage with the alumni, faculty, and staff who paved the way. At the Inaugural Legends Luncheon, we plan to honor the individuals and groups who have tremendously influenced the IU landscape. We have also created opportunities, during our signature programming, for alumni to share their knowledge and love for IU with our community.

The University Graduate School applied for, and was granted, institutional membership in the Center for the Integration of Research, Teaching, and Learning (CIRTL), a network of institutions that focuses on pedagogical research and training with a focus on STEM graduate students. As a network member our students will be able to participate in programs hosted by other network members and to provide in-kind contributions to the network of our own. Vice Provost Daleke is the IUB Institutional Leader and Katie Kearns of CIRTL is the campus Co-Leader.

David Daleke, Vice Provost for Graduate Education and Health Sciences (dalekde@iu.edu)

Office of the Vice Provost for Graduate Education and Health Sciences

POE One: An Excellent Education; IUB Bicentennial Objective 4: A Commitment to Graduate Student Success 2015

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Office of the Vice Provost for Graduate Education and Health Sciences
Office of the Vice Provost for Graduate Education and Health Sciences

Student Success Programs
POE One: An Excellent Education; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience
2015

Led by Dr. Maria Hamilton Abegunde, the Graduate Mentoring Center provided programs to facilitate student success through improved time management, writing support, dissertation support, mentorship, networking, relationship building, self-care, and created a faculty-student mentoring cohort for underrepresented minority students and the faculty and staff who assist them.

Additional Links:
https://graduate.indiana.edu/support/graduate-mentoring-center.html

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Office of the Vice Provost for Graduate Education and Health Sciences

TEACH! Framework
POE One: And Excellent Education; IUB Bicentennial Objective 2.2
2015–Present

The Center for Interprofessional Practice and Education, led by Dr. Lisa Lenz of Speech and Hearing Sciences, was hired to help implement the curriculum.

Additional Links:
https://ipe.iu.edu/about/teach/

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Office of the Vice Provost for Undergraduate Education and Health Sciences

Three-Minute Thesis
POE One: An Excellent Education; IUB Bicentennial Objective 1.4 and 4
2016–Present

In FY16, IU Bloomington hosted its first Three-Minute Thesis (3MT) competition, joining a network of over 350 universities worldwide that coordinate local, regional, and international 3MT events. Originating at the University of Queensland, 3MT challenges graduate students to orally present their thesis and dissertation research in a three-minute format oriented to a non-specialist audience. At its inaugural competition, the Graduate School hosted 25 contestants from numerous IUB graduate programs and sponsored the participation of the campus winner in the 2016 Midwestern Association of Graduate Schools 3MT contest in Chicago.

Under the guidance of Assistant Dean for Academic Affairs Jeff Rutherford, 3MT will continue to provide IUB with a unique channel for interaction between student scholars and the greater university community.

https://graduate.indiana.edu/academics-research/3mt.html

David Daleke, Vice Provost for Graduate Education and Health Sciences
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Office of the Vice Provost for Undergraduate Education

Implementation of Professional Advisor Promotion Process
POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.2, 1.3, 1.5
2016–Present

Implemented Professional Advisor Promotion Process.

Developed workflow process documents. Provided Powerpoint to all interested advisors in OVPUE in August 2016.

Implemented online dossier submission process.

Established OVPUE Advisor Promotion Review Committee and provided committee with orientation to the process. Established Campus-level Advisor Promotion Review Committee with cross campus representation and provided committee with orientation to the process. Consulted with schools, the college, and HR regarding the new process.

Additional Links:
https://ovpue.indiana.edu/strategic-initiatives/advisor-promotion.html

Dennis Groth, Vice Provost for Undergraduate Education
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Office of the Vice Provost for Undergraduate Education

Establishment of Arts & Sciences Career Services
POE One: An Excellent Education; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.5.b
2015

The director of the Career Development Center wrote a plan which split Arts & Sciences Career Services from the Career Development Center. The plan received $1,000,000 in base funding for ASCS and additional funds for the CDC. Provided services for ASCS through December, 2015 until they could hire new director and staff and provide services.

https://careers.college.indiana.edu/

Dennis Groth, Vice Provost for Undergraduate Education
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Office of the Vice Provost for Undergraduate Education

Bloomington Campus Report on Advising for Board of Regents
POE One: An Excellent Education; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.5
2015

Established and chaired campus committee (representation from Schools, college, UD, Athletics, DEMA) to prepare Bloomington Campus report on advising for presentation to the Board of Regents. Report submitted August 31, 2015.

Dennis Groth, Vice Provost For Undergraduate Education
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Office of the Vice Provost for Undergraduate Education

Establishment of OVPUE Retention Committee
POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.1, 1.3, 1.5
2014–Present

Established and chaired “OVPUE Retention Committee” which developed a retention program to increase student persistence from fall to spring and from spring to fall. Pilot program implemented November 2015 through early January 2016.

Membership: UD, OVPUE IT, BAR, Honors, SAC, Hudson Holland, Groups, 21st Century, Bursar, Financial Aid, CAPs
• Identified and analyzed characteristics of population that fail to register by the end of CSR
• Created student group code for this population
• Prepared student roster including assigned advisor and student contact information
• Advisors initiated special outreach to students in this population
• UD initiated centralized outreach to the population using iGPS Inbox app

NIT created Qualtrix survey that all advisors completed when they had contact from students in this population to collect information on the issues impacting students’ ability/decisions to register.
Pilot included all UD students who failed to register, including those served by UD Affiliates. UD Affiliates also participated in the pilot.

Established inter-office triage team and protocols to assist students encountering Bursar holds, financial aid issues or personal issues. All offices identified specific point people to contact and who were available over the December break.

Follow-up outreach to this population will occur during the first half of spring term to ensure that any problems are addressed before registration for fall begins.

Preliminary results are promising—appears that a higher proportion of the population registered for spring than in previous year. Formal report from OVPUE IT & BOR analyzing results anticipated in early March.

Dennis Groth, Vice Provost for Undergraduate Education
dgroth@indiana.edu

Office of the Vice Provost for Undergraduate Education
Graduate School Fair
POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.5,c

2016
The Career Development Center created and coordinated IU’s first Graduate School Fair and Getting into Graduate School series, an event where students can acquire the information and knowledge necessary when choosing a graduate school, applying to graduate school, and preparing for graduate school.

Dennis Groth, Vice Provost for Undergraduate Education
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Office of the Vice Provost for Undergraduate Education
Established and chaired the “New Student Transition Committee,” with campus-wide representation, to improve the transition of new students to IUB.

POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.5

Office of the Vice Provost for Undergraduate Education
Establishment of SSC-Campus Advisory Committee
POE One: An Excellent Education; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.1, 1.5

2015–17
Spring & Summer 2015—developed recommendations for new NSO model including integrated academic and career planning workshops, use of iGPS, incorporation of IU Peer Coaches.

Fall 2015—3 subcommittees (one devoted to advising and academic content of NSO, one devoted to registration of entering students and one devoted to transfer students) developed recommendations to enhance programs, processes and services. Recommendations were presented in Dec. 2015. A successful pilot of the “Content” subcommittee’s recommendations took place in January 2016. Implementation planning, based on the successful pilot, is underway for summer and fall 2016. Implementation planning for pre-registration pilot for incoming 2016 students is also underway. The “Registration” and “Transfer” subcommittees will continue work on long-term recommendations during 2016-17.

Dennis Groth, Vice Provost for Undergraduate Education
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Office of the Vice Provost for Undergraduate Education
Report to define advising metrics at IUB Bloomington
POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.5,c

2014–15
Established and coordinated 34 member campus-wide task force (representatives from every school, the college, UD, Honors, Athletic Advising, Groups, Hudson Holland, 21st Century) to define advising metrics for IUB-Bloomington. Task force began work in summer 2014; completed final report in spring 2015. Report ties advising metrics to Campus Strategic Plan goals.

Dennis Groth, Vice Provost for Undergraduate Education
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Office of the Vice Provost for Undergraduate Education
Established and coordinated a campus-wide Implementation Team (to manage and oversee implementation) of the SSC-Campus platform for the Bloomington campus—46 members (all schools, the college, UD, OVPUE-IT, Hudson Holland, Athletics, Groups, 21st Century, Graduate School, ASC, CTL, Math Tutoring, Student Advocates, CAPs, Bursar, Financial Aid, OIS, CDC, HIPPEC).

Advisory Committee (SSCAC) and Implementation Team (SSCImpT) established December 2015.

Implementation and chaired subcommittee to define IUB requirements for advising appointment system module—first meeting December 18, 2015. Requirements spreadsheet completed January 12, 2016 and distributed to SSCAC & SSCImpT

First meeting SSCAC & SSCImpT—January 14, 2016 in preparation for consultation with EAB

Submitted final requirements spreadsheet for Advising Appointment System module to EAB consultants Jan. 19, 2016

On-line consultation of SSCAC, SSCImpT and EAB consultants for system demo and gap analysis—January 22, 2016. Have established 5 campus-level Implementation Planning subcommittees—each subcommittee is charged with defining IUB requirements for different SSC-Campus modules. Subcommittees are in place for: Tutoring module; Athletics module; Alerts, Cases and Progress Report Campaign modules; Text/Email Communication module; Advising Appointment System module

Dennis Groth, Vice Provost for Undergraduate Education
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Office of the Vice Provost for Undergraduate Education
Launch of the Center for Students in Transition (SIT)
POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.5

2016–Present
Launch of the Center for Students in Transition (SIT)
POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.5

2016–Present
Launched a new advising center, the Center for Students in Transition (SIT), in March 2016.

SIT has responsibility for providing supplementary or, when appropriate, primary advising to special populations including, but not limited to: 1) students returning to the university after a hiatus of many years, 2) international students, 3) students who need additional support and advising as they change schools/courses, 4) students who at an advanced stage in their academic career need to change majors, 5) veterans and GI Bill students who need additional advising assistance, 6) exchange students, 7) intercampus transfer students. SIT is charged with developing and implementing advising strategies, orientation programs, population specific workshops, and interventions that are tailored to enhance the performance, retention and graduation rates of these special undergraduate student populations.

Created SIT advisor position description & hired 2 SIT advisors

SIT has established a mission statement, a website, online student intake process, collaborative relationships with advising units on regional campuses as well as the Bloomington campus and has implemented an intervention program for intercampus transfer students who are among the most at-risk students with regard to retention and graduation.

Dennis Groth, Vice Provost for Undergraduate Education
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Office of the Vice Provost for Undergraduate Education
Newly Designed University Division Website
POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.2, 1.3, 1.5

2016–Present
Developed and launched a newly designed University Division website. Reorganized information architecture to increase usability. Created a user friendly explore programs tool to help students find major matches in relation to interests. Created a more nuanced GPA calculator to help assist students and advisors easily calculate what is needed to reach admission into various schools across campus.

https://ud.indiana.edu/

Dennis Groth, Vice Provost for Undergraduate Education
dgroth@indiana.edu
IUPUI; Planning & Institutional Improvement
Priority #1, Action Item #1c
2015-16
Stephen Hundley (shundley@iupui.edu)
Kahn and Scott worked with leaders of the RISE Initiative to offer two new course grants to support adoption of ePortfolios for RISE courses.

IUPUI; Planning & Institutional Improvement
Priority #1, Action Item #6
2015-16
Stephen Hundley (shundley@iupui.edu)
Kahn served on the Foundations of Excellence (FoE) Data Action Team, one of the committees helping to implement the recommendations emerging from the Division of Undergraduate Education’s FoE project to improve outcomes for students transferring to IUPUI from other campuses.

IUPUI; Planning & Institutional Improvement
IRDs
Priority #1, Action Item #6
2016-17
Stephen Hundley (shundley@iupui.edu)
Michele Hansen (mjhansen@iupui.edu)
In conjunction with IRDS and the Center for Service Learning, the Testing Center participated in the Campus Compact and Educational Testing Service (ETS) pilot program (i.e., ETS HEIghten Pilot) to develop new outcomes assessments of Civic Competency and Engagement (CCE) and Intercultural Competency & Diversity (ICD). One hundred undergraduate students participated in the pilot program at IUPUI.

IUPUI; Planning & Institutional Improvement
Priority #1, Action Item #1c
2016-17
Stephen Hundley (shundley@iupui.edu)
Organized and offered ePortfolio Symposium, ePortfolio Showcase, and ePortfolio truck at Moore Symposium—all of which supported learning and success among graduate, as well as undergraduate, students.

IUPUI; School of Education
Partnering for Radical School Improvement
Priority #1, Action Item #2
2017-18
Tambra Jackson (tambjack@iupui.edu)
2017-22 Partnering for Radical School Improvement: Preparing Every Teacher for English Language Learners. Office of English Language Acquisition: National Professional Development Program Grant, United States Department of Education. Principal Investigator; 25% Effort; Award: $2,749,137. PI: Teemant.

IUPUI; School of Physical Education & Tourism Management
PETM Honors Program
Priority #1, Action Item #1c
2015-17
Rafael Bahamonde (rbahamon@iupui.edu)
Development of PETM Honors Program, providing a pathway to the Honors College for high ability students not accepted upon admission to IUPUI. On target for admits per year to meet the goal of 25 students total in the program.

Project Office(s)
For the Love of IU: History, Sustainability and Design
Principles of Excellence #3, Excellence in Research; Example: Priority #5, A Global University; Priority #6, Action Item #4
1/2017–2/15/2019
Kirkwood Hall Gallery, IUB
Faculty members Lee and Smith joined forces to create a collaborative project, funded by a grant from the Office of the Bicentennial. The goal was to challenge their students to research, design, and construct new IU-themed fashions inspired by the university’s rich history and culture and using recycled garments and materials. Students researched and sketched projects in design class, then constructed those designs in studio.

Jennifer Purek, jpurek@iu.edu, 812-856-4886.

IUPUI; School of Liberal Arts
Pathways to Law
Priority #1, Action Item #5
2018-20
Rob Rebein (rrebein@iupui.edu)
2018-19
The Pathways to Law program connects students from under-represented backgrounds to law school. There are 50 students in the program. Each student is paired with a law student and lawyer mentor. Students have access to resources to help them succeed and prepare them for law school.

2019-20
The Pathways to Law program will recruit its third cohort.

IUPUI; School of Engineering & Technology
Peer Led Team Learning
Priority #1, Action Item #3
2015-20
David Russomanno (drussoma@iupui.edu)
With funding from the E&T Student Council, Peer-Led Team Learning (PLTL) was incorporated into BME 22200 Biomeasurements this year focused on improving retention rates. The primary instructor reported a noticeable improvement in the quality of in-class discussion and questions from students. Longer-term impact is pending further data collection and assessment.

2017-18
E&T expanded Peer-Led Team Learning (PLTL) particularly in engineering courses with high D/F/W rates. The instructors reported a noticeable improvement in the quality of in-class discussion and questions from students.

IUPUI; School of Physical Education & Tourism Management
PETM Honors Program
Priority #1, Action Item #1c
2015-17
Rafael Bahamonde (rbahamon@iupui.edu)
Development of PETM Honors Program, providing a pathway to the Honors College for high ability students not accepted upon admission to IUPUI. On target for admits per year to meet the goal of 25 students total in the program.

2016-17
Developed in 2015-16, the PETM Honors Program provides a pathway to the Honors College for high ability students not accepted upon admission to IUPUI. Thirty seven students were admitted AY 2016-17 and expect a total of 54 for AY 2017-18.
IUPUI; School of Physical Education & Tourism Management

Priority #1, Action Item #5
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)

The Undergraduate Research Program in Kinesiology was created in 2015-16. Associated with this program, Kinesiology began offering a zero-credit course in Undergraduate P400. This course included articles on under-represented populations and each module included articles on under-represented groups. We will continue to expand this course to bring more diversity to the curriculum. The course consisted of a racially diverse student body, and each module included articles on under-represented groups. We will continue to expand this course to bring more diversity to the curriculum.

IUPUI; School of Physical Education & Tourism Management

Priority #1, Action Item #5
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)

Kinesiology faculty, Dr Nicole Keith, Mr. Stephen Fallowfield, and Dr. Rachel Swindom partnered with IU5M Internal Medicine to provide exercise education (ACSM Exercise in Medicine) to medical residents.

IUPUI; Lilly Family School of Philanthropy

Priority #5, Action Item #2
2015-16
Amir Pasic (ampasic@iupui.edu)

The Women’s Philanthropy Institute’s graduate course on gender and philanthropy contributed to diversity in the curriculum. The course consisted of a racially diverse student population and each module included articles on under-represented groups. We will continue to expand this course to ensure that diverse voices in philanthropy are represented.

IUPUI; Lilly Family School of Philanthropy

Priority #1, Action Item #5
2016-17
Amir Pasic (ampasic@iupui.edu)

The second largest graduating class in the school’s history, comprising 65 students of which 12 were B.A. graduates, was graduated in 2016. Graduates continued to earn good career placements, such as grant researcher for Network for Quality Education, corporate volunteerism coordinator for United Way of Central Indiana, advancement specialist for TKE Education Foundation, and training coordinator for the Indiana Coalition to End Sexual Assault.

IUPUI; Lilly Family School of Philanthropy

Priority #1, Action Item #5
2016-17
Amir Pasic (ampasic@iupui.edu)

Offered new graduate electives in philanthropic fundraising. Donor Behavior in Major and Planned Giving was offered during fall 2017 and engaged students with theories and strategies for fundraising with high net worth donors. In spring 2018, Institutional Fundraising focused on theories and strategies for revenue generation including institutional funding sources. These courses are part of the proposal for a new graduate certificate in philanthropic fundraising that we are putting forward to the campus for review.

IUPUI; Lilly Family School of Philanthropy

Priority #1, Action Item #5
2015-16
Amir Pasic (ampasic@iupui.edu)

Offered new graduate electives in philanthropic fundraising. Donor Behavior in Major and Planned Giving was offered during fall 2017 and engaged students with theories and strategies for fundraising with high net worth donors. In spring 2018, Institutional Fundraising focused on theories and strategies for revenue generation including institutional funding sources. These courses are part of the proposal for a new graduate certificate in philanthropic fundraising that we are putting forward to the campus for review.

IUPUI; Lilly Family School of Philanthropy

Priority #1, Action Item #5
2015-16
Amir Pasic (ampasic@iupui.edu)

Directed Master’s Degree Progams Kathi Coon Badertscher mapped our master’s courses outcomes to IUPUI’s recommended Principles of Graduate Learning.

IUPUI; Lilly Family School of Philanthropy

Priority #1, Action Item #5
2015-16
Amir Pasic (ampasic@iupui.edu)

Assisted by IU Online, the Women’s Philanthropy Institute created a new graduate-level course, Gender and Philanthropy. Twenty-two students spanning the country from Alaska to Florida enrolled. The overall course evaluation was 4.7 out of 5.0.

IUPUI; Lilly Family School of Philanthropy

Priority #1, Action Item #1b
2015-16
Amir Pasic (ampasic@iupui.edu)

The Lilly Family School of Philanthropy began working with the IUPUI Center for Research and Learning to create its own Diversity Scholars Research Program (DSRP) to recruit talented minority students to IUPUI. Students have the opportunity to work directly with a faculty mentor on research during all four years of their undergraduate education and receive scholarship tuition support during that time paid by the school. The school’s first student entered the program in fall 2015, and there are plans to continue to support one new student per year.
IUPUI; School of Engineering & Technology

Prior Learning Assessment
Priority #1, Action Item #6
2015-16
David Russomanno (druussoma@iupui.edu)
The Department of Technology Leadership and Communication collaborated with the Degree Completion Office, the Prior Learning Assessment (PLA) Coordinator, and others to develop an e-portfolio preparation course. Delivered fully online, either for credit or as a non-credit bearing, asynchronous course, this new Canvas site is now being distributed for use across IUPUI and other campus partners as a model to adapt and support system-wide PLA activities. The single goal of this effort is to accelerate degree completion efforts for military service members, returning, and other adult learners with strong prior learning experiences.

IUPUI; School of Physical Education & Tourism Management

Proactive Advising PETM
Priority #1, Action Item #1c
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Development of Advising Model, effective Fall 2016 to provide more proactive and intrusive advising from professional staff and faculty mentors for knowledge and connection to the discipline.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs

Profess Devel for Students
Priority #1, Action Item #1c
2015-16
Thomas Stucky (tstucky@iupui.edu)
Cover your Class – This program, offered by career services, provides professional development for students in classes when an instructor cannot attend. It was delivered to 20 classes with 427 students responding to an evaluation survey. Ninety-four percent of the respondents felt professional development was important to their career success, and 87 percent felt the information would assist them with their academic and career goals.

2016-17
Hosted 17 sections of Cover Your Class for an outreach to approximately 476 students. The series included five workshops, 10 employer information sessions, and seven employer site visits.

2017-18
Cover Your Class: 15 classes covered (114% increase from last year)

IUPUI; Robert H. McKinney School of Law

Professional Development Institute
Priority #1, Action Item #2
2017-18
Andrew Klein (akhklein@iupui.edu)
The Professional Development Institute (PDI) was launched in the spring of 2018. A pilot program, the PDI is an opportunity for a small cohort of students to experience an in-depth training to help with professional development, with a focus on future lawyers who are first generation and/or from historically underrepresented backgrounds.

IUPUI; IU School of Dentistry

Program Consolidation
Priority #1, Action Item #1c
2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Program consolidation: The Graduate Preventive Dentistry and Operative programs were consolidated into a three year program, allowing more time for students to conduct research, and providing better continuity of instruction and scholarship by faculty.

IUPUI; School of Engineering & Technology

Project Based Learning in Automation
Priority #1, Action Item #5
2017-18
David Russomanno (druussoma@iupui.edu)
E&T’s Department of Engineering Technology was awarded a curriculum enhancement grant titled: “Enhancing the Electrical Engineering Technology Curriculum through Project-Based Learning in Automation,” to create three new courses in robotics, process control, and cyber security of industrial systems aligned with State of Indiana workforce needs.

2016-17
Hosted 17 sections of Cover Your Class for an outreach to approximately 476 students. The series included five workshops, 10 employer information sessions, and seven employer site visits.

2017-18
Cover Your Class: 15 classes covered (114% increase from last year)

IUPUI; Richard M. Fairbanks School of Public Health

Priority #1, Action Item #
2018-19
Paul Halverson (pkhalver@iupui.edu)
The Center for Public Health Practice hosts a series of poverty simulations. It can be difficult to truly understand the situations that individuals and families living in poverty experience every day—the decisions they have to make, the fears they struggle with and the frustrations they feel. During the poverty simulation, participants are given a hypothetical family, resources, expenses and challenges to work through collaboratively. These events are open to faculty, staff, students, community members and organizations, and the public. The poverty simulations have been attended by over 200 participants and 60 volunteers.

IUPUI; Richard M. Fairbanks School of Public Health

Priority #1, Action Item #
2019-20
Paul Halverson (pkhalver@iupui.edu)
Develop a Public Health 101 summer course for high school students. Efforts will be made to recruit students who come from a diverse background.

IUPUI; Richard M. Fairbanks School of Public Health

Priority #1, Action Item #5
2015-16
Paul Halverson (pkhalver@iupui.edu)
FSPH had an additional three courses approved to meet General Education requirements. The school now offers four courses for public health majors and non-majors:

• B300 Biostatistics (meets the Analytic Reasoning Gen Ed requirement)
• S120 Intro to Community Health (meets the Social Sciences Gen Ed requirement)
• E109 - Intro to Public Health (meets the Social Sciences Gen Ed requirement)
• 4. E210 - Zombie Apocalypse & Doomsday Infections (meets the Life Sciences Gen Ed requirement)

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)

Purposeful Pathways Project
Priority #1, Action Item #1c
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
Launched Purposeful Pathways Project to improve student transition through the health sciences undergraduate program while increasing high-impact practices; two faculty attended the High Impact Practices Design Institute and developed assessments for learning communities and health sciences undergraduate courses.

Office of Enrollment Management

Pathways Scholarships
Bicentennial Priority One: Commitment to Student Success; IUB Bicentennial Objective One (c): Commitment to student success through an engaged, diverse, and global experience 2014-15 through Present
David Johnson, Vice Provost For Enrollment Management
Dlj44@indiana.edu

Pathways scholarships are awarded to students who graduate early and choose to further their education at IU Bloomington. Since 2014-15, nearly two dozen students have been supported by this program. Current undergraduate recipients are within 4 schools and 18 programs and graduate recipients are within 9 schools and thirteen programs.

IUPUI; IU School of Dentistry

Research for Undergrads
Priority #1, Action Item #1c
2017-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
The Department of Biomedical and Applied Sciences is engaged with research opportunities for undergraduate students. Eleven undergraduate students were supported by Drs. Bezaazizi, Pelosa, Gregory, Platt, Schrader, Walker, and Windsor. (GOAL 6)

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IUPUI; Office of the Vice Chancellor for Community Engagement
Research of Value to Latinx Community
Priority #6, Action Item #2
2016-20
Amy Warner (awarner@iupui.edu)

LaPlaza STEM Club presentations – The School of Science
Shiaofen Fang (shfang@iupui.edu)
2015-16

Latix Community-University Research Coalition of Indiana
- Achievement: Identified and focused research activity and research priorities of value to the university and to the Latinx community into a research coalition. Planned, convened and executed the first conference of the Latinx Community-University Research Coalition of Indiana. The coalition aims to connect university faculty, students and staff interested in working with Latinos with community organizations that serve this population. Support from the OVCR and Office of Research were instrumental in the success of the inaugural year.
- Evidence of Effectiveness: More than 100 faculty, staff and community organizations gathered to share scholarly work. A second conference is planned for spring 2018.

2019-20
Latix Community-University Research Coalition of Indiana: A third conference is planned for Spring 2020. Support from the OVCR and Office of Research are instrumental to the success of this initiative.

IUPUI; IU School of Nursing
RN to BSN Orientation
Priority #1, Action Item #1c
2015-16
Robin Newhouse (newhouse@iu.edu)
Academic Advisors

Created a new RN to BSN orientation, held each semester and introduced students to online learning systems, IUPUI resources, and IUSON resources. Two sessions have been held since the summer of 2015.

IUPUI; School of Science
Priority #1, Action Item #7
2017-18
Shiaofen Fang (shfang@iupui.edu)
8 LaPlaza STEM Club presentations – The School of Science is collaborating in an ongoing program with the STEM club LaPlaza (a community based center in Lawrence township schools for focused on advocating for and preparing Latino students for educational success).

IUPUI; School of Science
Priority #1, Action Item #1
2017-18
Shiaofen Fang (shfang@iupui.edu)

SOS Diversity Council. Group is led by faculty, staff and students who are interested in promoting a more inclusive climate. The group promotes movies, speakers, and events. In addition, they provide feedback to the Dean regarding issues impacting all constituents in the school.

IUPUI; School of Science
Priority #1, Action Item #2
2015-16
Shiaofen Fang (shfang@iupui.edu)

SOS Partnered with La Plaza – Held 4 visit days for Latino students who are interested in a science degree. We also had 8 faculty and/or staff presentations at the La Plaza STEM Club.

IUPUI; School of Science
Priority #1, Action Item #2
2015-16
Shiaofen Fang (shfang@iupui.edu)

SOS Partnered with La Plaza – Hosted Science Career Day in Spring 2016 in partnership with CRCF and Indiana Latino Scholarship Fund partners, led by La Plaza. In addition to 2 admitted students, 20 students from La Plaza who have expressed interest in science careers attended.

IUPUI; School of Health & Rehabilitation Sciences
SHRS Implicit Bias
Priority #1, Action Item #2
2016-17
Rafael Bahamonde (rbahamonde@iupui.edu)

Engaged faculty, staff, and students in an interdisciplinary event Unpacking the Unconscious: an Introduction to Implicit Bias presented by Paul Porter, School of Medicine Office of Diversity Affairs

IUPUI; School of Health & Rehabilitation Sciences
SHRS Student Council Diversity Workshop
Priority #1, Action Item #1
2015-16
Rafael Bahamonde (rbahamonde@iupui.edu)

The SHRS Student Council sponsored a Diversity Workshop entitled Generational Diversity in the Healthcare Workplace for faculty, staff and students in February 2016.

IUPUI; IUPUC
Social Justice Awareness Events
Priority #1, Action Item #2
2017-18
Reinhold Hill (reihill@iupui.edu)

IUPUC partnered with several Columbus community organizations, including Black Lives Matter of Columbus, SURJ, Columbus Indivisible, the City of Columbus, Su Casa Columbus and others to host social justice awareness events i) “Not in Columbus”, an event to plan meaningful response to white nationalist demonstrations in Columbus, and ii) “Life After High School”, an event to encourage African American youth to consider postsecondary education alternatives. (Student Affairs) IUPUC

IUPUI; School of Social Work
Priority #1, Action Item #2
2015-16
Tamara Davis (tamsdavi@iu.edu)
Student Affairs IUPUC

SOC Advisor Training
Priority #1, Action Item #1c
2018-19
Mathew Palakal (mpalakal@iupui.edu)

Started UCOL STEM & Exploratory Advisor training

IUPUI; School of Informatics and Computing
SOC Colloquia Speaker Series
Priority #1, Action Item #1c
2016-17
Mathew Palakal (mpalakal@iupui.edu)

The SoC Colloquia Speaker Series expanded: each Department now hosts its own specific Colloquia Speaker Series in response to feedback for more department specialized talks and events.

IUPUI; School of Informatics and Computing
SOC Diversity Inclusion Committee
Priority #1, Action Item #2
2018-20
Mathew Palakal (mpalakal@iupui.edu)

The SoC established a Diversity and Inclusion Committee, chaired by Andrea Copeland. The committee will help to support and guide the school in recruitment, promotion (promoting the school to diverse, external constituencies) and ways to improve the school’s internal climate of diversity and inclusion.

2019-20
The Diversity and Inclusion Committee plans to hold an informal dinner and discussion session with SoC students from underrepresented populations to discuss any challenges they face in their academic pursuits.
IUPUI; IU School of Informatics and Computing
SOIC Enhanced Tutoring
Priority #1, Action Item #1c
2016-17
Mathew Palakal (mpalakal@iupui.edu)
Enhanced the SOIC tutoring service.
- Hired “generalist” tutors in the Media Arts and Science (MAS) tracks to help with higher-level courses and not just introductory classes.
- Increased evening tutoring hours to be more available to students who work full-time, due to complaints the school received prior to 16-17.
- Offered online tutoring for the Health Information Management (HIM) program for the first time.

IUPUI; IU School of Informatics and Computing
SOIC Increased Bridge Program
Priority #1, Action Item #1c
2017-18
Mathew Palakal (mpalakal@iupui.edu)
Increased Bridge program to three sections.

IUPUI; IU School of Informatics and Computing
SOIC Increased INFO I 100 Spaces
Priority #1, Action Item #1c
2017-18
Mathew Palakal (mpalakal@iupui.edu)
Increased number of INFO-I 100 non-Bridge spaces.

IUPUI; IU School of Informatics and Computing
SOIC Residential Learning Community
Priority #1, Action Item #1c
2017-18
Mathew Palakal (mpalakal@iupui.edu)
Coordinated collaborative communication to promote engagement, interaction and involvement.
- Advisors began sending a biweekly email to undergraduate students with all upcoming events and opportunities for involvement, to house all information in one place.
- 26 emails were sent out promoting 142 campus events.

IUPUI; IU School of Informatics and Computing
SOIC Promote Engagement and Interaction
Priority #1, Action Item #1c
2017-18
Mathew Palakal (mpalakal@iupui.edu)
The advising team created a formalized process for students on probation. They are required to complete assessments, turn them in to their academic advisor by stated deadlines, and meet with their advisor at least twice per semester.
- The new process proved very effective. In fall 2017, 34% of our probation students were dismissed, while 21% were removed from probation. In spring 2018, we saw those numbers drastically improve: 16% of probation students were dismissed (a decrease of 18% from the previous semester) and 53% of probation students were removed from probation (an increase of 32%).

IUPE; Division of Student Affairs
Sophomore Experience
Priority #2, Action Item #1
2014-17
Eric Weldy (eweldy@iupui.edu)
The Sophomore Experience Working Committee was created to increase social/co-Curricular engagement of second-year/sophomore students. Lead by the Department of Educational Partnerships & Student Success (a Division of Student Affairs unit), the Committee consists of representatives from both Academic Affairs and Student Affairs.
2017-18
Educational Partnerships and Student Success collaborated with gateway faculty to include faculty partners on the Sophomore Experience Committee.
2018-19
Educational Partnerships and Student Success (EPSS) collaborated with gateway faculty to include faculty partners on the Sophomore Experience Committee.
EPSS faculty have also taken part in our Sophomore Experience programs—most notably, Pizza with a Prof.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
SPEA Diversity Cabinet
Priority #1, Action Item #1c
2017-18
Eric Weldy (eweldy@iupui.edu)
- Filled all 17 available spaces: 11 male, 6 female
- Coordinated a Dinner with the Dean event for RBLC students only; all 17 students attended along with their RA. Students ate dinner with the SoIC Dean and advisors and shared feedback regarding their RBLC experience.
2017-18
Coordinated second SoIC Major-Based Residential Based Learning Community (RBLC).
IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #2
2016-17
Thomas Stucky (tstucky@iupui.edu)
Executive Education staff completed Safe Place Training.
IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #1c
2017-18
Thomas Stucky (tstucky@iupui.edu)
In 2017-18, 67 SPEA students took advantage of SPEA Advising Workshops, hands-on, interactive workshop in our BS 1000 Computer lab, led by an advisor or peer advisor allowing them to see their degree progress, as well as developing a long-term plan to ensure timely graduation. These workshops were also recorded and publicized for future use.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #1c
2017-18
Thomas Stucky (tstucky@iupui.edu)
A SPEA Student Canvas page houses all of the internal resources that SPEA students need to be successful, including new electronic forms and direct access to career and academic advisors.
IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #5
2017-18
Thomas Stucky (tstucky@iupui.edu)
Revised the Bachelor of Science in Criminal Justice curriculum to more closely align with contemporary employment demands, convention in the academy, and faculty expertise. This curriculum change also streamlines the matriculation process for students while maximizing student selection of courses to best meet student curricular interests.
IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #5
2017-18
Thomas Stucky (tstucky@iupui.edu)
Completed major curriculum overhaul of the MPA degree, including a reduction in credit hours and change in admissions standards to promote greater accessibility and diversity. Faculty and staff rolled out extensive implementation plan for current and incoming students.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #1c
2018-19
Thomas Stucky (tstucky@iupui.edu)
ONeill participates in the Sophomore Experience Welcoming Campus Initiative grant which revolves around student engagement and experiences for both sophomores and their junior or senior Supporters who participate in the program. Academic units identify one junior/senior student leader to hire as a sophomore supporter. Each grant partner strategically selects a group of 20 sophomore students to participate and be mentored in the program based on campus and school data.

IUPUI; School of Social Work
SSW OSCE
Priority #1, Action Item #1c
2017-18
Tamara Davis (tamsdavi@iu.edu)
Cross-trained all graduate and undergraduate advisors on accelerated master’s programs so that undergraduate advisors can identify candidates early in their career and create solid graduation plans that include accelerated options.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #1c
2017-18
Thomas Stucky (tstucky@iupui.edu)
At request of University, offer classes scheduled during the second eight weeks, for students who withdraw from earlier classes but need to retain static number of credit hours. One course slated for Fall 2018.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #2
2017-18
Thomas Stucky (tstucky@iupui.edu)
Developed a School Diversity Plan that submitted to the Office of Diversity, Equity, and Inclusion in September 2017 for approval. The plan was developed using goals, objectives, and feedback from SPEA’s 2020 Plan, IUPUI’s Strategic Plan, and IUPUI’s Diversity Task Force Report.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #1c
2018-19
Thomas Stucky (tstucky@iupui.edu)
Cross-trained all graduate and undergraduate advisors on accelerated master’s programs so that undergraduate advisors can identify candidates early in their career and create solid graduation plans that include accelerated options.

IUPUI; School of Social Work
SSW OSCE
Priority #1, Action Item #1c
2017-18
Tamara Davis (tamsdavi@iu.edu)
We began using Objective Structured Clinical Exams (OSCE) to increase rigor in practice education. In a preliminary study we found that, 80% of students believed the OSCE helped improve their learning, 74% found the OSCE to provide additional learning that they would not have learned otherwise and 74% recommended continuing to use the OSCE in social work education.

IUPUI; School of Engineering & Technology
STEM Challenges
Priority #1, Action Item #1c
2017-18
David Russomanno (drussoma@iupui.edu)
A SEIRI sponsored project to address complex educational challenges in STEM curricula including providing engineering students with a meaningful understanding about intellectual property commenced in 2018. The project will further strengthen the IP track within engineering and technology and has the potential for scale up as a national offering.

IUPUI; Herron School of Art + Design
Summer Orientation Model
Priority #1, Action Item #1c
2018-19
Michele Hansen (mjhansen@iupui.edu)
TC worked in partnership with UTIS and DUE Technology Services and completed the development and implementation of a new automated score upload script for uploading ALEKS Math placement scores to SIS. The new application is very efficient as the script is set to process test scores every hour, which makes ALEKS Math placement scores available for academic advisors to access much more quickly than in the past years.

IUPUI; School of Informatics and Computing
Themed learning Communities
Priority #1, Action Item #1c
2017-18
Mathew Paalak (mpaalak@iupui.edu)
Offered Themed Learning Communities (TLCs) for the first time fall ’17.

IUPUI; IU School of Nursing
Town Hall Meetings
Priority #1, Action Item #1c
2018-19
Robin Newhouse (newhouse@iu.edu)
Activities to promote student learning and success: Town hall meetings with students to dialog about program quality and student experience (IUSON IUPUI)

IUPUI; School of Engineering & Technology
Transfer Single Articulations Pathway Students
Priority #1, Action Item #1c
2015-17
David Russomanno (drussoma@iupui.edu)
E&T created new plans of study for electrical engineering technology and mechanical engineering technology for Transfer Single Articulations Pathway students so Ivy Tech AS graduates can complete a BS degree at IUPUI in two academic years. 2016-17
A new engineering technology bridge course was developed to support Transfer Single Articulation Pathway (TSAP) students to complete the BS in electrical engineering technology. The courses use ePortfolios to document student achievement of TSAP core competencies.

IUPUI; Herron School of Art + Design
Transfer Student Support Course
Priority #1, Action Item #1c
2016-17
Nan Goggin (ngoggin@iu.edu)
Developed a support course for transfer students
IUPUI; Kelley School of Business

Transgender
Priority #1, Action Item #1c, 2
2018-19
Ken Carow (kcarow@iupui.edu)
Undergraduate: We had a transgender student participate in one of our study abroad programs, and we were one of the first schools to work with the LGBTQ+ office, and the IUPUI Study Abroad office to make sure we were providing appropriate support and access to resources for the student.

IUPUI; School of Engineering & Technology

Transition from UC to ET
Priority #1, Action Item #1c
2017-19
David Russomanno (drussoma@iupui.edu)
Enhanced process to transition University College (UC) students to E&T. For example, implemented welcome transfers letter from the dean and special events to introduce UC students to E&T career services office and other resources available devoted to student success.

IUPUI; UITS

Priority #1, Action Item #1c
2016-17
Stacy Morrone (amorraine@iu.edu)
Elastic search will support Degree Map search as well as course list filters in degree map course lists

IUPUI; UITS

Priority #1, Action Item #1c
2017-18
Stacy Morrone (amorraine@iu.edu)
Implemented CeDiploma to allow students graduating after 2017-18 to order an electronic diploma from vendor Paradigm/CeCredential trust. This gives international students the opportunity to access their diploma from any location. Implemented CeDiploma to allow students graduating after 2017-18 to order an electronic diploma from vendor Paradigm/CeCredential trust. This gives international students the opportunity to access their diploma from any location.

IUPUI; Kelley School of Business

Undergraduate
Priority #1, Action Item #1c, 5
2017-19
Ken Carow (kcarow@iupui.edu)
Undergraduate:
• Beginning to use more flipped classroom pedagogies
• Revise online Business Foundations Certificate program to attract people with non-business degrees.
2018-19
Revised undergraduate curriculum to include new and proposed new courses P330, L312, Z443, Z445, W235, W212. Approved new Accounting Concentration with Informatics.
2019-20
Undergraduate: Work with UCOL to get students into new required courses (U110, X203, etc.)

IUPUI; University Library

Priority #1, Action Item #6
2018-19
Kristi Palmer (kpalmer@iupui.edu)
PLUS Connection: One of the first units on campus to map our departmental (e.g., Information Literacy) learning outcomes to the new Profiles of Learning for Undergraduate Success. Our work has been held up as an example by the Center for Teaching and Learning (CTL).
Vice Provost for Student Affairs
Expanding Mental Health Services for Students

POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 3: Safe, Vibrant, and Healthy Community; BO:1.1.a Supporting Organizations and activities that nourish and prioritize a respectful and safe community; BO:1.1.b Making wellness and health central to student life

2016-17
CAPS and The Jacobs School of Music completed a pilot project for a Counselor in Residence; 54% increase in Jacobs students seeking assistance; allowing early problem identification and intervention
CAPS now provides triage services to students within 24-48 hours
Telecounseling, which began in December 2016, allows students to receive counseling in the privacy of their own room using Adobe Connect
Campus-Community Coalition rejuvenated to provide a forum to tackle common issues for the campus and community including: safety, alcohol misuse, sexual assault, harassment of under-represented groups, and student-local resident conflicts in neighborhoods
CAPS established outreach materials and a central information site for cultural centers, academic support groups, and international services to inform and connect underserved students to campus mental health resources
Dave O’Guinn, Vice Provost for Student Affairs
mdoguinn@iu.edu

Vice Provost for Student Affairs
Ensuring the Integration of Diversity, Global Empathy, and Inter-cultural Understanding at All Points of Shared Student Experience, Such as Orientation

POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO1.3.c

2016-17
Podcasts created in Mandarin by Student Legal Services regarding housing & traffic issues; international student make up 22% of SLS client base
Working with Yoalin Wang Endowment Task Force identifying educational needs and tailoring training materials for international students regarding bystander intervention and sexual violence prevention
In parallel with the DEMA external diversity evaluation process, actively sought feedback from under-represented students (who identified as international), Black, African-American, Asian-American, LGBT, Muslim, Jewish, and those living with mental illness, on the processes of the reporting of and responses to bias-related incidents experienced by members of the IU community
IUB Director of Disability Services for Students facilitated a one-day workshop with university-wide directors of disability services to address joint challenges each campus faces in assisting students
Created a Collegiate Life Coaching (CLIC) program for students with disabilities to help with their transition from high school to secondary education
Provost’s Diversity and Inclusion Task Force and the Student Diversity and Inclusion Task Force are negotiating their merging and also considering their relationship with COMU
IMU Dining supported World’s Fare with over 20 different cuisines. Three-days of interactions and tastings with a Global Chef from Singapore, several international student groups for food showcases, and 8 different international cuisines in the Tudor Room
Dave O’Guinn, Vice Provost for Student Affairs
mdoguinn@iu.edu

University Student Services and Systems
USSS Bicentennial Priority One: A Commitment to Student Success
2017-18
Student Degree Planning
Revised student friendly academic advising reports for students to track degree requirements. Also used for retention systems, and financial aid compliance
https://usss.iu.edu/financial-aid/index.html
James Kennedy, Associate Vice President
kennedjc@indiana.edu

James Kennedy, Associate Vice President
kennedjc@indiana.edu

IUPUI; School of Engineering & Technology
Veterans Admit to High School Criteria
Priority #1, Action Item #1c
2016-17
David Russomanno (drussoma@iu.edu)
The Healthcare Engineering Technology Management (HETM) program changed its admission criteria to permit veterans to be admitted regardless of high school performance. The initiative drove the same change for all technology programs in the School of Engineering and Technology.

James Kennedy, Associate Vice President
kennedjc@indiana.edu

University Student Services and Systems
USSS Bicentennial Priority One: A Commitment to Student Success
2018-19
IUPFW Implementation
Successful student services set-up for the start of IUPFW in Fall 2018
https://www.iufw.edu/
James Kennedy, Associate Vice President
kennedjc@indiana.edu

University Student Services and Systems
USSS Bicentennial Priority One: A Commitment to Student Success
2017-18
Student Degree Planning
Revised student friendly academic advising reports for students to track degree requirements. Also used for retention systems, and financial aid compliance
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James Kennedy, Associate Vice President
kennedjc@indiana.edu

University Student Services and Systems
USSS Bicentennial Priority One: A Commitment to Student Success
2016-17
Comprehensive Student Record (Comprehensive Learner Record)
Experimental and Applied Learner Record

Additions to transcript to allow students to highlight learning experiences for job and education opportunities.
The initiative drove the same change for all technology programs in the School of Engineering and Technology.

Vice Provost for Student Affairs
Ensuring the Integration of Diversity, Global Empathy, and Inter-cultural Understanding at All Points of Shared Student Experience, Such as Orientation

POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO1.3.c

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Dave O’Guinn, Vice Provost for Student Affairs
mdoguinn@iu.edu

Vice Provost for Student Affairs
Expanding Mental Health Services for Students

POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 3: Safe, Vibrant, and Healthy Community; BO:1.1.a Supporting Organizations and activities that nourish and prioritize a respectful and safe community; BO:1.1.b Making wellness and health central to student life

2016-17
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Dave O’Guinn, Vice Provost for Student Affairs
mdoguinn@iu.edu
American staff as well as hired increased the diversity of the Help Desk intern positions. Increased staff diversity in counseling resources at the Health Center. Hired an additional African-American counselor, a native Mandarin-speaking counselor, and a native Spanish-speaking counselor.

Dave O’Guinn, Vice Provost for Student Affairs mdoguinn@iu.edu

**Vice Provost for Student Affairs**

**Expanding Mental Health Services for Students**

POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 3: Safe, Vibrant, and Healthy Community; B03.1.a Supporting Organizations and activities that nourish and prioritize a respectful and safe community; B03.1.b Making wellness and health central to student life

2017-18

Implemented the CAPS Let’s Talk Program designed to improve access to mental health resources for underserved, multicultural students. Late-September to November 30, 2016: 60 students were seen at one of the centers. October to November, utilization increased 50 percent and the total visits by these students increased from 34 sessions in October to 53 in November. This represents a 56 percent increase. By the end of the fall 2016 semester, 63 students were seen for a total of 124 visits.

Provided Collegiate Life Coaching sessions through the Disability Services for Students office. 93.9% of the students surveyed reported an increased awareness of their academic needs; over 87% of students indicated that the sessions impacted their development of organizational, time management, study, communication and self-advocacy skills. IUB BO: 1 (3.b)

Expanded the Counselor in Academic Residence Program in addition to the Jacobs School of Music, the Counselor in Residence program was implemented at the School of Public and Environmental Affairs. Fall 2016, 176 SPEA students took advantage of CAPS services and had a total number of visits of 620. Approximately 24% of these visits took place at SPEA.

As a result of the IU 2017 Mental Health Task Force Report, the Provost provided funding to improve the staffing to better meet the demands for services from students. At the time, IU had one of the worst counselor-to-student staffing ratios (but one of the most productive) in the Big Ten. These additional staff were able to accommodate a 22% increase in total counseling sessions. These hires also enhanced our diversity efforts in CAPS. We were able to attract and hire a Muslim female counselor from Pakistan (speaking Urdu) and a first generation Latino-American male counselor (speaking Spanish) from the inner-city of Chicago.

Dave O’Guinn, Vice Provost for Student Affairs mdoguinn@iu.edu

**Vice Provost for Student Affairs**

**Ensuring the Integration of Diversity, Global Empathy, and Intercultural Understanding at All Points of Shared Student Experience, Such as Orientation**

POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO1.3.c

2018-19

CAPS – Enhanced our counseling supports for multicultural students including sessions at all five cultural centers, School of International Studies, Figenmann, and in the following scholar’s programs: Groups, 21st century, and Hudson and Hollands’ program. Our counseling staff’s diversity has been expanded to better support our global student community by offering counseling services in Mandarin, Spanish and Urdu.

Named Center for Veteran and Military Students in order to elevate and accelerate IU’s commitment to military connected students.

Dave O’Guinn, Vice Provost for Student Affairs mdoguinn@iu.edu

**Vice Provost for Student Affairs**

**Support for Ending Sexual Assault on Campus**

POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 3: Safe, Vibrant, and Healthy Community; B03.1.a Supporting Organizations and activities that nourish and prioritize a respectful and safe community

2017-18

Hired and trained a completely new team of investigators for Sexual Misconduct.

Successfully implemented changes to the sexual misconduct policy and procedures. IUB BO: 3 (1.a)

In alignment with campus safety and gender equity issues the Office of Student Ethics has successfully managed the intake of the following Sexual Misconduct cases since 2011-12.

Developed new Sexual Violence Presentation, Alcohol and Bystander Intervention Workshop. A newly developed workshop specifically addressing issues of sexual violence, alcohol use and bystander intervention. IUB BO: 3 (1.a)

Provided support to student survivors of sexual and/or physical violence or harassment. Created a Confidential Victims Advocate in the Student Advocates Office who reaches out to students within 24 hours. IUB BO: 3 (1.a)

Dave O’Guinn, Vice Provost for Student Affairs mdoguinn@iu.edu

**Vice Provost for Student Affairs**

**Support for Student Success**

It’s On Us: Alcohol and Consent

POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 3: Safe, Vibrant, and Healthy Community; B03.1.a Supporting Organizations and activities that nourish and prioritize a respectful and safe community; B03.1.b Making wellness and health central to student life

2018-20

It’s On Us: Alcohol and Consent Bystander Intervention Program; Program Evaluation Report Brief, 2017-2018 Academic Year

Findings Summary

Quantitative and qualitative data analysis of the 2017-18 It’s On Us: Alcohol and Consent participant pre- and post-test survey responses indicates that the program significantly (p<.001) increases student:

Confidence in their ability to recognize the signs of a situation that could lead to sexual assault and when someone has had too much alcohol to drink.

Confidence in their ability to safely help someone in a situation that could lead to sexual assault and when someone has had too much alcohol to drink.

Knowledge of campus resources for reporting and support.

Follow-up quantitative and qualitative data analysis indicates that student confidence and knowledge significantly decreases (p<.001) at two- to four-months after participation in the program. Despite the significant decrease in student confidence and knowledge, the majority of responses remained between moderately agree and strongly agree or very confident and extremely confident on the follow-up survey. The majority of students who witnessed any of the nine problematic situations included on the follow-up survey indicated that they intervened, suggesting that they are following through on their intention to engage in more active bystander behaviors as a result of participating in the workshop.

The decrease in student confidence and knowledge in the months following participation in the It’s On Us workshop is consistent with findings from other bystander intervention programs (Banyard, Moynihan, & Plante, 2007; Katz & Moore, 2013). Overall, the results suggest that It’s On Us has a positive impact on first-year undergraduate student confidence, knowledge, and active bystander intervention behaviors related to helping in a situation that could lead to sexual assault and when someone has had too much alcohol to drink.

Dave O’Guinn, Vice Provost for Student Affairs mdoguinn@iu.edu
Vice Provost for Student Affairs

Creating a Vibrant, Safe, and Healthy Community to Foster Student Success

POE One: An Excellent Education; BP One: Commitment to Student Success; IU Bicentennial Objective 3: Safe, Vibrant, and Healthy Community; B03.1.1h Making wellness and health central to student life.

2018-20

Our data shows a steady increase in the number of victims of sexual violence who have sought out support from the Confidential Victim Advocates over the last several years. This does not mean that there is an increase in victims of sexual violence, but rather an increase in the number of students who are seeking assistance.

Programmatic Efforts from FY15 through FY18

Sexual Misconduct Prevention, Trainings, and Support Services Overview

Confidential Victim Advocates – Support for Sexual Violence Victims

We have had a steady increase in the number of victims of sexual misconduct who have sought out support from the Confidential Victim Advocates (CVAs) over the last several years. This does not mean that there is an increase in victims of sexual violence, but rather an increase in the number of students who are seeking assistance. Below is a breakdown of the number of students who worked with the Confidential Victim Advocates (CVAs) during the respective academic years. CVAs are confidential resources available to provide support to students, assist with safety measures and academic accommodations, connect them with resources, and help make reports to the police and/or university. CVAs are available to serve any student, regardless of whether the alleged actor is a member of the university community or if the student is participating in a formal investigation.

2014-15: 161
2015-16: 198
2016-17: 321
2017-18: 329 (Despite the traumatic experience that survivors experience and that for some students the respondents are affiliated with the university, only four students working with the CVAs withdrew from all subjects this academic year. This was the 1st academic year that we started tracking this information.)

Sexual Violence Prevention Statewide Conferences

With funding and support from the Indiana State Department of Health and the CDC, IU hosted four annual statewide sexual assault prevention conferences. Attendees include Title IX officials, student affairs professionals, IUPD, advocates, counselors, campus partners, student leaders, community partners, and faculty. (Contact us for conference dates and number of attendees.)

Graduate Student Module

The 2017-18 AY was the pilot year for this new IU-created online module, designed specifically for graduate students. All graduate students were automatically enrolled in the training.

The purpose of the training is to help graduate students understand how University policies and procedures apply to them as students, and possibly as employees, as well as to learn about available resources and support. The course includes quick check quiz questions throughout the course and was designed to achieve the following learning outcomes: understand the definitions for the different types of sexual misconduct, as set out by IU’s Sexual Misconduct Policy; identify bystander intervention strategies; explain the different roles a graduate student may serve while at IU, as well as the rights and responsibilities of those roles (such as the role of a Responsible Employee); understand the importance of maintaining appropriate professional and academic boundaries; locate campus resources to support those who may have experienced sexual misconduct; and know where to go to make a report of sexual misconduct to the University, and what happens after a report is made. The course was improved during Summer 2018 based on feedback received during that pilot year and is now in its second year.

Feedback from Graduate Students taking the course:

I thought the training was comprehensive and informative. Thanks!
This training was very beneficial and I believe it was very effective in equiping me with the skills needed to face the new responsibilities as a teaching instructor.
This is a great training for preventing sexual harassment. Very detailed and helpful.
This training was good compared to what I have experienced at other places. Direct, clear, to the point, and the appropriate amount of time. Hits on all main questions that could be asked.
No feedback, I believe the course is good enough and most importantly it provides resources that we can use after we take the course in order to prevent sexual misconduct.
The training was succinct and well done! It was very well done and the interactive narrative was effective in applying the information to decision making. Great way to engage us as learners.
Great training, lots of information that wasn’t known.

Responsible Employee Online Module

The purpose of this course is to provide all employees with information to recognize and prevent sexual misconduct in our University community and to know how to appropriately respond to incidents, as well as to provide required training to employees identified as Responsible Employees on their Title IX reporting obligations. The online module provides the following educational content: a review of the University’s policy and applicable procedures; definitions of different types of sexual misconduct as defined in the IU Sexual Misconduct Policy; explanations of confidentiality and privacy, and retaliation; the role and obligations of a Responsible Employee; a review of bystander intervention strategies, how to recognize harmful and abusive behaviors, and suggested risk reduction and safety tips; as well as specific guidance to employees when interacting and communicating with someone who may have experienced sexual misconduct.

The first version of the online module was created during the 15-16 academic year. The course was updated during the Summer of 2018. (Contact us for years and completion numbers.)

In-person Employee Training

Trainings are often requested directly by leadership within academic departments, schools and other units on campus. Additionally, OIE identifies particular departments, schools, and other units and groups on campus to deliver targeted in-person training on a case-by-case basis for preventative and/or remedial purposes. Topics discussed can include the IU Sexual Misconduct Policy and procedures, definitions of the different types of sexual misconduct, the reporting obligations of a Responsible Employee, how to interact with someone who may have experienced sexual misconduct, and campus resources for reporting and support. The specific trainings provided are adapted to meet the needs and requests of the specific group of employees. (Contact us for years and number of trainings offered.)

Dave O’Guinn, Vice Provost for Student Affairs mdoguinn@iu.edu

Vice Provost for Student Affairs

Student Leadership Workshops and Programs

POE One: An Excellent Education; BP One: Commitment to Student Success; IU Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO1.2.h

Create student organization workshops and curriculum to offer student organizations a variety of learning opportunities to support their needs. Workshops will include: 9080 financial education, student leader transitioning, assessments, organizational goal setting, and recruitment strategies for new members and executive team development.

Hooiser LeaderShape Institute: Intensive high impact leadership training to become competent and effective leaders with higher levels of reasoning and problem solving skills.

Increased marketing of the new Student Involvement and Leadership Center

Involvement Workshops for First Year Students

Advisory Roundtables

Student Organization Resource Fair

Student Organization Awards

Dave O’Guinn, Vice Provost for Student Affairs mdoguinn@iu.edu
Maintaining excellence

IUPUI; School of Engineering & Technology

4 Plus 1 Biomed Engin Program
Priority #1, Action Item #5
2017-18
David Russomanno (drussoma@iupui.edu)
E&T's Department of Biomedical Engineering implemented a 4+1 BS/MS program.

IUPUI; School of Engineering & Technology

4 Plus 1 Comp Info and Graphics Tech
Priority #1, Action Item #5
2017-18
David Russomanno (drussoma@iupui.edu)
E&T's Department of Computer Information and Graphics Technology have implemented a 4+1 BS/MSTECH in Computer Information and Graphics Technology program.

IUPUI; School of Engineering & Technology

4 Plus 1 Egnin Tech
Priority #1, Action Item #5
2019-20
David Russomanno (drussoma@iupui.edu)
Pursue 4+1 BS/MS in Engineering Technology.

IUPUI; School of Engineering & Technology

4 Plus 1 MEE
Priority #1, Action Item #5
2018-19
David Russomanno (drussoma@iupui.edu)
E&T's Department of Mechanical and Energy Engineering (MEE) 4+1 BS/SEEEN/MS program in Energy Engineering has been approved.

IUPUI; School of Engineering & Technology

4 Plus 1 TCM and OL
Priority #1, Action Item #5
2018-20
David Russomanno (drussoma@iupui.edu)
TLC developed a 4+1 program for both the TCM and OL undergraduate degree programs to feed into the MS in Technology and that is awaiting approval by ICHE.

IUPUI; School of Liberal Arts

5 New Degrees or Programs
Priority #1, Action Item #5
2018-19
Rob Rebein (rrebein@iupui.edu)
SLA has successfully implemented new degree programs: The B.S. in Medical Humanities and Health Studies graduated 3 students in its first year. Other new degree programs have been approved: accelerated B.A./M.A. in Applied Communications, and interdisciplinary minor in Ethics.

IUPUI; IU School of Informatics and Computing

Accelerated Five Year BS and MS
Priority #1, Action Item #5
2015-16
Mathew Palakal (mpalakal@iupui.edu)
Over the past year, SOIC has explored and developed accelerated five-year bachelor’s + master’s (BS/MS) degree programs. In 2015-16 the SoIC began planning for a BS/MS degree in MAS, our most popular undergraduate degree program.

IUPUI; Kelley School of Business

Accounting and Law Joint Degrees
Priority #1, Action Item #5
2016-17
Ken Carow (kcarow@iupui.edu)
Graduate Accounting Programs (GAP) is also proposing a new joint JD/MST and MJ/MST program with the IU McKinney School of Law. The program hopes these joint programs will result in additional students that are interested in both the legal and accounting side of taxation to enroll in this unique combined program.

IUPUI; School of Liberal Arts

Amroggio Center for Latino
Priority #1, Action Item #2
2018-19
Rob Rebein (rrebein@iupui.edu)
The Luis Alberto Ambroggio Center for Latino Studies was established this year. The English as a Second Language Tutoring Center, Max Kade Center for German and German American Studies, and the Spanish Resource Center serve students across campus and the community at large.

IUPUI; IUPUC

Approvals for Minors
Priority #1, Action Item #5
2015-16
Reinhold Hill (reihill@iupuc.edu)
Approvals were granted for minors in Criminal Justice, Digital Professional Writing, and a concentration in Innovation Management by Q4, AY 2015-2016.

IUPUI; School of Liberal Arts

ARTI
Priority #1, Action Item #2
2019-20
Rob Rebein (rrebein@iupui.edu)
SLA will participate in the Africana Repertoire Theater Initiative (ARTI), which includes a minor in Black Theater.

IUPUI; School of Liberal Arts

Assessment Improvement
Priority #1, Action Item #6
2015-16
Rob Rebein (rrebein@iupui.edu)
SLA made significant progress this past year in assessment. Most important, an ad-hoc committee is now leading efforts to refine assessment school-wide and to bring the conversations about assessment to the school through forums and other events; this effort complements work taking place within individual departments and programs

IUPUI; School of Engineering & Technology

Biomed Engin MD MS
Priority #1, Action Item #5
2018-19
David Russomanno (drussoma@iupui.edu)
E&T’s Department of Biomedical Engineering has implemented an IUPUI-site approved MD-MS in Biomedical Engineering.
IUPUI; Kelley School of Business

BoM MBA Hybrid

Priority #1, Action Item #4

2015-16

Ken Carow (kcarow@iupui.edu)

Offering the BoM MBA as a hybrid program.

https://www.youtube.com/watch?v=Gl_vQC_BWq

Adblock=clPln8z9nH7G7qXKNwCw125MnOmoag

https://www.youtube.com/watch?v=wc3NWYeTeA5

https://www.youtube.com/watch?v=bh0y3So61X4

IUPUI; Kelley School of Business

BoM Physician MBA

Priority #1, Action Item #5

2016-17

Ken Carow (kcarow@iupui.edu)

The Business of Medicine Physician MBA Program graduated its second cohort of 38 in August. Of these graduates, more than a third saw an increase in responsibilities or job promotions while enrolled in the program, and they continue to leverage their MBA into new opportunities post-graduation. Examples include Dr. Jennifer Hauler, Dr. Ray Godsey, and Dr. Bjinder Kumar.

The Business of Medicine Physician MBA Program also welcomed a new course in 2016-2017, entitled Current Issues in the Business of Medicine – Lecture Series, which brought prominent speakers in on Friday evenings of the monthly residency sessions. Speakers included Dr. Mae Jemison, astronaut, humanitarian and physician; Dr. Ora Pescovitz, president and U.S. Medical Leader; and Dr. David Pryor, astronaut, humanitarian and physician.

COAS

Data Science Degree

Principle of Excellence 2

COAS IUB

Rick Van Kooten, rvankoot@iupui.edu

Data Science Degrees: We have signed a MOU with SICE to launch two new data science degrees. The first new degree is relatively technically oriented and will be housed in SICE with most of the core courses in SICE and the Departments of Mathematics and Statistics. The upper division courses will provide students with an opportunity to take science and social science tracks that provide the theoretical foundations for the interpretation of data. The second new degree is relatively applied and will be housed in the College with most of the core courses in SICE and Social Science and Science Departments. The upper division courses will provide students with an opportunity to take science and social science tracks that provide the theoretical foundations needed to utilize their applied data science training using the latest statistical tools.

Jacobs School of Music

Dead Man Walking

POE1

October 2015

JSOM

Linda Cajigas, lajigas@indiana.edu, 812-856-3882

In association with the Kelley School of Business, the Jacobs School has offered a Certificate in Music Entrepreneurship to undergraduate students since 2014. The 15-credit certificate is coordinated with the Kelley School of Business Johnson Center for Entrepreneurship and Innovation and includes five courses: Introduction to Music Entrepreneurship, Exploring Entrepreneurship, New Venture Management, Managing & Behavior in Organizations, and a Practicum in Music Entrepreneurship.

Jacobs School of Music

String Quartet Program

POE1

Ongoing

JSOM

Linda Cajigas, lajigas@indiana.edu, 812-856-3882

Since the members of the Pacifica Quartet joined the faculty at the Jacobs School of Music in fall 2012, the school’s student string quartet program has exploded, with 2014-15 marking the first official year of the Performer Diploma Chamber Music degree.

IU JSOM, Kelley School of Business

Bicentennial Strategic Plan Appendix 2020
The education in Anatomy PhD is offered in two separate programs at two IU School of Medicine locations: Bloomington and Indianapolis. The curriculum is virtually identical at both locations, but training can be tailored to leverage the unique educational opportunities available at each campus. The information here refers specifically to the PhD program at the IU School of Medicine—Bloomington. Find details on the Education Track in Anatomy PhD program offered by IU School of Medicine—Indianapolis on the Department of Anatomy pages of this site. 
https://medicine.iu.edu/campuses/bloomington/graduate-programs/educational-track-in-anatomy-phd/

SOAAD Bloomington

J. Irwin Miller Architecture Program in Columbus

1.a

September 25, 2018

Republic Building in Columbus, Indiana

Britt Brewer, bbrrew@iu.edu

The first cohort of master’s students in the Indiana University Bloomington School of Architecture + Design’s J. Irwin Miller Architecture Program have settled in to The Republic Building in Columbus, Indiana, the newly renovated home for the program.

The building, which the university acquired in April, is the former home of The Republic, Columbus’ newspaper. Because it is a historic landmark building, renovations required minimal modifications to accommodate new users.


Columbus

SOE Bloomington

Ed Law Certificate Expansion

POE 1

Ongoing

SOE Bloomington

Lem Watson, watsonlw@iu.edu

Grow in your profession with a program that respects your busy schedule. You can earn this 15-credit hour certificate online in just one year. You’ll gain a deeper understanding of the legal and ethical issues that affect educators and administrators daily, and learn how to respect and advocate for the rights of your students as well as your own as an educator or administrator.

https://education.indiana.edu/programs/graduate/certificate/education-law-online.html

SOE

IU SOE to become two independent schools in Bloomington and Indianapolis

POE 1

August 11, 2017

SOE Bloomington and Indianapolis

Lem Watson, watsonlw@indiana.edu

The Indiana University Board of Trustees has endorsed a recommendation to separate the IU School of Education into two independent schools of education on the IU Bloomington and Indiana University-Purdue University Indianapolis campuses. The move will enable each school to sharpen its focus on historic and emerging areas of strength and more effectively meet the educational needs of Indiana and the nation.

“Over its more than century-long history, Indiana University’s School of Education has played a vital role in improving education in the state of Indiana, nationwide and around the world, and it continues to be at the forefront of delivering innovative and creative approaches to teacher training, professional development and education research,” IU President Michael A. McRobbie said. “Both of our campuses have maintained a high level of quality in their programs, which will grow even stronger as these two independent schools focus their expertise and energy on areas where they are well positioned to make a major impact in the communities we serve.”

Office of the Provost

Financial Model for Intelligent Systems Engineering

Principle of Excellence 1: An Excellent Education; IU Bicentennial Objective 2: Action Item 2: Achieve national recognition as a leader in STEM, including evaluating the creation of an engineering program

2016-2017

M. A. Venkatasaranan, Vice Provost for Finance and Strategy

venkata@indiana.edu

To ensure the success of the Intelligent Systems Engineering (ISE) program, a carefully constructed financial plan needed to be constructed to support the curricular and research goals of the program. ISE required both one-time and sustained financial commitments from the campus and the university,
which were augmented by funding generated through the School of Informatics, Computing and Engineering’ faculty teaching and research activity. This financial model supported substantial start-up activity, including hiring new faculty and construction of new labs, as well as sustained funding to support this promising new research and teaching area. https://engineering.indiana.edu/

Office of the Provost

Incentivizing Professional Masters for Online and Residential
Principle of Excellence 1: An Excellent Education; IU Bicentennial Objective 1: Action Item 6: Creating professional masters, online and residential
2014—Present
M. A. Venkataramanan, Vice Provost for Finance and Strategy
venkatar@indiana.edu

Graduate level degrees, both online and residential, continue to be created. Master's degrees provide valuable professional education heading into a career and professional development opportunities mid-career. Furthermore, they are typically fee-generating, thus helping to support the academic and research missions of the schools. Several examples of new degrees include the interdisciplinary M.S. in Cybersecurity Risk Management and soon to be M.A. in Curatorship; the School of Art, Architecture and Design's Masters in Social Work in Mental Health and Addictions; and a M.S. in Nursing Education (online).

https://cybersecurity.iu.edu/
https://soaad.indiana.edu/graduate/march.html
https://engineering.indiana.edu/programs/ms-intelligent-systems-engineering.html
https://datascience.indiana.edu/programs/residential/index.html
https://socialwork.indiana.edu/MSW/curriculum.php

IUPUI; Kelley School of Business
Center for Real Estate Studies
Priority #1, Action Item #5
2017-18
Ken Carow (kcarow@iupui.edu)
We secured support for the Directorship of the Center for Real Estate Studies (CRES). Likewise, as CRES begins offering content at IUPUI

Added two Commercial Real Estate courses for undergraduates: Real Estate Ethics and Commercial Real Estate Workshop

IUPUI; School of Engineering & Technology
Cert in Med Device Security
Priority #1, Action Item #5
2016-17
David Russomanno (drussoma@iupui.edu)
E&T’s healthcare engineering technology management (HTEM) program received a $20K grant to develop a new certificate in Medical Device Security. In addition, the Medical Device Innovation Safety and Security Consortium has pledged an additional $15K. The certificate will be offered in various formats including online.

IUPUI; School of Engineering & Technology
Cert in Power and Energy Processing
Priority #1, Action Item #5
2018-19
David Russomanno (drussoma@iupui.edu)
E&T’s Department of Electrical and Computer Engineering certificate in Power and Energy Processing is currently being reviewed by the Purdue Graduate Council.

IUPUI; School of Engineering & Technology
Certificate in Engin Design Innovation
Priority #1, Action Item #5
2018-19
David Russomanno (drussoma@iupui.edu)
E&T’s Department of Mechanical and Energy Engineering have implemented a certificate in Engineering Design Innovation.

IUPUI; Herron School of Art + Design
Collaborative Degree Art Therapy and SOM
Priority #1, Action Item #5
2016-17
Nan Goggin (ngoggin@iu.edu)
The Art Therapy MA Program has developed a partnership with the IU School of Medicine Neurology Department.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)
Collaborative Degree Prosthetics ET and SOM
Priority #1, Action Item #5
2019-20
Rafael Bahamonde (rbahamon@iupui.edu)
Continue exploring the concept of developing a Master in Prosthetics & Orthotics in collaboration with the IUSM & IUPUI School of Engineering & Technology.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)
Collaborative Degree TESM Law
Priority #1, Action Item #5
2019-20
Rafael Bahamonde (rbahamon@iupui.edu)
Explore TESM 3 + 2 option with School of Law for a sport management, Master of Jurisprudence combined degree focusing on compliance and policy in sport governance.

IUPUI; School of Engineering & Technology
Collaborative Degrees ET SOM
Priority #1, Action Item #5
2018-20
David Russomanno (drussoma@iupui.edu)
E&T is collaborating with the IU School of Medicine in several areas including collaborative PhD programs. Examples include working with the Indiana Center for Musculoskeletal Health and the Indiana Center for Regenerative Medicine and Engineering.

IUPUI; School of Social Work
Collaborative Grad Cert
Priority #1, Action Item #5
2019-20
Tamara Davis (tamsdavi@iu.edu)
We are participating in the IUPUI Community Engaged Research Group to explore the potential addition of a collaborative graduate-level certificate or minor in community engaged research.

IUPUI; School of Liberal Arts
Combined BA Theater Film Media Studies
Priority #1, Action Item #5
2019-20
Roh Rebein (rrebein@iupui.edu)
A proposal for a combined B.A. degree in Theater, Film and Media Studies is in development.

IUPUI; School of Engineering & Technology
Concentration in Tech Commun
Priority #1, Action Item #5
2017-18
David Russomanno (drussoma@iupui.edu)
E&T’s TLC department has a new approved Concentration in Technical Communication.

IUPUI; School of Engineering & Technology
Customized Masters Degree Program
Priority #1, Action Item #5
2016-19
David Russomanno (drussoma@iupui.edu)
E&T’s Department of Electrical and Computer Engineering and the Naval Postgraduate School continued implementation of a customized master's degree program focused on electronic warfare for the Naval Surface Warfare Center Crane (NSWC Crane). During October 2016, NSWC Crane honored sixteen employees who received the Masters of Science in Electrical and Computer Engineering degree from IUPUI with Electronic Warfare Engineer certificate. Captain J.T. Elder, Commanding Officer, NSWC Crane, participated in the recognition ceremony.

IUPUI; School of Liberal Arts
Deaf Centered Program
Priority #1, Action Item #2
2018-19
Roh Rebein (rrebein@iupui.edu)
The program in American Sign Language/English Interpreting has intentionally become a deaf-centered program through hiring practices and involvement with the deaf community.
IUPUI; Division of Undergraduate Education/University College

DEAP House
Priority #1, Action Item #1b, 2017-18
Jay Gladden (jamglad@iupui.edu)

The Diversity Enrichment and Achievement Program (DEAP) launched a residential-based learning community called “DEAP House,” which is located North Hall. DEAP House includes 36 student residents, who received either a DEAP housing stipend or stipends from Norman Brown Diversity and Leadership Scholars, DSRP, Olaniyan, or from being domestic out-of-state students or Midwest Student Exchange Program students.

IUPUI; IU School of Dentistry

Dental Informatics Course
Priority #1, Action Item #5 2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

Created a Dental Informatics course and graduate minor which is being utilized by our PhD and MSD students.

IUPUI; Herron School of Art + Design

Design Strategies for Effective Science Communication.

IUPUI; Herron School of Art + Design
Design Thinking Grad Cert
Priority #1, Action Item #5
2016-19
Nan Goggin (ngoggin@iu.edu)

Launched a new graduate certificate: Certificate in Design Thinking for Collaborative Innovation. This program makes design thinking techniques available to students in a range of graduate programs and to professionals, practiced and applied in interdisciplinary contexts. This is an online program targeting diverse audiences from numerous academic and professional backgrounds. https://herron.iupui.edu/news-events/stories/2017-06-09-design-thinking-certificate.html

2018-19
Revised the graduate program’s portion of the Open House, giving graduate prospects a richer experience, countering issues created by the small percentage of total attendees who are graduate students.

IUPUI; School of Health & Rehabilitation Sciences

Dietetics Doctorate
Priority #1, Action Item #5
2017-18
Rafael Bahamonde (rbahamon@iupui.edu)

The Professional Doctorate in Dietetics was approved by the IU Board of Trustees June 2018.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PE7M combined)

Doctor of Phys Therapy and PhD Degree
Priority #1, Action Item #5
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)

Received final approval and launched a Doctor of Physical Therapy (DPT)/Ph.D. combination degree, accepting candidates in August 2019.

IUPUI; School of Education

Doctoral Minor Educ Leadership
Priority #1, Action Item #5
2015-16
Tambra Jackson (tambjack@iupui.edu)

A doctoral minor in Educational Leadership was approved to support the Urban Education Studies program, as well as other programs on campus.

IUPUI; Division of Undergraduate Education/University College

Priority #1, Action Item #1 2017-18
Jay Gladden (jamglad@iupui.edu)

The Fostering Success/THRIVE program was launched in summer 2017 with 26 first-year students. The program is funded by the Nina Manson Pulliam Charitable Trust and serves students who are emancipated minors, have experienced housing insecurity or foster care, or have dependents as minors themselves. The program offers success coaching, peer mentoring, personal growth and empowerment opportunities, and a formal curriculum that includes first-year seminar classes.

IUPUI; School of Education

Early Childhood Program
Priority #1, Action Item #5
2017-18
Tambra Jackson (tambjack@iupui.edu)

Developed Early Childhood education program, recruited students to the degree, partnered with Ivy Tech associates degree programs

IUPUI; IU School of Informatics and Computing

Empowering Informatics Diversity Workforce
Priority #1, Action Item #1b 2016-18
Mathew Pakalal (mpakalal@iupui.edu)

Empowering Informatics Diversity Enhanced Workforce

In 2016-17, the SoIC’s most noteworthy accomplishment in the broad field of inclusion and diversity was its successful application for a $4 million NSF grant for “Empowering Informatics Diversity Enhanced Workforce” (also known as the “LiFT Scholars” program). The main goal of this five-year program is creating an educational pipeline from Ivy Tech to the SoIC and on to graduation. As the NSF grant narrative explained, the program would “Recruit, educate and enable 80 IT associate and 60 IT baccalaureate degree graduates who have had financial need and are either economically disadvantaged and/or underrepresented minority populations to be employable in the informatics workforce.” The grant will also generate new knowledge about effective student services for high retention and job placement, and thus “will result in significant increases of informatics degree holders among historically underrepresented minority and low-income populations in Indiana.

2017-18
The SoIC welcomed its first cohort of LiFT scholars.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer

Priority #1, Action Item #5
2016-17
Kathy Johnson (kjohnso@iupui.edu)

Continued to support and incentivize the development of accelerated (4+1) degree pathways across academic units.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer

Priority #1, Action Item #5
2016-17
Kathy Johnson (kjohnso@iupui.edu)

Developed a pre-proposal process to strategically support the development of new graduate degrees.
Completion requirement.

Certificate will be a 15-credit hour certificate that students can complete within the 120 credit hour/four-year graduation requirement.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)

Exercise Physiology Grad Minor
Priority #1, Action Item #5
2019-20
Rafael Bahamonde (rbahamon@iupui.edu)
Build a graduate minor in exercise physiology.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)

Exercise Science PhD
Priority #1, Action Item #5
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
Launched Ph.D. in exercise science and admitted first cohort of five students.

IUPUI; Finance and Administration

Priority #1, Action Item #1c
2015-16
Camp Broeker (cbroeker@iupui.edu)
Office for Intergroup Dialogue and Civil Community - IGD Curriculum Development and Certificate: The IGD/CC Office has supported faculty from four schools (Liberal Arts, Social Work, SPEA, Engineering & Technology) in their efforts to develop curriculum that incorporates IGD principles and practices. IGD/CC staff assisted faculty in facilitating dialogues within the classroom. The IGD/CC Office is coordinating efforts among these four schools to develop an undergraduate Intergroup Dialogue certificate proposal. This certificate will be a 15-credit hour certificate that students can complete within the 120 credit hour/four-year graduation requirement.

IUPUI; School of Liberal Arts

Gen Ed Assessment
Priority #1, Action Item #6
2018-19
Rob Rebin (rebein@iupui.edu)
SLA is committed to undergraduate general education and its assessment. The school has designated a Faculty Fellow to work with the Associate Dean for Academic Programs in course assessment. In AY 2018-2019, a total of 26 general education courses were reviewed by the Undergraduate Affairs Committee. Several course portfolios gained praise as exemplars of undergraduate general education. Additionally, the learning outcomes for every degree program in SLA have been mapped to the Profiles of Learning for Undergraduate Success (IUPUI+).

IUPUI; School of Engineering & Technology

Grad Cert in Human Resource Devel
Priority #1, Action Item #5
2015-16
David Russomanno (drussoma@iupui.edu)
E&IT’s new graduate certificate in Human Resource Development has inaugural enrollment of 12 students in the program.

IUPUI; IU School of Informatics and Computing

Grad Cert Omics Tech and Precision Med
Priority #1, Action Item #5
2016-17
Mathew Palakal (mpalakal@iupui.edu)
The Department of BioHealth Informatics was approved to offer the graduate certificate in Omics Technologies and Precision Medicine. This 15 credit certificate is designed for clinicians, clinical researchers, research scientists, and post-doctoral fellows and prepares students with knowledge and skills in –omics technologies (genomics, transcriptomics, proteomics, and metabolomics).

IUPUI; Herron School of Art + Design

Grad Certificate Herron
Priority #1, Action Item #5
2015-16
Nan Goggin (ngoggin@iu.edu)
Development of a proposal for a new graduate certificate: Certificate in Design Thinking for Collaborative Innovation. This program will make design thinking techniques available to students in a range of graduate programs and to professionals, practiced and applied in interdisciplinary contexts.

IUPUI; School of Engineering & Technology

Grad Concentration in Product Management
Priority #1, Action Item #5
2017-18
David Russomanno (drussoma@iupui.edu)
E&IT’s Department of Mechanical and Energy Engineering (MEE) has developed a new graduate level concentration in Product Life Cycle Management and Model-Based Systems Engineering. The students in training or graduated have been either hired as interns or engineers by major companies, such as Cummins, John Deer, Detroit Diesel, Boeing, Siemens, Dassault Systems, Illumina Inc., etc.

IUPUI; School of Engineering & Technology

Grad Courses in Motorsports
Priority #1, Action Item #5
2019-20
David Russomanno (drussoma@iupui.edu)
Develop and approve new graduate courses in Motorsports Engineering

IUPUI; Grad Certificate Herron
Priority #1, Action Item #1c
2015-16
Janice Blum (jblum@iupui.edu)
Twenty-four university fellowships have been awarded for 2017-2018 to bring exceptionally talented graduate students to campus.

IUPUI; Graduate Office

Priority #1, Action Item #5
2016-17
Janice Blum (jblum@iupui.edu)
Five new IUPUI graduate and professional degree programs and certificates were fully approved for offer in 2016-2017. These include three new dual degree programs (PhD-DPT from SHRS, Philanthropic Studies MA/Juris Doctor JD, and Philanthropic Studies MA and Jurisprudence, MJ). A new accelerated BA/MA in Media Arts and Science from our School of Informatics and Computing and a Certificate in Design Thinking for Collaborative Innovation from Herron School of Art were approved. These new programs are actively recruiting students.

IUPUI; Graduate Office

Priority #1, Action Item #5
2016-17
Janice Blum (jblum@iupui.edu)
Four new graduate certificates, an accelerated BS/MS in Biomedical Engineering, and two PhD programs (Exercise Science Ph.D. and Electrical and Computer Engineering Ph.D.) have campus approval and are moving towards institutional and state approval.

IUPUI; Graduate Office

Priority #1, Action Item #5
2016-17
Janice Blum (jblum@iupui.edu)
The campus approved seven new tracks or concentrations within existing graduate degree programs to broaden graduate education options at IUPUI.

IUPUI; Graduate Office

Priority #1, Action Item #1d
2016-17
Janice Blum (jblum@iupui.edu)
Twenty-four university fellowships have been awarded for 2017-2018 to bring exceptionally talented graduate students to campus.
Eighty-seven new graduate and professional level courses were campus approved to offer greater educational opportunities to IUPUI and IUPUC students.

Eleven new IUPUI graduate and professional degree programs and certificates were state approved. These include

- Eighteen new IUPUI graduate and professional degree programs were approved for delivery. Many of these new programs are actively recruiting students.

- Eighty-one new graduate and professional level courses were approved to offer greater educational opportunities to IUPUI students.

- Eighty-seven new graduate and professional level courses were campus approved to offer greater educational opportunities to IUPUI and IUPUC students.

- Eleven new IUPUI graduate and professional degree programs and certificates were state approved. Six new accelerated degrees were approved. Many of these new programs are actively recruiting students.

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IUPUI; School of Health & Rehabilitation Sciences
Health Informatics Masters
Priority #1, Action Item #5
2015-16
Rafael Bahamonde (rabhamon@iupui.edu)

SHRS introduced a new degree program in fall 2015: Health Informatics, an integrated five-year master’s degree program in partnership with the School of Informatics and Computing.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PHTM combined)
Health Sciences Degree Part Time
Priority #1, Action Item #5
2018-19
Rafael Bahamonde (rabhamon@iupui.edu)

Created infrastructure to admit, enroll, and track students, then launched undergraduate health sciences degree and two certificates on the IU Fort Wayne campus.

IUPUI; Kelley School of Business
Healthcare Accounting and Finance Courses
Priority #1, Action Item #5
2015-16
Ken Carow (kcarow@iupui.edu)

Reed Smith, professor of accounting and faculty chair of the Graduate Accounting Programs, has been teaching in the Business of Medicine MBA Program for three years. As a result of this experience and discussion with BKD (a regional CPA firm), GAP is considering the addition of healthcare accounting and healthcare finance courses in the MBA Program. These courses would increase the options for non-tax graduate students in the program. The courses would be taught by healthcare accounting professionals in the Indianapolis area.

IUPUI; Herron School of Art + Design
Herron New Minors and Realignment
Priority #1, Action Item #5
2015-16
Nan Goggin (ngoggin@iupui.edu)

We developed new graduate and undergraduate academic programs, realigned existing programs and created several new minors to leverage strengths and respond to student demands. (7 new MFA programs, Art Therapy MA program, Illustration BFA major, Visual Communication Design minor, Studio Art and Technology minor. Book Arts minor, and Art History minor)

IUPUI; Division of Diversity Equity and Inclusion
ILCE
Priority #1, Action Item #2
2016-17
Karen Dace (kdace@iupui.edu)

A Conversation with Muslim Women. This event and its planning and promotion was facilitated and funded by Intercultural Literacy, Capacity, & Engagement (ILCE) in coordination with the Office for Women and the Women’s Studies Program in celebration of International Women’s Day. There was a mixed audience of nearly 50, including many undergraduate students. While planning of the content, title and tone of this event was also a mixed group of Muslim women including Professor Amira Mashour and Professor Khadija Khaja, the event itself featured an undergraduate student and two graduate students as panelists. The event was very well attended and received as assessed by written program feedback forms.

Intercultural Literacy, Capacity, & Engagement (ILCE) completed the process for developing a proposal for an Undergraduate Certificate in Intergroup Dialogue. This effort involves a collaboration between ILCE and four IUPUI schools, including Liberal Arts, Social Work, SPEA, and Engineering and Technology. The proposal was approved by the Undergraduate Affairs Committee and the Academic Leadership Council and will be submitted next the Board of Trustees, then the Indiana Commission on Higher Education. The certificate, once approved, will provide opportunity for undergraduate students in the identified schools to earn an undergraduate certificate reflecting their engagement in high-impact learning processes involving intergroup dialogues, ability to facilitate such dialogues, and competency to engage and lead difficult conversations on issues of social identity and social justice in their future professional and academic endeavors.

ILCE completed the process for developing a proposal for an Undergraduate Certificate in Intergroup Dialogue. This effort involves a collaboration between ILCE and four IUPUI schools, including Liberal Arts, Social Work, SPEA, and Engineering and Technology. The proposal was approved by the Undergraduate Affairs Committee and the Academic Leadership Council and will be submitted next the Board of Trustees, then the Indiana Commission on Higher Education. The certificate, once approved, will provide opportunity for undergraduate students in the identified schools to earn an undergraduate certificate reflecting their engagement in high-impact learning processes involving intergroup dialogues, ability to facilitate such dialogues, and competency to engage and lead difficult conversations on issues of social identity and social justice in their future professional and academic endeavors.

IUPUI Civil Discourse Symposium: Kennedy-King 50th Anniversary Commemoration. ILCE served as the lead to develop events and activities related to the year’s theme surrounding the 50th anniversary of Martin Luther King Jr.’s assassination and Robert Kennedy’s Indianapolis speech. The Office collaborated with the Division of Diversity, Equity and Inclusion and other offices and units across campus with respect to facilitating the following events:

- “Reader’s Theater: April 4, 1968: Before We Forgot How to Dream,” April 2, 2018 (organized and facilitated by the Theater Studies program of the IU School of Liberal Arts Communications Studies Department and the Theater Department at Butler University).
- “Fifty Years after Reverend Martin Luther King Jr.’s Assassination: How is America of Today Different From What We Thought It Would Be Fifty Years Ago?” Presented by Kevin Brown, Professor, IU Mauer School of Law, April 5, 2018 (co-sponsored with IUPUI Equal Opportunity Council)
- “Critical Conversation: K’noe Voice, K’noe Power: Reflections on Martin Luther King, Jr. and Robert F. Kennedy,” April 5, 2018 (co-facilitated with Department of Communication Studies, Department of English, and Department of American Studies)
- Intercultural Literacy, Capacity & Engagement (ILCE) facilitated five learning events for graduate students, including for SPEA, Law, School of Medicine Graduate Division, School of Science Biology Department, and School of Philanthropy Ph.D. program. The Philanthropy program involved a panel of academic leaders, which ILCE moderated, focusing on advising Ph.D. in navigating issues relating to civil discourse and engagement in the academic environment.
- Critical Conversations: Intercultural Literacy, Capacity & Engagement (ILCE) facilitated seven Critical Conversations during AY 2017-18. These are with (approximate) attendance numbers noted:
  - “Talking about Race, Religion and Politics on Campus,” September 6, 2017 (panel discussion) (60)
  - “Understanding and Supporting the Undocumented,” October 4, 2017 (panel discussion) (15)
  - “Delegitizing Hate?” November 1, 2017 (panel discussion) (15)
  - “Teaching Contested Narratives,” February 7, 2018 (moderated discussion) (30)
discussions. The topical focus for fall 2019 is disability and Opportunity Council, with Dan Griffith serving as chair, ILCE will continue to collaborate with the Equal and staff.

ILCE will continue to organize and facilitate monthly Social Work, Eng. & Tech.) Certificate in Intergroup Dialogue (SPEA, Liberal Arts, capacity, the faculty from the four schools involved Griffith has assisted in planning these focus groups and has engaged in a campus-wide focus group process as part of a multi-university initiative to assess the climate for political engagement within the represented institutions. Dan Griffith has assisted in planning these focus groups and has co-facilitated two focus groups to date.

2019-20

- ILCE will continue to support, mostly in an advisory capacity, the faculty from the four schools involved with developing and implementing the Undergraduate Certificate in Intergroup Dialogue (SPGA, Liberal Arts, Social Work, Eng. & Tech.)
- ILCE will continue to organize and facilitate monthly Critical Conversations on topics designed to develop the intercultural literacy, capacity and engagement of faculty and staff.
- ILCE will continue to collaborate with the Equal Opportunity Council, with Dan Griffith serving as chair, to lead monthly meetings and organize presentations and discussions. The topical focus for fall 2019 is disability and accommodation.

IUPUI; Herron School of Art + Design
Illustration Major and VCD Minor
Priority #1, Action Item #5
2016-17
Nan Goggin (ngoggin@iupui.edu)
Launched a new Illustration major and a minor in Visual Communication Design.

IUPUI; IU School of Dentistry
Inaugural Bachelor of Science in Hygiene
Priority #1, Action Item #5
2017-18
Carol Anne Murdoch-Kinch (carmurd@iu.edu)
Twenty-two students were accepted to the inaugural class in Bachelor of Science in Dental Hygiene Program. The year-round program enables students to graduate with a BSDH in 40 months. The students began the program in August 2017

IUPUI; School of Liberal Arts
Interdiscip Minor
Priority #1, Action Item #5
2019-20
Rob Rebein (rebein@iupui.edu)
There are plans underway for interdisciplinary minors in Liberal Arts intended to add depth to the learning experience in general education by integrating themes of relevance to students from the perspectives of the humanities and the social sciences.

IUPUI; School of Liberal Arts
Interdiscip Pathway Minor
Priority #1, Action Item #2, 5
2019-20
Rob Rebein (rebein@iupui.edu)
The school will develop an interdisciplinary pathway minor with a focus on diversity and inclusion.

IUPUI; Robert H. McKinney School of Law
International Tarde Law Seventh Track
Priority #1, Action Item #5
2019-20
Andrew Klein (anklein@iupui.edu)
McKinney plans to add a seventh track in International Trade Law to its Master of Laws (LL.M) program tracks.

IUPUI; Institutional Research and Decision Support
Priority #1, Action Item #1c
2016-18
Michele Hansen (mhansen@iupui.edu)
Developed new Strategic Enrollment Management (SEM) 360 Course Enrollment reports. These reports supplement our strategic enrollment planning tools. SEM 360 contains enrollment information at the course section level. This series of interactive dashboards are designed to guide operational decision making regarding scheduling and faculty hiring as well as reports to guide strategic planning (highest enrolling courses, credit hours generated, types of students and majors served, course enrollment projections, and more). Provide PIC information about course enrollment, course attributes (faculty type, capacity, time of day, seat utilization) as well as student information (admit type, demographics, majors, transfer credit, and more)

2017-18

Refined and released new Strategic Enrollment Management (SEM) 360 Course Enrollment reports. These reports supplement our strategic enrollment planning tools. SEM 360 contains enrollment information at the course section level. This series of interactive dashboards are designed to guide operational decision making regarding scheduling and faculty hiring as well as reports to guide strategic planning (highest enrolling courses, credit hours generated, types of students and majors served, course enrollment projections, and more). Provide PIC information about course enrollment, course attributes (faculty type, capacity, time of day, seat utilization) as well as student information (admit type, demographics, majors, transfer credit, and more)

IUPUI; Institutional Research and Decision Support
Priority #1, Action Item #1c
2017-18
Michele Hansen (mhansen@iupui.edu)
Developed new “Gross retention” dashboard displaying Fall-Spring and Fall-Fall retention information by school and program for all students (not just first-time, full-time beginners). The report shows progress of students in their school of major. This dashboard also integrates data from service indicators and the National Student Clearinghouse to better inform decision makers about the factors associated with student retention.

IUPUI; Institutional Research and Decision Support
Priority #1, Action Item #6
2018-19
Michele Hansen (mhansen@iupui.edu)
Developed a series of dashboards displaying key metrics associated with the success of IUPUI Graduate programs. These dashboards can be viewed at https://irds.iupui.edu/students/graduate-and-professional-students.html.

IUPUI; Institutional Research and Decision Support
Priority #1, Action Item #6
2018-19
Michele Hansen (mhansen@iupui.edu)
Worked closely with McKinney School of Law to determine factors relating to Bar success using descriptive statistics
and predictive models. The findings of our study have been used by Law school to make changes to their admission and graduation requirements.

**IUPUI; Institutional Research and Decision Support**

**Priority #1, Action Item #6**

2018-19

Michele Hansen (mjhansen@iupui.edu)

Worked closely with the Graduate School to develop a new Masters Student Survey in order to understand the satisfaction and needs of IUPUI Master students, as well as academic and personal life balance and any obstacle the students may have faced while obtaining their degree.

IUPUI; Institutional Research and Decision Support

**Priority #1, Action Item #6**

2018-19

Michele Hansen (mjhansen@iupui.edu)

In conjunction of the National Science Foundation (NSF), assisted the Graduate school with the new Early Doctorates Survey. This survey aim is to understand demographics, professional activities and achievements, work-life balance of IUPUI staff who has earned a doctoral degree.

**IUPUI; Institutional Research and Decision Support**

**Priority #1, Action Item #6**

2018-19

Michele Hansen (mjhansen@iupui.edu)

Collaborated with the Associate Vice Chancellor for Academic Affairs to develop a survey instrument to assess the master’s student academic experience, including satisfaction with advising and services.

**IUPUI; Institutional Research and Decision Support**

**Priority #1, Action Item #6**

2018-19

Michele Hansen (mjhansen@iupui.edu)

Provided extensive information to inform final report from Strategic Information Council Sense of Belonging sub-committee. The final report included specific data-informed recommendations to improve undergraduate students’ sense of belonging as a method to facilitate retention and graduation.

**IUPUI; Institutional Research and Decision Support**

**Priority #1, Action Item #2**

2018-19

Michele Hansen (mjhansen@iupui.edu)

IRDS has a staff member (Keith) serving on the Chancellor’s Diversity Cabinet, allowing for data from the IUPUI Campus Climate Survey to be connected with conversations related to diversity, equity, and inclusion on campus.

**IUPUI; Institutional Research and Decision Support**

**Priority #1, Action Item #6**

2019-20

Michele Hansen (mjhansen@iupui.edu)

Finalize Indy Achieves data agreement and begin providing data to assess the effectiveness of the program.

**Office of Online Education**

IU Online Compliance

Bicentennial Priority One-4

Principle of Excellence One

Blueprint 2.0, 1D, 3A, 3C

March 2015—Present

Chris J. Foley, cfoley@iu.edu

Given that online education is one of the most highly regulated forms of education in the U.S., the Office of Online Education has developed a portfolio of strategies to ensure that all of IU’s programs are compliant throughout the U.S. As a member of NC-SARA, IU is officially compliant throughout the U.S. In addition, the office provide education and resources to support campuses and their faculty to design and deliver courses that are compliant with various regulating bodies and laws (such as ICHE, the HLC, ADA, Veterans Affairs).

**IUPUI; Institutional Research and Decision Support**

**Priority #1, Action Item #6**

2018-19

Michele Hansen (mjhansen@iupui.edu)

Assisted the Office of Admission with SWOT analysis surveys.

**IUPUI; Institutional Research and Decision Support**

**Priority #1, Action Item #1c**

2018-19

Michele Hansen (mjhansen@iupui.edu)

Provided extensive information to inform final report from Blueprint 2.0, 1D, 3A, 3C

January 2016—Present

Chris J. Foley, cfoley@iu.edu

Hitesh Kathuria, hikathur@iu.edu

The Office of Collaborative Programs began supporting the adoption of Quality Matters, a national rubric for course design in online education, and supports the CTLs in assisting in coordinating peer review and training. The Office of Online Education provides funding to pay for training and peer reviews. To date, 34 courses have been fully QM certified, 900 faculty have been trained, and IU hosts 90 peer reviewers and 7 master reviewers.

**Kelley School of Business**

Kelley School partnership with edX

Launched: 2019

Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu

BP One: A Commitment to Student Success

Kelley began offering two master’s degrees online through a partnership with edX, a leading nonprofit learning platform, in 2019. The MS in Accounting and the MS in IT Management programs are taught entirely by the Kelley School’s faculty. edX was founded by Harvard University and MIT and more than 130 member institutions.

**IUPUI; School of Liberal Arts**

Kelley School of Business

LAMP

Priority #1, Action Item #5

2015-16

Rob Rebien (trebein@iupui.edu)

Ken Carow (kcarow@iupui.edu)

The Liberal Arts and Management Program (LAMP), a certificate proposal that combines liberal arts courses and business school courses, has been approved by the Undergraduate Affairs Committee. It is on the August 14 consent agenda for ALC; if approved, it will move to the Administrative Action Report for the IU Board of Trustees.

**IUPUI; School of Engineering & Technology**

Masters Agricultural Law Program

Priority #1, Action Item #6

2019-20

Andrew Klein (anklein@iupui.edu)

McKinney will continue its efforts to build a new agricultural law program. A consultant has been working with a steering committee, and we anticipate moving forward with a proposal for a joint McKinney-Purdue master’s degree in 2020. More information is here.

**IUPUI; School of Education**

Masters in Ed Tech Degree

Priority #1, Action Item #5

2018-19

David Russomanno (drussoma@iupui.edu)

ER&T’s Department of Computer Information and Graphics Technology proposal for a Master’s in Cybersecurity and Trusted Systems is currently being reviewed by the Purdue Graduate Council.

**IUPUI; School of Engineering & Technology**

ME PhD

Priority #1, Action Item #5

2018-19

David Russomanno (drussoma@iupui.edu)

ME was granted approval for the IUPUI on-site PhD program by ICHE in 2019. The program’s first intake will commence for fall 2019.
IUPUI; School of Engineering & Technology
ME PhD
Priority #1, Action Item #5
2018-19
David Russomanno (drussoma@iupui.edu)
ME was granted approval for the IUPUI on-site PhD program by ICHE in 2019. The program's first intake will commence for fall 2019.

IUPUI; School of Physical Education & Tourism Management
Minor in Wellness Coaching
Priority #1, Action Item #5
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Department of Kinesiology submitted a proposal for a minor in Wellness Coaching

IUPUI; School of Physical Education & Tourism Management
Minors Military Science and Wellness
Priority #1, Action Item #5
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Developing minors in Military Science and Wellness (both awaiting approval).

IUPUI; IU School of Nursing
Modernize Assessment
Priority #1, Action Item #6
2019-20
Robin Newhouse (newhouse@iu.edu)
Modernize how we assess, monitor and trend student learning outcomes in the clinical arena.

IUPUI; IU School of Nursing
MS Cybersecurity and Trusted Systems
Priority #1, Action Item #5
2018-19
David Russomanno (drussoma@iupui.edu)
The computer information and graphics technology department (CIGT) in collaboration with ECE and computer science, prepared and submitted a proposal for the M.S. in Cybersecurity and Trusted Systems. The proposal is now at Purdue, WL in review.

IUPUI; School of Engineering & Technology
MS Facility Mgmt Courses
Priority #1, Action Item #4
2018-19
David Russomanno (drussoma@iupui.edu)
Redeveloped online course format for all M.S. facility management courses to promote consistency and continuity across program improving both the students' ability to navigate coursework and the instructors' ability to deliver material.

IUPUI; IU School of Informatics and Computing
MS in Informatics
Priority #1, Action Item #5
2016-17
Mathew Palakal (mpalakal@iupui.edu)
The Master of Science in Informatics began enrolling new students in fall 2016 with specializations in Data Analytics and Sports Analytics. The program is 30 credit hours and focuses on informatics, data visualization, relational databases, statistics, web and database development, project management, statistical learning, and cloud computing.

IUPUI; IU School of Dentistry
MSD Cariology and Operative Science
Priority #1, Action Item #5
2016-17
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
The Cariology and Operative Science MSD Program is now fully approved and we have accepted our first students beginning in July 2017.

IUPUI; IU School of Dentistry
MSN Pediatric Nurse Practit
Priority #1, Action Item #4
2019-20
Robin Newhouse (newhouse@iu.edu)
Redesign the MSN Pediatric Nurse Practitioner Track to make it a distance accessible option. There are only two PNP programs in Indiana (IU and Purdue) therefore, by making our PNP track distance accessible it would be more appealing to prospective students.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)
School of Engineering & Technology
Musculoskeletal Health PhD
Priority #1, Action Item #5
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
David Russomanno (drussoma@iupui.edu)
Partnered with IU School of Medicine's Indiana Center for Musculoskeletal Health (ICMH) and IUPUI's Department of Biomedical Engineering in the development of a new Ph.D. in Musculoskeletal Health; Dean Bahamonde is co-chair of the ICMH education committee; the Ph.D. received trustee approval and is pending final approval from ICHE.

IUPUI; School of Social Work
New Grad Level E Cert
Priority #1, Action Item #5
2019-20
Tamara Davis (tamsdavi@iu.edu)
We received approval for a new graduate-level e-social work practice certificate that will begin taking applications in the 2019-2020 academic year.

IUPUI; Graduate Office
New PhD Program Exercise Science
Priority #6, Action Item #4
2016-17
Janice Blum (jblum@iupui.edu)
A new Ph.D. program in Exercise Science has been approved by the campus and will move to state review.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)
Occu...
LGBTQ+ staff organized Lavender Graduation, which celebrated 21 graduating students at all levels from BA to PhD and was featured on cover of Diverse Issues in Higher Education

IUPUI; School of Education
Online Collaborative Degree
Priority #1, Action Item #4
2017-18
Tambra Jackson (tambjack@iupui.edu)
Completed final levels of approval for Online Masters in Educational Technology Degree through IU Online, collaborating across 6 campuses. Worked closely with all School of Education Deans, IU Online, and the Office of Graduate Education. Projected launch for Summer 2019. Enrollment is projected by IU Online to be 2-3 full sections (50-75 students) each semester. IUPUI receives 75% of tuition of all sections taught, 100% if students are enrolled through IUPUI.

IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #1, Action Item #1c
2018-19
Amy Warner (awarner@iupui.edu)
As part of a 12-campus pilot project led by the Institute for Democracy in Higher Education at Tufts University, 10 focus groups were completed with 43 students, faculty, staff and administrators. The discussions focused on the political, human, cultural and structural aspects of the IUPUI campus that contribute to a climate for political learning and democratic engagement. The focus groups have been analyzed and the findings will be discussed in dialogue sessions this fall.

IUPUI; Division of Diversity Equity and Inclusion
Priority #1, Action Item #5
2018-19
Karen Dace (kdace@iupui.edu)
Work with WCSS to develop additional courses focused on LGBTQ+ topics

IUPUI; Division of Diversity Equity and Inclusion
Priority #1, Action Item #2
2018-19
Karen Dace (kdace@iupui.edu)
A planning group was formed and in the spring of 2015. This project was joined with the IU Health Bloomington Hospital to form the IU -IU Health Regional Academic Health Center (RAHC) to be co-sited adjacent to the Bloomington campus. Four IUB programs were slated for the education component of the building (medicine, nursing, social work, speech & hearing sciences) and leaders of these programs begin bi-weekly meetings to plan and design this space. The team began meeting with the lead architects (HOK) in Spring 2017 and a schematic design was completed at the end of the calendar year. Ground was broken on this project in January 2018.


David Daleke, Vice Provost for Graduate Education and Health Sciences
daleked@iu.edu

Office of the Vice Provost for Graduate Education and Health Sciences
Master of Science in Cybersecurity Risk Management
POE One: An Excellent Education; IUB Bicentennial Objective 2017–Present
The recently developed Master of Science in Cybersecurity Risk Management, which hosted its first cohort in fall 2017, represents a major advance in interdisciplinary study and collaboration between units. Developed out of three existing graduate certificates in cybersecurity, the MS is a collaboration of the Kelley School of Business, Maurer School of Law, and the School of Informatics, Computing, and Engineering, and is housed in the University Graduate School. The program offers interdisciplinary training that incorporates all three foci of study of the partner schools. Opportunities for cross-disciplinary study have already led to the creation of three related degree concentrations, a combined Doctor of Jurisprudence program, and a fully online version of the MS. The success of this collaborative degree format is already being used as a model for other cross-disciplinary programs. This is the first of what we anticipate may be several multi-school collaborative and interdisciplinary degree programs that will be housed administratively in the University Graduate School.

https://cybersecurity.iu.edu/

David Daleke, Vice Provost for Graduate Education and Health Sciences
daleked@iu.edu

IUPUI; Planning & Institutional Improvement
Priority #1, Action Item #6
2015-17
Stephen Hundley (shundley@iupui.edu)
Online Course Evaluations: In conjunction with faculty participants from 12 schools, Testing Center staff coordinated and successfully completed two campus-wide online course evaluation projects using the Blue/Evaluation system (www.exploreexchange.com/blue/course-evaluations/), with overall mean response rates of 53% (for Fall 2015 semester with a total of 3,542 classes evaluated) and 56% (for Spring 2016 semester with a total of 3,258 classes evaluated), quite comparable with a national average response rate of around 55% for online course evaluations. IUPUI schools using Blue/Evaluations include Kelley Business (Indianapolis), Education, Engineering & Technology, Health & Rehabilitation Sciences, Herron Art & Design, Informatics & Computing (LIS Department), Law, Liberal Arts, Physical Education & Tourism Management, Science, SPEA, and University College.

2016-17
Online Course Evaluations: During AY 2016-17, the Testing Center administered Blue online course evaluations for 9,370 courses within 16 Schools at IUPUI. (The list of schools using Blue includes: Kelley Business (Indianapolis); Education, Engineering & Technology; Health & Rehabilitation Sciences [with five departments -- Health Sciences, Nutrition & Dietetics, Occupational Therapy, Physical Therapy, Physician Assistant]; Herron Art & Design; Informatics & Computing; Law; Liberal Arts; Medicine (i.e., Department of Radiology & Imaging Sciences); Philanthropy; Physical Education & Tourism Management; Public Health; Science; Social Work; SPEA [via Blue Projects at IUB]; and University College [i.e., First Year Seminars & Mentor Program])

2017-18
Online Course Evaluations: During AY 2017-18, the Testing Center administered Blue online course evaluations for 9,821 courses within 16 Schools at IUPUI. (The list of schools using Blue includes: Kelley Business (Indianapolis); Education, Engineering & Technology; Health & Rehabilitation Sciences [with five departments -- Health Sciences, Nutrition & Dietetics, Occupational Therapy, Physical Therapy, Physician Assistant]; Herron Art & Design; Informatics & Computing; Law; Liberal Arts; Medicine (i.e., Departments of Radiology & Imaging Sciences, and Pathology); Philanthropy; Physical Education & Tourism Management; Public Health; Science; Social Work; SPEA [via Blue Projects at IUB]; and University College [i.e., First Year Seminars & Mentor Program])
IUPUI; Planning & Institutional Improvement
Priority #1, Action Item # 5
2016-17
Stephen Hundley (shundley@iupui.edu)
Provided financial support and professional development for 3 new graduate courses or programs to support student success and learning. Project reports are due August 2017; preliminary feedback from instructors has been positive.

IUPUI; School of Physical Education & Tourism Management
Priority #1, Action Item #
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)
The Wellness Coaching Minor was approved and it is being offered to all IUPUI students. This minor was a collaboration between PETM, SHRS and Science (Psychology department).

IUPUI; School of Physical Education & Tourism Management
Priority #1, Action Item #
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)
Minor in Leadership and Military Science was approved and is being offered for all students at IUPUI. Students that Minor in Leadership and Military Science was approved and it is being offered to all IUPUI students. This minor was a collaboration between PETM, SHRS and Science (Psychology department).

IUPUI; School of Physical Education & Tourism Management
Priority #1, Action Item #
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)
Grew the PETM Honors Program 40.5% (from 37-52) from 2016-17, admitting 17 continuing students to the PETM Honors Program.

IUPUI; School of Physical Education & Tourism Management
Priority #1, Action Item #
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)
The Wellness Coaching Minor was approved and it is being offered to all IUPUI students. This minor was a collaboration between PETM, SHRS and Science (Psychology department).

IUPUI; School of Physical Education & Tourism Management
Priority #1, Action Item #
2016-17
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IUPUI; School of Physical Education & Tourism Management
Priority #1, Action Item #
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)
The Wellness Coaching Minor was approved and it is being offered to all IUPUI students. This minor was a collaboration between PETM, SHRS and Science (Psychology department).

IUPUI; School of Physical Education & Tourism Management
Priority #1, Action Item #
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)
Grew the PETM Honors Program 40.5% (from 37-52) from 2016-17, admitting 17 continuing students to the PETM Honors Program.

IUPUI; School of Physical Education & Tourism Management
Priority #1, Action Item #
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)
The Wellness Coaching Minor was approved and it is being offered to all IUPUI students. This minor was a collaboration between PETM, SHRS and Science (Psychology department).
IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #
2018-19
Amir Pasic (ampasic@iupui.edu)
The school was approved by the campus to offer an Undergraduate Certificate in Philanthropic Fundraising. This will further strengthen educational opportunities and opportunities for certifications for undergraduate students at IUPUI and will help increase their marketability.

IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #
2018-19
Amir Pasic (ampasic@iupui.edu)
Added an Accelerated Master’s Program that allows students to start the master’s program while they are still in their undergraduate program, so they can finish sooner and save money. The school also added an Honors Major and a 2+2 articulation with Ivy Tech.

IUPUI; IU School of Nursing
Post MSN Grad Certs
Priority #1, Action Item #5
2018-19
Robin Newhouse (newhouse@iu.edu)
Seven Post-MSN graduate certificates were approved by IU and the Academic Leadership Council.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2016-17
Paul Halverson (pkalver@iupui.edu)
FSPH worked directly with the Office of Online Education (OOE) to develop a consistent look and navigation processes. OOE helped the Doctorate in Global Health Leadership (DGHL) which are comprised not only for recruiting, but to develop both new graduate programs and support the collection, storage, management, analysis, application and sharing of information to improve population health outcomes.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2017-18
Paul Halverson (pkalver@iupui.edu)
The new public health informatics concentration for the Master of Public Health launched in the fall of 2017. The MPH degree with a concentration in PHI provides a foundation for engineering data and information systems within health systems, as well as governmental and nonprofit public health organizations to support the collection, storage, management, analysis, application and sharing of information to improve population health outcomes.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2017-18
Paul Halverson (pkalver@iupui.edu)
In the Fall of 2017, we launched our first fully online graduate degree, the Master of Science in Product Stewardship. The degree launched with 12 students, exceeding the initial goal of five students by almost 150%. Course enrollment was even more successful with 19-20 students enrolled in each course.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2017-18
Paul Halverson (pkalver@iupui.edu)
The online Doctor of Public Health will launch in the fall of 2018 with a full cohort of 15 students. This is the first online doctoral degree that the Fairbanks School of Public Health will offer. Also, the DrPH program was able to hire a part-time program coordinator to assist with course management, program marketing, strategic development, and serving as a liaison to students, faculty and staff.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2018-19
Paul Halverson (pkalver@iupui.edu)
FSPH worked directly with the Office of Online Education (OOE) to develop a consistent look and navigation processes. OOE helped the programs develop a consistent look and navigation processes.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2017-18
Paul Halverson (pkalver@iupui.edu)
The new public health informatics concentration for the Master of Public Health launched in the fall of 2017. The MPH degree with a concentration in PHI provides a foundation for engineering data and information systems within health systems, as well as governmental and nonprofit public health organizations to support the collection, storage, management, analysis, application and sharing of information to improve population health outcomes.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2016-17
Paul Halverson (pkalver@iupui.edu)
A new Bachelor of Science in Health Data Science has been approved. This program was created in response to private sector partners who have employment needs for graduates trained in this area.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2016-17
Paul Halverson (pkalver@iupui.edu)
An undergraduate minor in Epidemiology has been established. This discipline is in high demand by students, in part due to creative instruction (Zombie Apocalypse), and lecturers with considerable public health practice experience.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2016-17
Paul Halverson (pkalver@iupui.edu)
An undergraduate minor in Community Health and an undergraduate certificate in Community Health were approved.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2016-17
Paul Halverson (pkalver@iupui.edu)
A new Master of Science in Product Stewardship, the first of its kind in the world, was approved and will launch in the fall of 2017. Eleven students have been admitted to the program. The MSPS is a live synchronous distance-based program.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2016-17
Paul Halverson (pkalver@iupui.edu)
A new Doctorate in Global Health Leadership was approved and will launch in 2018. The program is almost entirely distance-based and will attract public health leaders from all over the world.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2015-16
Paul Halverson (pkalver@iupui.edu)
The FSPH Biostatistics Department submitted a proposal for a new Bachelor of Science in Health Data Science. The program was developed in response to requests from Eli Lilly and other corporate partners for graduates with these skills. To date the BS in Health Data Science proposal has been approved by Undergraduate Curriculum Committee.

IUPUI; IU School of Nursing
Rolling Admissions SON
Priority #1, Action Item #1c
2018-19
Robin Newhouse (newhouse@iu.edu)
Initiated “rolling admissions” for the Nursing Education and Nursing Leadership in Health Systems MSN tracks in order to be more competitive with other online nursing master’s programs.

IUPUI; School of Science
Priority #1, Action Item #5
2015-16
Shiaofen Fang (sfang@iupui.edu)
Six PhD programs (Biology, Chemistry & Chemical Biology, Mathematical Sciences, Computer Science, Physics, and Addiction Neuroscience) in the School of Science are now site approved at IUPUI.

IUPUI; School of Science
Priority #1, Action Item #5
2015-16
Shiaofen Fang (sfang@iupui.edu)
Initiated “rolling admissions” for the Nursing Education and Nursing Leadership in Health Systems MSN tracks in order to be more competitive with other online nursing master’s programs.
ICHE approved a new doctoral program, Applied Social and Organizational Psychology. This program is built on the strength of the existing Master’s program in Industrial/Organizational Psychology. This degree, which has a strong emphasis on diversity science, will prepare graduates for academic careers, growing opportunities in industry and other sectors such as government and private research institutes.

IUPUI; School of Liberal Arts
SLA Multischool IGD Cert
Priority #1, Action Item #5
2015-16
Rob Rebein (rebein@iupui.edu)
Began conversations with the School of Engineering and Technology and the School of Social Work on a multi-school certificate related to Intergroup Dialogue.

IUPUI; IUPUC
Sociology and Biology
Priority #1, Action Item #5
2015-16
Reinhold Hill (reihill@iupuc.edu)
Courses were added for development of a BA in Sociology with a Criminal Justice concentration, and a BA in Biology throughout AY 2015-2016 and discussions continued with IUPUI departments and schools.

IUPUI; School of Liberal Arts
Sociology Requisites Online
Priority #1, Action Item #4
2015-16
Rob Rebein (rebein@iupui.edu)
Department of Sociology put requisite courses online to offer a minor in sociology online.

IUPUI; IU School of Informatics and Computing
SOIC 3 New 4 Plus 1 Degrees
Priority #1, Action Item #5
2018-19
Mathew Palakal (mpalakal@iupui.edu)
3 new 4+1 degree programs were approved in fall 2018 (BS/MS in Applied Data and Information Science/Applied Data Science; Applied Data and Information Science/Library and Information Science; Biomedical Informatics/Bioinformatics. These degree programs significantly shorten the amount of time, resources and cost to students who want to complete a graduate degree.

IUPUI; IU School of Informatics and Computing
SOIC Grad Cert and Degrees
Priority #1, Action Item #5
2017-18
Mathew Palakal (mpalakal@iupui.edu)
During 2017-18, the SoIC received approval to begin offering the following graduate certificates and degree programs:

- The name of the existing Master of Library Science degree was changed to Master of Library and Information Science
- Graduate Certificate in Biomedical Data Analytics
- Graduate Certificate in Omics Technologies and Precision Medicine
- Increased graduate course offering in the MS HCI program by introducing the area of HCI for Internet of Things for Business innovation, taught by new Professor of Practice Lou Lenz
- Redesigned curriculum of MS program in Media Arts and Science (MAS) after several years of slow growth to provide greater alignment between course offering and fast evolving industry landscape and careers in the field.

IUPUI; IU School of Informatics and Computing
SOIC Minors and BS
Priority #1, Action Item #4
2016-17
Mathew Palakal (mpalakal@iupui.edu)
During 2016-17, the SoIC received approval to begin offering the following undergraduate minors and degree programs:

- B.S. in Biomedical Informatics with Specializations in Bioinformatics, Premedical Bioinformatics, and Health Informatics
- Undergraduate Minor in Data Studies
- Undergraduate Minor in Digital Humanities with Liberal Arts and Herron School of Art and Design

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #5
2016-17
Thomas Stucky (tstucky@iupui.edu)
Invested in revisions to the graduate curriculum to improve the clarity and efficiency of existing degree programs and created Ph.D. minors and graduate certificates to expand the number of degree programs offered by the school.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #4
2017-18
Thomas Stucky (tstucky@iupui.edu)
Developed a partnership with American Studies to offer joint doctoral programs that focus on criminology and justice issues.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #5
2017-18
Thomas Stucky (tstucky@iupui.edu)
Launched a new 18-credit hour graduate certificate in Crime Analysis. The first cohort of students will enroll in classes Fall 2018.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #5
2017-18
Thomas Stucky (tstucky@iupui.edu)
Created new Graduate Certificate in Crime Analysis.
In partnership with the Schools of Engineering and Technology, Liberal Arts, and Social Work received approval in September 2017 to launch the Intergroup Dialogue (IGD) Certificate, the first undergraduate interdisciplinary certificate, serving IUPUI’s strategic plan initiative to promote an inclusive campus culture.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #5
2018-19
Thomas Stucky (tstucky@iupui.edu)

Criminal justice and public safety programs within the O’Neill School continue to play a pivotal role in the new IU Online collaborative Masters in Criminal Justice and Public Safety degree. This degree is offered fully online in a partnership between IU’s Indianapolis, Bloomington, Northwest, and East campuses under the management of IU Online. O’Neill IUPUI serves as the foundational program for this online degree. More information on this degree is available at: https://online.iu.edu/program/indiana-university-online-criminal-justice-and-public-safety-master-

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #4
2018-19
Thomas Stucky (tstucky@iupui.edu)

In partnership with the Fund Raising School at the Lilly Family School of Philanthropy we offered the Certificate in Nonprofit Executive Leadership (CNEL) online in 2019.

IUPUI; School of Physical Education & Tourism Management
Sport Event Track MS Tourism
Priority #1, Action Item #5
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)

Launched Sport Event track (professional track) of MS in Event Tourism.

IUPUI; School of Physical Education & Tourism Management
Sports Analytics 4 Plus 1
Priority #1, Action Item #5
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)

Launched Sports Analytics 4+1 track where students receive a BS, Tourism, Conventions and Event Management, Sports Management Major, and a Masters in Informatics in 5 years.

IUPUI; Herron School of Art + Design
Studio Art Minor
Priority #1, Action Item #5
2015-16
Nan Goggin (ngoggin@iu.edu)

Launched a Minor in Studio Art and Technology.

IUPUI; School of Liberal Arts
TESOL
Priority #1, Action Item #5
2015-19
Rob Rebein (rrebein@iupui.edu)

The program proposal for an M.A. in Teaching English to Speakers of Other Languages (TESOL) has gone through the IU review process and will be on the agenda of the August 2016 meeting of the Indiana Commission for Higher Education.

2018-19
The M.A. in TESOL was implemented, and a 5-year B.A./M.A. dual degree in applied communication was approved.

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SLA is increasing capacity in graduate online teaching by participating in several IU Online graduate programs (see section 3 below).

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)
Three 4 Plus 1 TESM Plans
Priority #1, Action Item #5
2019-20
Rafael Bahamonde (rbahamon@iupui.edu)

Finish developing three tourism, event, and sport management (TESM) 4+1-degree plans to help move successful bachelor students into our TESM master’s program.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)
Two Minor or Cert Ft Wayne
Priority #1, Action Item #5
2019-20
Rafael Bahamonde (rbahamon@iupui.edu)

Investigate the feasibility of offering two minor/certificate programs on the Fort Wayne campus—Wellness Coaching and Health Education.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Veterans and Jewish Faculty and Staff Councils—the introduction of two new Faculty and Staff Councils to better serve these often-marginalized groups is an important part of promoting an inclusive campus climate.

Kathy Johnson (kjohnso@iupui.edu)
A valuable, affordable education

IUPUI; Robert H. McKinney School of Law

School of Liberal Arts
Accelerated Dual Degree SLA Law
Priority #1, Action Item #1a, 5
2016-20
Andrew Klein (anrklein@iupui.edu)

Rob Rehein (robrehein@iupui.edu)

McKinney announced the creation of a new program at IUPUI that will make it more cost-effective for students interested in studying law in Indiana. Through the new accelerated dual-degree program, students will earn a bachelor of arts in law from the School of Liberal Arts and a juris doctor from McKinney in six years, rather than the traditional seven. The cost savings is expected to be around $10,000 in undergraduate tuition.

2018-19
The 6-year B.A./J.D. in collaboration with the School of Law welcomed its inaugural class.

IUPUI; Alumni Relations
Priority #1, Action Item #1b
2016-20
Andrea Simpson (andsmsimp@iupui.edu)

The Stefan S. Davis Regatta Scholarship, through the IUPUI Office of Alumni Relations, awarded ten scholarships $1,000 each. The scholarship was created to foster student leadership in the community and create opportunities for students to develop relationships with alumni and enhance dedication to IUPUI.

IUPUI; Alumni Relations
Priority #1, Action Item #1b
2018-19
Andrea Simpson (andsmsimp@iupui.edu)

The Lilly Family School of Philanthropy Alumni Association awarded a $1,000 scholarship to assist deserving students to complete a Master of Arts in Philanthropic Studies from the Lilly Family School of Philanthropy or a Master of Public Affairs with a concentration in Nonprofit Management from SPEA. 9 scholarships have been awarded to date.

IUPUI; Herron School of Art + Design

Balance of Merit and Need Scholarships
Priority #1, Action Item #1b
2015-18
Nan Goggin (ngoggin@iu.edu)

2015-16
Implemented a new scholarship application process, enabling a balance between awarding scholarships based on merit and financial needs.

2017-18
Improved our data and method of considering financial need when awarding scholarships.

Hutton Honors College

Scholarship/Grant awards
Strategic Plan Objective: An Excellent Education POR 1: BO 2 (3).
Year long
Bryce Campbell, bgfichte@indiana.edu, 812.855.5275
(scholarships); Jeff Herdink-Santos (grants), jhheerdl@indiana.edu, 812.856.1016

Figures should be similar to those for 2018 – as follows: $986,000 in HHCC scholarship funding
$2,056,722 in renewal scholarships to 564 students.
$23,000 in Burnett/Masters Scholarships to 10 junior students based on their demonstrated leadership and academic accomplishments while at Indiana University. Awarded $1,500 in Hutton Financial Emergency Funding to 2 students in need.

Awarded a total of $61,335 in undergraduate grants to 61 students, to support their work in various areas, including research, professional experience/development internships, teaching internships, and creative activities
Bryce Campbell, bgfichte@indiana.edu, 812.855.5275 (scholarships); Jeff Herdink-Santos (grants), jhheerdl@indiana.edu, 812.856.1016

IU JSOM

JSOM Diversity Values Statement - 2018
BICENTENNIAL PRIORITY 1
Ongoing
IUJSOM

Owen Richards, grichar@indiana.edu

Seeking financial support for graduate students from all sources.

In the time period Fall 2015 to Spring 2019, JSOM offered financial support to graduate students for a total of $62M (exact: $61,964,672, source: Decision Support, ds.iu.edu). Of this, $52M came from the general fund and $10M came from restricted (IUF) funds (the exact numbers are $52,082,445 and $9,882,227, respectively). Per year, this amounts to an average support for graduate students of $13.5M, $13M from IUF and $2.5M from IUJ.

The support to graduate students from our general fund and from IUF constitutes the majority of the support for our graduate students. Our students also receive funding from outside sources, including from other campus units and from off-campus entities. We work closely each year, for instance, with the African American Arts Institute, as they appoint several of our students in GA positions (approximately 2-4 students each year). Further, we work with the Office of Veteran Affairs regarding students who receive G.I. benefits (approximately). Outside sources including organizations such as Fullbright (1-3 students each year). While relatively small in numbers, these sources are valuable.

Separate from IUF, our graduate students also seek support from a number of outside organizations, often resulting in sizable extra funding to support their studies. Such organizations include the Pressy Foundation, ST. Andrews Society of Washington D.C. The Sperry Fund, The Amon Foundation Inc., Friendship Missionary Baptist Church, the Ronan Foundation, and many more. We see amounts ranging from $500-$15,000 from these sources. These cash-in-cash-out awards are one-time awards and mostly awarded without JSOM’s involvement in the selection process, and our office works with the Office of Student Financial Assistance in administering these funds.

IU Social Work

Advancement Goals
BICENTENNIAL PRIORITY 1
Ongoing
IUB

Karen Allen, karealle@indiana.edu

The IU School of Social Work is a system school with programs on all regional campuses, and continue to increase the number of no-campus specific scholarship funds available through the IU School of Social Work. In April, we have a reception planned to honor the donor who established the latest social work scholarship on the Bloomington campus. We hope to attract support from Bloomington alumni living in the area through invitation to this reception, but also through future alumni event planning aimed to increase engagement and philanthropy. We also view the future health sciences campus/collaboration as an opportunity to generate support around new student opportunities that may emerge as a result of this partnership.

IUWO
Increase in Scholarships
1.a
2019
IUSO
Joseph Bonanno, jbonanno@indiana.edu

Facilitated 15 scholarships for optometry professional students valued at $785,800.

34 percent increase in scholarships during campaign
Engaging alumni to further recruit scholarships through new initiatives. Initiatives include: individual scholarships, class reunion scholarships, family legacy scholarships and planned gifts.

Kelley School of Business

Diversity Scholarship
BP One: A Commitment to Student Success
2015–Ongoing
Jeni Donkon, jdodonon@indiana.edu

After a strategic reboot of URM recruitment efforts and increasing our spend for URM recruitment, interest in Kelley among URM high school students increased markedly, but we weren’t having the success we envisioned in getting those students to commit to Kelley. It became clear the issue was the amount of scholarship money offered at other business schools. In2015-2016, the KSB-Bloomington Dean’s Council created the Dean’s Council Scholarship as a “topper” scholarship to supplement other aid and scholarships. The Provost’s Office agreed to provide $152,000 as a partial match for $675,000raised by the Dean’s Council. A year later, a gift

Bicentennial Strategic Plan Appendix 2020  99
from Kelley alumnus Conrad Prebys established the Conrad Prebys Scholar Programs, which also gave preference to underrepresented students. These scholarships are in addition to the William R. Fry Scholarship, established in 2007 to help create a more diverse student body at Kelley. Over the last five years, we have increased our URM freshmen enrollment from 108 in 2014 to 272 in 2019, a 152 percent increase.


Maurer School of Law

Partnership Scholar Programs

One – a commitment to student success

Ongoing

IU Maurer School of Law, IUB

Ken Tureci, ktureci@indiana.edu

https://www.law.indiana.edu/admission/jd-apply/financial-info/partner-schools.shtml

Along with the traditional financial aid described on our scholarships page, we also have established partnership scholar programs with a number of undergraduate institutions and the United States Army. Admitted applicants are eligible for these programs if they are current students or alumni from Albion College, Bard College, Bryn Mawr College, Cottey College, Dartmouth College, DePauw University, Grinnell College, Hope College, Indiana University-Bloomington (SPEA and Music majors as well as Hudson Holland, 21st Century Scholars and IUB have a responsibility to provide an accessible and affordable education to Indiana residents. Additionally, as a state public research university, Indiana University

DeHayes to recognize the accomplishments of his longtime partner and Kelley alumna Delphina Croft for her lengthy career as an entrepreneur. The intent of the scholarship is to offer support to students from disadvantaged backgrounds whose goal is to own their own businesses. This two-year scholarship helps to offset tuition for students pursuing their degrees at the Kelley School of Business in Indianapolis. This scholarship qualifies for the IU Bicentennial Campaign Matching Program; as a result, the award will be $9,000 over two years.

IUPUI; Division of Undergraduate Education/ University College

Priority #1, Action Item #

2017-18

Jay Gladden (jamglad@iupui.edu)

During the 2017-18 academic year, the total number of students employed on campus and in community work-study exceeded 4,000 for the first time ever. The Office of Student Employment has made consistent efforts in reaching out to departments and fiscal areas that have fewer than average students employed compared to other units.

IUPUI; Division of Undergraduate Education/ University College

Priority #1, Action Item #

2017-18

Jay Gladden (jamglad@iupui.edu)

As a state public research university, Indiana University and IUB have a responsibility to provide an accessible and affordable education to Indiana residents. Additionally, to attract talented students with financial challenges, the campus extends financial aid packages to help make an IU education affordable. Since 2014, the campus has doubled the number of Hoosier residents with 21st Century Scholars funding, doubled the number of Pell Promise and Hudson Holland Scholars recipients from across the country, and increased funding for Groups Scholars from one year to four years. Additionally, merit aid has increased by 21 percent since 2014.

IUPUI; Kelley School of Business

Croft Endowed Scholarship

Priority #1, Action Item #

2015-16

Ken Carow (kcarow@iupui.edu)

The Delphina E. Croft Endowed Scholarship for Business Ownership was established by Professor Emeritus Dan

The Nina Mason Pulliam Legacy Scholars program at IUPUI; Division of Enrollment Management

Priority #1, Action Item #

2016-17

Boyd Bradshaw (bobradsho@iupui.edu)

Funding of the Military Pathway to Education folder. This new initiative, as a partnership between Ivy Tech’s VA Office and IUPUI’s Office for Veteran’s and Military Personnel will allow for all deferred veteran students to receive targeted resource information.

IUPUI; Division of Enrollment Management

Priority #1, Action Item #

2017-18

Boyd Bradshaw (bobradsho@iupui.edu)

The OVMP provided approximately $90,000 in the IUPUI Military Scholarship to US Service members who had no other way to pay for college. Veterans who do not have another way to pay for college received these funds. The majority of these students are still retained and/or graduated in May 2018.
The High Ability Transfer Scholarship was established to enroll and graduate newly admitted transfer students who will enhance the diverse learning environment at IUPUI. Given that the funds are limited the program has only been able to accommodate a limited number of students each year. The program has been successful in helping to retain and graduate high achieving students within a timely fashion.

The Office of Student Financial Services (SFS) continues to take a number of steps to promote student success:

- A new program called the Grant for Access and Persistence (GAP) Award provided a $2000 grant with support programming for students eligible for both the Federal Pell Grant and the State of Indiana O'Bannon Grant. GAP awarding was done manually in 15-16, but was able to be included in financial aid awarding automation for 16-17 academic year.
- New Institutional Aid Options for Summer 2016: While Indiana University discontinued a 25% tuition discount offered in recent summer semesters, the IUPUI Summer “Get-On-Track” Grant program was expanded to include students eligible not only for the 21st Century Scholar Award but also the Indiana O’Bannon Grant.
- Identifying Best Targets of New Institutional Aid: Student Financial Services has been highly involved in considering ways to assist needy IUPUI students with a goal of improving student persistence. In particular, considerable time was spent in reviewing how new institutional aid could be targeted to help students negatively impacted by banded tuition implementation in 2016-17. In addition, plans evolved in March and June to award an additional $4 million in need-based in 2016-17 with an overall goal to get the right aid to the right students in the right way at the right time.
- Developed and Promoted College Budget Balancer Tool: A web-based College Budget Balancer tool was developed in collaboration with IUPUI Division of Undergraduate Education programmer/analysts. Student Financial Services has promoted use of the tool in First Year Seminars, at orientation, and in other ways. The Kelley School of Business F151 class “Finances of the College Student” uses the College Budget Balancer tool as a final exam exercise for students.
- Office of Scholarships Cross Training: With the Office of Scholarships move to the Campus Center, Student Financial Services has considered more cross training opportunities. Student Financial Services and the Office of the Bursar have played a central role in private scholarship processing business redesign. Student Financial Services has also provided training and Waterway space for scholarship staff.
- Student Financial Stability Faculty & Staff Training: Student Financial Services worked closely with Student Affairs, Institutional Research & Decisions Support, the 21st Century Scholars Support Program, and other campus leaders to develop a successful campus training event. Attended by over 100 IUPUI faculty and staff, the training utilized some tools developed by a Lumina grant-funded toolkit titled Beyond Financial Aid. Similar campus faculty and staff training initiatives are expected to continue to promote student success and financial stability for at risk students at IUPUI.

Three university fellowships have been awarded for fall 2017. Twenty-six university fellowships have been awarded for fall 2018, the Graduate Office provided fellowship funding to four graduate.iupui.edu/academics-research/research-funding/index.shtml

IUPUI; Division of Enrollment Management

Priority #1, Action Item #1b
2015-16
Boyd Bradshaw (bob Bradshaw@iupui.edu)

Passport partnered with the IUPUI Office of Student Scholarships and the IUPUI Office of Transfer Student Services to create the Passport Scholars Mentoring Program. Passport Scholarships were increased and Passport Scholars now receive mentoring.

IUPUI; Division of Enrollment Management

Priority #1, Action Item #1b
2016-17
Boyd Bradshaw (bob Bradshaw@iupui.edu)

With additional need-based funding made available by the campus, Student Financial Services more than doubled the number of students offered the Homestretch Award, a forgivable loan for students near graduation.

IUPUI; Division of Enrollment Management

Priority #1, Action Item #1b
2016-17
Boyd Bradshaw (bob Bradshaw@iupui.edu)

The OVMP recommended that the IU School of Medicine – Indianapolis and McKinney School of Law to either approve or increase their obligation to the Yellow Ribbon Program starting during the 2017 -18 academic year. The IU School of Medicine agreed to participate in the program providing 5 awards at $10,000 per year. The IU McKinney School of Law agreed to increase their obligation from 1 award at $1,000 to 2 awards at $10,000 per year.

IUPUI; Division of Enrollment Management

Priority #1, Action Item #1b
2015-16
Boyd Bradshaw (bob Bradshaw@iupui.edu)

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IUPUI; Herron School of Art + Design
Huston McDermid Gay Men Scholarship
Priority #1, Action Item #1b
2018-19
Nan Goggin (ngoggin@iu.edu)
Huston’s first Huston/McDermid Gay Men Scholarship was awarded.

IUPUI; Herron School of Art + Design
Increased Fellowships for Grads
Priority #1, Action Item #1d
2018-19
Nan Goggin (ngoggin@iu.edu)
Increased the number of fellowships provided to incoming graduate students.

IUPUI; School of Engineering & Technology
Interior Design Tech Scholarships
Priority #1, Action Item #1b
2017-18
David Russomanno (drussoma@iupui.edu)
E&T’s interior design technology (INTR) program received a gift of approximately $100K earmarked for student scholarships, and will be distributed to students beginning in 2019.

IUPUI; International Affairs
Priority #1, Action Item #1d
2018-19
Hillary Kahn (bhahn@iu.edu)
Established a cost-share agreement with the School of Liberal Arts to fund two Graduate Assistants who will work for the Study Abroad Office while earning SLA graduate degrees.

Office of Online Education
IU Online Financial Services
Bicentennial Priority One:4, Principle of Excellence One;
Blueprint 2.0, 1D, 3A, 3C
June 2016—Present
Chris J. Foley, cfoley@iu.edu
As part of the IU Online seamless student services partnership model, IU Online partnered with IUPUI to develop a coordinated effort to assist students with financial assistance, anticipated costs, financial literacy, and policy harmonization for online students across campuses. This partnership focused on coordinating with the financial aid and bursar functions (as well as those in USSS) to enhance service and efficiencies for online students. This service partners closely with the admissions & recruitment and student success coaching partnerships to provide a continuity of care during the admissions and initial enrollment process.

IUPUI; Kelley School of Business
Jeffers Memorial Scholarship
Priority #1, Action Item #1b
2015-16
Ken Carrow (kcarrow@iupui.edu)
The Helen Jeffers Memorial Scholarship was established by Don and Cindy Sparks of Mansfield, TX and is open to any student who has graduated from high school in Clay or Vigo Counties in Indiana and is applying to the Kelley School of Business. The award may be renewed annually so long as the recipient remains a student in good standing at the Kelley School of Business. This scholarship qualifies for the IU Bicentennial Campaign Matching Program; as a result, the amount awarded will be $9,000.

IUPUI; IUPUC
Latino College Goal Sunday
Priority #1, Action Item #2
2016-17
Reinhold Hill (reihill@iupuc.edu)
College Goal Sunday for Latino Families – IUPUC sponsored a program, in Spanish for Spanish speaking families, covering the process for applying to college and to sources of financial aid. The program was offered in collaboration with Ivy Tech Columbus and Purdue Polytechnic Columbus. This was a first of its kind program to bridge a gap in the community for Spanish speaking families. (Admissions & Recruiting, Registrar, SAVC) (IUPUC Part 9 College Goal Sunday for Latino Families 2017)

JAG Career Development Conference – IUPUC hosted the JAG (Jobs for America’s Graduates) Region 9 Career Development Conference and competition. This competition brought high schools students from several parts of IUPUC’s service region to campus for a day of competition and the opportunity to qualify for the statewide JAG Career Development conference. IUPUC has hosted this conference since 2013. (Recruiting and Admissions)

IUPUI; Robert H. McKinley School of Law
Law Tuition Discount
Priority #1, Action Item #1a
2015-16
Andrew Klein (anklein@iupui.edu)
McKinley announced its participation in an agreement made through IUPUI to participate in the Midwest Student Exchange Program (MSEP), a multi-state tuition reciprocity arrangement. Through the MSEP, public institutions in several states have agreed to charge students no more than 150% of the in-state resident tuition rate (for specific programs). This amounts to an annual tuition discount of $4,800 to $7,500.

IUPUI; Robert H. McKinley School of Law
Law Tuition Remission
Priority #1, Action Item #1a
2015-16
Andrew Klein (anklein@iupui.edu)
McKinley developed a partnership with the law firm of Brinks Gilson & Lione which will enable qualifying part- time McKinney students to work at the firm while in school and receive tuition remission. Eligibility requires a degree in engineering or science with a minimum 3.0 grade point average. Initially one recipient per year will be selected to become paid Brinks Gilson & Lione Scientists Advisors as well as Intellectual Property Scholars at McKinney.

IUPUI; School of Liberal Arts
Lib Arts Works Scholarship
Priority #1, Action Item #1b
2015-16
Rob Rebein (rrebein@iupui.edu)
This past year, SLA conceived and began fundraising for the Liberal Arts Works Scholarship program, which will seek to provide 10 $2,500 scholarships each year to help students with unmet need.

IUPUI; IUPUC
Moravec Scholarship
Priority #1, Action Item #1b
2017-18
Reinhold Hill (reihill@iupuc.edu)
Moravec Family Scholarship: This unique scholarship was created at IUPUC by a Columbus family for students with average academic performance and financial need. The funding family is active in the small business, real estate development and philanthropic community and is a long-time supporter of Indiana University. The scholarship allows IUPUC to recruit, incept and enroll students who would not compete as well for performance-based scholarships. (Development) IUPUC

IUPUI; IUPUC
New Renewable Scholarship
Priority #1, Action Item #1b, 2
2018-19
Reinhold Hill (reihill@iupuc.edu)

African American Fund of Bartholomew County WC – The African American Fund created a new annual renewable scholarship for African American incoming freshmen students at IUPUC. The African American Fund was established in 2013 by Heritage Fund, the Community Foundation of Bartholomew County to educate and inspire African American residents of the county. (Office of Development) https://iu.box.com/s/blyxn59x9rd4qpx8nnn3baouaufq6

IUPUI; IU School of Nursing
NFLP Grant for Students
Priority #1, Action Item #1b
2015-16
Robin Newhouse (newhouse@iu.edu)
Since July 1, 2015 funding from the HRSA Nurse Faculty Loan Program Grant (NFLP) totaling $348,975.00 was used to support the education of 25 students in the PhD, DNP and MSN programs who will be future nurse educators.

Office of Enrollment Management
Indiana County Bicentennial Scholarship
POE One; BP One; IUB Bicentennial Objective 1.1.a.e
2016—Present
Created in 2016, the Indiana County Bicentennial Scholarship recently welcomed its fourth cohort and has supported over 400 students at IU Bloomington. The $10,000 scholarship is awarded to students coming from the 25 lowest-enrolling Indiana counties, with the program’s beginner class size increasing 71% from 2016 to 2019.

David Johnson, Vice Provost For Enrollment Management
Dlj44@indiana.edu
Office of Enrollment Management
Indiana County Bicentennial Scholarship
POE One; BP One; IUB Bicentennial Objective 1.1.a.e
2016–Present
Created in 2016, the Indiana County Bicentennial Scholarship recently welcomed its fourth cohort and has supported over 400 students at IU Bloomington. The $10,000 scholarship is awarded to students coming from the 25 lowest-enrolling Indiana counties, with the program’s beginner class size increasing 71% from 2016 to 2019.
David Johnson, Vice Provost For Enrollment Management djjohnson@iupui.edu
IUPUI; Robert H. McKinney School of Law
Online Pathway to Law Program
Priority #1, Action Item #4
2017-20
Andrew Klein (anklein@iupui.edu)
In partnership with the American Bar Association’s Office of Diversity and Inclusion, McKinney launched the Pathway to Law Program in the spring of 2018. Pathways is an online, 3-year pilot program designed to help undergraduate students develop their skills in critical thinking, reading comprehension and study/test preparation strategies. The program’s intent is to develop a pipeline for underrepresented students into legal education and ultimately the profession.
2018-19
The first two cohorts in the Pathway to Law Program are underway. McKinney, in cooperation with the ABA and IUPUI partners, began offering this new pipeline program to increase opportunities for students whose backgrounds are traditionally underrepresented in the legal profession. McKinney currently has forty IU undergraduate students participating in a specially designed online four-course sequence taught by law school faculty.
IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #1, Action Item #1c
2018-19
Amy Warner (awarner@iupui.edu)
Worked with the Admissions Office in support of the IUPUI Jag Tracks Program for current 21st Century Scholars and their families to visit campus and support the completion of school requirements. Fall 2018, 28 student Jag Tracks attendees enrolled in the Indiana Kids Program for tutoring, mentoring, and workshops. Spring 2019, 17 student Jag Tracks attendees enrolled in the Indiana Kids Program.
IUPUI; Division of Student Affairs
Priority #1, Action Item #1b
2016-17
Eric Welkly (ewelkly@iupui.edu)
Partnered with Sam H. Jones Scholars to establish scholarships associated with Paws Pantry: 1 Chair (awarded $5000/year) and 4 Vice Chairs (awarded $1000/year each).
Office of the Vice Provost for Graduate Education and Health Sciences
New Peer Advisor for Grad Grants Center
POE One: An Excellent Education; IUB Bicentennial Objective 4: Graduate Student Success
2015
The successful Grad Grants Center assists students in identifying external funding opportunities and assembling applications for external awards. In response to student demand, we have added an additional peer advisor to our very successful Grad Grants Center, which in 2014-2015 provided over 300 individual consultations. Almost 25% of the $1.9M in external funding received for 2015-2016 went to students who received support from the Center.
http://www.indiana.edu/~gradgrnt/
David Daleke, Vice Provost for Graduate Education and Health Sciences ddaleke@iu.edu
Office of the Vice Provost for Undergraduate Education
Undergraduate OVPU: Multi-Media Internship
POE One: An Excellent Education; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUB1 1.1.e, 1.2.c
2016
Created new undergraduate internship position to address OVPU multi-media needs, including video production, to assist in promotions and communication of student opportunities. FIlmed Engaged Learning/Cox Scholars video, Fine Art Awards promotional video, and I2U2 promotional video. https://ovpue.indiana.edu/student-opportunities/fine-arts-award.html
Dennis Groth, Vice Provost For Undergraduate Education dgroth@indiana.edu
IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #
2016-17
Amir Pasic (ampasic@iupui.edu)
Offered student training and financial support
- The school’s research department provided training and financial support to 10 graduate students who worked with the research team on various projects, including six master’s degree students and four doctoral students in philanthropic studies and economics.
- Four research grants were awarded to doctoral students by the school’s research department to support their dissertation research.
IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #
2017-18
Amir Pasic (ampasic@iupui.edu)
Students with financial need will be able to earn degrees in philanthropic studies and pursue the careers of their choice because of a $5 million gift to the school from anonymous donors. Among the largest gifts ever made to the school, it will help prepare new leaders to serve in philanthropic and nonprofit roles by providing undergraduate and graduate scholarships at the school.
IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #
2018-19
Amir Pasic (ampasic@iupui.edu)
Thanks to a generous gift from the Thomasson Family, our school had the opportunity to provide four-year scholarships equivalent to the cost of tuition and fees, room, board, and books as well as support for a semester of study abroad to three incoming, first-year undergraduate students.
IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #
2019-20
Amir Pasic (ampasic@iupui.edu)
Continue to develop partnerships for scholarship opportunities.
IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #
2015-16
Amir Pasic (ampasic@iupui.edu)
The Lilly Family School of Philanthropy’s research department provided training and financial support to two philanthropic studies and economics undergraduates. One was then hired as a permanent research staff member.
IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #1b
2015-16
Amir Pasic (ampasic@iupui.edu)
The Lilly Family School of Philanthropy’s research department provided training and financial support to 14 graduate students who worked with the research team: four M.A. students and 10 doctoral students in philanthropic studies and economics.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2017-18
Paul Halverson (pjalver@iupui.edu)
In 2018, FSPH awarded six new scholarships for students including four graduate scholarships. We anticipate that this number will increase each year and in 2019, in conjunction with the Master of Health Administration 50th Anniversary Celebration we will be focusing on securing donor support for more graduate scholarships.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2018-19
Paul Halverson (pjalver@iupui.edu)
In 2018, FSPH awarded six new scholarships at the inaugural scholarship luncheon, including two undergraduate scholarships. This event drew together alumni, donors, faculty, staff and students to celebrate supporting undergraduate success.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2016-17
Paul Halverson (pjalver@iupui.edu)
FSPH launched the Eskenazi Health Scholars program for MHA/MPH students. Eskenazi Scholars are awarded a $10,000 stipend, receive approximately $10,000 in tuition payments and work 10 hours per week in Eskenazi Health clinics.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2016-17
Paul Halverson (pjalver@iupui.edu)
FSPH launched the IU Health Law Scholars program, an innovative program that provides an immersive course of study for students pursuing either the JD/MPH or the JD/MHA joint degree program through McKinley School of Law and Fairbanks School of Public Health. Benefits include $2500 scholarships for years 2 through 4 of the program, as well as unique specialized training and networking opportunities.

IUPUI; IU School of Dentistry
Rackley Scholarship
Priority #1, Action Item #1b
2015-16
Carol Anne Murdock-Kinch (carmard@iu.edu)
The R. Hunter Rackley scholarship for first year dental hygiene students has been created and is currently working on funding.

IUPUI; IUPUC
Rackley Scholarship
Priority #1, Action Item #1b
2015-16
Carol Anne Murdock-Kinch (carmard@iu.edu)
The R. Hunter Rackley scholarship for first year dental hygiene students has been created and is currently working on funding.

IUPUI; School of Social Work
Scholarship Partnership with HBCU
Priority #1, Action Item #1b
2019-20
Tamara Davis (tamsdavi@iu.edu)
We are exploring offering additional supports and scholarship funds for students from underrepresented groups in our School, including a potential partnership with an HBCU.

IUPUI; School of Science
Priority #1, Action Item #
2016-17
Shiaofen Fang (shfang@iupui.edu)
School of Science alumnus endows $500,000 scholarship to provide graduation boost. A recent alumnus of the School of Science at Indiana University-Purdue University Indianapolis is giving $500,000 to establish a scholarship to help students finish their degrees. Kent Hawryluk earned a master’s degree in biology from the school in 2013. The Hawryluk Family Scholarship will provide funding for junior or senior science students to take essential coursework required for graduation. This scholarship will be awarded to students with a strong academic record and who work while attending the School of Science. Juniors and seniors will apply directly for these essential funds to help them complete their degree. http:// science.iupui.edu/news/science-science-alumnus-endows-500000-scholarship-provide-graduation-boost

IUPUI; School of Science
Priority #1, Action Item #
2017-18
Shiaofen Fang (shfang@iupui.edu)
Biology graduate students obtain CTSI fellowships. Kirstin Langer (mentored by Dr. Jason Meyer) will study the role of astrocytes in glaucomatous neurodegeneration of retinal ganglion cells. Stephanie Simpson (mentored by Dr. Bonnie Blazer-Yost) will study the development of pharmacotherapies for the treatment of hydrocephalic neurodegenerative disease.
IUPUI; School of Science
Priority #1, Action Item #  
2017-18
Shiaofen Fang (shfang@iupui.edu)

Biology student received 2-year American Heart Association Fellowship. Ruchi Bansal (mentored by Dr. Nick Berbari) received this fellowship to study Mehrl1Cilia mediated signaling.

IUPUI; School of Science
Priority #1, Action Item #  
2017-18
Shiaofen Fang (shfang@iupui.edu)

SOS Scholarship Day – All SOS Dean’s scholarship awardees were invited to campus in late January 2018 for an all day recruitment event (including presentations by Dean and staff, lab visits, faculty connections, and dorm room tours). Of the 30 students that participate, 27 have deposited and 22 have already registered for fall classes.

IUPUI; School of Science
Priority #1, Action Item #  
2017-18
Shiaofen Fang (shfang@iupui.edu)

Partnership with ILHEC (Indiana Latino Higher Education Council). This is a local group that provides small grants for Latino students. The SOS has promised to match those grants if the students attend IUPUI with the intent of pursuing a degree in science. www.ilhec.com

IUPUI; Institutional Research and Decision Support
SEC Study Financial Barriers
Priority #1, Action Item #  
2018-19
Michele Hansen (mhansen@iupui.edu)

Collaborated with members of the Student Experience Council (SEC) and the Student Financial Barriers taskforce members as well as other colleagues in Student Affairs to conceptualize and employ a mixed-methods investigation on student financial barriers. The study was designed to explore the financial barriers that students face and subsequently use the results to guide recommendations and the development of solutions to eliminate potential financial barriers, particularly for under-resourced students. Ten data-driven recommendations/action plans were developed based on the study.

Provided data in support of Student Experience Council first-year experience sub-group. Results informed specific program and policy recommendations to facilitate student success that will be implemented at IUPUI over the next few years.

IUPUI; School of Education
Service Learning Assistant Scholarship
Priority #1, Action Item #1b  
2017-18
Tamara Jackson (tamjackson@iupui.edu)


IUPUI; School of Liberal Arts
SLA Experimental Learning
Priority #1, Action Item #1c  
2018-19
Rob Beinein (robeinein@iupui.edu)

Experimental learning in graduate programs is increasing, which improves the educational experience and provides additional source of funding for graduate students. For example, 15 graduate students in Museum Studies participated in paid internship positions. Graduate students in American Studies, Economics, English, Medical Humanities and Health Studies, and Public History are also involved in external internships.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
First Generation & Diversity Scholarship 2019-20 projected:  

$10,000 total dollars
5 scholarships;  

IUPUI; School of Social Work
Priority #1, Action Item #1b  
2017-18
Tamara Davis (tamdavis@iu.edu)

The Bachelor of Social Work Student Association launched an ongoing fundraising effort to support the School’s social work students through scholarships. The Association set a goal of reaching one million people and asking each person to donate a dollar (or more if they could afford it.) Thus far, the students have raised more than $2,000.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #1b  
2017-18
Thomas Stucky (tstucky@iupui.edu)

The scholarship processes was completely overhauled and streamlined into an electronic system. Donor intents were matched with student applicants, and guiding priorities were in place for 2018-2019 to ensure the most deserving students have top consideration for all scholarships. A committee of faculty and staff reviews all applicants.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Priority #1, Action Item #1b  
2016-17
Mathew Palskal (mpalskal@iupui.edu)

As a result of the iDEW program, the school was able to secure an NSF S-STEM grant for student scholarships.

IUPUI; Herron School of Art + Design
Student Internships Herron
Priority #1, Action Item #1c  
2016-17
Nan Goggin (ngoggin@iu.edu)

Senior Student Internships:  

• Nikki Adams, Indianapolis Motor Speedway Creative Services, (graphic design)  
• Elizabeth Anderson, Exacta (Digital Strategy), (web design)  

The School’s Develop Director, Sandy Noe, came up with an innovative approach to boost interest in the IUSSW Alumni Association Scholarship. At the Alumni Association’s annual conference in 2016, a pitch was made to get as many alumni as possible to donate $5. The association saw a jump in donations of over 115 percent.
Ashley Bowers, AxiomPort, (design studio)
Leena Becker, Keith Marketing Group—KMG (athletic clothing design)
Paige Brown, Eskenazi Health Communications (in-house)
Kara Casey, Eskenazi Health Communications (graphic design)
Sarah Chumbley, Indianapolis Motor Speedway Creative (in-house design)
Michael Cole, Park Chapel Christian Church, (design&communication)
Cody Cull, Collabo Creative, (design strategy)
Derek Dalton, IMOCA, (art gallery)
Ashley Davis, Ronald McDonald House, (web design)
Sam Deddens, Top Notch, (in-house )
Bridge Eckert, Eskenazi Health Communications (in-house)
Kate Fenoglio, Indianapolis Monthly Magazine (design dept.)
Sara Fucci, Flat 12 Beer, (in-house )
Levi Hadley, Trois Prime of Paris, France (Medical design & marketing) (design)
Rory Harlow, McCormick Co. (ad agency)
Celeste Hettrick, Sports Graphics, (production assistant intern)
Mairiha Hicks, Plan The Day Co. (on-line event planning)
Hannah Imes, FishHook, (web-site & graphic design for non-profits)
Sam Johnson, Exposure Arts, (community arts org., Bloomington)
Meagan Kinder, Multimedia Production Center (MPC at IUPUI), (graphic design)
Taylor Koker, Printing Partners (design & production intern)
Jake Lauster, Keith Marketing Group—KMG (athletic clothing design)
Kwok Lee, Indiana, History Center (in-house exhibitions)
Krystina Lott, AAMCO—graphic designer & branding assistant)
Kristen Mast, InSourceCode, (website design)
Brian Metzler, RLR Assoc. (architectural/environmental design)
Quentin Miller, Signorama (sign, banners, vehicle graphics)
Alexis Morin, IU Communications (in-house design)
Kelsey Phillips, Design 27 (sound engineers)
David Schonkel, MultiMedia Production Center (IUPUI)
Christanne Siamas, Catalyst Group (branding and strategy) (design)
Ashley Simmons, DORIS (design research)
Michael Sinclair, Anthena Auctions
Audrey Smith, Indiana State Library, (PR&communications)
Jessa Theadman, MediaFuel, (digital media design)
Chase Tichenor, Indianapolis Museum of Art, (design dept)
Travis Wagner, Indiana State Library (in-house PR)
Alyson Wiggs, Bredensteiner Imaging (print shop)
Katrina Montenegro Kiwanis
Robert Chastain (Panther Graphics)

IUPUI; UITS
Priority #1, Action Item #1a
2018-19
Stacy Morrow (amorrow@iu.edu)
July. IU expands partnership with Top Hat to provide learning tools at no cost
In a move to help increase student engagement and defray college costs, Indiana University on July 26 announces a new enterprise license agreement with Top Hat, provider of the leading cloud-based teaching platform for higher education. Through this expanded partnership, more than 114,000 students on all eight of Indiana University campuses now have access to best-in-class educational tools at no additional cost, as well as affordable or free, high-quality and interactive course materials from Top Hat. https://itnews.iu.edu/articles/2018/Hats%20ofd%20to%20Top%20Hat.php

IUPUI; Herron School of Art + Design
Undergrad and Grad Scholarships
Priority #1, Action Item #1b
2016-19
Nan Goggin (ngoggin@iu.edu)
Herron awarded $241,000 in scholarships to undergraduates and graduate students as a result of philanthropic gifts.
2017-18
Awarded $289,000 in scholarships as a result of philanthropic gifts.

2018-19
Scholarships: Awarded approximately $290,000 as a result of philanthropic gifts; these represent donor-created scholarships only, and are a mix of annual and endowed support.
"Of the scholarships awarded, a total of 31 students received a total of $54,000 for International study.
A new scholarship was established in honor of faculty member Paula Differding’s retirement – the Paula Differding Scholarship for Excellence in Design

University Student Services and Systems
IUSS Bicentennial Priority One: A Commitment to Student Success
2018-19
Financial aid Initiatives to assist students
Review and analysis of institutional financial aid programs to address affordability
Default management services (Regional campuses) to further reduce default rates
Provide input into reauthorization of the Higher Education Act to protect student funding
https://affordability.iu.edu/financial-aid/index.html
James Kennedy, Associate Vice President kennedjc@indiana.edu

University Student Services and Systems
IUSS Bicentennial Priority One: A Commitment to Student Success
2016-17
Banded Tuition (Fall 2016)
Banded rate for all IU campuses to encourage students to take 15 credits per semester and graduate on-time (Bill already in place/new for IUPUI and regionals)
New, later payment due date options to give students and families more flexibility in paying college expenses.
Work with enrollment officers on programs to keep students who owe small amounts to IU from withdrawing.
https://affordability.iu.edu/banded-tuition/index.html
James Kennedy, Associate Vice President kennedjc@indiana.edu

University Student Services and Systems
IUSS Bicentennial Priority One: A Commitment to Student Success
2016-17
Scholarship system
Phase II of new scholarship system (AcademicWorks) is complete. Phase III will add more functionality to assist with strategically awarding scholarships for the recruitment and retention of students.
Additional options for students to apply for scholarships
https://affordability.iu.edu/financial-aid/index.html
James Kennedy, Associate Vice President kennedjc@indiana.edu

University Student Services and Systems
IUSS Bicentennial Priority One: A Commitment to Student Success
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James Kennedy, Associate Vice President kennedjc@indiana.edu

University Student Services and Systems
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Work with enrollment officers on programs to keep students who owe small amounts to IU from withdrawing.
https://affordability.iu.edu/banded-tuition/index.html
James Kennedy, Associate Vice President kennedjc@indiana.edu

University Student Services and Systems
IUSS Bicentennial Priority One: A Commitment to Student Success
2016-17
Scholarship system
New scholarship system (AcademicWorks) to replace the current Compass program for improved awarding of scholarships for student recruitment.
https://affordability.iu.edu/financial-aid/index.html
James Kennedy, Associate Vice President kennedjc@indiana.edu
University Student Services and Systems

**USSS Bicentennial Priority One: A Commitment to Student Success**

2017-18

**Scholarship system**

Phase II of new scholarship system (AcademicWorks) to replace the current Compass program to improve awarding of scholarships for recruitment. Focus on students to address affordability. [https://ussss.iu.edu/financial-aid/index.html](https://ussss.iu.edu/financial-aid/index.html) James Kennedy, Associate Vice President

kennedjc@indiana.edu

**Career preparation**

**IUPUI; Kelley School of Business**

Alicia DeCoudreaux

Priority #1, Action Item #2

2017-18

Ken Carow (kcarow@iuui.edu)

Tobias Center invited campus and community to the Hazelett Forum featuring Alicia DeCoudreaux, business executive and former President of Mills College to discuss her journey in leadership as a woman of color. The lecture was attended by over 250 people.

**IUPUI; School of Education**

Alternate Class Times

Priority #1, Action Item #3

2016-17

Tamra Jackson (tambjack@iupui.edu)

Until this year, graduate certification pathways for elementary teachers were the same as the undergraduate with regard to scheduling – classes were only offered during the daytime and on weekdays. While the SoE has a healthy post-baccalaureate program, the course times did not meet the needs of working students. Working with local school districts, the SoE has developed an alternative pathway for post-baccalaureate students. The first cohort for this district based alternative certification program will start Fall 2017 with students from the MSD of Lawrence Township. Over 60% of the students are students of color and all are working in the school district. Innovative collaborations with the district will support these students to complete their teacher certification in 18 months. The first cohort will finish December 2018.

**IU JSOM**

Office of Entrepreneurship and Career Development (OECD)

POE 1

Ongoing

IU JSOM

Alain Barker, abarker@indiana.edu

After an exploratory period of several years during which the Jacobs School’s “Project Jumpstart” was initiated then expanded, an Office of Entrepreneurship and Career Development was formally established on July 2, 2014 to coordinate resources and to provide advising to undergraduate and graduate Jacobs School of Music students.

The Office provides expert guidance and resources designed to empower Jacobs School of Music students as they prepare for careers in music and dance.

**IU JSOM, Office of Entrepreneurship and Career Development**

JSOM OECD, 2-year and 4-year Career Development Action Plans

Tome 1, 7

2016—Present

IU JSOM, Office of Entrepreneurship and Career Development

Alain Barker, abarker@indiana.edu

Summer 2016, the staff of the OECD developed a four-year Career Development Action Plan for undergraduate students, and a Two-Stage Career Development Action Plan for graduate students as they prepare for their professional lives. Updated each year, the Action Plans are used to frame individual career advising appointments, develop workshop topics, and generally guide the activities of the OECD. The Action Plans are shared with students at events, are available online and are provided to incoming students during orientation. They are also available to prospective students and families during JSOM audition weekends.

**IU JSOM, Office of Entrepreneurship and Career Development, Project Jumpstart!**

JSOM OECD Career Development Services

Tome 1, 7

2014—Present

IU JSOM, Office of Entrepreneurship and Career Development

Alain Barker, abarker@indiana.edu

• Individual Advising Services, available to all undergraduate and graduate students

• Employer Relations initiative that strengthens career and employment opportunities for students

• Alumni Mentorship Program that connects successful professionals to emerging talent

• Career Days and Workshops in partnership with Jacobs School departments

• Career Development Action Plans, providing a pathway to success, tailored to undergraduate and graduate student needs

• Curriculum Development, resulting in a growing list of course offerings in career development, music innovation, and entrepreneurship

• Harrison Career Assessment, offering all students an opportunity to discover their greatest strengths in alignment with career opportunities

• General Resources that provide students and faculty with information related to career paths, funding, professional networking, portfolio development, etc.

• Credentials Management that serves students as they apply for jobs and post-Jacobs School education

**IU JSOM, Office of Entrepreneurship and Career Development, Project Jumpstart!**

JSOM OECD Alumni Mentorship Program

Tome 1, 7

2017—Present

IU JSOM, Office of Entrepreneurship and Career Development

Alain Barker, abarker@indiana.edu

Alumni Mentorship Program Established in the spring of 2017, the Alumni Mentorship Program is a coordinated learning and knowledge exchange initiative that actively engages students, departments, and alumni through a series of one-on-one conversations. Partners involved are the OECD, JSOM Alumni Association, Jacobs School Departments, and the IU Alumni Association.

**IU JSOM, Office of Entrepreneurship and Career Development, Project Jumpstart!**

JSOM OECD Project Jumpstart! Programs

Tome 1, 7

2014—Present

IU JSOM, Office of Entrepreneurship and Career Development

Alain Barker, abarker@indiana.edu

• Workshops that focus on critical knowledge and skills necessary for a successful and sustainable career

• Panel Discussions on some of the most pressing issues in the music and arts world

• Well-Advised Lunches with the many national and international guests at the Jacobs School, allowing students to access a wealth of knowledge and wisdom

• Networking Events that help form life-long professional relationships within a new generation of artist, scholars, and teachers
are very satisfied with their current work. 65% of graduates surveyed currently work as an artist in their field. 91% are very satisfied with their current work.

IU JSOM, Office of Entrepreneurship and Career Development

JSOM OECD Entrepreneurship Training

Tome I

Ongoing

IU JSOM

Alain Barker, abarker@indiana.edu

OECD Training includes the opportunities in bulleted form.

Entrepreneurship Certificate, in partnership with the Kelley School of Business Johnson Center for Entrepreneurship and Innovation

The Annual Jacobs School of Music Innovation Competition.

Sponsored in part by the Johnson Center, the innovation competition has welcomed more than 40 ground-breaking ideas from Jacobs School individuals and/or teams (see report narrative for specifics).

Student Organization liaison, mentorship and project support

Individual student project mentoring and support

Emerging Ensemble mentoring and support

Jacobs School of Music

Undergraduate Career Advisors

POE1

Ongoing

IU JSOM

Linda Cañas, lcajas@indiana.edu, 812-856-3882

As part of an expanded program for career preparation, the Jacobs School of Music hired two specialists in July 2016 to work closely with the Jacobs School Office of Entrepreneurship and Career Development and the Office of Undergraduate Advising and Records to provide resources, training, and career advising to undergraduate students as they prepare for a professional life in music and ballet. The two positions are supported by an Indiana University-wide initiative to enhance student career preparation.


Maurer School of Law

Pro bono Activities

One – a commitment to student success

Ongoing

Ken Turchi, kturtle@indiana.edu

https://www.law.indiana.edu/student-life/pro-bono/

Students participate in pro bono services because it is rewarding and it provides practical skills. “Volunteering and eventually serving in a leadership capacity for the Protective Order Project has provided invaluable skill development and experience,” said Corttany Brooks, ’19. “Not only are we assisting individuals with issues near to my heart; we are learning an extremely special set of skills that we can use to change others’ lives. This instills in students a sense of responsibility to continue to give back throughout their careers, whether working in legal aid or a corporate firm.”

Maurer School of Law

Semester in DC

One – a commitment to student success

Ongoing

Washington, DC

Ken Turchi, kturtle@indiana.edu

https://www.law.indiana.edu/academics/experiential-education/externships/washington.shtml

If you think you’d like to work on Capitol Hill — or represent people who do — or for the federal government or a public advocacy organization, you should consider our Semester Public Interest Program. You’ll spend half of your 3L year in Washington, DC, working in a federal agency, in Congress, or in a non-profit public advocacy organization, while you earn eight hours of credit. At the same time, you’ll take a two-credit course, Lawyering in the Public Interest, where you’ll meet distinguished alumni whose careers showcase the many aspects of the profession in the federal government.

Past participants report that this hands-on program offers easier transitions from law school to practice and expanded employment and networking opportunities. Our Career Services Office, faculty, and alumni will work with you on finding an externship that offers rigorous supervision and challenging work assignments.

Maurer School of Law

Julian Bond Law scholars program

One – a commitment to student success

Ongoing

Ken Turchi, kturtle@indiana.edu


The Indiana University Maurer School of Law has partnered with the Southern Poverty Law Center on a scholarship, mentoring and summer externship program designed to attract high-performing law students interested in social justice and equality issues, with a deep commitment to helping the most vulnerable members of our society.

Named in honor of the iconic civil rights leader and founder of the Southern Poverty Law Center, the Julian Bond Law Scholars program will offer law students an affordable pathway to a professional career; eliminate the stress and anxiety that some students feel when trying to find employment after their first year of law school; and provide unparalleled hands-on legal experience, while allowing students to make a difference in advancing social justice issues.

Maurer School of Law

Stewart Fellows Global Externships

One – a commitment to student success

Ongoing

Ken Turchi, kturtle@indiana.edu


The fellowship program is administered through the Law School’s Office of International Programs. Students selected for the fellowship receive full funding in support of an international externship with a program partner. Depending on the partner requirements, the externship period is six, eight, 10 or 12 weeks. Fellows must participate in pre-departure and re-entry orientation sessions, submit weekly reports throughout the externship period, and complete a reflective essay upon return to the United States.

Stewart Fellows are expected to do their jobs professionally and well, learn as much as possible about the law and culture in the country of placement, and serve as excellent ambassadors for Indiana University Maurer School of Law and the Stewart Fellows Overseas Externship Program, both while abroad and upon return to the Law School.

IU JSOM OECD Strategic National Arts Alumni Project (SNAAP)

Tome I

2015—Ongoing

IU JSOM

Alain Barker, abarker@indiana.edu

SNAAP (Strategic National Arts Alumni Project) The Jacobs School of Music is a participant in the SNAAP survey that tracks the lives and careers of arts graduates around the US. Providing comprehensive quantitative and qualitative results and comparative data, the survey has profoundly affected the Jacobs School’s ability to assess its impact on emerging professionals. It has also helped guide the programs and services of the OECD.

IU JSOM, Office of Entrepreneurship and Career Development

The Jacobs School of Music appointed two Undergraduate Advising and Records to provide resources, faculty, and alumni will work with you on finding an externship that offers rigorous supervision and challenging work assignments.

IU JSOM OECD Strategic National Arts Alumni Project (SNAAP)

Tome I

2015—Ongoing

IU JSOM

Alain Barker, abarker@indiana.edu

SNAAP (Strategic National Arts Alumni Project) The Jacobs School of Music is a participant in the SNAAP survey that tracks the lives and careers of arts graduates around the US. Providing comprehensive quantitative and qualitative results and comparative data, the survey has profoundly affected the Jacobs School’s ability to assess its impact on emerging professionals. It has also helped guide the programs and services of the OECD.

IU JSOM, Office of Entrepreneurship and Career Development

The Jacobs School of Music appointed two Undergraduate Advising and Records to provide resources, faculty, and alumni will work with you on finding an externship that offers rigorous supervision and challenging work assignments.
Maurer School of Law
Supporting Rural Justice
One – a commitment to student success
Ongoing
Ken Turehi, kturehi@indiana.edu
https://www.law.indiana.edu/academics/experiential-education/externships/rural.shtml

The Law School is excited to announce an innovative program that will place outstanding public-service oriented first-year law students as externs in the chambers of Indiana trial court judges. This first summer will serve as our pilot program and will include 4-5 1L students. We hope to expand the program in future years.

The Supporting Rural Justice program spans eight weeks. It will begin mid-May, and will end in time to meet pre-semester obligations such as PGA training and Journal orientation. Students will be supervised by individual Indiana judges and will assist with researching and drafting, motions, court orders, and decisions. Students will have multiple opportunities to learn about courtroom procedure and motion practice, observe trials, and encounter the rewards and challenges of serving rural communities. Students will be expected to be in court at least four days a week but can telecommute one day a week.

RTV Practicum Credit
(BO 1.2f)
2018-19
The Media School/RTV Building
Perry Metz, General Manager metz@indiana.edu
2018: RTV, in conjunction with the Media School, offered X476 for 10 students to work directly with a professional

Levin, a 2009 graduate of what is now the School of Art, Architecture and Design, founded the company in 2013.

The Survey of the Americanfreshman: A National Study of First-Year College Students 2018-19

SPH High Impact Experiences
POE 2d
2017-20
SPH Bloomington
Jim Gibson, jadgibso@indiana.edu
May 2017 Graduates’ participation in High Impact Experiences
High Impact Experiences: Students were asked to provide information on their participation in high impact experiences (internships, community service projects, research, and studying abroad). The survey also asks students to rate the importance of the experience as it pertains to readiness for the workforce, and overall satisfaction. The following is a summary of participation in high impact experiences and perceived importance for workforce readiness by all graduates:

- 53% (92/173) of respondents participated in a service based project involving the community. 67% (61/92) indicated the experience was important in their preparation for the workforce.

- 27.9% (48/172) of all respondents participated on a research team during their degree. 64% (31/48) indicated the experience was important in their preparation for the workforce. Of 27.9% of respondents indicating that they had participated in research during their degree, 41% (20/48) were pursuing a Master’s in Public Health.

- 72% (124/172) of all respondents completed an internship as part of their degree. 77.9% (95/122) indicated the internship experience was important in their preparation for the workforce. Those that completed an internship were statistically more likely to indicate that they are employed full time compared to those with no internship experience during their degree. Those that rated their internship as extremely important were significantly more likely to indicate that they are employed full time.

- 18% (32/173) indicated they had studied abroad during their academic experience. 56.2% (18/32) indicated that the experience was important in their preparation for the workforce.

Office of the Provost
Implementing Robust Career Advising, Best Practices and Metrics

Principle of Excellence 1: An Excellent Education; IU Bicentennial Priority 1: Action Item 3: Pervasive academic and career advising; IU Bicentennial Objective 1: Action Item 5: Robust career advising

2014—Present
M. A. Venkataramanan, Vice Provost for Finance and Strategy
venkatar@indiana.edu

A great deal of attention has been focused on enhancing career services on the Indiana University Bloomington campus. For example, all career services offices now produce an annual metrics report, which allows the campus to report reliably on the career preparation activities and placement success of our students in different schools and majors. A significant reorganization and separation of the Career Development Center (CDC) and Walter Center Career Achievement for the College of Arts and Sciences now allows these two units to focus more intently on their unique missions. CDC serves students without declared majors in their early career exploration and experiential learning pursuits, and the Walter Center works with students from all of College’s majors at all stages of career development. Additionally, the Walter Center moved to a beautiful new home in the renovated Ernie Pyle Hall, while CDC will soon be occupying renovated space in the Wells Library.

https://careers.indiana.edu/
https://iu.app.box.com/a/v0c/gc2k46s8x4j-5j3itrwkrkhzw2w7a4u
https://cdc.indiana.edu/
https://careers.college.indiana.edu/

IUPUI: School of Liberal Arts
Career Communities in Lib Arts
Priority #1, Action Item #5
2018-20
Rob Rebein (rebbein@iupui.edu)
2018-19
Under the new initiative Career Communities in Liberal Arts, the departments of English, Communication Studies, and Journalism successfully piloted the course ‘Public Relations, Politics, and Social Justice’; and Health Care, Ethics, and Human Services.

Expand Career Communities initiative to 3 sections in AY 2019-20.

Three Career Communities courses will be offered in 2019-2020: Public Relations, Media, and Creative Arts; Law, Politics, and Social Justice; and Health Care, Ethics, and Human Services.

SICE IUB
SoC Degrees Pay a Dividend
POE 1
March 2016
SICE IUB
Raj Acharya, dean@soic.indiana.edu

“It was another successful year for SoIC graduates,” said director of career services Kate Caldwell. “The success rates are higher than they have been in at least the past four years, and the average starting salaries are, in many cases, higher than the national averages. The interest from employers in recruiting SoIC students only continues to grow.”

SOAAD Alumna Returns for Retail Forum
POE 1.a
October 24, 2017
SOAAD Bloomington
Peg Faimon, pfaimon@indiana.edu
Indiana University Bloomington’s annual Retail and Design Forum will bring top executives from the retail industry to campus on Oct. 24.

20% of all respondents who did not complete an internship indicated the experience was important in their preparation for the workforce. Of 27.9% of respondents indicating that they had participated in research during their degree, 41% (20/48) were pursuing a Master’s in Public Health.

- 72% (124/172) of all respondents completed an internship as part of their degree. 77.9% (95/122) indicated the internship experience was important in their preparation for the workforce. Those that completed an internship were statistically more likely to indicate that they are employed full time compared to those with no internship experience during their degree. Those that rated their internship as extremely important were significantly more likely to indicate that they are employed full time.

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https://cdc.indiana.edu/
https://careers.college.indiana.edu/

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IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Career Exploration Events
Priority #1, Action Item #1c
2016-17
Thomas Stucky (tstucky@iupui.edu)
Students across campus benefited from the opportunity to attend to career exploration events hosted by SPFA: Public Safety Career Day and Nonprofit Expo.

IUPUI; Division of Undergraduate Education/University College
DEAP Internship and Networking
Priority #1, Action Item #2
2016-17
Jay Gladden (jamglad@iupui.edu)
The Diversity Enrichment and Achievement Program (DEAP) collaborated with the Indianapolis Neal-Marshall Black Alumni Club to host the first annual Internship and Networking Night on February 15, 2017. The event featured IUPUI alumni and representatives from local businesses. Approximately 70 DEAP students participated in the event.

IUPUI; School of Engineering & Technology
Diversity Networking Breakfast
Priority #1, Action Item #1c, 2
2017-18
David Russomanno (drussoma@iupui.edu)
E&T coordinated the first annual Diversity Networking Breakfast that connected members of SWE (Society of Women Engineers), SHPE (Society of Hispanic Professional Engineers), and NSBE (National Society of Black Engineers) with employers.

IUPUI; Division of Undergraduate Education/University College
Priority #1, Action Item #1c
2015-16
Jay Gladden (jamglad@iupui.edu)
Campus Career and Advising Services led efforts to develop an internship course taxonomy as part of a campuswide initiative to develop taxonomies on high-impact practices. The taxonomy classifies baseline expectations for high-quality internship courses and also identifies midlevel and highest impact practices for internship courses using the following criteria: instructor expertise, internship’s application of classroom knowledge, interpersonal development of student, critical reflection on internship experience, use of assessment for course improvement, mutual benefit to institution and employer, and health, safety, and security.

IUPUI; Division of Undergraduate Education/University College
Priority #1, Action Item #1c
2016-17
Jay Gladden (jamglad@iupui.edu)
Campus Career and Advising Services (CCAS) completed administration of the first campuswide First Destination Survey, which has data about IUPUI students’ postgraduate employment and educational opportunities. Through partnerships with the school career services offices, CCAS was able to achieve a 54.7% knowledge rate (out of 3,886 undergraduate diploma recipients). Of all the respondents, 89.9% reported a positive career outcome, and 91.6% reported a positive career outcome. See news release.

IUPUI; Division of Undergraduate Education/University College
Priority #1, Action Item #1c
2017-18
Jay Gladden (jamglad@iupui.edu)
Campus Career and Advising Services led the second administration of the campuswide First Destination Survey, which had a 58% knowledge rate (nearly 4 percentage points higher than the previous administration) and revealed that 92% of graduates reported positive career outcomes (up from 90% in previous year). Reports and tableau dashboards are available at https://career.iupui.edu/outcomes.

IUPUI; Division of Undergraduate Education/University College
Priority #1, Action Item #1c, 2
2017-18
Jay Gladden (jamglad@iupui.edu)
With a Welcoming Campus Innovation Grant, many DIE offices collaborated on the "Reducing Social Class Barriers to Career Development Success" project, which focused on the postgraduate success of all students by raising awareness of barriers related to social class and careers and by delivering related professional development for campus professionals and local employers. The project also compiled targeted resources for underresourced students and are developing a professional dress closet.

IUPUI; Herron School of Art + Design
Eickmeier Professional Devel Fund
Priority #1, Action Item #1b
2017-18
Nan Goggin (ngoggin@iu.edu)
Established the Valerie Eickmeier Professional Development Fund for Students.

IUPUI; Division of Enrollment Management
Priority #1, Action Item #1c, 2
2016-17
Boyd Bradshaw (bobradsh@iupui.edu)
In an effort to keep informed of veteran initiatives as well as share OVMP veteran initiatives, the OVMP developed the Veteran Services Support Team (VSST). This team consists of members across campus that share in the passion of serving US service members. Since creation the VSST has provided much insight into the needs of staff and faculty across campus. This team has recommended a military related syllabus statement as well as a professional development for career services staff on how to read a military resume.

IUPUI; Division of Enrollment Management
Priority #1, Action Item #1c
2016-17
Boyd Bradshaw (bobradsh@iupui.edu)
During the 16 – 17 academic year the OVMP developed a practicum experience for HESA Master students. The practicum focused on all the elements of managing and running a veteran’s office on a university campus. Specifically, the student learned about specific functions and challenges of such an office.

IUPUI; Finance and Administration
Priority #1, Action Item #1c
2017-18
Camy Broeker (cbroeker@iupui.edu)
IUPUI Auxiliary Services: ASSIST IUPUI Program; Strategic Initiative: Implement Auxiliary Services Internship Support Team (ASSIST IUPUI) Program by way of the Welcoming Campus Innovation Fund (An initiative spearheaded by the IUPUI’s chancellor’s office)
• Identified internship opportunities with academic units and capacity within Auxiliary Services.

IUPUI; Eickmeier Professional Devel Fund
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IUPUI; Division of Enrollment Management
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• Identified internship opportunities with academic units and capacity within Auxiliary Services.
Collaborated with academic units to promote internships to identified majors
Interviewed and selected six interns for the pilot year of the project.

**IUPUI; Graduate Office**
Priority #1, Action Item #5
2015-16
Janice Blum (jblum@iupui.edu)
To improve student learning and career readiness in 2015-2016, 79 new graduate and professional courses were approved for launch at IUPUI. An additional 16 new courses have been developed by faculty and are under campus review.

**IUPUI; Herron School of Art + Design**

**Herron Career Course**
Priority #1, Action Item #1c
2019-20
Nan Goggin (ngoggin@iu.edu)
Develop a Career course for the undergraduate plan of study or integrate into existing curriculum and focus on apprenticeships and project-based experiences in conjunction with their academic studies.

**IUPUI; Herron School of Art + Design**

**Herron Career Services Website**
Priority #1, Action Item #1c
2018-19
Nan Goggin (ngoggin@iu.edu)
Implemented career services website (https://herron.iupui.edu/student-life/career-services/index.html) with job search resources for students and alumni career success stories

**IUPUI; Herron School of Art + Design**

**Herron Career Services Website**
Priority #1, Action Item #1c
2015-16
Nan Goggin (ngoggin@iu.edu)
Herron Community Learning Programs give Herron art education graduate students the opportunity to gain valuable expertise by teaching Saturday School and Youth Art Camp, under the guidance of seasoned alumni. This experience enables them to be better prepared for student teaching during their final semester and gives them a greater advantage during their search for a full time teaching position.

**Office of Online Education**
IUPUI Online Career Services
Bicentennial Priority One.4
Principle of Excellence One
Blueprint 2.0, 1D, 3A, 3C
March 2016—Present
Chris J. Foley, cfoley@iu.edu
As part of the IU Online seamless student services partnership model, IU Online partnered with IUPUI to develop a coordinated effort to assist students with preparing for a career after program completion. The program is developing modules within IU Expand that students can utilize to assist with professional development as well as leverage those modules already created within EDGE.

**Hamilton Lugar School of Global and International Studies**
Career Mentorship
B02.1.e
AY 19-20 is a pilot year
IU Bloomington
Ashlyne Bender, ashbende@iu.edu; 5.5178
HLS is using an electronic platform provided by a small edtech startup (The Mentor Collective, which was founded by an IU alum) to connect 100 juniors and seniors with young professionals (alumni, friends of the school) with the purpose of helping the students land jobs and internships.

**IUPUI; IU School of Dentistry**
Digital Job Board SID
Priority #1, Action Item #1c
2016-17
Carole Anne Murdock-Kinch (caramurd@iu.edu)
Implemented in A.Y. 2015-16, “IU Dentistry Professional Pathways: Staying Connected!” digital job board (Simplicity software) was implemented by the Office of Admissions and Student Affairs, allowing graduating students and alumni the opportunity to seek or post jobs in the oral health care community in Indiana and beyond. One hundred eighty-nine potential employers have posted positions with 61% located in Indiana. 35% of the DDS Class of 2017 is registered.

**IUPUI; School of Engineering & Technology**
Job Shadowing Requirement
Priority #1, Action Item #1c
2019-20
David Russomanno (drrussoma@iupui.edu)
Incorporate Job Shadowing Requirement in more courses.

**IUPUI; School of Physical Education & Tourism Management**
Mandatory Internship for Undergrad Health Science Management (Kinesiology, Health Education, Athletic Training, and Sport Management degrees)
IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PETM combined)

**Kelley School of Business**
Charles Schwab Wealth Management Workshop
Opened: 2017
Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu
BP One: A Commitment to Student Success
The Charles Schwab Wealth Management Workshop prepares students for careers in financial planning and wealth management. Specifically, it prepares students to take the Certified Financial Planner (CFP®) certification, which is the key gateway to such a career. Workshop members also receive professional development opportunities, including guidance and training with Kelley School of Business alumni and other professionals in the field. These professionals are in industries where the Workshop training is in high demand such as banks, insurance companies, brokerage house, and financial planning firms. Charles Schwab’s sponsorship of the workshop is a testament to the industry’s keen interest in expanding the supply of financial planners and wealth managers.

**Kelley School of Business**
Kelley Direct Propel Professional Development Program
Launched: 2016
Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu
BP One: A Commitment to Student Success
Kelley Direct Propel Professional Development Program is designed specifically for students of Kelley Direct, the online MBA program at Kelley. The professional development program is tailored to serve those looking to advance at their current companies as well as career-switchers. Propel is similar to Kelley Compass in the Undergraduate Program and Me, Inc. in the residential MBA program.

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**IU Bloomington**

**Conrad Prebys Career Services Center**
Opened: 2018
Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu
BP One: A Commitment to Student Success
Kelley Direct Propel Professional Development Program is designed specifically for students of Kelley Direct, the online MBA program at Kelley. The professional development program is tailored to serve those looking to advance at their current companies as well as career-switchers. Propel is similar to Kelley Compass in the Undergraduate Program and Me, Inc. in the residential MBA program.

**IU Bloomington**

**Undergraduate Program and Me, Inc. in the residential MBA program.**
Implement mandatory internship for undergraduate health science student requirement; first cohort will begin 2019-20 to deepen learning experiences, increase community engagement, and improve student outcomes.

**IUPUI; Office of the Vice Chancellor for Community Engagement**

Priority #1, Action Item #1c, 2  
2016-17  
Amy Warner (awarner@iupui.edu)

Internship Connection Program for Underrepresented Students  
- Accomplishment: Prepared students for internship and career opportunities by developing a program with the IU Neal Marshall Alumni Association Indianapolis Chapter to connect students with alumni in their chosen fields.  
- Evidence of Effectiveness: Established a working partnership with Diversity Enrichment and Achievement Program (DEAP) to prepare students for internships and careers, which culminated in an event with 50 Neal Marshall alumni and 100 students making connections.  

- Evidence of Effectiveness from IRDS data:  
  - 84% of undergraduate alumni were satisfied or very satisfied with their opportunities to engage in community service while at IUPUI.  
  - 80% of graduate alumni were satisfied or very satisfied with their opportunities for community engagement (projects, research, exhibitions, etc.)  
  - 58.7% of female, and 53% of male, undergraduate students reported that education activities at IUPUI contributed at least some to their current involvement in political, social or community issues.  
  - 81.6% of female, and 75.7% of male, undergraduate students rate themselves effective, or better, in regards to exercising responsibilities as a citizen (voting, participating in community and political issues).

**IUPUI; Lilly Family School of Philanthropy**

Priority #1, Action Item #  
2016-17  
Amir Pasic (ampasic@iupui.edu)

Enhanced career preparation programming though curricular and co-curricular vehicles.  
- Approximately four co-curricular workshops are held each semester, educating students about job search strategies.  
- The capstone course in spring 2017 incorporated presentations related to articulating transferable skills to the workplace.  
- In addition, one new component to B.A. degree requirements will be a 1-credit course on career development, which will be required prior to a student taking an internship for course credit.

**IUPUI; Robert H. McKinney School of Law**

Prepare for a Job after Graduation  
Priority #1, Action Item #1c  
2016-17  
Andrew Klein (anklein@iupui.edu)

Megan Little worked with Indiana University Research and Technology Corporation (IURTC) and the intellectual property lawyers at Stinson Leonard Street in the firm’s St. Louis office. As the job market has changed for law students and new lawyers, IURTC has moved quickly to partner with the law school to find innovative ways to prepare students for life after graduation and help them land their first legal job in the intellectual property field.

**IUPUI; School of Physical Education & Tourism Management**

Priority #1, Action Item #  
2016-17  
Rafael Bahamonde (rbahamon@iupui.edu)

Kinesiology faculty, Mrs. Nancy Barton, developed new internship program with the IUPUI Campus Kitchen

**IUPUI; School of Science**

Priority #1, Action Item #  
2016-17  
Shiaofen Fang (shfang@iupui.edu)

- 45 students completed an experiential learning course (science-based internship or healthcare shadowing) through the PREPs office  
- PREPs staff completed 53 classroom presentations on career development topics. This is a 47% increase in classroom presentations over 2017-2018.

**IUSON.  Two members of the committee attended the EDGE Career Counseling conference and will report back to the group when they resume meetings at the end of this summer. One member created a booklet on resume writing and cover letter writing that is ready for production/printing.**

**IUPUI; School of Science**

Priority #1, Action Item #  
2016-17  
Shiaofen Fang (shfang@iupui.edu)

The Life-Health Sciences Internship (LHSI) program (http://lhsi.iupui.edu/About-LHSI) celebrated its 10th anniversary at the end of the 2016-17 academic year. The program, conceived and funded through the efforts of Simon Rhodes, then an Associate Dean in the School of Medicine, and Doug Lees, then Chair of Biology, has provided internship opportunities for over 500 sophomores and juniors from more than 40 majors across 12 schools on campus. During the first decade of the program 69% of the interns have been from the School of Science. Interns persist at a 96.7% rate and approximately 75% of the graduates go on to graduate or professional school.

**IUPUI; IU School of Nursing**

SON Fall Career Week  
Priority #1, Action Item #1c  
2015-16  
Robin Newhouse (newhouse@iu.edu)

Created a career task force in the fall of 2015. The task force surveyed staff, faculty and students about what services are currently offered and what are needed. Members of the task force interviewed other units on campus to see what they do and what is offered to IUSON students on a campus-wide basis. The task force entertained a presentation by Liquid Compass. The task force divided out tasks for faculty and staff (CAAs) and began planning for Fall Career Week, coming in September of 2016. The goal is to host monthly workshops aimed at assisting IUSON students in feeling comfortable with their job search, during and after their education at the IUSON. Two members of the committee attended the EDGE Career Counseling conference and will report back to the group when they resume meetings at the end of this summer. One member created a booklet on resume writing and cover letter writing that is ready for production/printing.
IUPUI: School of Education
Teacher Prep-Justice Equity and Inclusion
Priority #1, Action Item #2, 4
2017-18
Tamara Jackson (tjackson@iupui.edu)
Upgrading the Online and Hybrid Learning to Teach with Technology Course to Support Justice-, Equity- and Inclusion-Oriented Teacher Preparation, IUPUI Curriculum Enhancement Grant. Award: $5,000. PI: Price

IUPUI: Division of Undergraduate Education/University College
UC Advising
Priority #1, Action Item #1
2016-19
Jay Cladden (jcmatl@iupui.edu)
University College Advising was re-organized to focus on the integration of career services and helping students select majors early and stay on track for on-time degree completion and progression toward completing general education courses. Career consultants recognized for their work with awards: Three career consultants, Karley Clayton, Melissa Cooper, and Keesy Floyd, in Academic and Career Development were recognized at the state level by CPDI and nationally in NACADA's Academic Advising Today for their work with the Family & Friends program, which is a session during orientation to address myths about career development, walk guests through the career exploration process, and discuss career resources. Academic and Career Development was also given the 2019 CDPI Career Services Innovation Award for a two-fold initiative to address Generation Z students' need for an improved support system in career development.

IUPUI: University Library
Priority #1, Action Item #1b
2019-20
Kristi Palmer (kpalmer@iupui.edu)
Student Employment Program: University Library launched a comprehensive pilot Program of Student Employment, designed to provide a consistent experiential learning structure for students to acquire, recognize, and reflect on transferable skills and completed projects that will prepare them for professional careers. To date, the library has assigned a training lead for the pilot program and created a working group of supervisors who have developed goals, outcomes and a variety of training elements and tools for both student employees and the staff who supervise them.

In the course of the past fiscal year, University Library employed 66 hourly students, 41% of whom received work study support. Their total earnings (including work study funding) amounted to $315,682. Average individual annual earnings for library student employees who worked 200 or more hours (45 out of 66) was $8,631. Historically, University Library undergraduate student employees reflect high rates of retention. From spring 2017 to fall 2018, the rate was over 90%. In a fall 2018 survey, over 50% of library student employees reported that working in the library improved their marketable job skills.

IUPUI: IUPUC
Women's Mentorship Program
Priority #1, Action Item #1c
2019-20
Reinhold Rod (rrohill@iupui.edu)
Women's Mentorship Program WC – The Office for Women is developing a mentorship program that would pair IUPUC students with community members in the students' chosen field of study. Emphasis will be placed on development of workplace and career path skills for students. (Office for Women)

Technology in education

IUPUI; Robert H. McKinney School of Law
Added One Online Course
Priority #1, Action Item #4
2016-17
Andrew Klein (aklein@iupui.edu)
In the 2016-17 academic year, McKinney offered 15 classes wholly or partially online. This is an increase from 14 online courses in the 2015-16 academic year, 8 online courses in the 2014-15 academic year, and 3 online courses in the 2013-14 academic year.

IUPUI: School of Liberal Arts
Additional Online Courses
Priority #1, Action Item #4
2018-19
Rob Behein (rbehein@iupui.edu)
Online teaching at all levels has progressively increased in every program in Liberal Arts. In FY2018-19 the number of 100% online sections was 192 (up from 177 the previous year).

IU: JSOM
Online Courses
POE 1
Ongoing
Gwen Richards, grichar@indiana.edu
We are currently teaching three completely online courses, two of which are part of a four-course certificate:
A. MUS-T109 (Rudiments of Music), 3 hrs.
   a. Offered twice per term in two eight-week sessions
   b. Receives gen-ed credit
   c. Enrollment in fall 2014: 124; spring, first eight-week term: 81
B. MUS-A111/511 (Electronics I), 3 hrs.
   a. Offered first time in Fall 2014; 13 students
   b. For non-majors only (A111 for majors is offered in a traditional format)
C. MUS-A112/512 (Electronics II), 3 hrs.
   a. Prerequisite is A111/511
   b. First offered in Spring 2015; 2 students
IU Online and Unizin
Principles of Excellence #1, Commitment to Student Success, Action Item #4

1.4 IU will leverage its scale and scope to seek enrichment and efficiencies in the delivery of academic programs (as in other aspects of university operations), especially in regard to the development of fully online and hybrid courses. A key component of this priority will be the completion of the implementation of the Unizin shared repository for digital course materials.

Example: 1/2015 – 2020 and forward
Anna Lynch ahlynch@iu.edu

With more than 130 online programs available, IU Online reaches new students and helps current students make progress on degree completion. eLearning Design and Services, part of UITS, has worked to develop, enhance and create over 1000+ courses since the inception of IU Online as a formal initiative. Working on key priorities such as IU Online Onboarding, Career EDGE, Academic Integrity, Information Literacy, as well as Technology Toolfinder and Teaching, IU to further excellence in teaching.

As part of IU’s membership in the Unizin consortium, faculty are able to adopt accessible, high-quality course materials at lower costs. The consortium negotiates with publishers for lower-cost materials and requires that content platforms provide data generated by IU users. These data may be used by researchers to make discoveries about learning, and to measure the impact of pedagogical practices. Additionally, Unizin membership provides IU access to Pressbooks, a service that enables anyone at IU to author their own content (such as etexts) or to import, customize, and share open educational resources.

Quick Check – built in-house by eLearning Design & Services part of the Learning Technologies division of OVPIT, in response to faculty needs to replicate spontaneous formative assessment in asynchronous online classes. Now available as open source code for use beyond IU.

Boost – built in-house by eLearning Design & Services part of the Learning Technologies division of OVPIT, in response to faculty need for hands-on coaching of students in high-enrollment asynchronous online classes. The Boost app integrates with IU’s learning management system and provides key features to support student success, including: reminding students when they have yet to submit an assignment before an upcoming deadline; and sending assignment reminders. Boost won the top award, the platinum medal, at the 2019 IMS Global Learning Impact Awards.

Our Unizin partnership gives us bargaining power on textbook prices. eTexts save students money. More data can be accessed on the ds.iu.edu website using the eText dashboard.

SPH Online Self-Paced Canvas Module
Objective 4; 1c
2018-2020
SPH Bloomington
Jim Gibson, jadgibsio@indiana.edu

2018-2020 Online Self-Paced Canvas Module: SPH OOE has created a self-paced Faculty Teaching Online Started Kit in Canvas capable of issuing a level-one badge upon successful completion of Teaching and Pedagogical Skills Development modules

SPH Bloomington
Canvas Course Templates
POE 1.4
2018-2020
SPH Bloomington
Jim Gibson, jadgibsio@indiana.edu

2018-2020 Compliant and properly branded Canvas course templates: Course templates are available to all SPH faculty. The use of course templates reduces the design and development time for online courses while ensuring adherence to compliance and accessibility standards.

SPH Digital Teaching Integration
POE 1.4
2015-2020
SPH Bloomington
Casandra Springer, casadewi@indiana.edu

2015-2020 Full integration across digital teaching and learning platforms: SPH OOE instructional design processes combines available digital technology to deliver scalable and cost-effective online courses. A typical SPH OOE course production workflow involves:

- Utilization of our Canvas course templates – image 1 (LMS technology)
- Media development in collaboration with CITL Video Production team (Instructional support services)
- Streaming and post-production in Kaltura (Video streaming platform)

• Course delivery and analytics thru Expand–image 2 (Digital catalog)–step dedicated to the delivery of non-academic program offerings

SPH Graduate Student Onboarding Program
POE 1.4
2017-2020
SPH Bloomington
Jim Gibson, jadgibsio@indiana.edu

2017-2020 Graduate Student Onboarding Program: SPH OOE in collaboration with SPH leadership and SPH Teaching and Learning Committee created an online self-paced Canvas course preparing graduate students to succeed through the first stages of the graduate school experience.

SPH Quality Assurance
Objective 4; 1c
2019-2020
SPH Bloomington
Jim Gibson, jadgibsio@indiana.edu

2019-2020 Quality Assurance: Quality Assurance: Graduate Student Assistant Instructors have the opportunity to work with SPH OOE instructional design staff in developing online/hybrid courses. All SPH OOE staff are Quality Matters (QM) certified. Certification ensures the correct application and dissemination of online course design best practices. o25 Graduate and Undergraduate online courses under development.

SPH Quality Control
Objective 4; 1c
2019-2020
SPH Bloomington
Jim Gibson, jadgibsio@indiana.edu

2019-2020 Quality Control: Upon request, SPH OOE staff conducts internal QC course review. A follow-up meeting with the course instructor provides an opportunity to share findings and disseminate QM best practices in the context of course design. The review process ensures SPH OOE operational success while providing course instructors with valuable course design feedback–image 1. 11 Graduate Online courses are undergoing QC.
IUPUI; School of Liberal Arts
CEGs for Online Courses
Priority #1, Action Item #4
2015-16
Rob Rebein (rrebein@iupui.edu)
Faculty applied for and received Curriculum Enhancement Grants for creation of new online courses.

IUPUI; Herron School of Art + Design
Collaboration Herron MFA and SOIC Music
Priority #1, Action Item #5
2019-20
Nan Goggin (ngoggin@iu.edu)
Continue collaborations between Herron’s MFA Program and the SOIC’s Music, Arts and Technology Graduate Program.

IUPUI; Herron School of Art + Design
Collaborative Degree 3D Modeling and SOIC
Priority #1, Action Item #5
2015-17
Nan Goggin (ngoggin@iu.edu)
Collaboration with the School of Informatics and Computing in a 3D modeling class in the Media Arts and Science program at SoIC. The newly developed Studio Art and Technology minor incorporates classes from both Herron and Informatics and Computing, and is available to graduate students from either school. By collaborating with an exchange of ideas and processes, skill sets are strengthened, better preparing students for their careers. http://soic.iupui.edu/news/building-a-bridge-with-3d-printing/

IUPUI; Center for Teaching & Learning
Center for Teaching & Learning
Priority #1, Action Item #4
2018-19
Terri Tarr (tatarr@iupui.edu)
Continued to partner with the Graduate Office to offer the CRLTL at IUPUI program. CRITL at IUPUI provided local and cross-network programming for graduate students in STEM and other disciplines.

IUPUI; Center for Teaching & Learning
Priority #1, Action Item #4
2018-19
Terri Tarr (tatarr@iupui.edu)
Offered the Online Course Design and Development Bootcamp for faculty designing or significantly revising an online course in the 2019 Spring and Summer sessions. The bootcamp is an interactive, asynchronous, fully online course for faculty at IUPUI, IUPUC, and IUFW. Successful participants earn a Designing an Online Course badge from the CTL.

IUPUI; Center for Teaching & Learning
Priority #1, Action Item #4
2018-19
Terri Tarr (tatarr@iupui.edu)
Offered the Plater Institute on the Future of Learning/LEAP Indiana Digital Learning Summit in partnership with the Office of Academic Affairs and LEAP Indiana on February 8, 2019. The institute goals were for participants to learn about digital coursework and adaptive learning technologies and the role they can play in enhancing student learning and narrowing achievement gaps.

IUPUI; Center for Teaching & Learning
Priority #1, Action Item #4
2019-20
Terri Tarr (tatarr@iupui.edu)
Beginning Fall 2019, the Center for Teaching and Learning will host a Teaching and Learning in Hybrid Courses Faculty Learning Community. The FLC will continue through the Spring 2020 semester. Participants will be selected through an application process and will include faculty in a variety of disciplines and with a variety of experience with hybrid classes.

IUPUI; IU School of Dentistry
DDS Hybrid Courses
Priority #1, Action Item #4
2015-16
Carol Anne Murdoch-Kinch (caramur@iu.edu)
The DDS program has developed two hybrid courses: Jurisprudence meets face to face for exams only, and is otherwise a self-paced, online course. Normal Oral Histology, which includes traditional lectures, has added a weekly virtual histology lab.

IUPUI; Division of Undergraduate Education/University College
Priority #1, Action Item #1c
2016-17
Jay Gladden (jgladden@iupui.edu)
Technology Services worked with the Biology Resource Center (BRC) to get Oculus Rift devices and smaller, more portable GearVR devices to use as a new resource when working with students. The BRC can load virtual reality titles that focus on topics such as cellular biology and the functions of the body. Students are able to interact in a unique way with the topic that they are learning in class. These experiences are unique to the BRC, as they are not used in the classroom.

IUPUI; School of Education
Ed Hybrid Programming
Priority #1, Action Item #4
2016-17
Tambra Jackson (tambjack@iupui.edu)
The SOE is focusing its Office of Technology Innovation and Pedagogy (TIP) efforts on hybrid programming to meet the needs of urban educators in the metro area by providing: 1) high quality online pedagogies, 2) best practices in digital educational experiences and 3) the integration of educational technologies in teacher and administration preparation courses, and school/community/university collaborations. The School had invested in a TIP faculty position, as well as TIP staff with expertise in new media integration and digital educational platforms. These investments will support the development and delivery of all programs.

IUPUI; UITS
eLearning Design Services
Priority #4, Action Item #1
2017-18
Stacy Morrison (amorrone@iu.edu)
IUPUI faculty and staff are partnering with eLearning Design & Services (eDS) in developing scalable non-credit online courses in Information Literacy, First Year Experience and Student Academic Success, Career Planning and Online Student Onboarding. Onboarding, a fully online asynchronous orientation experience to support fully online students, is in its third iteration. At IUPUI, several schools have received customized versions of the onboarding course. IUPUI staff, OOE, and eDS have collaborated on two internal-IU presentations and five national presentations around this project.

• The IU School of Medicine has also leveraged eDS staff support at IUPUI to create and deliver online professional development at scale, beginning with non-credit work with the Cystic Fibrosis Foundation and is beginning a roadmap for additional medical professional development.

• In the IU School of Medicine Surgery Clerkship, a required component in the for-credit program, IUPUI faculty and staff have taken advantage of eDS services and Canvas features to enhance the outreach and faculty development for both their clinical (on-site) guest faculty as well as their students rotating through clerkship topics.
• IUPUI faculty continue to actively participate in Next.IU learning technologies pilots and are active in several fall 2017 pilots in live Canvas courses. As part of the pilots, they and their students will provide feedback that will be used to inform IU about the effectiveness and usability of the tools.

• IU's Canvas Showcase, developed in-house by eDS staff at IU Bloomington and IUPUI, is built around work completed in partnership with faculty from IUPUI and other campuses working on IU's Online priority courses. After its third iteration, the Showcase has been redesigned for increased usability and renamed Canvas Studio to focus on the creative opportunities of downloading and adapting template materials. Studio will be released in August 2018.

• IUPUI is actively involved in best practices conversations with eDS through several faculty learning communities and communication events, such as the IUPUI IU Online Conversations, hosted monthly by Academic Affairs and the Distance Learning Committee. IUPUI faculty and staff are presenting at this year's Quality Matters conference on “Engaging a Campus and Its Faculty: ‘QM Relevance’ to share details about the campus success in gaining awareness and utilization of QM standards across schools.

• The McKinney School of Law has increased its online course offerings this year with both new courses and new faculty teaching online. With a $250,000 grant from the American Bar Association last year, it has completed a four-course series of online pre-Law courses designed to recruit underrepresented students to the field. This was done in close partnership with other schools at IUPUI and include a mentoring component. McKinney and the School of Liberal Arts has submitted a proposal to IU Online to share the story of this innovative collaboration.

IUPUI; School of Social Work
eSocial Work Practice Cert
Priority #1, Action Item #4
2017-19
Tamara Davis (tamsdavi@iu.edu)
As a part of transforming online education, MSW Direct developed an e-Social Work (Telebehavioral Health) Practice Certificate. The certificate is undergoing Office of Online Education and Graduate Office approval which were stated to be complete Fall 2018. These courses include:

• D679 e-Social Work Practice with Groups
• One IUPUI School of Computing and Informatics Elective 2018-19

We received formal approval for the e-social work practice certificate.

IUPUI; School of Social Work
eTexts for MSW Direct
Priority #1, Action Item #4
2017-18
Tamara Davis (tamsdavi@iu.edu)
e-Texts were fully incorporated into MSW Direct courses October 2017.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Priority #1, Action Item #4
2015-16
Kathy Johnson (kjohnso@iupui.edu)
A faculty fellow (Dr. Carolyn Gentile-Genitty) has been appointed to work in the Office of Academic Affairs to support the development of collaborative online degree program proposals at IUPUI and to help ensure their academic quality and rigor.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Priority #1, Action Item #4
2016-17
Kathy Johnson (kjohnso@iupui.edu)
Implemented Quality Matters to help ensure the quality and continuous improvement of online course design and online components. CTL staff were trained to offer QM workshops to IUPUI faculty and staff.

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Priority #1, Action Item #5
2015-16
Janice Blum (jblum@iupui.edu)
The graduate certificate for Philanthropic Studies and the Master of Arts in Philanthropy are ready to move into a fully online format with campus approval complete and institutional approval pending.
IUPUI; Robert H. McKinney School of Law

Increased Online Courses by 6
Priority #1, Action Item #4
2015-16
Andrew Klein (anklein@iupui.edu)

In the 2015-16 academic year, McKinney offered 14 courses wholly, or partially online (a total of 87 credit hours). This is an increase from 8 online courses in the 2015-15 academic year, and 3 online courses in the 2013-14 academic year.

IUPUI; School of Social Work

Interactive Orientation Program
Priority #1, Action Item #1c
2017-18
Tamara Davis (tamsdavi@iue.edu)

MSW Direct has initiated a new, interactive orientation program to give students opportunities to practice and ask questions in the uses of information technology for learning through e-texts and a variety of online collaborative tools, understand and discuss netiquette and professionalism, understand, discuss and complete a tutorial in plagiarism, understand and locate library resources, and develop student-to-student peer relationships to support learning. We are currently comparing this data to data collected using our previous orientations systems, one in-person and one online but non-interactive.

Office of Online Education
IU Online Analytics
Bicentennial Priority One; Principle of Excellence One; Three; Blueprint 2.0, 1D, 3A, 3C
November 2017—Present
Chris J. Foley, cfoley@iu.edu

Beginning with the launch of the Bachelors of Applied Science for Fall 2015, the Office of Online Education established an increasingly sophisticated marketing campaign for the IU Online brand, leveraging predominantly digital and social channels. The campaign promoted the brand globally as well as individual degrees. The campaigns have grown into a year around campaign that includes some physical presence (e.g., billboards in major cities and airport presence) as well as digital tactics. The campaign now focuses on Indiana and the surrounding states as well as some targeted markets in other markets.

Office of Online Education
Office of Collaborative Academic Programs
IU Online Class Connect for Summer Semesters
Bicentennial Priority One; Principles of Excellence One; Blueprint 2.0 1D, 3A, 3C
May 2016—Present
Chris J. Foley, cfoley@iu.edu
Hitresh Kathuria, hikathur@iu.edu

In summer of 2016, the five regional campuses agreed to expand the use of the IU Online Class Connect through a controlled process that would prioritize providing an equitable share of enrollments targeting courses to support collaborative programs and general education requirements. The program has been expanded each summer as the number of students enrolled in collaborative programs as well as the number of collaborative programs themselves grew.

Office of Online Education
Office of Collaborative Academic Programs
IU Online Class Connect for Winter Intercession
Bicentennial Priority One; Principles of Excellence One; Blueprint 2.0 1D, 3A, 3C
December 2017—Present
Chris J. Foley, cfoley@iu.edu
Hitresh Kathuria, hikathur@iu.edu

At the request of IUS, IUE, and IUK, the Office of Online Education piloted the creation of a winter intercession term in December 2017 through the IU Online Class Connect. Each participating campus offered 2 courses through the IUOCC for the term, and in 2018, the intercession was repeated and served some 90 enrollments.

Office of Online Education
Office of Collaborative Academic Programs
IU Online Class Connect Re-Validation
Bicentennial Priority One; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C
October 2017
Chris J. Foley, cfoley@iu.edu
Hitresh Kathuria, hikathur@iu.edu

In October 2017, the Office of Online Education and the Office of Collaborative Academic Programs reviewed the initial rationale for the IU Online Class Connect and reviewed these goals with the regional campus Chancellors and Executive Vice Chancellors at the IU Online Class Connect Summit (since renamed the IU Online Regional Chancellors Summit). Performance to date of the IUOCC was reviewed, and strategic priorities were determined for the IUOCC. While the Chancellors reassessed their support for the IUOCC’s initial goals, they did provide three priorities for the IUOCC’s continued expansion. First, the group decided that the IUOCC plays a critical role in fostering student access to online coursework and programs at IU. Second, the use of the IUOCC needed to be overseen and managed by the staff of OOE and OCAP in consultation with the EVCAAs. Third, growth in the IUOCC would be focused on the support of new collaborative programs, ensuring adequate general education courses are available at all campuses to online students, and the support of new terms (e.g., summer, intercession, 2nd 8-week courses).

Office of Collaborative Academic Programs
Office of Online Education
Expedited Online Collaborative Program Development and Approval Process
Bicentennial Priority One; Principles of Excellence One; Blueprint 2.0 1D, 3A, 3C
June 2018 to September 2019
Chris J. Foley, cfoley@iu.edu
Hitresh Kathuria, hikathur@iu.edu

In the summer of 2018, the Office of Online Education and the Office of Collaborative Programs hosted a review of the program development process for online collaborative programs. The offices hosted two workshops with stakeholders to draft proposed changes that would reduce the timeframe for program implementation from 20 to 28 months (at a minimum) to 12 to 14 months from the time of initial development. The revised process was vetted through campus leadership and the Academic Leadership Council before being tested during the Spring of 2019. After successful testing, the program was adopted in full for new programs being developed in Fall 2019.

Office of Online Education
Office of Collaborative Academic Programs
IU Online Collaborative Programs
Bicentennial Priority One; One; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C
August 2015—Present
Chris J. Foley, cfoley@iu.edu

Beginning with the launch of the bachelor of applied science in the fall of 2015, the Office of Collaborative and the Office of Online Education have provided leadership to the campuses in developing collaborative programs that all participating campuses can enroll students in, share coursework through the IU Online Class Connect, and leverage the IU Online brand to maximize marketing effectiveness. Beginning in the Fall 2019 semester, OCAP and OOE developed the capacity and processes to launch 5-10 new collaborative programs each year. The programs build upon the concept that IU Online should avoid “duplication without distinction” while providing maximum opportunity for benefits of new programs to be shared across campuses.

Office of Online Education
IU Online Conference
Bicentennial Priority One; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C
Spring 2016—Present
Chris J. Foley, cfoley@iu.edu

In the spring of 2016, the Office of Online Education, the Office of Collaborative Academic Programs and eLearning Design and Services partnered to develop and launch the successful annual IU Online Conference. Originally held on the campus of IUPUI, the conference had outgrown the campus’s facilities by 2018 and is now held at an Indianapolis hotel. In 2017 external keynote speakers were invited, and by 2018, the conference attendance exceeded 400 attendees from Indiana University and attracted attendance from other institutions. The program was offered to all IU faculty and staff at no charge for attendance.
Office of Collaborative Academic Programs

Establishing the Office of Collaborative Academic Programs
Bicentennial Priority One.4, One.5; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C
March 2016
Chris J. Foley, cfoley@iu.edu
Hitesh Kathuria, hitesh@iu.edu
Building upon the work that originated within University Academic Affairs under Assistant Vice President Sharon Callhoun and Assistant Vice President Margie Ferguson in creating the process for developing online collaborative academic programs, UAA established the Office of Collaborative Academic Programs under the leadership of AVP Callhoun to formalize and expand the organizational structure to support the campuses in vetting, designing and launching collaborative academic programs. The office has since launched 11 programs, involving 4 to 7 campuses each, which represented more than 650 students and 5,250 credits in the Fall 2019 semester.

Office of Online Education
IU Online Onboarding & Orientation
Bicentennial Priority One.4; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C
March 2016—Present
Chris J. Foley, cfoley@iu.edu
As part of the IU Online seamless student services partnership model, IU Online partnered with IUPUI and IUE to deliver student success coaching for students in undergraduate online programs. The coaches bridge the gap between faculty and advisors to assist students with non-curricular aspects of their education as a “concierge.” Since online students do not physically interact with a campus, they have the potential to get lost in between class requirements (which may not even have synchronous components). The partnership built upon success coaching initiatives already in existence on the two campuses.

Office of Online Education
IU Online Web Portal for Prospective Students
Bicentennial Priority One.4; Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C
September 2017 to January 2018
Chris J. Foley, cfoley@iu.edu
In January 2016, the Office of Online Education, the Office of Collaborative Academic Programs, with the support of eLearning Design and Services launched the teachingonline.iu.edu website. The site provided faculty a reference site to share best practices, learn about compliance, explore services for students, and obtain other information about IU Online.

IUPUI; Robert H. McKinney School of Law
Law New Online Food and Drug Law
Priority #1, Action Item #5
2015-16
Andrew Klein (anrklein@iupui.edu)
Eight McKinney professors were awarded $40,000 in grant funding from the Curriculum Enhancement Grant program offered by the IUPUI Center for Teaching and Learning to support online course development as a part of the law school’s online course offerings. Associate Professors Yvonne Dutton and Margaret Prymaz, along with Vice Dean Antony Page and Professors Max Huffman, Cynthia Adams, Shawn Boyne, and James Nehf worked on the grant proposal for “McKinney Online 2.0.” The second initiative the grant funding will support is the development of a new course – Food and Drug Law Online.

IUPUI; Robert H. McKinney School of Law
Law Online with 20 plus Courses
Priority #1, Action Item #4
2018-19
Andrew Klein (anrklein@iupui.edu)
The American Bar Association doubled from 15 to 30 the number of online credit hours students could take as part of their juris doctor degrees starting with the 2018-2019 academic year. McKinney Law Online was ready, prepared to offer our students increased flexibility in their law school with more than 20 online courses covering a broad range of required and elective subjects. The faculty approved a curricular change aligning our policy with the new ABA maximum. More is information is here.

IUPUI; UITS
Mosaic Design Symposium
Priority #4, Action Item #1
2017-18
Stacy Morroone (smorroone@iupui.edu)
In June, IU’s first Mosaic Design Symposium at IUPUI offered a chance to create ideal active learning classrooms, drive direction of learning spaces. https://itsnews.iu.edu/articles/2018/Indiana%20University%20help%20design%20classroo ms%20for%20the%20future%20.php

IUPUI; IU School of Informatics and Computing
MS in Health Informatics Online
Priority #1, Action Item #4
2016-17
Mathew Palakal (mpalakal@iupui.edu)
The Master of Science in Health Informatics was approved to have an online program in addition to the on-campus program currently in place. Recruiting for this online program began for the 2017-2018 academic year.

IUPUI; School of Social Work
MSW Direct All Online
Priority #1, Action Item #4
2016-17
Tamara Davis (tamdavi@iu.edu)
In spring 2017, MSW-Direct switched from a face-to-face orientation to a completely online orientation. This has eliminated the need for and the time and costs associated with student travel. It has also helped to establish student familiarity with Canvas and the look, feel, and functioning of the MSW-Direct curriculum prior to beginning their course work.

IUPUI; Division of Diversity Equity and Inclusion
Priority #1, Action Item #6
2019-20
Karen Dace (kdace@iupui.edu)
Develop a robust assessment program in partnership with IRDS to improve our programmatic components of the MC.

IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #4
2015-16
Amir Pasic (ampasic@iupui.edu)

The research department collaborated with the school’s academic programs and The Fund Raising School to present online class sessions and provide the latest research to enrich students’ online learning experience.

**IUPUI; Lilly Family School of Philanthropy**

Priority #1, Action Item #

2017-18

Amir Pasic (ampasic@iupui.edu)

Implemented an entirely online option for earning the Master of Arts in Philanthropic Studies degree, in addition to the executive format and on-campus options that already were available.

**IUPUI; Lilly Family School of Philanthropy**

Priority #1, Action Item #

2017-18

Amir Pasic (ampasic@iupui.edu)

Developed a clear course rotation for both our online and on-campus courses.

**IUPUI; Lilly Family School of Philanthropy**

Priority #1, Action Item #

2015-16

Amir Pasic (ampasic@iupui.edu)

The Fund Raising School collaborates with SPIRA (Indianapolis) to provide four online nonprofit management courses culminating in the Certificate in Nonprofit Executive Leadership.

**IUPUI; Lilly Family School of Philanthropy**

Priority #1, Action Item #

2015-16

Amir Pasic (ampasic@iupui.edu)

Six of the The Fund Raising School’s 13 public courses are offered online. Four of the six lead to students earning the Certificate in Fund Raising Management.

**IUPUI; Richard M. Fairbanks School of Public Health**

Priority #1, Action Item #

2018-19

Paul Halverson (phalvser@iupui.edu)

FSPH is continuing to expand its online degrees with the following degrees:
- Master of Science in Product Stewardship (MSPS)
- Doctor of Public Health Practice in Global Health Leadership (DrPH)

**IUPUI; Richard M. Fairbanks School of Public Health**

Priority #1, Action Item #

2018-19

Paul Halverson (phalvser@iupui.edu)

The Office of Online Education continues to be a strategic partner. Their marketing and work with the MSPS and the DrPH has been invaluable in launching both of these new online degree programs. OOE’s marketing of the DrPH has led to over 400 potential leads. Due to interest in the DrPH by junior-level professionals, a second cohort for the DrPH has been created.

**IUPUI; Center for Teaching & Learning**

Quality Matters Online Course Rubric

Priority #1, Action Item #

2015-16

Terri Tarr (ttarr@iupui.edu)

Quality Matters. Quality Matters has developed a nationally recognized, faculty-centered, peer review process designed to certify the quality of online course design and online components. The QM Rubric is used in course reviews that result in continuous improvement and faculty development.

CTL offered two workshops on Quality Matters – Applying the QM Rubric, 5th edition, 10/2/2015 and 8/7/2015. Two CTL staff members are taking necessary courses to become certified Quality Matters trainers.

2015-18

The CTL partnered with eLearning Design and Services and the other IU system teaching centers to develop two interaction standard for an informal Quality Matters course review process, an intermediate review which courses must successfully complete before being submitted for a full formal QM review. The intermediate review is administered by an informal peer reviewer identified by the IUPUI campus QM coordinator, who evaluates the course using the two interaction standards together with the QM Rubric’s 21 essential standards (23 Standards in total). In the past year, two courses have undergone an intermediate QM review at IUPUI, with an additional three courses have undergone review according the CTL’s own course review protocol.

**IUPUI; School of Liberal Arts**

Quality of Online Classes

Priority #1, Action Item #

2019-20

Rob Rebein (rrebein@iupui.edu)

Given the increase in online delivered instruction across the school, procedures to monitor the quality of online instruction will be developed through faculty governance structures.

**IUPUI; School of Science**

Priority #1, Action Item #

2018-19

Shiaofen Fang (shfang@iupui.edu)

Earth Science developed and implemented a fully online course on Dinosaurs.

**IUPUI; School of Science**

Priority #1, Action Item #

2016-17

Shiaofen Fang (shfang@iupui.edu)

Online course in Anatomy for Healthcare Management developed and implemented. The department of biology developed a 3-credit totally online course. The course focuses on the study of internal and external structures, and the physical relationships between these structures.

**IUPUI; School of Science**

Priority #1, Action Item #

2016-17

Shiaofen Fang (shfang@iupui.edu)

Online course in Physiology for Healthcare Management developed and implemented.

**IUPUI; School of Science**

Priority #1, Action Item #

2016-17

Shiaofen Fang (shfang@iupui.edu)

Online course in Anatomy for Healthcare Management developed and implemented.

**IUPUI; School of Science**

Priority #1, Action Item #

2015-16

Shiaofen Fang (shfang@iupui.edu)

Online course in Anatomy for Healthcare Management developed and implemented.

**IUPUI; School of Science**

Priority #1, Action Item #

2015-16

Shiaofen Fang (shfang@iupui.edu)

Online course in Physiology for Healthcare Management developed and implemented.

**IUPUI; Center for Teaching & Learning**

Quality Matters Online Course Rubric

Priority #1, Action Item #

2015-16

Terri Tarr (ttarr@iupui.edu)

Quality Matters. Quality Matters has developed a nationally recognized, faculty-centered, peer review process designed to certify the quality of online course design and online components. The QM Rubric is used in course reviews that result in continuous improvement and faculty development.

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**IUPUI; School of Liberal Arts**

Quality of Online Classes

Priority #1, Action Item #

2019-20

Rob Rebein (rrebein@iupui.edu)

Given the increase in online delivered instruction across the school, procedures to monitor the quality of online instruction will be developed through faculty governance structures.

**IUPUI; School of Science**

Priority #1, Action Item #

2018-19

Shiaofen Fang (shfang@iupui.edu)

Earth Science developed and implemented a fully online course on Dinosaurs.

**IUPUI; School of Science**

Priority #1, Action Item #

2016-17

Shiaofen Fang (shfang@iupui.edu)

Online course in Anatomy for Healthcare Management developed and implemented.

**IUPUI; School of Science**

Priority #1, Action Item #

2016-17

Shiaofen Fang (shfang@iupui.edu)

Online course in Physiology for Healthcare Management developed and implemented.
The School of Liberal Arts participates in the following IU Online programs:

- B.A. in Sustainability Studies (Geography)
- B.A. in History
- Certificate in Digital Humanities
- Certificate in Communication
- M.A. in English

2019-20

The school is collaborating in several IU Online programs: M.A. and M.A.T. in History, M.A. in French Instruction (in progress), and a proposal for an online M.A.T. in Spanish (now in the planning stages).

IUPUI; School of Liberal Arts
SLA Online Options
Priority #1, Action Item #4
2018-19

Rob Rebein (rebein@iupui.edu)

Other online options include the Paralegal/Legal program in partnership with IU McKinney School of Law and the Pathway to Law program (cohort 1 will complete the program in fall 2019), and a new 15-week (non-credit) online course developed by the Program in Intensive English, “American Methods for Second Language Literacy Instruction,” aimed at pre-K to 8th grade teachers of English in China.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #4
2017-18

Thomas Stucky (tstucky@iupui.edu)

Increased number of hybrid and online classes both for undergraduate and graduate programs.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #5
2017-18

Thomas Stucky (tstucky@iupui.edu)

Created a professional development course focused on online course delivery. This module is completed by both full-time and adjunct faculty.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #5
2019-20

Thomas Stucky (tstucky@iupui.edu)

Two hybrid Physician Leadership Programs are scheduled for 2020. The first cohort starts in November 2019 and the second cohort starts in January 2020. Five classes are offered. The first and last classes meet in person and the other three will meet online.

IUPUI; Kelley School of Business
Teleconferencing
Priority #1, Action Item #1c
2019-20

Ken Currow (lucrow@iupui.edu)

Evening MBA: Global classes will use teleconference technology to connect students with business owners (and faculty) to facilitate online learning while still creating a hands-on, high engagement experience.

IUPUI; Herron School of Art + Design
Three New Courses Tech Dig Fabrication and 3D
Priority #1, Action Item #5
2015-16

Nan Goggin (ngoggin@iu.edu)

Three new courses were developed for the freshman students that incorporate new technology, digital fabrication and 3D printing.

IUPUI; School of Engineering & Technology
TLC Online Courses
Priority #1, Action Item #4
2018-19

David Russomanno (drussoma@iupui.edu)

ERF’s TLC department now offers the following programs online:

- Masters of Science in Technology (MSTECH) with a concentration in Organizational Leadership
- MSTECH with a concentration in Technical Communication Concentration,
- Graduate Certificate in Human Resource Development.

IUPUI; UTS
Priority #1, Action Item #2
2015-16

Stacy Morrone (amorrone@iu.edu)

The IUanyWare team delivered a specialized set of tools and a virtual desktop focused on Accessibility Computing to all university students, faculty, and staff. The unit moved into production in winter 2015, and successfully delivers JAWS and other accessibility features to address the computing needs of those with visual impairments. The team plans to expand the use of these tools by working closely with the IUPUI accessibility department during the 2016-2017 school year.

IUPUI; UTS
Priority #1, Action Item #1c
2015-16

Stacy Morrone (amorrone@iu.edu)

IU’s Teaching Online Series (TOS), developed in-house, is offered in both self-paced and facilitated models. eLearning Design & Services staff at IU Bloomington and IUPUI provide support in partnership with teaching center staff from multiple campuses. We have also offered the series as an open educational resource via Canvas Commons, and as a Canvas Network version that offers two badges (in designing online and teaching online). Version 2 released in 2015, and Version 3 launched in June 2016. IU’s Canvas Showcase, also developed in-house by eLearning Design & Services staff at IU Bloomington and IUPUI, is built around work completed in partnership with faculty from IUPUI and other campuses working on IU Online priority courses. Version 2 was available in 2015. Version 3 became available in July 2016, and invites additional input from faculty and staff at all campuses. The showcase includes downloadable resources that faculty can use “as is” or adapt to meet their own goals.

IUPUI; UTS
Priority #1, Action Item #1a, c
2015-18

Stacy Morrone (amorrone@iu.edu)

The IU eTexts initiative added new publishing partners
IUPUI; UITS
Priority #1, Action Item #1a
2016-17
Stacy Morrone (amorrone@iu.edu)

During fall 2016, the IU Print student printing environment was unified across IUPUI and all IU campuses. Faculty, staff, and students can now use their allotment, departmental funds, or personal cash within the student printing environment while visiting, teaching, or taking classes at other Indiana University campuses.

IUPUI; UITS
Priority #1, Action Item #1c
2016-17
Stacy Morrone (amorrone@iu.edu)

Student records
• In July 2016, UITS extended eDrop to beyond Auto W period (allow students to drop with a W or F); 2,360 eDocs created since September 2016
• In December 2016, Achievement Record (comprehensive student record) was added—control table setup, java workflow initiation and routing
• In January 2017, UITS added financial org mapping for academic plans (majors) and subjects in PeopleSoft
• In February 2017, UITS modified immunization system to allow for student uploads of verification documents and administrator document approval/disapproval; 25,370 documents have been uploaded by students
• In March 2017, UITS updated third party access setup, third party access pages, and access log pages to be more understandable to the parents; 10,143 students or parents have added or changed their access via the third party application since March 2017

IUPUI; UITS
Priority #1, Action Item #1c
2016-17
Stacy Morrone (amorrone@iu.edu)

Released Full Plan View interface to iGPS in June 2017, a student-facing interface that shows students their entire academic plan on one page and is the new landing page for the application
• Approximately 33,500 students used SIS Planner functionality—5 out of 6 students that are using SIS Planner functionality have transitioned to iGPS for this activity
• 1,036 degree offerings at IU – 2,222 degree map versions have been created by schools from which students can plan and 6,992 students are now planning from degree map

IUPUI; UITS
Priority #1, Action Item #1a
2016-17
Stacy Morrone (amorrone@iu.edu)

Priority #1, Action Item #1a
2016-17
Stacy Morrone (amorrone@iu.edu)

Student Bursar billing upgrades
• Enhanced security end-to-end for online Bursar payments and consolidated system resources
• Loosely coupled architecture shared by multiple payment applications

IUPUI; UITS
Priority #1, Action Item #1c
2016-17
Stacy Morrone (amorrone@iu.edu)

Student Engagement Roster (SER) (new FLAGS roster for faculty use)
• Development work began in February 2017 with class roster view
• Ability to select, apply, submit observations and recommendations for students, development of all roster features required for initial pilot release (fall 2017)

IUPUI; UITS
Priority #1, Action Item #1c
2016-17
Stacy Morrone (amorrone@iu.edu)

Began minting DOIs for digital theses and dissertations in IUPUI ScholarWorks. Increases discoverability of these student works.

IUPUI; UITS
Priority #1, Action Item #1c
2016-17
Stacy Morrone (amorrone@iu.edu)

With over 100 online programs available, IU Online reaches new students and helps current students make progress on degree completion. The following IUPUI schools have received ongoing eLearning Design and Services support to offer hybrid or fully online courses or certificates (https://www.iupui.edu/academics/online.html):
• McKinney School of Law
• Fairbanks School of Public Health
• School of Education
• Dentistry
• Lilly Family School of Philanthropy
• School of Social Work
• Informatics/Bioinformatics
• School of Medicine

• In addition, IUPUI is participating in or has participated in multiple collaborative projects to create sharable for-credit and non-credit online materials in Informatics, English, Information Literacy, First Year Experience and Student Academic Success, and Career Planning. Additionally, IUPUI staff and faculty are heavily involved in development and delivery of Online Student Onboarding, a fully online asynchronous orientation experience to support fully online students. At IUPUI, several schools have received customized versions of the onboarding course.
• IUPUI faculty continue to actively participate in NoLILU learning technologies pilots and are active in several fall 2017 pilots in live Canvas courses. As part of the pilots, they and their students will provide feedback that will be used to inform IU about the effectiveness and usability of the tools.
• UITS continues to support the evolving networking needs of online education. With recent increases in speed—including multiple 100Gb connections to the commercial internet as well as to Internet2—this connectivity provides unrestricted capacity for video collaboration technologies and future end-user needs.
Thousands of files are stored and saved every day using the Box cloud storage service, available at no cost to IU students, faculty, and staff. Many of these files use Microsoft Office programs such as Word, Excel, or PowerPoint. Box now offers deeper integration with Microsoft Office 365, including new capabilities for Office Online and mobile iOS.

IU’s Teaching Online Series (TOS), developed in-house, is offered in both self-paced and facilitated models. Learning Design and Services (eDS) staff at IU Bloomington and IUPUI provide support in partnership with teaching center staff from multiple campuses, has been updated to increase usability and accessibility. We have also offered the series as an open educational resource via Canvas Commons, and as a Canvas Network version that offers two badges (in designing online and teaching online). IU’s Canvas Showcase, also developed in-house by eDS staff at IU Bloomington and IUPUI, is built around work completed in partnership with faculty from IUPUI and other campuses working on IU’s Online priority courses. Version 2 was available in 2015. Version 3 became available in July 2016, and invites additional input from faculty and staff at all campuses.

The showcase includes downloadable resources that faculty can use "as is" or adapt to meet their own goals. In 2017, eDS began focus groups with faculty using the showcase and will use the results of this research to improve resources and delivery model for the next release. In the meantime, eDS has delivered course templates to several schools; templates are built upon the resources in the showcase and branded at the request of each school or program.

IUPUI; UITS
Priority #1, Action Item #1c
2016-20
Stacy Morrone (amorrone@iu.edu)

In December 2016, UITS implemented Degree Map 2.0 (student view, publisher and public view and degree map search)

2017-18
Beginning in September, with the Integrated Graduation Planning System (IGPS), students can use degree maps to see requirements and course options to map out a four-year plan. Students can use the Plan tool to create and save future course schedules. If students change their major or have time conflicts, they can simply revise their plan. https://itnews.iu.edu/articles/2017/uits-news-for-09-13-2017.php

IGPS
Enhanced the IGPS (Graduation Planning System) giving students ability to view their entire academic plan on a single page. IGPS toolset currently includes degree map, course search, schedule builder, and detail planner. Students can also print or save a copy of their IGPS Plan in an easy to use format.

2019-20
IGPS:
• Will deliver improvements to the single term view to make it easier for students to put classes into their shopping cart as well as validate those classes
• Will deliver a replacement to the schedule builder functionality which is currently being provided by the vended product Civitas College Scheduler
• Planning to implement advisor recommendation features where advisors can comment and make course recommendations and suggestions on a student’s plan

IUPUI; UITS
Priority #1, Action Item #1c
2017-18
Stacy Morrone (amorrone@iu.edu)

The migration of the IU Podcast Portal to Kaltura was completed by Enterprise Web Technical Services in March 2018. The IU Podcast Portal enables students, faculty, and staff to manage their podcasts and make their podcasts more readily available for over 10 years. Migrating to Kaltura was a natural evolution of the service as Kaltura is designed for video storage and streaming. WebTech worked with the vendor to implement a new feature in Kaltura to support seamless integration with iTunes to further improve accessibility and distribution.

IUPUI; UITS
Priority #1, Action Item #1c
2017-18
Stacy Morrone (amorrone@iu.edu)

Student Engagement Roster
• A new tool was released for pilot use in the Fall and Spring semesters. Student engagement in a class is provided by the faculty as positive, negative, or neutral observations (e.g. attending, never attended, outstanding participation, not completing assignments, meet with instructors, etc.). Faculty can provide a comment with their Student Engagement Roster (SER) submission for a student.
• Students receive a digitally signed email when faculty submit new feedback and can also view the history of all observations and recommendations submitted by faculty.
• SER/Canvas integration was released for Fall 2018. Faculty can use their Canvas gradebook grades and scores to filter their SER roster in order to provide corresponding observations or recommendations, based on the student’s Canvas grade.
• Advisors may also view the Student Engagement Roster values and assist students in finding outreach.
• The SIS Student Performance Roster was enhanced to better support administrative withdrawal handling beginning with Fall 2018 classes.

IUPUI; UITS
Priority #1, Action Item #1e
2017-18
Stacy Morrone (amorrone@iu.edu)

Student Appointment Scheduling (SAS)
- Students now have the ability to view appointment availability for any or all advisors within their assigned advising office from a single view. This allows the student to easily schedule during a time that best fits their schedule when they have multiple advisors to choose from.
- Refined display of assigned advisors to support assignments across campuses, and is necessary to support the success coach advisor assign process for OOE.
- Released the ability to capture a contact note when appointments are scheduled allowing advisors to ‘close the loop’ by entering notes about the appointment or report that the student did not show up for the appointment.
- Advisor details including their department and their self-identified search tags are now displayed in the multiple calendar view to remind students why they may have chosen to view each of their calendars.

IUPUI; UITS
Priority #1, Action Item #1c
2017-18
Stacy Morrone (amorrone@iu.edu)

IU Online Class Connect: Released the ability for any campus to replicate any type of classes (online or other instruction modes) to specified campuses, including IU Bloomington and IUPUI. Previously IU-OCC was only available to the five core regional campuses. This is necessary to allow joint online academic programs to share required courses.

IUPUI; UITS
Priority #1, Action Item #1c
2017-18
Stacy Morrone (amorrone@iu.edu)

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IUPUI; UITS
Priority #1, Action Item #4
2018-19
Stacy Morrone (amorrone@iu.edu)
e-Learning Design & Services (eDS): Supported 13 schools in development of online programs and courses, including
courses in nine cross-campus collaborative degree programs and 11 IUPUI single-campus programs.

IUPUI; UITS
Priority #1, Action Item #4
2018-19
Stacy Morrone (amorrone@iu.edu)

With over 130 online programs available, IU Online reaches new students and helps current students make progress on degree completion. The following IUPUI schools have continued to receive eDS support to develop or improve single-campus hybrid or fully online courses or certificates (https://www.iupui.edu/academics/online.html):

- McKinney School of Law
- Fairbanks School of Public Health
- Dentistry
- Lilly Family School of Philanthropy
- School of Social Work
- Informatics/ Bioinformatics
- Organizational Leadership (new)
- Kelley School of Business (new)
- University College (new)

IUPUI; UITS
Priority #1, Action Item #4
2018-19
Stacy Morrone (amorrone@iu.edu)

IUPUI continues to leverage eDS support in the development of multiple collaborative online degrees, including:

- Applied Health Sciences
- Medical Imaging Technology
- Informatics
- English
- History
- Biology
- Chemistry
- Criminal Justice
- Communication
- Liberal Arts

IUPUI; UITS
Priority #1, Action Item #1c
2015-16
Stacy Morrone (amorrone@iu.edu)

The Testing Center is in full production with Respondus LockDown Browser, a secure browser that locks down other functions on the test computer and is now integrated into IU’s Canvas environment. Expanded scheduling software also creates an efficient way to schedule tests for students and instructors. Testing center usage increased, offering exams for several large section courses and multiple sections of Communications R110.

IUPUI; Kelley School of Business
Undergrad A201 and A202
Priority #1, Action Item #4
2018-19
Ken Carow (kcarow@iupui.edu)

Offered undergraduate A201 and A202 online for this first time this summer. Offering sections in the fall and spring semesters also.

2019-20
Evaluate data of undergraduate online courses to determine feasibility of offering A201 and A202 online again.

Student life

IUPUI; Herron School of Art + Design
Academic Success Coaches
Priority #1, Action Item #1c
2015-16
Nan Goggin (nagoggin@iu.edu)

Herron’s advising services partnered with the University College Bepko Learning Center in a pilot of academic success coaching for students on academic probation and those who have been recently reinstated to Herron. Students met with the Director of Admissions and Student Services in the beginning of the semester and then twice a month with their peer coach. Academic Success Coaches are learning specialists and personal strategists who work with students to help develop and clarify academic goals, build an action plan to achieve goals, and evaluate and reevaluate progress throughout the coaching relationship. Probation students were able to benefit from a multifaceted network of support.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Additional Trained Student Advisors
Priority #1, Action Item #1c
2015-16
Thomas Stucky (tstucky@iupui.edu)

We designed and implemented a new peer advising program in which specially trained students can help provide answers to simple advising questions (though professional advisors are still there for the more substantial issues).

2016-17
Fully implemented a peer advising program in which specially trained students helped provide answers to simple advising questions – 166 Peer Advising appointments were conducted between July 2016 and February 2017.

2017-18
We continued to refine our peer advising model in which specially trained students helped provide answers to simple advising questions – 155 Peer Advising appointments were conducted by three peer advisors in 2017-18.

IUPUI; Honors College
Allied Training
Priority #1, Action Item #2
2016-17
Jay Gladden (jamglad@iupui.edu)

All staff in the IUPUI Honors College attended Allied Training through the LGBTQ+ Center during FY 2016-17. A special training session was offered to all Honors College Scholars through the Center during spring 2017.

IUPUI; Intercollegiate Athletics
Priority #1, Action Item #1c
2015-16
Rod Perry (perryrd@iupui.edu)

Future plans include formalization of one specific life skills programming event per Fall and Winter semester, mandatory for all student athletes.

IUPUI; Intercollegiate Athletics
Priority #1, Action Item #1c
2018-19
Rod Perry (perryrd@iupui.edu)

Established partnership with the School of Social Work to provide mental health services to student-athletes.

IUPUI; Intercollegiate Athletics
Priority #1, Action Item #2
2018-19
Rod Perry (perryrd@iupui.edu)

Departmental coaches and staff participated in a LGBTQ+ awareness and understanding workshop. How to become an advocate was also addressed.

IUPUI; Intercollegiate Athletics
Priority #1, Action Item #2
2019-20
Rod Perry (perryrd@iupui.edu)

Create a policy that requires at least one diverse candidate in the applicant pool. A waiver of the requirement can be given by the Director of Athletics if such candidates are not identified.
IUPUI; Intercollegiate Athletics
Priority #1, Action Item #2
2019-20
Rod Perry (perryrd@iupui.edu)

Develop at least one workshop that focuses on diversity for student-athletes and coaches.

IUPUI; Intercollegiate Athletics
Priority #1, Action Item #1c
2015-16
Rod Perry (perryrd@iupui.edu)

Additional leadership programming was expanded to other dimensions of wellness to help student-athletes during their IUPUI career and beyond: physical, emotional, social, intellectual, and environmental.

IUPUI; School of Engineering & Technology
Bioengineering Shaping the Future of Medicine
Priority #1, Action Item #1c
2015-16
David Russomanno (drussoma@iupui.edu)

The Department of Biomedical Engineering, in collaboration with Freshman Engineering and the Department of Biology, has developed a Themed Learning Community (TLC) for first-year students planning to study biomedical engineering. This TLC, “Bioengineering: Shaping the Future of Medicine,” will expand the opportunities for first-year students to learn about biomedical engineering and to work on biomedical design problems.

IUPUI; School of Engineering & Technology
Black Alumni and Student Networking
Priority #1, Action Item #2
2016-17
David Russomanno (drussoma@iupui.edu)

Established annual black alumni and student networking in engineering and technology event in 2016. The event featured information tables hosted by support groups for underrepresented students such as Diversity Enrichment and Outreach, such as Honors program, Study Abroad, and case competitions.

Arts and Humanities Council
First Thursday Festival Diversity in Students and Faculty (POE1: BP One (2); BO One (3); POE2: BO Five (1))
2016–Present
Edward Comentale: ecomenta@indiana.edu

The program’s flexible scheduling and nimble use of campus space allow for more diverse arts and culture experiences, particularly performances and lectures by our campus’s ethnic culture centers and historically under-represented student groups. The collaborative nature of the programming fosters community engagement, and strong scholarly/creative networks between faculty and students.

Eskewazi Museum of Art
Making Arts and Humanities robustly public-facing
1 – A commitment to student success
2017–Present
Maggie Kroh: mkroh@indiana.edu

We are working actively with a variety of student groups, including Hutton Honors College, Collins Living and Learning Center, and the Art Museum Student Organization (AMSO), to create and execute meaningful programming and museum-centered activities. In addition, we recently hosted an exhibition that was co-organized by two art history graduate students, and in April and May will host a series of exhibitions showcasing the works of soon-to-graduate MFA students in the School of Fine Arts.

Hutton Honors College
Event with participants from The Lotus World Music and Arts Festival
One day, for approximately two hours
IUB campus
Andrea Ciccarelli, aciccare@indiana.edu, 812.855.3550

Continuing the tradition of partnering with the Lotus World Music and Arts Festival, to host an event with a Lotus performer or band. This year’s guests were The Steve Riley Trio.

IU JSOM, Counseling and Psychological Services
JSOM Partnership with CAPS
TOME #1
2015
IU JSOM
Melissa Dickson, dicksonr@indiana.edu

The Jacobs School of Music has partnered with the IU Health Center’s Counseling and Psychological Services (CAPS) to staff a counselor onsite at the Jacobs School part-time. Brad Stepp, a clinical psychologist with the IU Health Center, is stationed at Jacobs 20 hours per week. Students will still make appointments through the Health Center, but Stepp also will have drop-in hours and will spend time conducting outreach, such as educational seminars and workshops for students.

Jacobs School of Music
Midori and Cleveland Orchestra Entrepreneurship
POE1
January 20, 2015
JSOM
Linda Cajañas, lcajigas@indiana.edu, 812-856-3882

A special panel discussion, "Re-Imagining Music Entrepreneurship with Midori and The Cleveland Orchestra," gave the Indiana University community and the general public an opportunity to discuss groundbreaking music projects by world-renowned violinist Midori and The Cleveland Orchestra. The event, presented by the Jacobs School of Music’s Office of Entrepreneurship and Career Development, took place at 8 p.m. on January 20 in Auer Hall and was free and open to the public. In addition to Midori, the panel included Joan Katz Napoli, director of education and community engagement for The Cleveland Orchestra, and members of the orchestra: violinist Isabel Trustwein and cellist Brian Thornton.


Jacobs School of Music
Vince Mendoza Works with Students
POE1
April 2019
JSOM
Linda Cajañas, lcajigas@indiana.edu, 812-856-3882

The Jacobs School of Music's Vince Mendoza worked with students.

Jacobs School of Music
Midori and Cleveland Orchestra Entreprise
POE1
February 20, 2015
Keyboard Center
Linda Cajañas, lcajigas@indiana.edu, 812-856-3882

Seven students from the Indiana University Jacobs School of Music presented a concert at the John F. Kennedy Center for the Performing Arts in Washington, D.C., at 6 p.m. on Friday, February 20, in the Terrace Theater. The performance was free and open to the public and was streamed live on the web. The concert was part of the Conservatory Project, an initiative of Performing Arts for Everyone’s Millennium Stage series that takes place in February and May and is designed to present the best young musical artists in classical, jazz, musical theater, and opera from leading conservatories, colleges, and universities around the country.


Jacobs School of Music
Trombonist John Fedchock Performs with Students
POE1
April 25, 2015
Buskirk-Chumley Theater
Linda Cajañas, lcajigas@indiana.edu, 812-856-3882

The Jacobs School of Music’s 2015 Jazz Celebration featured Jacobs jazz faculty and students in big band, combo, and Latin Jazz combo formats with John Fedchock—world-renowned trombonist, composer, arranger, and big band leader based in New York City—as special guest. Each of the ensembles featured Fedchock as a soloist alongside faculty and students.


Jacobs School of Music
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POE1
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Keyboard Center
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Renowned conductor, composer, and arranger Vince Mendoza, a six-time Grammy Award winner—and 33-time nominee—was the featured artist in Jazz Celebration from the Indiana University Jacobs School of Music at 8 p.m. on Saturday, April 20, 2019, in Bloomington’s Musical Arts Center. Mendoza conducted the IU Jazz Ensemble big band followed by the 60-piece Studio Orchestra in a program of music composed primarily by him, combining jazz, Brazilian, Latin American, classical, and pop music influences.

http://info.music.indiana.edu/releases/iub/jacobs/2019/04/
Six-time-grammy-winner-Vince-Mendoza-featured-in-IU-
Jacobs-School-of-Music-Jazz-Celebration.shtml

Kelley School of Business

3M Sales and Communications Lab
BP One: A Commitment to Student Success
2014 – Present
Jeni Donlon, jdonlon@indiana.edu
Space for the 3M Sales and Communications Lab was made possible with the expansion and renovation of the Hodge Hall Undergraduate Center. The Sales Lab provides a focal point for the Center for Global Sales Leadership, which has benefited greatly from the momentum the Sales Lab has created. In its first year, interest in the Sales Lab led to 11 additional company sponsorships for the Center for Global Sales Leadership, doubling the number of sponsors and adding $55,000 in support for the Center, which is 100 percent funded by external contributions. The lab is equipped with state-of-the-art technology that enables students to provide feedback during the role-play sales learning process.

All sales competitions are developed by our corporate partners who also judge and provide feedback during the role-play sales learning process. Experiential learning scenarios are based on selling skills. Experiential learning scenarios are based on

Kelley School of Business

SPH

SPH LLC
1.2.g
Beginning Fall 2018
Jim Gibson, jadgibso@indiana.edu
The new School of Public Health LLC has several goals that are different from its previous iteration, including:

(1) Increasing the number of School of Public Health Direct Admits involved in the LLC
(2) Increasing the number of pre-School of Public Health, Allied Health, and Exploratory students involved in the LLC
(3) Increasing the diversity of the program in terms of geographical region, ethnicity, and socio-economic status.

There is a special emphasis on increasing participation from Indiana students, Groups students, and 21st Century Scholars.

Office of the Provost

Expansion of Living Learning Centers

Principle of Excellence 1: An Excellent Education; IU Bicentennial Objective 1: Action Item 2.g.: Expanding living learning centers that develop intellectual depth and community
2015—Present
M. A. Venkataramanan, Vice Provost for Finance and Strategy, venkatara@indiana.edu
IU continues to expand Living Learning Centers and Thematic Communities where they make sense academically and experientially. Living Learning Communities have deep ties to academic units, while Thematic Communities are build more around shared interests or values. For example, in the last five years, Living Learning Centers have been developed for the Hamilton Lugar School, the Media School, and Women in STEM. Thematic communities have been developed for the Latinx community, Wells STEM (beyond the Women in STEM LLC), and Spectrum (LGBTQ+). Another thematic community for the Asian American community is also in development.

https://admissions.indiana.edu/education/academic-opportunities/learning-communities.html
https://www.rps.indiana.edu/experience/communities/index.html/livinglearningcenters

Office of Sustainability (in partnership with IU Dining)

“Real” Food at IU
Principles of Excellence #1: An Excellent Education; IU Bicentennial Priority #1: A Commitment to Student Success; IU Bicentennial Objective #1: A Commitment to Student Success Through an Engaged, Diverse, and Global Experience; IUBOE 2.e.
2019 – Continuing
Campus Dining Halls
Andrew Predmore
napredmo@indiana.edu
By shifting towards more Real Foods, institutions create change in the food chain for all: from farmers to workers to eaters to the planet. The impact of food consumption is relevant to all aspects of sustainability, from greenhouse gas emissions, to preservation of natural resources, to the generation of waste. As a result, a campus food model must carefully consider issues related to food transportation, packaging, storage, preparation, as well as waste disposal—considering bow best to meet the nutritional needs of the students, faculty, and staff on campus while balancing the social, economic, and environmental costs associated with food procurement. We recognize that the process of developing a sustainable food model is particularly challenging, given the great financial pressures and complex logistical challenges of feeding IU’s students, staff, and faculty across the university. However, there is ample room to improve upon the current situation in the short term and plan carefully for further improvements in the long term—from zero waste dining facilities, to even producing our own food on campus.

https://sustain.iu.edu/commitment/food/index.html

Student Appointment Scheduler

AdRx

Priority #1, Student Success, Action Item #3
Example: 2015—Present
CIB
Kris Nicola - cnicola@iu.edu
Advising Records (AdRx) plays an integral role in Student Success at IU by providing nearly 2,000 student success professionals with efficient access to real-time student data and more than 5 million contact notes currently residing in the system. It provides seamless access to additional student success tools including interactive Graduation Planning System (GPS), which has been used by nearly 100,000 students since 2015; and the Student Engagement Roster, used by faculty to provide course-based feedback to support success in their courses. Over 150,000 appointments have been scheduled through the Student Appointment Scheduler since 2017, allowing over 120,000 students to currently find their assigned advisors’ appointment availability.

Taken together these tools allow students the tools they need to monitor their academic progress and connect them to the staff who can help them. The “contact notes” allow for academic advisors and other staff (who may be from various campuses, especially as many students take advantage of IU Online courses) to communicate seamlessly to ensure on-time graduation for as many students as possible. We are planning to release very soon a new version that will remind students via text message of their advising appointments to help reduce “no-shows” or forgotten appointments.

Contact Notes
4,501,226 total, excluding mass communications sent to multiple students
2,257,737 since January 2015
6,795,923 total, including mass communications sent to multiple students
4,550,013 since January 2015
Student Engagement Roster (since Fall 2017 release) 136,392 total feedback observations
915 Fall 2017
6,187 Spring 2018
1,562 Summer 2018
42,516 Fall 2018
63,243 Spring 2019
22,169 Summer 2019
Student Appointment Scheduler
Rob Rebine (rrebein@iupui.edu)

SLAs Undergraduate Curriculum and Standards Committee completed an initial mapping of SLAs baccalaureate competencies to the Degree Qualifications Profile, Principles of Undergraduate Learning, and the Indiana statewide competencies with recommendations for ongoing assessment.

IUPUI; Center for Teaching & Learning
Priority #1, Action Item #2
2015-16
Terri Tarr (tatarr@iupui.edu)
A workshop with deans and other campus leaders was held in January to engage in dialogue and generation of action steps to improve campus climate for LGBTQ students.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2016-17
Jay Gladden (jamglad@iupui.edu)
The DUE Diversity Committee/Project MOSAIC collaborated with Housing and Residence Life and the Multicultural Center to sponsor the “So What” series, which is designed to raise students’ awareness of issues that they are unlikely to be exposed to in their degree programs and to contribute to them being informed and engaged citizens. The presentations addressed social justice, America’s prison boom, the new LGBTQ Center, and mass murder in the United States.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2016-17
Jay Gladden (jamglad@iupui.edu)
The DUE Diversity Committee/Project MOSAIC organized and sponsored brown bag lunch presentations for faculty and staff on topics designed to enhance understanding of issues related to diversity. The topics included the new LGBTQ Center, financial literacy, gender gaps in higher education, related to diversity. The topics included the new LGBTQ Center, financial literacy, gender gaps in higher education, related to diversity.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
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IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
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IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2016-17
Jay Gladden (jamglad@iupui.edu)
The Transfer Tuesday program was made mandatory for all transfer students beginning in fall 2016. The program is a live one-hour webinar offered on every Tuesday during enrollment cycles. The sessions were offered through Adobe Connect, each with a capacity of 30-50 students. Students were introduced to information about sending final transcripts, understanding transfer student basics, reading the transfer credit report, learning about undistributed credit, accessing degree maps, and preparing for next steps. In the 2016-2017 academic year, 1,764 students participated in Transfer Tuesday (see reports for fall 2016 and spring 2017).

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2016-17
Jay Gladden (jamglad@iupui.edu)
The Passport Scholarship Mentoring program was piloted in fall 2016 through spring 2017. New transfer students who were awarded the Passport Scholarship were invited to participate in this mentoring program. Scholarship recipients were placed in small groups with a Transfer-Year Experience mentor, a previous Passport Scholarship recipient. Students were encouraged to attend program and campus events, as well as a biweekly one-hour small group mentoring session. Additional information and opportunities for involvement were conveyed via the mentor with weekly emails throughout the fall and spring semesters (see reports for fall 2016 and spring 2017).

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2016-17
Jay Gladden (jamglad@iupui.edu)
The RISE program created a community of practice (COP) designed to pilot the taxonomies developed by campus units directly related to and in support of the RISE program. The COP created or revised a RISE course or high-impact practice experience, disseminated information about best practices, and made recommendations about revising the taxonomies.

IUPUI; Division of Undergraduate Education/ University College
Priority #1, Action Item #1c
2017-18
Jay Gladden (jamglad@iupui.edu)
In summer 2017, a new orientation program model was piloted for the populations of transfer students, adult students, and veterans and military personnel. The program, which served and enrolled 1,161 students in transition to IUPUI, is a three-step process for students to participate in a Transfer Tuesday webinar, a daylong on-campus orientation to the university, and a meeting with an academic advisor to complete registration. The program increases opportunities for students to engage with the university.

IUPUI; Division of Enrollment Management
Priority #1, Action Item #2
2019-20
Boyd Bradshaw (bobradsh@iupui.edu)
The OVMP is preparing a November 2019 exhibit “The Legacy of Don’t Ask, Don’t Tell.” This exhibit will highlight the challenges LGBTQ+ community members face while serving in the military. The exhibit addresses the intention of the work group that created it and the outcome of the Don’t Ask, Don’t Tell policy while highlighting the stories of our students, faculty and staff.
IUPUI; Division of Enrollment Management
Priority #1, Action Item #1c
2015-16
Boyd Bradshaw (bobradsh@iupui.edu)

The OVMP recognizes that it not only serves past and current US Service Members, but the children and spouses of these service members. Therefore, the OVMP has developed an event held in the spring semester that recognizes these family members as well as honor those US service members that have fallen (in lieu of Memorial Day).

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Priority #1, Action Item #2
2016-17
Kathy Johnson (kjohnso@iupui.edu)

Engaged Office of Academic Affairs Staff in Safe Zone 101 ally training through the LGBTQ+ Center

IUPUI; Herron School of Art + Design
Exhibition of LGBTQ Artists
Priority #1, Action Item #1c
2018-19
Nan Goggin (ngoggin@ia.edu)

The Herron Galleries put on an exhibition of contemporary LGBTQ+ artists, Afer & Because Of, in June 2019, to celebrate the freedom awarded to artists and LGBTQ+ persons through LGBTQ+ civil rights events, such as the Stonewall Uprising, with June 2019 marking the 50th anniversary of the uprising.

IUPUI; Finance and Administration
Priority #1, Action Item #1c
2015-16
Camy Broeker (cbroeker@iupui.edu)

Food Services – Provided an additional meal plan option to respond to student’s needs. The elective meal plan options grew by 25% over the prior year.

IUPUI; Finance and Administration
Priority #1, Action Item #1c
2015-16
Camy Broeker (cbroeker@iupui.edu)

Co-curricular IGD-related programming for students and student leader: The IGD/CC Office supported the development of and advised and coached four of the eight Office of Student Involvement Social Justice Scholars and 10 Residence Advisors to facilitate dialogue processes among student peers on important and often controversial social, political and cultural issues. During the 15-16 academic year, Social Justice Scholars facilitated eight “pass the mic” events with 370 attendees and four “Shop Talks” with 60 attendees. The IGD/CC Office also assisted in facilitating five “Let’s Talk About It” dialogue programs with the Multicultural Center with 47 attendees two campus-wide Town Halls initiated by the Chancellor with 175 faculty, staff and student attendees.

IUPUI; Finance and Administration
Priority #1, Action Item #1c
2016-17
Camy Broeker (cbroeker@iupui.edu)

IUPUI Dining Services:

• Built relationship with School of Rehabilitation Sciences Nutrition and Dietetics Program, Healthy IU and Student Life’s Health and Wellness Program to develop a campus nutrition program.
• Hosted March Nutrition Month at Tower Dining with Dietetic interns and created customized, nutritious menu based on recommendations from School of Rehabilitation Sciences.
• With support of Welcoming Campus Innovation Fund, redesigned recycling and waste stations in all residence halls with new bins and educational banners indicating appropriate sorting behavior
• Administratively supported the Campus Kitchen at IUPUI (CKIUPUI), a student-powered hunger relief organization. In 2017-2018, CKIUPUI was supported by over 550 volunteers putting in over 1,230 volunteer hours to save over 9,250 pounds of food from going to waste and repurposing into 2,600 healthy, nutritious meals serving to over 1,700 individuals, adding over $9,700 in economic value from meals and extra food provided.
• Strengthened relationship between CKIUPUI and Paws Pantry to donate or serve 760 pounds of food to the campus
• CKIUPUI offered community dinners – free meals to IUPUI community members who have been identified as in need

IUPUI; Graduate Office
Priority #1, Action Item #1c
2016-17
Janice Blum (jblum@iupui.edu)

The Graduate Office launched an online orientation site via the Graduate Office website to guide new graduate and professional students year round on campus policies, services, events and local resources for student life and community engagement. We have shared this resource with other IU campuses as a model for communicating with graduate and professional students. http://graduate.iupui.edu/support/orientation.shtml

IUPUI; Graduate Office
Priority #1, Action Item #2
2016-17
Janice Blum (jblum@iupui.edu)

The Graduate Office provides support for our UPnGO student organization on campus, which offers community, and programming for underrepresented graduate and professional students. Several student emissaries began working in 2017 through UPnGO to improve diversity recruitment and retention activities, as well as promoting inclusion and building a supportive climate. https://theden.iupui.edu/organization/upngo

IUPUI; Herron School of Art + Design
Herron Student Council PreArt Therapy Club
Priority #1, Action Item #1c
2017-18
Nan Goggin (ngoggin@ia.edu)

Formed the Herron Student Council and the Pre-Art Therapy Club.

IUPUI; Honors College
Increased LGBTQ+ development opportunities
Priority #1, Action Item #2
2016-17
Jay Cladenden (jcladenden@iupui.edu)

We are consistent with the IUPUI goal of promoting an inclusive campus climate for our students and staff. During FY 2016-17, we increased LGBTQ+ development opportunities and programming for our students.

IUPUI; International Affairs
Priority #1, Action Item #1c
2017-18
Hilary Kahn (hkahn@iu.edu)

Developing the International House Residential Based Learning Community
• Implemented the International House Global Scholars program as part of the Welcoming Campus Initiative. The program incentivizes student leaders for an additional year in I- House in order to build intercultural community through promotion of resident participation in I-House activities that support I-House global learning goals.
• Piloted use of the Intercultural Effectiveness Scale (IES), an instrument that evaluates skills critical to interacting effectively with people who are from cultures other than our own. 25% of residents completed the IES pre- and post-assessment in the pilot year.

IUPUI; Institutional Research and Decision Support
Priority #1, Action Item #1c, 2
2015-16
Michele Hansen (mhansen@iupui.edu)

Results from Climate Survey directly related to all unit institutional diversity planning materials, used to inform meetings with administrators, town halls, and taskforces related to creating a welcoming campus, and directly related to the creation of the LGBTQ+ Center at IUPUI aimed at climate and retention concerns for LGBTQ+ students at IUPUI (opened March 2016)

IUPUI; Institutional Research and Decision Support
Priority #1, Action Item #2
2016-17
Michele Hansen (mhansen@iupui.edu)

All IRDS team members participated in the LGBTQ+ Allies Under Construction Tool Box Safe Zone 101 training.
IU Cinema
Creative Collaborations
Bicentennial Priority One: A Commitment to Student Success; IUB Bicentennial Objective One: A Commitment to Student Success Through an Engaged, Diverse, and Global Experience; IUBBO 2.e, 2.h
2015 - Continuing
IU Cinema
iucolab@iudiana.edu
Partner with us on a film or series. You can contribute to our world-class programming. Creative Collaborations enables partners at IU or in the community to select a film or series that highlights important topics and ideas, inspires engagement with the arts and humanities, and enriches people’s lives. We have partnered with more than 250 campus and community collaborators on more than 1,200 film-related events.
https://cinema.iudiana.edu/about/creative-collaborations.html
Recent collaborations have included the Catching Up with Cuba, Movement: Asian/Pacific America, Art and a Movie, Black Sun, White Moon: Exploring Black Cinematic Imaginations of Space, and Arclight: The Director/Composer Relationship.

Office of Online Education
Office of Collaborative Academic Programs
IU Online Admissions and Recruitment
Bicentennial Priority One: Principle of Excellence One; Blueprint 2.0, 1D, 3A, 3C
April 2016—Present
Chris J. Foley, cfoley@iu.edu
Hitesh Kathuria, hikathur@iu.edu
As part of the IU Online seamless student services partnership model, IU Online partnered with UJK to deliver baseline recruitment and admissions practices, support campus-based recruitment models, and share best practices to enhance the campuses’ ability to capitalize on IU Online marketing to yield increasing numbers of students.

Office of Online Education
IU Online Non-Credit Coursework and IU Expand Platform
Bicentennial Priority One:4, One:5; Principle of Excellence One, Three, Six; Blueprint 2.0, 1D, 3A, 3C
September 2015 to June 2016
Chris J. Foley, cfoley@iu.edu
In January of 2016, the Office of Online Education partnered with eLearning Design and Services to implement the Canvas feature of Canvas. Branded as IU Expand, the platform allows for a tile-based presentation of non-credit coursework available through Canvas. Similar to Netflix, students can select, register, pay and start non-credit courses. In 2018-19, IU Expand had more than 90,000 enrollees and collected over $100,000 in revenue (including corporate contracts). In addition, the platform also serves as a means to provide student programming (like online boarding and financial literacy) to new and continuing students. The platform is being used to provide education to the broader community (either for free or for a fee) as well as conduct and present research.

Hamilton Lugar School of Global and International Studies
Hamilton Lugar School Living-Learning Center
BO1.2.g
Permanent
IU campus, Spruce Hall
Kerry Mitchell, Director: kemitch@iu.edu, 812-855-5909
The Hamilton Lugar School Living-Learning Center offers talented first-year students extra-curricular, co-curricular, and experiential learning opportunities to deepen understanding of critical global issues treated in the classroom. Distinguished speakers, career professionals, faculty, and representatives from student organizations and community groups visit the LLC for interactive exchange with students. The LLC brings students out to social, cultural, and academic events occurring on campus and in the local community, and also conducts field trips on weekends and break periods. These activities build community, develop excellence in students’ skills and knowledge, and open pathways to productively address the world’s most pressing challenges.
Of the 130 Direct Admit Scholars in the class of 2023, 48 (more than one-third) are LLC residents.

IU Expand had more than 90,000 enrollees and collected over $100,000 in revenue (including corporate contracts). In addition, the platform also serves as a means to provide student programming (like online boarding and financial literacy) to new and continuing students. The platform is being used to provide education to the broader community (either for free or for a fee) as well as conduct and present research.
**IUPUI; IUPUC**
Mechanical Engineering Club at IUPUC
Priority #1, Action Item #1c
2015-16
Reinhold Hill (reihill@iupuc.edu)

BSME students started a Mechanical Engineering Club at IUPUC and participated in a Columbus Chamber of Commerce maker's space investors gathering.

**IUPUI; IUPUC**
Multicultural Latino Ctr
Priority #1, Action Item #2
2019-20
Reinhold Hill (reihill@iupuc.edu)

Multicultural Center/Latino Center WC – IUPUC is collaborating with the Community Education Coalition (landlord for the majority of the Columbus higher education campus) to repurpose portions of the Columbus Learning Center to add a Multicultural/Latino Center in a newly proposed Student Connection Center. The Center will employ an IUPUC staff as full-time Coordinator for the Latino Center. The Center recognizes substantial growth in recent years of the Latino student population at IUPUC and on the higher education campus. (Vice Chancellor & Dean)

**IUPUI; Division of Enrollment Management**
New Immunization System
Priority #3, Action Item #1
2018-19
Boyd Bradshaw (bobbradshaw@iupui.edu)

Registrar's Office was a dedicated partner in the transition from IU's home-grown immunization system to a new system offered by Med+Proctor which is much more student-friendly.

**IUPUI; Division of Student Affairs**
Outreach and Training
Priority #3, Action Item #1
2015-16
Eric Weldy (eweldy@iupui.edu)

Health and Wellness Promotion staff and students provide hours of outreach and training to the campus community. Over 2,800 members of the IUPUI community attended one of 64 presentations offered during 2015-2016. Additionally, several hundred IUPUI students, faculty, or staff members were screened for and educated about alcohol use, depression, or HIV/STI.

**IUPUI; Division of Diversity Equity and Inclusion**
Priority #1, Action Item #2
2015-16
Karen Dace (kdace@iupui.edu)

LGBTQ+ Center

The LGBTQ+ Center is an inclusive and intersectional space that advocates on the behalf of the LGBTQ+ community by providing resources, trainings, education and programmatic initiatives that align with IU's mission to further diversity, equity, and inclusion throughout the campus and greater Indianapolis community. Founded in March 2016, the LGBTQ+ Center Director Tristan Vaught has been pulled in multiple directions by various on- and off-campus entities in need of the expertise now available. In the first month the LGBTQ+ Center has been involved in the following initiatives that will directly impact student success:

- Working with CAPS on the development of sessions for students after the Orlando shootings
- Providing Safe Space Training for all IUPUI and IUPUC Police Officers
- Working with the Director of Women’s Studies on the development of an LGBTQ minor

**IUPUI; Division of Diversity Equity and Inclusion**
Priority #1, Action Item #2
2016-17
Karen Dace (kdace@iupui.edu)

Civil Discourse Symposium

This event was held on March 6 and featured Emily May, Co-founder and Executive Director, Hollaback and Heartmob, who spoke on the topic, “Online, On Campus, and On the Streets: You Have the Right to Be in Public Space.” It was followed by a panel of IUPUI faculty and staff who provided additional insight and expertise on the topic. This was the second annual IUPUI Civil Discourse Symposium. It was co-sponsored by Intercultural Literacy, Capacity, & Engagement, Student Affairs, Office for Women, Office of Equal Opportunity, Office of International Affairs, and the Department of Psychology, School of Science. Approximately eighty individuals, primarily students, attended

**IUPUI; Division of Diversity Equity and Inclusion**
Priority #1, Action Item #2
2016-17
Karen Dace (kdace@iupui.edu)

Critical Conversations. Intercultural Literacy, Capacity, & Engagement (ILCE) plans and facilitates monthly Critical Conversations. These are open to faculty, staff, students and the community as an opportunity to respectfully engage with topics ranging from identity politics, race, gender, immigration, politics and civil discourse. Students have the opportunity to attend these sessions, listen and participate in the discussion, and staff in a way they perhaps would not be able to in the classroom. This allows students to consider challenging topics from others’ perspectives including those of faculty and staff.

**IUPUI; Division of Diversity Equity and Inclusion**
Priority #1, Action Item #2
2016-17
Karen Dace (kdace@iupui.edu)

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**IUPUI; Division of Diversity Equity and Inclusion**
Priority #1, Action Item #2
2016-17
Karen Dace (kdace@iupui.edu)

Mechanical Engineering Club at IUPUC
Priority #1, Action Item #2
2015-16
Reinhold Hill (reihill@iupuc.edu)

The MC co-coordinated three successful cultural celebration dinners alongside the Asian Student Union, Black Student Union and Latino Student Association. These dinners had a combined campus and community attendance of over 1500 people.

Staff in the Multicultural Center provided workshops, trainings, and presentations to over 2500 students, faculty, staff, and community members on issues of diversity, equity, and inclusion.

**IUPUI; Division of Diversity Equity and Inclusion**
Priority #1, Action Item #2
2016-17
Karen Dace (kdace@iupui.edu)

Jagversity Peer Educators (JPE’s) are trained peer educators promoting multiculturalism and understanding of self and others while increasing awareness and knowledge of diversity-related issues through intentional and meaningful dialogue. JPE’s facilitated several interactive workshops with IUPUI students such as JAGversity 1.0 – an introduction to multiculturalism at IUPUI and JAGversity 2.0 – Intersections of Identity.

The Multicultural Leadership Empowerment Program, now in its 2nd year of operation had 50 graduates during the 2016-2017 academic year. We now offer 2 cohorts per semester for students to participate in the 5 session program. The MLEP is proud to currently be the only IUPUI
program to fulfill the Diversity achievement for the Record of Experiential and Applied Learning (REAL).

IUPUI; Division of Diversity Equity and Inclusion Priority #1, Action Item #2
2016-17
Karen Dace (kdace@iupui.edu)
Indy immersion – a fall break trip coordinated by Social Justice Scholars led an adventure to highlight the invisible histories of marginalized communities at IUPUI and surrounding neighborhoods. 12 participants visited locations such as the Indiana Historical Society, Eiteljorg Museum, the Athenaeum Theater, La Plaza, and Walker Building.

IUPUI; Division of Diversity Equity and Inclusion Priority #1, Action Item #2
2018-19
Karen Dace (kdace@iupui.edu)
Developed resources such as “Trans Student Survival Guide” to help retain and support trans and non-binary students

IUPUI; Division of Diversity Equity and Inclusion Priority #1, Action Item #2
2020
Karen Dace (kdace@iupui.edu)
Introduce yearly programming series focused on the intersection of LGBTQ+ and other identities. Series for 2019-2020 in LGBTQ+Religion

IUPUI; Division of Diversity Equity and Inclusion Priority #1, Action Item #6
2019-20
Karen Dace (kdace@iupui.edu)
Additional resources such as “Help Me R.O.A.R. (Registry of Options and Resources) website of resources on and off campus.

IUPUI; Division of Student Affairs Priority #1, Action Item #1c
2017-18
Eric Weldy (eweldy@iupui.edu)
Campus Recreation
IUPUI Fitness Center opened on March 1, 2018.

IUPUI; Division of Student Affairs Priority #1, Action Item #1c
2017-18
Eric Weldy (eweldy@iupui.edu)
Campus Center and Student Experience added “political engagement” programming area: developed two student scholarship positions, awarded one grant; registered 53 voters; planned 5 events, co-sponsored 1 event, and held over a dozen tabling events, with attendance of nearly 600.

IUPUI; Division of Student Affairs Priority #1, Action Item #1c
2016-17
Eric Weldy (eweldy@iupui.edu)
Developed and began implementation of a developmental multicultural competency series to enhance knowledge, awareness, and skills of all division staff. In Phase I, six sessions were offered, with attendance ranging from 42 to 74 staff, accounting for ~500 hours of staff time devoted to these learning experiences.

IUPUI; Division of Student Affairs Priority #1, Action Item #1c
2016-17
Eric Weldy (eweldy@iupui.edu)
Based on recommendations from IUPUI Sophomore Taskforce, Educational Partnerships and Student Success launched targeted programs designed to increase sophomore student sense of belonging in order to impact rates of retention. Programming efforts 8 educational sessions and 4 evening social events. In total, 180 students attend at least one event, and over 20 students that attended one or more events.

IUPUI; Division of Student Affairs Priority #1, Action Item #1c
2016-17
Eric Weldy (eweldy@iupui.edu)
Added three Residential Based Learning Communities and increased allocated number of bed spaces for three existing communities resulting in a 29% growth of RBLc spaces.

IUPUI; Division of Student Affairs Priority #1, Action Item #1c
2016-17
Eric Weldy (eweldy@iupui.edu)
Established a process to engage students found responsible for academic misconduct in a conversation about the impact of their actions on their collegiate experience.

IUPUI; Division of Student Affairs Priority #1, Action Item #1c
2016-17
Eric Weldy (eweldy@iupui.edu)
Health and Wellness Promotion created the Personal Wellness Inventory to provide personalized feedback on lifestyle balance and health behaviors in a convenient online format.

IUPUI; Division of Student Affairs Priority #1, Action Item #1c
2017-18
Eric Weldy (eweldy@iupui.edu)
Campus Center and Student Experience:
- The Alternative Breaks program had official partnerships with the Kelley School of Business, LGBTQ+ Center, 21st Century Scholars, and Norman Brown Diversity and Leadership Scholars.
- In the FSL area, we welcomed a new Multicultural Greek Council (MGC) chapter to our campus. Currently, we have three registered MGC chapters. One interest group, Sigma Lambda Upsilon sorority, is in the process of chartering at IUPUI over the next year.
- Was a supportive partner in all major, month-long cultural awareness programming and other inclusivity-based programs such as Tunnel of Oppression.

IUPUI; Division of Student Affairs Priority #1, Action Item #2
2017-18
Eric Weldy (eweldy@iupui.edu)
Educational Partnerships and Student Success:
- Partnered with the LGBTQ+ Center to offer the campus-wide Ally Training series during Weeks of Welcome (WOW) programming. We also offered both the Safe Zone 101 and Trans 101 trainings.
- Collaborated with the Multicultural Center this fall to offer a diversity session as part of our Sophomore Experience Programs Lunch and Learn Series.
- Offered a social justice workshop during the JagVenture Student Leadership Program in partnership with the social justice staff. The social justice staff also trained our student leaders for this program on various social justice topics.
IUPUI; Division of Student Affairs
Priority #1, Action Item #1c
2017-18
Eric Weldy (eweldy@iupui.edu)

Health and Wellness Promotion:
The Collegiate Recovery Community (CRC) provided
addiction recovery support services, social opportunities,
and stigma reduction campaigns to create a welcoming and
inclusive network of peers and professional resources.

IUPUI; Division of Student Affairs
Priority #1, Action Item #1c
2017-18
Eric Weldy (eweldy@iupui.edu)

Office of Student Advocacy and Support:
• Collaborated with the Division and campus partners for the
  First Hunger and Homelessness Awareness Week.
• Sponsored a campus-wide education forum on food and
  housing insecurity to break down barriers to food access.

IUPUI; Division of Student Affairs
Priority #1, Action Item #2
2017-18
Eric Weldy (eweldy@iupui.edu)
Office of Student ConConduct:
Involved in the creation and rollout of the all-IU Bias
Reporting System and the IUPUI Bias Incident Response Team.

IUPUI: Division of Student Affairs
Priority #1, Action Item #6
2018-19
Eric Weldy (eweldy@iupui.edu)
All units in the Division of Student Affairs (DoSA) mapped
their programs and services to the Profiles of Learning for
Undergraduate Success (PLUS).

IUPUI: Division of Student Affairs
Priority #1, Action Item #1c
2018-19
Eric Weldy (eweldy@iupui.edu)
CAPS Implemented an initial consultation process that led to
decreased wait time for nonemergency initial sessions
from 22 to 14 days in the fall semester, from 16 to 5 days in the
spring semester, and more than doubled the number of students assessed and referred for services (1,011 vs. 531).

IUPUI: Division of Student Affairs
Priority #1, Action Item #1c
2018-19
Eric Weldy (eweldy@iupui.edu)
CAPS Implemented a stepped-care framework for recommending level of care most suited for students presenting concerns.

IUPUI: Division of Student Affairs
Priority #1, Action Item #1c
2018-19
Eric Weldy (eweldy@iupui.edu)
CAPS Implemented Coping 101 group which allowed students to engage in services during the same week assessed:
148 referred, 86 attended. More than 95 percent agreed the information was helpful.

IUPUI: Division of Student Affairs
Priority #1, Action Item #1c
2018-19
Eric Weldy (eweldy@iupui.edu)
HRL worked with IU Real Estate and Purchasing to develop a relationship with The Tyler, an off-campus housing provider, to serve students who cannot be served in on-campus housing.

IUPUI: Division of Student Affairs
Priority #1, Action Item #1c
2018-19
Eric Weldy (eweldy@iupui.edu)
Office of Student Advocacy and Support:
• Collaborated with the Division and campus partners for the
  First Hunger and Homelessness Awareness Week.
• Sponsored a campus-wide education forum on food and
  housing insecurity to break down barriers to food access.

IUPUI: Division of Student Affairs
Priority #1, Action Item #1c
2018-19
Eric Weldy (eweldy@iupui.edu)
Education and Wellness Promotion:
Health and Wellness Promotion: Met with students from IU
School of Dentistry and Robert H. McKinley School of Law to
discuss future implementation of Peer Support Training.
Completed Peer Support Training with a cohort of 23
students.

IUPUI: Division of Student Affairs
Priority #1, Action Item #2
2018-19
Eric Weldy (eweldy@iupui.edu)
CCSE collaborated with USG to identify a prayer/meditation space in CE 031 (Monday-Thursday) and with the Muslim Student Association to identify space for weekly prayers.

IUPUI; Division of Student Affairs
Priority #1, Action Item #1c
2018-20
Eric Weldy (eweldy@iupui.edu)
CCSE: An advisory board was instituted for the Advancing Women Mentoring Program. The board is comprised of current and past mentors and past mentees (students) to assist in the development of curriculum and increase the opportunity for mentees to find a sense of belonging within the organization.

2019-20
Educational Partnerships and Student Success
Assume leadership and elevate the Advancing Women Mentoring Program and the annual Women’s Leadership Awards. The Office for Women and CCSE oversaw that program until recently. The Office for Women will continue to cosponsor these two programs.

IUPUI; Division of Student Affairs
Priority #1, Action Item #1d
2019-20
Eric Weldy (eweldy@iupui.edu)
Campus Center and Student Experiences: The Graduate
Educational Partnerships and Student Success:
The Graduate School took part in Weeks of Welcome (WOW) events for the first time in fall 2018. They now have representation on the
WOW Planning Committee.

IUPUI: Division of Student Affairs
Priority #1, Action Item #1c
2018-19
Eric Weldy (eweldy@iupui.edu)
Awards. The Office for Women and CCSE oversaw that
Mentoring Program and the annual Women’s Leadership
Assume leadership of and elevate the Advancing Women
Mentoring program. The board is comprised of
opportunity for mentees to find a sense of belonging within
the organization.

CCSE: An advisory board was instituted for the Advancing Women
Mentoring Program and the annual Women’s Leadership
Awards. The Office for Women and CCSE oversaw that
program until recently. The Office for Women will continue to cosponsor these two programs.

IUPUI; Division of Student Affairs
Priority #1, Action Item #1c
2019-20
Eric Weldy (eweldy@iupui.edu)
Campus Center and Student Experiences:
• Create a new graduate assistantship position for Alternative
  Breaks starting in fall 2019. This assistantship will
  provide an opportunity for leadership and social justice
development, risk management, and assessment.
• Hire a new Campus Center Curator for the academic year
• Review orientation, transfer of power timeline,
adiministrative processes, and curriculum surrounding USG
  and GPSG.

IUPUI; Division of Student Affairs
Priority #1, Action Item #1c
2019-20
Eric Weldy (eweldy@iupui.edu)
Counseling and Psychological Services
Implement the Recognition/Insight/Openness (RIO) model
with Social Justice Scholars to enhance mental well-being as
they pursue difficult conversations on campus.
Office of the Vice Provost for Graduate Education and Health Sciences

A Real Conversation
POE One: An Excellent Education 1.2; IUB Bicentennial Objective 1.3 and 4
2017–Present

A Real Conversation program was a series of forums that provided an opportunity for underrepresented graduate students to share experiences and build community. The focus was to address the transition to, and what makes one successful at, Indiana University. The goals of the forums were to (1) appreciate differences, (2) utilize experiences as a social learning platform, and (3) develop academic and social skills to successfully navigate the university. We hoped to create a welcoming space for all graduate students. These 2-hour conversations were facilitated by our Diversity GAs and an average of 20-25 students attended the three forums in Fall 2017.

David Daleke, Vice Provost for Graduate Education and Health Sciences
daleked@iu.edu

Office of the Vice Provost for Undergraduate Education

Creation of Media Team to Collect Engaged Learning Stories
POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBBO 1.5,e
2016

Engaged Learning created a Media Team to collect Engaged Learning stories to create an annual Engaged Learning program started in Fall 2019, using a grant of $36,334 as an addendum to the DMHA grant.

https://engagedlearning.indiana.edu/explore-stories/index.html
Dennis Groth, Vice Provost for Undergraduate Education
dgroth@indiana.edu

IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #2
2015-16
Amir Pasic (ampasic@iupui.edu)

Our students, led by Winterbourne LaPuellle Harrison-Jones organized a celebration of Black Heritage Month and the African American philanthropic tradition, including faculty member Tyrone Freeman presenting from his work on Madame CJ Walker and a performance artist. The school was presented with two lithographic prints from the collection of Fisk University.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2018-19
Paul Halverson (phhalver@iupui.edu)

FSPH launched its first marketing initiative dedicated to promoting the diversity of the school and ensuring students, faculty, staff, partners and visitors feel welcome through a series of diversity webpages. The marketing team plans to expand on these efforts with additional pages focusing on culture and support for our diverse students, faculty and staff.

• 32% of students are minorities
• 31% of faculty and staff are minorities
• 43% of students are first-generation college students

IUPUI; School of Science
Priority #1, Action Item #
2017-18
Shiaofen Fang (shfang@iupui.edu)

Continue to partner with the School of Engineering and Technology to offer a life and learning STEM community in the new dormitory. Created a WISE (Women in Science and Engineering) wing of the STEM floor in North Hall. Graduate student provides programming (e.g., academic advising, alumni and industry panel, dinner with the Deans, final study, STEM mentoring program).

IUPUI; School of Science
Priority #1, Action Item #
2018-19
Shiaofen Fang (shfang@iupui.edu)

Worked with Engineering and Technology to create two all-gender bathrooms in science buildings.

IUPUI; School of Science
Priority #1, Action Item #
2017-18
Shiaofen Fang (shfang@iupui.edu)

Continue to partner with the School of Engineering and Technology to develop a life and learning STEM community in the new dormitory. Created a WISE (Women in Science and Engineering) wing of the STEM floor in North Hall. Graduate student provides programming (e.g., academic advising, alumni and industry panel, dinner with the Deans, final study, STEM mentoring program).

IUPUI; School of Social Science
Priority #1, Action Item #
2017-18
Shiaofen Fang (shfang@iupui.edu)

19 on-campus admissions events (e.g. JagDays, Fall Fest, Destination Days, Ready your Roar, and U Promise)

IUPUI; School of Social Science
Priority #1, Action Item #
2017-18
Shiaofen Fang (shfang@iupui.edu)

3 School of Science program events – HS Math Contest, Brain Bee, Psychology Day

Social Justice Achievers
Priority #1, Action Item #1c
2016-17
Andrew Klein (anrklein@iupui.edu)

McKinney students witnessing the divineness left in the wake of the 2016 presidential election formed the Bipartisan Circle, a new student group formed to create discussions where people can focus on common ground, even when they disagree.

Social Justice Achievers
Priority #3, Action Item #1
2015-16
Eric Weldy (eweldy@iupui.edu)

Student Health Insurance
Priority #1, Action Item #2
2018-19
Tamara Davis (tmdavai@iu.edu)

Faculty from the School of Social Work received funding from the Welcoming Campus Initiative to facilitate the IUPUI Social Justice Achievers and Mentoring Project in 2018-2019. This project, a partnership between the School of Social Work and the O’Neill School of Public and Environmental Affairs, specifically aimed to welcome underrepresented students who were in either participating School. Through this project, several events were held that connected students to faculty and administrators, addressed topics focused on increasing student involvement, retention, and success, and provided scholarships to selected students.

Student Health Insurance
Priority #1, Action Item #1c
2016-17
Mathew Palakal (mpalakal@iupui.edu)

Safe Zone Training was held for twenty faculty and staff of the SoIC on March 22nd, 2017. Taylor Dooley, Program Coordinator for the IUPUI LGBTQ+ Center led this educational activity which reflects the campus’ and SoIC’s commitment to increasing awareness of, and support for, LGBTQ+ students, faculty and staff.

Student Health Insurance
Priority #1, Action Item #1c
2016-17
Andrew Klein (anrklein@iupui.edu)

McKinney students witnessing the divineness left in the wake of the 2016 presidential election formed the Bipartisan Circle, a new student group formed to create discussions where people can focus on common ground, even when they disagree.
Student Health Services has worked to be accessible to as many students as possible; at present, roughly 75% of students hold health insurance coverage that is accepted by SHS. Over 4,000 unique students either visited one of the two SHS sites or an outreach clinic during the 2015-16 academic year.

IUPUI; IU School of Dentistry
This is IUSD Brown Bag
Priority #1, Action Item #2
2017-18
Carol Anne Murdoch-Kinch (camurard@iu.edu)
In the fall 2017, the IUSD Office of Diversity, Equity and Inclusion; IUSD Human Resources; IUSD Staff Council; and IUSD Faculty Council launched “This is IUSD” Diversity Brown Bag Lunch Series for IUSD faculty, staff, and students.
- On September 22, 2017, an LGBTQ+ panel with colleagues from IUPUI, Eskenazi, and IU Bloomington led a discussion to promote understanding and inclusiveness. The participants engaged in a discussion on stigma, discrimination and cultural experiences, and considerations when providing patient care.
- On March 27, 2018, Ms. Mercedes Cannon, associate director of IUPUI Adaptive Educational Services, discussed action steps to create an inclusive and equitable environment for student success, specifically those who require adaptive educational services.

IUPUI; UITS
Priority #1, Action Item #1c
2016-17
Stacy Morrone (amorrone@iui.edu)
The Crimson Card roll-out in March 2017 allowed mobile print to be released at IUPUI. This allows faculty, staff, and students to print from any mobile device to the student printing environment.

IUPUI; UITS
Priority #1, Action Item #1c
2018-19
Stacy Morrone (amorrone@iui.edu)
Meal Plan Enrollment (MPE): Enterprise Applications released the Meal Plan Enrollment application in fall 2018 allowing campus dining units to define and offer meal plans to students. Features include (but are not limited to): Enrollment with eligibility, change/cancel meal plan, deposit funds, view balances, and browse transaction history.

IUPUI; Herron School of Art + Design
Understanding Each Discipline
Priority #1, Action Item #1c
2015-17
Nan Goggin (ngoggin@iu.edu)
Undergraduate Programs: Faculty in each academic program gave presentations to all first year students to enhance their understanding of each discipline, the expectations and possible career opportunities in each field and major.

IUPUI; IU School of Nursing
Unifying Retreat
Priority #1, Action Item #1c
2019-20
Robin Newhouse (newhouse@iu.edu)
IUSON Culture Coordinating Committee will host a Unifying retreat that will include all three IUSON campuses (IUPUI, Fort Wayne and Bloomington) on August 16, 2019.

IUPUI; University Library
Priority #1, Action Item #1c
2018-19
Kristi Palmer (kpalmer@iupui.edu)
New Graduate Commons Space: As part of the recent renovation of its third and fourth floors, the library worked with the IUPUI Graduate Office to create a new Graduate Commons quiet study space on level four. The room accommodates 30 individuals and includes an array of multimedia equipment to facilitate presentations, which the library’s Client Support Team helped to design and install.

IUPUI; University Library
Priority #1, Action Item #1c
2018-19
Kristi Palmer (kpalmer@iupui.edu)
As a part of the More Than Ever Before campaign, the library created a sub-campaign promoting the new Books On Demand (BOD) service. To promote the service, the interim dean gave presentations to various faculty and staff groups. Liaison librarians used a common promotional toolkit to share information about the program to faculty. The library also sent out an email to all non-medical, law or dentistry faculty and staff promoting the service, about 7,000 people. 45% of those people read the message; 10% of those people went to the BOD webpage. In particular, this was a very successful result for an email. The program was featured in InsideIUPUI and JagNews about the new service. The internal interview were then shared by a professional outlet, Library Journal. In addition, the library sent out a print mailing to faculty and staff about the program and handed out 1,000 pamphlets to students and faculty at library events. In evaluating the program, the library surveyed 69 students, faculty, and staff that had used BOD by the end of the spring semester. 16% of them took the survey. 89% of users reported receiving their item somewhat or extremely quickly, and the same number reported satisfaction with the service.

IUPUI; University Library
Priority #1, Action Item #1d
2017-18
Kristi Palmer (kpalmer@iupui.edu)
Amended the IUPUI Open Access Fund policy to make publishing funds available to graduate student authors.

IUPUI; University Library
Priority #1, Action Item #1c
2017-18
Kristi Palmer (kpalmer@iupui.edu)
Developed online and workshop materials to help graduate students adopt responsible copyright practices.

IUPUI; University Library
Priority #1, Action Item #1c
2017-18
Kristi Palmer (kpalmer@iupui.edu)
Worked with Graduate Office and Architect’s Office to coordinate construction of 4th floor Graduate Study Space, including new technology consultation, installation, and support.

IUPUI; University Library
Priority #1, Action Item #2
2015-16
Kristi Palmer (kpalmer@iupui.edu)
May. The ATAC provided document accessibility training and disability awareness training to 6 program staff.

University Student Services and Systems
USSS Bicentennial Priority One: A Commitment to Student Success
2018-19
Shared Services
Continued review and consolidation of back office processes for student service improvements and efficiency
Projects includes state aid awarding, veteran services, CRM functional support, and bursar functions for efficiency and improved service
https://ussss.iu.edu/about/shared_student_services.html

James Kennedy, Associate Vice President
kennedj@indiana.edu

Vice Provost for Student Affairs
Ensuring the Integration of Diversity, Global Empathy, and Intercultural Understanding at All Points of Shared Student Experience, Such as Orientation
POE One: An Excellent Education; BP One: Commitment to Student Success
IUB Bicentennial Objective 3: Safe, Vibrant, and Healthy Community; BO3.1.a. Supporting organizations and activities that nourish and prioritize a respectful and safe community
2018-20
Creation of The Student Involvement and Leadership Center
Care Team (bar graph shows number of care cases: 1,233 for fall 2018; 1,600 for spring 2019; 1,385 for fall 2019)
2019-20
DSA creates full time Director of Bias Response position to expand the part time role. Cedric Harris accepts full time role.

Enhanced marketing and promotion of the Care Team resources
Dave O’Guinn, Vice Provost for Student Affairs, mdoguinn@iu.edu

Vice Provost for Student Affairs
Community Engagement and Student Organizations
POE One: An Excellent Education; BP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUBB01.2.b

166 Indiana University
In order to inspire all undergraduate students to embrace curricular and co-curricular practices that engage them deeply in their learning; ensure that such practices are a part of each student’s experience; and create indelible connections between our undergraduates and our campus, VPSA created two focused positions in 2016-17 to guide students in Community Engagement and Student Organizations.

Dave O’Guinn, Vice Provost for Student Affairs, mdoguinn@iu.edu

**Vice Provost for Student Affairs**

**Hoosier Leadership Program**

P01: One: An Excellent Education; RP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUB01.2.h

2017-18

Implemented second Hoosier First Year Leadership Orientation held in partnership with FYE for over 200 students. Created new leader retreats. Hosted 4 LeaderShape Institutes. Hosted 2 Unity Summits.

Dave O’Guinn, Vice Provost for Student Affairs, mdoguinn@iu.edu

**Vice Provost for Student Affairs**

Student Involvement and Leadership Center

P01: One: An Excellent Education; RP One: Commitment to Student Success; IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience; IUB01.2.h

2018-19

Created the Student Involvement and Leadership Center to leverage belNvolved technology and enhance opportunities for meaningful engagement and leadership. Accomplishments during the 2018-19 year include:

- “IU Student Association” transition to be “IU Student Government” and transitioned congresional elections to the fall semester to ensure continuity of leadership between exec and congress in staggered election cycles.
- Consistent advising for USGC from Director of Student Involvement and Leadership and Vice Provost for Student Affairs
- Indiana Greek Emerging Leaders Retreat: To engage the next generation of fraternity and sorority leadership. Students were charged to create positive change on campus and in the world by engaging in powerful conversations about changes students want in the Sorority and Fraternity community. Sixty-eight students participated in the retreat this year.

(Contact: Zach Shirley)

Hoosier First Year Leadership Workshop: This peer-led workshop is intended to help first year students learn about themselves, and how using their strengths will allow them to make contributions on campus. This year 20 students participated.

Anti-Hazing Coalition Panel: In late March 2019, OSPF will host a campus-wide panel discussion featuring the parents of Tim Piazza, Marquise Braham, or Max Gruver to highlight the negative impacts of hazing. In the summer of 2018, several families impacted by hazing joined together to form The Anti-Hazing Coalition to spread their message and expand awareness that this type of behavior has no place in fraternity and sorority life. Through this speaking engagement, the parents will provide a call to action for students to end this destructive behavior. The panel will be offered in the IU Auditorium to allow up to 3,200 attendees and will be required for Sorority and Fraternity members. (Contact: Zach Shirley)

Student Organization Workshops: In support of transition of leadership for student organizations in the spring semester focused on student leader transition planning, student leadership assessments, organizational goal setting, recruitment strategies for new members, and executive leadership development.

Ensure student organizations will flourish in the future through aligning with university policy STU-01. The policy requires registered student organizations to be classified as either a University Student Organization (USO) or a Self-Governed Student Organization (SGSO).

Finalized project with Deans of units/departments and student organizations leaders to make this distinction before the end of the semester.

744 student organizations on campus but this number will be updated at the end of the reclassification process.

Dave O’Guinn, Vice Provost for Student Affairs, mdoguinn@iu.edu

**IUPUI: Office of the Chancellor**

Welcoming Campus Initiative Priority #1, Action Item #2

2018

Nasser Paydar (paydar@iu.edu)

The Welcoming Campus Initiative has funded 46 projects that encourage faculty, staff, and students to work together in creating a more welcoming and inclusive campus. From landscaping to school spirit to mentoring, projects range widely and have positively impacted thousands of people on campus.

Arts and Humanities Council

First Thursday Festival Continuing Priorities for departments

Revenue-Producing Initiatives (POE10: IU Continuing Priorities 1 (a-e) and POE10: IUB Continuing Priorities 1 (a-t)

2016–Present

Edward Comentale: ecomenta@indiana.edu

The program is designed to advertise the campus’s programs in arts and humanities, leading to greater participation, audience numbers, and ticket sales. Moreover, as promoted by the Offices of Admissions and First Year Experience, the program will become an important recruitment tool over time and increase enrollments in arts and humanities departments, where they are sorely needed.

COAS

CAHI

3.6

2015 – Ongoing

Rick Van Kooten, rvankoot@indiana.edu

CAHI is a research center that in the past has primarily addressed faculty needs, including research grants, travel grants, support for conferences and workshops and so on; in the past two years, CAHI (with increased College funding) has expanded its portfolio to include funding graduate student research projects and initiatives as well. CAHI partners with other units on campus including IU Cinema, the Grunewald Gallery, the Kinsey Institute, the Kelley School of Business, IUS’s Office of Sustainability, and more.

At the graduate student level, CAHI received 141 applications for conference and research travel and supported 68 graduate students with $40,750 in funds. Graduate students also participated in several reading groups at CAHI, including sessions run by the Center for Theoretical Inquiry in the Humanities and Renaissance Studies, a modernist studies dissertation group, and a Teju Cole reading group. CAHI started to include some undergraduate programming in its calendar this year: the Atwood visit included a student talk, a faculty-student reading group, and a mini-conference featuring both faculty and student research; the CAHI house hosted the English Department undergraduate honors conference; and the interim director of CAHI has been meeting with local high school teachers to initiate a CAHI Youth program designed to introduce students to arts and humanities research at Indiana University.

IUB Libraries

Diversity Resident Librarian

2019–Present

IU Libraries

Carolyn Walters, cwalters@indiana.edu

IU Libraries joined the Association of College and Research Libraries (ACRL) Diversity Alliance, embracing its requirement of developing a residency program with “one or more residency positions to expand the opportunities available to individuals from professionally underrepresented groups to gain the knowledge, skills, and competencies necessary to thrive in an academic context.” The IU Libraries three-year Diversity Resident Program will increase inclusion and diversity, and further the growth and development of academic librarians at IU. Additionally, the Resident Librarian will be part of a cohort established by ACRL Diversity Alliance member universities. We are in the process of advertising for our first Resident who, as part of the Scholarly Communication Department, will develop a program to access and improve research impact and affordability of open content.

2016-17

Indiana University

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Bicentennial Strategic Plan Appendix 2020

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IUB Libraries
Make cultural assets accessible and visible through programming
B.O. 2.1.b.
2017-2020
Lilly Library
Carolyn Walters, cwalters@indiana.edu
The number of class sessions taught by the Lilly Library has increased 65% over past 10 years, from 155 to 256, and the number of students reached increased 75%, from 2,400 to 4,200. Likewise, reference questions in the University Archives and Wylie House Museum increased 67% in the past two years, from 120 to 220 recorded requests.
IUB School of Medicine
Social Work, Medicine, and Nursing Team Up -Win Grant
2,5
2017
IUB Schools of Medicine, Nursing, and Social Work
Joan Carlson, joancarl@iupui.edu
A collaborative training program proposal by the Schools of Social Work, Nursing and Medicine have been award a grant of more than $900,000 from the federal Substance Abuse and Mental Health Services Administration. Dr. Joan Carlow - The proposal, which is aimed at improving the health of a large number of adolescents and adults at risk for one or more substance use disorders, was developed by faculty from all three disciplines, including: Dr. Joan Carlson of the School of Social Work and Dr. Angela M. McNelis of the School of Nursing as Principal Investigators; Drs. Kathy Lay of the School of Social Work, Sara Horton-Deutsch of the School of Social Work, Medicine, and Nursing Team Up -Win Grant
Priority #2, Action Item #
2017-18
Terri Tarr (tatarr@iupui.edu)
Associate Faculty Teaching Forum (AFTF). To promote the professional development of associate faculty (part-time/adjunct), the Center for Teaching and Learning held the annual Associate Faculty Teaching Forum on September 6, 2017. The event was structured as a set of facilitated forums, or conversations, among associate faculty who served as panelists among their associate faculty peers and participants. The forums often included experts—as panelists or moderators—from specialties that addressed the topics discussed. A total of 58 individuals attended the forum.
IUPUI: Center for Teaching & Learning
Priority #2, Action Item #
2017-18
Terri Tarr (tatarr@iupui.edu)
CTL’s Early Career Teaching Academy, launched in 2015, provides a setting within which faculty members in their first to third year at IUPUI can create and develop a powerful teaching career, one that is rooted in evidence-based active learning strategies and high-impact educational practices, and designed to facilitate student success. Faculty who become Early Career Teaching Fellows are in a position to play leading roles in efforts to develop a culture of expert teaching within departments and schools at IUPUI, to document and promote their teaching successes, and to serve as effective teaching mentors for future faculty. The 2015 cohort of the academy consisted of eight assistant professors from IUPUI and IUPUC. The 2016 cohort consisted of eleven faculty members.
IUPUI: Center for Teaching & Learning
Priority #2, Action Item #
2015-16
Terri Tarr (tatarr@iupui.edu)
IUPUI and Indiana University Bloomington have recently joined the Center for Integration of Research, Teaching, and Learning (CIRTL), a network of 46 universities dedicated to the advancement of undergraduate education in STEM and other disciplines through the professional development of future faculty. CIRTL accomplishes this advancement through the core ideas of Teaching-as-Research, Learning Communities, and Learning through Diversity. The IUPUI Graduate Office, Center for Teaching and Learning, STEM Education Innovation and Research Institute, and the Office of the Vice Chancellor for Research are co-developing CIRTL at IUPUI to launch local programming for our graduate students and postdoctoral scholars that will complement CIRTL’s national cross-network programs.
IUPUI: Center for Teaching & Learning
Priority #2, Action Item #
2015-16
Terri Tarr (tatarr@iupui.edu)
Summary data. During 2017-18, the following activities were entered by CTL staff into the database.-Events. During 2017-18, CTL sponsored or co-sponsored 132 events with a total of 1,931 attendees. See Appendix A for a breakdown of...
event attendance by school.-Consultations. During 2017-18, CTL staff conducted a total of 1,624 consultations on teaching and/or effective use of instructional technology to 612 unique clients. See Appendix B for a breakdown of consultations by school.

**IUPUI: Center for Teaching & Learning**

Priority #2, Action Item #

2015-16

Terri Tarr (tatarr@iupui.edu)

The annual CEG Symposium, held to honor CEG recipients, was held on Thursday, October 22, 2015 in University Library Lilly Auditorium. The keynote speaker was Craig Nelson, Professor Emeritus of Biology at Indiana University, who spoke on Applying SOTL to Quickly Make Major Improvements in the Curriculum. The symposium also featured a Teaching Scholars on Scholarly Teaching faculty panel, a poster session featuring the work of the 2014 CEG awardees, and a reception. Forty-three individuals attended the event.

**IUPUI: Center for Teaching & Learning**

Priority #2, Action Item #1

2019-20

Terri Tarr (tatarr@iupui.edu)

The Center for Teaching and Learning will work on constructing pathways the center curriculum for faculty of various career stages and teaching roles by mapping and tagging CTL offering and resources to each of five pathways associated with CTL goals. These pathways will be featured on the CTL website.

**IUPUI: Center for Teaching & Learning**

Faculty Teaching Showcase Webinars.

Priority #2, Action Item #

2017-18

Terri Tarr (tatarr@iupui.edu)

The CTL continued offering the Faculty Teaching Showcase webinar series in fall 2017. These webinars feature a conversation with a faculty member about how they successfully implemented teaching techniques. Each webinar is 30 minutes long with an optional 15-minute follow-up discussion period. Eight Faculty Teaching Showcases were offered in fall 2017. A total of 23 faculty and graduate students attended the 8 webinars on various topics.

**IUPUI: Center for Teaching & Learning**

Priority #2, Action Item #

2015-16

Terri Tarr (tatarr@iupui.edu)

The CTL continued to offer support for development and education sections of CAREER proposals to the National Science Foundation (NSF) and STEM education proposals to NSF and other funding agencies.

**IUPUI: Center for Teaching & Learning**

Priority #2, Action Item #

2015-16

Terri Tarr (tatarr@iupui.edu)

The CTL offered the seventh round of Curriculum Enhancement Grants (CEG). The CEG provides faculty with technical and instructional support, time, and funds to implement projects designed to improve student learning and success. The faculty involved in pursuing the scholarship of teaching and learning. A total of 22 CEG grants were awarded for a total of $178,015.

**IUPUI: Center for Teaching & Learning**

Priority #2, Action Item #

2017-18

Terri Tarr (tatarr@iupui.edu)

The 2018 Edward C. Moore Symposium on Excellence in Teaching was combined with the LEAP Indiana Conference this past year. The March 2, 2018 Edward C. Moore Symposium on Excellence in Teaching/LEAP Indiana Conference featured a keynote address by Dr. Gardner Campbell, associate professor of English, Virginia Commonwealth University. On The Network is the Deliverable: Shifting the Metaphor in Professional Development. Julie Goodspeed-Chadwick, professor of English, affiliate faculty in women's studies and director of the Office of Student Research at IUPUC gave a plenary address on Active Learning Pedagogies in Active Learning Spaces: Theory and Practice in Feminist Classrooms. The conference offered 16 concurrent sessions, including a LEAP track. During this year’s event, the Faculty Poster Presentation Session, which featured 18 posters, was combined with an ePortfolio Showcase, in which 16 undergraduate and graduate students participated. A total of 219 individuals attended the symposium. The E.C. Moore planning committee has made adjustments to the schedule based on evaluation comments and will continue to use the feedback to shape next year’s symposium which will be held on Friday, February 8, 2019.

**IUPUI: Center for Teaching & Learning**

Priority #2, Action Item #

2017-18

Terri Tarr (tatarr@iupui.edu)

The CTL offered the ninth round of Curriculum Enhancement Grants (CEG). The CEG provides faculty with technical and instructional support, time, and funds to implement projects designed to improve student learning and success at IUPUI and IUPUI Columbus. In addition, the grants seek to enhance the conversation about scholarly teaching on campus and increase the practice of the scholarship of teaching and learning. Furthermore, work on CEG projects should enable faculty competitiveness for external educational or curricular improvement grants. The grants support a wide range of faculty projects designed to improve student learning and success. These include projects involving face-to-face, online, and hybrid courses as well as those pursuing broader curriculum development. In 2018, a total of 20 CEG grants, with 44 faculty members involved as principal or co-principal investigators, were awarded a total of $183,132, not including the department or school match.

**IUPUI: Center for Teaching & Learning**

Priority #2, Action Item #

2017-18

Terri Tarr (tatarr@iupui.edu)

The annual CEG Symposium, held to honor CEG recipients, was held on Thursday, October 12, 2017 in the University Library Lilly Auditorium. The keynote speaker was Michael Morrone, the Executive Director of the IU Faculty Colloquium. The keynote speaker was Michael Morrone, the Executive Director of the IU Faculty Colloquium. The keynote speaker was Michael Morrone, the Executive Director of the IU Faculty Colloquium. The keynote speaker was Michael Morrone, the Executive Director of the IU Faculty Colloquium. On Excellence in Teaching (FACET), who presented on The Taxonomy.” The Boner Center hosted an initial daylong event attendance by school.-Consultations. During 2017-18, CTL staff conducted a total of 1,624 consultations on teaching and/or effective use of instructional technology to 612 unique clients. See Appendix B for a breakdown of consultations by school.

**IUPUI: Center for Teaching & Learning**

Division of Undergraduate Education/University College Office of the Vice Chancellor for Community Engagement Faculty Learning Community Priority #2, Action Item #1

2015-16

Terri Tarr (tatarr@iupui.edu)

Jay Gladden (jmglad@iupui.edu)

2015-16

Mosaic Faculty Fellows Program. The UITS Mosaic Faculty Fellows programselected 15 faculty members at IUPUI to participate in the 2016-2017 faculty learning community which will provide faculty with the support they need to transform their teaching and promote engaged student learning as they teach in active learning classrooms. The CTL will be working with these Mosaic Faculty Fellows to provide the support they need through course/assignment redesign, instructional approaches, technology use, assessment, and research design.

2017-18

The CTL partnered with the Faculty Academy on Excellence in Teaching (FACET) to offer the Role of Reflection in SoTL Faculty Learning Community. The purpose of this faculty learning community (FLC) was to explore the process of critical reflection about teaching and to determine specific ways in which each faculty member will incorporate critical reflection into their teaching practices. The 23members of the FLC were selected through an application process and were composed of faculty with varied disciplines and different levels of prior experience with critical reflection and teaching.

The Center for Service and Learning partnered with the John H. Boner Center to convene the faculty learning community “Conducting Scholarship of Teaching and Learning on Service Learning Courses Using the IUPUI Service Learning Taxonomy.” The Boner Center hosted an initial daylong orientation and provided a tour of the center. The center's executive director gave a presentation on the work of the center and discussed opportunities for future collaborations with faculty. This was funded by a grant from Indiana Campus Compact.

2018-19

On August 24, 2018, the Center for Service and Learning, with colleagues from the STEM Education and Research Institute, School of Liberal Arts, and School of Engineering
and Technology, convened the inaugural Faculty Learning Community (FLC) on Integrated Community Engaged Pedagogy and Ethical Reflection. The project was funded through a $588,561 grant from the National Science Foundation. This project will increase faculty’s ability to integrate philosophical reflection and community engagement within their departmental curriculum through their participation in FLC meetings designed to explore the Integration of Community-Engaged Learning and Ethical Reflection (I-CLER) framework. In turn, this will improve their undergraduate students’ learning outcomes related to ethical development.

IUPUI; Division of Diversity Equity and Inclusion
Priority #1, Action Item #2
2018-19
Karen Dace (kdace@iupui.edu)
Began the White Racial Literacy Program (WRLP) with funds from Lumina and the Welcoming Campus Grant to bring scholars on whiteness and white privilege to work primarily with campus leadership, faculty and staff to “unpack misconceptions and misinformation about structural racism.” In addition to in-depth discussions, a three-hour retreat/workshop and four-week course for faculty to create inclusive classrooms.

IUPUI; Division of Diversity Equity and Inclusion
Priority #1, Action Item #1
2015-16
Karen Dace (kdace@iupui.edu)
Diversity Plans have been implemented to enhance the recruitment and retention of diverse faculty and staff. New initiatives employed in the past include:• Annual Diversity Soiree for faculty, staff and community members • Black Faculty Retreat • Latina/o Faculty Retreat • Report to Deans and Department Chairs on Best Practices for Recruiting and Retaining Diverse Faculty • Sponsoring Daryl Smith visit to work with Deans and their Diversity Planning Committees • Creation of the Office of Intercultural Literacy, Capacity and Engagement

IUPUI; Division of Diversity Equity and Inclusion
Kelley School of Business
IU School of Dentistry
Priority #2, Action Item #4
2018-19
Karen Dace (kdace@iupui.edu)
Ken Carow (kcarow@iupui.edu)
DEI: White Racial Literacy Project (WRLP) held a four-week session to help faculty create inclusive classrooms:• examine their privileges and biases and their impact on student learning • employ strategies to mitigate implicit bias and stereotype threat • effectively respond to micro-aggressions and other disruptive behavior • develop equitable and inclusive course materials • 2019-20 Business: Workshop at faculty retreat (for both full-time and part-time faculty) – Implicit Bias and Inclusive Teaching, led by Dennis Rudnick, Associate Director of Multicultural Education and Research Business: Workshop at staff retreat – Implicit Bias in recruiting, hiring, and welcoming new staff members. Dentistry: IUSD Human Resources and the OAP are partnering to offer training on implicit bias to all faculty, staff, and students.

IUPUI; Division of Enrollment Management
Priority #2, Action Item #1
2016-17
Boyd Bradshaw (bobradsh@iupui.edu)Passport held an "Articulation Agreement" workshop to increase IUPUI faculty and staff knowledge on how to create an articulation agreement. 36 IUPUI advisors, faculty, and staff attended the workshop. As a result of the workshop, 4 new articulation agreements were created and the LSAMP Grant coordinators learned of Passport’s services.

IUPUI; Division of Undergraduate Education/ University College
Priority #2, Action Item #1
2015-16
Jay Gladden (jamglad@iupui.edu)
With generous support from the Lilly Endowment, Inc., Campus Career and Advising Services led the IU system-wide committee that planned the EDGE conference, “Getting an EDGE: Academic Advising and Career Planning at IU.” The keynote speaker was Dr. Terrell Strayhorn, professor and director of the Center for Higher Education Enterprise at The Ohio State University. A post conference survey showed overall satisfaction with the quality of the conference was 90.6% with 41.7% reporting they were “very satisfied” with the overall quality of the conference. This represents a 5.7 point increase over the 2015 “very satisfied” rating.

IUPUI; Faculty Appointments and Advancement
Priority #2, Action Item #1
2015-16
Kathy Johnson (kjohnso@iupui.edu)
OAA held several Signature Events to welcome, support, develop and recognize faculty. This year 850 faculty members engaged in these various events. The New Faculty Welcome event introduced new faculty to the IUPUI campus, providing critical information and resources to help ensure success. The Plater Institute on the Future of Learning provides a forum for educators to learn new skills and methods to enhance instruction and improve student learning. The Chancellor’s Honor Convocation celebrates outstanding faculty and student achievement, recognizing excellence in teaching, research, service, civic engagement, diversity, collaboration and best practice. The Last Lecture and Retiree Luncheon recognize campus colleagues for their career-long dedication and contributions. The Reading at the Table events recognize IUPUI faculty and staff who have authored/editied recently published books.

IUPUI; Faculty Diversity & Inclusion
Grant Support for Underrep Faculty
Priority #6, Action Item #
2019-20
Margie Ferguson mferguso@iupui.edu
Engage with colleagues from OVCRI regarding internal and external grant support mechanisms for underrepresented faculty in support of their retention and advancement, particularly related to culturally-responsive research mentorship programming.

IUPUI; Faculty Diversity & Inclusion
Priority #1, Action Item #2
2018-19
Margie Ferguson mferguso@iupui.edu
Implement diversity education for faculty search committees.

IUPUI; Graduate Office
Priority #2, Action Item #1
2016-19
Janice Blum (jblum@iupui.edu)
The Graduate Office and our Graduate Recruiters Workshop hosted a workshop for staff and faculty focused on strategies for graduate and professional student recruitment, admissions and retention. Campus and outside experts provided advice and information to more than 50 attendees from IUPUI, Ball State, IUB, and Ohio State University. Graduate Office staff provide several workshops each semester to students, staff and faculty to review the key steps in student progression, admission, and requirements for degree and certificate completion. Workshops were tailored for IU and PU programs and staff to ensure compliance with institutional policies.

http://graduate.iupui.edu/faculty-staff/guides.shtml

ADA compliant web-based tools are provided as resources to staff with information on the requirements for progression and degree/certificate completion for IU and PU programs. These resources are posted on the Graduate Office website.

http://graduate.iupui.edu/faculty-staff/guides.shtml

IUPUI; Graduate Office
Priority #2, Action Item #1
2019-20
Janice Blum (jblum@iupui.edu)
The Graduate Office and the Graduate Mentoring Center will continue to offer faculty and staff workshops focused on mentoring best practices from the National Research Mentoring Network with a focus on the challenges diverse graduate and professional students face during their education. We have been asked and will expand this training to faculty and staff engaged in mentoring undergraduate students.
IUPUI; Institutional Research and Decision Support
Priority #1, Action Item #2
2018-20
Michele Hansen (mjhansen@iupui.edu)
IRDS staff participated in developing a collaborative research grant proposal titled “Project EPIC at IUPUI: Evidence-Informed Promotion of Inclusive Climate” proposal submitted for funding by NSF. The primary goal of Project EPIC is to improve institutional climate and to promote inclusive leadership practices to address inequities in the representation, retention, and advancement of women, particularly women faculty of color in STEM disciplines at IUPUI.

2019-20
Subject to funding of IUPUI’s Project EPIC (by NSF), IRDS will provide data analysis and evaluation support services to STEM faculty pursuing department enhancement/ transformation grants to improve departmental climates for women in STEM disciplines at IUPUI.

IUPUI; International Affairs
Priority #2, Action Item #1
2015-16
Hilary Kihn (kihn@iupui.edu)
Approximately 100 IUPUI staff and faculty received international diversity training from the Office of International Affairs.

• OIA facilitated three sessions of Acirema, an interactive activity simulating the experience of international students wishing to come to the U.S. to Bepko Learning Center and developed a plan to address it.
• Two sessions of training utilized international scholars with various other departments.
• OIA provided intercultural training to staff in the IU School of Informatics, who have seen an increase in both international students and international researchers. The two sessions of training utilized international scholars with Informatics as cultural informants.

IUPUI; IUPUC
Priority #2, Action Item #1
2015-16
Reinhold Hill (reihill@iupui.edu)
The Center for Teaching and Learning delivered professional development opportunities through 27 events which attracted 227 participants.

• Gardner Gateway to Completion webinars which involved both IUPUC and Ivy Tech Columbus faculty members and administrators.
• Math Science Partnership events. The grant supporting these events involves K-12 educators in southeast central Indiana to enhance math and science instructional strategies.
• Psychology Certificate development of two certificates fully accessible online.
• Turnitin workshop to help faculty members identify research sources and validate appropriate citations.
• VoiceThread, Kaltura and Taskstream pilot workshops to help increase faculty use of new technologies for instruction and program administration.

IUPUI; IU School of Dentistry
Diversity Planning Workgroup Created
Priority #1, Action Item #2
2016-17
Carol Anne Murdock-Kinch (caramurd@iu.edu)
The creation of a Diversity Planning Workgroup, which includes staff, faculty, and students, will assist the IUSD Office of Diversity, Equity, and Inclusion (IUSD-ODEI) in the implementation of the diversity plan and other diversity related activities throughout the school. The IUSD Diversity Plan framework is action-based and will require input from every area of the school using the model developed by Daryl Smith to:

• Achieve appropriate levels of diversity among its students, faculty and staff.
• Engage in ongoing systematic and focused efforts to attract and retain students, faculty and staff from diverse backgrounds.
• Systematically evaluate comprehensive strategies to improve the institutional climate for diversity.

IUPUI; IU School of Informatics and Computing
Priority #2, Action Item #4
2015-16
Mathew Palakal (mpalakal@iupui.edu)
The SoIC faces a significant opportunity (and challenge) over the next few years: To develop a collegial, research-centric culture among a cohort of pre-tenure faculty in the absence of an equal cohort of senior SoIC faculty to serve as role models or mentors. Thanks to strong enrollment in recent years, the SoIC has been able to expand its faculty, particularly in the Human-Centered Computing Department, and particularly with the tenure-track appointments. In 2016-17 we will have 11 colleagues in their first two years of probationary appointments (seven in HCC), one in his third year, and two in their fifth years. However, due to the departure of several tenured colleagues in 2016, the SoIC will have only 10 tenured faculty in 2016-17. Three of these are department chairs and three serve in the EAD’s office. To the extent that junior faculty benefit from mentoring, informal guidance and collaboration with senior faculty outside of the “chain of command,” our junior cohort suffers a disadvantage due to the SoIC’s lack of senior colleagues. The SoIC leadership team (dean’s office and chairs) has considered this challenge deeply and developed a plan to address it.

• Starting in fall, 2016, the EAD will hold a monthly series of 90-minute meetings with the first/second-year cohort. These meetings will help ensure the successful integration of this pre-tenure cohort into the overall academic culture of IUPUI and nurture a culture of scholarly productivity in the SoIC – more particularly, to foster a culture where funded research is the individual and collective goal.
• As a result of an in-depth conversation with the office of the Senior Associate Vice Chancellor for Academic Affairs, the SAVC and her colleagues will conduct a P&T workshop for the SoIC’s pre-tenure cohort in the fall, 2017.
• Department chairs are already responsible for mentoring pre-tenure colleagues, as well as the large number of lecturers in our school (nearly half the total faculty). Over the past year, school leadership has increasingly encouraged lecturers to seek advancement in rank. In 2015-16, the associate dean for faculty affairs conducted two discussions open to all lecturers to discuss the promotion criteria and procedures for lecturers.
• In the fall, 2017, the SoIC will evaluate its first-ever dossier submitted for advancement to senior lecturer. Other dossiers will be developed over the coming year, and we expect another submitted dossier in the fall, 2018.
• The SoIC representative to the IUPUI P&T Committee conducted a similar open meeting for pre-tenure colleagues and lecturers to explain current P&T guidelines and procedures.
• The associate dean for faculty affairs will be responsible for helping pre-tenure faculty find appropriate mentors outside of the SoIC.
• The associate dean is also developing opportunities for small, group dialogues with faculty from other schools to help acclimate our pre-tenure colleagues to the broader IUPUI culture, and to facilitate interdisciplinary collaborations. Because our SoIC discipline is inherently cross-disciplinary, a study of how information technology is applied in other domains, such extramural engagements can be quite valuable. Dialogues have been negotiated with the School of Liberal Arts, SPEA and Engineering.

IUPUI; IU School of Nursing
Diversity Strategic Plan SON
Priority #1, Action Item #2
2016-17
Robin Newhouse (newhouse@iu.edu)
In 2016, IUSON faculty, staff, and students created an updated Diversity Strategic Plan for recruitment, retain, and promote individuals who strengthen and contribute to IUSON and IU’s academic climate, programs, and activities as well as to the community at large.
IUPUI; IU School of Nursing
Priority #2, Action Item #3, 5
2015-16
Robin Newhouse (newhouse@iu.edu)
Online Professional Development: The Center for Professional Development and Lifelong Learning (CPDLL) offered or supported 7 facilitated online courses, 4 online self-study courses, 13 synchronous live webinars (also available as recordings), and 3 asynchronous recorded webinars to a total of 790 participants.

Professional Development in Online Teaching and Technology: Several of the department’s online self-study courses are directly related to improving the ability of educators to teach with technology, including Changing Lanes: Moving Your Traditional Course Online, Teaching with Twitter in the Health Professions, and Teaching with Wikis and Wikipedia in the Health Professions. Additionally, the department co-offers a graduate level course on the use of technology in nursing education for continuing education contact hours.

The Center for Professional Development and Lifelong Learning CPDLL/IUSON hosted the 2016 Distinguished Lectureship Conference, titled “Cultivating Healthy Populations: Inspiring a Collective Vision”, which focused on priority population health issues in Indiana and brought together over 130 participants from a wide variety of practice areas in the state of Indiana to hear 6 nationally recognized speakers on leadership, diversity, education, infectious disease, and patient engagement.

Center for Professional Development and Lifelong Learning partnered with the National Association for Clinical Nurse Specialists (NACNS) to co-market the online self-study course, Developing Your Skills as a Clinical Nurse Specialist Preceptor, which launched August 2016. Participants since the pilot launched include 52 individuals from 16 states.

Center for Professional Development and Lifelong Learning initiatives:
- The 2nd Woltman Interprofessional Scholars Program (WISP) communication workshop related to end of life care in April 2017, which provided continuing education credit to 23 nurses, social workers, physicians, and chaplains from the Indianapolis metro area.
- Dr. Claire Draucker offered a two-day, on-campus session of graduate level research course entitled, Using Grounded Theory in Your Research. Ten individuals from IU’s nursing, social work, music therapy, and anatomy programs and departments, Ohio State University, the University of West Georgia, and Grand Valley State University in Michigan participated in the event.

IUPUI; IU School of Nursing
Priority #2, Action Item #1
2015-16
Robin Newhouse (newhouse@iu.edu)
Faculty learning and development events during the 2015-2016 academic year, include:
- BSN Faculty Start-up day-long retreat*Team Stepps training
- Health Coaching workshops
- Test item writing workshops*Nurse Tim: Conceptual Learning with NCLEX Across the Curriculum day-long workshop
- Revitalizing Nursing Education retreat
- CNE Review workshop with Dr. Diane Billings

Sponsored School of Nursing faculty to attend the SIM institute.
Hired .5 FTE faculty role for evaluation; part of this work will include planning for faculty development related to evaluation and assessment.

IUPUI; IU School of Nursing
Priority #2, Action Item #1
2015-16
Robin Newhouse (newhouse@iu.edu)
- The IUSON Staff Council sponsored a retreat at Bradford Woods in which 10+ staff attended and participated in team-building and leadership skills training.
- The IUSON Staff Council elected Pam Ross to be the representative for the IUPUI Staff Council. She has provided the IUSON staff with great information about what is going on at IUPUI and resources for developing ourselves professionally. She has been an outstanding liaison.
- A Green Paws Team was formed to assist our building in becoming more earth-friendly. Their work will begin this fall.
- Staff members made donations to the Exotic Feline Rescue and the Indiana Humane Society in honor of other staff members at the IUSON.
- A team was created to develop a new staff orientation for the IUSON. They began work this summer with plans to implement this fall.-Staff members participated in the IUPUI Regatta
- The Staff Council Committees for Sharing & Caring, Backpack Attack and United Way all had a successful year and got many staff members involved in philanthropy.

IUPUI; IU School of Nursing
Priority #2, Action Item #1
2016-17
Robin Newhouse (newhouse@iu.edu)
Dr. Deborah DeMeester, Lisa Wagnes, and Cynthia Hollingsworth developed and implemented a 2-day faculty onboarding program to facilitate smooth transition into the faculty role at IU. IUSON faculty development opportunities included:
- BSN Faculty Start-up retreat
- TeamStepps training
- Health Coaching Workshop
- Test Item Writing and Exam Mapping Workshops

A 3-part faculty professional development program, Internationalizing Your Course, was provided to 28 participants. The purpose of the program was to increase faculty knowledge about tools and strategies for integrating a global perspective to the healthcare issues in their courses. Topics included:
- Being a Globally Engaged and Culturally Responsive Nurse Educator
- Integrating International/Intercultural Learning Experiences: The Course Toolkit
- Clinical Practicum: Making the Most of Intercultural Experiences

IUPUI; IU School of Nursing
Priority #2, Action Item #1
2017-18
Robin Newhouse (newhouse@iu.edu)
A 3-part faculty professional development program, Internationalizing Your Course, was provided to 28 participants. The purpose of the program was to increase faculty knowledge about tools and strategies for integrating a global perspective to the healthcare issues in their courses. Topics included:
- Being a Globally Engaged and Culturally Responsive Nurse Educator
- Integrating International/Intercultural Learning Experiences: The Course Toolkit
- Clinical Practicum: Making the Most of Intercultural Experiences

IUPUI; Kelley School of Business
Faculty Assessment
Priority #1, Action Item #6
2015-16
Ken Carow (kcarow@iupui.edu)
Kelley Indianapolis Assessment Committee instituted an improved process for the creation, collection, and evaluation of faculty assessment reports.

IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #3
2017-18
Amir Pasic (ampasic@iupui.edu)
A gift from the McKinney Family Foundation will create the McKinney Professor of Environmental Resilience and Philanthropy, believed to be one of the first such professorships in the world. It will reinforce the McKinney Family Philanthropic Fellows program at the school.

IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #3
2017-18
Amir Pasic (ampasic@iupui.edu)
A new collaborative program for graduate and undergraduate students interested in learning about philanthropy, nonprofit management and leadership, with a global perspective. The program is known as the Scholar Executive-In-Residence (EIR) program. The EIR can be available for guest lecturers, panel discussions, participating in conferences, and judging class projects.

Connecting with resources – The EIR can be a one-stop resource to tap into other business leaders who can share relevant experience and address specialized needs related to courses and student interest

IUPUI; Kelley School of Business
Faculty Assessment
Priority #1, Action Item #6
2015-16
Ken Carow (kcarow@iupui.edu)
 Kelley Indianapolis Assessment Committee instituted an improved process for the creation, collection, and evaluation of faculty assessment reports.

IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #3
2017-18
Amir Pasic (ampasic@iupui.edu)
The Muslim Philanthropy Initiative, a joint initiative of the Institute on Faith & Giving and the Dean’s Office was launched. The Journal on Muslim Philanthropy and Civil Society published its first two issues focusing on research related to Muslim nonprofit, philanthropic, and voluntary action.

IUPUI; Lilly Family School of Philanthropy
Priority #1, Action Item #3
2017-18
Amir Pasic (ampasic@iupui.edu)
The Muslim Philanthropy Initiative, a joint initiative of the Institute on Faith & Giving and the Dean’s Office was launched. The Journal on Muslim Philanthropy and Civil Society published its first two issues focusing on research related to Muslim nonprofit, philanthropic, and voluntary action.

- Moderated a discussion with Jean Case, CEO of the Case Foundation, Tobias Leadership, Engagement and Discovery (LEAD) Conference, “Investing to Change the World,” Indianapolis, IN: February 8-9, 2018. The school was a co-sponsor of this event.
- United Negro College Fund’s Statewide Leadership Strategic Planning Session, Indianapolis, IN: May 18, 2018. “Giving Trends per Sector.”

IUPUI; Office for Women
Priority #2, Action Item #1
2015-16
Kathy Grove (kgrove@iupui.edu)

AAUW Start Smart Salary Negotiation workshops (American Association of University Women) The Start $mart workshop is directed especially to women who are college juniors and seniors, as well as graduate students, to provide them with knowledge and skills when approaching the job market to negotiate salaries and benefits so that they receive fair and realistic compensation. The Start Smart Campus Initiative is supported by the American Association of University Women. The IUPUI Office for Women is a trained and licensed provider of $tart $mart. http://www.aauw.org/what-we-do/salary-negotiation-workshops/

IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #1, Action Item #2
2019-20
Amy Warner (awarner@iupui.edu)

Diversity Plan: Insure success of elements of the Office of Diversity, Equity and Inclusion Strategic plan by developing relationships between under-represented community leaders and IUPUI, identifying donor prospects with interest in diversity programming, supporting the introduction of community letters of support in community based research awards, encouraging the increased hiring of Black, Latina/o, and leveraging external partners who share similar goals.

IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #2, Action Item #5
2015-16
Amy Warner (awarner@iupui.edu)

Promoted the national excellence of IUPUI in service learning and engagement by hosting national conferences in Indianapolis, supporting the national call to civic action, leading statewide engagement.

- Showcased IUPUI while hosting the APLU annual conference and Student Affairs Professionals’ Civic Learning and Democratic Engagement conference in Indianapolis.
- Honored Mary Rigg Neighborhood Center partnership with IUPUI at the Indiana Campus Compact annual meeting in Indianapolis.
- IUPUI joined the National Campus Compact 30th Anniversary Statement of Action under the Chancellor’s signature to develop a Campus Civic Action Plan.

IUPUI; Office of the Vice Chancellor for Community Engagement
Priority #2, Action Item #1
2015-17
Thomas Stucky (tstucky@iupui.edu)

In partnership with the Schools of Engineering and Technology, Liberal Arts, and Social Work received a Welcoming Campus Innovation Fund Award of $25,000 for the Pathways to Community Inclusivity through Dialogue project. The goal of the project was to increase campus and community awareness of IUPUI’s engagement in using intergroup dialogue to foster a vibrant inclusive student experience and increase knowledge in response to differences through communication about issues of cultural diversity and social justice. Over the course of the 2017-18 school year, the project has engaged in 43 activities with over 800 people across campus and over 1,370 hours of direct engagement to foster opportunities for dialogue engagement and inclusivity activities.

IUPUI; Robert H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #2
2017-18
Andrew Klein (anklein@iupui.edu)

McKinney Professor Shawn Boyne was named to the inaugural C3 (Creating Campus Change) Leadership and Professional Development Series for LGBTQ+ graduate/professional students, staff, and faculty at IUPUI. The goal of the C3 series is to build a sense of community and meet the personal and professional development needs of LGBTQ+ people in higher education. More information is here.

IUPUI; School of Education
Priority #2, Action Item #1
2016-19
Tambra Jackson (tambja@iupui.edu)

Developing faculty and engaging community: Academic conferences are an important aspect of faculty development and community engagement. The focused effort to share scholarship through this particular dissemination vehicle plays a critical role in innovation and discovery. Toward this end, the SoE hosted the 2017 annual conference of the Critical Race Studies in Education Association (CRSEA). CRSEA is a nationally recognized association centering issues of race in education and is committed to “(1) countering and combating systemic and structural racism with scholarship and praxis, (2) recognizing the multiple locations of oppression and the myriad manifestations and effects of their intersections and (3) co-constructing liberating knowledge that facilitates collective agency to transform schools and communities.” (crsea.org). To further support faculty development in this area, the SoE secured block grant funds from the University to support developing PhD students through faculty mentors whose work will expand our community engaged research, teaching, and service efforts. To leverage this investment, faculty receiving support are required to seek external funding to extend graduate student support.

IUPUI; School of Education
Ed Diversity Speaker Series
Priority #1, Action Item #2
2015-16
Tambra Jackson (tambja@iupui.edu)

Natasha Flowers and Les Etienne, with support from the Dean’s office, developed a diversity speaker series titled Speak the Truth series. This committee is now working in partnership with the Chancellor’s Office to expand its reach.

IUPUI; School of Education
Robin DAngelo Workshops
Priority #1, Action Item #2
2015-16
Tambra Jackson (tambja@iupui.edu)
Indiana University

Center and Statistics Assistance Center, received $35,000 for School of Science and director of the Mathematics Assistance educators. Kevin Michael Berkopes, a mathematician in the Shiaofen Fang (shfang@iupui.edu) IUPUI; School of Science

member

alexander-and-elizabeth-its-mathematical-science-faculty-science.iupui.edu/news/school-science-announces-1m-gift-undergraduate-scholarship-for-an-honors-student. http://will endow a professorship within the department and an R. Its and associate research professor Elizabeth N. Its from two of its Department of Mathematical Sciences faculty Science at IUPUI has received a $1 million planned gift undergraduate scholarship in mathematics. The School of $1M gift from faculty to endow professorship and Itsand forces-funding

IUPUI; School of Science

Priority #1, Action Item #1b

1-2015-16
Shiaofen Fang (shfang@iupui.edu) $1M gift from faculty to endow professorship and undergraduate scholarship in mathematics. The School of Science at IUPUI has received a $1 million planned gift from two of its Department of Mathematical Sciences faculty members. The gift from Distinguished Professor Alexander R. Its and associate research professor Elizabeth N. Its will endow a professorship within the department and an undergraduate scholarship for honors students. http://science.iupui.edu/news/school-science-announces-1m-gift-alexander-and-elizabeth-its-mathematical-science-faculty-member

IUPUI; School of Science

Priority #1, Action Item #1b

1-2015-16
Shiaofen Fang (shfang@iupui.edu) Director of the Mathematics Assistance Center receives FORCES funding to create a virtual learning space for future educators. Kevin Michael Berkopes, a mathematician in the School of Science and director of the Mathematics Assistance Center and Statistics Assistance Center, received $35,000 for "Virtual Learning Spaces: Creating Virtual Spaces for Future Teacher Support and Professional Exam Preparation." This funding will help researchers from the School of Science and the School of Education collaborate to create high-tech virtual learning spaces for IUPUI students enrolled in the elementary-education degree path. http://science.iupui.edu/news/director-mathematics-assistance-center-receives-forces-funding

IUPUI; School of Science

Priority #1, Action Item #1

2016-17 Shiaofen Fang (shfang@iupui.edu) S08 Diversity Council. We built the School of Science Diversity Council to represent our students, our, staff, and our faculty. Our philosophy is for diversity, inclusion, and tolerance in the broadest sense with the goal that the School has an optimally welcoming and functional learning and working environment. The group is led by faculty, staff and students who are interested in promoting a more inclusive climate. The group promotes movies, speakers, and events. In addition, they provide feedback to the Dean regarding issues impacting all constituents in the School.

IUPUI; UTIS

Priority #2, Action Item #1

2018-19 Stacy Morrone (amorone@iu.edu) October. Hundreds of IT staff from all campuses converge on Bloomington for learning, networking at annual Statewide IT conference. Former NASA astronaut Dr. Mae Jemison headlines IU’s annual tech conference. http://itnews.iu.edu/articles/2018/FormerNASAastronautDr.%20Mae%20Jemison%20headlines%20IU%27s%20annual%20tech%20conference.php

IUPUI; UTIS

Priority #2, Action Item #3

2017-18 Stacy Morrone (amorone@iu.edu) Offered through the IUPUI Center for Teaching and Learning, the “Online Course Design and Development Bootcamp” is an 8-week, fully online course for faculty at IUPUI and IUPUC. In 2017-18, a total of 43 faculty members registered for one of the three sessions offered throughout the 2017-2018 academic year. Of those 43 faculty, 17 participants were awarded the CTL’s “Designing an Online Course” badge, having completed all sessions and associated course work.

IUPUI; UTIS

Priority #2, Action Item #4

2017-18 Stacy Morrone (amorone@iu.edu) UTIS/VTIP continues to host the MOR IT Leaders Program and IT Leaders Boot Camp which gives IT professional staff a way to expand leadership opportunities by providing training, mentorship, and workshops. In 2017, 10 of the 28 participants in the ITLP were from IUPUI. Seven from IUPUI attended the IT Leaders Boot Camp. In 2018, eLearning Design and Services and an IUPUI-based instructional designer worked with the Boot Camp chair for ongoing improvements to the program, strengthening a hybrid model that has increased efficiency of the experience. In addition, an IUPUI-based EDS manager joined the IT Leadership Community Board this year. In 2018, ITLP has 31 participants from various IU departments, eight of whom are based at IUPUI. The 2018 IT Leaders Boot Camp, developed and run by ITLP graduates, also has 8 IUPUI participants.

IUSO Vision Science Seminars

2

2015–Ongoing IUB Joseph Bonanno, jbonanno@indiana.edu Since 2015 IUSO has held weekly campus-wide vision science seminars attracting faculty from Optometry, Biology, Chemistry, Physics, Engineering, Psychology among others. Four to five times a year we also hold a Distinguished Borish Scholar lecture, where we invite in a leading scientist to discuss their latest research. Additionally, IUSO has instituted a biennial research symposium (Borish Symposium) where speakers include 4 renowned speakers in the particular topical area. For example, recent symposiums have been held on diabetes, imaging, dry eye disease, and the aging eye.

Kelley School of Business

Hodge Hall Undergraduate Center Expansion and Renovation Opened: 2014 BPOne: A Commitment to Student Success BP Two: A Community of Scholars POE Eight: Building for Excellence Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu

The expanded and renovated Hodge Hall Undergraduate Center was dedicated in 2014. The improved facility is nearly 230,000 square feet and features 20 additional classrooms as well as new meeting rooms, student collaboration space, a student commons and a 2,000-square-foot room for large gatherings. The $60 million project was funded through private donations, including a $15 million gift from alumnus James Hodge, and a $33 million grant from Lilly Endowment, Inc. After Hodge Hall was dedicated, Sidney's enrollment more than doubled and continues to grow. In addition, the improved facilities have helped attract world-class faculty. The building is LEED Gold certified. https://archive.news.indiana.edu/releases/iu/2014/09/iu-kelley-school-hodge-hall-dedication.shtml

Maurer School of Law


The Indiana University Maurer School of Law has established an endowed professorship in honor of alumna Juanita Kidd Stout, who was the first African American woman to serve on a state supreme court in the United States. The Juanita Kidd Stout Professorship has been endowed by $1 million in pledges and gifts from faculty members, friends of the law school and alumni. It is the first professorship in the history of Indiana University to honor an African American woman and the law school’s first endowed name after a woman of color.

Office of the Provost

Child Care Expansion Principle of Excellence 2: An Excellent Faculty IU Continuing Priorities: Action Item 5: Provide competitive benefits and working conditions for faculty IUB Continuing Priorities: Action Item 3: Support family-friendly policies

2017 M. A. Venkataramanan, Vice Provost for Finance and Strategy Venkataraman@indiana.edu Forty-center-based accredited child care spaces were added at the Campus Childcare Center (CCC). This allowed CCC to serve more families with an additional 10 toddlerspaces, 10
Office of the Provost
Financial Models for Increasing Faculty Diversity
Principle of Excellence 2: An Excellent Faculty
IU Continuing Priorities: Action Item 3: Recruit candidates with a diversity of backgrounds
2014—Present
M. A. Venkataramanan, Vice Provost for Finance and Strategy
venkat@indiana.edu

Hiring a diverse and talented faculty is among the top priorities for the IUB campus and the university. To ensure the best chance at recruiting and retaining diverse faculty, a strategic hiring fund was developed. The strategic hiring financial model provides a partnership arrangement with high front-end investments by campus for underrepresented faculty and senior women, with the academic unit picking up an increasing percentage of the salary and benefits over a period of years.

Office of the Vice Provost for Faculty and Academic Affairs
60 Program Events for Emeriti House
POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
2018
In 2018, there were 60 program events, with 1450 attendees. Furniture was also improved to allow better use for space for larger events. The projection system was improved for easier use and better quality display.

https://vpfaa.indiana.edu/faculty-resources/retirement-emeriti/emeriti.html
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Diversity and Inclusion
Race, Migration, and Indigeneity Cluster Hire Initiative
Principle of Excellence 2: An Excellent Faculty
2017-2020
John Nieto-Phillips, Vice Provost For Diversity and Inclusion
nietoph@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs
Career Development Workshops
POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.1, 5.3, 5.5
2015-2016
Held Career Development Workshops, including "Preparing the P&T Dossier," "Anticipating Promotion to Full Professor," "Reappointment and Promotion for Non-Tenure-Track Faculty," "Resources for Newly Tenured Faculty," and the faculty writing workshop (with OVPR).
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs
CIC Academic Leadership Program
POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers (5.5)
2016
Five faculty members were chosen as fellows for the CIC Academic Leadership Program and four additional faculty members attended the CIC workshop for Departmental Executive Officers.
https://www.cic.edu/programs/executive-leadership-academy
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs
Collaboration on Academic Careers in Higher Education
Faculty Satisfaction Survey
POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.1, 5.2, 5.5
2016
IU Bloomington joins over 250 colleges and universities who participate in the Collaborative on Academic Careers in Higher Education (COACHE) faculty satisfaction survey, conducted by the Harvard Graduate School of Education. IU Bloomington has participated in the faculty satisfaction survey since 2005, allowing us to assess change over time. We’re also able to compare the experiences of our faculty with those reported by faculty at some of our peer institutions to identify areas of relative strength and weakness compared to our peers. The most recent faculty satisfaction survey was completed in spring 2016 by 883 IU Bloomington tenure- and nontenure-track faculty. Overall, 72 percent of IU Bloomington faculty agreed or strongly agreed that they would choose to work at IU Bloomington if they were in the position to make that choice again. Faculty committees have prepared two reports on these findings, an executive summary of the primary findings and a report assessing gender and faculty satisfaction.

https://vpfaa.indiana.edu/faculty-resources/professional-development/faculty-satisfaction-survey.html
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs
Expansion of Faculty Writing Program
POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.5
2016-2017
A survey was conducted in Spring 2017 on the productivity of the Faculty Writing Group. Two hundred and seven participants reported 181 articles submitted, 106 grant applications submitted, 27 books, and 277 conference presentations completed.

https://vpfaa.indiana.edu/faculty-resources/professional-development/scholarly-writing-program.html
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Office of the Vice Provost for Faculty and Academic Affairs
Hiring of Associate Vice Provost for Faculty Development and Diversity
POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers (5.1, 5.2)
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Indiana University

Bicentennial Strategic Plan Appendix 2020

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2015-2016

John Nieto-Phillips, an associate professor in the Department of History and the Latino Studies Program in the College of Arts and Sciences, was named associate vice provost for faculty development and diversity at Indiana University Bloomington.


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Office of the Vice Provost for Faculty and Academic Affairs

POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
2015-2016

Horizons of Knowledge

Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs

Hosted Big Ten Academic Alliance Academic Leadership Program Conference

POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers

2015-2016

Big Ten Academic Alliance leadership initiatives is the Academic Leadership Program (ALP). Established in 1989, this intensive experience develops the leadership and managerial skills of faculty who have demonstrated exceptional ability and academic promise. Many of the programs’ nearly 1000 Fellows have gone on to serve with distinction as college presidents, provosts, and deans. Additional Links:
https://www.tbaa.org/leadership/ALP/introduction?_ga=2.202541899.314363760.1566916663-60184249.1566518102
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs

Implementation of dossier to Librarians, Clinical Faculty, Lecturers, and Research Ranks

POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.1, 5.2, 5.5

2016–Present

The dossier was implemented for librarians, clinical faculty, lecturers, and research ranks. The dossier is a secure electronic system used for all tenure and promotion decisions that receive campus-level review. In addition to providing a repository for the faculty member’s materials, the dossier ensures that only the faculty assigned to review the dossier have access to the materials. Typically, the dossier is available to a faculty member the spring semester before their dossier is submitted for review.

https://one.ui.edu/task/in/edossier
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs

Into the Woods: 2-Day Writing Retreat

POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.1, 5.3, 5.5

2017-2018

Hosted two-day writing retreat to help jump-start summer writing projects. The event is intended to help faculty members kick off summer plans with a concentrated time frame to write, be accountable by sharing goals publicly and participating in daily progress check-ins, and build a community and network of scholarly colleagues.

https://news.iu.edu/stories/2017/05/iub/inside/10-faculty-writing-retreat.html
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs

New Faculty Orientation Programs

POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.1, 5.3, 5.5

2015-2016

Held New Faculty Orientation (NFO) programs, including a family picnic, a welcome dinner, small-group lunches, a night at the opera (and other campus tours), and workshops on “Getting Your Feet on the Ground” and “Anticipating the Tenure and Promotion Review Process.”

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Office of the Vice Provost for Faculty and Academic Affairs

Outstanding Junior Faculty Award

POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.3, 5.5

2015–Present

Every year, five faculty members are selected for the Outstanding Junior Faculty Award. Sponsored by the Office of the Vice Provost for Faculty and Academic Affairs and the Office of the Vice Provost for Research, the Outstanding Junior Faculty Award is the most prestigious campus-level award available specifically to pre-tenure faculty. The award is designed to identify the most promising untenured, tenure-track faculty and assist them in the development of their scientific, scholarly, or artistic activities. Those selected to win this prestigious honor have begun to develop nationally recognized research programs, and devoted productive time to the teaching and service missions of the university. Faculty members selected for the award will receive $15,000 in funds to be used for research expenditures.

https://vpfaa.indiana.edu/faculty-resources/awards-lectures/awards/outstanding-junior-faculty.html
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Office of the Vice Provost for Faculty and Academic Affairs

POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.3, 5.5

2015-2016

Forty-two faculty members participated in the Faculty Success Program of the National Center for Faculty Diversity and Development during 2015-2016. The Faculty Success Program is all about learning the secrets to increasing your research productivity, getting control of your time, and living a full and healthy life beyond your campus. As the NCFDD’s signature program, the Faculty Success Program is specifically designed to transform your personal and professional life. The program is for tenure-track and tenured faculty who are looking for the perfect combination of empirically-tested methods to improve research productivity through intense accountability, coaching, and peer support to propel their work-life balance and personal growth to a whole new level.

https://www.facultydiversity.org/fsp-bootcamp
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Office of the Vice Provost for Faculty and Academic Affairs

POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.3, 5.5

2016-2017

Thirty-five faculty members participated in the Faculty Success Program of the National Center for Faculty Diversity and Development in 2017. The Faculty Success Program is all about learning the secrets to increasing your research productivity, getting control of your time, and living a full and healthy life beyond your campus. As the NCFDD’s signature program, the Faculty Success Program is specifically designed to transform your personal and professional life. The program is for tenure-track and tenured faculty who are looking for
the perfect combination of empirically-tested methods to improve research productivity through intense accountability, coaching, and peer support and to propel their work-life balance and personal growth to a whole new level. https://www.facultydiversity.org/fgp-bootcamp
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Office of the Vice Provost for Faculty and Academic Affairs
Recently Tenured Working Groups
POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers (5.5.a) 2019
Associate Vice Provost Kimberly Geeslin devoted a significant portion of her effort in our office to helping develop the new “Recently Tenured Working Groups” designed to set associate professors on a successful path to promotion. The program identifies two cohorts of recently tenured faculty and provides a year-long program of mentorship, workshops, and research support to guide faculty through one of the most challenging stages of their career. As part of this program AVP Geeslin has developed and leads monthly career-development workshops for cohort members but workshops are also open and advertised to all associate professors. https://ias.indiana.edu/research-support/working-group/index.html
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs
Support for Dual Career Couples 2019
POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.2 2019
The Provost invested $1.5 million in FY 2019 to support 30 dual-career couples. Ties were also expanded to outside employers (14 referrals to outside employers and 7 hires). Collaboration with IUPUI was also expanded; there were 4 successful inter-campus hires. IU Bloomington’s Dual Career Network provides support to the spouses and partners of new or prospective faculty members. Each school or college on our campus has a Dual Career Network representative to coordinate cases from that school. These representatives facilitate connections between the spouses or partners of new or prospective faculty members and potential employers on campus or in the community. https://vpfa.indiana.edu/recruitment-hiring/dual-career-ops/index.html
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

Office of the Vice Provost for Faculty and Academic Affairs
Office of the Vice Provost for Faculty and Academic Affairs
Support for Dual Career Couples 2019
POE Two: An Excellent Faculty
IUB Bicentennial Objective 5: A Global, Diverse, Inclusive Community of Excellent Scholars and Teachers
IUBBO5.2 2016-2017
The Dual Career program invested $1.9 million in supporting 45 dual-career couples. IU Bloomington’s Dual Career Network provides support to the spouses and partners of new or prospective faculty members. Each school or college on our campus has a Dual Career Network representative to coordinate cases from that school. These representatives facilitate connections between the spouses or partners of new or prospective faculty members and potential employers on campus or in the community. https://vpfa.indiana.edu/recruitment-hiring/dual-career-ops/index.html
Eliza Pavalko, Vice Provost for Faculty and Academic Affairs, epavalko@indiana.edu

OVPT
Faculty outreach
Priority #2, A Community of Scholars, Action Item 3 2.3.IU will encourage broader use of, and enhance where needed, I.U.’s existing resources in instructional development, with special attention to supporting part-time faculty and the effective use of new technologies in face-to-face and online environments. Fall 2015–present
All IU campuses
John Gonney jgonney@iu.edu
Michele Kelmer-mkelmer@iu.edu
OVPT’s Faculty Engagement and Outreach group strives every day to inform and support IU faculty in the effective use of new technologies in face-to-face and online environments. As part of UIT’s Learning Technologies, Faculty Engagement & Outreach also includes staff within the campus teaching centers. Each center is a partnership between UIT’s and Academic Affairs on that specific campus, with all centers offering workshops, webinars, 1:1 consultations and other services to support faculty professional development. The Digital Education Programs and Initiatives group at OVPT offers ongoing education to IU’s faculty, staff, and students. Activities have included:
• Speed Dating with Learning Technologies
• Walk the Walk, Talk the Tech—Teach, Play, Learn
• Scholars Book Fair
• Faculty Water Cooler
Also UIT’s Client Support Services provides faculty support
• UIT’s Tech2U - A new one-on-one, in-person support consultation service, Tech2U, for faculty on the Bloomington campus. UIT’s will schedule a session at a time and location of faculty member’s choosing to help with Adobe Acrobat, Google@IU tools, Box, social media applications and more, as well as help configuring applications like Adobe Creative Cloud or Iuanyware. https://ctl.iu.edu
https://ctl.iupui.edu
https://www.iux.edu/ctl/
https://faactaff.iub.ieu/ueot/who-we-are.html
https://www.iux.edu/libe/
https://www.iuxk.eiu/cleta/

OVPT
Mosaic: Indiana University’s Active Learning Initiative
Priority #2, A Community of Scholars, Action Item #1 and 2
Fall 2015–present
All IU campuses
Tracey Birdwell, tbrdwi@iu.edu
The university-wide Mosaic Active Learning Initiative first launched on the Bloomington campus in fall, 2015. It now connects all of IU campuses in the support for active learning pedagogies and active learning classrooms across all Indiana University campuses.

The Mosaic Faculty Fellows program is a key part of the Mosaic Initiative and it builds a community of faculty who support each other in their teaching. Mosaic has welcomed 102 fellows from 17 schools representing 58 Disciplines/Departments from 7 campuses. Active learning classrooms can feature tools as simple as configurable furniture and whiteboards, or as complex as sharing information wirelessly on classroom screens—the goal is to create a space where students and instructors can have a robust exchange of ideas.

Staff reached out to more than 400 instructors teaching in Mosaic classrooms on the Bloomington and IUPUI campuses, proving that Mosaic also scales faculty support across IU.
In addition, Mosaic provides a communication channel for faculty and students to connect with learning space designers from UIT’s, including the popular Mosaic Design Symposia. https://mosaic.iu.edu
Short video on the Fellows Program: https://www.youtube.com/watch?v=7mdqpi-gDo

An article on the first Design Symposium: https://itnews.iu.edu/articles/2018/Indiana%20University%20faculty%20help%20design%20classrooms%20of%20the%20future%20.php

Also, we are getting attention on our Senior Mosaic Fellows (Fellows who remain active in the program after they are formally finished):
Examples of feedback from instructors and students on this page: https://mosaic.iu.edu/resources/feedback/index.html

RTV
Art & Culture
(BO 2.1)
2019
Perry Metz, General Manager metz@indiana.edu
Dean Watson wins Warrior Award

2
November 29, 2018

Dean Watson, watsonlw@indiana.edu


School of Education Dean Lemuel Watson has been awarded the 2018 Warrior Award from the International Colloquium on Black Males in Education. Watson is one of four recipients of the award that recognizes individuals who have provided long-standing service, commitment and leadership focused on the most difficult challenges impacting black males in education globally.

Watson admitted he was totally surprised to learn he would be receiving the award. “I like to think of myself as a humble person who goes about the world living my best life and making a different whenever and however I can. I know to change the world takes many small gestures as large ones. It is work I will continue to be involved with, and I am so blessed to be at the university and school where my work is valued by my colleagues and peers,” Watson said

Kinsey Institute Expert using research to improve sexual assault prevention

2
July 1, 2019

Zoe Peterson, zdpeters@iu.edu


Zoe Peterson wants to know what motivates someone to sexually assault or coerce someone else. So the associate research scientist and director of the sexual assault research initiative at the Kinsey Institute decided to study men and women both as perpetrators and as victims.

Zoe Peterson is an associate research scientist and director of the sexual assault research initiative at the Kinsey Institute. Photo by Eric Rudd, Indiana University Knowing more about perpetrators’ motivations can help develop better prevention, she said. Plus, “studying both genders helps to clarify the role of gendered power relations in sexual assault and undermines some of our gender stereotypes about sexuality.”

Take this example: the idea that men want more sex than women do, so men are responsible for initiating sex because they are sexually assertive, or even aggressive, and women are more passive.

Lecture: Implications of public funding for private schools that discriminate?

2
April 19, 2019

Suzanne Eckes, seckes@indiana.edu


In Milwaukee, Wisconsin, students with disabilities constitute 12 to 20 percent of public-school enrollments but only 2 percent of enrollments in private schools participating in the city’s voucher program. In Georgia, LGBTQ+ students can be expelled from some private religious schools that accept public dollars.

Situations such as these are raising questions about discrimination in private schools that accept public money through voucher programs or other types of programs. When public money goes to private schools that exclude some populations from employment and enrollment, what are the legal and policy implications?
Catalyzing Research

Grand challenges

IUPUI; Herron School of Art + Design
Herron GC Opioids
Priority #3, Action Item #1
2017-18
Nan Goggin (ngoggin@iu.edu)

VCD faculty and grad students in the School of Nursing, School of Engineering and Technology and School of Health & Rehabilitation Sciences worked on the opioid issues specifically focused on K-5 children in partnership with the governor’s office and SENSE charter school.

IUPUI; IU School of Dentistry
IUSD GC Addictions
Priority #3, Action Item #1
2017-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

Co-investigators Drs. Laura Romito and Kyle Kramer were awarded one of 16 IU Grand Challenge Grants: Responding to the Addictions Crisis (Phase One). The goal of the Phase One pilot project, “Leveraging interprofessional education to improve training for future health professionals in pain management, alternatives to opioids, and better prescribing practices,” is to increase the number of IU graduates entering the future workforce who are prepared to use a systems-based approach within and across professions and sectors to address opioid abuse syndrome and overdose through screening, prevention, recognition, treatment and harm reduction, appropriate referral, and effective pain management.

IUPUI; Office of the Vice Chancellor for Research
Research GC Addiction
Priority #3, Action Item #1
2015-20
Janice Blum (jblum@iupui.edu)

Submitted a $50M Grand Challenge proposal on “Health Equity in Indiana and Beyond: Eliminating Disparities Associated with Addiction.” This Grand Challenge proposed to eliminate health disparities that fuel drug addiction by promoting health equity through community-partnered advances in knowledge and implementation of evidence-based practices for risk identification, prevention, and intervention. It proposed to hire 30 new faculty in a diversity of areas. The proposal was chosen as one of five pre-proposals (out of 21 pre-proposals) to go forward as a full proposal. The proposal was not funded, but the core faculty involved have continued to meet and plan to initiate some of the research proposed, and to prepare for re-submission at the next Grand Challenge request for proposals. The full proposal can be found at: http://grandchallenges.iu.edu/documents/grand_challenges/full-proposal-narratives-web/Health_Equity_Narrative_Redacted.pdf

As a part of the Grand Challenge initiative, developed a partnership with the John H. Boner Community Center, located in one of only nine federally designated Promise Zones in the U.S.

2017-18
The current Grand Challenge initiative, a partnership between IUPUI, IU Health and the State of Indiana, grew out of an initiative that was developed as the 1st goal of the IUPUI Research Strategic Plan. Although the initial proposal on addictions, which came from a collaboration of IUB and IUPUI investigators, was not funded as part of the Grand Challenge Program, it lay the foundation for the current partnership that attempts to address the opioid addiction crisis.

2018-19
OVCRR provides fiscal oversight for the IU Grand Challenge “Responding to the Addictions Crisis.” Research projects under this initiative address addiction, opioid related deaths, and reduce number of babies born with neonatal abstinence syndrome in Indiana. https://addictions.iu.edu/

2019-20
OVCRR will continue to provide support and staff assistance to the IU Grand Challenges Precision Health Initiative, Responding to the Addictions Crisis, and Prepare for Environmental Change in 2019-20.

IUPUI; Office of the Vice Chancellor for Research
Research GC Environment
Priority #3, Action Item #1
2017-19
Janice Blum (jblum@iupui.edu)

OVCRR efforts will continue to assist the faculty working on Environmental Health and Science identify opportunities for extramural funding. This project has ties to the IU Grand Challenge Prepare for Environmental Change. https://erii.iu.edu/

IUPUI; Office of the Vice Chancellor for Research
Research GC Precision Health
Priority #3, Action Item #1, 5
2018-19
Janice Blum (jblum@iupui.edu)

OVCRR has provided funding and staff support for the IU Precision Health Initiative Grand Challenge. https://precisionhealth.iu.edu/

2019-20
OVCRR will continue to provide support and staff assistance to the IU Grand Challenges Precision Health Initiative, Responding to the Addictions Crisis, and Prepare for Environmental Change in 2019-20.

IUPUI; Richard M. Fairbanks School of Public Health
Pub Health GC Addictions
Priority #3, Action Item #1
2015-19
Paul Halverson (pshalver@iupui.edu)

In September, Dean Paul Halverson and FSPH hosted a day-long visit by the U.S. Surgeon General. His activities included meeting with members of the Attorney General’s Prescription Drug Abuse Task Force, a luncheon with the FSPH faculty and staff, and a public talk on the IUPUI campus. His presentation was attended by nearly 200 people. The Fairbanks School of Public Health was commissioned by the Richard M. Fairbanks Foundation to research and write papers on the impact of two prominent public health problems on the health of Hoosiers, tobacco use and the prescription drug and opioid epidemic. Both papers were cited in editorials by Matt Tully in the Indianapolis Star and are being used by the Fairbanks Foundation to guide strategic giving targets for the state.

2017-18
In partnership with the Office of Health and Wellness, the Fairbanks School of Public Health received the American Cancer Society Tobacco-Free Generation Campus Initiative grant. The grant is part of the American Cancer Society’s Tobacco-Free Generation Campus Initiative, funded by the CVS Health Foundation, to deliver the first tobacco-free generation by accelerating and expanding the number of campuses across the country that prohibit smoking and tobacco use.

2018-19
Two key proposals were funded through the second round of the IU Grand Challenge: Responding to the Addictions Crisis:
-Indiana Addictions Law and Policy Surveillance Project, Ross Silverman, Richard M. Fairbanks School of Public Health at IUPUI.
-“Vitamin D and Opioid Use: From Real-World Data to Clinical Practice,” Xin Li, Richard M. Fairbanks School of Public Health at IUPUI.

IUPUI; Robert H. McKinney School of Law
Law GC Environment
Priority #3, Action Item #1, 4
2017-18
Andrew Klein (aklein@iupui.edu)

Janet McCabe, a former U.S. Environmental Protection Agency Clean Air administrator, was appointed in December 2017 as a Professor of Practice at McKinney. Professor McCabe’s appointment is a part of the IU Grand Challenges Prepared for Environmental Change initiative. As the Assistant Director for Policy and Implementation at the newly created Environmental Resilience Institute, she focuses on...
making the connection between Indiana’s local officials and businesses and the resources and tools to be developed through the Institute's research and projects, to enhance Indiana’s efforts to be resilient in the face of environmental change.

IUPUI; Robert H. McKinney School of Law
Law GC Opioids
Priority #3, Action Item #1
2017-20
Andrew Klein (ankklein@iupui.edu)

Work by a McKinney team of researchers in the first stage of their research project on “Legal and Policy Best Practices in Response to the Opioid Epidemic” was recently released. The McKinney research project is a part of IU’s Grand Challenges Initiative on the Opioid Epidemic and is designed to reduce barriers to effective harm reduction and treatment interventions in the opioids crisis. The research team identified a broad range of legal and policy impediments to effective substance use interventions.

2018-19
The Research Team presented their preliminary report at numerous locations around the state and country. More information is on the Health Law Center’s website

2019-20
McKinney will continue its work with the IU McKinney Grand Challenges research team

IUPUI; UITS
New Computing Systems
Priority #3, Action Item #1, 6
2016-17
Stacy Mornone (amornone@iui.edu)

Parkinson’s, Alzheimer’s, and cancer—all three are deadly diseases, all three are part of genomic research happening at Indiana University through the Precision Health Initiative—and all three benefit from newly available computing systems at IU.


Media School
Indiana Environmental Reporter
Priority 3, Action item 6
Ongoing
James Shanahan, jcs30@indiana.edu

https://indianaenvironmentrighter.org/

- As part of IU’s Prepared for Environmental Change Grand Challenge, The Media School and the Environmental Resilience Institute established the Indiana Environmental Reporter, an independent, multiplatform news outlet that reports on news related to environmental change's impacts on Hoosiers. The content is available for news outlets to republish for no charge.
- In September, the school and ERI will launch a new environmental podcast, In This Climate.
- The school hired a new faculty member, Nathaniel Geiger, who specializes in research in environmental communications.

Office of the Provost
Funding Models to Support Grand Challenges and Emerging Areas of Research
Principle of Excellence 3: Excellence in Research
Bicentennial Priority 3: Action Item 1: Address identified Grand Challenges
Bicentennial Objective 6: Action Item 2: Invest in current and emerging research strengths
Funding Model Development: 2015-2016
M. A. Venkataramanan, Vice Provost for Finance and Strategy
venkatar@indiana.edu

To fund the Grand Challenges and Emerging Areas of Research, IU needed a funding model that would incentivize academic units to participate and ensure a sustained level of substantial funding to support game-changing research. Through a partnership funding model that includes central funding from university and campus sources as well as investments from academic units, the Grand Challenges and Emerging Areas of Research are able to support start-up costs as well as ongoing funding for research faculty, postdocs, and graduate students for three Grand Challenges and multiple awards under the Emerging Areas of Research program.

Related Information or Media
https://grandchallenges.iu.edu/
https://research.iu.edu/funding-proposals/funding/opportunities/emerging-areas/index.html

Office of the Vice Provost for Research
Grand Challenges
POE Three: Excellence in Research
IUB Bicentennial Objective 6 2015–Present
IU’s Grand Challenges Program is a commitment to address large-scale human problems through the application of research from across disciplines and the collaboration of community partners. The program leverages the combined power of researchers across the IU system to address the economic, social, and environmental problems impacting our state and the world. Researchers from the Bloomington campus are making substantial contributions to all three current Grand Challenge initiatives. In March 2019, total Grand Challenge faculty hires at IU Bloomington totaled 12 in 11 departments and four schools: the College, School of Public Health-Bloomington, School of Informatics, Computing, and Engineering, and the Media School.

Additional Links:
https://provost.indiana.edu/strategic-plan/6-advancing-knowledge/grand-challenges.html
jeff.zaleski, Vice Provost for Research
zaleski@indiana.edu

Arts & humanities
IUPUI; Herron School of Art + Design
Where People Live Work Play
Priority #3, Action Item #2
2016-17
Nan Goggin (ngoggin@iu.edu)

A new series of courses, Interprofessional Innovation Challenge: Healthcare Where People Live, Work, and Play, were developed in response to a fundamentally transformed healthcare system that will require radically reformed thinkers. To begin meeting this need, IU Schools of Nursing, Informatics & Computing, Kelley School of Business, Herron School of Art & Design, Purdue School of Engineering and Technology, Fairbanks School of Public Health and the Department of Communication Studies are participating in an interprofessional learning laboratory where student teams formed from diverse professional disciplines will tackle assigned challenges that require innovation, discovery and collaboration.

IUPUI; School of Liberal Arts
NEH Grants
Priority #3, Action Item #2
2015-16
Rob Rebein (rrebein@iupui.edu)

Received two National Endowment for the Humanities grants, one for continued work on the scholarly edition of the works of the philosopher Santayana with Professor Martin Coleman as awardee ($225,000 outright; $23,623 in matching funds), and one for a digital humanities project headed by Professor Jennifer Guilliano for $249,817).

Jacobs School of Music
Amjad Ali Khan Residency
Principle of Excellence 1
September-October 2016
Various locations
Linda Cañigas, lcajigas@indiana.edu, 812-856-3882

Amjad Ali Khan, India’s foremost classical musician, visited Indiana University Bloomington in September and October 2016 as an artist-in-residence. His return was the result of a partnership between the Jacobs School of Music and the Madhusudan and Kiran C. Dhar India Studies Program in IU’s School of Global and International Studies. Khan is
a Grammy nominee and a master of the sarod, a stringed instrument similar to the sitar. During his residency at the Jacobs School, Khan served as an adjunct professor of Indian classical music. He taught "Fundamentals of Indian Classical Music," which was open to graduate students and upper-level undergraduate students in the Jacobs School.

IU JSOM, The String Department

Collaboration with Beethoven Haus in Bonn, Germany

TOME #1. Commitment to Student Success

TOME #5. A Global University

2015–Present

Bonn, Germany

Melissa Dickson, dickson9@indiana.edu

A relationship with Beethoven Haus in Bonn, Germany and IU JSOM has been under cultivation now for several years. IU Jacobs School of Music sends a faculty member, and a student string quartet to Beethoven Haus, every year in March.

IU JSOM, Office of External Affairs

Bernstein Exhibit Partnership

TOME #1. A Commitment to Student Success

TOME #3. Excellence in Research

2015

IU JSOM

Melissa Dickson, dickson9@indiana.edu

IU JSOM created a partnership with the Grammy Museum in Los Angeles for the Leonard Bernstein Collection Tour by sending items that are in our possession from Bernstein's studio to be on display.

Jacobs School of Music

Bobby McFerrin Performance with Students

Principle of Excellence 1

April 6, 2015

Buskirk-Chumley Theater

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

The Indiana University Vocal Jazz Ensembles welcomed vocal superstar and pioneer Bobby McFerrin to their Spring Concert at 8 p.m. on Monday, April 6, at the Buskirk-Chumley Theater in downtown Bloomington. DownBeat Award-winning IU Vocal Jazz Ensemble I and II, with directors Duane Davis and Ly Wilder, performed with a top-notch rhythm section before living legend McFerrin took the stage to guide a spontaneous vocal journey with them and the audience.

http://info.music.indiana.edu/releases/iub/jacobs/2015/03/ Jacobs School of Music

Chamber Orchestra Performs in Seoul

Principle of Excellence 1

March 16-21, 2015

Seoul, South Korea

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

The Indiana University Jacobs School of Music launched its first Asian tour March 16 to 21, 2015, when the IU Chamber Orchestra traveled to Seoul, South Korea, for a series of four concerts. Professors Jorja Fleezanis and Stephen Wyrzykowski, both faculty members in the Strings Department at the Jacobs School, led the group of 36 IU students. The student ensemble performed at Seokmyung Women’s University and Seoul National University before entertaining American military personnel stationed at U.S. Army Garrison Yongsan. The visit culminated with a concert at the Seoul Arts Center, the country’s foremost art and culture complex.

http://info.music.indiana.edu/releases/iu/2015/03/jacobs-chamber-orchestra-seoul.shtml

Jacobs School of Music

Cleveland Orchestra Residency

Principle of Excellence 1

Ongoing

JSOM

IU Auditorium

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

The Cleveland Orchestra returned to Indiana University for its third Jacobs School of Music residency January 20 to 22, 2015. The centerpiece of the residency was a performance at 8 p.m. January 21, at IU Auditorium. Throughout the residency, students attended and participated in rehearsals and performances with The Cleveland Orchestra and networked with its musicians and administrators. Members of The Cleveland Orchestra also taught orchestral repertoire classes for woodwinds, strings, brass, percussion, and keyboard.


Jacobs School of Music

Met Auditions Semis

Principle of Excellence 1

April 22, 2018

JSOM

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

Four of the 25 semi-finalists in the 2018 Metropolitan Opera National Council Auditions were from the Indiana University Jacobs School of Music. The semi-finals round took place April 22 at the Metropolitan Opera House in New York City. The Metropolitan Opera National Council Auditions is a program designed to discover promising young opera singers and assist in the development of their careers. The auditions are held annually in 12 regions of the United States. There are 42 districts within these regions, each providing an opportunity for talented singers to enter the Auditions program at the local level.

http://info.music.indiana.edu/releases/iub/jacobs/2018/04/ Jacobs School of Music

Opera and Ballet Theater 2016-17 Season

POE1

2016-17

JSOM

Indianapolis

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

Four new productions were featured in the eclectic 2016-17 Indiana University Opera and Ballet Theater season at Bloomington’s Musical Arts Center. The sixty-eighth season of the world’s leading collegiate opera and ballet company included rare gems as well as familiar favorites, including Meredith Willson’s The Music Man and Giacomo Puccini’s iconic Madama Butterfly, which IU Opera will also produce at Clowes Memorial Hall in Indianapolis.

http://info.music.indiana.edu/releases/iub/jacobs/2016/04/ Jacobs School of Music

Opera and Ballet Theater announces-2016-17-season.shtml

Jacobs School of Music

Met Opera National Council Auditions

Principle of Excellence 1

April 22, 2018

JSOM

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

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http://info.music.indiana.edu/releases/iub/jacobs/2018/04/ Jacobs School of Music

Opera and Ballet Theater 2017-18 Season

POE1

2017-18

JSOM

Indianapolis

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

Indiana University Opera Theater, at the IU Jacobs School of Music, celebrated 70 years of presenting outstanding opera productions during its 2018-19 season. As part of its commitment to excellence, renowned artistic team members from throughout the profession continued to work alongside its top-notch students.

http://info.music.indiana.edu/releases/iub/jacobs/2017/11/ Jacobs School of Music

Jacques School of Music

Parishal Returns

POE1

November 2019

JSOM

Linda Cajigas, lcajigas@indiana.edu, 812-856-3882

As part of the Indiana University Bicentennial celebration, IU Jacobs School of Music Opera Theater is remounting Richard Wagner's Parsifal. From the 1940s to the 1970s, a tradition was established of regularly producing this monumental opera. Those productions were one of the cornerstones upon which the Jacobs School of Music’s outstanding reputation is based and the production that first drew worldwide attention for the Jacobs School of Music.
IU JSOM, Music Information Technology Services

Robotic Controlled Camera Installation

TOME #1. A Commitment to Student Success

2015

IU JSOM Concert Halls

Melissa Dickson, dickson@indiana.edu

The Music Information Technology Services installed robotic controlled cameras in all concert halls, so there would be an ease in recording and streaming performances.

Jacobs School of Music

Steve Jobs Collegiate Premiere

POE1

September 2018

IU JSOM

Linda Cuijgas, lcajigas@indiana.edu, 812-856-3882

Indiana University Opera Theater opened its 2018-19 season with the collegiate premiere of The Revolution of Steve Jobs at 7:30 p.m. September 14, with additional performances September 15, 21, and 22. The opera by composer Mason Bates and librettist Mark Campbell, a Jacobs School of Music coproduction with the Santa Fe Opera, Seattle Opera, and San Francisco Opera, sprang to life in July 2017 in Santa Fe. Several members of the artistic team from that world-premiere production also helmed the collegiate premiere by IU Opera: conductor Michael Christie, director Kevin Newbury, and set designer Vita Tzykun.

http://info.music.indiana.edu/releases/iub/jacobs/2017/09/


IU Libraries

Emerging Areas of Research and Journal Publishing Liaisons

B.O. 6.1.b and 6.2.b

2017–Present

IU Libraries

Carolyn Walters, cwalters@indiana.edu

Librarians are assuming explicit roles as liaisons to Grand Challenge and Emerging Areas of Research projects. IU Press and Libraries’ Scholarly Communication Department are collaborating on a single journal service for IU scholarly editors, integrating subscription-based and open-access journal publishing.

IU Libraries

Frankenstein 200: The Birth, Life, and Resurrection of Mary Shelley’s Monster

An Excellent Education

2.2

April 2 2018 – December 14 2018

Lilly Library

Rebecca Baumann, rbaumann@indiana.edu

In celebration of the two-hundredth anniversary of the publication Lilly Library presented Frankenstein 200: The Birth, Life, and Resurrection of Mary Shelley’s Monster. The exhibition looked closely at Mary Shelley’s life and influences, examined the hundreds of reincarnations her book and its characters have enjoyed, and highlighted the vast and eclectic collections of the Lilly Library. Using grant funds, Exhibition Curator Rebecca Baumann traveled around the state as part of the Indiana Humanities Speaker’s Bureau and shared her knowledge on Frankenstein and related Lilly collections.

IU Libraries

IMLS National Leadership Grant

Excellence in Research

2.2

10/18/2018

IU Libraries

Jamie Wittenberg, jwitten@indiana.edu


Awarded two $849,339 from Institute of Libraries and Museum Services National Leadership Grant for Libraries

• Shared BigDataGateway for Research Libraries will develop, seed and maintain a cloud-based, infrastructure for sharing data

• Partners include 8 Big Ten institutions and the BTAA

Library Initiatives

IU Libraries

Institute for Digital Arts and Humanities (IDAH)

Core Goal 2: Excellence in Research, 2.3.a.b

2019–Present

IU Libraries

Kalani Craig, craigkl@indiana.edu

Michelle Dalmau, mdalmau@indiana.edu

Digital historian Kalani Craig and IU Libraries’ digital librarian Michelle Dalmau were named co-directors of the Institute for Digital Arts and Humanities (IDAH) in 2017 (50% position funding for Dalmau supported by IU Libraries). In the first six months IDAH has 1) convened a governance structure representing schools from across campus and IUPUI; 2) launched a Making the Arts & Humanities speaker series; 3) nearly doubled research consultations as part of the Scholars’ Commons (75 in total); 4) initiated digital pedagogy consultations that led to four classroom interventions; 5) launched a Digital Arts & Humanities certificate and minor, with six students poised to receive the minor or certificate this coming academic year and three enrollees thus far; and 5) submitted nearly one million dollars in external grant applications and nearly $160,000 in internal grants.

IU Libraries

Museum Services National Leadership Grant

Excellence in Research

2.2

10/18/2018

IU Libraries

Jamie Wittenberg, jwitten@indiana.edu


Awarded two $849,339 from Institute of Libraries and Museum Services National Leadership Grant for Libraries

• Shared BigDataGateway for Research Libraries will develop, seed and maintain a cloud-based, infrastructure for sharing data

• Partners include 8 Big Ten institutions and the BTAA

Library Initiatives

IU Libraries

Institute for Digital Arts and Humanities (IDAH)

Core Goal 2: Excellence in Research, 2.3.a.b

2019–Present

IU Libraries

Kalani Craig, craigkl@indiana.edu

Michelle Dalmau, mdalmau@indiana.edu

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IU Libraries

Mexico Remixed

An Excellent Education

1.2

November 2018 – April 2019

IU Libraries

Natalia Almanza, nalanza@iu.edu

• Valeria Luiselli’s Tell Me How It Ends: An Essay in 40 Questions is the One Book, One Campus, One Community selection

• Jaime Hernandez – alternative comic book artist

• Scholars’ Commons and Learning Commons

• IU Alumni Connections with Mexico

• West Lobby

• IU Archives Pop – Up Exhibit

• Featuring Charles W. Cushman photographs of Mexico and the American Southwest; Mexican folklore documents; and early years of IU’s Latino Affairs program

• Lilly Library Exhibit

• The Earliest American Imprints: The Book in Mexico in the Sixteenth Century

IUB Libraries

HathiTrust Research Center Collaboration

B.O. 6.7; B.O. 6.5.d

2017

IU

The Libraries and the Data to Insight Center are collaborating to develop and deploy services of the HathiTrust Research Center. IU Libraries is partnering with University of Illinois, and others, on a recent $400,000 IMLS grant to develop a training curriculum for librarians to support researchers’ use of this important digital humanities tool.

IU Libraries

National Leadership Grant from Institute of Museum and Library Services

2.3.a.b

2019–Present

IU Libraries

Carolyn Walters, cwalters@indiana.edu

A $967,000 National Leadership Grant (LG-70-17-0042-17) from the Institute of Museum and Library Services is allowing
Northwestern University Libraries and Indiana University Libraries to enhance their jointly developed audiovisual repository system, the Avalon Media System. The grant will further improve the ability of archival institutions to manage and make accessible large digital collections of video and audio. IU Libraries received $518,204.

IUB Libraries, Lilly Library
Research of the World
B.O. 6.7
2017—Present
IUB Libraries, Lilly Library
Carolyn Walters, cwalters@indiana.edu

For years, the Lilly Library has built outstanding special collections supporting in-depth research related to other areas of the world. They are in the process of acquiring a collection of approximately 150 volumes printed in India in the eighteenth and nineteenth centuries. Building on a decades-long focus on Africa, including the papers of South African Nobel prize-winning author Nadine Gordimer and the archives of noted South African playwright Athol Fugard, the Lilly Library is finalizing the purchase of the papers of renowned Kenyan novelist and theorist of post-colonial literature Ngũgĩ wa Thiong’o, and is in the final stages of negotiation for the acquisition of the archives of Osmane Semblé, Senegalese filmmaker and writer, who has been called “the father of African film.”

IUB Libraries
Rich Research Collections
Strat. Plan Core Goal 2 – Research
Example: 1/2017 – 2/15/2019
IUB Libraries
Carolyn Walters, cwalters@indiana.edu

We advance the frontiers of knowledge through rich research collections. These are the raw materials scholars use to master deep understanding of their topics and explore new connections, connections, and insights. Materials at the Lilly Library, the Moving Image Archive, University Archives, the William and Gayle Cook Music Library, and esteemed collections in area studies, maps, literature, and fine arts have been actively collected and conserved. To inspire access to these complex collections, librarians and specialists assume enhanced roles as partners, instigators, and collaborators.

Media School
Research and Grant Highlights
3
2015-2019
James Shanahan, jes30@indiana.edu

In collaboration with the IU Office for International Development, The Media School received a $150,000 grant from the State Department to bring 15 filmmakers from the Indian and Pakistani sides (30 in total) of Punjab to Bloomington for a 3-week workshop this summer. In collaboration with the School of Public and Environmental Affairs and the Office of International Affairs in the College of Arts and Sciences, The Media School received a $1 million U.S. State Department grant to support the design and implementation of academic programs in government communications in Ukraine. The Andrew Mellon Foundation awarded associate professor Joshua Malicky a $175,000 Sawyer Seminar Grant for his group project, Documentary Media and Historical Transformations. Malicky, director of the Center for Documentary Research and Practice, worked with professors Jeffrey Gould, Marissa Moorman and Christina Ochoa on a yearlong seminar as part of the Sawyer Seminars fellowship program. The seminars consisted of five two-day conferences, each comparing the relationship between documentaries and a different historical transformation. The IU Black Film Center/Archive received a $150,000 grant from the National Endowment for the Humanities to fund the Richard E. Norman and Race Filmmaking: Reprocessing and Digitization project, which will preserve more than 20,000 items from the archives of Richard E. Norman, a pioneer in development of films for African-American audiences.

Professor of practice Elaine Monaghan won a grant from the Luce/ACLS Program in Religion, Journalism & International Affairs for the Representing Religion symposium. Assistant professor Jennifer Midberry was awarded $59,000 grant by New Frontiers of Creativity and Scholarship to fund a traveling documentary photography exhibit and speaker series about Syrian immigrants’ contributions to Hosiery communities. Media School professors Elaine Monaghan and Betsa Grabe will collaborate on IU’s new Observatory on Social Media, a $6 million research center to study the role of media and technology in society. The center is supported by the John S. and James L. Knight Foundation, a nonprofit focused on fostering informed and engaged communities. As part of IU’s Prepared for Environmental Change Grand Challenge, The Media School hired a new faculty member, Nathaniel Giger, who specializes in research in environmental communications. He joins the dean and one other faculty member to form a cohort of researchers in environmental communications.

In September, the school and ERH will launch a new environmental podcast, In This Climate, that will include discussions of environmental research at IU and elsewhere.

Media School
A Symposium on Conflict and Civic Engagement
2.5
June 26, 2018
Wells Library, IUB
Ron Osgood, osgoodr@indiana.edu

In collaboration with the IU Office for International Development, The Media School received a $150,000 grant from the State Department to bring 15 filmmakers from the Indian and Pakistani sides (30 in total) of Punjab to Bloomington for a 3-week workshop this summer. In collaboration with the School of Public and Environmental Affairs and the Office of International Affairs in the College of Arts and Sciences, The Media School received a $1 million U.S. State Department grant to support the design and implementation of academic programs in government communications in Ukraine. The Andrew Mellon Foundation awarded associate professor Joshua Malicky a $175,000 Sawyer Seminar Grant for his group project, Documentary Media and Historical Transformations. Malicky, director of the Center for Documentary Research and Practice, worked with professors Jeffrey Gould, Marissa Moorman and Christina Ochoa on a yearlong seminar as part of the Sawyer Seminars fellowship program. The seminars consisted of five two-day conferences, each comparing the relationship between documentaries and a different historical transformation. The IU Black Film Center/Archive received a $150,000 grant from the National Endowment for the Humanities to fund the Richard E. Norman and Race Filmmaking: Reprocessing and Digitization project, which will preserve more than 20,000 items from the archives of Richard E. Norman, a pioneer in development of films for African-American audiences.

“Vietnam War / American War Stories: A Symposium on Conflict and Civic Engagement” is July 23-24 in Hazelbaker Hall, Herman B Wells Library. Participants will identify compelling ways to present war’s social and cultural complexities and will strategize how to best engage both scholars and the general public with primary source materials that tell these stories from multiple perspectives.

Media School
Visible Evidence XXV
2.5
August 8-11, 2018
IUB
James Shanahan, jes30@indiana.edu
https://cdrp.mediaschool.indiana.edu/conference/visible-evidence-xxv/

Visible Evidence, the international conference on documentary film and media, will convene for its 25th year at Indiana University in Bloomington, Indiana August 8-11, 2018. VE XXV is hosted by Indiana University’s Center for Documentary Research and Practice in collaboration with IU Cinema, the Media School, IU Office of the Bicentennial, Cinema and Media Studies, the College of Arts and Sciences, the Kinsey Institute, the Black Film Center/Archive, the IU Libraries Moving Image Archive, and the Andrew W. Mellon Foundation. VE XXV will feature the history, theory, and practice of documentary and nonfiction cinema, television, video, audio recording, digital media, photography, and performance, in a wide range of panels, workshops, plenary sessions, screenings, and special events.

Media School
Wounded Galaxies Festival
2.5
Feb. 6-11, 2018
Bloomington, IUB
James Shanahan, jes30@indiana.edu
https://news.iu.edu/stories/2018/01/iub/releases/24-wounded-galaxies-festival.html

Scholars, writers, artists and filmmakers will gather in Bloomington on February 6 to 11 for Wounded Galaxies, a weeklong festival, conference and academic symposium commemorating the counterculture movement of 1968 and its cultural and political legacy.

The event will feature academic paper presentations, film screenings, art and archival exhibitions, and performances, most notably “Piano Burning” in Dunn Meadow, a performance piece by contemporary counterculture musician Anna Lockwood. Writers and cultural critics Grier Marcus, McKenzie Wark and J. Hoberman will also be presenting keynote lectures.

Office of the Vice President for Information Technology
Priority #3, Catalyzing Research, Action Item #2
1/2015—Present
Associate Vice President for Research Technologies – Matt Link, mrlink@iu.edu
Director of Visualization and Data Services – Eric Wernert, e wormert@iu.edu
Manager, Cyberinfrastructure for Digital Humanities and Creative Activities – Tasnic Giayndi, tgaayndi@iu.edu

UITS makes sure that supercomputing resources can be used to support the humanities and creative and performing arts as well as hard sciences. The supercomputing for Everyone series offers bi-monthly informational workshops to introduce faculty and researchers to the services UITS has to offer, from 3D object acquisition to virtual and augmented reality for teaching and art education. Examples of ways supercomputers and advanced technologies are being used in the arts and humanities: UITS has used HPC to 3D digitize more than 20 culturally significant artifacts for a digital supplement to the IU Bicentennial book “The Lilly Library from A to Z: Intriguing Objects in a World-Class Collection” by Darlene Sadlier.
UTC staff used photogrammetry and dimensionalization workflows to make 3D versions of art objects and paintings from the Eskenazi Museum of Art that allow school children and people with visual impairments to touch the art.

UTC supported archeological research projects using photogrammetry on IU HPC systems to digitally map remote sites, including a drone survey of the Monte Albán archaeological site in Oaxaca, Mexico and reconstructions of underwater shipwreck sites by the IU Center for Underwater Science.

UTC staff have used advanced media to digitize the Center for Ray Bradbury Studies, the Hoagy Carmichael room, and other culturally significant locations to make 3D virtual tours available to anyone, anywhere.

UTC supported the 3D work of Steve Vinson, who is digitizing Egyptian works from the Brooklyn Museum of Art and the Eskenazi’s Egyptian collections using HPC and photogrammetry.

A key element of UTC’s work is developing processes and procedures so that digitization work can be done at scale for larger collections or by people who are not supercomputer experts.

Office of the Vice Provost for Diversity and Inclusion

Chiricuí Journal Wins Best New Journal Award at MLA Conference

POE Three: Excellence in Research

IUB Bicentennial Objective 3: Advancing the Frontiers of Knowledge

IUBBO 3.5,b 2018

Chiricuí Journal: Latino/o Literatures, Arts, and Cultures is a peer-reviewed humanities journal that provides a critical as well as creative space for Latino/o scholarship and cultural expression. Conceived as a venue for fiction, poetry, art, and criticism, Chiricuí Journal highlights transnational flows of language and culture in the Americas, and accepts submissions in English, Spanish, or Portuguese. Published in the fall and spring, each issue features peer-reviewed academic articles, critical essays, scholarly reviews of books and films, and creative works, including prose fiction, poetry, and visual arts.


Office of the Vice Provost for Research

Center for Religion and the Human (CRH)

POE Three: Excellence in Research

IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge

2019–Present

In conjunction with a 5-year, $1 million grant from the Henry Luce Foundation, cost-share of $500k from OVPR, and the valuable facilitation of the foundation relations unit under VPR, the Center for Religion and the Human became an official center in OVRP on January 1, 2019. Led by Winni Sullivan, a professor in the Department of Religious Studies, CRH will ensure that IU Bloomington is nationally and internationally recognized as the institution to study religion, by involving people within and beyond the walls of the academy in rigorous, creative, and transformative work that is scholarship at its best. The core initiatives that constitute CRH’s focus include Religion, Science, and Technology; American Religion; Teaching Religion in Public; and Emerging Scholars Program. The CRH is creating important new territory and arenas in which to mount public and academic study of religion, while engaging a broad audience on vital questions about religion in our modern life that have received less concentrated attention.

https://chiricui.indiana.edu/

Jeff Zaleski, Vice Provost for Research

zaleski@indiana.edu

Office of the Vice Provost for Research

Global Arts and Humanities Festival: China Remixed

POE Three: Excellence in Research

IUB Bicentennial Objective 6.5,a 2016–Present

In Fall 2016, the IU Bloomington Arts and Humanities Council, a Provost initiative, directed by Vice Provost for Arts and Humanities Ed Comentale, launched the immediately successful First Thursdays event, exposing hundreds of students, faculty, and community members to campus arts and humanities offerings on a monthly basis.

https://artsandhumanities.indiana.edu/council-programs/

Jeff Zaleski, Vice Provost for Research

zaleski@indiana.edu

Office of the Vice Provost for Research

Glenn A. Black Laboratory of Archaeology Campaign

POE Seven: Excellence in Advancement

2016

The Glenn A. Black Laboratory of Archaeology initiated a campaign through the IU Foundation to coincide with the 50th birthday of the Angel Mounds Agreement, which created the GBL as an IU entity in 1965. More than 2,000 fundraising letters were mailed in January 2016. A birthday party for the GBL on March 4, 2016 drew alumni and former affiliates for a reception and celebratory remarks. GBL received donations of $2,220 in FY 16, and $5,375 to date in FY 2017.

https://glb.indiana.edu/

Jeff Zaleski, Vice Provost for Research

zaleski@indiana.edu

Office of the Vice Provost for Research

Platform: An A&H Research Laboratory

POE Three: Excellence in Research

IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge

2018

IU was awarded its first National NAGPRA Consultation Grant, which will be providing financial support for 24 tribes scheduled to travel to Bloomington at the end of March 2016 for a historic consultation event. Jayne Leigh Thomas testified at National NAGPRA in November 2015, with IU receiving high praise and approval from the National NAGPRA Review Committee for our strong consultation efforts and relationship-building skills with tribal communities. The IU NAGPRA Project has five additional repatriations scheduled before the end of 2016 and has initiated discussions for repatriations in 2017.

https://nagpra.indiana.edu/

Jeff Zaleski, Vice Provost for Research

zaleski@indiana.edu

Office of the Vice Provost for Research

The Kinsey Institute Traveling Exhibits

POE Three: Excellence in Research

IUB Bicentennial Objective Six

2017

The Kinsey Institute had two traveling exhibitions during FY17: Private Eyes at Intuit: The Center for Intuitive and Outsider Art in Chicago in August, and Protected Beauty, at the World Erotic Art Museum in Miami through mid-April. Both of the exhibitions provided Herb Caldwell with opportunities to engage with Kinsey donors and strengthen relationships between Kinsey and supporters.

https://kinsseyinstitute.org/

Jeff Zaleski, Vice Provost for Research

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Office of the Vice Provost for Research

Native American Graves Repatriation Act (NAGPRA)

POE Three: Excellence in Research

IUB Bicentennial Objective 6

2016

The Kinsey Institute had two traveling exhibitions during FY17: Private Eyes at Intuit: The Center for Intuitive and Outsider Art in Chicago in August, and Protected Beauty, at the World Erotic Art Museum in Miami through mid-April. Both of the exhibitions provided Herb Caldwell with opportunities to engage with Kinsey donors and strengthen relationships between Kinsey and supporters.

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POE Three: Excellence in Research

IUB Bicentennial Objective 6

2016

IU was awarded its first National NAGPRA Consultation Grant, which will be providing financial support for 24 tribes scheduled to travel to Bloomington at the end of March 2016 for a historic consultation event. Jayne Leigh Thomas testified at National NAGPRA in November 2015, with IU receiving high praise and approval from the National NAGPRA Review Committee for our strong consultation efforts and relationship-building skills with tribal communities. The IU NAGPRA Project has five additional repatriations scheduled before the end of 2016 and has initiated discussions for repatriations in 2017.

https://nagpra.indiana.edu/

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Office of the Vice Provost for Research

Platform: An A&H Research Laboratory

POE Three: Excellence in Research

IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge

2018

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https://nagpra.indiana.edu/

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Office of the Vice Provost for Research

Native American Graves Repatriation Act (NAGPRA)
With a major grant from the Mellon Foundation for $1M and a campus 1-to-1 funding match, OVPR helped launch a new research laboratory for the arts and humanities, called Platform. An A&H Research Laboratory. Platform is dedicated to exploring new models of socially relevant scholarship that extend horizontally, between schools, state programs, and the public at large, as well as vertically, joining 7 undergraduate students, graduate students, and faculty. The laboratory opened this year with teams dedicated to the topics of Global Popular Music and Indiana Studies.


**SOAAD Bloomington**

**Bicentennial Murals**

3.6

December 2018

Wright Quad, IUB Campus

Peg Faimon, pfaimon@indiana.edu

The Indiana University Office of the Bicentennial has commissioned two new mural projects for the Bloomington campus, to be installed in Wright Quad and Presidents Hall, as part of the Bicentennial Heritage Preservation and Campus Beautification project. Additionally, it is supporting the installation of the first regional campus history mural at IU Kokomo.


**SOAAD Bloomington**

**Centennial of Ella Fitzgerald**

3.6

March 2018

IUB, SOAAD

Peg Faimon, pfaimon@indiana.edu

Indiana University Bloomington is helping celebrate the centennial of legendary jazz vocalist Ella Fitzgerald with an exhibition, film screening and public lecture.

Known as the “First Lady of Song,” Fitzgerald collaborated with the likes of Chick Webb, Louis Armstrong and Duke Ellington. She won more than a dozen Grammy Awards and sold more than 40 million albums during her lifetime. IU is part of the yearlong celebration of her 100th birthday, which began in April 2017.

The university is home to items belonging to Fitzgerald through the university’s Sage Collection and the Black Film Center/Archive and the Ella Fitzgerald Charitable Foundation, including sheet music, records, photos, two 1960s-era stage dresses designed by Hollywood legend Don Loper, a pair of gloves, a wig and an extremely fashionable pair of hot pink cat-eye-shaped prescription sunglasses.


**SOAAD Bloomington**

**Estate Gift Brings African Art to IU**

1.a

October 8, 2018

Eskewani Museum of Art

Peg Faimon, pfaimon@indiana.edu

The Sidney and Lois Eskenazi Museum of Art and the School of Art, Architecture + Design at Indiana University have announced a transformative estate gift, with an estimated value of close to $4 million, from painter, collector and IU Professor Emeritus of Fine Arts William “Bill” Lter. The endowment portion of the gift is matched as part of the $3 billion For All: The Indiana University Bicentennial Campaign.

Itter's unique gift to the IU Eskenazi Museum of Art includes an exceptional collection of more than 500 ethnographic objects composed primarily of African ceramics, textiles and baskets. Itter and his late wife, Diane, a pioneering fiber artist whose work can be found in major museums across the United States and in Europe, began collecting in the 1970s. Attracted by the beauty of handmade ethnographic objects, the Itters were inspired to form an objects library that contributed to and reflected their studio and teaching disciplines.


**SOAAD Bloomington**

**Glenn Close Costume Collection**

3.6

October 2017

SOAAD Bloomington

Peg Faimon, pfaimon@indiana.edu

Indiana University has announced that six-time Academy Award-nominated and three-time Emmy and Tony-winning actress Glenn Close has donated her costume collection to its School of Art, Architecture + Design. The collection, from 47 projects, spans Close’s celebrated career through film, television and theater and includes pieces from some of her most iconic performances, including items from “The Big Chill,” “Fatal Attraction” and “101 Dalmatians.”

“My costume collection has been a treasured possession,” Close said. “It represents not only the characters I have played in the last 35 years, but also the thousands of hours spent in fitting rooms, collaborating with brilliant costume designers and builders. These garments represent a process that is at the very core of my craft. I treasure each costume because it was conceived and built by some of the very best in the business, and each piece has added, immeasurably, to my understanding of the characters I have inhabited.”


**SOOAD Bloomington**

**Bill Itter Gift to Art Museum**

1.3

October 8, 2018

Eskewani Museum of Art

Peg Faimon, pfaimon@indiana.edu

The Sidney and Lois Eskenazi Museum of Art and the School of Art, Architecture + Design at Indiana University have announced a transformative estate gift, with an estimated value of close to $4 million, from painter, collector and IU Professor Emeritus of Fine Arts William “Bill” Itter. The endowment portion of the gift is matched as part of the $3 billion For All: The Indiana University Bicentennial Campaign.

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Jeanne Hinchliffe, jhinchlip@iu.edu

The Center for the Integrative Study of Animal Behavior (CISAB) promotes collaborative research and teaching among Indiana University scholars studying animal behavior in multiple departments and schools. CISAB’s mission spans research, undergraduate and graduate education, and outreach. CISAB administers successful graduate and undergraduate minors and area certificates in animal behavior, and in 2014, CISAB established the first undergraduate major in animal behavior at a major U.S. research university. This major employs faculty expertise across departments, is growing at a healthy pace (more than 30 declared majors in the first semester), and is attracting new students from across the country to IU. CISAB also administers a long-standing and highly successful NSF-funded Research Experiences for Undergraduates (REU) program. Approximately 70% of the undergraduates trained in the CISAB REU program are from populations underrepresented in STEM fields. CISAB offers popular interdepartmental seminar courses led by faculty in different departments and invites national experts in animal behavior to interact with graduate and undergraduate students. CISAB provides scholarships and travel awards to graduate and undergraduate students to present CISAB research at national and international conferences. CISAB is also the core of the NIH-funded Common Themes in Reproductive Diversity (CTRD) training program, which provides pre- and postdoctoral fellowships and integrative training in the study of reproduction, immunity, and development. CISAB students and faculty collaboratively organize an annual regional animal behavior conference. Begun 23 years ago as an opportunity for animal behavior graduate students in Biology and Psychology to present their research to each other, this conference will be attended this year by nearly 300 researchers from 50 institutions in 20 states. CISAB has been a key component in establishing IU as a premier institution in the field of animal behavior, and CISAB’s approach of developing synergies between outstanding researchers and students across departments at multiple levels serves as a model for interdisciplinarity.

Faculty support

CISAB
The Center for the Integrative Study of Animal Behavior (CISAB)

3.6
2015–Ongoing
Rick Van Kooten, rvankoot@indiana.edu

IU Libraries
Cheminformatics Postdoctoral Data Curation Fellowship

2.3 b
2019–Present
IUB Department of Chemistry
Charles Henry, chenry@clir.org

With support from the Council on Library and Information Resources (CLIR) through a $20,000 grant from the Alfred P. Sloan Foundation, IU Libraries is searching for a Cheminformatics Postdoctoral Data Curation Fellowship to work in the Sciences Information Commons, (formerly the Chemistry Library). The Fellow will collaborate with campus partners—UTIS, the Pervasive Technology Institute, and the Department of Chemistry—in the development of data curation services specifically geared towards the Departments of Chemistry and Molecular and Cellular Biochemistry.

The grant provides support for professional development, education, and training opportunities over the course of the two-year fellowship. CLIR recruits for the positions and facilitates the hiring process.

IUB Libraries
Digital Measures Activity Insight (DMAI)
Core Goal 2: Excellence in Research
Objective 2.2, Strat. B
2/2017–Present
IUB Campus
Carolyn Walters, cwalters@indiana.edu

In February 2017 IU Bloomington faculty passed the Bloomington Faculty Council Open Access Policy BL-ACA-124. IU Libraries’ ongoing work in this area positioned us for immediate supportive action in partnership with the OVPFAA and the OEVPUAA offices. Together, we facilitate faculty participation by integrating the Digital Measures Activity Insight (DMAI) system to automatic journal article submission into IUScholarWorks automatically, or opt-out of the Open Access Policy and receive an automated letter for their specific journal article. Full implementation and ingestion of all DMAIL articles for the past year (from both Bloomington and Indianapolis) should be finished by mid-summer 2018. All items deposited in the repository receive a permanent URL so readers will always be able to find it. We can also issue Digital Object Identifiers (DOIs).
IU Libraries
Hosted the Tenth International Conference on Open Repositories
Principles of Excellence #3, Excellence in Research
Bicentennial Priority #3, Catalyzing Research
1.4.d.
June 10, 2015
Indianapolis, Indiana
Kayla Siddell and Katie Satrina-Haney (main contributors) https://media.dlib.indiana.edu/media_objects/k35694528
In 2015, IU Libraries partnered with the University of Illinois at Urbana-Champaign Library and Virginia Tech University Libraries to host the Tenth International Conference on Open Repositories. With more than 220 institutions represented, the event attracted 406 participants from 27 countries. http://aims.lao.org/activity/events/10th-international-conference-open-repositories-or2015 http://www.or2015.net/2015/06/19/conference-photos-available/

IUPUI: Office of the Vice Chancellor for Research
School of Engineering & Technology
SEIRI Grants
Priority #3, Action Item #5
2016-19
Janice Blum
David Russomanno (jblum@iupui.edu) (drussomani@iupui.edu)
2016-17
Provided funding to STEM faculty through SEIRI Seed Grants (total of $210,000) to provide faculty within STEM departments seed funding for education, innovation and research. These grants will also enable faculty to be more competitive to receive external funding, such as from the National Science Foundation or National Institutes of Health.

IUPUI: School of Science
Near Miss Grant Support
Priority #3, Action Item #3
2017-18
Shiaofen Fang (shfang@iupui.edu)
Developed a Near Miss internal grant support program. The School of Science provides funds to support research projects that received positive external reviews, but narrowly missed funding at national agencies (e.g. NIH, NSF, NID, etc.). The School also partners with the IUPUI Office of the Vice Chancellor for Research to provide Bridge funding for projects that previously received external support but for which funding has lapsed. The School of Science has invested ~$85,000 per year in these programs during each of the previous two years. A total of nine projects received support during this time. Three of these projects have since received fundable scores following re-submission to federal funding agencies, and we’re awaiting final funding decisions. These early results support this program yields a very strong “return on investment”.

Office of the Vice Provost for Research
Center for Evaluation, Policy and Research (CEPR)
POE Three: Excellence in Research
IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge
2019–Present
In December 2019, OVPR added a new center to its portfolio called the Center for Evaluation, Policy and Research (CEPR). The new center will focus on evaluation, applied research, and policy across multiple content areas, disciplines, and sectors and will directly contribute to the research mission of IU Bloomington. While providing services for faculty and units across the campus, CEPR will also engage in non-partisan evaluation and policy research that address real-world problems. In addition, CEPR will expand knowledge and research on evaluation research and methodology using an integrated model of policy and evaluation research. Public sectors that will be primary foci include public health and medicine, business and industry, human services, government, workforce development, education, and international development.
https://cepr.iupui.edu/ Jeff Zaleski, Vice Provost for Research zaleski@iupui.edu

Office of the Vice Provost for Research
Emerging Areas of Research
POE Three: Excellence in Research
IUB Bicentennial Objective 6
2016–Present
The Emerging Areas of Research program, launched in 2016, supports areas of research and creative strength on the IU Bloomington campus that enhance the impact, quality, and reputation of IU’s flagship campus and its research and creative activities. The campus anticipates the funding of up to six Emerging Areas of Research initiatives, each with up to $1 million in annual funding. These grants will also enable faculty to be more competitive to receive external funding, such as from the National Science Foundation or National Institutes of Health.

Office of the Vice Provost for Research
Emerging Areas of Research and Health Sciences
POE Three: Excellence in Research
IUB Bicentennial Objective 6
2018
We expanded our involvement in the Center for the Integration of Research, Teaching and Learning (CIRTL), a network of institutions that focuses on pedagogical research and training with a focus on STEM graduate students, which we joined in 2016 (www.cirtl.net). This nation-wide network of 40 institutions provides a wide array of online courses, MOOCs, webinars and workshops, all provided by member institutions, that address the core ideas of CIRTL: Learning Through Diversity, Teaching-as-Research and Learning Communities. Each institution is expected to contribute in-kind offerings and this year we provided 12 events in support of our membership including a workshop on “STEMinism”, led by graduate assistant Francesca White, an Indiana University PhD student in Science/Environmental Education and Inquiry Methodology. In the short time that we have become members more than 30 of our graduate students have taken part in CIRTL events and our campus administrators (Katie Knaus of CIRT and Vice Provost Daleke) have participated actively in the leadership of the network. www.cirtl.net

IUB Bicentennial Strategic Plan Appendix 2020
209
Office of the Vice Provost for Research
IU Bloomington Facilities and Equipment Web Portal
POE Three: Excellence in Research
IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge
2019–Present
Working with University Information Technology Services, OVPR is in the process of developing a searchable database and web portal documenting all equipment over $50k, and designed to inform and promote its facilities and shared equipment. This service will provide researchers at IU and elsewhere with access to precision laboratories, tools, and equipment. Our aim is to advance the scope and quality of the equipment and instrumentation available for leading edge research at IU Bloomington.

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Office of the Vice Provost for Research
Indiana Clinical and Translational Sciences Initiative (CTSI) at IU Bloomington
POE Three: Excellence in Research
IUB Bicentennial Objective 6
2016
IU Bloomington-Indiana Clinical Translational Sciences Initiative assisted 23 principal investigators at IU Bloomington with receiving Indiana CTSI funding, in addition to education/training grants for two predoctoral candidates and one postdoctoral fellow. OVPR and Indiana CTSI also co-sponsored the Open Access Article Publishing Program at IU Bloomington where high school students (including minority or disadvantaged students) conducted research and received mentorship throughout the summer.

https://indianactsi.org/

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Office of the Vice Provost for Research
New Faculty Coordinator, Proposal Development Services
POE Three: Excellence in Research
IUB Bicentennial Objective 6
2016–Present
A fourth “coordinator” position was created in July 2016, to support the faculty development programming that the Proposal Development Services team offers. The addition of the coordinator also enabled the team to begin a monthly proposal development newsletter that is e-mailed to all IUB faculty. In the 18-month period between July 1, 2015 and December 31, 2016, PDS consulted on more than 24 projects and worked with faculty on full-scale proposal development for 95 proposals to external funding agencies, including: 4 institutional projects, 3 equipment/infrastructure projects, 1 center, 5 training grants, 2 summer institutes, 67 research projects, and 14 faculty fellowships.

https://research.iu.edu/funding-proposals/proposals/proposal-development-services.html

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Office of the Vice Provost for Research
Open Access Article Publishing Fund
POE Three: Excellence in Research
IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge
2019
Beginning in FY19, OVPR, in collaboration with the IU Libraries, began offering a three-year pilot, Open Access Article Publishing Fund, designed to support alternative means of disseminating the results of academic research. In addition, the new Open Access Monograph Digital Publishing Initiative is a collaborative partnership between the Office of the Provost, the IU Libraries, and IU Press and supports the publication of open-access digital monographs of up to 90,000 words in the humanities and humanistic social sciences.

https://research.iu.edu/funding-proposals/funding/opportunities/open-access-journal-fund/index.html

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Office of the Vice Provost for Research
Recently Tenured Working Group, Institute for Advanced Study
POE Three: Excellence in Research
IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge
2018–Present
In fall 2018, the IAS and YPFAA launched the Recently Tenured Working Group (RTWG) to support a cohort of associate professors tenured in the past three years as they develop multi-year plans for research or creative activities. Twelve participants divided into two groups of six (representing 13 departments and six schools) attend monthly workshops with Kimberly Gesellin, associate vice provost for faculty and academic affairs, and group discussions led by one of two group leaders, full professors who provide mentorship on planning and executing research or creative projects and navigating the promotion process. Upon successfully preparing a research plan with attendant budget, each participant will receive $8,000 in research funds to be disbursed in connection with activities identified in their plans. The total IAS budget allotment for this program is $106,000, which includes remuneration for the faculty mentors. The program will be continued in FY20.

Additional Links:
https://ias.indiana.edu/research-support/working-group/index.html

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Office of the Vice Provost for Research
Social Sciences Research Funding Program
POE Three: Excellence in Research
IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge
2018
In fall 2018, OVPR launched a new funding program focused on the social sciences at IU Bloomington to leverage existing strengths and provide faculty with modest funding to generate high-impact research. With $150,000 for the program reallocated from other OVPR funding sources, the Social Sciences Research Program supports research that addresses major social problems or phenomena and/or research that encourages new approaches to solving societal challenges. In the inaugural application round for the program (deadline of January 18, 2019), we received 24 proposals requesting a total of $850K and have funded five projects from those submissions. The new program dovetails with the seed grants program offered by the Social Sciences Research Commons, as well as IU Bloomington’s partnership with the Kentucky Federal Statistical Research Data Center Consortium, which opened in Lexington, KY, in July 2017. The KRDC is a Federal Statistical Research Data Center supported by a consortium of universities including IU Bloomington and will provide IU Bloomington researchers with access to restricted-use microdata from the Census Bureau and other federal agencies.

https://research.iu.edu/funding-proposals/funding/opportunities/social-sciences/index.html

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Office of the Vice Provost for Research
Traumatic Stress Research Consortium
POE Three: Excellence in Research
IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge
2018–Present
Traumatic Stress Research Consortium (KI-TSRC), a research initiative of the Kinsey Institute, launched in fall 2018. The consortium’s mission is to further our understanding of human sexuality by studying the impact of traumatic stress, including sexual assault, on social behavior, sexual function, and intimacy. The KI-TSRC is inviting more than 1,000 trauma therapists worldwide to participate in this research initiative. An online education program is being developed that would provide continuing educational credits in sexual behavior to groups external to the university.


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Additional Links:

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IUPUI: Institutional Research and Decision Support
Leverage Data and Analytic Tools
Priority #3, Action Item #6
2018-19
Michele Hansen (mhansen@iupui.edu)
IRDS was involved in two major initiatives to leverage the data and analytic tools available across IUPUI: 1) The Data Inquiry Group (DIG) and the 2) Strategic Information Council (SIC). These councils were developed to ensure that data is used in decision making to improve student success and learning, enhance faculty and staff development and retention, and enhance institutional effectiveness.
DIG and SIC members will serve as data coaches for IUPUI in collaboration with the office of Institutional Research and Decision Support. As such, group and council members engage in dialogue around data-driven decision-making, serve as advisors around types of data needed for decision-making and provide input on issues such as data quality, literacy, use, capacity, and transparency. Both DIG and DIG work in collaboration to identify solvable barriers to student success and to address them systematically. The SIC will be tasked with nurturing a deliberate cycle of piloting, responses to identified barriers, evaluating their efficacy, and rapidly scaling them up or implementing policy to support undergraduate student retention and success in coordination with appropriate councils, faculty governance groups, and the Center for Teaching and Learning.

IUPUI; Office of the Vice Chancellor for Research
Imaging Research Initiative
Priority #3, Action Item #1, 6
2016-17
Janice Blum (jblum@iupui.edu)
Imaging Research Initiative
Provide the environment, infrastructure, and resources necessary for facilitating the development of new, innovative biomedical imaging-related technologies, the utilization of biomedical imaging technologies as quantitative tools for scientific research, and the dissemination of imaging technologies into the broader biomedical research and applied imaging communities.

IUPUI; UITS
1 Light Network
Priority #6, Action Item #3
2015-16
Stacy Morrone (amorrone@iu.edu)
A National Science Foundation grant to be shared among Indiana University regional campuses will advance research efforts across the state and support new and innovative science and technology instruction. The two-year, $450,468 grant will fund new infrastructure to allow faculty and students at IU Northwest, IU South Bend, IU Kokomo, IU East, IU Southeast and Indiana University-Purdue University Columbus to take advantage of recent bandwidth upgrades to the 1-Light network. Indiana’s high-performance research and education network. https://itnews.iu.edu/articles/2016/11/grant-brings-faster-network-connections-to-iu-regional-campuses-

IUPUI; UITS
NCGAS
Priority #3, Action Item #1, 6
2016-17
Stacy Morrone (amorrone@iu.edu)
IU’s National Center for Genomic Analysis Support (NCGAS) is focused on supporting life sciences researchers at IUPUI and beyond using letstream, IU’s Mason cluster, and other national resources. https://itnews.iu.edu/articles/2017/11/proj-lets-are-at-2017-plant-animal-genome-conference-

IUPUI; UITS
2018-17
National Center for Genome Analysis Support (NCGAS) improves Trinity RNA assembly software. The Broad Institute’s messenger RNA (mRNA) assembler, Trinity, is one of the most popular tools for assembling short reads (~100-150 base pairs) of mRNA into the transcripts (~200-15000bp) produced by an organism. Trinity requires 1GB of RAM for every million reads of sequence, which means a single lane of Illumina sequence (a low end for many projects) requires ~180GB of RAM. NCGAS is affiliated with the Pervasive Technology Institute and the Research Technologies Division of UITS. https://itnews.iu.edu/articles/2017/11/trinity-and-ngcas-partnership-thrives-as-software-popularity-continues-to-grow.php

IUPUI; Office of the Vice Chancellor for Research
New Core Facility
Priority #3, Action Item #1, 4, 6
2015-17
Janice Blum (jblum@iupui.edu)
Established a new Core facility for 3D Bioprinting. Arranged for a new 3D BioPrinter to be placed in the Vascular Biology laboratory. Recruited a Director for the BioPrinter lab (Dr. Nicanor Moldovan) and also a Lab Manager (Dr. Lester Smith). Submitted and was awarded a $300,000 grant from the CTDI for support of the BioPrinter lease agreement, and support of Dr. Smith through the end of 2017. Dr. Moldovan submitted a $600,000 grant proposal to the NIH through its Shared Instrumentation Grants program.

2016-17
Research Development
Successfully competed for an NIH Infrastructure Equipment Grant. The grant was awarded in the amount of $450,000 and allowed purchase of the Regenova 3D BioPrinter.

The 3D Bioprinting lab was designated as a CTSI Core Facility. Several groups in Surgery, Orthopedics, Bioengineering and Cancer research are active in the Bioprinting lab.

Organized the 1st annual IUPUI 3D Bioprinting Symposium. Post-symposium evaluations indicated it was very successful and established new collaborations that included investigators from IUB.

Office of the Provost
Building Models to Ensure Academic and Research Excellence through Fiscal Sustainability
Principle of Excellence 1: An Excellent Education
Principle of Excellence 2: An Excellent Faculty
Principle of Excellence 3: Excellence in Research
2014—Present
M. A. Venkataramanan, Vice Provost for Finance and Strategy
venkatara@indiana.edu
Academic units face shifting demand and challenges as they strive to attain and maintain excellence in teaching, research and service. These demands change over the course of their life cycle from being a new school to one with decades or even centuries of storied history. Furthermore, pressures on higher education evolve over time. The campus works closely with academic units to help them model fiscal strategies that meet today’s challenges and opportunities as well as prepare for those they are likely to face in the coming decade.

Office of the Vice President for Information Technology
Principles of Excellence #3, Excellence in Research
Priority #3, Catalyzing Research, Action Item #1
IU will ask faculty and academic leadership to identify the grand challenges to which IU can contribute most effectively, building on strengths in the humanities, professions, and social, natural, and clinical sciences. IU will support multidisciplinary and multicampus teams to address those grand challenges.

1/2015—Present
Associate Vice President for Research Technologies – Matt Link, mlink@iu.edu
Scott Michael, Manager, Research Applications and Deep Learning, scamicha@iu.edu
As the Grand Challenges have ramped up, UITS Research Technologies has worked to support the work of the teams by ensuring that they have the storage and computing power needed to address these questions. In general, the Precision Health Initiative and the Preparing for Environmental Change Grand Challenges are investigating the types of scientific questions that lend themselves to high-performance computing. The Overcoming Addiction Grand Challenge is a bit newer and the types of work being done are not as data intensive as PH and PFeC.

We have set aside storage space on the Slate file system specifically for the Grand Challenges. PH is currently storing 4.5TB of data across 6 projects PEC is currently storing 191TB of data across 2 projects Researchers working on the PH and PEC Grand Challenges have used Big Red H!, our fastest supercomputer, to investigate their research questions.

Contact us for data
For all Grand Challenge users, no user had a median que wait time in a calendar year greater than 5 hours. Most users experienced queue wait times of less than an hour. This indicates that users were able to have their computing jobs completed quickly so that they could begin the (human) analysis of their data.

Investments in hardware include:
- outreach to IU researchers to support scholarly productivity. The Research Technologies division of UITS continues to
  support these efforts. Please contact Jeff Zaleski for more information.
- The first single-channel 400G link in the new network for research and education.

Investments in software include:
- In 2015, Research Technologies created the Research Desktop (RED) which provides researchers with a user-friendly interface to run jobs on IU’s supercomputers. The goal of RED is to reduce the barrier to supercomputing since it means that faculty don’t have to know how to work in a Unix-like command-line environment.
- RT has also made REDCap accessible to IU researchers. REDCap is a HIPAA-compliant survey tool that streamlines, intuitive functionality and features enables researchers to quickly develop surveys and databases for collecting and managing research data. No programming experience is needed to start creating data entry forms and surveys.

Investments in outreach – RT’s Supercomputing for Everyone series provides workshops and seminars for IU faculty, staff and students to learn about HPC resources and how to use the technology we offer to advance their research. During the academic year we offer dozens of sessions in Bloomington and IUPUI to assist and support research at IU.


Office of the Vice Provost for Research

Research Equipment Fund

POE Six: Building a Prosperous and Innovative Indiana

2016–Present

The OVPR Research Equipment Fund (REF) is a new strategic program designed to cover a critical gap in research equipment funding by government agencies. Funding was obtained via a further reallocation of existing internal funding programs. There is a significant amount of medium-sized instrumentation serving 3-5 principal investigators that is too small or the usage too limited for larger-scale equipment proposal requests from external agencies, but too large for individual researchers. This gap is prominent, serious, and envelopes a large number of IU Bloomington investigators. In 2016, the REF program was initiated to strategically address the need to provide fundamental equipment that cannot be obtained by any external funding mechanism. The program is currently earmarked at the $250k annual level from OVPR plus a negotiated 50% match from the originating school or department, bringing the level of dedicated resources for this program in principle to $500k over two competition windows per year. Led by Associate Vice Provost for the Sciences, Jeff Zaleski, the first REF competition round in Fall 2016 was launched with 12 proposals totaling approximately $1M submitted and four funded with an expenditure of $225,750 total dollars ($104,825 from OVPR resources). For the Spring 2017 competition, 14 proposals have been submitted totaling $1,722,378 in requests. Based on these values in the first year of the program, OVPR funding represents ~10% of the total request from campus faculty.

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zaleski@indiana.edu

Office of the Vice Provost for Research

Major Scientific Equipment Fund

POE Three: Excellence in Research

IUB Bicentennial Objective Six: Advancing the Frontiers of Knowledge

2019

In partnership with the Vice President for Research Office, a new scientific equipment funding program debuted this academic year (3 cycles: November 1, March 1, July 1) designed to support major research hardware upgrades, computing resources, and infrastructure needs (>$500k) in order to maintain a high-quality scientific research portfolio, attract and retain research faculty, and generate external support for IU innovation. In 2018-19, one proposal was funded (Chemistry: $787,216) for the “Acquisition of a Modern Single Crystal Diffractometer and Research and Education.”

https://research.iu.edu/funding-proposals/funding/opportunities/major-scientific-equipment/index.html

Jeff Zaleski, Vice Provost for Research
zaleski@indiana.edu

Indiana University

Bicentennial Strategic Plan Appendix 2020

215
Since its inception, the faculty have given this award to two thorough consideration and minimal bias in this process, the School of Education’s diversity committee, as well as University system and at other institutions. descriptio
IUPUC, Division of Education
Increase the number of minority candidates in our teacher education program
BSP Priority 4.1
2018–Ongoing
Columbus Metro Area
Jennifer Conner, jmconner@iupui.edu
IUPUC Division of Education is working to develop partnerships with local schools and classrooms. As an example of a successful partnership established in the fall of 2018, one of our IUPUC Division of Education faculty members, Dr. Laura Liu, has developed partnerships with 3rd and 4th grade classrooms at Rock Creek Elementary School and CSA Lincoln (both in BSCC) to enhance work that her pre-service teachers complete as part of a course she teaches each fall. In that course, Dr. Liu invites her pre-service teachers to observe elementary schoolyards during recess in public elementary schools around the Columbus region to note instances of inclusion/exclusion, and then work in small groups to create schoolyard models designed to be inclusive of diverse abilities, cultures, and ecologies.

IUPUI; Kelley School of Business
3D Printing Competition
Priority #1, Action Item #1c
2019-20
Ken Carow (kcarow@iupui.edu)
October, 2019 - Initiating 3D printing competition whereby undergraduate student teams (2 from business and 2 from engineering) work together to create a new product plus a business plan / market analysis.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Priority #1, Action Item #4
2018-19
Thomas Stucky (tsucky@iupui.edu)
The O’Neill School continues to invest in effective online program delivery by providing a $2,500 development stipend to both full-time and part-time (adjunct/associate) faculty to transition a course from traditional face-to-face format to hybrid or fully online delivery. During the 2018-19 SY, the O’Neill School supported nine full-time faculty and nine adjunct faculty (for a total of 18) to develop unique hybrid and online courses.

IUPUI, School of Education
Partnership Development and Degree Access
BSP Priority 4
2018–Ongoing
2 Plus 2 with Ivy Tech Sociology
Priority #1, Action Item #5
2019-20
Rob Rebein (tarebein@iupui.edu)
Establish a 2+2 agreement with Ivy Tech for B.A. in Sociology. IUPUI; School of Physical Education & Tourism Management 3 TCEM Certs Online Priority #1, Action Item #4 2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Transitioned three TCEM certificates to 100% online delivery (Sport Tourism Development, Cultural Tourism, and Tourism Planning and Development).

IUPUI; School of Social Work
SSW 3 New Online Courses Priority #1, Action Item #4 2017-18 Tamara Davis (tamsdavi@iu.iau.edu)
For the curriculum revision the following new courses were developed for online delivery:
D506 - Introduction to the Social Work Profession (1 cr.)
D507 Diversity, Human Rights, and Social Justice (3 cr.)
D508 Generalist Theory and Practice
D518 Advanced Theory and Practice (3cr.)
D519 Community and Global Theory & Practice (3 cr.)

IUSB, School of Education
Enrollment Pipeline & Retention
BSP Priority 4.2
2018–Ongoing
Hope Davis
In order to meet enrollment and retention objectives, the IUSB School of Education focused on the following:
• Development of grow-your-own pipelines in conjunction with local school corporations and offering college-level coursework that applies directly to degrees and licensure to high-school program participants
• Expansion of TSAP-like agreements to schools in Michigan, including Southwestern Michigan College
• Develop more effective system for tracking retention and evaluating retention efforts in a timely manner
• Developed two alternative teacher preparation or certification programs, Elementary Transition to Teaching (T2T) and Secondary Advance to Teaching (A2T).

• Provided a “Transition to Teaching” licensure program that prepares students to take the examination for a teaching license, with a combination of evening course work, professional seminars and in-school teaching experiences. Once the program is complete, students need only four courses to move forward to a master’s program.

IUSE, School of Education

Growing Tomorrow’s Teachers

BSP Priority 4.1

Enrollment Pipeline & Retention

2018–Ongoing

Camahalan, Fay Marsh fcamahal@ius.edu

The Growing Tomorrow’s STEM Teachers (GTST) project has five project objectives to encourage the recruitment and development of science, technology, engineering and mathematics teachers.

• Increase the percentage of qualified dual credit credentialed teachers of Science, Technology, Engineering and Mathematics (STEM) to meet the HLC requirements.

• Increase the recruitment and retention of highly qualified second career candidates from the content areas of Mathematics, Science and Technology into teacher education through our newly state approved accelerated postbaccalaureate secondary education program called “Advance to Teaching” (A2T).

• Design and deliver professional development seminars and institutes in the STEM areas to enhance the knowledge and ability of in-service STEM teachers in our service area.

• Increase the recruitment, retention, and availability of STEM teachers in underserved schools in our service area through strategic marketing, tuition reduction, mentoring, field placement in diverse settings and leveraging existing community resources.

• Increase project participants’ motivation, performance and retention in the STEM programs by offering inquiry-based curriculum, mentoring, competitive mini grant opportunities and leveraging existing community resources. IU Southeast School of Education was awarded a $240,000 two-year grant by the Indiana Commission for Higher Education to enhance recruitment, preparation, and education of highly qualified pre-service and in-service STEM teachers in Indiana school corporations.

IU Southeast School of Education

Strategic Plan

BSP Priority 4.1

2018–Ongoing

Camahalan, Fay Marsh fcamahal@ius.edu

In April 2017, the IU Southeast School of Education faculty approved the Strategic Plan 2020 to guide the unit as it continues to engage in growth. The plan provides a framework to assure the following common goals:

1. Promote and provide high quality teaching, learning, research and service
2. Develop and promote caring and professional relationships with our students, others, and the university
3. Promote student success and life-long learning
4. Demonstrate continuous program improvement

Plan located in BSP Appendix individually.
Kelley School of Business

MBA for Educators
BP Four: Re-Imagining Education 2016-2019
 Jeni Donlon, jdonlon@iu.edu

The Kelley School of Business and the IU School of Education partnered to create an MBA for educational leaders based on the philosophy that business training can enhance the preparation of Indiana’s educational administration. The program was designed to help Indiana set new standards in the preparation of educational leaders equipped to head 21st-century schools. This project was supported with a limited grant from the Woodrow Wilson Fellowship Foundation and the Lilly Endowment. Three cohorts of 15 educators (45 total) graduated from the program.

http://archive.news.indiana.edu/releases/iu/2016/06/kelley-mba-for-educators.shtml

School of Education—Bloomington

Improvement science project seeks to continually improve learning and teaching across the state
3.6
August 10, 2018
SOE IUB
Chad Lochmiller, clochmll@indiana.edu

A new school year may be just beginning for the Evansville-Vanderburgh School Corporation, but preparation for new projects for the corporation are already underway. Teachers and leaders within EVSC joined faculty from the School of Education for a two-day conference this summer to learn more about improvement science, a user-and problem-centered approach to improving teaching and learning. The School of Education, along with EVSC, was selected by the Lilly Endowment. Three cohorts of 15 educators (45 total) graduated from the program.

School of Education—Bloomington

MILL Gives Teachers some Very Techie Tools
8
2018
SOE IUB
Len Watson, watsonlv@indiana.edu

There’s a makerspace on the campus of Indiana University, but it’s not where you’d think. This space, full of 3D printers, laser cutters, welding materials, and various other tools, is not housed in the engineering department or nestled between scientific labs. This makerspace is found in the School of Education and it’s called The MILL. “A makerspace is basically a place where there’s ready access to tools and resources in a central location,” says Dr. Adam Maltese, Associate Professor of Science Education at Indiana. “The MILL is open for students and faculty to use towards creating objects, towards exploring and towards thinking about how they might incorporate it within their teaching.”

School of Education—Bloomington

New School Counseling Major
AY 2018-
SoE IUB
Dean Len Watson, watsonlv@iu.edu

This new major will provide students with interdisciplinary study within the fields of education, counseling psychology and student affairs. Students’ understanding of theory and research in these fields will be applied to practice in each of two tracks (Counseling Psychology, Higher Education and Student Affairs).

Students will develop a strong theoretical and research-based understanding of learning and human development and be able to apply this knowledge to their future work in a variety of professions involving interpersonal skills. They will learn how to facilitate effective interpersonal communication, utilize advanced listening skills to empathetically understand the perspective of others, and access resources to help people actualize their potential and improve performance to effect positive personal, organizational, and societal change.

School of Education—Bloomington

STEM+C Night provides hands-on science, technology lessons
8
January 11, 2019
SOE IUB
Meredith Park Rogers, mparkrog@indiana.edu
https://education.indiana.edu/aboutdirectory/profiles/park_rogers-meredith-a.html

Indiana University Southeast

Additional Information from IU Southeast

It began six years ago after Parkwood Elementary School experienced an influx of new students who had not yet developed English language skills. The Summer School program (in-service teachers) and teacher candidates in the MS graduate program (in-service teachers) and teacher candidates in the IU Southeast alternative teacher preparation program (pre-service teachers). During this two week, intensive program, both T2T candidates and Master of Science (MS) graduate students teach the children together under the guidance of both T2T candidates and Master of Science (MS) graduate students.

Additional Information from IU Southeast 36 School of Education (SOE) Strategic Plan 2020 (approved on April 21, 2017)

This is our commitment to:

The profession
Research based curriculum
Strong partnership and global outreach
Student success and lifelong learning

MBA for Educators
BP Four: Re-Imagining Education 2016-2019
Jeni Donlon, jdonlon@iu.edu

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School of Education—Bloomington

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School of Education—Bloomington

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School of Education—Bloomington

STEM+C Night provides hands-on science, technology lessons
8
January 11, 2019
SOE IUB
Meredith Park Rogers, mparkrog@indiana.edu
https://education.indiana.edu/aboutdirectory/profiles/park_rogers-meredith-a.html
It was a busy Tuesday night last month at the School of Education, where about 80 students in seven grades built, coded and most importantly learned through science and technology activities. They were there as part of STEM+C, an event with activities for students in kindergarten through sixth grade.

Students took turns doing science-related activities, such as building robots that can sustain a natural disaster, and activities that involved technology, like building a balloon tower.

School of Education—Bloomington

Study on Early Childhood Education

3.6

January 7, 2019

IU child care center, IUB

Mary McMullen, mmcullen@indiana.edu


An early childhood education center at IU is part of a new study, Pedagogies of Care for Toddlers in Four Cultures, that will examine the care and education of one-year-olds in group settings. Mary McMullen, Professor of Early Childhood Education, is one of four researchers around the world that created 15-minute video documentaries capturing key events in the average day in a classroom for one-year-olds in their countries. The documentaries were then screened and discussed by parents and professional staff in each country. After analyzing the videos and screening events, the researchers will work together on a cross-cultural comparison. The researchers will also examine the different ways professionals care for and educate their youngest children, and how to identify humans as a major cause.

School of Education—Bloomington

Summer Science Institute Helps Indiana Educators Teach about Climate Change

3.6

July 16, 2019

SOE IUB

Dr. Kirstin Milks

The Educating for Environmental Change Summer Science Institute welcomed Indiana elementary and secondary-school teachers to the Indiana University-Bloomington campus to learn how to better educate young Hoosiers on climate-related issues.

"These are folks from all over Indiana who have given up a couple days of their summer to come and learn about what it would look like to teach climate change and climate science in their school classrooms," said institute co-instructor Kirstin Milks, who teaches science at Bloomington High School South.

The Summer Science Institute was planned in partnership with the IU Research & Teaching Preserve, the IU Center for P-16 Research and Collaboration, WonderLab Museum of Science, Health & Technology and IU’s Environmental Resilience Institute.

During the week, teachers attended presentations by IU environmental researchers, visited WonderLab, and conducted field work at the Morgan Monroe State Forest, Griffy Lake and Dunn Woods. The first day of both sessions started with a discussion about the signs of climate change and how to identify humans as a major cause.


School of Education—Bloomington

Transition to Teaching

BSP Priority 4.2

AY 2018-20

Dean Lem Watson, watsonlw@iu.edu

Beginning Summer 2020, T2T will shift to a hybrid delivery model that will enable many candidates from around the state (and beyond) to maintain their current geography/employment while making periodic visits to campus. We will leverage our statewide network of student teaching placements to enable these candidates to complete their practica within reasonable driving distance of their home locations. Beyond simply increasing numbers, we expect this initiative will provide greater equity of access to the teaching force, and reduce the economic and logistical barriers many aspiring teachers now face (e.g., talented educators currently serving in support roles such as classroom aides).

School of Education—Bloomington

Twelve teachers named Armstrong educators

8

February 25, 2019

SOE IUB

Robert Kunzman, r.kunzman@indiana.edu


Twelve teachers from around Indiana have been named to the newest cohort of Armstrong Teacher Educator award winners. The Armstrong Teacher Educator Award is given annually to outstanding Indiana teachers, recognizing their contributions above and beyond the job of teaching.

As Armstrong educators, they share their experiences with School of Education undergraduates and work with faculty on research during the school year.

School of Education—Bloomington

Voices in Time—Harmony-Meier Institute for Democracy and Equity in Education

3.6

April 2016

INSPIRE Living-Learning Center, Bloomington

James Damico, damico@indiana.edu


In April 2016, the INSPIRE Living-Learning Center hosted a special Voices in Time event as part of the Harmony-Meier Institute for Democracy and Equity in Education. As part of this event, thirteen prominent educators and community leaders came to the IU School of Education to be interviewed by INSPIRE students who asked them questions like:

Can you talk about a powerful/important learning experience from your own childhood that made an impact on your work as an adult?

Can you talk about a teacher who had a major impact on you personally and professionally?

What specifically did this teacher do for you?

In what ways has your work connected to issues of democracy? Would you like to share an example?

In what ways has your work connected to issues of equity? Would you like to share an example?

What do you think is the most pressing democracy and/or equity issue of our time? And what might we do about it?

What is one of the most challenging “life lessons” that you have learned?

Here you can listen to the responses from these 13 inspiring educators!
A Global University

Partnership agreements

Arts and Humanities Council
The Global Arts and Humanities Festival: India Remixed

- Diversity in Students and Faculty (POE1: BP One (2); BO One (3); POE2: BO Five (1))
- Revenue-Producing Initiatives (POE10: IU Continuing Priorities 1(a-e) and POE10: IUB Continuing Priorities 1(a-f))

Excellence in Advancement (PO Seven)

2018
- Edward Comentale: ecomenta@indiana.edu
- The Council works closely with the Alumni Association and IU’s New Delhi gateway site to promote the program to a wider international student and alumni base
- The Office of the Vice President for International Affairs contributed $25k to help bring Bhardi Kher to campus; the Office of the President and the Bicentennial Committee provided support to bring Salman Rushdie to Campus.

Eskenazi Museum of Art
Community and National Outreach

5 - a global university
2017-Present
City of Bloomington, IN
Maggie Kroh: mkroh@indiana.edu
2017 was also a year of forging new partnerships and strengthening and innovating existing partnerships. We created two new external collaborations that will involve the exchange of not only works of art but, more important, also ideas, students, faculty, and professional staff. The first, with the Speed Art Museum in Louisville, Kentucky, will kick off in June 2018 with an exhibition of some of the EMA’s most important works of early 20th-century European and American modern art. We are especially excited that this arrangement will enable IU students and staff to visit the Speed for free over the five-year period of our partnership. This will particularly impact the 5,000 students of IU Southeast. We will also undertake several experiments in outreach to Indiana primary and secondary schools near Louisville. And, we are currently in conversation with Art Bridges Foundation to fund these experiments, which will pave the way for outreach to schools as part of the efforts of the IU Center for Rural Engagement.

Eskenazi Museum of Art
Tsinghua University Art Museum Partnership
5 - a global university
2018-Present
City of Bloomington, IN
Maggie Kroh: mkroh@indiana.edu
Our other major external collaboration is with the Tsinghua University Art Museum in Beijing, China. This partnership will kick off this fall in Beijing with an exhibition of American and European paintings from the EMA, the Indianapolis Museum of Art, and the Terra Foundation for American Art in Chicago, which is also a major funder of the exhibition. The project will include a partnership with SPEA’s arts administration program; the School of Art, Architecture, and Design; and, potentially, the School of Education.

IUPUI; Division of Enrollment Management
Program for Intensive English
Priority #5, Action Item #4
2017-18
Boyd Bradshaw (bobradsh@iupui.edu)
Passport facilitated a partnership between Ivy Tech and IUPUI with IUPUI’s Program for Intensive English.

IUPUI; Herron School of Art + Design
Collaborating with Students in Riga Latvia
2019-20
Nan Goggin (ngoggin@iu.edu)
Megan Van Meter (faculty) will be collaborating with art therapy students at Riga Stadlines University in Riga, Latvia on a study focusing on Expressive Therapies Continuum assessment with children.

IUPUI; Herron School of Art + Design
New Relationship with Central St Martins
Priority #5, Action Item #4
2017-18
Nan Goggin (ngoggin@iu.edu)
Herron offered two Study Abroad credit-bearing courses in 2018 and established a new relationship with University of the Arts London: Central St. Martins.

IUPUI; Herron School of Art + Design
Worlds Largest Genomic Conf
Priority #5, Action Item #4
2016-17
Clinical Assistant Professor Eileen Mislik Collaborated with Institute of Expressive Psychotherapy in Italy on research in Art Therapy

IUPUI; Herron School of Art + Design
Exhibition Berlin and Instanbul
Priority #5, Action Item #4
2018-19
Nan Goggin (ngoggin@iu.edu)
Gurkan Mihci (faculty) and Asli Narin’s (faculty) work ‘absencexpresence’ was exhibited as a two-person exhibition Berlin, Germany and as part of the 2018 Istanbul International Experimental Film Festival in Istanbul, Turkey.

IUPUI; Herron School of Art + Design
Presentation in Valencia Spain
Priority #5, Action Item #4
2017-18
Nan Goggin (ngoggin@iu.edu)

IUPUI; Herron School of Art + Design
Collaboration with Italy

2016-17
Clinical Assistant Professor Eileen Mislik Collaborated with Institute of Expressive Psychotherapy in Italy on research in Art Therapy

2015-16
Nan Goggin (ngoggin@iu.edu)
Assistant Professor in Photography Stefan Petranek received four grants to create an interactive art initiative at the world’s largest genomic conference.
IUPUI; Intercollegiate Athletics
US Team Participates in Italy
Priority #5, Action Item #4
2018-19
Rod Perry (perryrd@iupui.edu)
The head and assistant softball coaches participated as coaches of a US team that participated in Italy. This provided an opportunity for IUPUI recognized internationally.

IUPUI; International Affairs
2016 Plater Institute
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)
Curtain internationalization work continued to expand.
- OIA’s Director of Curriculum Internationalization, Dr. Leslie Bozeman, served as OIA’s lead planner for the 2016 Plater Institute, which will focus on global learning and enhance awareness of opportunities for curriculum internationalization.
- In collaboration with University College’s Gateway to Graduation Program, OIA facilitated the launch of a Community of Practice on Intercultural Learning, including attendance of the co-chairs at the AACE Global Learning Conference in October 2015.

IUPUI; International Affairs
2017 Inaugural Lecture Series Moi Univ
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)
In follow-up to hosting the Dean of the Moi University School of Medicine ( Eldoret, Kenya) for an inaugural international partnership lecture series in Spring 2017, representatives from the schools of Social Work, Nursing, and Public Health visited Moi University to re-establish collaborations during the 2017-18 academic year. The School of Education has laid the groundwork to reconnect with their counterparts in the coming academic year.

IUPUI; International Affairs
Creative Activity Dimension for Sun Yat sen
Priority #5, Action Item #4
2016-17
Hilary Kahn (hkahn@iu.edu)
Strengthened the creative activity dimension of the IUPUI collaboration strategic partner Sun Yat-sen University (SYSU) in China, in collaboration with funding from the HanHian, for a film project on the Maritime Silk Road through a partnership between the Confucius Institute in Indianapolis, the SYSU Department of History, and WFYI.

IUPUI; International Affairs
Delegation to Thailand
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)
Chancellor Paydar’s delegation to Thailand. Facilitated by the OIA, during Fall 2018, Chancellor Paydar led a group of IUPUI administrators to Thailand, to strengthen academic ties in the region going back 70 years, and explore new collaborations, in conjunction with the planned opening of the IU ASEAN Gateway Office in Bangkok in February 2019. The delegation consisted of representatives from the IUPUI’s Schools of Science, Engineering & Technology, Informatics & Computing, Public Health, as well as the Office of International Affairs and the Office of the Vice President for International Affairs. Meeting highlights included visits to King Mongkut’s University of Technology of Thonburi, Mahidol University, and Chulalongkorn University, which have longstanding relationships with the schools of Nursing and Dentistry at IUPUI, as well as Thailand’s Ministry of Science and Technology and Walailak University in the south of the country.

IUPUI; International Affairs
Expand Recruiting
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)
Continue travel to feeder markets in US and internationally to maintain relationships and expand travel to second and third tier cities within major market countries. Sustain exploratory travel to new or growing markets.

IUPUI; International Affairs
Feature the AMPATH Program
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)
Facilitated opportunities to feature the School of Medicine’s AMPATH program in panel presentations on collaborative programs and partnerships in sub-Saharan Africa for national and international audiences at the EducationUSA Forum (August 2017) and annual conference of the Association of International Education Administrators (March 2018), both in Washington, DC.

IUPUI; International Affairs
Focus on Theme of Research with Sun Yat sen
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)
In 2017-18, OIA focused on the theme of research collaboration with strategic partner Sun Yat-sen University (SYSU), culminating with the June 2018 visit of a SYSU Delegation led by President Liao to IUPUI in conjunction with the 10th anniversary celebration of the Confucius Institute in Indianapolis. During the visit, an IU/IUPUI-SYSU agreement was signed to explore a proposed collaboration on the TianQin project, a billion dollar research effort focused on black hole astronomy, spacetime symmetry, gravitational physics and precision measurement science.

IUPUI; International Affairs
IMPORTS Scholarships
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)
International admissions staff consulted with IUPUI schools pursuing increased international enrollments via international partnerships. In collaboration with Academic Affairs and participating schools, expanded the IMPORTS scholarship program to provide enhanced transfer scholarships for highly qualified students enrolling in collaborative undergraduate programs at partner institutions such as Sun Yat-sen University (SYSU) and the University of Tehran.

IUPUI; International Affairs
Inaugurated Global Local Faculty Fellow
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)
Inaugurated Global Local Faculty Fellow in partnership with strategic partner Sun Yat-sen University (SYSU), culminating with the June 2018 visit of a SYSU Delegation led by President Liao to IUPUI in conjunction with the 10th anniversary celebration of the Confucius Institute in Indianapolis. During the visit, an IU/IUPUI-SYSU agreement was signed to explore a proposed collaboration on the TianQin project, a billion dollar research effort focused on black hole astronomy, spacetime symmetry, gravitational physics and precision measurement science.

IUPUI; International Affairs
Increase Internat Research Collab
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)
Increase dissemination of strategic research interests of partner universities with corresponding IUPUI schools, in order to increase strategic international research collaborations; create a timetable for visits to various IUPUI Schools.

IUPUI; IU School of Informatics and Computing
Indian Students Earn US Degrees
Priority #5, Action Item #4
2018-19
Mathew Palikal (mpalikal@iupui.edu)
2018-19
Established MOU with Manipal University to work on developing academic partnerships with both universities. After lengthy discussions with an array of university offices at IU and Manipal, the work with Manipal has produced an executed, university-approved agreement that provides a pathway for students at Manipal to complete work there in two programs: Health Informatics (graduate) and Health Information Management (undergraduate) then travel to the U.S. to complete the final year of those respective degree programs. The agreement enables Indian students to earn U.S. degrees while minimizing the significant cost usually associated therewith.
2019-20
The school will welcome its first cohort of students under the Manipal agreement.

IUPUI; International Affairs
Manipal Higher Ed Academy
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)
Assisted the School of Informatics & Computing in developing its partnership with Manipal Higher Education Academy (MAHE), establishing a 4 + 1 program to support recruitment
of cohorts of well qualified Indian students for enrollment in the Health Informatics MS program. The agreement was signed in May 2019 supporting timely recruiting for 2020.

IUPUI; International Affairs
New Research Links with Newcastle Univ
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)

In 2017-8, IUPUI solidified its relationship with Newcastle University in the UK with new research links building on established reciprocal study abroad programs. OIA is targeting this collaboration for potential strategic partnership status now that scholars from a range of disciplines are engaged, including public history, dentistry, kinesiology, and renewable energy.

IUPUI; International Affairs
No cost Course Networking Software
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)

Collaborate with the School of Engineering and IUPUI Cyberlab on the potential for provision of no-cost Course Networking software as a way of building virtual learning collaborations with existing and new partners.

IUPUI; International Affairs
Partnerships with India
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)

India has emerged as a country of considerable opportunity for partnership developments merging faculty collaborations and student recruitment opportunities. Two new partnership agreements were completed this year:
• The School of Informatics and Computing (SoIC) has completed an agreement with the Manipal Higher Education Academy (MAHE), which establishes two key programs: a visiting student program enabling MAHE undergraduates to spend their 4th year at IUPUI and earn the Registered Health Information Technician (RHIT) credential, and a 4+1 program offering accelerated completion of the SoIC Health Informatics MS program.
• An undergraduate transfer program has been established for Vellore Institute of Technology (VIT) computer science and engineering students to transfer to IUPUI and earn bachelor’s degrees in approximately two additional years. The computer science track was formalized first, with three students enrolling in Fall 2018. VIT has established an alumni chapter in Indianapolis and will be hosting an international conference on Advances in Science, Engineering and Technology at IUPUI in October 2019.

IUPUI; International Affairs
PRDF Grants
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)

In 2017-18, OIA continued awarding partnership research development (PRDF) grants for IUPUI faculty to help build our established collaborations. In May 2018, grants were awarded to researchers working in Israel, Kenya, and Newcastle as follows:
• Mary Beth Riner (Nursing) Moi University, Kenya
• Stuart Schrader (Dentistry) Newcastle University, UK
• Joan Kowolik (Dentistry) Newcastle, UK
• Jeremy Price (Education) Western Galilee College, Israel
• Joshua Vent (Public Health) Ono Academic College, Israel
• Phil Scarpino (Liberal Arts) Newcastle University, UK

IUPUI; International Affairs
Promote Current and Future Partnerships
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)

Efforts continued to promote current and future international partnerships.
• The OIA helped to solidify its relationship with Newcastle University in the UK, with new research links building on an established reciprocal study abroad program.
• With scholars from a range of schools engaged, including public health, dentistry, renewable energy, and more, both institutions are targeting this collaboration for potential strategic partnership status.
• Newcastle successfully applied for Erasmus+ funds in 2016 that will enable reciprocal visits of IUPUI and Newcastle scholars and doctoral students.
• The Newcastle international partnerships manager visited IUPUI in 2016, and the IU School of Dentistry launched an overseas study program to the U.K. in collaboration with Newcastle.
• IUPUI’s collaboration with Sun Yat-sen University (SYSU) in Guangzhou, China continued to advance.
• An interim meeting of the IUPUI-SYR Cooperative Development Committee was held in Spring 2016 with Vice-President Guangmei Van and past successes and plans for the coming year were shared. Student engagement continued across several collaborative 2+2 dual degree programs with Mechanical Engineering being the most impressive. Of the 20 students graduating in 2016, the majority were offered graduate admission into schools such as MIT, Johns Hopkins, and UC Berkeley. The Kelley School of Business and Computer & Information Science renewed their ongoing 2+2 programs with partner SYSU schools.
• Study abroad programs and student and faculty exchanges continued to operate between both universities. Three SYSU administrators completed internships at IUPUI in 2015: Haijun Tan, Engineering; Zhao Jing, Student Affairs; and Junjie Xie, External Affairs. In September 2015 the IU School of Nursing hosted 4 SYSU undergraduate nursing students for one month.
• SYSU continues as an active supporting partner to the Conexus Institute of Indianapolis the IUPUI campus.
• Staff from OIA and Division of Student Affairs presented a series of workshops at SYSU in December 2015. Topics included community service, supporting physical and mental health of students, student leadership training and development (train the trainer), and fostering learning outside the classroom.
• IUPUI’s collaboration with Moi University in Eldoret, Kenya, was put on hold in 2014-16, with a cessation of all non-essential programs following a terrorist attack at Garissa. In Spring 2016, some programs linked to AMPATH were approved for continuance.

IUPUI; International Affairs
Promote partnership with Moi Univ
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)

Continue to promote the IUPUI-Moi University partnership through the annual strategic partnership lecture series, with a visit from Dean Mabel Nagamani of Moi School of Public Health in Spring 2020.

IUPUI; International Affairs
Promote Partnership with Newcastle
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)

Continue to promote the partnership with Newcastle University (UK), especially in kinesiology, computer science, Center for Aging, Fredrick Douglas Papers, and chemistry. Explore the feasibility of formally designating Newcastle as an IUPUI Strategic Partner, following existing campus criteria and process for IUPUI strategic partnership designation status.

IUPUI; International Affairs
Strengthened Partnership with Newcastle Univ
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)

Strengthened IUPUI’s long-standing partnership with Newcastle University (UK), with a particular focus on building new research links and exploring opportunities to expand the reciprocal student exchange program to additional schools beyond Liberal Arts. IUPUI visitors to Newcastle during 2018-19 included representatives from the Office of International Affairs (Ian McIntosh), followed by Public Health (Sue Babich); Bioinformatics (Huanmei Wu); and Kinesiology (Rafael Bahamonde). Visitors from Newcastle to IUPUI included representatives from Research and Innovation, Earth Sciences, and their International Office.

IUPUI; International Affairs
Welcome Delegates
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)

The Office of International Affairs welcomed delegates from many countries in 2018-19, for the purpose of strengthening existing partnerships and exploring new relationships. (Contact us for list of delegate partner institutions.)

IUPUI; IU School of Dentistry
70th Anniversary in Thailand
Priority #5, Action Item #4
2018-19
Carol Anne Murdoch-Kinch (carmudr@iu.edu)

The highlight of the year in Asia was the significant presence of USDS at the 70th anniversary celebrations of the relationship between Thailand and IU. President McRobbie led a large delegation that engaged in several events, culminating in a very well-attended and memorable

230  Indiana University
The Internationalization Vision document was revised and updated in December 2017. There was further consolidation of IUSD strategic relationship building in the Middle East, South East Asia, and Mexico.

### IU School of Dentistry

**New Partnership with King Khalid University**

Priority #5, Action Item #4

2018-19

Carol Anne Murdoch-Kinch (caramurd@iu.edu)

Dr. Laila Al Dehailan forged a new partnership with the IU School of Dentistry at King Khalid University, Saudi Arabia that is currently operating.

### IU School of Dentistry

**Relationship with Tehran University of Medical Sciences**

Priority #5, Action Item #4

2015-16

Carol Anne Murdoch-Kinch (caramurd@iu.edu)

With encouragement of the Chancellor’s office, IUSD is pursuing the establishment of a relationship with Tehran University of Medical Sciences, in Iran. The school regards this as a bold and pioneering endeavor.

### IU School of Dentistry

**Strategic International Partnerships**

Priority #5, Action Item #4

2015-16

Carol Anne Murdoch-Kinch (caramurd@iu.edu)

Strategic International Partnerships: Currently development is focused on South East Asia, principally Japan, Taiwan and Korea. As an example, a highly successful IUSD alumni meeting was held in Seoul in June, 2016. The relationship with King Saud University, Riyadh, KSU has evolved, with King Saud University, Riyadh, KSU having continued to collaborate with colleagues at the Indian Institute of Technology, Delhi in the exploration and development of designs and assistant technologies specifically targeting the blind and visually impaired.

### IU School of Informatics and Computing

**Collaborations for the Blind**

Priority #5, Action Item #4

2017-18

Mathew Palakal (mpalakal@iupui.edu)

Faculty in the Department of Human-Centered Computing have continued to collaborate with colleagues at the Indian Institute of Technology, Delhi in the exploration and development of designs and assistive technologies specifically targeting the blind and visually impaired.

### IU School of Informatics and Computing

**Partner with Indian Institute of Technology Delhi**

Priority #5, Action Item #4

2015-16

Mathew Palakal (mpalakal@iupui.edu)

In 2015-16, the SoIC made significant progress in building an international partnership with the Indian Institute of Technology – Delhi (IIT-D). In September, 2015, the SoIC hosted a symposium: “The Indo-US Workshop on Emerging Accessibility Technologies for the Blind and Visually Impaired (BVI)” at the Indiana University Gateway House in Gurgaon, India (the outskirts of Delhi). This workshop brought together 22 exports from IIT-D, the All-India Confederation of the Blind (AICB), Delhi University and the SoIC. After a successful and cordial two-day experience, the participants agreed to hold a second workshop in February, 2016, on the campus of IIT-D. This event attracted more than 70 attendees from these and other institutions in the BVI community, and led to the creation of a sister-school relationship with the Indian School for the Blind and Visually Impaired (IBVI) and the AICB’s own school for the blind, a partnership shepherded by the SoIC. The SoIC will continue to develop these two partnerships and look for synergies between them.

### IU School of Informatics and Computing

**Travel to Thai Universities**

Priority #5, Action Item #4

2017-18

Carol Anne Murdoch-Kinch (caramurd@iu.edu)

In October of 2018, SEAD Palakal traveled with a delegation led by Chancellor Paydar to meet with university officials at three Thai universities, exploring potential academic and research partnerships.

### IU School of Nursing

**Advance Nursing Education at Moi Univ**

Priority #5, Action Item #4

2017-18

Robin Newhouse (newhouse@iu.edu)


### IU School of Nursing

**Asian Resilience Enhancement**

Priority #5, Action Item #4

2018-19

Robin Newhouse (newhouse@iu.edu)

Dr. Janet Carpenter visited for research consultation.

## Contacts

- **Carol Anne Murdoch-Kinch** (caramurd@iu.edu)
- **Mathew Palakal** (mpalakal@iupui.edu)
- **Robin Newhouse** (newhouse@iu.edu)
educators. Visitors attended Professional Nurse Educator Group conference held in Indianapolis.
• National Defense Medical University – hosted visiting scholar seeking cardiovascular ICU observation experience and auditing of ACNP course (Zielinski).

IUPUI; Kelley School of Business
Business of Medicine in Singapore and Malaysia
Priority #5, Action Item #4
2018-19
Ken Carow kcarow@iupui.edu
Business of Medicine exposed over 30 Physician MBA students and alumni to the best practices of the healthcare system in Singapore and Malaysia. Developed networks with both healthcare organizations.

IUPUI; Kelley School of Business
Global Dean’s Council in Seoul
Priority #5, Action Item #4
2015-16
Ken Carow kcarow@iupui.edu
Global Dean’s Council: The first meeting took place in Seoul, South Korea in mid-February. The group currently has 25 members. Discussions covered a breadth of topics, including potential scholarships, job and internship opportunities with international alumni, translations of the branding message “Go From Moment to Momentum,” as well as possible feature stories from international alumni.

IUPUI; Kelley School of Business
Institute for International Business
Priority #5, Action Item #4
2018-19
Ken Carow kcarow@iupui.edu
The Institute for International Business (IIB) works to develop and support internationalization of the Kelley School of Business by collaborating with other leading business schools, companies, and government organizations around the world. Kelley Indianapolis will leverage Kelley connections with the IIB to develop new programs and increase Indianapolis faculty participation.

IUPUI; Kelley School of Business
Renewed the 2 plus 2 program with Sun Yat sen University
Priority #5, Action Item #4
2015-16
Ken Carow kcarow@iupui.edu
External Partnerships: Renewed the 2+2 program with Sun Yat-sen University

IUPUI; Lilly Family School of Philanthropy
Delegation to Saudi Arabia
Priority #5, Action Item #4
2017-18
Amir Pasic (ampasic@iupui.edu)
From March 10 to March 16, 2018, Chancellor Nasser Paydar led a 12-person delegation of administrators and faculty to the Kingdom of Saudi Arabia with stops in Riyadh and Dammam. The goals of the trip were to strengthen existing institutional partnerships, explore possibilities for new and expanded partnerships, support Saudi student recruitment and funding to attend IUPUI, and connect with IUPUI alumni in the Kingdom. Dean Amir Pasic and Dr. Shariq Siddiqui, visiting director of the Muslim Philanthropy Initiative and assistant professor of philanthropic studies at the IU Lilly Family School of Philanthropy at IUPUI, were part of the delegation.
• At the King Fahd University of Petroleum and Minerals (KFUPM)/AlFozan Academy, the delegation held a meeting with His Excellency Rector Khalid S. Al-Sultan, during which he mentioned three different areas of potential collaboration between IUPUI and KFUPM, including offering a workshop on endowment planning, a systematic program to fight poverty that includes careful attention to the impact of environmental factors, and an innovative program to train new faculty.
• In Dammam, Chancellor Paydar and Rector Al-Sultan of KFUPM presided over a ceremony conferring the first Certificates in Fund Raising Management on the country from The Fund Raising School at the Lilly Family School of Philanthropy, which were offered through a new institute, the AlFozan Academy, at KFUPM. The fact that women and men were included in the certification program was remarkable, a first for KFUPM, which has been all-male up to this point.
• The Lilly Family School of Philanthropy also participated in additional meetings.
• In Jeddah, the school met with the Islamic Development Bank, which is seeking new ways to mobilize resources for its many partners around the world.
• In Riyadh, the school met with the King Khaled Foundation, AlNood Foundation, Olayan Foundation, and King Abdullah Foundation as well as WAQEF, a consultancy that specializes in Islamic endowments. They discussed translating the school’s research and publications for training emerging talent in the expanding nonprofit sector, and welcoming highly promising young Saudis to their degree programs.

IUPUI; Lilly Family School of Philanthropy
Developments in Philanth
Priority #5, Action Item #4
2018-19
Amir Pasic (ampasic@iupui.edu)
The school produced a comprehensive annotated bibliography on current developments in philanthropy, including trends in global philanthropy and its interaction with other sectors of society, for the Robert Bosch Stiftung in Germany.

IUPUI; Lilly Family School of Philanthropy
Executive Certificate Program with Beijing
Priority #5, Action Item #4
2015-16
Amir Pasic (ampasic@iupui.edu)
The Lilly Family School of Philanthropy’s joint noncredit executive certificate program with Beijing Normal University’s China Philanthropy Leadership Institute continued, with IU faculty delivering workshops on Understanding Philanthropy, Finance, Marketing for Nonprofits, and Principles and Techniques of Fundraising.

IUPUI; Lilly Family School of Philanthropy
Executive Training Program in Paris
Priority #5, Action Item #4
2019-20
Amir Pasic (ampasic@iupui.edu)
The International Programs unit of the Lilly Family School of Philanthropy serves as the liaison for and seeks to deepen global engagement across all school units in research, teaching, and service.

**IUPUI; Lilly Family School of Philanthropy**

Koe University in Turkey  
Priority #5, Action Item #4  
2017-18  
Amir Pasic (ampasic@iupui.edu)  
The school collaborated with Koe University in Turkey as it explores the possibility of creating a Center on Philanthropy.

**IUPUI; Lilly Family School of Philanthropy**

New Institute of Philanthropy at Tsinghua  
Priority #5, Action Item #4  
2015-16  
Amir Pasic (ampasic@iupui.edu)  
Leaders of the new Institute of Philanthropy at Tsinghua University in China visited the Lilly Family School of Philanthropy to explore ways to deepen our existing partnership. Dean Amir Pasic presented at Tsinghua University’s inaugural philanthropy conference in November 2015.

**IUPUI; Lilly Family School of Philanthropy**

OECD Paris Meeting  
Priority #5, Action Item #4  
2018-19  
Amir Pasic (ampasic@iupui.edu)  
Una Osili, Ph.D., gave an invited presentation on the school’s global research at the OECD Networks for Foundations Working in Development Annual Meeting in Paris.

**IUPUI; Lilly Family School of Philanthropy**

Partners in Russia  
Priority #5, Action Item #4  
2020-19  
Amir Pasic (ampasic@iupui.edu)  
The school has been working with partners in Russia in creating the first nonprofit management program.

**IUPUI; Lilly Family School of Philanthropy**

Partnership with Sun Yat sen  
Priority #5, Action Item #4  
2015-16  
Amir Pasic (ampasic@iupui.edu)  
The Lilly Family School of Philanthropy formalized its longstanding partnership with Sun Yat-sen University in China in October 2015 with an MOU following Dean Jiangang Zhu’s year in Indianapolis as a visiting Fulbright scholar.

**IUPUI; Lilly Family School of Philanthropy**

Poland Delegation  
Priority #5, Action Item #4  
2018-19  
Amir Pasic (ampasic@iupui.edu)  
Leslie Lenkowski, Ph.D., Bill Stanczykiewicz, and Pamala Wiepking, Ph.D. provided training to a delegation of nonprofit leaders from Poland through the US State Department’s International Visiting Leadership Program.

**IUPUI; Lilly Family School of Philanthropy**

Presentation in Scotland  
Priority #5, Action Item #4  
2015-16  
Amir Pasic (ampasic@iupui.edu)  
Tyrone Freeman presented “Using ePortfolios to Assess Student Learning in Philanthropic Studies” at the International Conference of the Association for Authentic Experiential and Evidence-based Learning in Edinburgh, Scotland as part of a panel with IUPUI faculty from the School of Liberal Arts. The global gathering brought together faculty from Europe, North America, South America, and Asia to discuss eportfolios as a high-impact pedagogy for promoting deep student learning across cultural contexts.

**IUPUI; Lilly Family School of Philanthropy**

Recruitment Opportunities  
Priority #5, Action Item #4  
2018-19  
Amir Pasic (ampasic@iupui.edu)  
Develop international recruitment opportunities and partnerships. A large share of master’s and Ph.D. students have been international even without an international recruitment program.

**IUPUI; Lilly Family School of Philanthropy**

Research Team Partnerships with 8 Countries  
Priority #5, Action Item #4  
2015-16  
Amir Pasic (ampasic@iupui.edu)  
The research team of the Lilly Family School of Philanthropy engaged in close partnerships with scholars and organizations overseas, including in the United Kingdom, the Middle East, China, Russia, Singapore, South Africa, Turkey and the Netherlands.

**IUPUI; Lilly Family School of Philanthropy**

The Changing Landscape of Global Philanthropy  
Priority #5, Action Item #4  
2017-18  
Amir Pasic (ampasic@iupui.edu)  

- April 17, 2018, Washington, DC  
- April 18, 2018, Indianapolis, IN  
- June 1, 2018, Berlin, Germany

**IUPUI; Lilly Family School of Philanthropy**

Training in 3 Countries  
Priority #5, Action Item #4  
2015-16  
Amir Pasic (ampasic@iupui.edu)  
The FundRaising School provided training in the following international locations (international partner in parentheses):  
- Vienna, Austria (Fundraising Verband Austria)  
- Guangzhou, China (Sun Yat-sen University)  
- Montreal, Quebec, Canada (Association for International Education Administrators)

**IUPUI; Lilly Family School of Philanthropy**

Trends of Regulation  
Priority #5, Action Item #4  
2018-19  
Amir Pasic (ampasic@iupui.edu)  
The school consulted with the European Centre for Not-for-Profit Law on characteristics and trends of regulation on licensing, permission, and notification procedures for fundraising purposes across countries.

**IUPUI; Lilly Family School of Philanthropy**

US China Philanthropic Collaborative  
Priority #5, Action Item #4  
2017-19  
Amir Pasic (ampasic@iupui.edu)  
The school partnered with the United States Agency for International Development (USAID)/Office of American Schools and Hospitals Abroad (USAID/ASHA) to produce a report on emerging trends in U.S. charitable giving for international organizations. It looks at how funding for internationally focused nonprofit organizations has changed over time, and explores practices that may influence the capacity and likelihood of individuals and organizations to engage in international philanthropic activities.  

**IUPUI; Lilly Family School of Philanthropy**

Grant from the Henry Luce Foundation  
Priority #5, Action Item #4  
2018-19  
Amir Pasic (ampasic@iupui.edu)  
Joint research to commence the school’s three-year, $330,000 grant from the Henry Luce Foundation for the US-China Philanthropic Collaborative, which will enable the school to foster exchanges between the United States and China for researchers, students, and philanthropists. Specifically, the Collaborative will join the scholarly communities in both countries in joint research considering the emerging insights on Chinese philanthropy in comparative and global context. It will also create opportunities for emerging leaders and philanthropists in China to meet and talk with counterpart philanthropists who have established personal or corporate philanthropy programs.

**IUPUI; Lilly Family School of Philanthropy**

USAID ASHA  
Priority #5, Action Item #4  
2018-19  
Amir Pasic (ampasic@iupui.edu)  
The school partnered with the United States Agency for International Development (USAID)/Office of American Schools and Hospitals Abroad (USAID/ASHA) to produce a report on emerging trends in U.S. charitable giving for international organizations. It looks at how funding for internationally focused nonprofit organizations has changed over time, and explores practices that may influence the capacity and likelihood of individuals and organizations to engage in international philanthropic activities.  

**IUPUI; Lilly Family School of Philanthropy**

USAID ASHA  
Priority #5, Action Item #4  
2018-19  
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The school partnered with the United States Agency for International Development (USAID)/Office of American Schools and Hospitals Abroad (USAID/ASHA) to produce a report on emerging trends in U.S. charitable giving for international organizations. It looks at how funding for internationally focused nonprofit organizations has changed over time, and explores practices that may influence the capacity and likelihood of individuals and organizations to engage in international philanthropic activities.  
IUPUI; Lilly Family School of Philanthropy
Visiting Professor in UK
Priority #5, Action Item #4
2015-16
Amir Pasic (ampasic@iupui.edu)
Faculty member Mark Wilhelm was a Benjamin Meeker Visiting Professor at the Institute for Advanced Studies at the University of Bristol in the United Kingdom. While there he worked with Professors Sarah Smith (University of Bristol) and Kimberly Scharf (Wesleyan University) on the project “Do disaster appeals reduce other donations?” The work uses data from the Charities Aid Foundation. Preliminary results and feedback were exchanged with corporate social responsibility executives from several UK corporations, and representatives from leading UK charities such as the Disasters Emergency Committee, Oxfam UK and World Vision UK.

IUPUI; Office for Women
Internship Leadership Assoc Programming
Priority #5, Action Item #4
2019-20
Kathy Grove (kgrove@iupui.edu)
Continue participation in the International Leadership Association programming.

IUPUI; Office of the Vice Chancellor for Community Engagement
Support Cultural Exchange
Priority #5, Action Item #4
2018-19
Amy Warner (awarner@iupui.edu)
Support cultural exchange, foster better understanding, and develop relationships between IUPUI and the Japan American Society of Indiana, Indiana India Business Council, Hispanic Business Council, Chinese Festival, International Center, Sister City Programs.

IUPUI; Office of the Vice Chancellor for Research
Conference in Bangalore Future Water Program of Future Earth
Priority #5, Action Item #4
2018-19
Janice Blum (jblum@iupui.edu)
The IUPUI Arts and Humanities Institute (IAHI) is the home of the Water, Memory, and Place Working Group of the Sustainable Future Water Programme of Future Earth. As a member of the Scientific Steering Committee of the Sustainable Future Water Programme of Future Earth, the IAHI Director co-developed a conference that will be held in Bangalore in September 2019.

IUPUI; Office of the Vice Chancellor for Research
Museum of the Anthropocene
Priority #5, Action Item #4
2019-20
Janice Blum (jblum@iupui.edu)
The IUPUI Arts and Humanities Institute (IAHI) intends to implement the second phase of its Museum of the Anthropocene, which is an international, interdisciplinary project that includes researchers from 6 countries.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Collaboration with Utah for Courses in Abu Dhabi
Priority #5, Action Item #4
2015-16
Thomas Stucky (tstucky@iupui.edu)
Zayed University Executive Masters in Public Administration, a collaboration with the University of Utah to deliver graduate level courses in Abu Dhabi, UAE. Executive Education provides instructors for two courses.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
National Survey in Saudi Arabia
Priority #5, Action Item #4
2017-18
Thomas Stucky (tstucky@iupui.edu)
Executive Education participated in a joint project with the IU School of Dentistry and the IUSOM on a project with the Saudi Arabia Ministry of Health. The project was accepted, consultation provided, and a national survey in Saudi Arabia was administered. This work is ongoing.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Vietnam Central Commit for Intern Affairs
Priority #5, Action Item #4
2019-20
Thomas Stucky (tstucky@iupui.edu)
In January, Associate Dean Sue Bahler traveled to Mexico with Chancellor Paydar to build partnerships with universities and the Mexican Ministry of Health.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Vietnam Ministry of Foreign Affairs
Priority #5, Action Item #4
2019-20
Thomas Stucky (tstucky@iupui.edu)
October 2019 – O’Neill Executive Program for Vietnam’s SLEAD Program

IUPUI; Richard M. Fairbanks School of Public Health
Associate Member of ASPHER
Priority #5, Action Item #4
2015-16
Paul Halverson (pshalver@iupui.edu)
The Board of Directors of the Association of Schools of Public Health in the European Region (ASPHER) voted to include the Fairbanks School of Public Health as an associate member, making FSPH the first American school to become a member of ASPHER.

IUPUI; Richard M. Fairbanks School of Public Health
Build Partnerships with Mexican Ministry of Health
Priority #5, Action Item #4
2017-18
Paul Halverson (pshalver@iupui.edu)
In January, Associate Dean Sue Bahler traveled to Mexico with Chancellor Paydar to build partnerships with universities and the Mexican Ministry of Health.

IUPUI; Richard M. Fairbanks School of Public Health
Chancellors Delegation to Saudi Arabia
Priority #5, Action Item #4
2017-18
Paul Halverson (pshalver@iupui.edu)
In March, Founding Dean Paul Halverson and Professor Constantin Yiannoutsos traveled to Saudi Arabia with the Chancellor’s delegation. On the trip, Dr. Yiannoutsos presented the results of the first-ever public health survey performed by researchers from FSPH and IUPUI. Dr. Halverson spoke to the Ministry of Health, met with FSPH Saudi Arabian alumni, and Hassan 1st University about continuing our partnership.

IUPUI; Richard M. Fairbanks School of Public Health
Global Section on Website
Priority #5, Action Item #4
2017-18
Paul Halverson (pshalver@iupui.edu)
The Fairbanks School of Public Health launched a global section on our website detailing our internationalization efforts including global academic programs, global internships, global affiliations and partnerships, and our study abroad programs.

- FSPH continued to offer three study abroad opportunities in London, Nicaragua and Sweden with over 40 students traveling.
- 12 global internship opportunities in France, Swaziland, Rwanda, Latin America and the Caribbean.
- Affiliations with the Association of Schools of Public Health in the European Region (ASPHER), IU Academic Model Providing Access to Healthcare (AMPATH), and the Consortium of Universities for Global Health (CUGH).
- We also have partnerships with universities around the world including Ecole des Hautes Etudes En Sante Publique, Nanjing Medical University, Southeast University, Shanghai Jiao Tong University, Hassan 1st University, Maastricht University and Moi University.

IUPUI; Richard M. Fairbanks School of Public Health
Nanjing Medical University School of Public Health
Priority #5, Action Item #4
2015-16
Paul Halverson (pshalver@iupui.edu)
Dr Jiali Han, PhD, Chair of the Epidemiology Dept, received an “international development fund” grant from the IUPUI Office of Vice Chancellor of Research to further strengthen our relationship with Nanjing Medical University School of Public Health. Outcomes of his trip were two jointly published papers and acceleration of the dual degree programs between FSPH and Nanjing Medical School and Southeast University in Nanjing.

IUPUI; Robert H. McKinney School of Law

Barcelona New Affiliate Law School
Priority #5, Action Item #4
2018-19
Andrew Klein (anrklein@iupui.edu)

McKinney’s Chinese Law Summer Program (CLSP) gained a new affiliate law school: Universitat Autonoma de Barcelona (UAB). This brings the number of law schools affiliated with the CLSP to five. More information is here.

IUPUI; Robert H. McKinney School of Law

Teach in Vietnam
Priority #5, Action Item #4
2018-19
Andrew Klein (anrklein@iupui.edu)

McKinney Professors John Hill and Max Huffman traveled to Vietnam National University University of Economics and Law (VNU UEL) in Ho Chi Minh City to teach during a summer school organized by the American Law Center. McKinney has a cooperative agreement with VNU UEL that provides for opportunities for professors at both schools for travel and scholarship.

IUPUI; Robert H. McKinney School of Law

WTC Indy
Priority #5, Action Item #4
2017-20
Andrew Klein (anrklein@iupui.edu)

2017-18
The World Trade Center Indianapolis (WTC-Indy) received approval and a license from the World Trade Center Association (WTCA) in March 2018. The WTCA is a network of over 300 organizations in 88 countries that stimulate trade and investment opportunities for commercial property developers, economic development agencies, and international businesses. Former Indiana Attorney General Greg Zoeller, who spearheaded the effort to launch WTC-Indy, saw a possible link between the needs of the organization and the need for foreign students to have experiential learning and pro bono opportunities. Zoeller had a unique vantage point from which to identify the opportunity to involve McKinney students since he teaches Constitutional Law for LL.M. students as an adjunct professor at McKinney. 2018-19
McKinney entered into a memorandum of understanding (MOU) with World Trade Center (WTC) Indianapolis. The agreement brings together higher education and business to provide McKinney students with opportunities to build legal skills in the area of international trade and commerce.

2019-20
Continue to work with the World Trade Center Indianapolis.

IUPUI; School of Education

International Partnership Development Fund
Priority #5, Action Item #4
2017-18
Tambra Jackson (tambjack@iupui.edu)

Two faculty members received the 2018 International Partnership Development fund: Pat Ragan and Jeremy Price. Ragan, professor of special education, recently received the 2018 International Partnership Development fund award to re-establish the collaborative partnership between the IUPUI School of Education and Moi University in Eldoret, Kenya. This renewed work is a response to an invitation by the new Moi University Dean and the emerging collaboration with faculty in math and science education.

IUPUI; School of Education

Partnership Building in Western Galilee College
Priority #5, Action Item #4
2017-18
Tambra Jackson (tambjack@iupui.edu)

Jeremy Price, assistant professor of technology education and urban education, traveled to Western Galilee College (WGC) in Israel to engage in partnership building in order to promote collaborative research opportunities. He will design and facilitate workshops on urban education and context-driven pedagogy.

IUPUI; School of Engineering & Technology

Large Research Summit with India at IUPUI
Priority #5, Action Item #4
2019-20
David Russomanno (drussoma@iupui.edu)

A large research summit is being organized at IUPUI in collaboration with Yerlo Institute of Technology, India, aimed at developing new research collaborations and increasing IUPUI visibility to attendees from India and other countries.

IUPUI; School of Engineering & Technology

3 1 1 Agreements
Priority #5, Action Item #4
2019-20
David Russomanno (drussoma@iupui.edu)

Explore development of 3+1+1 agreements leading to a BS degree from a “home” institution and an MS degree from E&T over 5 years.

IUPUI; School of Engineering & Technology

Egypt Germany France India
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)

E&T continued a strong international exchange program receiving students from home Ain Shams University and Mansoura University in Egypt, Heilbronn University in Germany, Polytech Marseille in France, and Symbiosis International University in India.

IUPUI; School of Engineering & Technology

Feeder Schools for the Facilities Management Degree
Priority #5, Action Item #4
2019-20
David Russomanno (drussoma@iupui.edu)

Look to establish relationships with international programs that would act as feeder schools for the Facilities Management degree program.

IUPUI; School of Engineering & Technology

Outstanding Long term Global Partner
Priority #5, Action Item #4
2015-16
David Russomanno (drussoma@iupui.edu)

The Duale Hochschule Baden-Württemberg (DHBW) Mannheim/Baden-Württemberg Cooperative State University in Mannheim, Germany was awarded IUPUI’s 2nd Annual Global Enhancement Award for being an outstanding long-term global partner with IUPUI and with the School of Engineering and Technology. This global partnership with DHBW has existed for 26 years due to the dedication of a number of faculty and staff from both universities. The DHBW deserved this award because they have sustained a joint student internship exchange program for 26 years with IUPUI and the School of Engineering and Technology; assisted with the development and enhancement of the GO GREEN study abroad program for 14 years; and on many occasions collaborated on journal and conference publications in the area of international teaching with faculty from the School of Engineering and Technology.

IUPUI; School of Engineering & Technology

Newcastle University UK
Priority #5, Action Item #4
2015-18
David Russomanno (drussoma@iupui.edu)

A visit from Newcastle University (U.K.) has prompted closer relations between the Sir Joseph Swan Center for Energy Research and the Richard G. Lugar Center for Renewable Energy. Plans are for a reciprocal visit funded by the Erasmus+ program to identify collaborative opportunities for sponsored research.

2017-18
The Lugar Center for Renewable Energy is collaborating with Newcastle University on joint US-UK application to the NSF and the UKRI on “Signals in the Soil”. A prior visit by the LCRE director to Newcastle in 2017 laid the foundation for this collaboration.

IUPUI; School of Engineering & Technology

Large Research Summit with India at IUPUI
Priority #5, Action Item #4
2019-20
David Russomanno (drussoma@iupui.edu)

A large research summit is being organized at IUPUI in collaboration with Yerlo Institute of Technology, India, aimed at developing new research collaborations and increasing IUPUI visibility to attendees from India and other countries.

IUPUI; School of Engineering & Technology

Newcastle University UK
Priority #5, Action Item #4
2015-18
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Information Technology) finalized an agreement for Diploma students at Universiti Teknikal Malaysia Melaka (UTeM) to matriculate to IUPUI and complete baccalaureate degrees in these programs.

2019-20
Continue to nurture relationships with Malaysia, including UNITEN, UTeM, and west coast community college systems to encourage and facilitate transfer of students to IUPUI.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PE/M combined) (2019 Health & Rehab Sciences/PE/M combined)

Australia Ctr for Complment and Integrative Med Research Priority #5, Action Item #4
2019-20
Rafael Bahamonde (rbhamon@iupui.edu)
Sustain the health sciences department’s international efforts with the Australia Center for Complementary and Integrative Medicine Research.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PE/M combined) (2019 Health & Rehab Sciences/PE/M combined)
Exercise Science and Newcastle Univ Priority #5, Action Item #4
2018-19
Rafael Bahamonde (rbhamon@iupui.edu)
Developed international partnership for exercise science with Newcastle University, UK.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PE/M combined) (2019 Health & Rehab Sciences/PE/M combined)

Partnership with Rwanda Priority #5, Action Item #4
2018-20
Rafael Bahamonde (rbhamon@iupui.edu)
2018-19
Formed deep academic partnership between Rwandan governmental and education officials and the tourism, event, and sport management (TESM) department. Specific activities addressed Rwandan tourism investment, curriculum and degree-program development, and creation of a center of excellence in health and sport-related academic programs for as many as 120 East African Universities.

2019-20
Focus efforts on Rwandan partnership by TESM faculty as well as study abroad and exchange development for students and faculty.

IUPUI; School of Health & Rehabiliitation Sciences
Patricia Scott Interim Collaborative
Priority #5, Action Item #4
2017-18
Rafael Bahamonde (rbhamon@iupui.edu)
The collaboration between Patricia Scott, interim chair and associate professor in the Department of Occupational Therapy, and universities in Norway, Sweden, Saudi Arabia, China, and Iceland, have moved forward both in publication of the work of the international collaborative and success in adding cross-culturally valid translations of the Role Checklist version 3 (RCV3).

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PE/M combined) (2019 Health & Rehab Sciences/PE/M combined)

Sweden Germany Australia Canada England Hong Kong Priority #5, Action Item #4
2019-20
Rafael Bahamonde (rbhamon@iupui.edu)
Continue to support international collaborations in health sciences with Sweden, Germany, Australia, Canada, England, and Hong Kong.

IUPUI; School of Liberal Arts
Collaborations in Finland Poland Italy China Priority #5, Action Item #4
2015-16
Rob Rebein (rrebein@iupui.edu)
Engaged in faculty collaborations internationally; just for a few examples, Dr. Paul Mullins works with colleagues in Finland, Dr. John Parrish-Sproul with colleagues in Poland, and Dr. Jeffrey Wilson with colleagues in Italy, all focused on research. In terms of students, Dr. Wan-ning Bao teaches a course in Kuala Lumpur during 2016. E&T received 10 rising sophomores in Malaysia, including MARA HQ, (UNITEN), and KKTM Ledang during 2016.

IUPUI; School of Physical Education & Tourism Management
Faculty and Students Travel to Thailand Priority #5, Action Item #4
2015-16
Rafael Bahamonde (rbhamon@iupui.edu)
Dr. Amanda Cecil (Chair and Associate Professor, TCEM) and two students travelled to Thailand to attend a conference and explore a partnership with the National Institute of Development Administration (NIDA) related to tourism.

IUPUI; School of Physical Education & Tourism Management
Potential Partnerships in Cuba Priority #5, Action Item #4
2015-16
Rafael Bahamonde (rbhamon@iupui.edu)
Dr. Rafael Bahamonde (Associate Dean and Professor, Kinesiology) and Dr. Amanda Cecil explored potential partnerships in Cuba.
244  Indiana University

Objective 1: A Commitment to Student Success Through an Engaged, Diverse, and Global Experience
One time.
IU B camp
John Simmons, johnsim@iu.edu, 855-6875
The sharing of information and best practices is a global pursuit for the IU School of Nursing in Bloomington. Here, Dr. Dinah Chelagat, Dean of the Mui University School of Nursing in Kenya, and Moi faculty member Dr. Brian Kyololo meet with IU School of Nursing Associate Dean Mary Lynn Davis-Ajami and members of her faculty and staff to discuss ways in which to grow the partnership between our two universities.

IU Jacobs School of Music
Chamber Orchestra in Seoul
POE5
March 16-21, 2015
JSOM
Linda Cujagas, lcajigas@indiana.edu, 812-855-3882
The Indiana University Jacobs School of Music launched its first Asian tour March 16-21, 2015, when the IU Chamber Orchestra traveled to Seoul, South Korea, for a series of four concerts. Professors Toria Fleizani and Stephen Wyczynski, both faculty members in the String Department, led the group of 36 students.
http://info.music.indiana.edu/releases/2015/03/jacobs-chamber-orchestra-korea.shtml

IU JSOM, The String Department
Collaboration with Beethoven Haus in Bonn, Germany
TOME # 4. Commitment to Student Success
TOME # 5. A Global University
YEAR HERE: 2015–Present
Bonn, Germany
Melissa Dickson, dickson9@indiana.edu
A relationship with Beethoven Haus in Bonn, Germany and IU JSOM has been under cultivation now for several years.
IU Jacobs School of Music sends a faculty member, and a student string quartet to Beethoven Haus, every year in March.

IU JSOM
International Partnerships
5
Ongoing
Owen Richards, grichar@indiana.edu
Two years ago, Jacobs began to focus its international efforts on what it considered the cultural centers of the world, but not at the exclusion of other locations. Berlin, London, Seoul, Shanghai, and Beijing are the initial centers. Emphasis was placed on developing relationships with preeminent artistic organizations as well as academic institutions. We also began to think beyond the semester timeframe, to shorter, easier to arrange experiences that would expand the view of our undergraduates.

IU School of Physical Education & Tourism Management
Scholarship to Expand Work in Slovenia
Priority #5, Action Item #4
2015-16
Rafael Bahamonde (rabhamon@iupui.edu)
English Professor Yoo-Yi Fu (TECM) received a European Region Action Scheme for the Mobility of University Students (EMASUS) Scholarship to expand international collaborations with the University of Primorska in Slovenia. EMASUS is a program that combines all of the EU’s current schemes for education, training, youth, and sport.

IU School of Social Work
Agreement with Univ of Port-Harcourt in Nigeria
Priority #5, Action Item #4
2017-18
Tamara Davis (tamsdavi@iu.edu)
The IUSSW entered into an agreement with the University of Port-Harcourt in Nigeria for curriculum development and research collaboration. Over 300 social work textbooks were collected and shipped to Nigeria in May 2018.

IU School of Social Work
Consultations in Kenya and Croatia
Priority #5, Action Item #4
2018-19
Tamara Davis (tamsdavi@iu.edu)
Faculty provided consultation with international universities in Kenya and Croatia on the development of BSW and/or MSW programs at those universities.

IU School of Social Work
Student Exchange Labor Studies and Buenos Aires
Priority #5, Action Item #4
2017-18
Tamara Davis (tamsdavi@iu.edu)
One of Labor Studies faculty has worked with a social work faculty member at the Universidad de Buenos Aires to have a student exchange program between the two programs. Two main challenges are the language barrier and financial support.

IU School of Social Work
Support.
Two main challenges are the language barrier and financial support.

IU School of Social Work
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IU School of Social Work
The sharing of information and best practices is a global pursuit for the IU School of Nursing in Bloomington. Here, Dr. Dinah Chelagat, Dean of the Moi University School of Nursing in Kenya, and Moi faculty member Dr. Brian Kyololo meet with IU School of Nursing Associate Dean Mary Lynn Davis-Ajami and members of her faculty and staff to discuss ways in which to grow the partnership between our two universities.

IU UITS
Internet Networking Collaborations
Priority #5, Action Item #4
2015-16
Stacy Morrone (amorrone@iu.edu)
With the recent award of three NSF International Network Research Connections to UITS, the access to international networking collaborations has never been stronger. The awards are in the areas of Network Operations, Advanced Data Collection, and creating a research-specific 100gb backbone to the Asia/Pacific region. These awards include use of Bepko student interns to help support these grants.

IU UITS
IU International Networks
Priority #5, Action Item #4
2018-19
Stacy Morrone (amorrone@iu.edu)
IU International Networks continues to expand partnerships worldwide
International Networks at Indiana University (IN@IU) and the China Education and Research Network (CERNET) have formalized their long-standing partnership by signing an agreement on continued collaboration. This signing continues IU’s International Networks efforts to expand partnerships around the world and formalizes a relationship that has been in existence since 2005. https://iunews.iu.edu/articles/2018/ IU%20International%20Networks%20continues%20to%20 expand%20partnerships%20worldwide.php
August. International Networks at Indiana University celebrates 20 years
In 1998, Indiana University launched an ambitious initiative to make Indiana a world leader in the management and operation of high-speed international research networks.

IU UITS
Pervasive Technology Institute
Priority #5, Action Item #4
2017-18
Stacy Morrone (amorrone@iu.edu)
The Pervasive Technology Institute manages collaborations (via formal memoranda of understanding) with the Technische Universitaet Dresden and RWTH Universitat Aachen. These have been particularly useful as PTI develops collaborations with central Indiana industrial concerns such as Rolls Royce via the Virtual Validation and Visualization Institute.

IU School of Nursing Bloomington
Dean from Kenya visits IUSON Bloomington to discover/discuss ongoing engagement between the two schools.
One-time: A Commitment to Student Success Through an Engaged, Diverse, and Global Experience
IU School of Nursing Bloomington
Collaboration with Beethoven Haus in Bonn, Germany
TOME # 4. Commitment to Student Success
TOME # 5. A Global University
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Jacobs School of Music

Korean Ensembles’ Visit

POE5
August 28, 2015

IU SOM

Linda Cajigas, cajigas@indiana.edu, 812-855-3882

Continuing a spirit of cultural exchange, four student ensembles from Soockmyung Women’s University in Seoul, South Korea, presented a chamber music recital on August 28, 2015, in Auer Hall at the Indiana University Jacobs School of Music.


Jacobs School of Music

NOTUS Invited to New Zealand

POE5
July 2015

IU SOM

Linda Cajigas, cajigas@indiana.edu, 812-855-3882

NOTUS, the Indiana University Contemporary Vocal Ensemble, from the Jacobs School of Music, has been selected to perform at the 12th World Symposium on Choral Music in Auckland, New Zealand, in July 2020. The World Symposium on Choral Music is the peak global event of the International Federation for Choral Music, its own “Olympics” and world congress rolled into one. Bringing together the leading choirs, conductors, composers, and administrators from around the globe for concerts, seminars, and workshops, the symposium has become a public showcase for the best the choral world has to offer.


IU Jacobs School of Music

Expansion of International Engagement Efforts

POE One: An Excellent Education

IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience

2015

The Office continued and expanded its international engagement efforts. A staff exchange program with the Graduate School of Peking University continued into its sixth year, with a one-month exchange of staff members. A summer undergraduate research experience, originally begun with Tsinghua University in 2006, was extended to two institutions in Seoul, Korea: Ewha Womans University and Sung Kyung Kwan University. Vice Provost Daleke also traveled with the IU2U team to Delhi and Seoul in June 2015 to meet with newly admitted students from these regions.

David Daleke, Vice Provost for Graduate Education and Health Sciences
daleke@iu.edu

SOE

School of Education works with Slovak institute to promote citizenship education

5
February 2019

Slovakia

Keith Barton, kcbarton@indiana.edu

Faculty from the School of Education and the Center for International Education, Development and Research (CIEDR) partnered with the Institute for Active Citizenship in Slovakia to offer a professional development workshop for Slovak teachers in citizenship education. Keith Barton, Professor of Curriculum and Instruction, and Arlene Benitez, Director of CIEDR, travelled to Slovakia last October to conduct the workshop.

For two weeks this summer, Dean Lemuel Watson and Professor Faridah Pawan were in Kunming and Beijing, China. In both locations, university administrators and colleagues organized large-scale meetings, small group discussions and one-to-one conversations to share research, express interests and propose multiple partnership possibilities.

Dean Watson and Pawan spent the most time in Kunming and its surrounding areas in Yunnan Province, home of 25 out of 56 Chinese Minority groups. Diversity, multilingualism and multiculturalism are thus central to the undertakings of schools and universities in the province. Yunnan University’s Research Institute of Higher Education, including Professors Dong Yan Chuan and Wu Mei, invited the two to share their research on minority issues and teacher education at Yunnan University at a conference entitled “New Trends in Ethnic Minority Education in a Globalized World.” As part of the Yunnan University-hosted experience, Watson and Pawan visited schools and villages in Weize and Nushe, near Shillin’s Stone Forest and home to the people of the Sani Minority group.

SOE

Kunming and Beijing, China

Lem Watson, watsonlw@indiana.edu

It's A Wonderful Life - The Jacobs School of Music joined Houston Grand Opera and San Francisco Opera as a co-commissioner and co-producer of this work based on Frank Capra’s iconic 1946 film of the same name. The opera received its world premiere at Houston Grand Opera in December.

Media School

Singapore Symposium on Public Screens

2.5
March 30 – April 1, 2018

Nanyang Technological University

Stephanie DeBoer, sdeboer@indiana.edu

Associate professor Stephanie DeBoer wants to start a conversation about public screens and their uses. In collaboration with Kristy H.A. Kang, Assistant Professor of the School of Art, Design, and Media at Nanyang Technological University and Anne Balsamo, Dean of the School of Arts, Technology & Emerging Communication at the University of Texas at Dallas, DeBoer has co-organized a three-day symposium in Singapore that will do just that.

Office of the Provost

Expanding International Partnerships

Principle of Excellence 4: The International Dimension of Excellence

Bicentennial Priority 5: Action Item 1: Establishing international partnership agreements in 32 priority countries

Bicentennial Objective 7: Action Item 1: Supporting schools in developing active global partnerships

2014—Present

M. A. Venkataramanan, Vice Provost for Finance and Strategy

venkatar@indiana.edu

The Office of the Provost continues to cultivate new partnerships and expand existing partnerships abroad. Some of the partnerships of focus during the strategic planning process included ones in the following countries:

India (FLAME University, O.P.Jindal Global University, Indian Institute of Management, Ambedkar University, with Kelley, Law, and the College)

France (IESEG and the Sorbonne, with SOAAD, Kelley, the College/Biology, and SICE)

Italy (University of Bologna, with Public Health, SOAAD, Media possibly Israel (Tel Aviv University, with the interdisciplinary Cybersecurity program))

Macedonia (South East European University (SEEU)), with Kelley)

South Korea (Sungkyunkwan University (SKKU), with Kelley & the College)

Australia (Australia National University (ANU), with Cybersecurity and Public Health)

Hong Kong (Hong-Kong University (HKU) and Hong-Kong Polytechnic University (HKPU), and Hong-Kong University of Science and Technology (HKUST))

Office of the Vice Provost for Graduate Education and Health Sciences

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David Daleke, Vice Provost for Graduate Education and Health Sciences
daleke@iu.edu

SOE

Exploring and strengthening collaboration and partnerships in Kunming and Beijing

5
2019—Ongoing

Kunming and Beijing, China

Lem Watson, watsonlw@indiana.edu
International alumni

IUPUI; Alumni Relations

Global Jags Match Reception
Priority #5, Action Item #4
2018-19
Andrea Simpson (andmsimp@iupui.edu)

The Alumni Office sponsored and hosted the Global Jags “match” reception providing an opportunity for participants to meet. The program matches international students with local alumni to provide a more welcoming and personalized experience through this program.

IUPUI; Alumni Relations

Match Internal Students with Alumni Mentors
Priority #5, Action Item #4
2016-17
Andrea Simpson (andmsimp@iupui.edu)

Encouraged connectivity and retention by matching 45 international students with 41 alumni mentors through the International HOST program, up from the 30 students hosted last year. The program provides a more welcoming and personalized experience for international students.

IUPUI; Alumni Relations

Staff Liaison to Assure Continuity of Service
Priority #5, Action Item #4
2018-19
Andrea Simpson (andmsimp@iupui.edu)

The Alumni Office has identified a staff liaison to work with both the Bloomington IUAA staff person and the IUPUI Office of International Affairs (OAR) to assure continuity of service to international alumni.

Kelley School of Business

Global Dean’s Council

BP Five: A Global University
2015—Present
Jeni Donlon, jadonlon@indiana.edu

Established a Global Dean’s Council of influential alumni overseas to advise Kelley on international issues, help recruit international students, provide internships and full-time jobs to graduates returning to their home countries, and present challenges for faculty research or student case studies. The group’s members, who meet annually along with the dean and other administrative leaders for the Kelley School, have become active advocates for Kelley in their respective countries.

RELATED INFORMATION:
33 members from 12 countries

Office of the Vice Provost for Undergraduate Education

Alumni Reunion, Wells Program

POE Four: The International Dimension of Excellence
IUB Bicentennial Objective 7: A Top-Tier Global Destination for Excellent Education and a Preferred Global Partner
IUBB07.3
2015
Planned and successfully carried out first Alumni Reunion in history of Wells Program. (59 current students, 22 faculty, 90 alumni). Additional https://wellsscholars.indiana.edu/about-the-program/alumni/index.html
Dennis Groth, Vice Provost for Undergraduate Education, dgroth@indiana.edu

IUPUI; IU Global Gateway Network

Priority #5, Action Item #4
2014-17
Increasing numbers of international students and award-winning programs at IUPUI continue to reinforce the university’s global connections. In 2016, more than 2,000 international students attended classes in Indianapolis, and nearly 500 students studied abroad, bringing new perspectives and outlooks to today’s challenges. Hundreds of IUPUI students are studying modern languages and cultures, and still more are focused on international business, economics, and global health care and policy.

Continued development of strategic international partnerships and comprehensive campus internationalization initiatives, such as prioritized engagement with the IU Global Gateway Network, reinforcing IUPUI’s nationally recognized model for promoting broad and deep collaborative teaching, research and engagement relationships, at home and abroad.

Global gateways

Arts and Humanities Council

The Global Arts and Humanities Festival: Mexico Remixed
Spring 2019

• Diversity in Students and Faculty (POE1: BP One (2); BO One (3); POE2: BO Five (1))
• Revenue-Producing Initiatives (POE10: IU Continuing Priorities 1(a-e) and POE10: IUB Continuing Priorities 1(a-f))
• Excellence in Advancement (PO Seven)
2018-2019
Edward Comentale: ecomenta@indiana.edu

Unlike previous global festivals, Mexico Remixed was less about affirming and celebrating strong connections between IU and its global partners than about establishing them and becoming a leader in the region’s connection with our neighbor to the south. The festival neatly overlapped with the opening of the Gateway Center in Mexico City, and the Council director had already established strong connections with our Mexico City alumni base as well as the regional Mexico Consulate Office and Mexico’s current Director of Cultural Affairs. Also, through his work for the Center for Rural engagement, the Council director is becoming familiar with the more than 70,000 people of Mexican descent and their vibrant communities around the state. The Council mobilized the arts and humanities as the foundation for the Mexican student and community experience at IU and helped the campus develop a strong base in this area.

IUBB07.3
• Increasing numbers of international students and award-winning programs at IUPUI continue to reinforce the university’s global connections. In 2016, more than 2,000 international students attended classes in Indianapolis, and nearly 500 students studied abroad, bringing new perspectives and outlooks to today’s challenges. Hundreds of IUPUI students are studying modern languages and cultures, and still more are focused on international business, economics, and global health care and policy.

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Indiana University

IUPUI; Herron School of Art + Design
Create programs through IU Gateways
Priority #5, Action Item #4
2019-20
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

IUPUI; IU School of Dentistry
Newly Opened IU ASEAN Gateway
Priority #5, Action Item #4
2018-19
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

IUPUI; IU School of Dentistry
Visiting Tehran Colleagues
Priority #5, Action Item #4
2019-20
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

IUPUI; Lilly Family School of Philanthropy
Host Workshop in New Delhi
Priority #5, Action Item #4
2017-20
Amir Pasic (ampasic@iupui.edu)

IUPUI; School of Engineering & Technology
IU Global Gateway Network
Priority #5, Action Item #4
2017-20
David Russomanno (drussoma@iupui.edu)

IUPUI; School of Engineering & Technology
Recruitment in New Delhi
Priority #5, Action Item #4
2017-20
David Russomanno (drussoma@iupui.edu)

IU Global Gateway Network
Principle of Excellence 1, Objective 4: A Commitment to Graduate Student Success

Office of the Vice President for International Affairs
Global Gateway Network
Principle of Excellence 1, Objective 7: A Top-Tier Global Destination for Excellent Education and a Preferred Global Partner
2014-2020
Beijing and New Delhi (f. 2014), Berlin (f. 2015), Mexico City (f. 2018), Bangkok (f. 2019), Cape Town (coming 2020)

IU Global Gateway Network is to be a visible presence for Indiana University in strategically important countries, and to provide all members of the IU community with a link to resources, partners, and opportunities in support of their priorities in those countries.

Workshops, mini-conferences, receptions; to use as a base for study abroad programs or personal research
Resident staff to share advice and connections, and to provide logistical support
On-campus expertise and contacts to help develop and support research, curricular programs, and other initiatives
Currently there are 134 partnership agreements with IUB units. Six IUB faculty received PIRA awards in the first two years of this program.

Office of the Provost
Jumpstarting the India Global Gateways
Principle of Excellence 4: The International Dimension of Excellence

Bicentennial Priority 5: Action Item 3: Establishing global gateways
Bicentennial Objective 7: A top-tier global destination for excellent education and a preferred global partner
2014 Launch
M. A. Venkataramanan, Vice Provost for Finance and Strategy

Mohammad Jafar Alavi, Islamic Studies, a study to provide a basis for recommendations for policy-makers, educators, and local, regional and national agencies that make decisions about accepting and integrating refugees from Syria.

EUU's first Global Gateway was launched in India in 2014. By working through the design of the India Gateway facility, its staffing, and the governance structures that would guide its future, the India Gateway helped to jumpstart IU's other Gateways in China, Berlin, Mexico, and the ASEAN countries.

https://global.iu.edu/presence/gateways/index.html

Office of the Vice President for International Affairs
Global Gateway Network
Principle of Excellence 1, Objective 4: A Commitment to Graduate Student Success

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Year 1 Highlight:
• Kan Shao, School of Public Health-Bloomington, a case study of inorganic arsenic in rice (China)
• Faridah Pawan, School of Education, English language education and teacher preparation among Chinese minority populations (China)
• Alvin Rosenfeld, Jewish Studies, a study to provide a basis for recommendations for policy-makers, educators, and local, regional and national agencies that make decisions about accepting and integrating refugees from Syria.

(Europe)
Study abroad

IUPUI; Center for Teaching & Learning
Global Learning at the Course Level
Priority #5, Action Item #4
2015-16
Terri Tarr (tatarr@iupui.edu)
CTL partnered with the IUPUI Office of International Affairs to offer the workshop Global Learning at the Course Level which was designed to equip faculty to incorporate into their courses global issues relevant to their disciplinary context.

IUPUI; Division of Diversity Equity and Inclusion
Accommodations for Students
Priority #5, Action Item #4
2017-18
Karen Dace (kdace@iupui.edu)
Adaptive Educational Services continues collaborating with Office of International Affairs to ensure students travelling abroad have the accommodations required to more fully participate and take advantage of the opportunity

IUPUI; Division of Diversity Equity and Inclusion
DEI Attribute for Study Abroad Taxonomy
Priority #5, Action Item #4
2018-19
Karen Dace (kdace@iupui.edu)
The Multicultural Center plans to develop a Mexico study abroad program with a focus on identity and culture.

IUPUI; Division of Diversity Equity and Inclusion
Developed Accessibility Checklist
Priority #5, Action Item #4
2018-19
Karen Dace (kdace@iupui.edu)
Adaptive Educational Services consulted with IUPUI’s Study Abroad program developing and implementing an accessibility checklist for Study Abroad programs.

IUPUI; Division of Diversity Equity and Inclusion
Journey through Ghana
Priority #5, Action Item #4
2018-20
Karen Dace (kdace@iupui.edu)
In partnership with DEAP, the Multicultural Center took 12 students of color on the Sankofa: A cultural journey through Ghana study abroad program. The program participant's racial/ethnic identities (Black & Latin@) are often underserved populations in study abroad programs and through the development of this program, we are able to increase participation of these demographics.

IUPUI; Division of Diversity Equity and Inclusion
Mexico Study Abroad Program
Priority #5, Action Item #4
2019-20
Karen Dace (kdace@iupui.edu)
The Multicultural Center plans to develop a Mexico study abroad program with a focus on identity and culture.

IUPUI; Division of Diversity Equity and Inclusion
Study Abroad for All
Priority #5, Action Item #4
2018-19
Karen Dace (kdace@iupui.edu)
Continue to lead the Ghana Study Abroad program

IUPUI; Division of Diversity Equity and Inclusion
Study Abroad for All
Priority #5, Action Item #4
2019-20
Karen Dace (kdace@iupui.edu)
Continued partnership with Study Abroad, develop and implement study abroad program with a focus on identity and culture.

IUPUI; Division of Diversity Equity and Inclusion
Support and Engage Marginalized Populations
Priority #5, Action Item #4
2019-20
Karen Dace (kdace@iupui.edu)
Co-chair of Study Abroad for All working group for LGBTQ+ Support and Engage Marginalized Populations

IUPUI; Division of Diversity Equity and Inclusion
Workshop Sessions around Diverse Identities
Priority #5, Action Item #4
2020-21
Karen Dace (kdace@iupui.edu)
The Multicultural Center in partnership with IUPUI Study Abroad developed and facilitated workshop sessions around diverse identities to educate and empower program leaders in their efforts to diversify and enhance inclusivity in their study abroad programs.

IUPUI; Division of Enrollment Management
International Ambassador Award
Priority #5, Action Item #4
2015-16
Boyd Bradshaw (bobradsh@iupui.edu)
International Ambassador Award

IUPUI; Division of Student Affairs
Protocol for Mental Health Crises Abroad
Priority #5, Action Item #4
2017-19
Eric Weldy (eweldy@iupui.edu)
Counseling and Psychological Services is in ongoing collaboration with Study Abroad to develop protocol for handling mental health crises abroad, train faculty to identify and address student mental health concerns, and develop preparation materials for students planning to study abroad.
IUPUI; Division of Undergraduate Education/University College

Honors Students Use Study Abroad Stipend
Priority #5, Action Item #4
2017-18
Jay Gladden (jamglad@iupui.edu)

The number of honors students using the $2,500 study abroad stipend grew to 134 students from 81 students two years ago.

IUPUI; Division of Undergraduate Education/University College

Inaugural Study Abroad Program in Ghana
Priority #5, Action Item #4
2015-16
Jay Gladden (jamglad@iupui.edu)

Diversity Enrichment and Achievement Program collaborated with the Multicultural Center to develop an inaugural study abroad program in Ghana. In May 2018, 12 students participated in the study abroad experience with support from other units across campus.

IUPUI; Division of Undergraduate Education/University College

Upward Bound Students to Puerto Rico
Priority #5, Action Item #4
2015-16
Jay Gladden (jamglad@iupui.edu)

There were 21 Upward Bound students who traveled to Puerto Rico for a cultural immersion experience. In order to qualify for the trip, the students successfully completed the 2015 Summer Academy, attended a series of workshops about Puerto Rico, and wrote an essay.

IUPUI; Faculty Appointments and Advancement

Development of Faculty Talent
Priority #5, Action Item #4
2015-16
Kathy Johnson (kjohnso@iupui.edu)

The mission of the Office of Academic Affairs is to create and support an environment that advances our institutional mission of achieving international distinction in education, scholarship, and public service. The office provides leadership for continuous improvement in academic programs; faculty development and, ultimately, student success. Much of the work of the office serves to support the development of faculty talent and academic advancement through the promotion and tenure process. OAA is dedicated to attracting a high quality and diverse faculty and to retaining those faculty once they are hired. To that end, we are working with University Research and Decision Support to systematically track faculty to better understand the arc of their careers and identify opportunities to intervene to support retention. Very early data on retention of faculty over time can be seen here: https://tableau.bi.iu.edu/t/prd/views/

IUPUI; Graduate Office

Financial Support and mentoring
Priority #5, Action Item #4
2015-16
Janice Bhum (jblum@iupui.edu)

Provided financial support and mentoring for graduate study abroad.

IUPUI; Graduate Office

GRADGrants
Priority #5, Action Item #4
2015-16
Janice Bhum (jblum@iupui.edu)

GRADGrants provides advice and guidance to graduate and professional students looking for fellowships to study abroad.

IUPUI; Graduate Office

Research Conferences Abroad
Priority #5, Action Item #4
2017-19
Janice Bhum (jblum@iupui.edu)

The Graduate Office provides financial support for graduate students to attend research conferences and meetings abroad.

IUPUI; Graduate Office Staff and STEM Programming
Priority #5, Action Item #4
2015-16
Janice Bhum (jblum@iupui.edu)

Provided staff and STEM educational programming during a travel abroad experience in Sweden for three diverse graduate students. These students participated in teaching and cultural immersion with undergraduate students from Iowa State.

IUPUI; Herron School of Art + Design

Alum and Donors Travel to Italy
Priority #5, Action Item #4
2019-20
Nan Goggin (ngoggin@iu.edu)

Faculty emeritus, Ian Fraser, is leading an international experience to Italy in the summer of 2020. Alumni, donors and others will be invited.

IUPUI; Herron School of Art + Design

Asian Art History and Contemp Arts of East Asia
Priority #5, Action Item #4
2019-20
Nan Goggin (ngoggin@iu.edu)

Classes scheduled for Fall 2019 include a lecture course on Asian Art History and a seminar on Contemporary Arts of East Asia.

IUPUI; Herron School of Art + Design

Courses in London and Central Europe
Priority #5, Action Item #4
2017-18
Nan Goggin (ngoggin@iu.edu)

Offered two Study Abroad credit-bearing courses in 2018 (London and Central Europe).

IUPUI; Herron School of Art + Design

New Courses in Global Art History
Priority #5, Action Item #4
2018-19
Nan Goggin (ngoggin@iu.edu)

Uraičhinige Tslulü, the incoming Edgar and Dorothy Fehnel Endowed Faculty Chair of International Studies, will establish new course offerings in global Art History, and international exchange programs in order to broaden our international studies program.

IUPUI; Herron School of Art + Design

Promote Matching Dollars
Priority #5, Action Item #4
2019-20
Nan Goggin (ngoggin@iu.edu)

Promoting the matching dollars available from the President's Office for International Study scholarships will remain a priority.

IUPUI; Herron School of Art + Design

Student Will Study in Florence
Priority #5, Action Item #4
2017-19
Nan Goggin (ngoggin@iu.edu)

Italy: Gabriel Akre (Student) was accepted to study at SACI in Florence in Fall 2018 semester and will receive $1600 in support from the Julia Z. Wickes Award for International Travel.

IUPUI; Herron School of Art + Design

Endowed Faculty Chair
Priority #5, Action Item #4
2017-18
Nan Goggin (ngoggin@iu.edu)

Raised the funds to secure an endowed Faculty Chair in International Studies and conducted a successful global search for the candidate.

IUPUI; Herron School of Art + Design

Inaugural Study Abroad Program in Ghana
Priority #5, Action Item #4
2015-16
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IUPUI; Herron School of Art + Design

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Establishing Global Learning Outcomes

- Established the Curriculum Internationalization Advisory Committee which: provided input on inclusion of global learning outcomes in the new IUPUI PLUS+; and undertook review and initial revision of IUPUI’s International Learning Goals.
- Developed criteria to establish local global learning opportunities. The criteria focused on internships and service learning placements that deepen understanding of other countries, cultures, or global issues through,*Working with colleagues or team members from other cultures (within or outside of the US); *Working with clients, patients, students, or other third parties from other cultures (within or outside of the US).  

2019-20
Finalize the IUPUI Global Learning Outcomes drafted by the Curriculum Internationalization Advisory Committee and seek endorsement of the Faculty Council.

IUPUI; International Affairs
Ethics of Internet Service Projects
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)

Led campus-wide discussion on the ethics of international service projects in conjunction with the Center for Service and Learning. As a result of this work, consideration of ethical criteria in the evaluation of international service projects is being institutionalized by IU in the approval and annual reauthorization process for international programs. Organized two international delegations led by the Chancellor, Mexico (January 2018) and Saudi Arabia (March 2018).

IUPUI; International Affairs
Paul H. O’Neill School of Public and Environmental Affairs
Fall Study Abroad Day
Priority #5, Action Item #4
2018-20
Hilary Kahn (hkahn@iu.edu)
Thomas Stucky (stucky@iupui.edu)

Establish Global Learning Outcomes
IUPUI Honors Scholars are encouraged to explore their world through meaningful study abroad experiences as well as connecting with the diverse multicultural communities of Indianapolis through service and civic engagement. In 2015-2016, 124 Honors Scholars participated in study-abroad experiences in their major or through the two service learning based international programs in the Honors College (Healthcare in Swaziland and Honors Service Learning in Costa Rica). Representing over 35 percent of the IUPUI students who study abroad, IUPUI Honors Scholars truly experience a world class education.

IUPUI; International Affairs
Developed Essential Abilities in Study Abroad Checklist
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)

Developed an Essential Abilities in Study Abroad checklist to support inclusion in study abroad programming; implemented the Study Abroad Planning scholarship; and contributed to the successful Welcoming Campus Grant proposal IUPUI, The Next Fifty Years: Promoting Equity Mindedness through Curricular Transformation and Faculty Development.

IUPUI; International Affairs
Diplomacy Lab
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)

Increased participation in the Diplomacy Lab during Spring 2018 by meeting the bid submission maximum (four), including a first-ever interdisciplinary bid from Law and Science, as well as submitting one alternate. Law and Engineering and Technology represent new participating schools in the Lab.

IUPUI; International Affairs
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IUPUI; International Affairs
Paul H. O’Neill School of Public and Environmental Affairs
Fall Study Abroad Day
Priority #5, Action Item #4
2018-20
Hilary Kahn (hkahn@iu.edu)
Thomas Stucky (stucky@iupui.edu)
Study abroad was found to have a significant effect on GPA for launching the Outreach Ambassador Program, which engaged First-time students who studied abroad were significantly more demonstrating how study abroad can be integrated into degree.

IUPUI; International Affairs

Internat Priorities Next Five Years
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)
OIA leadership collaborated with all IUPUI school Deans to develop “International Vision Statements” which outline school-based international goals and priorities. These statements address each school’s most important international priorities over the next five years and reflect global learning as a priority for the campus and for each school.

Study abroad, a high impact practice, continued to increase and reached record levels of participation among IUPUI students:
• More than 8% of 2016 graduating students had studied abroad during their time at IUPUI.
• A record number of 443 students studied abroad while earning academic credit (degree seeking students who are US Citizens or Permanent Residents), an increase of 44% over 10 years.
• A total of 569 study abroad participants were facilitated by the Study Abroad Office, including 83 IUPUI students on non-credit programs, 16 international students, 20 external students on IUPUI programs, and 7 community participants.
• A record number of 59 of the Top 100 IUPUI students had studied abroad during their time at IUPUI.
• Twenty new IUPUI study abroad programs were approved and ran during 2015-16. The vast majority of IUPUI students (81%) go abroad on IUPUI programs. Sarah Evans, an IUPUI alumni (’16), was awarded a distinguished Fulbright English Teaching Assistantship program in Germany for 2016-17. Sarah double majored in English (linguistics) and German with a minor in Global and International Studies.
• With 443 students studying abroad for academic credit, strong progress was made toward IUPUI’s commitment to Generation Study Abroad, an initiative of the Institute for International Education. Through Generation Study Abroad, IUPUI has committed to increase study abroad participation by 25% from 2013-2019.

IUPUI; International Affairs

Funded Two GE Study Abroad Grants
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)
Funded two IUPUI General Education Study Abroad Program Development Grants to support new study abroad programs linked to general education course options–Robert Horvath – HER-E 101 Beginning Drawing –Cambodia and Thailand–Stephanie Serriere – EDU-E 201 – Multicultural Education and Global Awareness – Italy

IUPUI; International Affairs

Health Related Study Abroad
Priority #5, Action Item #4
2016-17
Hilary Kahn (hkahn@iu.edu)
IU’s leadership in inter-professional education and collaborative practice has been enhanced through the successful expansion of health-related study abroad programs. For example, the “Swaziland: Multidisciplinary Health Studies” three-week study abroad program brings together the Honors College and the Schools of Public Health and Nursing. Partners in this initiative are the University of Swaziland, the U.S. Peace Corps, and a U.S. based NGO, SOHO. In 2016-17, 13 students participated in this program.

IUPUI; International Affairs

Increase Number of Honors Students
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)
In collaboration with the IUPUI Honors College, develop an Action Plan to increase the number of Honors Students who travel abroad by 20%.

IUPUI; International Affairs

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2015-16
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• With 443 students studying abroad for academic credit, strong progress was made toward IUPUI’s commitment to Generation Study Abroad, an initiative of the Institute for International Education. Through Generation Study Abroad, IUPUI has committed to increase study abroad participation by 25% from 2013-2019.

A White Paper on expanding and enhancing study abroad at IUPUI was completed with broad input from the IUPUI campus and leadership from the Study Abroad Advisory Committee. The paper identifies strategies to further develop study abroad on campus. Additional resources have been granted to the IUPUI Study Abroad Office to move these ideas forward.

IUPUI; International Affairs

Percentage of Students Studying Abroad
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)
9% of IUPUI’s 2018-2019 graduating students studied abroad while earning their degree.
51% of IUPUI’s 2019 Top 100 students studied abroad.

IUPUI; International Affairs

Pilot Planning Scholarship
Priority #5, Action Item #4
2016-17
Hilary Kahn (hkahn@iu.edu)
Developed a Pilot Planning Scholarship program to make study abroad more accessible to all student populations through engaging first-generation students early in their college careers to commit to studying abroad. The first three awardees, each receiving an award of $1,333, will have three years to use the funds for an international experience; during this time, each will be stewarded through planning, financial decisions and program selection by the Study Abroad Office.

Findings from an Institutional Research and Decision Support Study Abroad Draft Update, 2015-16, confirm positive results of study abroad on GPA and graduation rates:
• Study abroad was found to have a significant effect on GPA for launching the Outreach Ambassador Program, which engaged First-time students who studied abroad were significantly more demonstrating how study abroad can be integrated into degree.

IUPUI; International Affairs

Record Numbers
Priority #5, Action Item #4
2015-19
Hilary Kahn (hkahn@iu.edu)
A record number of IUPUI students studied abroad and curriculum internationalization work continued to expand.

Record levels of IUPUI students have participated in study abroad, a high impact practice: 531 Students studied abroad in 15-16, a 20% increase from 14-15, exceeding the IUPUI IE Generation Study Abroad goal to increase participation by 25% . This goal was achieved four years ahead of the targeted timeframe. Other evidence of progress includes the following:
• In addition to the 531 participants meeting the nationally recognized definition of study abroad, the Study Abroad Office facilitated 148 IUPUI students on non-credit programs, 24 international students, 10 external students on IUPUI programs, and 43 community participants, for a total of 756 international program participants.
• 9.5% of 2017 graduating students studied abroad during their time at IUPUI. Forty-nine of the Top 100 IUPUI students in 2017 had an international experience during their time at IUPUI.
• Twelve new IUPUI study abroad programs were approved during 2016-17, increasing the total number of active IUPUI programs to approximately 89. The vast majority of IUPUI students (81%) go abroad on IUPUI programs.
• Findings from an Institutional Research and Decision Support Study Abroad Draft Update, 2015-16, confirm positive results of study abroad on GPA and graduation rates:

IUPUI; International Affairs

Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)
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A record number of IUPUI students studied abroad and curriculum internationalization work continued to expand.

Record levels of IUPUI students have participated in study abroad, a high impact practice: 531 Students studied abroad in 15-16, a 20% increase from 14-15, exceeding the IUPUI IE Generation Study Abroad goal to increase participation by 25% . This goal was achieved four years ahead of the targeted timeframe. Other evidence of progress includes the following:
• In addition to the 531 participants meeting the nationally recognized definition of study abroad, the Study Abroad Office facilitated 148 IUPUI students on non-credit programs, 24 international students, 10 external students on IUPUI programs, and 43 community participants, for a total of 756 international program participants.
• 9.5% of 2017 graduating students studied abroad during their time at IUPUI. Forty-nine of the Top 100 IUPUI students in 2017 had an international experience during their time at IUPUI.
• Twelve new IUPUI study abroad programs were approved during 2016-17, increasing the total number of active IUPUI programs to approximately 89. The vast majority of IUPUI students (81%) go abroad on IUPUI programs.
• Findings from an Institutional Research and Decision Support Study Abroad Draft Update, 2015-16, confirm positive results of study abroad on GPA and graduation rates:

IUPUI; International Affairs

Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)
6-Finding from an Institutional Research and Decision Support Study Abroad Draft Update, 2015-16, confirm positive results of study abroad on GPA and graduation rates:
• Study abroad was found to have a significant effect on GPA for launching the Outreach Ambassador Program, which engaged First-time students who studied abroad were significantly more demonstrating how study abroad can be integrated into degree.

IUPUI; International Affairs

Record Numbers
Priority #5, Action Item #4
2015-19
Hilary Kahn (hkahn@iu.edu)
A record number of IUPUI students studied abroad and curriculum internationalization work continued to expand.
591 students IUPUI degree seeking students/US Citizens or Permanent Residents earning credit
57 students on non-credit international programs
26 international IUPUI students studying abroad (in countries other than their home country).
Top 100 recognition: 55 of the Top 100 IUPUI students in 2018 had an international experience. Continued implementation of key recommendations from the 2016 White Paper on Study Abroad. *In the past year, milestones for considering study abroad were designated in the degree maps for Spanish, French, German, and Global & International Studies (for a total of 4 majors).
7 General Education Courses can now be earned through international-student-recognized—for-academic-success/

IUPUI; International Affairs

Shreve Study Abroad Scholarship
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)

Launched the Shreve Study Abroad Scholarship, the first endowed campus-level scholarship for study abroad in IUPUI history. This scholarship provides the opportunity for students with financial need to study abroad. The first two recipients will participate in IUPUI study abroad programs in Japan and the United Kingdom during the 2019-2020 academic year.

IUPUI; International Affairs

Study Abroad White Paper
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)

A Study Abroad White Paper Implementation Task Force was formed to implement recommendations and strategies to enhance study abroad. Members attended the Generation Study Abroad Summit held in Washington D.C. in October 2015.

IUPUI; IUPUC

Funding for International Experiences
Priority #5, Action Item #4
2019-20
Reinhold Hill (reihill@iupuc.edu)

Funding for International Experiences –IUPUC will continue to raise funds in support of international travel and will support the project described above: Study Abroad Focus on Reggio Emilia and Montessori Educational Philosophies –The IUPUC Division of Education received approval to offer a study abroad opportunity in Italy. In addition, the Women’s Philanthropy Leadership Council at IU awarded a grant to the faculty leader for its educational and inspirational value. The experience will enhance understanding of global perspectives required to prepare undergraduates who anticipate Elementary education careers in IUPUC’s region. (Division of Education)
https://www.iupuc.edu/education/index.htmlhttps://iu.box.com/s/h9aukeut7mh7h9ar1qypox9m7qbjgtd

IUPUI; IUPUC

IUPUC Student from Burundi
Priority #5, Action Item #4
2016-17
Reinhold Hill (reihill@iupuc.edu)

International Student Recognized and Awarded -As a student, from the small country of Burundi in East Africa, Chris Nigarura chose IUPUC to study engineering. Chris received the Faurecia Outstanding Student in Mechanical Engineering Award at IUPUC for time-period during the 2016-17 academic year. Faurecia is a large regional employer and a global automotive equipment manufacturer. (Mechanical Engineering)

IUPUI; IUPUC

IUPUC Student in Belize
Priority #5, Action Item #4
2016-17
Reinhold Hill (reihill@iupuc.edu)

Biologist Student Research in Central America - David Codd, a biology student at IUPUC spent his summer months in the Central American country of Belize to participate in an insect diversity expedition. There he joined students, faculty, and other researchers from Sonoma State University and the University of California Davis in fieldwork designed to collect and discover a wide variety of insects and other arthropods from various locations in Belize. (Science)
http://www.therepublic.com/2016/10/10/insect_investigation/

IUPUI; IUPUC

New Course in International Relations
Priority #5, Action Item #4
2015-16
Reinhold Hill (reihill@iupuc.edu)

One new course in International Relations was developed and accepted as a General Education, Cultural Understanding alternate. It will be taught the first time in Fall 2016.

IUPUI; IU School of Dentistry

England Study Abroad Elective
Priority #5, Action Item #4
2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

New Course in International Relations –IUPUC will continue to raise funds in support of international travel and will support the project described above: Study Abroad Focus on Reggio Emilia and Montessori Educational Philosophies –The IUPUC Division of Education received approval to offer a study abroad opportunity in Italy. In addition, the Women’s Philanthropy Leadership Council at IU awarded a grant to the faculty leader for its educational and inspirational value. The experience will enhance understanding of global perspectives required to prepare undergraduates who anticipate Elementary education careers in IUPUC’s region. (Division of Education)
https://www.iupuc.edu/education/index.htmlhttps://iu.box.com/s/h9aukeut7mh7h9ar1qypox9m7qbjgtd

IUPUI; IUPUC

IUPUC Student from Burundi
Priority #5, Action Item #4
2016-17
Reinhold Hill (reihill@iupuc.edu)

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IUPUI; IU School of Dentistry

Global Community Engaged Dental Programs
Priority #5, Action Item #4
2018-19
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

During the months of March, May, and June, IUSD GSL enabled 54 dental students to participate in Global Community Engaged Dental Programs in Brazil, Ecuador, Guatemala, Mexico, and the Rosebud Indian Reservation in South Dakota. Faculty mentors are Drs. Aqüre, Carlson, Capin, Oldham, Soto, Sovanich, Steele, and West.

IUPUI; IU School of Dentistry

Increase Cultural Experiences
Priority #5, Action Item #4
2019-20
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

Additional opportunities are being explored to increase cultural experience opportunities, IPE interactions, and program affordability.
• Current DDS participation in global service learning experiences is 54% with an institutional goal of 100%.
• Additional student exchange opportunities are being discussed with schools in Thailand, Mexico, Saudi Arabia, and Haiti.
• An additional “Global” experience inside the US is being planned to offer cultural interaction to those encumbered by international travel and increased financial cost.
• Collaborations with other dental schools are in progress to align global health service goals and develop shared programming opportunities.

IUPUI; IU School of Dentistry

International Service Learning
Priority #5, Action Item #4
2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

International Service Learning: Each year, IUSD enables 54 dental students to participate in Global Community Engaged Dental Programs in Brazil, Ecuador, Guatemala, Haiti, Kenya, Mexico, and the Rosebud Indian Reservation.

IUPUI; IU School of Dentistry

Global Community Engaged Dental Programs
Priority #5, Action Item #4
2018-19
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

During the months of March, May, and June, IUSD GSL enabled 54 dental students to participate in Global Community Engaged Dental Programs in Brazil, Ecuador, Guatemala, Mexico, and the Rosebud Indian Reservation in South Dakota. Faculty mentors are Drs. Aqüre, Carlson, Capin, Oldham, Soto, Sovanich, Steele, and West.
IUPUI; IU School of Dentistry
IUSD Global Community Engaged Dental Programs
Priority #5, Action Item #4
2017-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
IUSD Global Community-Engaged Dental Programs was one of two recipients of the American Dental Association Foundation Zwemer Award. Valued at $5,000, the award recognizes excellence in dental school student-driven outreach programs that provide care in underserved communities outside of the United States. The funds will be used for supplies and support travel.

-Yearly, during the spring break in March and during the months of May and June 2018, students participate in one-to-three-week IUSD Global Community-Engaged Dental Programs in Brazil, Ecuador, Guatemala, Haiti, Kenya, Mexico, and the Rosebud Indian Reservation in South Dakota. IUSD continues to have significant student participation in global service learning. In the DDS Class of 2018, 41 out of 107 students participated at least once in their four years at IUSD.

In 2017-18, the ninety (90) participants below represented:
- Faculty: 9
- Students:
  - DDS 2018: 9
  - DDS 2019: 50
  - DDS 2020: 15
  - DDS 2021: 4
  - DH 2018: 1
  - DH 2019: 2

IUPUI; IU School of Dentistry
Study Abroad Elective Opportunities
Priority #5, Action Item #4
2017-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
The IUSD Study Abroad Elective opportunities expanded to a second location.
- In May 2018, eight-third-year dental students traveled to Vitoria, Brazil, for an educational experience at FAESA Centro Universitario.
- Since 2016, 10 first-year dental students have traveled annually to Newcastle University in Newcastle, England for 10 days in May.
- The first group of students from Newcastle University came to IUSD in July 2017.

IUPUI; IU School of Dentistry
New Clinical Faculty Member
Priority #5, Action Item #4
2018-19
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Of considerable significance was the appointment of a new clinical faculty member with 0.2FTE responsibility to oversee the various and many student-focused global service learning (GSL) programs. The data show that pro-rata, in 2017-18, IUSD fielded more students in overseas activities than any other school on campus. (GOAL 10)
- Through collaborative interactions with IUPUI School of Global and Public Health, IUSD GSL is looking to advance community sustainability and develop outcome goals and statistics for program enhancement.
- Current DDS participation in global service learning experiences is around 54% with an institutional goal of 100%.

IUPUI; IU School of Dentistry
Faculty led Programs in Spain
Priority #5, Action Item #4
2017-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
In 2017-18, eight-third-year dental students traveled to Pamplona, Spain gaining an intensive historical, sociopolitical and cultural perspective on health and health care delivery.

IUPUI; IU School of Informatics and Computing
Career Opportunities with INFOSYS in India
Priority #5, Action Item #4
2018-19
Mathew Palakal (mpalakal@iupui.edu)
The SoIC has been working to build career opportunities for graduates with INFOSYS, one of the world’s largest IT companies, based in Bangalore, India. While also building a campus in Indianapolis, INFOSYS hired 5 SoIC grad and undergraduate interns to travel to the company’s home campus in Bangalore to work and learn during the summer of 2019. The company wants to bring more SoIC interns to Bangalore as this relationship continues to grow.

IUPUI; IU School of Informatics and Computing
Service Learning in Paros Greece
Priority #5, Action Item #4
2017-18
Mathew Palakal (mpalakal@iupui.edu)
Now in its fourth year, the Media Arts and Science program has sponsored a study abroad service learning program to Paros,Greece.

IUPUI; IU School of Nursing
Curricular Internationalization
Priority #5, Action Item #4
2015-16
Robin Newhouse (newhouse@iu.edu)
Curricular Internationalization:-Internationalizing the Curriculum is a strategic goal of the Office of Global Affairs (OGA). Judy Young received two awards (May Diversity Award and Curriculum Enhancement Grant) to develop learning experiences in the undergraduate curriculum to develop students’ leadership capacities in working with refugee populations. Evaluation of the learning experience will use nationally developed standards.

IUPUI; IU School of Nursing
Eight Undergrads Travel to Spain
Priority #5, Action Item #4
2018-20
Robin Newhouse(newhouse@iu.edu)

2018-19
Spain: Eight undergraduate students from IUPUI traveled to Spain for a one-week experience in May, 2018. Nine students were recruited for this study abroad experience for summer, 2019.

2019-20
Student experiences: Continue to offer the Spain study abroad experience each summer. Use evaluation data to make decisions about the experience. Continue to increase student awareness of IUPUI study abroad opportunities scheduled during breaks (spring break, summer, etc.).

IUPUI; IU School of Nursing
Eleven Student Study Abroad
Priority #5, Action Item #4
2017-18
Robin Newhouse (newhouse@iu.edu)
In 2017-2018, 11 IUPUI students participated in study abroad programs and received a total of $5,200 in funding to support these activities.

IUPUI; IU School of Nursing
Faculty Engaged in 55 International Activities
Priority #5, Action Item #4
2017-18
Robin Newhouse (newhouse@iu.edu)
IUSON faculty engaged in 55 international activities including providing presentations at international venues, service and study abroad activities, receiving awards and honors, providing consultation, and participating in professional development opportunities.

IUPUI; IU School of Nursing
Faculty led Programs in Spain
Priority #5, Action Item #4
2017-18
Robin Newhouse(newhouse@iu.edu)
IUSON faculty engaged in 55 international activities including providing presentations at international venues, service and study abroad activities, receiving awards and honors, providing consultation, and participating in professional development opportunities.
IUPUI; IU School of Nursing
Graduates from Univ of Liberia
Priority #5, Action Item #4
2017-18
Robin Newhouse (newhouse@iu.edu)
In December 2017, the first class of RN-BSN and RN-BSM students graduated from the University of Liberia (UL). John F. Kennedy Medical Center, completing a seven-year initiative of the IUSON to launch baccalaureate-level nursing education at UL.

IUPUI; IU School of Nursing
Increase Global Health Concepts Taught
Priority #5, Action Item #4
2018-19
Robin Newhouse (newhouse@iu.edu)
Curriculum: The undergraduate courses NURS-B 444 and NURS-B445 were revised and increased from two to three credit hours to deepen and increase global health concepts taught. These three credit courses will be taught for the first time in summer 2019 (B445) and fall 2019 (B444). This course will not be offered at IUPUI until 2021.

IUPUI; IU School of Nursing
Study Abroad in UK and Greece
IUPUI; IU School of Nursing
Study Abroad Program
Priority #5, Action Item #4
2015-16
IUPUI Faculty-led Study Abroad Programs:
• UK: Health Systems Around the World 1 student ($1,200)
• Greece: Documenting Historical Cultural Artifacts and Traditions—1 student ($1,200)

IUPUI; IU School of Nursing
Study Abroad Participation
Priority #5, Action Item #4
2015-16
Robin Newhouse (newhouse@iu.edu)
Global Affairs: Study Abroad Participation;
• An increase of nursing faculty-mentored programs was experienced this year. In 2015 one faculty (Riner) led the Swaziland program. In 2016 nursing faculty are leading programs in Swaziland (Murray & Needle), Spain (deRose & McLennon), and Japan (Riner). Doctoral students are participating in two experiences including the STTI Research conference in South Africa (three graduate students) and an EBP training in Liberia (one DNP student).
• In 2016, 28 nursing students registered for nursing-faculty sponsored programs. Scholarships were awarded to those who applied, totaling $15,450 for 16 IUPUI students and $6,400 for six (6) IUB students. In 2015 eight IUPUI students received awards totaling $8558.
• A new program in Spain was developed by Barbara deRose. She was mentored through the process of receiving program approval from the IU Overseas Study Abroad Committee and developing a new credit-bearing course.

IUPUI; Kelley School of Business
80 Kelley Students Study Abroad
Priority #5, Action Item #4
2016-17
Ken Carow (kcarow@iupui.edu)
The total number of students studying abroad from Kelley increased by 14% from 2015-2016. In 2015-2016, Kelley Indianapolis sent the most students abroad from all IUPUI schools. In 2016-2017, eighty Kelley students traveled to eleven countries.

IUPUI; Kelley School of Business
Argentina Study Abroad Program
Priority #5, Action Item #4
2018-19
Ken Carow (kcarow@iupui.edu)
Undergraduate: The Argentina Study Abroad program was the first IUPUI faculty-led program to go to South America in years. It was also our first program to include service learning.

IUPUI; Kelley School of Business
E James and Barbara Flynn Study Abroad Scholarship
Priority #5, Action Item #4
2015-16
Ken Carow (kcarow@iupui.edu)
The E. James and Barbara Flynn Study Abroad Scholarship was established to support undergraduate scholarships for students enrolled in the Kelley School of Business in Indianapolis. This scholarship qualifies for the IU Bicentennial Campaign Matching Program; as a result, the amount awarded will be $4,500.

IUPUI; Kelley School of Business
Focus on International Travel
Priority #5, Action Item #4
2018-19
Ken Carow (kcarow@iupui.edu)
Evening MBA: The new curriculum puts an increased focus on experiential learning, with a focus on international travel as a key part of the curriculum to satisfy the Capstone core course.

IUPUI; Kelley School of Business
International Accounting Standards in Rome and London
Priority #5, Action Item #4
2015-16
Ken Carow (kcarow@iupui.edu)
Accounting and taxation master’s students are just beginning to take advantage of existing study abroad opportunities offered by the Kelley School in Indianapolis. Reed Smith, professor of accounting and faculty chair of the Graduate Accounting Programs, completed a one-semester Fulbright visit to LUISS Universitas in Rome, Italy, where he taught a class in International Accounting Standards. Smith will leverage his visit to Rome by offering a study abroad class to focus on integrated reporting. Martin Birr, trustee lecturer in accounting, is planning a study abroad course to London during summer 2017. The course will focus on Accounting Standards and will visit the offices of the IASB.

IUPUI; Kelley School of Business
International Consulting in Chile
Priority #5, Action Item #4
2018-19
Ken Carow (kcarow@iupui.edu)
Evening MBA: A group of 20 students began an international consulting project with 4 firms in Santiago, Chile and will travel to Chile during the Summer 2 semester.

IUPUI; Kelley School of Business
KSB International Studies
Priority #5, Action Item #4
2015-16
Ken Carow (kcarow@iupui.edu)
Study Abroad: Kelley Indianapolis students participated in two new study abroad opportunities. Eleven undergraduate and seven accounting master’s students traveled to India, while 20 undergraduate students studied in Germany and Switzerland. Additionally, 18 and four undergraduate students participated in study trips to Spain and France, respectively. Kelley students represented 36% of the 200 IUPUI students studying abroad this year.
http://news.iupui.edu/releases/2015/11/iupui-study-abroad.shtml
https://hub.kelley.iupui.edu/blog/_blog/it-opens-up-your-world-understanding-human-resources-across-the-globe.html

• Strasbourg Exchange Program: During summer 2015, four Kelley students participated in the four-week International Summer School at the University of Strasbourg Ecole de Management. The school once again had more students interested in the program than spaces available. The program anticipates maintaining a full program each year. Since 2009, 46 Kelley Indianapolis students have participated in the Strasbourg student exchange program. In turn, the school hosts one student from the University of Strasbourg during the fall and spring semesters. The program anticipates the arrival of an additional student for the 2016-2017 academic year. This partnership is on track to be renewed in August 2016.

• Doing Business in India: During spring 2016, 17 students (11 undergraduate and six MSA) participated in this program. This program was open to students who had completed microeconomics and business law. This program was taught by Darrell Brown, clinical associate professor of management. It met throughout the first eight weeks, and students and faculty traveled to multiple cities in India during spring break. Due to a last minute situation, Eric Raider, associate director of student engagement, and Susannah Gawor, director of the Business of Medicine MBA Program, successfully led the students on the education experience in India.

• Spain: The Business of Sport: During spring 2016, 18 students participated in this program. This program was open to students who had completed BUS X100/X105 and had sophomore standing or higher. This highly competitive program, taught by Senior Lecturer in Marketing, Kim Donahue, met throughout the first eight weeks, and students and faculty traveled to multiple cities in Spain during spring break.

• Germany & Switzerland: Managerial Perspectives on Globalization: During summer session one 2016, 20 students participated in this program. This program was open to juniors, with a preference given to Kelley Indianapolis students. Taught by Senior Lecturer in Human Resource Management, Elizabeth Malatestinic, the program met throughout the first four weeks, and students and faculty traveled to multiple cities in Germany and Switzerland for two weeks.
IUPUI; Kelley School of Business

Students and Alumni Travel to Cuba
Priority #5, Action Item #4
2016-17
Ken Carow kcarow@iupui.edu
Both current students and alumni traveled to Cuba with the Business of Medicine Physician MBA Program on separate study abroad opportunities. The physician MBAs blogged about their experience while there.

IUPUI; Lilly Family School of Philanthropy

New Course Philanthropy in Global Context
Priority #5, Action Item #4
2018-20
Amir Pasic (ampasic@iupui.edu)
M.A. student Yang Le received IUPUI's Elite 50 recognition for her service to the campus, including as co-president of the China Philanthropy Leadership Initiative student group.

IUPUI; Lilly Family School of Philanthropy

Philanth and Public Policy The German Context
Priority #5, Action Item #4
2015-16
Amir Pasic (ampasic@iupui.edu)
The Lilly Family School of Philanthropy’s study abroad program, “Philanthropy and Public Policy: The German Context,” ran for the second year in May 2016 with eight students, seven of whom were philanthropic studies B.A., M.A., or Ph.D. students. The classroom portion of the program utilized the IU Europe Office in Berlin. A member of the faculty in the IU School of Nursing received a professional development grant to accompany the program with a view to developing a similar program on health policy in the future.

IUPUI; Lilly Family School of Philanthropy

Thirteen Students in Study Abroad Course
Priority #5, Action Item #4
2018-20
Amir Pasic (ampasic@iupui.edu)
A record 13 IU students joined the Philanthropy in a Comparative European Perspectives study abroad course developed and led by Pamala Wiepking, Ph.D., Visiting Stead Family Chair in International Philanthropy.

IUPUI; Office of the Vice Chancellor for Community Engagement

Collaborative Priorities
Priority #5, Action Item #4
2015-16
Amy Warner (awarner@iupui.edu)
A 13 IU students joined the Philanthropy in a Comparative European Perspectives study abroad course,

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs

ONeill Study Abroad Spring Break
Priority #5, Action Item #4
2018-19
Thomas Stucky (tstucky@iupui.edu)
Opened up O'Neill study abroad spring break to IUPUI students.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs

SPEA Study Abroad
Priority #5, Action Item #4
2017-18
Thomas Stucky (tstucky@iupui.edu)
SPEA Study Abroad
• 26 students participated, a 23.8% increase from last year
• Awarded 28 scholarships totaling $29,500 –six are international experience scholarship awards ($3,500)
• Eight first generation participants
• One veteran
• Five 21st century scholars
• Students visited nine countries
IUPUI; Richard M. Fairbanks School of Public Health
Austria and France
Priority #5, Action Item #4
2015-16
Paul Halverson (pkhalver@iupui.edu)
Two Health Policy and Management faculty lectured abroad in FY16. Professor and Department Chair Nir Menachemi, PhD, was a visiting scholar and lectured for four days at the Vienna University of Economics and Business in Austria, the largest business school in Europe. Associate Professor Joshua Vest, PhD, provided the keynote address at the Collegium de Lyon’s “Organiser & Partager l’information en santé: Le cas des données sur le patient” in Lyon, France.

IUPUI; Richard M. Fairbanks School of Public Health
Dr PH in Global Health Leadership
Priority #5, Action Item #4
2015-16
Paul Halverson (pkhalver@iupui.edu)
Notable gaps in public health degree offerings in Indiana included the Doctorate in Public Health (Dr PH) and degrees focusing on global public health. FSPH aimed to fill both with the Dr PH in Global Health Leadership. Associate Dean Sue Babich was the architect of this online program that will attract public health professionals from around the world. Approval by the Indiana Commission on Higher Education is pending.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #
2019-20
Paul Halverson (pkhalver@iupui.edu)
Increase funding for the study abroad scholarship by $2,000.

IUPUI; Richard M. Fairbanks School of Public Health
Hired an Associate Dean of Global Health
Priority #5, Action Item #4
2015-16
Paul Halverson (pkhalver@iupui.edu)
FSPH’s Global Health Program has experienced significant growth, expedited by the hiring of our Associate Dean of Global Health, Suzanne Babich, Dr PH, in FY16. In addition to developing the Dr PH program for Global Health Leadership, her goal is to expand opportunities for students to study abroad.

IUPUI; Richard M. Fairbanks School of Public Health
Inaugural Study Abroad Trip
Priority #5, Action Item #4
2015-16
Paul Halverson (pkhalver@iupui.edu)
In the past two years, faculty have been engaged in dialogue and planning to initiate and re-ignite partnerships across the globe. Chairner Thompson, associate professor in counseling, continues to coordinate service learning activities in Uganda while also co-authoring articles on African healers in the context of mental health and the peace curriculum in Ugandan primary schools.
IUPUI; School of Engineering & Technology
Curriculum to Attain Cultural Competence
Priority #5, Action Item #4
2016-18
David Russomanno (drussoma@iupui.edu)
2016-17
Worked closely with the Office of International Affairs and the Multicultural Success Center encouraging the School's programs to consider the inclusion of curriculum that will help students attain cultural competence, and knowledge of contemporary professional, societal, and global issues.
Provided School matching funds for faculty led curriculum supportive of these themes.
2017-18
E&T developed and implemented a cross-cultural career competency course with an embedded study abroad component.

IUPUI; School of Engineering & Technology
Develop Program in Qatar
Priority #5, Action Item #4
2017-20
David Russomanno (drussoma@iupui.edu)
2017-18
The Electrical Engineering Technology (EET) and Mechanical Engineering Technology (MET) programs (as well as Computer Information Technology (CIT)) are working on developing a program in conjunction with the College of the North Atlantic in Qatar (CNAQ) to offer baccalaureate degree programs in EET, MET and CIT onsite at the CNAQ campus.
2019-20
Pursue an agreement with CNAQ for delivering EET, MET and CIT programs onsite at the CNAQ campus, with an anticipated start date of August 2020.

IUPUI; School of Engineering & Technology
Fullbright Nehru Academic and Professional Excellence Fellowship
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
2017
MEE faculty member served in India under the Fulbright-Nehru Academic and Professional Excellence Fellowship, mentoring faculty of Vellore Institute of Technology in research, teaching, and higher education strategic planning. He co-chaired two jointly organized conferences by IUPUI and VIT, including an upcoming research summit in Indianapolis. He also conducted workshops on project enhanced active learning, gave over twenty talks on disciplinary and higher-education topics, and taught as a guest teacher at colleges and high schools in India.

IUPUI; School of Engineering & Technology
Go Green Germany
Priority #5, Action Item #4
2015-16
David Russomanno (drussoma@iupui.edu)
Faculty from the Departments of Technology Leadership and Communication and Engineering Technology co-directed a GO GREEN GERMANY study abroad course.

IUPUI; School of Engineering & Technology
Grow Swaziland Travel Abroad
Priority #5, Action Item #4
2019-20
David Russomanno (drussoma@iupui.edu)
The Interior Design Technology program plans to continue to grow the Swaziland travel abroad to record numbers for summer of 2020. A targeted promotion program at the freshman level will allow students to plan and save for upcoming trips.

IUPUI; School of Engineering & Technology
Honorary Scientist and Advisor by Korea
Priority #5, Action Item #4
2015-16
David Russomanno (drussoma@iupui.edu)
The Interior Design Technology program plans to continue to grow the Swaziland travel abroad to record numbers for summer of 2020. A targeted promotion program at the freshman level will allow students to plan and save for upcoming trips.

IUPUI; School of Engineering & Technology
STEM Classrooms in Honduras
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
A MET faculty member traveled to Honduras to install shipping containers converted into STEM classrooms (welding lab, auto mechanics lab, computer lab, etc.)

IUPUI; School of Engineering & Technology
E&T’s Interior Design Technology program took a group of students to Thailand and a group of students to Italy as part of study abroad courses.

IUPUI; School of Engineering & Technology
Online ART 21000
Priority #1, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
E&T transitioned ART 21000: History of Architecture from a face-to-face to an online course offering in conjunction with a travel abroad experience to Italy.

IUPUI; School of Engineering & Technology
Oxford Brookes Univ UK
Priority #5, Action Item #4
2015-16
David Russomanno (drussoma@iupui.edu)
E&T students studied one semester abroad at Oxford Brookes University, UK.

IUPUI; School of Engineering & Technology
Service Learning in Swaziland
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
One faculty member is traveling to Swaziland in Summer 2019 with students for a service learning project.

IUPUI; School of Engineering & Technology
Students Travel to China
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
E&T students traveled to Beijing and Changhai, China through a study abroad program that opened opportunities to collaborate with students from Central South University (CSU) on a software project.

IUPUI; School of Engineering & Technology
Susan Buck Sutton Award
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
Organizational Leadership Clinical Assistant Professor and ASIE Fellow receives the Susan Buck Sutton Award for efforts to support and enhance the School of Engineering and Technology’s study abroad programs the past 16 years.

IUPUI; School of Engineering & Technology
Thirteen Students Travel to Italy
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
Record number of students traveling to Italy for study abroad trip (ART 21000) in Summer 2019 with 13 students and one faculty participating.

IUPUI; School of Health & Human Sciences
(2019 Health & Rehab Sciences/PETM combined) (2019 Health & Rehab Sciences/PETM combined)
Priority #5, Action Item #4
2018-19
Rafael Bahamonde (rbahamonde@iupui.edu)
Renewed TESM study abroad partnership agreement with Heilbronn University in Germany; proposed a student and faculty exchange with three universities in China; and submitted a proposal for study abroad to a university in South Korea.

IUPUI; School of Engineering & Technology
Students Travel to China
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
E&T students traveled to Beijing and Changhai, China through a study abroad program that opened opportunities to collaborate with students from Central South University (CSU) on a software project.

IUPUI; School of Engineering & Technology
Students Travel to Thailand
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
E&T students studied one semester abroad at Oxford Brookes University, UK.

IUPUI; School of Engineering & Technology
Travel to China
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
E&T students traveled to Beijing and Changhai, China through a study abroad program that opened opportunities to collaborate with students from Central South University (CSU) on a software project.

IUPUI; School of Engineering & Technology
Travel to Italy
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
Record number of students traveling to Italy for study abroad trip (ART 21000) in Summer 2019 with 13 students and one faculty participating.

IUPUI; School of Health & Human Sciences
(2019 Health & Rehab Sciences/PETM combined) (2019 Health & Rehab Sciences/PETM combined)
Priority #5, Action Item #4
2018-19
Rafael Bahamonde (rbahamonde@iupui.edu)
Renewed TESM study abroad partnership agreement with Heilbronn University in Germany; proposed a student and faculty exchange with three universities in China; and submitted a proposal for study abroad to a university in South Korea.

IUPUI; School of Engineering & Technology
Travel to Thailand
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
E&T students studied one semester abroad at Oxford Brookes University, UK.

IUPUI; School of Engineering & Technology
Travel to Thailand
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
E&T students studied one semester abroad at Oxford Brookes University, UK.

IUPUI; School of Engineering & Technology
Students Travel to China
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
E&T students traveled to Beijing and Changhai, China through a study abroad program that opened opportunities to collaborate with students from Central South University (CSU) on a software project.

IUPUI; School of Engineering & Technology
Students Travel to China
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
E&T students traveled to Beijing and Changhai, China through a study abroad program that opened opportunities to collaborate with students from Central South University (CSU) on a software project.
IUPUI; School of Health & Rehabilitation Sciences
Travel to Panama Japan and UK
Priority #5, Action Item #4
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Three Health Sciences students, Danielle Edwards, Kristen Milbrath and Jamie Shipley, travelled abroad to Panama, Japan and the UK, respectively, in summer 2015 as part of their coursework for SHHS-W 470 International Service-Learning in Rehabilitation.

IUPUI; School of Health & Rehabilitation Sciences
Travel to South Africa
Priority #5, Action Item #4
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Joyce Mac Kinnon, EdP, PT, travelled to the Central University of Technology (CUT), Bloemfontein, South Africa in November, 2015, to collaborate with Professor Hesta Fredrich-Nel as part of a visiting professorship.

IUPUI; School of Liberal Arts
Eurocultura MA Program
Priority #5, Action Item #4
2018-19
Rob Rebein (rrebein@iupui.edu)
The director of the program in Global and International Studies (Snodgrass) continued to serve as the coordinator of the Eurocultura M.A. program (a graduate exchange program with a consortium of universities in the European Union).

IUPUI; School of Liberal Arts
Faculty-led Programs in 7 Countries
Priority #5, Action Item #4
2018-19
Rob Rebein (rrebein@iupui.edu)
Faculty-led study abroad programs in Poland (intercultural communication), Japan (intercultural health), China, France, Germany, Spain (languages), and Ghana (African Studies). In addition, two students in Journalism attended the Women’s World Cup in Basketball in the Canary Islands.

IUPUI; School of Liberal Arts
Global and International Studies
Priority #5, Action Item #4
2015-16
Rob Rebein (rrebein@iupui.edu)
Offered 24 Academic Programs related to internationalization, with our Global and International Studies program being especially strong as a major, both as a stand alone and as paired with other majors (total majors, including when GIS is listed as the second major, over 100 range).

IUPUI; School of Liberal Arts
New Study Abroad Program in Barbados
Priority #5, Action Item #4
2019-20
Rob Rebein (rrebein@iupui.edu)
A new Study Abroad program in Barbados will start in spring 2020.

IUPUI; School of Liberal Arts
Study Abroad in 9 Countries
Priority #5, Action Item #4
2015-16
Rob Rebein (rrebein@iupui.edu)
Provided Study Abroad experiences for students in 11 programs held in 9 different countries, with opportunities ranging from short stays to full year stays.

IUPUI; School of Physical Education & Tourism
Management Proposals for TESM and SHHS
Priority #5, Action Item #4
2017-18
Rafael Bahamonde (rbahamon@iupui.edu)
Submitted two proposals for new study abroad courses within the TESM department, and collaborated for a new study abroad course for SHHS in international/cross-cultural health & tourism.

IUPUI; School of Science
Developing Study Abroad for Neuroscience
Priority #5, Action Item #4
2019-20
Shiaofen Fang (shfang@iupui.edu)
In the process of developing a study abroad experience for Neuroscience majors.

IUPUI; School of Science
Distributed Drug Discovery in Cuba
Priority #5, Action Item #4
2017-18
Shiaofen Fang (shfang@iupui.edu)
Distributed Drug Discovery (D3) being installed in Cuba. Drs. Marty O’Donnell and William Scott were awarded an American Chemical Society Global Innovation Grant. This grant allowed them to travel to the University of Havana, Cuba last fall. Two IUPUI undergraduate students will accompany the faculty and serve as teaching assistants during a one-week lab.http://science.iupui.edu/news/iupui-students-researchers-begin-collaboration-cuban-university-study-neglected-diseases

IUPUI; School of Science
Dominican Republic Study Abroad
Priority #5, Action Item #4
2018-19
Shiaofen Fang (shfang@iupui.edu)
Approximately 20 students participated in a study abroad experience to the Dominican Republic over Spring Break. The IUPUI student club VIDA partnered with Seven Elements to provide a medical focused trip to the DR.

IUPUI; School of Science
Study Abroad in British Virgin Islands
Priority #5, Action Item #4
2015-16
Shiaofen Fang (shfang@iupui.edu)
Study Abroad in the British Virgin Islands. The first Environmental Sciences Study Abroad experience involved 9 students participating a Coastal Ecosystems and Sustainability course in the British Virgin Islands. Students learned about reef ecosystems and the various pressures to these critical areas, as well as the connections between human activities and environmental impact. Among the field-based lectures and site tours, students also snorkeled to identify reef species, hiked through tropical forests and visited local gardens to learn about sustainable land use practices, and went on a night kayak trip to explore the Bio Bay, where phosphorescent algae light up the depths and mangrove forests stabilize the shore.

IUPUI; School of Science
Timmy Global Health Study Abroad
Priority #5, Action Item #4
2015-16
Shiaofen Fang (shfang@iupui.edu)
In 2015, Timmy Global Health reached out to partner with the IUPUI School of Science to develop a three credit hour study abroad experience, which would also be approved for the RISE initiative under the international component. Timmy Global Health is an Indianapolis-based non-profit organization founded in 1997 by Dr. Chuck Dietzen. The organization operates primarily through high school and university student chapters (more than 50 throughout the country). Internationally, Timmy supports 10 healthcare project sites across Latin America and Africa. Locally, Timmy supports chapter outreach initiatives to empower future healthcare professionals and serve domestic communities. The course received final approval from the Office of International Affairs. IN AY17-18, fifteen students participated.

IUPUI; School of Social Work
Increased Practicum Placements
Priority #5, Action Item #4
2018-19
Tamara Davis(tamsdavi@iu.edu)
We increased our number of international practicum placements.

IUPUI; School of Social Work
New Global Practice Certificate
Priority #5, Action Item #4
2017-18
Tamara Davis(tamsdavi@iu.edu)
IU MSW Program developed and approved a new Global Practice Certificate for MSW students who are interested in international practice. Through rigorous course work, seminars, and strategically developed study abroad
experiences, along with an international field practicum, this certificate will increase students’ readiness to address global social problems and promote a more just, inclusive and sustainable approach to positive change. In addition, we had three international courses in our MSW curriculum for 2017-2018 and faculty and students studied in Croatia, India, and South Korea. Multiple MSW students completed international practicum placements.

IUPUI; School of Social Work

Practice in Dominican Republic
Priority #5, Action Item #4
2017-18
Tamara Davis (tamsdavi@iu.edu)
IUSSW Field Education developed and solidified an international practicum placement in the Dominican Republic through a site visit, confirming it as a quality learning environment that meets IUSSW criteria.

IUPUI; School of Social Work

Practice in Puerto Rico and Kenya
Priority #5, Action Item #4
2017-18
Tamara Davis (tamsdavi@iu.edu)
Began exploration of Field practicum placements in Puerto Rico and Kenya.

IUPUI; School of Social Work

Service Learning in Croatia
Priority #5, Action Item #4
2015-16
Tamara Davis (tamsdavi@iu.edu)
Every spring, Dr. Carmen Luca Sugawara, a member of the School’s faculty, leads a group of students to Croatia in a service learning class, Social Work Practice in War-Torn Communities. The students spend two weeks in Croatia, working with social service agencies. During the most recent trip, the students had a 30-minute private meeting with the U.S. Ambassador to Croatia.

IUPUI; School of Social Work

Study Abroad in Croatia, India, Korea
Priority #5, Action Item #4
2017-18
Tamara Davis (tamsdavi@iu.edu)
IUSSW sponsored three study abroad programs this year:
• Croatia – 12 students (7 MSW students, 2 BSW, 3 other majors)
• India – 14 MSW students
• Korea – 11 students (4 MSW, 1 BSW, 6 other majors)

IUPUI; School of Social Work

Wallace International Scholarship
Priority #5, Action Item #4
2015-16
Tamara Davis (tamsdavi@iu.edu)
The School has used worked to expand the use of its Wallace International Scholarship to help social work students study abroad. Amy Shackelford, for example, was awarded a Wallace Scholarship and is using the money to help pay the expenses of her 4-month practicum in Cape Town, South Africa, where she is working on reproductive and economic rights of women.

IUPUI; School of Social Work

Writing Course at Addis Ababa University
Priority #5, Action Item #4
2017-18
Tamara Davis (tamsdavi@iu.edu)
Dr. Margaret Adamek taught a Ph.D. scholarly writing course at Addis Ababa University in July 2018.

IUPUI; Strat Plan Refresh

Endowments for Study Abroad
Priority #5, Action Item #4
2014-17
Expanded collaboration with the Chancellor’s Office, individual schools, and the IU Foundation on priority international projects, resulting in the creation of additional endowments in support of study abroad, prioritization of the International House as a Welcoming Campus Innovation Fund project; and Chancellor led delegations exploring strategic opportunities (China, Iran, Malaysia, Mexico) for research/student exchange partnerships and alumni development.

JSOM

Latin American Music
Ongoing
IU JSOM
Gwyn Richards, grichar@indiana.edu

The campus provided Jacobs in FY 16 base support to supplement the salary of the Director of the Latin American Music Center (LAMC). These additional resources allowed us to match the previous salary for Javier Leon (who previously had been a Strategic Hire for the College).

The mission of the Latin American Music Center at the Jacobs School of Music is to promote the study, research and performance of Latin American music and culture at Indiana University, in the process helping to enhance diversity both in terms of curriculum and the student body. A few highlights of the Center include:
• The LAMC in collaboration with the Cook Music Library manage one of the largest collections of materials associated with Latin American Music in the United States and several special collections featuring rare 20th Latin American and Caribbean art music manuscripts and recordings.
• Beyondcourses, the Latin American Music Center also sponsors and co-sponsors a series of performances, lectures and special events that offer students the opportunity to meet and work with leading performers and scholars from the region. These visits have helped to better connect the musical and academic life at the Jacobs school of Music with students, faculty and community members of diverse backgrounds. LAMC hosts, in collaboration with the Center for Latin American and Caribbean Studies, a visiting Fulbright Professor. In Fall 2015, the visiting scholar was Carlos Sandroni of the Universidade Federal de Pernambuco. In addition to teaching a class, he was also at the center of a number of inter-disciplinary collaborations between students and faculty at Jacobs and at the College. Such events help both to recruit more diverse students into the School of Music and help establish closer working relationships with other academic units.

Kelley School of Business

Kelley-Manchester Global MBA
BP Five: A Global University
2016—Present
Jeni Donlon, jdonlon@indiana.edu

The Kelley School established a partnership with the top-ranked Alliance Manchester Business School at the University of Manchester in the UK to offer a Global MBA dual-degree program. The blended format includes online classes, intensive in-residence components in Bloomington and Manchester, and/or workshop opportunities at your choice of Manchester’s global centers in Dubai, Hong Kong, Sao Paulo, Shanghai, or Singapore. There is also an opportunity to study in Washington, D.C., through Kelley’s partnership with The Washington Campus consortium.

IUPUI; Kelley School of Business

Study Abroad 2017-18
Priority #5, Action Item #4
2017-18
Ken Carow, kcarow@iupui.edu

Study Abroad 2017-18:
• Undergrad: Spring 2018 London – led by Dave Steele
• Undergrad: Spring 2018 Czech Republic and Austria – led by Sasha Fedorikhin
• Undergrad: Summer 2018 Strasbourg, France Exchange Program (University of Strasbourg École de Management)
• Evening MBA: Spring 2018 – South Africa – led by Marjorie Lyles
• BoM MBA: Spring 2018 – Italy – lead by Reed Smith/UG
• 78 Students studied abroad in 16 countries.
• New Study Abroad to Prague and Vienna in Summer 2018

IUPUI; Kelley School of Business

Study Abroad 2018 to 2019 Planned
Priority #5, Action Item #4
2018-20
Ken Carow, kcarow@iupui.edu

Kelley School of Business
Kelley-Manchester Global MBA
BP Five: A Global University
2016—Present
Jeni Donlon, jdonlon@indiana.edu

The Kelley School established a partnership with the top-ranked Alliance Manchester Business School at the University of Manchester in the UK to offer a Global MBA dual-degree program. The blended format includes online classes, intensive in-residence components in Bloomington and Manchester, and/or workshop opportunities at your choice of Manchester’s global centers in Dubai, Hong Kong, Sao Paulo, Shanghai, or Singapore. There is also an opportunity to study in Washington, D.C., through Kelley’s partnership with The Washington Campus consortium.

IUPUI; Kelley School of Business

Study Abroad 2017-18
Priority #5, Action Item #4
2017-18
Ken Carow, kcarow@iupui.edu

Study Abroad 2017-18:
• Undergrad: Spring 2018 London – led by Dave Steele
• Undergrad: Spring 2018 Czech Republic and Austria – led by Sasha Fedorikhin
• Undergrad: Summer 2018 Strasbourg, France Exchange Program (University of Strasbourg École de Management)
• Evening MBA: Spring 2018 – South Africa – led by Marjorie Lyles
• BoM MBA: Spring 2018 – Italy – lead by Reed Smith/UG
• 78 Students studied abroad in 16 countries.
• New Study Abroad to Prague and Vienna in Summer 2018

IUPUI; Kelley School of Business

Study Abroad 2018 to 2019 Planned
Priority #5, Action Item #4
2018-20
Ken Carow, kcarow@iupui.edu
Study Abroad 2018-19 planned:
• UG: Spring 2019 London – led by Darrell Brown
• UG: Spring 2019 Argentina – led by Emily Murphy
• UG: Spring 2019 China – led by Lin Zheng
• UG: Summer 2019 Strasbourg, France Exchange Program (University of Strasbourg École de Management)
• Evening MBA: Spring 2019 Chile – led by Kyle Anderson and Cath Bosner
• Neal-BoM MBA: Spring 2019 Singapore – led by Christopher Porter and Nir Menachemi

Study Abroad 2019-20 planned:
• UG: Spring 2020 London – led by Liz Malatestinich
• UG: Spring 2020 Italy – led by Kim Donahue and Mike Steinhardt
• UG: Spring 2020 Czech Republic and Austria – led by Sasha Fedorikhin
• UG: Summer 2020 Strasbourg, France Exchange Program (University of Strasbourg École de Management)
• Evening MBA: Spring 2020 – TBD-BoM MBA: Spring 2020 Switzerland and Netherlands – led by Christopher Porter and Nir Menachemi
• GAP: Spring 2020 London -study the International Accounting Standards Board.

Media School
International Dimension of Excellence Highlights
5.3
Ongoing
James Shanahan
• The Media School offers a joint M.A. with Peking University’s School of New Media/School of Journalism and Communication.
• In collaboration with the IU Office for International Development, The Media School received a $150,000 grant from the State Department to bring 15 filmmakers from the Indian and Pakistani sides (30 in total) of Punjab to Bloomington for a 3-week workshop this summer.
• In collaboration with the School of Public and Environmental Affairs and the Office of International Affairs in the College of Arts and Sciences, The Media School received a $4 million U.S. State Department grant to support the design and implementation of academic programs in government communications in Ukraine.
• The Media School at IU Bloomington began a course on reporting HIV/AIDS in Africa. The class includes a four-week trip to Uganda during May and June, where students intern at the Daily Monitor, the country’s largest privately-owned newspaper.

Media School
Representing Religion
5
April 24 – 26, 2018
Bloomington, IN
James Shanahan, jes30@indiana.edu
https://sites.mediaschool.indiana.edu/representingreligion/

Join us in Bloomington April 24-26 as leading scholars, students and prominent journalists from Algeria, Ireland, the United Kingdom and the United States participate in Indiana University’s first “Representing Religion” symposium.

Speakers will analyze examples of storytelling and describe ways journalism and other media forms can create more ethical, accurate and humanized representations of people caught up in situations that implicate religion.

“Our mission is to build bridges between academics and journalists, showcase best practices in reporting, and help bring about a better-informed public,” said IU Media School Professor of Practice Elaine Monaghan, organizer of the conference, which is funded by a grant from the American Council of Learned Societies Program in Religion, Journalism & International Affairs. Monaghan worked closely on the project with Professor Winni Sullivan in IU’s Department of Religious Studies, who is among leading IU faculty from the Media School, Department of Religious Studies and School of Global and International Studies who will join discussions throughout the symposium.

Students from Monaghan’s “Covering Ireland” semester-long reporting course will present and discuss reports they produced following a spring break reporting trip to Belfast, Dublin and other locations in Ireland. Topics including Brexit and the Irish border, Dublin’s Sufi community, Irish wakes, single parenthood, justice for sex abuse and Magdalene Laundry survivors, an August visit by Pope Francis, and life in Northern Ireland 20 years after its peace deal. Bringing together students of international studies, journalism and religious studies, this interdisciplinary work, based on deep reading, research and painstaking reporting, is at the heart of this project.

SOE
LLC to visit Puerto Rico’s Schools
5
March 6, 2019
Puerto Rico
James Damico, damico@indiana.edu
https://iuis/home.indiana.edu/written-stories/inspire-llc.html

Following a trip to Ireland in 2018, INSPIRE Living-Learning Center at Indiana University Bloomington plans to take seven students to Puerto Rico in the summer of 2019. Fifty-four students who plan to become educators reside at INSPIRE, and the center regularly organizes seminar discussions, excursions, service-learning experiences, and special events that facilitate student-faculty interactions. “Learning does not only happen in the classroom,” said assistant director Diana Velazquez. “It also happens where students live.”

Support for international students and scholars at IU

Arts and Humanities Council
The Global Arts and Humanities Festival: India Remixed
• Diversity in Students and Faculty (POE1: BP One (2); BO One (3); POE2: BO Five (1))

Theatre: “Madame Gandhi”
• Theatre: “Madame Gandhi”, produced by the Media School, Department of Religious Studies, and School of Global and International Studies, featuring performances by comedian Vir Das and rapper Madame Gandhi, has sold out over 30 creative writing students were involved with special writing workshop with Sir Salman Rushdie
- Weekly lectures attracted up to 170 guests each week
- Audiences consist of a targeted mix of international and domestic students
- Featured performances at the Buskirk Chumley Theater and the Bishop, such as comedian Vir Das and rapper Madame Gandhi, have sold out
- Working with SPEA’s Arts Administration program, the Council established 6 practica for master’s students and 4 GAships
- Three new undergraduate courses were created for the program, over 50 students enrolled

Bloomington Faculty Council
Our Community in Today’s Political Context: Facts, Fears, Responses
POE One: An Excellent Education
BP One: Commitment to Student Success
IUB Bicentennial Objective One: An Engaged, Diverse, and Global Experience IUBBO 3.b
February 23rd, 2017
President’s Hall, Franklin Hall
Rebecca Spang bfpres@indiana.edu or tweet@bfpres

Bicentennial Faculty Council hosted a campus-community forum with Professor Assad Al-Saleh, Mayor John Hamilton,
Professor Dawn Johnsen, Professor of Graduate and Professional Student Government, Adam Reneker, President of IU Student Association Sarah Zaneer, and Provost Lauren Bobel regarding the changing political and legal climate in the country, focusing specifically on immigration concerns. The forum answered the public and students questions and alleviated anxieties among the immigrant and minority communities. https://bfc.indiana.edu/get-involved/concern.html

Eskenazi Museum of Art
Exploring cultural offerings in the arts and humanities expressly designed for our international students
1 – A commitment to student success
2017–Present
City of Bloomington, IN
Maggie Kroh: mkroh@indiana.edu
We have hosted and will continue to host exhibitions and related programs that directly pertain to our international students. We hosted, for example, an exhibition last fall on the Indian sari. Programs included Indian music and dance. Both were popular events and were well-attended by international members of our student body. We plan to do the same for our upcoming Arts of Kenya exhibition.

Hamilton Lugar School of Global and International Studies
Tobias Center for Innovation in International Development
BOS.3
IUB campus
Stephen Macekura, smacekur@indiana.edu, 856-7721
The Randall L. and Deborah F. Tobias Center for Innovation in International Development was founded in 2017. It is a resource for U.S. and international research and teaching activity on international development, with emphasis on the following research areas: measuring development, international investment and development; climate change, development and the environment; and global public health and development. The Tobias Center seeks to support and promote new and innovative research in the history, theory, and practice of international development and connect IU faculty across campus with shared interest in these topics. The Tobias Center has organized the following conferences & workshops since its inauguration in 2017:

Visions of Development Conference (November 2017)
Data Driven Development in Africa Conference (May 2018)
Innovations in International Climate Development Workshop (October 2018)

Hutton Honors College
Hutton International Night
Strategic Plan Objective: An Excellent Education POE 1: BO 2 (3).
A few hours
IUB campus
Jeff Heerlink-Santos, jfheerli@indiana.edu, 812.856.1016
The Hutton International Experiences Program partnered with the Turkish, Chinese, Russian and Arabic Flagship programs during the fall semester to organize the Hutton International Night event, which introduced students to languages, cuisines, and cultures of the regions where those languages are spoken.

IUPUI; Record International Enrollment
Priority #5, Action Item #4
2014-17
Continued implementation of a strategic recruitment plan leading to record enrollment of 2,047 international students, 7.2% of total Fall 2017 enrollment (Indianapolis), accompanied by expanded programmatic efforts to more effectively integrate international students within the campus and community.

IUPUI; Center for Teaching & Learning
Workshop Teaching International Students
Priority #5, Action Item #4
2015-16
Terri Tarr(tatarr@iupui.edu)
CTL partnered with the English for Academic Purposes Program to offer the workshop Teaching International Students: A Q&A Session for Improved Intercultural Education in the Classroom, which provided research-informed explanations for some of the most frequently encountered misunderstandings between non-native English speaking students and native English speaking faculty.

IUPUI; Division of Diversity Equity and Inclusion
Consultation to Mandela Washington Fellows
Priority #5, Action Item #4
2018-20
Karen Dace (kdace@iupui.edu)
Adaptive Educational Services provided consultation to the Mandela Washington Fellows in support of participants who had disabilities.
2019-20
Adaptive Educational Services will continue to consult with the Mandela Washington Fellows and IUPUI Study Abroad programs.

IUPUI; Division of Enrollment Management
Created FAQ for Admissions Process
Priority #5, Action Item #4
2015-16
Boyd Bradshaw (bobradsh@iupui.edu)
Undergraduate Admissions created an FAQ to explain the admissions process for students with international education applying through Undergraduate Admissions.

IUPUI; Division of Enrollment Management
Internet Enrollment Up by 84
Priority #5, Action Item #4
2015-16
Boyd Bradshaw (bobradsh@iupui.edu)
International enrollment grew by 84 heads (+4.4%) to a campus record of 1,981 students. Including IUPUC, IUPUI international students topped 2,000 for the first time with 2,019 (+5.1%).

IUPUI; Division of Enrollment Management
IUFW Enrollment Process
Priority #5, Action Item #4
2018-19
Boyd Bradshaw (bobradsh@iupui.edu)
IUFW has been approved to enroll international students in support of participants who had disabilities.

IUPUI; Division of Enrollment Management
IUFW to Broaden Academic Program Offerings
Priority #5, Action Item #4
2019-20
Boyd Bradshaw (bobradsh@iupui.edu)
IUFW will actively work with the schools to broaden academic program offerings available to international students.

IUPUI; Division of Enrollment Management
Students from India China Saudi Arabia
Priority #5, Action Item #4
2015-16
Boyd Bradshaw (bobradsh@iupui.edu)
India (511), China (409), Saudi Arabia (405), and Saudi Arabia (398) sent the most students to IUPUI. Indiana now accounts for one-quarter of IUPUI’s international enrollment.

IUPUI; Division of Student Affairs
Internat Students and Oic of Student Conduct
Priority #5, Action Item #4
2017-19
Eric Weldy (eweldy@iupui.edu)
Office of Student Conduct partnered with OIA on cases in which international students may be involved. The partnerships varied by case type and severity.

IUPUI; Division of Student Affairs
MyStudentBody for international students
Priority #5, Action Item #4
2018-19
Eric Weldy (eweldy@iupui.edu)
Health and Wellness Promotion partnered with OIA to modify matriculation checklist items and administer MyStudentBody for international students.

IUPUI; Division of Student Affairs
Personal Safety Presentations
Priority #5, Action Item #4
2018-19
Eric Weldy (eweldy@iupui.edu)

278 Indiana University Bicentennial Strategic Plan Appendix 2020
Counseling and Psychological Services (CAPS) collaborated with the Office of International Affairs (OIA) staff to provide personal safety presentations during orientation for international students, reaching approximately 265 students. The safety presentation also touched on sexual assault and relationship violence prevention.

**IUPUI: Division of Student Affairs**

Provide Culturally Sensitive Information

Priority #5, Action Item #4

2017-19

Eric Welden (ewelden@iupui.edu)

Counseling and Psychological Services collaborated with the Office of International Affairs (OIA) staff to provide culturally sensitive information related to sexual misconduct and campus-related resources.

**IUPUI: Graduate Office**

Approaches to Sustain Enrollment

Priority #5, Action Item #4

2019-20

Janice Blum (jblum@iupui.edu)

The Graduate Office has been discussing new approaches to sustain international student enrollment in partnership with OIA during staff and faculty travel abroad.

**IUPUI: Graduate Office**

English for Academic Purposes Program

Priority #5, Action Item #4

2015-16

Janice Blum (jblum@iupui.edu)

Worked with the English Department and our OIA to gain approval for the English immersion program PIE Level 7 as a new gateway to IUPUI and PU system-wide graduate and professional program admissions. Access to this program will bring more potential graduate school applicants to the IUPUI campus.

http://international.iupui.edu/admissions/how-apply/graduate/english.html


**IUPUI: Graduate Office**

Summer Online English Course

Priority #5, Action Item #4

2017-19

Janice Blum (jblum@iupui.edu)

The Graduate Office and faculty from the School of Liberal Arts worked to provide a summer online English language course for international students and program applicants to complete campus language requirements. This program is proving useful to help students jump start their graduate education.

**IUPUI: Graduate Office**

Survey on Masters Students Retention

Priority #5, Action Item #4

2018-19

Janice Blum (jblum@iupui.edu)

The survey on master’s students’ retention and degree completion offers data on international students that is being distributed to the campus.

**IUPUI: Graduate Office**

UpGo

Priority #5, Action Item #4

2015-19

Janice Blum (jblum@iupui.edu)

UpGo, a student organization sponsored by the Graduate Office offers social support and professional programming for international graduate and professional students.

https://theden.iupui.edu/organization/upgo

**IUPUI: Herron School of Art + Design**

Hired Turkish Visiting Assistant Professor

Priority #5, Action Item #4

2017-18

Nan Goggin (ngoggin@iu.edu)

Turkish national Gurkan Mihci was hired as visiting Assistant Professor, bringing an international perspective on design and design education.

**IUPUI: Herron School of Art + Design**

Hosted West African Workshop

Priority #5, Action Item #4

2018-19

Nan Goggin (ngoggin@iu.edu)

Hosted a workshop and performances with Joseph Ashong, Ghanaian Artist and Coffin Maker, highlighting this unique West African contemporary practice.

**IUPUI: Herron School of Art + Design**

Scholarship Support

Priority #5, Action Item #4

2017-20

Nan Goggin (ngoggin@iu.edu)

Students received approximately $40,000 in scholarship support for international programs.

2018-19

Students received approximately $40,000 in scholarship support for international programs.

2019-20

Increase our current endowment and establish new scholarships for international experiences (including exchange programs.)

**IUPUI: Herron School of Art + Design**

Video Link Course for Paris

Priority #5, Action Item #4

2015-16

Nan Goggin (ngoggin@iu.edu)

The Visual Communication Department taught an advanced VCD course by video link in order to include student Levi Hadley who was doing an internship in Paris.

**IUPUI: Institutional Research and Decision Support**

ALEKS Math Placement and English Proficiency

Priority #5, Action Item #4

2017-18

Michele Hansen (mjhansen@iupui.edu)

Testing Center staff assisted the Office of International Affairs in conducting ALEKS Math placement assessments and/or English proficiency assessments for incoming students seeking admissions or course enrollment services.

**IUPUI: Institutional Research and Decision Support**

Diversity Report in Internet Participants

Priority #5, Action Item #4

2015-16

Michele Hansen (mjhansen@iupui.edu)

Information about International faculty, staff, and students in Diversity Report (Janik)

**IUPUI: Institutional Research and Decision Support**

Enrollment Patterns

Priority #5, Action Item #4

2015-16

Michele Hansen (mjhansen@iupui.edu)

Co-presented with staff and faculty Office of International Affairs on enrollment patterns and student success of international students at IUPUI.

**IUPUI: Institutional Research and Decision Support**

Information on Admissions and Enrollment

Priority #5, Action Item #4

2017-18

Michele Hansen (mjhansen@iupui.edu)

Provided information on the admissions and enrollment of students who applied through the International Admissions Center through the PIC Admissions Center report.

**IUPUI: Institutional Research and Decision Support**

Internat Experiences in Summer Bridge

Priority #5, Action Item #4

2015-16

Michele Hansen (mjhansen@iupui.edu)
Examined international student experiences in the Summer Bridge program and to determine if participants should be integrated sections or specifically designed international only sections. English language proficiency is an important factor in understanding if international students will be more comfortable in an International vs. an Integrated section. Findings suggested that international students with high English proficiency are best equipped (or most likely) to benefit from interactions with domestic students in mixed sections.

IUPUI; Institutional Research and Decision Support
Internat Needs Climate Survey
Priority #5, Action Item #4
2015-16
Michele Hansen (mjhansen@iupui.edu)
Presented information to the Office of International Affairs from the Climate Survey to help better understand needs of international faculty, staff, and students (Mitchell)

IUPUI; Institutional Research and Decision Support
Revise Internat Student Entering Survey
Priority #5, Action Item #4
2019-20
Michele Hansen (mjhansen@iupui.edu)
Collaborate with staff in International Affairs to revise International Student Entering Student Survey instrument and reporting.

IUPUI; Intercollegiate Athletics
Coaches Recruit and Coach Internat
Priority #5, Action Item #4
2019-20
Rod Perry (perryrd@iupui.edu)
Encourage coaches to explore the opportunity to coach internationally, as well as, recruit student-athletes.

IUPUI; Intercollegiate Athletics
Recruit Internat Student Athletes
Priority #5, Action Item #4
2018-19
Rod Perry (perryrd@iupui.edu)
Successful recruitment of international student-athletes. Currently 9% of student-athletes are international.

IUPUI; Institutional Research and Decision Support
NSSE Global Learning Topical Module
Priority #5, Action Item #4
2018-19
Michele Hansen (mjhansen@iupui.edu)
Collected data and provided reports of student responses from NSSE Global Learning Topical Module.

IUPUI; International Affairs
Campus Team to ACE COIL
Priority #5, Action Item #4
2016-17
Hilary Kahn (hkahn@iu.edu)
As part of curriculum internationalization initiatives, led a three-person campus team to the ACE COIL Leadership Academy (April 27, 2017), a professional development seminar for leadership teams interested in establishing collaborative online international learning (COIL) programs. During the Academy, the team evaluated the feasibility of enhancing efforts to incorporate technology into international and intercultural learning activities on campus, drafted initial actions to educate the campus community, and identified instructors to engage in COIL practices. Representatives from the Office of International Affairs, Center for Teaching and Learning, and Kelley School of Business attended.

IUPUI; International Affairs
Expanded Recruitment Capacity
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)
Undergraduate international student recruitment capacity was expanded through:
1) collaborating with the IU Office of the Vice President for International Affairs to establish an assistant manager position at the IU China Gateway Office (Beijing) that has 50% FTE dedicated to IUPUI undergraduate recruitment, and
2) expanding staff capacity for recruitment support, management of the student ambassadors program, and social media outreach to prospective international students.

IUPUI; International Affairs
Faculty and Staff Receive Internat Diversity Training
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)
More than 100 IUPUI staff and faculty received international diversity training.

IUPUI; International Affairs
Global Crossroads Classroom
Priority #5, Action Item #4
2015-17
Hilary Kahn (hkahn@iu.edu)
IUPUI videoconferencing classroom, the Global Crossroads, enabled live international connections and learning for five classes, impacting 192 students. For example, the IUPUI Faculty of Tourism Studies, in Slovenia for 8 weeks during the Fall 2015 semester. The Global Crossroads classroom was designated as an active learning space for the Mosaic Faculty Fellows program which provides the opportunity for faculty to win funds to develop curriculum internationalization projects employing technology.

2016-17
Continued to offer the Global Crossroads videoconferencing lab to schools across IUPUI for international video connections (Contact us for chart).

IUPUI; International Affairs
Identify a Protocol and Safe Waiting Location
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)
Strengthened arrival/welcoming support for incoming international students, by identifying a protocol and safe waiting location for incoming international students using OIA-arranged airport transportation service who are unable to access their off-campus residence upon arrival, in collaboration with IUPD, the transportation provider, and Division of Student Affairs.

IUPUI; International Affairs
1 House Global Scholars
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)
 Implemented the International House Global Scholars program as part of the Welcoming Campus Initiative-funded project, Creating Global and Local Community through the International House.

IUPUI; International Affairs
IIE Scholars at Risk Network
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)
Develop campus programming that taps into the resources of the IIE Scholars at Risk network, in coordination with the Office for Women.

IUPUI; International Affairs
Immigration Services
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)
OIA staff continued to provide expert immigration services to support the hiring and retention of international experts and researchers on the IUPUI campus. More than 600 international scholars received support services through the OIA during AY15-16.
IUPUI; International Affairs
Intern Peer Mentor Program
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)

The International Peer Mentor Program (IPMP) provided support to over 100 international undergraduate students. Surveys show that 96% of mentees were satisfied or very satisfied with the support they received after arrival and through their first semester. 92% said IPMP helped them to adjust to life at IUPUI more quickly. IPMP expanded its reach into two new responsibility areas: 1) Three IPMP mentors served as Academic Success Coaches in the University College Bepko Learning Center specifically for international students; and 2) Two IPMP mentors provided support to the Program for Intensive English students during their orientation and activities.

IUPUI; International Affairs
International House
Priority #5, Action Item #4
2015-18
Hilary Kahn (hkahn@iu.edu)

2015-16International House, a living and learning community, is expanding to give more global learning opportunities to IUPUI students. 2017-18

International House (I-House), a living and learning community for international and American students in Riverwalk Apartments, began a process of expansion leading up to its 25th anniversary. OIA developed a plan for the expansion, growing from the current 44 students in International House to a total of 64 students, with 20 additional in the neighboring Hardwick House. Expanding and supporting Study Abroad; developing the International House residential based learning community; and establishing the Curriculum Internationalization Advisory Committee which provided input on inclusion of global learning outcomes in the new IUPUI PLUS+.

IUPUI; International Affairs
Priority #1, Action Item #6
2019-20
Hilary Kahn (hkahn@iu.edu)

Develop a plan for ongoing assessment of programming for international students, to facilitate data informed decisions and support program development based on strategic priorities.

IUPUI; International Affairs
Priority #1, Action Item #1c
2019-20
Hilary Kahn (hkahn@iu.edu)

In coordination with the new IUPUI scholarship model launching for Fall 2020 undergraduate recruitment, develop a new scholarship awarding plan that stays within allocated budget and continues to attract well qualified international students to IUPUI.

IUPUI; International Affairs
Marketing Campaigns
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)

OIA created and deployed an email marketing campaign for recruiting high achieving international undergraduates using Salesforce Marketing Cloud and SAT names buys.

IUPUI; International Affairs
Merit based Scholarships
Priority #5, Action Item #4
2016-17
Hilary Kahn (hkahn@iu.edu)

For Fall 2016 intake, achieved a higher yield percentage on each merit-based scholarship program available to international freshman compared to Fall 2015. Yield increased by 15% to 145%, depending on the award. For example, the Outstanding Scholar Award was offered for the first time in Fall 2016 to academically gifted students with a 3.75 GPA and SAT of 1320; the resulting 30% yield exceeded expectations given the very competitive global environment to recruit and enroll these high achieving students.

IUPUI; International Affairs
Over 2000 International Students
Priority #5, Action Item #4
2015-19
Hilary Kahn (hkahn@iu.edu)

International student enrollment passed the 2,000 student mark (2,019) in Fall 2015, increasing 5.1% from Fall 2014 to 2015. The percentage of international students in Indianapolis increased from 6.5% to 7%. Since 2011, international enrollment has increased 40%, with similar growth rates at the undergraduate (39.4%) and graduate levels (42.7%).

Students from 147 countries were represented in the IUPUI student body.

2016-17
International student enrollment reached an all-time high of 2,047 students in Fall 2016, an increase of 1.3% from Fall 2015 and 41.6% from Fall 2011. Students from 147 countries were represented in the IUPUI student body.

2017-18
In 2018, international scholars grew by 50 people, to 665. Students from 147 countries were represented in the IUPUI student body.

2018-19
A total of 578 U.S. degree seeking students studied outside the US in 2017-2018. The estimated number of students who studied abroad in 2018-2019 is greater than 600.

IUPUI; International Affairs
Piloted an Online Title IX Essentials Prevention
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)

Piloted a Title IX Essentials for International Students sexual violence prevention online program including a series of videos and pre-and post-assessment questions, in collaboration across IU campuses and with CAPS. Of 1,522 IUPUI international students encouraged to participate, 471 students (31%) completed the entire program. Those who completed the program included 66 undergraduate, 395 graduate, and 10 other students. The learning outcomes and student feedback from the program were overwhelmingly positive.

IUPUI; International Affairs
Pre arrival Online Orientation
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)

In collaboration with the Division of Undergraduate Education, launched pre-travel online orientation modules, enabling the expansion of programming within International Orientation Week focused on students’ social and cultural adjustment.

IUPUI; International Affairs
Procedures for PIE Students
Priority #5, Action Item #4
2015-20
Hilary Kahn (hkahn@iu.edu)

OIA established services targeted to support international students in the new Program for Intensive English (PIE). Procedures were established for billing, insurance enrollment, and the processing of I-20s for PIE students, and an advisor was hired and trained to provide immigration support for this student population.

2019-20
Continue to work closely with the IUPUI Program in Intensive English (PIE) to recruit and enroll international undergraduate students after Level 5 completion and graduate students after Level 7 completion.
IUPUI; International Affairs

Recruit Students in Broader Midwest
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)

Expand travel to the MSEP region to explore potential for recruitment of international students living within the broader Midwest.

IUPUI; International Affairs
Recruitment Team Travels to 2 Countries
Priority #5, Action Item #4
2015-16
Hilary Kahn (hkahn@iu.edu)

IUPUI’s international recruitment team travelled to 24 countries, engaged in 17 weeks of recruitment travel, attended 18 college fairs, and visited 135 international schools to recruit qualified undergraduate international students.

IUPUI; International Affairs
Referral Protocols
Priority #5, Action Item #4
2018-19
Hilary Kahn (hkahn@iu.edu)

Established referral protocols for graduate applications from King Saud University-sponsored faculty. Two new students enrolled at IUPUI during 2018-19 under this initiative, and five more have been admitted for Fall 2019.

IUPUI; International Affairs
Response to Anti globalization Backlash
Priority #5, Action Item #4
2016-17
Hilary Kahn (hkahn@iu.edu)

In collaboration with a many other campus and university units, deployed an intensive and sustained response to the emergence of the anti-globalization and anti-immigrant backlash that accompanied the 2016 campaign for U.S. President. Focused on addressing concerns that emerged among both the international community and DACA students, with particular attention to ensuing executive orders and immigration actions, including:

- Convening multiple sessions in conjunction with University Counsel, IUPD, and CAPS to apprise students and scholars of their rights in the United States and identified available university support for their safety and mental well-being.
- Disseminated public statements of support by the Board of Trustees and campus leadership.
- Communicated with international applicants and admitted students to convey that IUPUI welcomes all students.
- Created web content to keep international students and scholars updated in real time with accurate immigration advisory information on their ability to travel or obtain visas; worked with the Office for Graduate Medical Education to ensure that all affected populations were notified of changes that would affect them.
- Implemented open hours during final exams for students to meet with student services staff with questions or concerns.
- Upon sudden and unexpected notice of impending suspension of guaranteed premium processing timing for H-1B visas, accelerated the filing of affected petitions before the suspension took place, thereby preserving the opportunity for on-schedule hiring of 24 international scholars.

IUPUI; International Affairs
Response to New Immigration Policy Develop
Priority #5, Action Item #4
2017-18
Hilary Kahn (hkahn@iu.edu)

Supporting International Student Success-Maintained active responses to new immigration policy developments impacting international student options for study and travel, while also supporting campus DACA response efforts. The Spring 2018 IRDS survey of international students showed an 89% satisfaction rate with OIA immigration, advising, and other student services that “help me stay enrolled and fulfill student visa requirements”.

IUPUI; International Affairs
Responsive Grad Internat Admission Process
Priority #5, Action Item #4
2016-17
Hilary Kahn (hkahn@iu.edu)

Supported an effective and responsive graduate international admission process through workflow enhancements and increased communication across the international admissions office, IUPUI Graduate Office, and the Purdue Graduate School. New IUPUI international graduate students responding to the Fall 2016 International Student Barometer Survey indicated an 89% satisfaction rate with their admission experience, compared with a U.S. benchmark satisfaction rate of 84% and worldwide satisfaction level of 81%.

IUPUI; International Affairs
Tehran MS Program Agreement
Priority #5, Action Item #4
2016-17
Hilary Kahn (hkahn@iu.edu)

Supported the launch of the University of Tehran (UT)-IUPUI 1+1.5 collaborative MS Program agreement, which enables UT masters students to obtain a Purdue Master’s degree awarded by IUPUI in either Electrical and Computer Engineering or Mechanical Engineering, in addition to earning a master’s degree from UT. The first participating will enroll for Fall 2017, and approximately five more students are in the pipeline.

IUPUI; International Affairs
Virtual Exchange
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)

Further enhance IUPUI’s awareness and use of virtual exchange as an effective strategy for curriculum internationalization and global learning.

IUPUI; International Affairs
Virtual Recruitment Content
Priority #5, Action Item #4
2019-20
Hilary Kahn (hkahn@iu.edu)

Develop virtual recruitment content to familiarize international applicants with the IUPUI campus, featuring state-of-the-art labs facilities, housing, and student life experiences.

IUPUI; IUPUC
Mendez Teaches in Poland
Priority #5, Action Item #4
2017-18
Reinhold Hill (reihill@iupuc.edu)

Dr. James Mendez also engaged in an international teaching program in Poland. (Division of Science) IUPUC10

IUPUI; IUPUC
Youth Leadership Program for Burma
Priority #5, Action Item #4
2015-16
Reinhold Hill (reihill@iupuc.edu)

An IUPUC Associate Professor of Education led a workshop on Civic Engagement in Schools for students and faculty from Burma in support of Youth Leadership Program for Burma. The workshop was supported by a grant from the Bureau of Education and Cultural Affairs and the Department of State.

IUPUI; IU School of Dentistry
12 Students from King Kahlid University
Priority #5, Action Item #4
2019-20
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

July 2019 welcomes 12 dental students from King Kahlid University, KSA who will be hosted through August. The exchange program has several goals that will be achieved through the delivery of various lectures, hands-on workshops as well as a research project. At the end of the program, the students will be able to develop a global perspective and approach to dental education and clinical practice. In addition, the students will be able to compare and contrast dental education and practice in Saudi Arabia with that in Indiana. We anticipate that this will be the introduction to further collaboration.

IUPUI; IU School of Dentistry
Demand for International Dental Program increased
Priority #5, Action Item #4
2016-17
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

Demand for the International Dental Program has increased. More than 530 applicants from 31 countries applied for the class beginning in 2017 and 14 were accepted. To date, students from all IHP classes graduate on time, having on average completed more clinical cases than their traditional DDS program colleagues.
IUPUI; IU School of Dentistry
Flat rate Tuition
Priority #5, Action Item #4
2016-17

Carol Anne Murdoch-Kinch (caramurd@iu.edu)

The International Dental Program has adopted the same flat-rate tuition for both non-residents and residents so that all are treated equally with respect to the costs of the program effective July 1, 2017.

IUPUI; IU School of Dentistry
International Dental Program
Priority #5, Action Item #4
2015-16

Carol Anne Murdoch-Kinch (caramurd@iu.edu)

International Dental Program: In May, 2015, IUSD graduated the first class of International Dental Program students. Currently, IUSD receives almost 500 applications for the 14 positions in the class.

IUPUI; IU School of Dentistry
IUUSD King Saud University Collaborative Grant
Priority #5, Action Item #4
2016-18

Carol Anne Murdoch-Kinch (caramurd@iu.edu)

The five-year IUUSD/King Saud University Collaborative Grant is now in its second year, and it has provided support for two visiting KSU students.

2018-17

The five-year IUUSD/King Saud University Collaborative Grant is now in the third year and has provided support for two visiting KSU students. Two KSU students worked in IUUSD research labs for 4 months in 2017 to define research projects, leading to two publications in preparation.

IUPUI; IU School of Nursing
80 International Nursing Students
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

80 nursing students from 32 countries report a country of citizenship other than the US (OIA report provided to OGA Office).

IUPUI; IU School of Nursing
Bring MOI Nursing Dean to IUSON
Priority #5, Action Item #4
2017-19

Robin Newhouse (newhouse@iu.edu)

2017-18

Received OIA funding for a Partnership Development Program to bring MoI’s nursing dean to IUSON for orientation to research, academic programs, and faculty development.

2018-19

Kenya

• The dean of the school of nursing at MoI (MUSON) and a faculty member visited IUSON (IUPUI and BL campuses).

• Dr. Jane von Gaudecker’s research at MoI Teaching and Referral Hospital (MTRH) in Eldoret, Kenya, is identifying the prevalence and care patterns by conducting a neurological disease prevalence study and survey of healthcare professionals who provide care for patients with neurological disorders. The findings of this study will be presented at two upcoming international conferences and will provide foundational data for future neurological research at the hospital in MoI.

• Dr. Victoria Champion is working with Dr. Lydia Mwanzia of MoI University School of Nursing to test the feasibility and acceptability of a new approach to increase the number of women living in western Kenya who are screened for cervical cancer. The group is developing educational materials on the administration of HPV self-sampling kits.

• MTRH activities: IUUSD has provided extensive education to two of the clinical nurse educators from the MTRH including the development of a plan to build a wound and ostomy care team, and learning to prioritize treatment in the ED. We have had one faculty on the ground working with both the nurses at MTRH and MUSON. She has been able to help them build policies around nurse sensitive outcomes. We participated in the first annual MTRH and MUSON nursing symposium. We continue to lead the nursing consortium and have begun to build action items to improve patient care.

IUPUI; IU School of Nursing
Bring MOI Nursing Dean to IUSON
Priority #5, Action Item #4
2018-19

Robin Newhouse (newhouse@iu.edu)

China: Four Chinese undergraduate students from Sun Yat Sen University (SYSU) visited IUPUI and IUB for two weeks in January, 2019. These students were immersed in didactic, clinical observation, and community experiences. Additionally, they participated in extracurricular activities.

IUPUI; IU School of Nursing
SYSU PW Formed Interna Taskforce
Priority #5, Action Item #4 2018-19

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
SYSU Student Exchange Partnership
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.

IUPUI; IU School of Nursing
Visiting Scholar from China
Priority #5, Action Item #4
2017-18

Robin Newhouse (newhouse@iu.edu)

IUSON hosted four Sun Yat-Sen University (SYSU) undergraduate students through our SYSU Student Exchange Partnership in September 2017.
The IU Lilly Family School of Philanthropy and the IU School of Public and Environmental Affairs in Bloomington and Indianapolis were awarded a grant to host the Association for Research on Civil Society in Africa (AROSCA-ARNOVA) Ford NGO Fellowship Program Leadership Transition Fellows during the spring and fall semesters of 2018. The program serves to enhance and strengthen the capacity of the nonprofit sector in Africa through supporting senior civic leaders in transitioning to new teaching, research, or other leadership roles, a process that will both build the field and create space for emerging leaders.

IUPUI; Lilly Family School of Philanthropy
Host Chin Lingnan Fellows
Priority #5, Action Item #4
2017-18
Amir Pasic (ampasic@iupui.edu)
In October 2017 the school hosted the Chen Lingnan Fellows, a group of undergraduates from southern China visiting Indiana on a fellowship supported by Sun Yat-sen University in Guangzhou, China.

IUPUI; Lilly Family School of Philanthropy
Host Visitors from 9 Countries
Priority #5, Action Item #4
2015-16
Amir Pasic (ampasic@iupui.edu)
The Lilly Family School of Philanthropy hosted many international visitors, including from The Australian National University, Cass College, City University, London, the Fulbright Program (Hungary), Instituto JAMA (Brazil), Kuwait University, National Institute of Development Administration (Thailand), Russell Sunshine Coast University (Australia), University of Hong Kong, Waseda University (Japan), and Xavier University (India), as well as visiting scholar Dr. Han Junkui of Beijing Normal University.

IUPUI; Lilly Family School of Philanthropy
Hosted Mandela Washington Fellows
Priority #5, Action Item #4
2017-20
Amir Pasic (ampasic@iupui.edu)
2017-18
In July 2017, the school participated in hosting the Mandela Washington Fellows, part of the Young African Leaders Initiative through the U.S. Department of State. The Fellows represent 25 emerging leaders from Sub-Saharan Africa. The school offered a workshop on developing the case for support for their organizations as well as a series of visits to local nonprofits and the Eli Lilly and Company Foundation.

2018-19
The school welcomed the second cohort of six senior NGO leaders from sub-Saharan Africa through the three-month, Ford-funded NGO Leadership Transition Fellowship Program. They used their semester in Indiana to write and reflect on their careers as change makers, broaden their networks through meetings with civic and academic leaders, develop succession plans for their organizations, and prepare for a new chapter in their careers.

2019-20
Welcome the third cohort of senior NGO leaders from sub-Saharan Africa through the three-month, Ford Foundation-funded NGO Leadership Transition Fellowship Program.

IUPUI; Lilly Family School of Philanthropy
New Masters Elective
Priority #5, Action Item #4
2017-18
Amir Pasic (ampasic@iupui.edu)
In fall 2017, Dr. Kathi Badertscher offered a new master’s elective, Philanthropy Ethics East and West, co-developed and co-taught with Dr. Sherry Wang of Sun Yat-sen University in Guangzhou, China. Students from the Lilly Family School of Philanthropy and Sun Yat-sen University studied the same course texts and syllabus, connecting online using CourseraNetworking.

IUPUI; Lilly Family School of Philanthropy
NGO Leader from France
Priority #5, Action Item #4
2019-20
Amir Pasic (ampasic@iupui.edu)
Welcome a Fulbright NGO Leader from France, through the Fulbright Commission Franco-Américaine, who will conduct research on global dimensions of philanthropy.

IUPUI; Lilly Family School of Philanthropy
QianHe Community Foundation
Priority #5, Action Item #4
2017-18
Amir Pasic (ampasic@iupui.edu)
In March 2018, Dr. Kathi Badertscher spoke at QianHe Community Foundation, Understanding Philanthropy Club Salon (with students from Philanthropy Ethics East and West class), and the History Department of Sun Yat-sen University.

IUPUI; Lilly Family School of Philanthropy
Regional Brief about South and Southeast Asia
Priority #5, Action Item #4
2019-20
Amir Pasic (ampasic@iupui.edu)
Produce a Regional Brief on the enabling environment for philanthropy in South and Southeast Asia.

IUPUI; Lilly Family School of Philanthropy
Richard Rockefeller Fellows
Priority #5, Action Item #4
2017-20
Amir Pasic (ampasic@iupui.edu)
In February 2018 Research and International Programs hosted the Richard Rockefeller Fellows for an overview of the philanthropic sector in the United States to prepare them for their six-month fellowship with Rockefeller Brothers Fund.

2018-19
The school hosted the third cohort of the Richard Rockefeller Fellows. The Richard Rockefeller Fellowship commemorates the life of Dr. Richard Rockefeller by fostering emerging Chinese leadership in the development of strategic philanthropy in China.

2018-20
Continue to host the Richard Rockefeller Fellows.

IUPUI; Lilly Family School of Philanthropy
Steed Lecture Series
Priority #5, Action Item #4
2015-16
Amir Pasic (ampasic@iupui.edu)
The Steed Lecture Series in International Philanthropy was inaugurated to bring international leaders in the field of philanthropy to campus for meetings and a lecture in honor of Jerre Stead, who with his family endowed the currently open Steed Family Chair in International Philanthropy. Lecturers included:

- Reynold Levy, president of the Robin Hood Foundation and former leader of New York’s Lincoln Center, the International Rescue Committee, the AT&K Foundation and the 92nd Street Y
- Kenneth Prewitt, Columbia University Carnegie Professor of Public Affairs and foundation scholar who formerly served as director of the U.S. Census Bureau and as an executive at the Rockefeller Foundation
- Holm Anheier, president and dean, Hertie School of Governance, Berlin

IUPUI; Lilly Family School of Philanthropy
Students from China Nigeria Palestine and Turkey
Priority #5, Action Item #4
2017-18
Amir Pasic (ampasic@iupui.edu)
Welcomed new graduate students from China, Nigeria, Palestine, and Turkey.

IUPUI; Lilly Family School of Philanthropy
Students from Six Countries
Priority #5, Action Item #4
2015-16
Amir Pasic (ampasic@iupui.edu)
International students from six countries represented 40 percent of the Lilly Family School of Philanthropy’s doctoral students, and students from five countries represented 20 percent of traditional M.A. students in FY 2015-16.

IUPUI; Office for Women
Sponsored Various Internet Speakers
Priority #5, Action Item #4
2015-20
Kathy Grove (ksgrove@iupui.edu)
The Office for Women is interested in sharing ideas and experiences with people around the globe. To that end our office supports the IUPUI strategic initiative to internationalize the curriculum and co-curriculum and has sponsored or co-sponsored various international speakers on campus.
In October 2015, we joined with the Office of International Affairs to sponsor the presentation by Yvonne Chaka Chaka, a South African singer, entrepreneur and humanitarian on campus.
On October 27, 2015, OWF co-sponsored with the IU School of Social Work, an author presentation and book signing by Lalita Anwarzai Ayoubi, Ph.D., on honor killings, called, "Nikki's Honor."
2019-20
Continue to co-sponsor and support international visitors on campus.

IUPUI; Office for Women
Young Women Refugees
Priority #5, Action Item #4
2015-16
Kathy Grove (kgrove@iupui.edu)
In November 2016, we organized a meeting between campus representatives and Lema Solis, founder of Blue Rose Compass, a non-government organization that works to bring young refugees, especially women, from conflict zones and refugee camps around the world to universities in the west through scholarships and placement.
http://bluerosecompass.org/

IUPUI; Office of the Executive Vice Chancellor and Chief Academic Officer
Revising Program Outcomes
Priority #5, Action Item #4
2017-18
Kathy Johnson (kjohnson@iupui.edu)
A set of revised program outcomes for IUPUI Office of International Affairs are in progress, and scheduled for release early in Fall 2018. The program outcomes are also expected to align with the revised PULs/PCLs, on the one hand, and with the AAC&U's Global Learning VALUE rubric, on the other.

IUPUI; Office of the Vice Chancellor for Community Engagement
Commun Engagement as Strategy
Priority #5, Action Item #4
2015-16
Amy Warner (awarner@iupui.edu)
Collaborated with the OIA to further integrate community engagement as a strategy for creating a welcoming campus by supporting a number of international events and organizations including the Nationalities Council's International Festival, the Sister Cities Festival, the Mexican Consulate, the Immigrant Welcome Center, International HOST program, and the International Center.

IUPUI; Office of the Vice Chancellor for Community Engagement
Educ Orientation Window
Priority #5, Action Item #4
2018-20
Amy Warner (awarner@iupui.edu)
In cooperation with the Mexican Consulate and Ivy Tech, launched the Education Orientation Window program (or Ventanilla de Orientacion Educativa) to provide on-site educational services to Mexican families in the area.
2019-20
Education Orientation Window Program with Mexican Consulate: Evaluate year 1 of the Mexican Consulate program and recommend future strategies.

IUPUI; Office of the Ministry of State Affairs
Foreign Visitors from 3 Countries
Priority #5, Action Item #4
2015-16
Amy Warner (awarner@iupui.edu)
Hosted international visitors from Japan, China, South Africa, and Hyderabad Sister City programs, university and economic development delegations.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Curric Internationalization
Priority #5, Action Item #4
2015-16
Thomas Stucky (tstucky@iupui.edu)
Partnered with Office of International Affairs, Office of Student Involvement and Indiana Campus Compact to support curricular internationalization including:
- Hosted Dr. Eric Hartmann who focused on fair trade learning, assessing critical global citizenship, and the ethical issues of international voluntourism facing colleges and universities in which 36 faculty/staff attended.
- Partnered with OIA staff to present on strategies for international civic engagement in higher education in which 100 faculty, staff, students and community partners attended.
- Consulted with the IU School of Dentistry on pilot use of civic-minded graduate rubric as a tool for evaluating international dental school applications.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
First Cohort of Ford Fellows
Priority #5, Action Item #4
2017-18
Thomas Stucky (tstucky@iupui.edu)
With the Lilly Family School of Philanthropy, we hosted and mentored the first cohort of Ford Fellows, a group of African Scholars, for a semester.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
LEAP Program
Priority #5, Action Item #4
2018-19
Thomas Stucky (tstucky@iupui.edu)
- Leadership and Executive Advanced Program (LEAP)

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
SPEA IUPUI established the Peterson Fellows, an annual paid internship within the Mayor's Office at the City of Indianapolis established by former Indianapolis Mayor Bart Peterson.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Projected Scholarships
Priority #5, Action Item #4
2019-20
Thomas Stucky (tstucky@iupui.edu)
2019-20 projected scholarships totals: 25 scholarships; $30,000 total dollars

IUPUI; Planning & Institutional Improvement
English for Academic Purposes Testing
Priority #5, Action Item #4
2015-16
Stephen Hundley (shundley@iupui.edu)
SPEA hosted a session with the Mandela Fellows, which included collaborative problem solving for four SPEA faculty in July 2018.

IUPUI; Planning & Institutional Improvement
Testing Center staff conducted English for Academic Purposes testing for international students.

IUPUI; Planning & Institutional Improvement
Priority #1, Action Item #1c
2016-17
Stephen Hundley (shundley@iupui.edu)
The Testing Center and the EAP Program accomplished a successful implementation of the new EAP Placement Test (i.e., Michigan Test of English Language Proficiency or MTELPP Series) developed by Cambridge Michigan Language Assessments (CaMLA). (Note: The EAP Program adopted the MTELPP Level 2 test battery due to ACT’s discontinuation of the COMPASS/ESL placement tests on November 30, 2016.)

IUPUI; Richard M. Fairbanks School of Public Health

Slovakian Physician Comes to Public Health

Priority #5, Action Item #4

2015-16

Paul Halverson (pklhalver@iupui.edu)

Dr. Mária Reklóvá, a physician with an oncology clinical practice in Slovakia, received the UUC CRNETT award, which allowed her to come to the IU Fairbanks School of Public Health to work with Social and Behavioral Science Professor Kathryn Coe, PhD, for two months to develop a qualitative oncology study focusing on Roma cancer patients in Slovakia.

IUPUI; Richard M. Fairbanks School of Public Health

Ten day Course at Nanjing Medical

Priority #5, Action Item #4

2015-16

Paul Halverson (pklhalver@iupui.edu)

Assistant Professor Max Moreno, PhD, Environmental Health Science, traveled to Nanjing Medical University School of Public Health and taught a 10-day course on “Environmental Science, traveled to Nanjing Medical University School of Public Health on oncology study focusing on Roma cancer patients in Slovakia.”

IUPUI; Robert H. McKinney School of Law

McKinney’s Winter Program

Priority #5, Action Item #4

2018-20

Andrew Klein (anrklein@iupui.edu)

Prospective international students took part in McKinney’s first-ever Winter Program. Five students were immersed in law classes, law-related field trips, and the city’s cultural activities. More information is here. 


Continue to work with the Ho Chi Minh Academy of Politics

IUPUI; Robert H. McKinney School of Law

McKinneys Winter Program

Priority #5, Action Item #4

2018-20

Andrew Klein (anrklein@iupui.edu)

IUPUI; Robert H. McKinney School of Law

Myanmar Law Graduates

Priority #1, Action Item #2

2019-20

Andrew Klein (anrklein@iupui.edu)

McKinney signed a letter of intent with officials from the Burmese American Community Institute which will welcome Myanmar law graduates to apply for enrollment in McKinney’s Master of Laws (LL.M.) program beginning in Spring 2020. More information here.


IUPUI; School of Education

Partnering for Radical School Improvement

Priority #5, Action Item #4

2018-19

Tambara Jackson (tambjack@iupui.edu)

2017-2022

Partnering for Radical School Improvement: Preparing Every Teacher for English Language Learners. Office of English Language Acquisition: National Professional Development Program Grant, United States Department of Education. Principal Investigator; 25% Effort; Award: $2,749,137. PI: Tremant.

IUPUI; School of Engineering & Technology

Four Students from Tehran

Priority #5, Action Item #4

2017-18

David Russomanno (drussoma@iupui.edu)

Four students from the joint E&T-University of Tehran 1+1.5 MS program were admitted to the MSME program.

IUPUI; School of Engineering & Technology

Heilbronn Marseilles Amideast Symbiosis

Priority #5, Action Item #4

2019-20

David Russomanno (drussoma@iupui.edu)

Continue to support student exchanges with Heilbronn, Marseilles, Amideast, and Symbiosis for study at IUPUI.

IUPUI; School of Engineering & Technology

Hosted Delegation from France

Priority #5, Action Item #4

2017-18

David Russomanno (drussoma@iupui.edu)

A delegation from Pays de Loire in France was hosted by the School, and opportunities for IUPUI students to intern in France are being advertised to industry in France and IUPUI students.

IUPUI; School of Engineering & Technology

Increased Intl Enroll

Priority #5, Action Item #4

2015-16

David Russomanno (drussoma@iupui.edu)

E&T increased international student enrollment by 38% over the past 5 years (n=454) through strategic and streamlined recruitment processes. Over 25% of the international students at IUPUI are pursuing programs in E&T.

IUPUI; School of Engineering & Technology

Increased Student Enrollment

Priority #5, Action Item #4

2017-18

David Russomanno (drussoma@iupui.edu)

As part of the IUPUI RISE initiative, TLC faculty completed a revision of the International Leadership Certificate and undergraduate pathway. TLC faculty received an ePortfolio grant that supported this work and the new international pathway was developed. TLC Faculty worked with the Office of International Affairs to internationalize the entire international pathway curriculum.

IUPUI; School of Engineering & Technology

International SunSat Design Competition

Priority #5, Action Item #4

2015-16

David Russomanno (drussoma@iupui.edu)

E&T energy engineering and computer graphics technology students captured second place and a $6,000 purse at the prestigious International SunSat Design Competition for their video and technical abstract “Pathway to Power.”
IUPUI; School of Engineering & Technology
Interns from Three Countries Study Space Solar Power
Priority #5, Action Item #4
2015-16
David Russomanno (drussoma@iupui.edu)
Undergraduate interns from three countries joined together in 2015 to study Space Solar Power, the concept of gathering sunlight in space and beaming it wirelessly to ground-based receivers. Their work was published by the American Institute of Aeronautics and Astronautics at the SPACE 2015 technical conference.

IUPUI; School of Engineering & Technology
Japan and China
Priority #5, Action Item #4
2015-16
David Russomanno (drussoma@iupui.edu)
Pursue strategies to recruit qualified students from Latin America, Asia, Africa, and Europe.

IUPUI; School of Engineering & Technology
Lat America Asia Africa Europe
Priority #5, Action Item #4
2019-20
David Russomanno (drussoma@iupui.edu)
Pursue strategies to recruit qualified students from Latin America, Asia, Africa, and Europe.

IUPUI; School of Engineering & Technology
Pursue Graduate Level Internship Strategies
Priority #5, Action Item #4
2019-20
David Russomanno (drussoma@iupui.edu)
Pursue graduate level internship strategies to facilitate/ increase international student participation in these opportunities.

IUPUI; School of Engineering & Technology
Transfer Agreement with Vellore Institute of Technology in India
Priority #5, Action Item #4
2017-20
David Russomanno (drussoma@iupui.edu)
A 2+2 student transfer agreement with Vellore Institute of Technology in India has been proposed to OIA and a detailed transfer mapping has been developed for transfers to the Mechanical Engineering program.

IUPUI; School of Engineering & Technology
Visit to Puerto Rico
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
IUPUI admissions and E&T partnered to visit Puerto Rico to help prospective students apply to programs.

IUPUI; School of Engineering & Technology
Visiting Scholars from Japan
Priority #5, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)
Biomedical engineering hosted visiting scholars from Harbin Medical University, China.

IUPUI; School of Engineering & Technology
Pursue Graduate Level Internship Strategies
Priority #5, Action Item #4
2019-20
David Russomanno (drussoma@iupui.edu)
Pursue graduate level internship strategies to facilitate/ increase international student participation in these opportunities.

IUPUI; School of Health & Rehabilitation Sciences
Collaborate with OIA to Increase Enrollment
Priority #5, Action Item #4
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Collaborated with the Office of International Affairs to increase the enrollment of international students.

IUPUI; School of Health & Rehabilitation Sciences
Collaboration on Book Proposal
Priority #5, Action Item #4
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Dr. Mac Kinnon hosted Laetus Lategan, PhD, Professor and Dean of Research at the CUT in June 2016. Together with Amber Comer, J.D., Ph.D., they collaborated on a book proposal on the centrality of ethics in health care, identified an article on moral decision-making to work on, and drafted an Agreement for Academic Cooperation that will be submitted to IUPUI and the CUT for approval.

IUPUI; School of Health & Rehabilitation Sciences
Health Sciences Increase
Priority #5, Action Item #4
2017-18
Rafael Bahamonde (rbahamon@iupui.edu)
The Health Sciences program saw a 53% increase in international students in the BSHS.

IUPUI; School of Liberal Arts
Host Scholars from China
Priority #5, Action Item #4
2018-19
Rob Rebein (rrebein@iupui.edu)
The International Center for Intercultural Communication hosted two scholars from China.

IUPUI; School of Liberal Arts
Host Internat Conferences in Japan Australia
Priority #5, Action Item #4
2019-20
Rob Rebein (rrebein@iupui.edu)
Jain (Religious Studies) is co-PI on a Luce grant with an international team of scholars. In the coming years, they will host international conferences, including in Japan and Australia.

IUPUI; School of Liberal Arts
Host Scholars from China
Priority #5, Action Item #4
2018-19
Rob Rebein (rrebein@iupui.edu)
The International Center for Intercultural Communication hosted two scholars from China.

IUPUI; School of Liberal Arts
Intercultural Community of Practice
Priority #5, Action Item #4
2018-19
Rob Rebein (rrebein@iupui.edu)
Ene (English) co-chairs the Intercultural Community of Practice, which provides professional development for faculty who work or are interested in learning about intercultural engagement, as well as social events meant to create a more welcoming climate for multicultural students at IUPUI. In 2018-2019, the COP won, together with a larger group, a Welcoming Campus Grant.

Indiana University
Bicentennial Strategic Plan Appendix 2020 297
IUPUI; School of Liberal Arts
Prince Al Waled Ctr for Muslim-Christian Understanding
Priority #5, Action Item #4
2018-19
Rob Rebein (rrebein@iupui.edu)
Curtis (Religious Studies) was newly appointed to the International Board of Advisors of the Prince Al-Waleed Center for Muslim-Christian Understanding at Georgetown University

IUPUI; School of Liberal Arts
Program in Intensive English
Priority #5, Action Item #4
2015-16
Rob Rebein (rrebein@iupui.edu)
Launched successfully the Program in Intensive English (PIE) during the Fall 2016 semester. The program began with a small cohort of 10 students, but the academic year saw total enrollments of 159 (145.4 FTE), with 50 students enrolled in the final spring term. Twenty-two distinct countries were represented.

IUPUI; School of Science
Seven Research Teams, Seven Continents
Priority #5, Action Item #4
2015-16
Shiaofen Fang (shfang@iupui.edu)
Seven Research Teams, Seven Continents. IUPUI professors have gone global. Faculty from the Department of Earth Sciences have been awarded several grants to research topics ranging from glacial deposits in Antarctica to arc magmatism in the North Pacific. The school has at least one team on every continent conducting high-quality research that will have a significant impact.
http://science.iupui.edu/news/seven-research-teams-seven-continents

IUPUI; School of Social Work
Hosted Three International Scholars
Priority #5, Action Item #4
2018-19
Tamara Davis (tamsdavi@iu.edu)
We hosted three international scholars during this past academic year.

IUPUI; School of Social Work
Internat Social Problems
Priority #5, Action Item #4
2018-19
Tamara Davis (tamsdavi@iu.edu)
Our MSW students also completed an assignment exploring international social problems and potential interventions to reduce the severity of them; these students presented about their projects at a poster presentation in Spring 2019.

IUPUI; School of Social Work
New Internat Taskforce
Priority #5, Action Item #4
2019-20
Tamara Davis (tamsdavi@iu.edu)
Our faculty formed a new international task force that will work during the 2019-2020 year to develop priorities and make recommendations for new internationally focused activities for faculty and students.

IUPUI; School of Social Work
Special Issue of Schools Online Journal
Priority #5, Action Item #4
2017-18
Tamara Davis (tamsdavi@iu.edu)
The spring 2018 special issue of the School’s online journal, Advances in Social Work, focuses on refugee and immigration issues. The journal’s 122 reviewers hailed from 80 institutions in 37 states and territories and 8 countries.

IUPUI; UITS
Flywire Payment Option
Priority #5, Action Item #4
2018-19
Stacy Morrone (amorrone@iu.edu)
Admissions: In August, implemented Flywire as a payment option for applications to IU; removed a barrier of international commerce limitations for applicants to apply to IU.

IUPUI; UITS
Timekeeping to Track Visa Status
Priority #5, Action Item #4
2018-19
Stacy Morrone (amorrone@iu.edu)
Timekeeping Enhancement for Hourly Employees on a Visa: In collaboration with OIS and HRMS/EMS Payroll, enhancement of Timekeeping application to track visa status of and assist F-1/J-1 international student/scholar hourly university employees in complying with caps on working hours to prevent loss of student/scholar visa status

IUPUI; University Library
Better World Books
Priority #5, Action Item #4
2015-16
Kristi Palmer (klpalmer@iupui.edu)
The University Library provides a welcoming place for international students to gather and study. A group of library staff have formed a group to work on making sure the library is meeting the needs of international students.

IU School of Nursing Bloomington
Sun Yat-sen Students Attend Clinicals and Special Events with Our Students
Objective 1: A Commitment to Student Success Through an Engaged, Diverse, and Global Experience
Yearly, but will not take place in 2019-2020
IUB campus
Dr. Kim Decker, kidecker@iu.edu, 856-6093
Dr. Sharon Gates, sgates@iu.edu, 856-6093
John Simmons, johosim@iu.edu, 856-6875
Helping our nursing students share knowledge with—and learn from—students from other cultures is such an integral part of the learning process at the IU School of Nursing. That learning experience includes our on-campus exchange program with students from Sun Yat-sen University (SYSU) located in Guangzhou, Guangdong, China. During their time in Bloomington, these exchange students live in on-campus housing and attend nursing classes and clinical, high fidelity health care simulations, and special events with Urdu speaking people; they have been suffering silently in the countless slums or makeshift camps scattered across Bangladesh, for the past 46 years.

IUPUI; University Library
Partnership with Better World Books
Priority #5, Action Item #4
2017-18
Kristi Palmer (klpalmer@iupui.edu)
University Library partners with Better World Books to handle the removal of books identified by librarians as no longer relevant to the library’s collection. Better World Books pays for shipment and processing of these books and then sells or donates them around the world. For every book sold, Better World Books donates a book to someone in need.

IUPUI; University Library
Welcoming Place for Internat Students
Priority #5, Action Item #4
2015-16
Kristi Palmer (klpalmer@iupui.edu)
The University Library provides a welcoming place for international students to gather and study. A group of library staff have formed a group to work on making sure the library is meeting the needs of international students.

IU School of Nursing Bloomington
Objective 1: A Commitment to Student Success Through an Engaged, Diverse, and Global Experience
Yearly, but will not take place in 2019-2020
IUB campus
Dr. Kim Decker, kidecker@iu.edu, 856-1729
Dr. Sharon Gates, sgates@iu.edu, 856-6093
John Simmons, johosim@iu.edu, 856-6875
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our nursing students, including attending IU basketball games and meeting celebrities like former Indiana Fever superstar and WNBA League MVP Tamika Catchings!

IU SO
IUSO in Rwanda
5
Ongoing
Kalwende Primary School, Rwanda
Joseph Bonanno, jbonanno@indiana.edu
https://news.iu.edu/stories/features/rwanda/school-of-optometry.html
Solange Mutuyimana nervously approached the classroom, hands in front of her, no smile on her face. She was one of hundreds of Kalwende Primary School students who had lined up throughout the week to undergo a vision screening.

Although Indiana University clinical professor Don Lyon only knew a few words to communicate with the 14-year-old, it was clear she would be one of the more serious cases he would see during his week in Rwanda. Having never had a vision screening before, Solange wasn’t sure what to expect.

"Solange first came to us very quiet, and she seemed quite nervous," said Lyon, director of residencies at the IU School of Optometry. "She did not respond well to the visual acuity test or the rest of the tests. Basically, she was living in a world where the only things in focus had to be about 20 centimeters away from her face. Everything else was blurry for her."

IUSO
IU in Thailand
5
Ongoing
IUSO, RU in Thailand
Joseph Bonanno, jbonanno@indiana.edu
When Dr. Nutchaarpa Puangmalai, or Dr. Saai as she is known, graduated from Ramkhamhaeng University with a degree in optometry, she set out to practice what she had been taught.

But she soon realized that in order to make a greater contribution to her field, she needed to return to her alma mater—the first university in Thailand to have an optometry program thanks to the support of Indiana University—to help bring the next generation of optometrists to Thailand.

"After I graduated, I worked in some optical stores and as a practitioner in a local hospital so I tried different things," she said. "But I realized to improve the profession is to have potential faculty to produce more students and to produce more graduates to serve our country."

Serving as a lecturer, researcher and clinic consultant for the school, Puangmalai is a shining example of a collaboration between two universities that set out 20 years ago to help bring optometry to Thailand.

Office of the Vice Provost for Undergraduate Education
Implementation of pre-registration process to enroll incoming international students in required SLST courses
POE One: An Excellent Education
IUB Bicentennial Objective 1: Engaged, Diverse, and Global Experience
IUBBO1.SPOE Four: The International Dimension of Excellence
IUB Bicentennial Objective 7: A Top-tier Global Destination for Excellent Education and Preferred Global Partner
IUBBO1.1.7a
2015–Present
Implemented new pre-registration process to enroll incoming international students in required SLST courses prior to NSO advising in August 2015 and January 2016 in collaboration with the Registrar and the Dept. of Second Language Studies.

New process resulted in a higher percentage of international students being enrolled in required SLST courses in their first term.

RTV
WFIU Partnership with Story Corps (BOS)
2018
Monroe County
Perry Metz, General Manager metz@monroe.edu
We brought the popular NPR feature to Monroe County. The LIFEQs® Culture Center, the Asian Culture, the Neal-Marshall Black Culture, La Casa / Latino Cultural Center, and First Nations Educational and Cultural centers and IU Veterans Support Services all partnered in recruiting participants who recorded their stories in the mobile studio.

https://storycorps.org/stops/mobile-stop-bloomington-in/

SICE IUB
SICE Faculty and Staff Bring School's Vision to India
5 – a global university
October 11, 2017
SICE IUB
Raj Acharya, dean@soic.indiana.edu
“The School of Informatics, Computing, and Engineering at IU is building tomorrow, and our unique depth and breadth of programs touches on so many areas of life,” Acharya said. "I know how strong passions and big dreams can send someone from India halfway around the globe to pursue a brighter future, and the students and faculty at SICE are excited to help some of those dreams come true." Dean Raj Acharya

SOE
Dual language programming grows through institute
5
June 2019–Ongoing
SOE IUB
Lem Watson, watsonlw@indiana.edu

Dual language programming continues to expand around the country, and researchers from the School of Education are doing their part to help school corporations learn more. The Dual Language Immersion Summer Institute, now in its fourth year, took place this month and included 41 teachers and administrators from eight different school districts around Indiana. While some are from schools that already had implemented dual language programs, others are from districts planning to start their own programs during the next school year.

SOE
Fulbright fellows learn about US higher education
5
January 28, 2019
SOE IUB
Lem Watson, watsonlw@indiana.edu

SOE
IU in Rwanda
5
Summer 2018
Rwanda
Lem Watson, watsonlw@indiana.edu
https://news.iu.edu/stories/features/rwanda/simon-munyaneza.html
If Indiana University had an ambassador to Rwanda, it would be Simon Pierre Munyaneza. A native of Rwanda, the fourth-year Ph.D. student in literacy, culture and language education is the driver of his heart and soul. The thirst for knowledge was instilled in him at a young age by his father and mother, both advocates for lifelong learning.

SPh Bloomington
The Environment and Public Health: Challenges and Opportunities
Priority 5.1-3, 5 – Global Presence
Beijing, Hyatt Regency
Michael McGuire, mcguirem@indiana.edu
11:00 am
"The Environment and Public Health: Challenges and Opportunities" Panel Discussion
Moderator: Executive Associate Dean Michael McGuire, School of Public and Environmental Affairs

IUB SOE
"Bring optometry to Thailand."
"But I realized to improve the profession is to have potential faculty to produce more students and to produce more graduates to serve our country."

IU in Thailand
5
Ongoing
IU in Thailand
Joseph Bonanno, jbonanno@indiana.edu
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But she soon realized that in order to make a greater contribution to her field, she needed to return to her alma mater—the first university in Thailand to have an optometry program thanks to the support of Indiana University—to help bring the next generation of optometrists to Thailand.

"After I graduated, I worked in some optical stores and as a practitioner in a local hospital so I tried different things," she said. "But I realized to improve the profession is to have potential faculty to produce more students and to produce more graduates to serve our country."

Serving as a lecturer, researcher and clinic consultant for the school, Puangmalai is a shining example of a collaboration between two universities that set out 20 years ago to help bring optometry to Thailand.

The Dual Language Immersion Summer Institute, now in its fourth year, took place this month and included 41 teachers and administrators from eight different school districts around Indiana. While some are from schools that already had implemented dual language programs, others are from districts planning to start their own programs during the next school year.

SOE
Fulbright fellows learn about US higher education
5
January 28, 2019
SOE IUB
Lem Watson, watsonlw@indiana.edu

IU in Rwanda
5
Summer 2018
Rwanda
Lem Watson, watsonlw@indiana.edu
https://news.iu.edu/stories/features/rwanda/simon-munyaneza.html
If Indiana University had an ambassador to Rwanda, it would be Simon Pierre Munyaneza. A native of Rwanda, the fourth-year Ph.D. student in literacy, culture and language education is the driver of his heart and soul. The thirst for knowledge was instilled in him at a young age by his father and mother, both advocates for lifelong learning.

SPh Bloomington
The Environment and Public Health: Challenges and Opportunities
Priority 5.1-3, 5 – Global Presence
Beijing, Hyatt Regency
Michael McGuire, mcguirem@indiana.edu
11:00 am
"The Environment and Public Health: Challenges and Opportunities" Panel Discussion
Moderator: Executive Associate Dean Michael McGuire, School of Public and Environmental Affairs

IU in Rwanda
5
Ongoing
Kalwende Primary School, Rwanda
Joseph Bonanno, jbonanno@indiana.edu
https://news.iu.edu/stories/features/rwanda/school-of-optometry.html
Solange Mutuyimana nervously approached the classroom, hands in front of her, no smile on her face. She was one of hundreds of Kalwende Primary School students who had lined up throughout the week to undergo a vision screening.

Although Indiana University clinical professor Don Lyon only knew a few words to communicate with the 14-year-old, it was clear she would be one of the more serious cases he would see during his week in Rwanda. Having never had a vision screening before, Solange wasn’t sure what to expect.

"Solange first came to us very quiet, and she seemed quite nervous," said Lyon, director of residencies at the IU School of Optometry. "She did not respond well to the visual acuity test or the rest of the tests. Basically, she was living in a world where the only things in focus had to be about 20 centimeters away from her face. Everything else was blurry for her."

IU in Thailand
5
Ongoing
IUSO, RU in Thailand
Joseph Bonanno, jbonanno@indiana.edu
When Dr. Nutchaarpa Puangmalai, or Dr. Saai as she is known, graduated from Ramkhamhaeng University with a degree in optometry, she set out to practice what she had been taught.

But she soon realized that in order to make a greater contribution to her field, she needed to return to her alma mater—the first university in Thailand to have an optometry program thanks to the support of Indiana University—to help bring the next generation of optometrists to Thailand.
confirmed panelists:
- Dr. Ka He, Chair and professor, Epidemiology and Biostatistics, IU School of Public Health
- Dr. Juan Zhang (SPH PhD ’09) Associate Professor, Department of Behavioral Science and Health Communication, School of Public Health, Peking Union Medical College (PUMC) & China Academy of Medical Science (CAMS)
- Chanho Park (Maurer LLM ’04) Director and Head of Programs for Large Emerging Economies, Global Green Growth Institute
- Ning Zhang (SPSA MPA ’14) Program Director, Shenzhen Green Foundation

SPH Bloomington
Faculty Exchange - Karo Omoidor
Priority 5 – Global University
2019
University of Ghana, Legon Ghana (UG)
Karo Omoidor, omoodio@indiana.edu
My trip to Ghana was part of the faculty exchange program between IU and University of Ghana, Legon Ghana (UG). While at UG, I had the privilege of meeting with the Dean, Dr. de-Graft Aikins and other staff of the International Programs (Picture 1). I collaborated with Dr. Ebenezer Ayesu (Picture 2) of the Institute of African Studies, UG on a few other research projects. Areas of collaboration included, a research project which sought to understand Ghanaian physicians’ perceptions of tick-borne disease risk, and review of archival records for vector-borne diseases. Although, I was scheduled to teach and provide instruction for graduate students, this was not possible for logistical reasons.

My visit to the University of Liberia, Monrovia Liberia (UL) provided an opportunity to see first-hand some of the challenges associated with teaching, curriculum development and research. While in Liberia, I met with a host of stakeholders including Dr. Mosoka Fallah, (Deputy Director for Technical Services, National Public Health Institute of Liberia [NPHTL]), Dr. Laura Skrip (also of NPHTL), Mr. Peter Humphrey (Dean, TJR Faulkner College of Science & Technology, Fendall Campus, Louisiana, UL). As part of the outcomes of my visit, I will partner with NPHTL to develop a program of study for their first ever Master of Public Health (MPH) degree program at UL. Given the obvious need for increasing research productivity among faculty at UL, several faculty expressed a willingness to participate in a training program which will focus on research methods, including survey methodology. I hope to also work with leaders of a Community Based Outreach program (Picture 5) to identify funding sources for implementing a rehabilitation program for homeless drug addicts. In all, I spent approximately twenty days at both destinations. Given the large opportunity for faculty and student engagement, I hope to go back at a future date to continue working with the folks I met, both in UG and UL.

SPH
Global Engagement
Priority 5-1-3, 5Global Presence
2017
SPH Bloomington
Jim Gibson, jadgibso@indiana.edu
- International Programs & Visiting Scholars
- The SPH-B continued to host several programs, delegations, and visiting scholars in 2017:
  - Egyptian Junior Faculty Fulbright Scholars
  - STEP undergraduate students from Shanghai, China
  - Serbian graduate students working with children with disabilities
  - Delegations from institutions in Australia, Bangladesh, Botswana, China, and Ecuador
  - Over a dozen visiting scholars from Australia, Brazil, China, Finland, Poland, South Korea, and Turkey

SPH
Public Health Workforce Development in India via Online Courses
Priority 5 – A Global University
July 16-17, 2018
IU Gateway Office in New Delhi
Dr. Khalid Khan, kmkhan@indiana.edu
The objective of the workshop was to receive feedback and further develop a South Asian version of five computer-based courses adapted from the US version of “Public Health and You” (PHY) while educating students and NGO workers in public health. This course was previously pilot tested in Bangladesh; the version was then changed and tested in India. The PHY training was developed by faculty and staff of the IU School of Public Health in order to address the need for formal public health training around the world. Our goal was to obtain feedback from the workshop participants in India to create final version of PHY courses for optimized for public health workers living in India and other South Asian countries. The project was funded by IU Office of Vice President for International Affairs (OVPIA). There were no substantive changes to the content of the event from the grant application proposal. Two IU student project assistants, Janesh Karnati and Suman Khan attended this workshop to provide logistic supports.

SPH
International Visiting Scholars Program
Priority 5 – Global University
2018
SPH Bloomington
Jim Gibson, jadgibso@indiana.edu
The IU School of Public Health-Bloomington (SPH-B) International Visiting Scholars Program supports collaborative research between international visiting scholars and SPH-B faculty hosts with similar interests. Annually, the SPH-B hosts 10-15 scholars from around the world. Visiting scholars may propose to remain in residence at Indiana University for a few days, or for up to one year. In most cases, visiting scholar appointments at the SPH-B do not include compensation or financial assistance.
Health Sciences Research and Education to Improve the State and Nation’s Health

Research

IUPUI; Columbus
Detecting Autism in Early Childhood
Priority #6, Action Item #7
2015-16
Reinhold Hill (reihill@iupuc.edu)
Detecting Autism in Early Childhood – Mark Jaime, IUPUC Assistant Professor of Psychology, is collaborating with an IU Bloomington research scientist to determine how autism spectrum disorder can be detected earlier to allow more time for treatment and lessen the disorder's impact. Dr. Jaime received a research support grant from IUPUI. Processes funded by the grant began in Fall 2017. Regional print media observes: “This is important research, and it speaks well of IUPUC that it has a faculty member involved in such work.” “Jaime is to be commended for his contributions to this research, as is IUPUC for its ability to attract professors such as Jaime that enhance the value of education.” (Science)
http://www.thenewspaper.com/2016/07/28/autism_research_valuable_asset_for_students_science_school_students/

IUPUI; Columbus
Enhanced Technology for Research Support
Priority #6, Action Item #7
2016-17
Reinhold Hill (reihill@iupuc.edu)
Enhanced Technology for Research Support – IUPUC is now connected to the ILight 100GB backbone which increases research capability utilizing Indiana University state of the art research technologies and allows for high speed connection to researchers throughout the world. Through an NSF award, IUPUC will connect to the ILight 100GB backbone by a 10GB connection. Large datasets formerly taking several hours to transfer will now transfer in minutes. (UTIS)

IUPUI; Dentistry
Evaluate the Outcome of Dental Treatments
Priority #6, Action Item #2
2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Dr. Thyvalikakath, Cariology, Operative Dentistry and Dental Public Health, has received NIH funding to study the use of the electronic dental record to evaluate the outcome of dental treatments. The grant is for $1,600,000 over three years, 2015-18.

IUPUI; Dentistry
Oral Health Disparities in IN
Priority #6, Action Item #2
2016-17
Carol Anne Murdoch-Kinch caramurd@iu.edu
Dr. Gerardo Maupome, Cariology, Operative Dentistry and Dental Public Health, has received second-year funding of $702,000 from a multi-year NIH R01 grant to study social network dynamics and oral health disparities in Indiana.

IUPUI; Dentistry
Outcome of Dental Treatments
Priority #6, Action Item #7
2016-17
Carol Anne Murdoch-Kinch caramurd@iu.edu
Dr. Thaikam Thyvalikakath, Cariology, Operative Dentistry and Dental Public Health, has received NIH funding to study the use of the electronic dental records to evaluate the outcome of dental treatments. The grant is for $1,600,000 over three years, 2015-18. Dr. Thyvalikakath has also received NIH funding as co-investigator to conduct A Clinic-Randomized Trial of a Clinical Decision Support System to Improve Dental Provider Delivery of Brief Tobacco Interventions and Quitline Referrals. The grant period is from August 1, 2016-July 31, 2020.

IUPUI; Dentistry
Sealant Programs and Childhood Fluoride Exposure
Priority #6, Action Item #7
2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Dr. Martinez-Mier, Cariology, Operative Dentistry and Dental Public Health, has received $332K for one year of a three year study of developing regional sealant programs in Indiana. The total grant award for three years is more than $1.2 M. In addition, Dr. Martinez-Mier has a $42K grant to study the effects of prenatal and childhood fluoride exposure on neural development.

IUPUI; Dentistry
Study Predicting Caries Risk
Priority #6, Action Item #7
2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Dr. Jackson, Cariology, Operative Dentistry and Dental Public Health, has received over $81K to study predicting caries risk in underserved toddlers.

IUPUI; Herron School of Art + Design
Brain Care Innovation
Priority #6, Action Item #7
2016-17
Nan Goggin, (ngoggin@iu.edu)
Associate Professor Youngbok Hong and VCD graduate students worked with Eskenazi Center for Brain Care Innovation on patient centered design

IUPUI; Herron School of Art + Design
Design a Nose Prosthetic
Priority #6, Action Item #7
2016-17
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
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IUPUI; Herron School of Art + Design
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IUPUI; Herron School of Art + Design
Falls within the Acuity Adaptable Units
Priority #6, Action Item #7
2016-17
Nan Goggin, (ngoggin@iu.edu)
A VCD graduate student’s thesis projects: Mitigate Patient Falls within the Acuity Adaptable Units.

IUPUI; Herron School of Art + Design
Groundbreaking Prosthesis Fabrication
Priority #6, Action Item #7
2017-18
Nan Goggin, (ngoggin@iu.edu)
Herron faculty collaborated with IU Schools of Dentistry, Information and Computing, and Engineering and Technology assisting in groundbreaking prosthesis fabrication solutions.
http://www.go.iu.edu/21Cq

IUPUI; Herron School of Art + Design
Mitigate Patient Falls
Priority #6, Action Item #7
2018-19
Nan Goggin, (ngoggin@iu.edu)
A VCD graduate student’s thesis projects: Mitigate Patient Falls within the Acuity Adaptable Units.

IUPUI; International Affairs
Health Literacy, in collaboration with IU School of Medicine Health Life Sciences with Mexico Saudi Arabia
Priority #6, Action Item #7
2015-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Student Outreach Clinic.

IUPUI; International Affairs
Mitigate Patient Falls
Priority #6, Action Item #7
2015-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
A VCD graduate student’s thesis projects: Mitigate Patient Falls within the Acuity Adaptable Units.

IUPUI; International Affairs
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IUPUI; International Affairs
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2015-16
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IUPUI; International Affairs
Research
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2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
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IUPUI; International Affairs
Evaluate the Outcome of Dental Treatments
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2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
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IUPUI; International Affairs
Detecting Autism in Early Childhood
Priority #6, Action Item #7
2015-16
Reinhold Hill (reihill@iupuc.edu)
Detecting Autism in Early Childhood – Mark Jaime, IUPUC Assistant Professor of Psychology, is collaborating with an IU Bloomington research scientist to determine how autism spectrum disorder can be detected earlier to allow more time for treatment and lessen the disorder’s impact. Dr. Jaime received a research support grant from IUPUI. Processes funded by the grant began in Fall 2017. Regional print media observes: “This is important research, and it speaks well of IUPUC that it has a faculty member involved in such work.” “Jaime is to be commended for his contributions to this research, as is IUPUC for its ability to attract professors such as Jaime that enhance the value of education.” (Science)
http://www.thenewspaper.com/2016/07/28/autism_research_valuable_asset_for_students_science_school_students/
Sarath: NIH R01
Xiaowen: NIH R01
Jingwen: joint R01 with Li Shen
Rich: NIH R21 + Parkview/Medtronic

establish productive internal and external collaborations with quality publications and conference presentations, and to external grants to support faculty and graduate students, to
Mathew Palakal mpalakal@iupui.edu)
2016-17
Priority #6, Action Item #2
BioHealth Informatics Research
IUPUI; IU School of Informatics and Computing

• All five tenure-track faculty in the departments have external grants.
  » Sarath: NIH R01
  » Xiaowen: NIH R01
  » Rich: NIH R21 + Parkside/Medtronic
  » Jingwen: joint R01 with Li Shen
  » Saptarsi: WHO grant

• The BHI Dept started the bi-weekly BHI Research Colloquia, open to all faculty and students, with distinguished speakers coming from universities, industrial research centers, and federal agencies in health related missions.

2018-19
The SoIC hired Gary Schwabach to spearhead the creation of a research and innovation center in the Department of BioHealth Informatics, to serve as a hub for research and creative activity there.
2019-20
As development activities for the planned BioHealth Informatics center progress, the Indiana Biosciences Research Institute and SoIC are working on a sponsored project agreement that will further the joint research agenda of both organizations.

IUPUI; IU School of Informatics and Computing
Human Machine Interface Research
Priority #6, Action Item #2
2017-18
Mathew Palakal mpalakal@iupui.edu
Ph.D. student receives Air Force grant to improve human-machine interfaces: Human-centered computing grad student Eric Vorm received a $75,000 research grant from the U.S. Air Force. "Designing for transparent automated visual classification systems," will support Vorm in designing interfaces that enable improved human operator awareness and facilitate explanation-based reasoning when assisted by automation, i.e., artificial intelligence or AI.

IUPUI; IU School of Nursing
Clinical Partnership IU Health
Priority #6, Action Item #6
2016-17
Robin Newhouse newhouse@iu.edu
IUSON established a clinical academic practice partnership with IU Health to preceptor Adult-Gerontology Acute Care Nurse Practitioner students. This partnership will provide for consistent clinical practicum placements for graduate students.

IUPUI; IU School of Nursing
Cognitive Intervention to Improve Memory
Priority #6, Action Item #2
2016-17
Robin Newhouse newhouse@iu.edu
Dr. Susan Pressler: $2.6 million from the NIH for her study entitled, Cognitive Intervention to Improve Memory in Heart Failure Patient, which will test efficacy of an easily disseminated, scientifically based, computerized training program for improving memory in patients with heart failure on biobehavioral outcomes, cost-effectiveness, and moderators of efficacy.

IUPUI; IU School of Nursing
Colorectal Cancer Screening
Priority #6, Action Item #2
2016-17
Robin Newhouse newhouse@iu.edu
Dr. Susan Rawl: $2.8 million from the Patient Centered Outcomes Research Institute (the first IUSON professor to receive an award from this organization). Dr. Rawl and her team are comparing interventions to increase colorectal cancer screening in low income and minority patients.

IUPUI; IU School of Nursing
Grounded Theory in Research
Priority #6, Action Item #2
2017-18
Robin Newhouse newhouse@iu.edu
In 2018, the continuing education (CE) participant registrations for Using Grounded Theory in Your Research: Concepts and Application: 2-day Intensive Workshop totaled 23, with representatives from nursing, medicine, pharmacy, social work, psychology, philanthropy, kinesiology, and behavioral health research. Registrations increased by more than two-fold from 2017 (10 CE attendees), versus 2016 (8 CE attendees), and 2015 (3 CE attendees). Fifteen participants were IU employees, with others from universities and health systems in Georgia, Indiana, Michigan, and Pennsylvania.

IUPUI; IU School of Nursing
Magnet with Eskenazi
Priority #6, Action Item #6
2015-16
Robin Newhouse newhouse@iu.edu
Participation by graduate faculty in major clinical partner initiatives include Magnet preparation with Eskenazi Health (Dr. Jeni Embroe) and evidence-based practice/research (Dr. Janet Fulton)

IUPUI; IU School of Nursing
Mechanisms of Active Music Engage
Priority #6, Action Item #2
2016-17
Robin Newhouse newhouse@iu.edu
Dr. Sheri Robb: $1.4 million from the NIH for her project titled Mechanisms of Active Music Engagement to Manage Acute Distress and Improve Positive Health Outcomes in Young Children with Cancer and Parents.

IUPUI; IU School of Nursing
Natl Nursing Ed Research Network
Priority #6, Action Item #2
2015-16
Robin Newhouse newhouse@iu.edu
Between 2008 and 2014, NIH funding at the Indiana University School of Nursing (IUSON) consistently ranked within the top 10 among public universities and top 16 among private and public universities. In 2015, IUSON experienced an anticipated and temporary drop in NIH funding and ranking. It was temporary because IUSON has since been awarded 1 NIH R01 and are awaiting notice of grant awards on 2 NIH R01s, 1 NIH T32 training grant, and 1 PCORI grant. Over the next five years the School will reach its goal of being ranked as one of the top ten public universities. Since 1990, we have been awarded over $130 million in total funding.

• In 2015, NIH awarded $2.2 million to IUSON professor Dr. Susan Hixman to study an advanced-care planning tool to help ensure Indiana nursing home patients’ end-of-life treatment preferences are honored. The research will provide information about how well the Physician Orders for Scope of Treatment (POST) tool reflects patients’ treatment preferences and how well patients understand the orders they are choosing. The advance-care planning tool is used by tens of thousands of patients across the United States.

• In 2015, the Robert Wood Johnson Foundation (RWJF) awarded $159,000 to IUSON professor Dr. Pamela Ironside to develop the National Nursing Education Research Network to generate evidence for guiding the transformation of academic nursing.
IUPUI; IU School of Nursing

Priority #6, Action Item #2
2015-16
Robin Newhouse newhouse@iu.edu

IUSON faculty were awarded over $7.3 million for 31 projects from external agencies. This represents an increase of $3.4 million (88%) from 2015-2016. The large increase was in part due to receipt of the Patient Centered Outcomes Research Institute (PCORI) award of $2.8 million (entire 5-years of amount) in one year.

IUPUI; IU School of Nursing

SON Champion Center for Cancer Control
Priority #6, Action Item #
2016-17
Robin Newhouse newhouse@iu.edu

Champion Center for Cancer Control Research:
• To expand and strengthen its research and research training program in cancer prevention and control, the IUSON launched a new center, the IU School of Nursing Champion Center for Cancer Control Research on October 27, 2016 (named after Dr. Victoria Champion).
• With 13 faculty members pursuing groundbreaking research in oncology, the IUSON has the largest number of oncology research-intensive faculty in the country, making the creation of this new center a strategic component for building the school’s research portfolio well into the 21st century. Funding sources for the center will include individual and corporate donors and federal funding to support pre-and post-doctoral training.
• Dr. Victoria Champion was awarded the IU President’s Medal for Excellence for her commitment to research in behavioral oncology, which has improved the quality of life for countless cancer survivors.

IUPUI; IU School of Nursing

SON Research Institutes
Priority #6, Action Item #2
2015-16
Robin Newhouse newhouse@iu.edu

Centers or Institutes expanded:
• The IUSON Social Network Health Research Lab (SNHRL) expanded its multi-disciplinary membership (nursing, informatics, speech and hearing, anthropology, medicine, and law), acquired additional Big Data, received $57,000 from academia and industry, and disseminated results via peer-reviewed presentations and publications. IUSON now has exclusive access to (1) mine the ChaCha question and answer service data and (2) the past 12 years (and all future data) from online message boards and chat rooms from the Epilepsy Foundation of America.
• In the last year, the IUSON Center for Enhancing Quality of Life in Chronic Illness brought 4 nationally known visiting scholars to enhance IUSON faculty research and development. The visiting scholars included: Dr. Kapustin from Astra-Zeneca, and Drs. Chung, Lennie, Moser from the University of Kentucky.
• In the past year, the Research in Palliative and End-of-Life Communication and Training (REsPECT) Center had funding of $19 million supporting 40 research and program grants focused on palliative and end of life care. The fourth annual RESPECT Center conference was held on March 4, 2016 with 175 people in attendance.
• In the past year, IUSON faculty and students collaborated with many schools, centers, and institutes (RESPECT Center, Indiana CTSA, IU Simon Cancer Center, IU Center for Aging Research, Indiana Alzheimer Disease Center, Indiana Institute for Personalized Medicine, Center for Health Innovation and Implementation Science, IU Network Science Institute, Kinsey Institute, IU Center for Neuroimaging, IU Leadership and Education in Adolescent Health, Kranert Institute of Cardiology, Regenstein Institute).

IUPUI; Lilly Family School of Philanthropy

Women’s Philanthropy Institute
Priority #6, Action Item #2
2017-20
Amir Pasic ampasic@iupui.edu

The Women’s Philanthropy Institute (WPI) released the following research between July 1, 2017 and June 30, 2018:
• Women Give 2017: Charitable Giving and Life Satisfaction: Does Gender Matter? Released in October 2017, the study explores the connection between happiness and charitable giving and the roles women play in driving philanthropy.
• The landscape of Giving Circles/Collective Giving. This study, the first landscape scan of giving circles in 10 years, finds that the number of giving circles has tripled between 2007 and 2017. Released in November 2017, it also finds that while women are still the majority of giving circle members, the number of LGBT, men only, and diverse communities groups has grown, and accumulated giving by giving circles has grown nearly $1.3 billion since 1982.
• Gender Differences in #GivingTuesday Participation. Released in December 2017, the study examines the intersection of technology, gender, and charitable giving using data from the 2016 #GivingTuesday campaign. The findings indicate that while women and men give approximately equal amounts on #GivingTuesday, women’s greater participation means greater total donations from women.
• Giving by and for Women: Understanding High Net Worth Donors’ Support for Women and Girls. This qualitative study of high net worth women who gave $1 million or more to causes benefitting women and girls is the second phase of a multiphase research agenda to better understand who supports these causes and why. It was released in January 2018.
• Women Give 2018: Transmitting Generosity to Daughters and Sons. Released in March 2018, the study examines how parents transmit generosity to their children, and whether this differs for adult sons and daughters.
• How Men and Women Approach Impact Investing. The study examines how individuals use impact investing, how men and women do so differently, and what those gender differences may mean for the broader philanthropic sector. It was released in May 2018.
2018-19
The Women’s Philanthropy Institute released seven research studies under an ongoing grant from the Bill & Melinda Gates Foundation. They include Women Give 2019:
• Gender and Giving Across Communities of Color: How Men & Women Give Around Retirement; and Encouraging Giving to Women’s and Girls’ Causes: The Role of Social Norms. The research is increasingly cited in media articles and used heavily across social media.
2019-20
The Women’s Philanthropy Institute (WPI) continues its research agenda with six new studies to be released by April 2020. Two panels of academic papers (100% increase from prior years) on gender and philanthropy were accepted for the 2019 Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) conference. WPI’s new priority is to seek partners to help turn the research into practice and change behaviors around giving.

IUPUI; Office for Women

Women of Color Research Network
Priority #6, Action Item #2
2015-16
Kathy Grove ksgrove@iupui.edu

IU WOMEN OF COLOR RESEARCH NETWORK – OPW partnered with the Office of the Vice Chancellor for Research to establish a chapter of the NIH Women of Color Research Network. Developed 300 person listserve for all IU campuses. Arranged for OPW Spring workshop on unconscious bias streamed to members.
http://ofw.iupui.edu/Mentoring/Advancing-Women-Mentoring-Program/Unconscious-Gender-Bias

IUPUI; Office of the Vice Chancellor for Community Engagement

Support Dentistry VidaSana Study
Priority #6, Action Item #2
2017-19
Amy Warner awarer@iupui.edu

Support the School of Dentistry’s VidaSana study by providing support for data collection from the Hispanic community on the influence of social networks on oral health decisions in underserved communities in the Midwest. This study will inform various fields and industries and lead to developments of social programs, businesses, and policymaking.

IUPUI; Office of the Vice Chancellor for Research

Imaging Research Initiative
Priority #6, Action Item #2
2015-16
Janice Blum jblum@iupui.edu

Imaging Research Initiative - Provide the environment, infrastructure, and resources necessary for facilitating the development of new, innovative biomedical imaging-related technologies, the utilization of biomedical imaging technologies as quantitative tools for scientific research, and the dissemination of imaging technologies into the broader biomedical research and applied imaging communities.
IUPUI; Office of the Vice Chancellor for Research
INDI
Priority #6, Action Item #2
2016-17
Janice Blum jblum@iupui.edu
Integrated Nanosystems Development Institute (INDI) will continue working on funded research projects in collaboration with the IUSM and VA. Other major collaborations have been initiated and several teams working on interdisciplinary projects, specifically taking into consideration the strengths in health and life sciences.
- Presymptomatic-Health and Environmental Monitoring Systems
- Whirlpool Filtering of Circulating Tumor Cells
- Wearable Real-time Gait Monitor
- GC-MS analysis of Volatile Organic Compounds in Metastatic and Non-metastatic Breast Cancer Cells

IUPUI; Office of the Vice Chancellor for Research
Interdisciplinary Research Cluster
Priority #6, Action Item #2
2018-19
Janice Blum jblum@iupui.edu
OVCR worked with faculty to develop an interdisciplinary research cluster focused on environmental science and health, and community-engaged and citizen science research. Faculty participated in working sessions to identify new research partnerships and to pursue funding opportunities. Thirty-five faculty, post docs, and graduate students participated with representation from IUSM/CTSII, Public Health (IUPUI & IUB), School of Science (IUPUI), Liberal Arts (IUPUI), and Arts and Sciences (IUB). At the inaugural session, a Program Officer from the National Institute of Environmental Health Sciences (NIH) was part of the meeting. The goals of the meeting were to identify the base of the research at IUPUI and its strengths, the potential areas of collaboration, and to develop a plan to continue and develop new areas for interdisciplinary research.

IUPUI; Office of the Vice Chancellor for Research
New Interdisciplinary Group Research
Priority #6, Action Item #2
2017-18
Janice Blum jblum@iupui.edu
A new priority was to develop an interdisciplinary group focused on Environmental Health, community-engaged research, and citizen science. The purpose of this group is to create new interdisciplinary research partnerships and opportunities in this area for existing and new investigators.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Center for Health and Justice Research
Priority #6, Action Item #2
2018-19
Thomas Stucky tstucky@iupui.edu
The Center for Criminal Justice Research at the Indiana University Public Policy Institute (housed within the O'Neill School) changed its name to the Center for Health and Justice Research. This name change reflects a broader set of scholarly and translational research efforts underway within the center. This movement is likely to foster additional opportunities to pursue external funding, increase interdisciplinary research, and develop more integrated policy recommendations.

IUPUI; Paul H. O'Neill School of Public and Environmental Affairs
Evaluate Recovery Works2
Priority #6, Action Item #2
2015-16
Thomas Stucky tstucky@iupui.edu
SPEA Assistant Professor Brad Ray received $400,000 from the Division of Mental Health and Addiction to evaluate Recovery Works, a statewide program that offers mental health and substance abuse services in the community for those who may otherwise face incarceration, over the course of three years. Ray will collaborate with the IU Public Policy Institute, a nonpartisan research center based at SPEA.

IUPUI; Richard M. Fairbanks School of Public Health
Diabetes Impact Project
Priority #3, Action Item #1
2018-19
Paul Halverson pkhalver@iupui.edu
In collaboration with Eli Lilly and Company, the Fairbanks School of Public Health launched a new neighborhood-based pilot in May 2018 in three Indianapolis neighborhoods to address the high incidence of diabetes called Diabetes Impact Project—Indianapolis Neighborhoods (DIP-IN). The $7 million, five-year program is focused on three Indianapolis neighborhoods with significant health disparities and high rates of diabetes—the Northeast, Northwest and Near West neighborhoods—and is being led by Dr. Lisa Staton. DIP-IN held its first annual meeting on May 16, 2019, with updates from community partners and project partners about the progress of the project. In the first year of the project, DIP-IN has launched its first intervention—coordinating existing resources:
- Formed and conducted monthly neighborhood steering committee (SC) meetings
- SCs provided feedback on community survey, performed an evaluation of organizations in their neighborhood, identified candidates for neighborhood community health workers, and selected final organizations to house neighborhood community health workers.
- Both neighborhood and Eskenazi community health workers were hired and deployed.
- Data collection and utilization:
  - Key Informant Interviews — 29 interviews of 32 people
  - Community Survey – Mail to 9,000 households, 1,175 surveys returned
  - SAVI Community Health Profiles developed
  - Creation and deployment of community context reports
  - Incorporation of Eskenazi Health community health worker personnel to EPIC system

IUPUI; Richard M. Fairbanks School of Public Health
First Assoc Dean for Research
Priority #6, Action Item #2
2017-19
Paul Halverson pkhalver@iupui.edu
This year, the Fairbanks School of Public Health hired Dr. Gerardo Maupomé as the first-ever associate dean for research. Dr. Maupomé is responsible for providing visionary leadership and oversight of the Fairbanks School’s research enterprise, including expanding the extramural funding base and upholding the school’s commitment to community-engaged public health research.

2018-19
Dr. Gerardo Maupomé, associate dean for research, has launched two school-wide initiatives aimed at increasing awareness of research activity and the business of doing or planning.
- Resource Talks | Presentations from non-FSPH personnel on the business of research.
- Research Ignite | Monthly, school-wide meetings to discuss research activity within FSPH:
  - To create a space for research-intensive faculty to share research ideas, products, experiences, opportunities, and challenges with colleagues.
  - To promote exchange of information across FSPH so that programs, centers and departments learn of research others are doing or planning.
  - To emphasize the public health content of research studies so that implications at large are highlighted for non-specialists, and avoid the research details of isolated topics.
  - To invite non-FSPH speakers to share their collaboration opportunities with FSPH research-intensive faculty.

Dr. Maupomé also revamped FSPH’s presence on Research Connect to enable better cross-collegiation on research projects between FSPH and other units on campus.
IUPUI; Richard M. Fairbanks School of Public Health
Pharmacoepidemiology Capacity
Priority #6, Action Item #2
2016-17
Paul Halverson phalver@iupui.edu
The FSPH Epidemiology Dept. has developed strong pharmacoepidemiology capacity in the past year, and published a dozen manuscripts in this area; e.g. Dr. Yiqing Song examined side effects of SGLT2 inhibitors in diabetic patients.

IUPUI; Richard M. Fairbanks School of Public Health
Uppstroms App
Priority #6, Action Item #5
2018-19
Paul Halverson phalver@iupui.edu
An application called Uppstroms, designed by a team of FSPH and Regenstrief Institute researchers, is winning state and nationwide honors and is helping to reduce the costs of healthcare, while enabling patients to lead healthier lives. The app uses a series of algorithms that take into account environmental, social and behavioral factors, and combines them with clinical data to identify the services patients might need. Providers refer patients to the wraparound services that will help them most, such as behavioral health, dietician or financial counseling services. The app has been in use for a year in Eskemali Health clinics, and has already shown in preliminary results that it increases referrals for services.

• BioCrossroads Inject Tech Challenge
• American Medical Informatics Association (AMIA) Pitch IT competition
https://www.regenstrief.org/article/app-wins-international-competition/

IUPUI; School of Engineering and Technology
Collaborative Projects
Priority #6, Action Item #7
2018-19
David Russomanno (drussoma@iupui.edu)
Several collaborative projects have been started with Center for Regenerative Medicine and Engineering in the IUSM School of Medicine.

• BME received an NIH R21 grant from the National Institute of Arthritis and Musculoskeletal and Skin diseases (NIAMS) to identify a novel therapeutic target for treatment of osteoarthritis.
• BME is developing a three-dimensional bioprinting project for cartilage repair and plans to submit an NIH R01 proposal based on this project.
• A mechanical engineering faculty member received an R01 grant from NIH in the area of biomechanics.
• A music and arts technology faculty member is collaborating with the School of Medicine in an iPad Project to develop software to enable patients receiving care in isolated units to perform music and create art online using iPads.
• The Healthcare Engineering Technology Management program received a $20,000 gift from the Association for the Advancement of Medical Instrumentation to explore and develop content associated with the application of systems engineering to the use of technology in the clinical setting.

IUPUI; School of Engineering and Technology
Detecting Hypoglycemia from Human Breath
Priority #6, Action Item #7
2016-17
David Russomanno (drussoma@iupui.edu)
The integrated nanotechnology development institute (INDI) and mechanical engineering (ME) faculty continue working on a project entitled “Canine-Inspired Smart Sensor for Detecting Hypoglycemia from Human Breath” in collaboration with the HUSM funded from NSF Smart and Connected Health Program.

IUPUI; School of Engineering and Technology
Health and Life Sciences
Priority #6, Action Item #2
2015-16
David Russomanno (drussoma@iupui.edu)
Health and life sciences is a key research and educational focus area within E&T and spans across many programs and departments. Below is a representative list of some accomplishments over the past year:
• Biomedical engineering (BME) received a National Institutes of Health grant to uncover why mechanical stimulation of bones increases their resistance to fractures.
• BME is strengthening its involvement in the inter-professional integrated experience of the DNP program at the IU School of Nursing. This is an opportunity for BME non-thesis Master’s students to engage in projects with students from the School of Nursing and other Schools participating in the program to solve problems with potential for great social economic impact.

IUPUI; School of Engineering and Technology
Communicate Health Information
Priority #6, Action Item #7
2015-16
David Russomanno (drussoma@iupui.edu)
Faculty from electrical engineering and mechanical engineering along with colleagues at the Integrated Nanotechnology Development Institute (INDI) received an award of approximately three-quarter million dollars to develop a noninvasive hand-held smart sensor able to detect the odorsants and communicate health information to patients, caregivers, and family members.

IUPUI; School of Engineering and Technology
Investigate Nerve Interfaces
Priority #6, Action Item #2
2017-18
David Russomanno (drussoma@iupui.edu)
A ME faculty received a one year grant from US Department of Veterans Affairs for his project entitled “Use of GC/MSto Identify Biomarkers for Prostate Cancer in/Urine”.

IUPUI; School of Engineering and Technology
Machine Learning and Data Analytics
Priority #6, Action Item #7
2018-19
David Russomanno (drussoma@iupui.edu)
ECE faculty are working with Regenstrief, School of Medicine, School of Public Health and School of Medicine faculty on health related research projects that utilize machine learning and data analytics.

IUPUI; School of Engineering and Technology
Preventing Bone Metastasis
Priority #6, Action Item #2
2017-18
David Russomanno (drussoma@iupui.edu)
A BME faculty member received from Simon Cancer Center 100 Voices of Hope for Identification of an unknown protein factor that may be addressed for preventing bone metastasis from breast cancer, and thus bring hope for reducing pain and the potential for recurrence.

IUPUI; School of Engineering & Technology
TASI Patents
Priority #6, Action Item #5
2015-16
David Russomanno drussoma@iupui.edu
The Transportation Active Safety Institute (TASI) located within E&T received over $1M in external grants and contracts last fiscal year. TASI filed 3 U.S. patents and more than 20 graduate and undergraduate students participated in TASI research projects.

IUPUI; School of Health & Human Sciences
Cancer Research and Bone Health
Priority #6, Action Item #7
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
Received a $2.85 million R01 award by William Thompson, Ph.D, DPT, from the National Institutes of Health for cancer research and bone health; Thompson’s investigations for this award will begin in the fall of 2019.
IUPUI; School of Health & Human Sciences
Dietary Nitrate and Muscle Power and Aging
Priority #6, Action Item #7
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
Received a $592,183 research award from the Department of Defense to investigate Chronic Headache Due to Mild Traumatic Brain Injury—Principal investigator is Kelly Naugle, Ph.D., M.S., M.A. Kinesiology department.
IUPUI; School of Health & Human Sciences
Investigate Chronic Headache
Priority #6, Action Item #7
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
Received a $592,183 research award from the Department of Defense to investigate Chronic Headache Due to Mild Traumatic Brain Injury—Principal investigator is Kelly Naugle, Ph.D., M.S., M.A. Kinesiology department.
IUPUI; School of Health & Rehabilitation Sciences
Phys Therapy Research Outcomes
Priority #6, Action Item #2
2017-18
Rafael Bahamonde rbahamon@iupui.edu
The Physical Therapy department published multiple papers detailing research outcomes impacting healthcare and clinical practice in physical therapy. They also received external funding in excess of $1 Million supporting healthcare related research.
IUPUI; School of Informatics and Computing
Prosthetic Jaw Bone
Priority #6, Action Item #7
2015-16
Matthew Palakal (mpalakal@iupui.edu)
Media Arts and Science (MAS) faculty and students are working with researchers from the School of Dentistry, creating a prothetic mandible (jaw bone) utilizing digital scanning and 3-D sculpture and printing technology—revolutionizing a field that has long relied on more cumbersome materials and techniques.
IUPUI; School of Liberal Arts
Health Language Corpus
Priority #6, Action Item #2
2019-20
Rob Rebein rebein@iupui.edu
ICIC is poised to be part of the IU School of Medicine's Diabetes Translational Research Center as a leading interdisciplinary partner. A start-up funding request to develop a health language corpus has been submitted in preparation for the School of Medicine's upcoming 2020 proposal for NIH funding of the Diabetes Translational Research Center.
IUPUI; School of Liberal Arts
Opioid Communicative Factors
Priority #6, Action Item #1
2015-16
Rob Rebein rebein@iupui.edu
Received a National Institutes for Health grant for “Identifying Communicative Factors Affecting Opioid Management for Chronic Pain” ($324,281; two-year project), Dr. Marianne Matthias, Co-PI.
IUPUI; School of Physical Education & Tourism Management
Update Kinesiology Lab
Priority #6, Action Item #3
2017-18
Rafael Bahamonde rbahamon@iupui.edu
Allocated funds ($50K) as part of a fundraising campaign to update Kinesiology lab equipment
IUPUI; School of Science
Alcohol Abstinence Research
Priority #6, Action Item #2
2018-19
Shiaofen Fang shfang@iupui.edu
How bacteria hunt other bacteria. A bacterial species that hunts other bacteria has attracted great interest as a potential living antibiotic, but exactly how this predator tracks down its prey has not been clear. A study published in *Biophysical Journal*, by Drs. Steve Presse (physics) and Gregory Anderson (biology) sheds light on this question, revealing that the bacterial predator *Bdellovibrio bacteriovorus* (BV) homes in on its target by taking advantage of fluid forces generated by its own swimming movements and those of its prey. These hydrodynamic flow fields bring the bacteria inclose proximity, giving BV a greater chance of successful attack.
IUPUI; School of Science
Bacteria Hunt Other Bacteria Research
Priority #6, Action Item #2
2016-17
Shiaofen Fang shfang@iupui.edu
Dr. Gregory Anderson and colleagues uncover clues to clustering of lethal bacteria in CF patients. https://science.iupui.edu/2017/10/pagenbioiupui-microbiologists-uncover-clues-clustering-lethal-bacteria-cf-patients
IUPUI; School of Science
Depression Treatment and Heart Attack Research
Priority #6, Action Item #2
2015-16
Shiaofen Fang shfang@iupui.edu
New prevention target: IUPUI studies effect of depression treatment on heart attack risk. IUPUI researchers led by Jesse Stewart of the School of Science, have received a $2.6 million grant from the National Institutes of Health to conduct the first randomized controlled trial to determine whether depression treatment can help prevent the development of cardiovascular disease.

IUPUI; School of Science
Hearing Loss Study
Priority #6, Action Item #2
2017-18
Shiaofen Fang shfang@iupui.edu
Dr. Benjamin Perrin receives $1.9 million NIDCD grant to study age-related hearing loss.

IUPUI; School of Science
How Cancer Cells Migrate
Priority #6, Action Item #2
2018-19
Shiaofen Fang shfang@iupui.edu
Dr. Jing Liu uses physics to study how cancer cells migrate from tumors to bone.

IUPUI; School of Science
MicroRNAs in Blood Research
Priority #6, Action Item #2
2015-16
Shiaofen Fang shfang@iupui.edu
New prevention target: IUPUI studies effect of depression treatment on heart attack risk. IUPUI researchers led by Jesse Stewart of the School of Science, have received a $2.6 million grant from the National Institutes of Health to conduct the first randomized controlled trial to determine whether depression treatment can help prevent the development of cardiovascular disease.

IUPUI; School of Science
Obesity and Cilia Research2
Priority #6, Action Item #2
2018-19
Shiaofen Fang shfang@iupui.edu
Dr. Nick Berbari receives $1.75 NIH grant to examine the role of spinophilin in specific neuronal cell types, in order to identify novel pathways that can be targeted to help ameliorate pathologies associated with addiction and/or illicit drug toxicity.

IUPUI; School of Science
Psychostimulants Research
Priority #6, Action Item #2
2015-16
Shiaofen Fang shfang@iupui.edu
IUPUI Biologist receives NIDSA award to study the effects of humans exposed to psychostimulants. A. Baxum, assistant professor of biology and a member of the Stark Neurosciences Research Institute, was recently awarded a 2 year, $836,000 grant to study molecular changes that occur in the humans exposed to psychostimulants such as amphetamines and cocaine. Spinophilin is a brain protein that regulates responses to drugs of abuse via interactions with myriad synaptic proteins. This project will use cutting-edge molecular techniques to develop tools to characterize the role of spinophilin in specific neuronal cell types, in order to identify novel pathways that can be targeted to help ameliorate pathologies associated with addiction and/or illicit drug toxicity.

IUPUI; School of Science
Synthesizing Novel Compounds
Priority #6, Action Item #2
2016-17
Shiaofen Fang shfang@iupui.edu
Synthesizing useful new compounds is what pharmaceutical discovery and development is all about. Drs. Haibo Ge and Young bing Liu, researchers at the School of Science at Indiana University-Purdue University Indianapolis, have devised a method to substantially speed up the process. The IUPUI chemists have developed and tested a new molecular binding technique that could shorten or abridge the human and animal drug discovery and development process. The new method also is potentially more economical and ecologically friendly than that currently used.

IUPUI; School of Science
Trained Computer Research
Priority #6, Action Item #2
2016-17
Shiaofen Fang shfang@iupui.edu
Computer trained to predict which AML patients will go into remission, which will relapse. Researchers have developed the first computer machine-learning model to accurately predict which patients diagnosed with acute myelogenous leukemia, or AML, will go into remission following treatment for their disease and which will relapse. “It’s pretty straightforward to teach a computer to recognize AML, once you develop a robust algorithm, and in previous work we did it with almost 100 percent accuracy,” said Dr. Murat Dundar, senior author of the disease-progression study and associate professor of computer science in the School of Science at Indiana University-Purdue University Indianapolis. “What was challenging was to go beyond that work and teach the computer to accurately predict the direction of change in disease progression in AML patients, interpreting new data to predict the unknown: which new AML patients will go into remission and which will relapse.”
http://science.iupui.edu/news/computer-trained-predict-which-aml-patients-will-go-remission-which-will-relapse
IUPUI; School of Science
Treatment of Hydrocephalus
Priority #6, Action Item #2
2017-18
Shilaofen Fang sfang@iu.edu
Dr. Bonnie Blazer-Vost and her team develop and test compounds for potential treatment of hydrocephalus. https://science.iupui.edu/2017/12/pagenbioresearch-team-developing-and-testing-compounds-potential-treatment-hydrocephalus

IUPUI; School of Social Work
Ctr for Social Health
Priority #6, Action Item #3
2015-20
Tamar Davis tamsdavi@iu.edu
The launch of the School’s Center for Social Health and Well-Being to support faculty and their research. The School has created the Center for Social Health and Well-Being to provide support for faculty with research projects. The center has provided at least five “bridge” grants to faculty so they can keep their projects moving forward while awaiting larger grants.
Center for Social Health and Well-being was established to provide internal seed funds for research pilot projects with potential for further funding. 2018-19
The School’s Center for Social Health and Wellbeing has funded a number of community engaged research projects, including studies of drug courts, social work/public library partnerships, advanced care planning for older adults, and experiences of bullying in the Muslim community.

IUPUI; School of Social Work
Geriatric Workforce Research
Priority #6, Action Item #2
2015-16
Tamar Davis tamsdavi@iu.edu
Three members of the School of Social Work are participating in the Geriatric Workforce Enhancement Project (GWEP). This is a three year $3.4 million HRSA-funded project. Ten MSW students will receive stipends of $10,000 to work in interdisciplinary geriatric field placements in 2016-2017 and in 2017-2018 (five each year).

IUPUI; School of Social Work
Telehealth Practice
Priority #6, Action Item #6
2016-17
Tamar Davis tamsdavi@iu.edu
Telehealth practice is an emerging field for social workers and work in it represents innovation in the delivery of social work services. We are conducting research on student adoption of telebehavioral social work practice with students who attend three e-social work courses, which were developed 2015-2016, as part of the e-social work certification program. This certification program will make USSHW and IUPUI the first school to provide this a telehealth educational training certificate for social workers in the United States.

IUPUI; UITS
HPC in Science Community Tools
Priority #6, Action Item #2
2016-17
Stacy Morrone amorrone@iu.edu
High performance computing (HPC) support within the Science Community Tools (SCT) directorate was restructured to widen its support base. It now consists of an Advanced Parallel Applications team which continues to support the traditional HPC user base, the Scientific Applications and Performance Tuning (SciAPT) team which supports a wide user base including desktop users via the Karst Desktop service, and the Scalable Compute Archive (SCA) team which supports web and graphical users via portals and web applications. This has allowed Research Technologies to support several new domains previously not heavy on HPC user including neuroscience, radiology, astronomy, microscopy, and others.

IUPUI; UITS
Indiana CTSI
Priority #6, Action Item #2
2015-16
Stacy Morrone amorrone@iu.edu
Advanced Biomedical IT Core (ABITC), of Research Technologies, supports advances in health and life sciences through its support for and participation in Indiana CTSI. Key services include:
- REDCap is a web based system for building online surveys and databases for research data collection without requiring programming experience. 3,664 Indiana CTSI-affiliated researchers are using REDCap to support 5,002 projects as of the end of this FY. That is an increase of 45.5% in number of users and 33.1% in number of projects over the prior year.
- Indiana CTSI hub is the main gateway to Indiana CTSI online collaboration tools, and it is maintained by ABITC. Hundreds of researchers affiliated with Indiana CTSI have accounts on and use Indiana CTSI hub.
- ABITC is piloting a “Regenstrief Data and Computational Enclave” on Karst in support of the Regenstrief Institute Data Core. This pilot project is being developed in collaboration with Dr. Bill Barnett, chief research informatics officer of Indiana CTSI and the Regenstrief Institute (RI), and production deployment is anticipated in FY2017. This secure enclave will aid RI staff in providing data for biomedical research drawn from RI stores of patient data. Barnett will examine their technical operations and help incorporate use of the Karst High Performance system into their workflow. To that end, ABITC is managing the governance process for Karst nodes dedicated to Regenstrief, building custom software tools to streamline DataCore operations, and providing training and technical support for the DataCore. The resource is currently in pilot with the DataCore, and has been branded the Regenstrief Data and Computational Enclave (RDCE).

IUPUI; UITS
REDCap to Study Pediatric Heart Diseases
Priority #6, Action Item #2
2018-19
Stacy Morrone amorrone@iu.edu
August, IU researchers use REDCap to study pediatric heart diseasesDr. Stephanie Ware, Program Leader in Cardiovascular Genetics in the Herman B Wells Center for Pediatric Research at the Indiana University School of Medicine, Dr. Benjamin Landis, Assistant Professor of Pediatrics in the Herman B Wells Center for Pediatric Research at the Indiana University School of Medicine, and their research group have been working to understand the genetic and developmental basis of pediatric heart disease. https://itnews.iu.edu/articles/2018/IU%20researchers%20uses%20REDCap%20to%20study%20pediatric%20heart%20diseases.php

IUPUI; UITS
UTIS Research Technologies
Priority #6, Action Item #2
2016-17
Stacy Morrone amorrone@iu.edu
UTIS Research Technologies, in particular the Science Community Tools (SCT) directorate and its subgroups, and the Pervasive Technology Institute’s Center for Advanced Cybersecurity Research (CAX), support advancements in health and life sciences through partnerships with the Regenstrief Institute, the Indiana CTSI, and UTIS Clinical Affairs IT Services (CAITS). Key services include:
- Supporting “enclaves” on the Karst supercomputer and other central compute and storage resources to enable computational analysis of electronic protected health information (ePHI) by IU researchers. These enclaves use a process adapted from the National Institute of Standards and Technology (NIST) to comply with security requirements from US Government’s Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Centers for Medicare and Medicaid Services (CMS).
- Working closely with the Regenstrief Institute DataCore to enable IU researchers to use data from the Indiana Network for Patient Care (INPC), IU Health, and other highly restricted data sources on these enclaves, and more generally on UTIS Research Technologies high performance systems and storage. Supporting operations of REDCap, a web-based system for building online surveys and databases for research data collection. 4,832 Indiana CTSI-affiliated researchers have used REDCap to support 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year. Supporting operations of Webcamp, a web-based system to manage internal grants projects as of the end of this FY. 6,814 projects as of the end of this fiscal year. That is an increase of 32% in the number of users and 37% in number of projects over the prior year.
IU School of Medicine
Alzheimer’s Disease Animal Models
Example: Bicentennial Priority #6
09/2016–Present
Goodman Hall, Indianapolis, IN
Karen Spataro (keschbac@iu.edu)
Drs. Bruce Lamb and Paul Territo (blamb@iu.edu) pterrito@iupui.edu
Alzheimer's Disease
Indiana University School of Medicine has developed
into one of the nation's premier institutions in the field of
Alzheimer’s disease research and has repeatedly been selected
by the National Institutes of Health to lead nationwide
initiatives. These gains are due to a combination of strategic
recruiting and IU School of Medicine targeted investments in
neuroscience research programs.
2016: IU selected to lead development of new Alzheimer’s
disease models
With the goal of breaking the bottleneck in developing new
drugs to treat Alzheimer’s disease, the National Institute of
Aging will provide $25 million over five years to establish
and fund the Alzheimer’s Disease Precision Models Center
at Indiana University School of Medicine and The Jackson
Laboratory (JAX). The center will be jointly led by Drs. Bruce
Lamb and Paul Territo at IU School of Medicine and Drs.
Gareth Howell and Greg Carter at JAX.
The center will focus on creating dozens of new models
of Alzheimer’s disease; study their physiology, behavior
and genomes for disease relevance; and discover and test
potential Alzheimer’s disease treatments.
https://medicine.iu.edu/news/2016/09/alzheimers-award-
aminal-models-iu-and-jackson-lab-1
IU School of Medicine
Alzheimer’s Disease Biological Samples
Bicentennial Priority #6
07/2018–Present
Goodman Hall, Indianapolis, IN
Karen Spataro (keschbac@iu.edu)
Dr. Tatiana Foroud (tforoud@iu.edu)
Alzheimer's Disease
Indiana University School of Medicine has developed
into one of the nation’s premier institutions in the field of
Alzheimer’s disease research and has repeatedly been selected
by the National Institutes of Health to lead nationwide
initiatives. These gains are due to a combination of strategic
recruiting and IU School of Medicine targeted investments in
neuroscience research programs.
2018: IU grows the nation’s repository for Alzheimer’s disease
biological samples
With a grant from the National Institute of Health’s National
Institute on Aging, Indiana University School of Medicine will
dramatically increase the size and scope of the biobank that
stores DNA and other biological samples used by researchers
globally to better understand, treat and hopefully cure
Alzheimer’s disease. The grant is expected to last three years
and total $12 million pending the availability of funds.
https://medicine.iu.edu/news/2018/07/nihs-funds-major-
biobank-expansion-at-iu-school-of-medicine-to-support-
alzheimers-disease-research
IU School of Medicine
Alzheimer’s Disease Center Grant
Bicentennial Priority #6
08/2016–Present
Goodman Hall, Indianapolis, IN
Karen Spataro (keschbac@iu.edu)
Dr. Andy Saykin (asaykin@iupui.edu)
Alzheimer’s Disease
Indiana University School of Medicine has developed
into one of the nation’s premier institutions in the field of
Alzheimer’s disease research and has repeatedly been selected
by the National Institutes of Health to lead nationwide
initiatives. These gains are due to a combination of strategic
recruiting and IU School of Medicine targeted investments in
neuroscience research programs.
2016: Indiana Alzheimer Disease Center success brings sixth
consecutive five-year federal grant
Federal officials have recognized the research impact of
scientists and physicians working on Alzheimer’s disease
at the Indiana University School of Medicine, awarding the
school its sixth consecutive five-year grant for the Indiana
Alzheimer Disease Center. The renewal brings $10.6 million
in new funding, an increase of $1.5 million over the $9.1
million received when the center’s funding was last renewed in
2011.
https://medicine.iu.edu/news/2016/08/alzheimer-center-
federal-funding-renewal-1
IU School of Medicine
Early Onset Alzheimer’s Disease Grant
Example: Bicentennial Priority #6
10/2018–Present
Goodman Hall, Indianapolis, IN
Karen Spataro (keschbac@iu.edu)
Liana Apostolova (lapostol@iu.edu)
Alzheimer's Disease
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into one of the nation’s premier institutions in the field of
Alzheimer’s disease research and has repeatedly been selected
by the National Institutes of Health to lead nationwide
initiatives. These gains are due to a combination of strategic
recruiting and IU School of Medicine targeted investments in
neuroscience research programs.
2018: IU’s largest ever NIH grant supports early onset
Alzheimer's disease research
Indiana University School of Medicine scientists have
received the university’s largest single grant from the National
Institutes of Health and will partner with a team of premier
researchers around the country to lead a five-year national
research study of a relatively rare form of Alzheimer’s disease.
Researchers hope the study will provide a foundation that
may lead to new therapies for a disease that so far has resisted
effective treatment.
The National Institute on Aging of the NIH has awarded
IU a grant that is expected to total $47.7 million to fund the
Longitudinal Early-onset Alzheimer’s Disease Study.
LEADS will follow participants diagnosed with early-onset
Alzheimer’s disease, which strikes people younger than 65 —
often in their 40s and 50s. The grant is in addition to a $7.6
million award last year that allowed planning and other start-
up activity to begin for LEADS, bringing total federal support
for the initiative to more than $52 million.
https://medicine.iu.edu/news/2018/10/iu-led-study-of-
younger-alzheimers-patients-aims-to-pave-the-way-ward-
toward-new-treatments
IU School of Medicine
Founding of the Vera Bradley Foundation Center for Breast
Cancer Research
June 2018
Karen Spataro (keschbac@iu.edu)
Cancer
Indiana University School of Medicine has long been a
pioneer in cancer research. It was here that a young Lawrence
Einhorn —now a Distinguished Professor —discovered the
cure for testicular cancer. The therapy he developed marked
the first ever cure for a solid tumor and has saved the lives of
hundreds of thousands of young men. IU’s Hal Broxmeyer,
also a Distinguished Professor, pioneered the use of umbilical
cord blood to treat cancer and immune diseases. Cord blood
transplants have since been performed tens of thousands of
times throughout the world.
IU School of Medicine faculty continue to conduct highly
collaborative and interdisciplinary research aimed at
eliminating cancer as a cause of suffering. The following are
some of the most significant developments in cancer research.
2018: IU School of Medicine establishes research center
focused on developing new treatments for breast cancer
Indiana University School of Medicine is launching a new
research center focused on dramatically improving therapies
for some of the most difficult-to-treat types of breast cancer.
The center will be named the Vera Bradley Foundation Center
for Breast Cancer Research in recognition of two decades
of philanthropic support from the Indiana-based handbag
maker and its charitable foundation.
https://medicine.iu.edu/news/2018/06/iu-school-of-
medicine-establishes-research-center-focused-on-developing-
new-treatments-for-breast-cancer
IU School of Medicine
Inherited Cancers Research (neurofibromatosis)
Example: Bicentennial Priority #6
08/2015–Present
Karen Spataro (keschbac@iu.edu)
Dr. Wade Clapp (dc1app@iu.edu)
Cancer
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collaborative and interdisciplinary research aimed at
eliminating cancer as a cause of suffering. The following are
some of the most significant developments in cancer research.

The Indiana University School of Medicine has been selected to lead a five-year, $12 million national research project to develop new treatments for diseases of a genetic mutation that leads to disfiguring and life-threatening tumors and other developmental disorders, mainly in children.

The grant, one of the highly competitive and coveted projects funded by the National Cancer Institute's Specialized Programs of Research Excellence initiative, is the first such SPORE grant to focus on pediatric cancers. https://medicine.iu.edu/news/2015/08/special-programs-of-research-excellence-grant/1

IU School of Medicine
Formation of IU Musculoskeletal Health Center
Bicentennial Priority #6
2016–Present
Karen Spataro (keschbac@iu.edu)
Dr. Lynda Bonewald (bonewal@iu.edu)

Musculoskeletal Health
IU School of Medicine was an early leader in research involving osteoporosis and other metabolic bone disorders.

During the period of the Bicentennial Strategic Plan, the school further cemented its leadership in this critical space through the establishment of the Indiana Center for Musculoskeletal Health. The center is dedicated to discovering and developing new therapies, preventative strategies, and technologies to address musculoskeletal conditions that affect more than half of American adults. The school successfully recruited a nationally recognized leader to lead the burgeoning program, and the center's faculty have demonstrated continued excellence. They have secured significant external grant funding and—notably—saw FDA approval of a new drug to treat a rare bone disease based on IU School of Medicine research.

2018: IU School of Medicine research leads to new drug for rare bone disease

Research led by two Indiana University School of Medicine faculty members has culminated in U.S. Food and Drug Administration approval of a new drug for patients with an uncommon, painful and deforming bone disease. The drug, burosumab, treats X-linked hypophosphatemia, or XLH. It is being brought to market by Ultragenyx Pharmaceutical Inc. in collaboration with Kyowa Hakko Kirin Co., Ltd. and its European subsidiary, Kyowa Kirin International PLC, under the brand name Crysvita.

XLH is a phosphate-wasting disease that causes rickets and osteomalacia, or softening of the bones. It is typically inherited and affects more than 12,000 patients in the United States and one out of every 20,000 people worldwide. Patients are typically diagnosed as children and have bowed legs, short stature, and experience bone pain and dental abscesses.

The new treatment is based on patented discoveries made by Michael Econs, MD, chief of the Division of Endocrinology and Metabolism at IU School of Medicine, and Kenneth E. White, PhD, the school’s David D. Weaver Professor of Genetics. Econs and White were the first to publish work in the journal Nature Genetics that mutations in the hormone Fibroblast growth factor-23 (FGF23) could lead to certain genetic forms of hypophosphatemic rickets. https://medicine.iu.edu/blogs/iu-medicine-magazine/6dsigns-off-of-new-xlh-drug

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Indiana University School of Medicine has long been a pioneer in cancer research. It was here that a young Lawrence Einhorn—now a Distinguished Professor—discovered the therapy that he developed marked the first cure ever for solid tumor and has saved the lives of hundreds of thousands of young men. IU’s Hal Broxmeyer, also a Distinguished Professor, pioneered the use of umbilical cord blood to treat cancer and immune diseases. Cord blood transplants have since been performed tens of thousands of times throughout the world.

IU School of Medicine faculty continue to conduct highly collaborative and interdisciplinary research aimed at eliminating cancer as a cause of suffering. The following are some of the most significant developments in cancer research.

2018: $14 million gift to create program focused on symptom management, mental and spiritual health of cancer patients

A $14 million gift to Indiana University School of Medicine will transform cancer care in Indiana by serving as the catalyst to build a comprehensive approach that helps patients and their families manage the symptoms, pain and stress that often accompany a cancer diagnosis.

The gift from the Walther Cancer Foundation will create a supportive oncology program that goes beyond standard therapies such as surgery, chemotherapy and radiation and seeks to care for a patient’s overall physical, mental and spiritual well-being. The program will be named the Walther Supportive Oncology Program in recognition of the foundation’s generosity.

It is believed to be the largest gift in the country to support a program of this kind. As part of For All: The Indiana University Bicentennial Campaign, the gift will receive matching funds from Indiana University, dramatically increasing the depth and breadth of what researchers, physicians and other caregivers are able to accomplish.


Office of the Vice Provost for Graduate Education and Health Sciences

IU Bloomington Health Sciences Council

POE Three: Excellence in Research

IU Bicentennial Objective 6: Advancing the Frontiers of Knowledge

2015–Present

In response to the campus strategic plan, the IU Bloomington Health Sciences Council was created to foster communication and collaboration among these units. The ongoing agenda of this group is to address the objectives of the campus and university strategic plans, including participation in campus grand research challenge, increasing capacity of high-demand programs, foster interprofessional education, create collaborative spaces, and provide opportunities for clinical training and delivery of services. The IU Health Sciences Council met regularly in 2015-2016 and guests to address the group have included Dean John Williams from the School of Dentistry, Dr. Anantha Shekhar, Director of the Indiana Clinical and Translational Science Institute (CTSI) in Indianapolis, Dr. Rachel Tolen and Mac Francis from the Health Professions and Prewal Center (HPPLC), and Dr. Michael Reece from the School of Public Health.

https://provost.indiana.edu/strategic-plan/8-int-health-sciences/int-health-science.html

David Daleke, Vice Provost for Graduate Education and Health Sciences daledke@iu.edu

SICE IUB

NSF Awards IU $4 Million to Advance Medical Nanotechnology

6

Sept. 21, 2017

SICE IUB

Raj Acharya, dean@soic.indiana.edu


SOE

Autism Social Self-Reflection Study

6

Ongoing

SOE IUB

Sarah Hurwitz, shurwitz@indiana.edu

https://education.indiana.edu/research/initiatives/autism.html

The Study

The Social Self-Reflection Study is designed to improve social skills in children and adolescents with Autism Spectrum Disorder (ASD). We teach students with ASD to self-reflect about their own behavior, in order to learn from it and make changes to their conversational and social skills. This is an innovative approach that has not been tried anywhere else to help people with ASD to learn a new set of skills.

SOE

Center for Human Growth

6

Ongoing
The Center for Human Growth, affectionately known as the CHG, is a training counseling center staffed by graduate students in the Department of Counseling and Educational Psychology, serving residents of south central Indiana. We are proud to have been welcoming clients from members of the community as well as people associated with Indiana University since 1970!

SOE
CEP to contribute to IU’s Grand Challenges 6
October 2017
SOE IUB
Ellen Vaughan, elvaugh@indiana.edu
IU is responding to the addiction crisis across the state with the launch of the Responding to the Addictions Crisis initiative, a project that brings together an array of schools and faculty across the university, including the Department of Counseling and Educational Psychology (CEP). Associated professors Ellen Vaughan and Mary Waldron with CEP will lead a project that aims to expand opportunities for specialized training in Addictions Counseling. They will simultaneously develop an Addictions Counseling track in the Mental Health Counseling Masters Program as well as a Certificate Program in Addictions Counseling for current mental health professionals who want specialized training in the addictions, with a timeframe of having both ready in 12 to 18 months.

SPH
Research – Blood Lead Levels as Predictor of Violent Crimes
6.1
May 7, 2018
SPH Bloomington
Erik J. Nelson, eriknels@indiana.edu
Could criminal and antisocial behavior be linked to the distribution of lead within a region? That is the question Erik J. Nelson, assistant professor in epidemiology and biostatistics at the Indiana University School of Public Health-Bloomington, in collaboration with lead author Brian B. Boutwell of Saint Louis University, sought to answer in the ecological study “Aggregate-level Lead Exposure, Gun Violence, Homicide, and Rape” Recently published in PLOS One, it is one of the first studies to directly explore blood lead levels as an indicator of firearm crimes, as well as homicide and rape. Exposure to and subsequent absorption of lead in utero and during early childhood is related to various abnormalities in physiological and neurological growth, such as a reduction in total brain volume and gray matter, which are believed to have a lifelong effect on impulse regulation and general intelligence. A number of lines of study have discovered that diminished prefrontal cortex function is linked to impulsivity, violent tendencies and persistent criminal conduct.

SPH
Facial Recognition Software for Elephants
Priority 6.1
June 20, 2019
SPH Bloomington
Daniella Chusyd, dchusyd@iu.edu
[PROJECT SUMMARY, about 100 words]
Dr. Daniella Chusyd plans to apply breakthroughs in artificial intelligence and computer vision to develop software that will automatically identify elephants by facial recognition in real time. Zoo African and Asian elephants will be used initially to build the AI software, then expanded by including wild elephants. Biodiversity is being lost exponentially, requiring urgent conservation initiatives to precisely monitor wildlife. Current techniques rely on manual identification or, when AI is used, it is restricted to species with variations in coat patterns. Microsoft Azure is an open, flexible, enterprise-grade cloud computing service created for building, testing, deploying, and managing applications and services through Microsoft-managed data centers.

SPH
Effects of Minerals on Cognitive Decline
6.1
August 29, 2017
SPH Bloomington
Professor Ka He, kahe@iu.edu
Thanks to academic research, we know what kind of diet lowers our risk of heart disease, we know not smoking decreases the likelihood we’ll have lung cancer, and we know that getting regular exercise will help improve our general overall health. But what if we knew a way to help lower our risk of cognitive decline? With Alzheimer’s disease, the leading cause of dementia and cognitive decline, affecting millions of older adults each year, this kind of research is on the cutting edge. A team of researchers, led by Indiana University School of Public Health-Bloomington Professor Ka He, is working toward making this type of discovery thanks to a National Institutes of Health (NIH) grant. The $3.1 million grant entitled “Trace mineral levels, the trajectory of cognitive decline and telomere attrition” will look at what connection exists between trace mineral concentrations and cognitive decline.

SPH
Equipment Funding to Improve Campus Sex Health and Safety – Research
6.1
May 31, 2019
SPH Bloomington
Molly Rosenberg, rosenmol@indiana.edu
Christina Ludema, chuldem@indiana.edu
One of the major issues facing students today is the epidemic of sexual assaults that occur on campuses across the country, with Indiana University-Bloomington being no exception. Alcohol is a huge factor in sexual assault victimization and perpetration: it is cited as a factor in over half of all campus reports. But historically, alcohol use has been measured very poorly with self-reported data from students, often days, weeks, or months after events occur. New wearable devices, much like a Fitbit but for tracking consumption of alcohol, show tangible research and prevention promise as they can provide real-time measures of alcohol use. Rosenberg and Ludema will utilize these wearable devices to gain high-quality data on the drinking behaviors of college students. Rosenberg and Ludema are also planning to develop an intervention to provide real-time feedback on alcohol use levels to support safer sexual decisions.

SPH
Homicide Largest Contributor to Life Lost for Black Americans
6.1
October 12, 2017
SPH Bloomington
Molly Rosenberg, rosenmol@indiana.edu
Homicide is the largest contributor to potential years of life lost among black Americans, according to a study published Oct. 10 in PLOS ONE and conducted by researchers at the Indiana University School of Public Health-Bloomington. By contrast, homicide was the 12th highest contributor to potential years of life lost for white Americans. Potential years of life lost is the number of years a person would have lived had they not died of a particular cause. Although black Americans are disproportionately affected by homicide, the amount invested in homicide research is dramatically underrepresented in public health, according to Molly Rosenberg, lead author of the study and an assistant professor in the IU School of Public Health-Bloomington.

SPH
Repeated Subconuseous Head Impact
6.1
July 18, 2017
Keiroke Kawata, kikawata@indiana.edu
Every year, millions of people suffer from concussions; most often occurring during sports play. A concussion is a serious injury and causes symptoms such as headache, nausea, dizziness, confusion, and even brief loss of consciousness. But what happens when an athlete sustains a hit to the head but not to the level of a concussion? And, what impact do these hits have on an athlete in terms of his or her risk for a future concussion? This is exactly what researcher and Indiana University School of Public Health-Bloomington Assistant Professor of Kinesiology, Keiroke Kawata, is working to discover with a grant from the Indiana State Department of Health –Spinal Cord and Brain Injury Research Fund (2 years: $152,723).
Education

IUPUI: Interprofessional Practice and Education

Priority #6, Action Item #7
2015–20 Dentistry, Carol Anne Murdoch-Kinch (carmurdo@iu.edu)
Nursing, Robin Newhouse (newhouse@iu.edu)
School of Health & Human Sciences (2019 Health & Rehab Sciences/PE/TEMT combined), Rahaf Bahamonde (rbahamonde@iupui.edu)
Social Work, Tamara Davis (tamdavie@iu.edu)
Since the inception of the National Center for Interprofessional Practice and Education, more than 5,000 IUPUI students and 400 IUPUI faculty have participated in interprofessional training. Of those, by far the most widespread and intensive effort has been to develop the framework, design, and implement The TEACH! (Team Education Advancing Collaboration in Healthcare) The National Center for Interprofessional Practice and Education is very actively engaged in practice transformation efforts across Indianapolis; collaborating with Indiana University Health, Eskenazi, Neighborhood Fellowship Church, Indianapolis Public Schools, the National Center for Interprofessional Practice and Education, and others to integrate interprofessional teamwork into primary care services and wrap around services to expand our reach, redistribute the workforce to address gaps in service, provide services and wrap around services to expand our reach, and integrate interprofessional teamwork into primary care.

Interprofessional Teamwork Skills
IUSON collaborated with the School of Informatics to develop a new BSN Nursing & Informatics Dual Enrollment Option, which allows students an opportunity to complete the first year of the MS in Health Informatics while completing the BSN degree.

A partnership with the Department of Medical Humanities and Health Studies in the School of Liberal Arts led to development of a Bachelor of Science in Nursing with Minor in Medical Humanities & Health Sciences Traditional Track option.

Social Work: We participated in IPE with Medicine and Health. The School has multiple faculty involved in interprofessional education. For example, Heather McCabe teaches S600 (Seminar in Public Health Law and Policy in an Interprofessional Setting), a course cross-listed for social work, law, and public health students, and includes community partners in teaching the course. These partners include Indiana Health Advocacy Coalition, Riley Child Development Center, MCCOY, and Child Advocates. Dr. Kathy Lay teaches S689 (Interprofessional Approach to the Treatment of Substance Abuse), a course cross-listed for social work and nursing students and co-teaches with a nursing faculty member. Michin Hong, Hea-Won Kim, and Minjoo Morlan taught a course this summer about interprofessional healthcare practice and programs in South Korea.

2017–18 Dentistry: In August 2017, dental and dental hygiene students officially began participation in the IU Interprofessional Practice and Education (IPE) longitudinal curriculum TEACH! Team Education Advancing Collaboration in Healthcare (https://iiee.iupui.edu/teach/)-Orientation to IPE and TEACH!

• 105 first-year dental and 20 dental hygiene students
• 3 IUSD faculty-led the sessions-IPLA 1: Introduction to Interprofessional Teamwork
• 103 first-year dental students and 27 dental hygiene students-IPLA 1 (Introduction to Team Science and Interprofessional Teamwork Skills)
• 112 second-year dental students and 40 dental hygiene students

One dental faculty served as session leader for IPLA 1 and IPLA 2 sessions and an additional 6 IUSD faculty served as facilitators.

IPLA 3: Application of Interprofessional Teamwork Skills

• 125 third-year dental students

• 1 IUSD faculty member served as session leader for IPLA 3; and 1 staff member and 10 faculty, including Dean Williams and Assistant Dean for Academic Affairs Melinda Meadows, served as facilitators.

Dentistry: Faculty collaborated on IPE activities:–A Summer Clinical Practical for Oral and Systemic Health Screening Assessments of Pediatric Patients (J. Kowolk and R. Jackson with C. Clark and K. Kent, IU School of Nursing) was a pilot program that included an interprofessional collaboration between nurse practitioner and dental students performing oral and physical health assessments in pediatric patients. This was funded through a 2017–2018 CTL Curriculum Enhancement Grant.

Health & Rehabilitation Sciences: The Physician Assistant Studies department engaged in the Center for Interprofessional Practice and Education TEACH curriculum in all four events during AY 2017–2018. The required faculty participation by the Center was met for each event.

Nursing: A new statewide curricular framework for interprofessional education (IU TEACH) was launched in 2017–2018. Sophomore and junior students attended one of four interprofessional learning anchor events with students from a wide variety of health profession schools.

Social Work: The BSW Program enhanced interprofessional education and collaborative practice by working voluntarily with the Center for Interprofessional Practice to implement IPE in the BSW Curriculum.

Social Work: A Community and Organizational Leadership MSW Student completed her practicum at the Indiana University School of Dentistry (SD). She conducted a comprehensive needs assessment, identified barriers to care and explored the value of integrating a licensed social worker into the clinic. She also collaborated with SD administrators and faculty to promote interprofessional dialogue and the initiation of collaborative solutions to increase access to oral care.

Social Work: MSW Direct: As part of our e-Social Work practice priority, our faculty completed an interprofessional research collaboration with IU School of Medicine and IUPUI School of Computing and Informatics to improve the health of caregivers of Alzheimer’s patients. The collaboration resulted in two publications, the most recent being: David A. Wilkerson, Erin Brady, Eun-Hye Xi & Daniel Robert Bateman (2018): Friendsourcing Peer...
Support for Alzheimer’s Caregivers Using Facebook Social Media, Journal of Technology in Human Services, DOI: 10.1080/15228835.2018.1449709
2018-19

Nursing: Collaborate with the IPE Center to increase the number of professionals with whom nursing students interact and identify opportunities for deepening interprofessional interaction in clinical courses.

Social Work: We are increasing our interdisciplinary collaborations, and are currently planning new partnerships with the School of Dentistry, IU Health Primary Care, Eskenazi Health, and others for the training and education of students in interprofessional healthcare environments.

Social Work: In Bloomington, we are collaborating with the Regional Academic Health Center to increase interprofessional education and research opportunities for faculty and students.

IUPUI; Business
Certificate in Medical Management
Priority #6, Action Item #7
2019-20

Kenneth Carow (kcarow@iupui.edu)

Evening MBA: The additional offering of a Certificate in Medical Management will be launched in Fall 2019, which will provide business course offerings to non-physician clinicians. There will be further offerings for these participants to continue the pursuit of an MBA after completing their one year certificate program.

IUPUI; Division of Enrollment Management
Increase Health and Life Science Collaboration
Priority #6, Action Item #2
2019-20

Boyd Brahadsh lobodrash@iupui.edu

Passport Office will continue to increase health and life science collaborative practice between Ivy Tech and IUPUI. Passport plans to enhance the relationship with the IUPUI Health and Life Sciences Advising Office to advise prospective Ivy Tech students on the admissions process and academic criteria into IUPUI health, science, and pre-professional programs.

330 Indiana University
IUPUI; Finance and Administration

Wishard Buildings
Priority #3, Action Item #6
2016-17
Camy Broeker (cbroeker@iupui.edu)
In support of University goals of ending off-campus leases to the extent possible and in support of reuse of the former Wishard buildings for support of life sciences the following actions were accomplished:
• Relocated Physician’s Assistant Program to the Health Sciences building
• Relocated Dental School’s Continuing Education Program to Health Sciences

IUPUI; Graduate Office

Accelerated BS MS Biomedical Engineer
Priority #6, Action Item #4
2016-17
Janice Blum (jblum@iupui.edu)
An accelerated BS-MS in Biomedical Engineering has been approved at IUPUI and is now under review at Purdue University.

IUPUI; Graduate Office

Accelerated BS MS in Health Life Sciences
Priority #6, Action Item #2
2017-18
Janice Blum (jblum@iupui.edu)
Three new accelerated BS-MS degree programs focused on health and life sciences (Health Sciences, Epidemiology, and Nursing) were approved for the campus.

IUPUI; Graduate Office

Expand Project Lead the Way
Priority #6, Action Item #2
2015-16
Janice Blum (jblum@iupui.edu)
The SPAN Division collaborated with the School of Science to expand Project Lead the Way. This biomedical sciences collaborative initiative allows high school students to explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology, and public health. Students who matriculate to IUPUI as degree-seeking students are awarded up to 12 special credit hours for coursework completed through this initiative. In the 2015–2016 academic year, 865 students received course certifications for courses successfully completed, compared to over 1,100 in the 2016–2017 academic year.

IUPUI; Graduate Office Student Research

Priority #3, Action Item #1
2015-16
Janice Blum (jblum@iupui.edu)
The Graduate Office is working with the School of Medicine to facilitate graduate and professional student research and internships at the Indiana Biosciences Research Institute. http://www.indianabiosciences.org/pages/Home/default.aspx

IUPUI; Herron School of Art + Design

Interprofessional Learning Lab
Priority #6, Action Item #2
2016-17
Nan Goggin (ngoggin@iu.edu)
The Indiana University School of Nursing, Informatics & Computing, Kelly School of Business, Herron School of Art and Design Purdue School of Engineering and Technology, Fairbanks School of Public Health, and the Department of Communication Studies have developed an inter-professional learning laboratory rooted in real-life innovation, discovery and collaboration. Graduate students in collaborating schools have the option to enroll in a series of three courses that will allow them to join a team of colleagues in a stable cohort over 1.5 years to solve a series of challenges related to the delivery of healthcare where people, life, work and play. Associate Professor Youngbok Hong as one of the faculty coaches has developed the course activities and led the two student teams. Her student team including Adrienne Brown, Herron Graduate student, won the first case study competition.

IUPUI; Herron School of Art + Design

Redesigned Waiting Room
Priority #3, Action Item #2
2015-17
Nan Goggin (ngoggin@iu.edu)
Working with IU Health Methodist Hospital, VCD graduate students redesigned the waiting room to create an emotionally sensitive environment for patients’ families.

IUPUI; IUPUC

Accelerated BSN and ASN to BSN
Priority #1, Action Item #1c
2015-16
Reinhold Hill (reihill@iupuc.edu)
Through a collaborative grant-writing process with the Community Education Coalition and the EcO Network of Southeast Indiana (Region 9), the IUPUC School of Nursing received a grant of $283,825 from the Indiana Department of Workforce Development Upregional Workforce collaboration program in support of accelerated BSN and ASN to BSN programs. The funding will flow to IUPUC from the IUPUC Development office as a gift from CEC. 2017-18

The IU School of Nursing at IUPUC graduated its first cohort of accelerated BSN track students. The median expected salary is $57,370 and 100% employment within the field of choice after licensure is expected. (Nursing) IUPUC

IUPUI; IUPUC – Columbus

Endowed Scholarship for Masters in Mental Health Counseling
Priority #6, Action Item #2
2018-19
Reinhold Hill (reihill@iupuc.edu)
Endowed Scholarship for Masters in Mental Health Counseling Program –IUPUC created, funded and launched an endowed scholarship for Masters in Mental Health Counseling students. The endowment is funded through IUPUC’s relationship with a long-standing Columbus community private foundation. (Masters in Mental Health Counseling Program)

https://iu.box.com/s/gjip0fyldhhjkjejakbxz2h30pf0azc

IUPUI; IUPUC – Columbus

Expanded Licensing Options
Priority #6, Action Item #7
2018-19
Reinhold Hill (reihill@iupuc.edu)
Expanded Licensing Options Address Major Regional Needs—IUPUC students in the Masters in Mental Health Counseling program may now choose licensure pathways in clinical addictions and mental health counseling. This will help address a major need in southcentral Indiana for well-prepared health professionals in addictions and mental health counseling. (Masters in Mental Health Counseling Program)

IUPUI; IUPUC – Columbus

Expanded Licensing Options
Priority #6, Action Item #7
2015-16
Reinhold Hill (reihill@iupui.edu)
The Office of Student Research funded four Psychology program student research projects. One student was funded for a Summer 2016 Undergraduate Research Opportunity Program conference research presentation, one at Indiana University Undergraduate Research Conference, and two student presentations at Midwestern Psychological Association were funded.

IUPUC; IUPUC – Columbus

Mental Health Counseling Clinic
Priority #6, Action Item #7
2019-20
Reinhold Hill (reihill@iupui.edu)
Mental Health Counseling Clinic – IUPUC will create a Mental Health Counseling Clinic to open in Spring 2020 and be named in honor of Columbus philanthropists Tom and Barbara Schoolkopf. The clinic will primarily operate as a training center for graduate students in IUPUC’s master’s degree program in Mental Health Counseling and also deliver educational and preventive mental health services to residents of Bartholomew County. Funding began with a 2018 IU Day crowdfunding campaign and was completed by 2019 IU Day. (Division of Science Masters in Mental Health Counseling program)

http://www.therepublic.com/2019/04/10/opening_doors__iupuc_to_create_new_mental_health_training_clinic/

http://www.therepublic.com/2019/04/19/mental_health_training_clinic_great_for_students_residents/


IUPUI; IUPUC

SimXR VR
Priority #3, Action Item #6
2017-18
Reinhold Hill (reihill@iupui.edu)
Nursing Virtual Reality Access – The IU School of Nursing at IUPUC is one of only four institutions in the nation (and the only nursing school) to use the immersive, 3-D virtual reality tools through SimXR. With augmented reality goggles, students can see the room, see the patient, and even pick up...
VR tools and experience performing a procedure on a patient. (Nursing) IUPUC2

IUPUI; IU School of Dentistry
Agreement between IUSD and King Saud University
Priority #6, Action Item #1
2016-17
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Collaborative agreement between IUSD and King Saud University in Riyadh, Saudi Arabia, was finalized, providing support for KSU interns, and for MSD and PhD students to pursue graduate work and conduct high-level research at IUSD.

IUPUI; IU School of Dentistry
Attend a National Dental Meeting
Priority #1, Action Item #1c
2018-19
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Eight URM students attended a national dental meeting with support from the Office of Academic Programs.

IUPUI; IU School of Dentistry
Aligning Courses Between Programs
Priority #1, Action Item #1c
2018-19
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Courses, including Radiology I, have been aligned between programs to facilitate the tendency of the DA program to feed IUSD.

IUPUI; IU School of Dentistry
Health Information Technology in Dentistry
Priority #6, Action Item #7
2017-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Beginning in fall 2015 and offered every other year, “Introduction to Health Information Technology (HIT) in Dentistry,” a graduate course designed for MSD and PhD students, was designed and introduced to present fundamental concepts related to implementing and evaluating clinical systems and analyzing electronic dental records data. In fall 2017, faculty were invited to participate in the course.

IUPUI; IU School of Dentistry
IUPUI PLUS
Priority #1, Action Item #1c
2018-19
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
The Dental Assisting (DA) Certificate program is transitioning to the redesigned and renamed IUPUI Profiles of Learning Undergraduate Success (PLUS). Four bachelor's degree programs at IUPUI accept all, or the majority of, the program’s course credits toward their degrees.

IUPUI; IU School of Dentistry
Small Hygiene Class
Priority #1, Action Item #1c
2018-19
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Small dental hygiene class size promotes closer faculty monitoring and intervention. Dental hygiene class annual attrition rate is low (5%).

IUPUI; IU School of Dentistry
Tutors
Priority #1, Action Item #1c
2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Obtained service-learning & research assistants to work as tutors in various courses, including pharmacology in the dental hygiene program.

IUPUI; School of Health & Rehabilitation Sciences
HCOP Grant
Priority #1, Action Item #1b
2015-18
Rafael Bahamonde (rbaugh@iupui.edu)
SHRS received a three-year federal Health Careers Opportunity Program (HCOP) grant totaling nearly $2 million. The HCOP grant is designed to increase the diversity of the health care workforce through the recruitment and training of individuals, including non-traditional students and veterans, from educationally disadvantaged backgrounds. The grant focuses on increasing academic preparation and health careers awareness for high school students providing them with support to successfully enroll in health professions schools; increase enrollment of disadvantaged undergraduate and associate degree students in the IU SHRS by 10%; and prepare undergraduate students for graduate/professional health degrees.

IUPUI; IU School of Nursing
3 DNP Options
Priority #1, Action Item #5
2019-20
Robin Newhouse (newhouse@iu.edu)
Proposed three new options for the DNP: pending approval at IUPUI campus. Clinical Post-MSN DNP Track; MBA/MHA –Executive Leadership DNP Bridge Track; BSN-MSN-DNP Executive Leadership Dual Degree Option.

IUPUI; IU School of Nursing
Accelerated BSN MSN DNP
Priority #1, Action Item #5
2017-18
Robin Newhouse (newhouse@iu.edu)
New BSN-MSN-DNP Accelerated Pathway pending IUPUI campus approval –allows MSN Leadership students to gain early entry to DNP program and utilize 12 credits of MSN coursework toward DNP degree.

IUPUI; IU School of Nursing
Accelerated RN BSN MSN
Priority #1, Action Item #5
2017-18
Robin Newhouse (newhouse@iu.edu)
RN-BSN-MSN Accelerated Pathway pending approval from IU Board of Trustees –allows RN-BSN students to gain early entry to MSN program and utilize 9 elective credits in RN-BSN program track toward MSN core courses.

IUPUI; IU School of Nursing
Seamless Progression
Priority #1, Action Item #1c
2017-18
Robin Newhouse (newhouse@iu.edu)
Developed a seamless progression initiative to enhance student movement from Associates to Bachelor’s to Master’s degree in nursing. This initiative has been reviewed by faculty governance at IUSON including MSN/C/SA and Faculty Council committees. It is currently under review by the Graduate School.

To promote seamless academic progression, students who meet all IUSON pre-requisites during the senior year of their non-nursing baccalaureate degree may apply for admission to the second degree accelerated track.

IUPUI; IU School of Nursing
SON Diversity in Curriculum
Priority #1, Action Item #2
2015-16
Robin Newhouse (newhouse@iu.edu)
Diversity in the curriculum and co-curriculum of IUSON offers several courses that address diversity with discussion about race, religion, and sexual orientation. One course in particular is NURS-S472-A Multi-System Approach to the Health of the Community. Course focuses on the complexity and diversity of groups or aggregate within communities and responding to healthcare needs.
Discussions about health disparities and vulnerable populations.

IUPUI; IU School of Nursing
SON TLC with DEAP
Priority #1, Action Item #2
2016-17
Robin Newhouse (newhouse@iu.edu)

Marsha Baker, Director of Diversity and Enrichment:
• Created a themed Learning Community with the Diversity Enrichment and Achievement program in University College.
• Recruited students and faculty at the National Black Nurses Association Conference

IUPUI; Kelley School of Business
Business of Medicine Scholarly Concentration Program
Priority #6, Action Item #4
2018-19
Kenneth Carow (kcarow@iupui.edu)

Evening MBA: Establishment of the Business of Medicine Scholarly Concentration program with the IU School of Medicine was launched in summer 2019 with 27 students. This program will provide business education to 20-30 IUSM medical students per year. Students will be able to complete the Concentration and/or choose to enhance it with a Graduate Certificate in Medical Management and/or a dual-degree MD/MBA.

IUPUI; Kelley School of Business
Events for Sense of Community
Priority #1, Action Item #1c
2019-20
Ken Carow (kcarow@iupui.edu)

Business of Medicine: Hosting events to connect prospective students, current students, and alumni with faculty and program staff. The goal is to build a stronger sense of community and to show prospective students the value of an MBA. Events will take place quarterly.

IUPUI; Kelley School of Business
Executive Certificate in the Business of Life Sciences
Priority #6, Action Item #4
2015-16
Kenneth Carow (kcarow@iupui.edu)

Executive Certificate in the Business of Life Sciences (ECBLS) is a five-course graduate level program in the Business of Life Sciences.

http://kelley.iu.edu/CBLS/certificate/page40186.html

IUPUI; Kelley School of Business
Recruitment Efforts Include Healthcare Leaders and Influencers
Priority #6, Action Item #2
2016-17
Kenneth Carow (kcarow@iupui.edu)

The Business of Medicine Physician MBA Program expanded the scope on its recruitment efforts to include healthcare leaders and influencers across the country and around the globe. The program exhibited at 21 national medical conferences, sent letters authored by current students to IU School of Medicine alumni, held virtual information sessions, engaged current students to refer prospective students and also worked with healthcare organizations and physician groups locally to garner interest and create market awareness.

IUPUI; Richard M. Fairbanks School of Public Health
Priority #1, Action Item #1
2018-19
Paul Halverson (pkhalver@iupui.edu)

FSPH now offers two scholarship concentration courses (Public Health 101 & Population Health for Clinicians) to IU medical students. The courses are intended to enhance the interdisciplinary knowledge of medical practitioners and ultimately increase the quality and effectiveness of care.

IUPUI; Richard M. Fairbanks School of Public Health
Dual and Joint Degree Programs
Priority #6, Action Item #4
2015-16
Paul Halveron pkhalver@iupui.edu

A new health care environment has increased demand for graduates equipped with dual sets of skills. To encourage enrollment in dual and joint degree programs, FSPH partnered with 1) IU Health and McKinney School of Law to support JD-MPH/JD-MHA students (IU Health Law Scholars), 2) Eskenazi Health to support MPH-MHA students (Eskenazi Health Scholars), and 3) the Health Research and Services Administration to support MD-MPH students.

Support includes scholarships, mentoring, and experiential learning opportunities.

IUPUI; Richard M. Fairbanks School of Public Health Legal Epidemiology
Priority #6, Action Item #2
2015-16
Paul Halverson pkhalver@iupui.edu

FSPH was the first School of Public Health to host the CDC’s training on Legal Epidemiology, defined as “the scientific study of law as a factor in the cause, distribution and prevention of disease in a population.” Presented by staff from the Centers for Disease Control and Prevention Public Health Law Program, the workshop was supported through the IU Health Law Scholars Program (FSPH, IU Health, and McKinney School of Law)

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PEMT combined)
Accelerated 3 Plus 2 Occup Therapy and to Phd Priority #1, Action Item #5
2019-20
Rafael Bahamonde (rbahamon@iupui.edu)

Assess the feasibility of offering an accelerated 3+2 BS/MS occupational therapy program and a BS to MS Occupational Therapy to Doctor of Occupational Therapy track.

IUPUI; School of Health & Rehabilitation Sciences
BS Health Sciences Online
Priority #1, Action Item #4
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)

SHRS expanded the core BS in Health Sciences course offerings permitting the degree to be offered in either an online or on campus format.

IU School of Medicine
Four Year Degrees Offered on all Nine IUSM Campuses
Example: Principle #1 – An Excellent Education
Karen Spostaro (kschbac@iu.edu)
Dr. Paul Wallach (pwallach@iu.edu)

EDUCATION EXCELLENCE
With each class of learners, IU School of Medicine is training Indiana’s doctors—all at the nation’s largest medical school.

Four-year degree now offered on all nine campuses
For decades, IU School of Medicine’s regional campuses have played a critical role in training students during the first two years of their medical school careers, when the curriculum focuses on basic sciences. More recently, the sites have been expanded to offer clinical rotations that introduce third and fourth year students to patient care, and expose them to different medical specialties. This was accomplished by partnering with 50 health systems and nearly 3,000 community physicians across the state, who welcome students into their practices and dedicate significant time to training the next generation of doctors.
IU School of Medicine
One Curriculum on all Nine IUSM Campuses
Example: Principle #1 – An Excellent Education
2016
Karen Spataro (keschbac@iu.edu)
Dr. Paul Wallach (pwallach@iu.edu)
EDUCATION EXCELLENCE
With each class of learners, IU School of Medicine is training Indiana’s doctors—all at the nation’s largest medical school.

One curriculum across all nine campuses
IU School of Medicine was a pioneer in the use of a multi-campus system to educate medical students. No matter the campus at which students are completing their educations, they benefit from the same high-quality MD curriculum. The Office of Educational Affairs developed a new curriculum for the school’s statewide MD program, which launched with the class of 2020. The new curriculum focuses on integrating clinical experiences and basic sciences, and offers opportunities for learners to more deeply explore foundational science, specifically in their chosen specialty.

IU School of Medicine
Opening of Stone Family Center for Health Sciences
Example: Principle #1 – An Excellent Education
August 2018
Karen Spataro (keschbac@iu.edu)
Dr. Paul Wallach (pwallach@iu.edu)
EDUCATION EXCELLENCE
With each class of learners, IU School of Medicine is training Indiana’s doctors—all at the nation’s largest medical school.

First-class facilities
Part of offering a first-class experience for medical students involves maintaining first-class facilities. Accordingly, IU School of Medicine is making a significant commitment to upgrading facilities throughout its nine-campus system.

In 2018, IU School of Medicine celebrated the opening of the Stone Family Center for Health Sciences in downtown Evansville. A partnership with the University of Evansville and the University of Southern Indiana, and the IU School of Dentistry, the building is a shared hub for health sciences education where students from multiple disciplines are learning to work together to seamlessly deliver patient care. The building is named for William and Mary Stone, who made a $15 million gift to support the health sciences center and multi-institutional partnership.

IU School of Medicine
Scholarly Concentrations
Example: Principle #1 – An Excellent Education
2018–Present
Karen Spataro (keschbac@iu.edu) Dr. Paul Wallach (pwallach@iu.edu)
EDUCATION EXCELLENCE
With each class of learners, IU School of Medicine is training Indiana’s doctors—all at the nation’s largest medical school.

Promoting scholarly pursuits
The IU School of Medicine Scholarly Concentrations program, launched in January 2019, allows medical students to pursue an area of interest or passion that goes beyond the standard medical school curriculum. An optional experience, a Scholarly Concentration complements the core curriculum and empowers students to delve into topics such as Urban Medicine and Health Care Disparities, Business of Medicine, Public Health, Quality and Innovation in Health Care and more. Many of these concentrations draw upon the expertise of other schools and programs across IU.

Students completing a Scholarly Concentration benefit from the school’s statewide network of experts and resources, receive unique mentoring opportunities, develop skills, and complete scholarly projects that are valuable for residency applications and professional development.

IU School of Medicine
Student Wellness
Example: Principle #1 – An Excellent Education [PROJECT DURATION]
2018–Present
Karen Spataro (keschbac@iu.edu) Dr. Paul Wallach (pwallach@iu.edu)
EDUCATION EXCELLENCE
With each class of learners, IU School of Medicine is training Indiana’s doctors—all at the nation’s largest medical school.

Student wellness
Mental Health Services provides confidential mental health and personal counseling services to medical students, residents and fellows. While IU School of Medicine has long offered some level of mental health support to learners, the school has made dramatic investments in recent years that involved hiring Director Samia Hasan, MD, adding a team of mental health experts, and providing enhanced access to services across all nine campuses. In 2019, IU School of Medicine, with IU Health, created the inaugural position of Associate Dean for Wellness and Chief Wellness Officer, a role filled by Jennifer Hartwell, MD, a faculty member with the Department of Surgery.

IU School of Nursing
Bicentennial Strategic Plan Appendix 2020
John Simmons, jhosim@iu.edu, 812-855-6875

IU Nursing’s honors program provides a mentored environment for undergraduate nursing students to develop their skills in research, presentation, and dissemination. Students work with Dr. Angela Opasib and Dr. Amy Wondert to design and implement a research project to address a pressing health care issue. Students collect data relevant to the research, participate in data analysis, and present their findings at international nursing conferences. Their work is published in peer-reviewed journals. Recent cohorts presented at these international conferences: Association of Perioperative Registered Nurses (AORN), New Orleans (top picture below) and Sigma Theta Tau International (STTI) Calgary, Canada (bottom picture below).

IU School of Nursing Bloomington

IU School of Nursing Makes Plans for Expanded Nurse Learning Resource Center (NLRC)

Objective 8: Integrating Our Health Sciences Resources to Serve the State and Nation

2020

IUB campus

Hanna Raber, hraber@indiana.edu, 812-856-4374

Dr. Mary Lynn Davis-Ajami, mdavisaj@iu.edu, 812-855-7089

A major focus for the School of Nursing during the Bicentennial Year is equipping the expanded Nurse Learning Resource Center (NLRC). IU’s new, state-of-the-art Regional Academic Health Center (RAHC) will be the home for our new NLRC. Each year, 100 nursing students log over 1,900 hours in the NLRC as they work in a highly realistic but safe healthcare environment to master the skills they need to provide quality patient care. Our new NLRC will feature 11 critical care rooms, 9 medical surgical rooms, and 1 labor & delivery room—more than double the total of 10 rooms that we have in our current NLRC!

IU School of Nursing Bloomington

New Master’s Program Helps Teach the Teachers When It Comes to Nursing’s Best Practices

Objective 4: A Commitment to Graduate Student Success

Ongoing

IUB campus

Chelle Fillipelli, ctabram@indiana.edu, 812-855-7121

Staying current on best practices is essential for nurses when providing the highest-quality healthcare. However, nurses educators—nurses trained to teach other nurses—need to be up-to-date on the latest studies and research in their field. To address this need, the Bloomington School of Nursing now offers a Master’s degree in Nursing Education. LAUNCHED! During the Bicentennial Year and modeled after the MSN program offered by the IU School of Nursing in Indianapolis, our new Master’s program is offered online. With 7 of the school’s faculty nationally-published, widely-recognized, award-winning experts in nursing education, IU Bloomington is ideally suited to offer the new Master’s program!

IU School of Nursing Bloomington

Online RN to BSN Increases Number of IU-Trained Nurses Nationwide

Objective 2: A Commitment to Student Success Through Our Historic Academic Strengths

Ongoing

IUB campus

Debbie Hrisomalos, dhrisoma@indiana.edu, 812-855-2592

During the Bicentennial Year, the IU School of Nursing in Bloomington will graduate the first cohort of students from our new Accelerated 2nddegree program! With our Accelerated 2nddegree program, students with a bachelor’s degree in other fields—such as biology, chemistry, physics, physical therapy, and others—can earn a Bachelor’s in Nursing Science (BSN) through the School of Nursing as part of an accelerated program that can be completed in four semesters. Upon completion, candidates in our accelerated program should see a broad range of career opportunities open up for them.

IU School of Nursing Bloomington

New Master’s Program Helps Teach the Teachers When It Comes to Nursing’s Best Practices

Objective 4: A Commitment to Graduate Student Success

Ongoing

IUB campus

Chelle Fillipelli, ctabram@indiana.edu, 812-855-7121

Staying current on best practices is essential for nurses when providing the highest-quality healthcare. However, nurses educators—nurses trained to teach other nurses these best practices—are often in short supply. To address this need, the Bloomington School of Nursing now offers a Master’s degree in Nursing Education. Launched during the Bicentennial Year and modeled after the MSN program offered by the IU School of Nursing in Indianapolis, our new Master’s program is offered online. With 7 of the school’s faculty nationally-published, widely-recognized, award-winning experts in nursing education, IU Bloomington is ideally suited to offer the new Master’s program!

IU School of Nursing Bloomington

Online RN to BSN Increases Number of IU-Trained Nurses Nationwide

Objective 2: A Commitment to Student Success Through Our Historic Academic Strengths

Ongoing

IUB campus

Debbie Hrisomalos, dhrisoma@indiana.edu, 812-855-2592

John Simmons, jhosim@iu.edu, 812-855-6875

The School of Nursing in Bloomington—along with the Schools of Nursing at all 9 IU campuses—is a member of a consortium that offers the RN to BSN Degree Completion Option. This option enables working nurses with an associate’s degree to earn their bachelor’s degree in nursing online.

The Indiana State Board of Nursing has set a goal that by 2020—80% of Indiana’s nurses be baccalaureate-trained. To help reach this goal, the Bloomington campus—on behalf of the Consortium—is piloting one of its most ambitious projects to date: a coast-to-coast internet marketing campaign designed to increase enrollments in the RN to BSN online program!

IU School of Nursing Bloomington

Peer Tutoring Program

Objective 2: A Commitment to Student Success Through Our Historic Academic Strengths

Dr. Marsha Hughes-Gay, mhughsg@iu.edu, 812-855-1731

The School of Nursing in Bloomington offers sophomores, juniors, and accelerated 2nddegree students the opportunity to work with peer tutors to help them achieve success! Peer tutors are nursing students who have been successful in their previous semesters.

The traditional track junior and sophomore cohorts each have two tutors, while the accelerated cohort has a dedicated tutor of their own. Tutors have regularly-scheduled hours and provide open tutoring sessions in dedicated spaces. These sessions are offered free to nursing students.

IU School of Nursing Bloomington

Say It Straight: Communications Assertiveness Training Program

Objective 3: A Commitment to Student Success Through A Safe, Vibrant, Healthy Community

Ongoing

IUB campus

Dr. Kim Decker, kidecker@iu.edu, 812-856-4374

Joseph Bonanno, jbonanno@indiana.edu

John Simmons, jhosim@iu.edu, 812-855-6875

Taught in the classroom by our nursing students, “Say It Straight” empowers students (ages 6-15) in their everyday conversations. Through role plays, imagery, body sculptures, and open dialogue, “Say It Straight” helps students build self-esteem and self-control, reducing their sensitivity to the negative peer pressure that can lead to poor self-image, over-aggressive behaviors, and the potential for substance abuse later in life.

51 baccalaureate nursing students and 12 Interprofessional Education (IPE) students have taken part in the program. “Say It Straight” now operates in four counties and six school systems and has reached over 2,400 students.

IUSO

Interdisciplinary - Business Management Certificate

6.b

2016—Ongoing

Joseph Bonanno, jbonanno@indiana.edu

In 2016, the School of Optometry began offering the first courses of an online Business Management Certificate for Eye Care Professionals. The purpose this certificate is to prepare eye care professionals with practical business intelligence, management skills, and research tools to run a successful practice in the eye care industry. The certificate leads into an Online M.B.A. with emphasis in the Business of Eye Care. The online M.B.A. program combine all the benefits of an M.B.A. with a targeted eye care curriculum and the flexibility of web-based learning. Both the certificate and M.B.A. are offered through Kelley Executive Degree Programs in cooperation with IU Kelley School of Business. Both are designed for current students at the IU School of Optometry or another professional optometry school, practicing optometrists, or non-O.D. professionals who are working in various support and management roles within the eye care industry.
Working with clinical partners and the community

Indiana University Bloomington

Center for Rural Engagement
Healthy Hoosier Communities: Rural Nursing Initiative
POE Five: Excellence in the Health Sciences and Health Care
BP Six: Health Sciences Research and Education to Improve the State and Nation’s Health
IUB Bicentennial Objective Eight: Integrating our Health Science Resources to Serve the State and Nation
IUBBO 1a, 1e
2018-2019
Orange County, IN
Dr. Greg Carter gracarte@indiana.edu
Project Summary
The Center for Rural Engagement and the IU School of Nursing is partnering with Southern Indiana Community Health Care to conduct home visits for patients with chronic illnesses. For their clinical experience, students in Assistant Professor Greg Carter’s class are helping patients with diabetes test their A1C values, learn how to improve their health, and evaluate the safety of their home. The goal is to address major chronic and lifestyle conditions, specifically type 2 diabetes, hypertension, and obesity by reducing new cases among adults ages 18 and older and increasing health and reduce chronic disease risk through healthful diets and physical activity.


IUPUI
Pathway for Improving Health and Collaboration at IUPUI
Priority #6, Action Item #7
2018-19
Reinhold Hill (reihill@iupuc.edu)
Masters Mental Health Counseling Graduate Student
Developed a plan to improve health in five areas (Advancing a Culture of Health and Wellness, Responding to Stress and Mental Health challenges, Physical Activity and Nutrition opportunities, Health and Wellness Promotion)

IUPUI: Columbus
Alliance for Substance Abuse Progress Hub
Priority #6, Action Item #7
2018-19
Reinhold Hill (reihill@iupuc.edu)
Masters Mental Health Counseling Graduate Student
Developed a plan to improve health in five areas (Advancing a Culture of Health and Wellness, Responding to Stress and Mental Health challenges, Physical Activity and Nutrition opportunities, Health and Wellness Promotion)

IUPUI: Division of Student Affairs
Jags Breathe Easy
Priority #6, Action Item #2
2017-18
Eric Weldy eweldy@iupui.edu
Health and Wellness Promotion
• Collaborated with the School of Public Health to implement a $20,000 grant from the American Cancer Society.
• Launched the Jags Breathe Easy tobacco prevention and policy awareness campaign**.
• Participated in the Health & Life Science Expo to promote the Division of Student Affairs and opportunities to engage with the office.

IUPUI: Division of Student Affairs
Smoke is Smoke Campaign
Priority #6, Action Item #2
2018-19
Eric Weldy eweldy@iupui.edu
Health and Wellness Promotion collaborated with the School of Public Health to implement a $20,000 grant from the American Cancer Society. Launched the Smoke is Smoke tobacco prevention and policy awareness campaign.

IUPUI: Finance and Administration
Pediatric Care Center
Priority #6, Action Item #3
2019-20
Camy Broeker cbroeker@iupui.edu
Worked with Capital Projects Office, IU Health and the School of Medicine on renovation of the Pediatric Care Center which was formerly a Wishard clinic.

IUPUI: Finance and Administration
Riley Hospital Renovations
Priority #3, Action Item #6
2016-17
Camy Broeker cbroeker@iupui.edu
Through collaboration with the School of Medicine (SOM), developed plans for the renovations necessary to support the pediatric functions that are moving from Riley Hospital in preparation for their major renovations

IUPUI: Herron School of Art + Design
Student Research on the Quality of Life
Priority #6, Action Item #7
2018-19
Nan Goggin, (ngoggin@iu.edu)
Within the Art Therapy Program, the Healthcare Initiatives grant funded four internships and two on-site supervisors for student research on the quality of life in the areas of leisure, learning and creativity for the elderly as well as supporting research that depression in older adults is a clinical concern.

IUPUI: International Affairs
Relocation of Biomedical Research Labs
Priority #6, Action Item #3
2018-19
Hilary Kahn hikhan@iu.edu
Of, note, OIA assisted with the relocation of several major biomedical research labs to Indianapolis, including the establishment of the Indiana Center for Regenerative Medicine and Engineering within the IU School of Medicine’s Department of Surgery under the leadership of Dr. Chandan Sen, which entailed facilitating the transfer of 40 international scholars’ immigration sponsorship from The Ohio State University:


IUPUI: IU School of Dentistry
Dental Rehab for Homeless
Priority #6, Action Item #7
2018-19
Carol Anne Murdoch-Kinch caramur@iu.edu
In 2018-19, IUSD DDS students provided dental rehabilitation for 36 homeless, or low-income, military veterans through grant funding provided by the Veteran’s for Employability and Veteran’s Advantage and partnering veterans’ organizations and agencies. In cooperation with several veterans’ organizations and agencies, the Veteran’s for Employability and Veteran’s Advantage grants promote employability for military veterans

IUPUI: IU School of Dentistry
Evansville Stone Family Center for Health Sciences
Priority #6, Action Item #7
2018-20
Carol Anne Murdoch-Kinch (caramur@iu.edu)
On August 9, 2018, IU President Michael McRobbie and the IU Board of Trustees dedicated the Evansville Stone Family Center for Health Sciences in Evansville, IN. The health center includes a new 5,000-square-feet IUSD dental clinic, which houses 14 operatories, a dental laboratory, and diagnostic imaging facilities.
The Dental Hygiene Program has increased community outreach through clinical rotations at the Jane Pauley Community Health Center, Well Child and Oral Health Clinic, Give Kids a Smile Day and Student Outreach Clinic.

IU PUI: IU School of Dentistry
Fritts D.D.S. Clinical Care Center
Priority #6, Action Item #1
2017-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

Every other Saturday DDS students and dental hygiene students, with faculty supervision, provide more than 2,000 volunteer hours of comprehensive dental services at the Student Outreach Clinic (SOC), for low-income, uninsured adult residents of Indianapolis’ Near Eastside. These services are provided at People’s Health and Dental Clinic in collaboration with HealthNet.

-A $100,000 Gannett Foundation grant was awarded by A Community Thrives, a USA Today Network initiative, to provide expanded services. More than 102 patients, ranging from ages 22-88 years old, have received $90,000 worth of total dental care planned by August 1, 2018, including complex services needed at IUSD.

-The SOC was one of six recipients of the 2017-18 ADA Foundation’s E. ‘Bud’ Tarrson Dental School Student Community Leadership Awards. Valued at $5,000, the award recognizes an exemplary volunteer community service project providing care to underserved communities within the United States. These funds will be used to support patient care.

IU PUI: IU School of Dentistry
Increase Dental Clinic Rotations
Priority #6, Action Item #1
2017-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

Students in the Allied Dental Programs expanded outreach by increasing their clinical rotations, which engage the community. Dental Assisting students gain clinical experience on the dental team in Marion County Community Dental Clinics

Dental Hygiene students have doubled the experience providing dental hygiene services at the Jane Pauley Community Health Clinic by scheduling rotations the entire academic year.

2018-19
The Dental Hygiene Program has increased community outreach through clinical rotations at the Jane Pauley Community Health Center, Well Child and Oral Health Clinic, Give Kids a Smile Day and Student Outreach Clinic.

IU PUI: IU School of Dentistry
SOC
Priority #6, Action Item #1
2017-18
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

IUSD provides dental care to underserved patients:
-SEAL Indiana is a community-based service-learning program that aims at reducing disparities in oral health outcomes for Indiana’s underserved school children, while providing opportunities for engagement and learning for dental students. Funded in part by Medicaid and extramural grants in the amount of $87,696, more than 900 children received services provided by students, including the placement of 1,580 dental sealants.

-In cooperation with several veterans’ organizations and agencies, the Veteran’s for Employability and Veteran’s Advantage grants promote employability for military veterans who are homeless or low-income by providing dental rehabilitation at IUSD and job training. In 2017-18, 46 patients received services totaling $45,000.

-The Victims of Domestic Violence grant provided dental services to patients totaling $3,000.

-More than 150 student, faculty, staff, and alumni volunteers from IUSD participated in Give Kids a Smile event on Saturday, Sept. 16, 2017 at the dental school to provide dental screenings, fluoride treatments and preventive oral health care, to an estimated 100 underserved children.

2018-19
IUSD provides dental care to underserved patients:
-Under IUSD faculty supervision, DDS and Dental Hygiene students annually provide over 2,680 volunteer hours of comprehensive oral health care services at no charge to low-income, uninsured adult residents of Indianapolis’ Near Eastside at the Student Outreach Clinic (SOC).

-Services are provided at People’s Health and Dental Clinic in collaboration with HealthNet. Student provided services include endodontic, periodontic, operative and oral surgery procedures.

-Contractual arrangement with HealthNet allows services provided to fall within the IUSD umbrella

DDS students provided dental care, including the placement of 953 dental sealants for more than 662 children through SEAL Indiana, a community-based service-learning program that aims at reducing disparities in oral health outcomes for Indiana’s underserved school children, while providing opportunities for engagement and learning for dental students. Funding sources include Medicaid and extramural grants in the amount of $70,000.

IU PUI: IU School of Informatics and Computing
Opioid The Long Run
Priority #7, Action Item #4
2018-19
Mathew Balakal (mpalakal@iupui.edu)

Faculty and students from the SoIC’s Media Arts and Science program created a documentary “The Long Run,” focusing on a former opioid user who found recovery through running. The documentary, which was funded by the IUPUI Arts and Humanities Institute, is set against the broader context of the opioid epidemic in Indiana, with a particular focus on hard-hit Scott County. Led by MAS Senior Lecturer Thomas Lewis, the team has three scripted films in the works, with the second currently in production. This important work could also be listed under research and creative activity.

IU PUI: IU School of Nursing
Forest Manor Clinic and Riggs Community Health Ctr
Priority #6, Action Item #2, 6
2015-16
Robin Newhouse (newhouse@iu.edu)

Continuing success has been achieved with strengthening partnership with Eikenai Health (Forest Manor Clinic) and Riggs Community Health Center for FNP student clinical education.

IU PUI: IU School of Nursing
Healthy Indiana Plan
Priority #6, Action Item #2
2015-16
Robin Newhouse (newhouse@iu.edu)

Craig (Religious Studies) partnered with two inner-city Indianapolis congregations on a community-engaged qualitative study of the Healthy Indiana Plan. The project was funded by the Indiana Minority Health Coalition ($47,000).

IU PUI: IU School of Nursing
Student Outreach Clinic
Priority #6, Action Item #1
2017-18
Robin Newhouse (newhouse@iu.edu)

The IU Student Outreach Clinic is a collaboration between IU Schools of Nursing, Medicine, Social Work, Dentistry, Health & Rehabilitation Sciences, Fairbanks School of Public Health,
Indiana University; Office of the Vice Chancellor for Community Engagement

Brokered Partnerships with Public Health and River West
Priority #6, Action Item #2
2015-16
Amy Warner (awarner@iupui.edu)

Brokered partnerships with faculty in the Fairbanks School of Public Health and River West/Near West community to secure resources to develop a multi-layered data community action tool that uses Indianapolis climate and health data to reveal potential risks and visualize environmental hazards. As a result, the faculty are continuing to deepen their work with the neighborhood on a collaborative proposal to the Center for Disease Control to more effectively develop brownfields and other contaminated community sites.

IUPUI; Office of the Vice Chancellor for Community Engagement

CER and CBPR
Priority #6, Action Item #2
2017-18
Amy Warner awarner@iupui.edu

Collaborated with the Office of the Vice Chancellor for Research to advance a plan for ethical community engaged research (CER) and community based participatory research (CBPR). Developed recommendations, including professional development opportunities to increase campus (faculty, staff and student) knowledge of methodological approaches. Launched first professional development about CER/CBPR in collaboration with the Office of Academic Engagement Partnerships, Alumni Relation boards, etc.).

IUPUI; Office of the Vice Chancellor for Community Engagement

IPS Onsite Health Svcs
Priority #6, Action Item #2
2017-18
Amy Warner awarner@iupui.edu

Through collaboration with the Near-Westside community to address pressing community issues, four of five participating Indianapolis Public Schools provide onsite health services and all five provide social/emotional learning and onsite mental health services for students and families. Selected as one of five sites in the nation and asked to present experience at Community Schools National Forum in Baltimore, MD, in May.

IUPUI; Office of the Vice Chancellor for Community Engagement

School of Social Work Community Engaged Research Group
Priority #6, Action Item #4
2016-20
Amy Warner awarner@iupui.edu Tamara Davis tamodavi@iu.edu
2016-17

Community Engaged Research Working Group

Accomplishment: To advance campus efforts to engage with the community in an ethical, strategic and effective manner, staff have been working collaboratively with the OVCR to advance community engaged research (CER) and community based participatory research (CBPR). Forming recommendations to: 1) further community engaged and community-based participatory research; 2) increase support for faculty, staff, and student readiness for and success in CER and CBPR; 3) offer professional development for faculty, staff and students to utilize best practices and understand the ethics of CER/CBPR; and 4) examine the impact of CER/CBPR with neighborhoods through the establishment of a center or institute.

Evidence of Effectiveness: A plan has been developed in partnership with OVCR including strategic action steps and identifying ethical principles of CER/CBPR.

2019-20
Faculty are participating in the IUPUI Community Engaged Research Group and are exploring collaborating for a graduate certificate or minor in this type of research.

IUPUI; Office of the Vice Chancellor for Community Engagement

Trauma Responsive Resources
Priority #6, Action Item #2
2019-20
Amy Warner awarner@iupui.edu

Near Westside Community Schools Culture of Health Project

Strengthen collective trauma-responsive resources and services for youth, their families and educators of the Near Westside school communities. Determine how to best address the healthcare needs of youth at the only remaining school, of the five participating, without onsite professional health services (Daniel Webster School #46)

Further engage health and medical resources from throughout the IUPUI campus, IU Health, and Health and Hospital Corporation of Marion County

Expand oral health services and initiatives within the school communities

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs

Advanced Leadership Training
Priority #6, Action Item #2
2015-16
Thomas Stucky tsuctky@iupui.edu

Collaboration with the Indiana Hospital Association to develop advanced leadership training for healthcare leaders.

IUPUI; Richard M. Fairbanks School of Public Health

Priority #6, Action Item #2
2018-19
Paul Halverson pchalver@iupui.edu

In partnership with the Association of State and Territorial Health Officials and the Beaumont Foundation, the Fairbanks School of Public Health conducted the first-ever State Health Officials Career Achievement and Sustainability Evaluation (SHO-CARE) study to explore the experience of state health officials (SHOs) through interviews, surveys, and research. This has resulted in eight publications, numerous resources and learning tools aimed at the public and government officials, videos, and a database of former state health officials.

IUPUI; Richard M. Fairbanks School of Public Health

Priority #7, Action Item #5
2015-16
Paul Halverson pchalver@iupui.edu

Associate Dean for Public Health Practice Joan Duwve, MD, MPH, played an active role in Indiana’s response to the HIV/Hepatitis C outbreak in Scott County resulting from intravenous drug use of prescription opioids. As one of the state’s foremost experts in opioid abuse, Dr. Duwve sits on the Governor’s and Attorney General’s statewide task forces, and the CDC National Center for Injury Control and Prevention Board of Scientific Counselors. In FY16, Dr Duwve completed the SAMHSA Data 2000 Training, enabling her to prescribe buprenorphine for medication-assisted opioid addiction treatment.

IUPUI; Richard M. Fairbanks School of Public Health

Priority #7, Action Item #5
2016-17
Paul Halverson pchalver@iupui.edu

FSPII Founding Dean Paul Halverson was named senior health advisor by Governor-elect Holcomb in January. Among the priorities is an initiative to fight drug and opioid misuse in Indiana.
IUPUI; Richard M. Fairbanks School of Public Health

Opioid Insights and Innovations
Priority #7, Action Item #5
2016-17
Paul Halverson (phalver@iupui.edu)
Insights & Innovations is a free monthly webinar series provided for public health professionals. Topics for this year focused on the Culture of Health, and included health equity, the opioid epidemic and the criminalization of HIV.

IUPUI; Richard M. Fairbanks School of Public Health
Saving Lives and Communities
Priority #3, Action Item #1
2018-19
Paul Halverson (phalver@iupui.edu)
The Center for Public Health Practice hosted the 2018 Indiana Public Health Conference – Saving Lives and Communities Reducing Harm, Stigma, Overdoses, and Death. Partially funded through the Welcoming Campus Initiative, the conference had over 500 attendees and included keynote speakers, a syringe service workshop, naloxone training, safe space demonstrations, and hands-on breakout sessions aimed at educating Indiana's public health providers.

IUPUI; School of Physical Education & Tourism Management

Solutions to Integrating Fitness
Priority #6, Action Item #2
2015-16
Rafael Bahamonde rbahamon@iupui.edu
Dr. NiCole Keith completed a six-month pilot study entitled Solutions to Integrating Fitness into Healthcare (NiCole Keith, Ph.D.). This Regenstrief Foundation funded pilot study evaluated the feasibility of Eskenazi Health providers referring patients to a fitness professional during a primary care visit. The acceptability of these processes to providers, patients, and a fitness professional was also evaluated. Total Regenstrief award amount $36,692

IUPUI; School of Physical Education & Tourism Management

Partnership with Community Health
Priority #6, Action Item #2
2017-18
Rafael Bahamonde rbahamon@iupui.edu
Established a formal partnership with Community Health for their work with patients in their Oncology Department to recommend and monitor exercise as part of their Exercise is Medicine program.

IUPUI; School of Social Work

Behavioral Health Academy
Priority #6, Action Item #4
2018-19
Tamar Davis tamsdavi@iui.edu
We planned and implemented the Behavioral Health Academy, a workforce development program for licensed clinical social workers and licensed clinical addiction counselors in partnership with Community Health Network, and admitted our first cohort of students to that program.

IUPUI; School of Social Work

Opioid Pipeline from School to Work
Priority #7, Action Item #4, 5
2017-18
Tamar Davis(tamsdavi@iui.edu)
To help address the opioid crisis in Indiana, the IU MSW Program partnered with Community Health Network and Ascent to create a pipeline from school to work for addiction treatment professionals. The new program is slated to launch in Spring 2019 and enroll students for Fall 2020 in the Behavioral Health Academy. Students in this program will receive scholarship funding, special training in addictions and co-occurring disorders, priority jobs at a large community employer after graduation and will be eligible for dual licensure as Licensed Clinical Social Workers and Licensed Clinical Addiction Counselors.

IUPUI; UTIS

OpenMRS
Priority #3, Action Item #6
2016-17
Stacy Morrone (amorrone@iu.edu)
OpenMRS is a global project supported and led by the Regenstrief Institute and Indiana University that provides an open-source electronic medical record system (MRS) platform. Their core mission is to improve health care delivery in resource-constrained locations across the globe—spanning more than 80 countries—with a compelling tagline: "Write code. Save lives." OpenMRS community infrastructure is transitioning to the Jetstream system. https://itnews.iu.edu/articles/2017/write-code-save-lives.php

IUPUI; University Library

Consumer Health Information
Priority #6, Action Item #2
2018-19
Kristi Palmer (kpalmer@iupui.edu)
National Network of Libraries in Medicine Project: The library has been awarded a $100,000 grant from the National Network of Libraries of Medicine (Great Midwest Region) to engage the public with consumer health education programming through the NNLM All of Us Community Engagement Network Ambassador Program. In collaboration with strategic partners including the Indianapolis Public Library (IPL), IUPUI, and two community non-profits, we will plan and host a series of health education programs for the public, as well as provide training for public library staff and leaders of partner community organizations. These outreach programs will focus specifically on health concerns in minority populations across Marion County, and will also be used to combat the food desert issues that exist in Indianapolis through collaboration with a mobile farm truck and a non-profit that teaches people to build raised garden beds.

IU School of Medicine

CAR T-cell Therapy
Example: Bicentennial Priority #6
2018–Present
Karen Spatharo (kspatharo@iu.edu) Dr. David Ingram (dingram@iupui.edu)
CLINICAL EXCELLENCE
Indiana University School of Medicine faculty physicians provide the highest quality care to patients throughout Indiana and to those who travel from afar to access the school's diverse expertise.

IU Health's statewide footprint also allows IU School of Medicine to influence the delivery of care outside the traditional academic health center and to provide the most advanced therapies to patients in community hospitals throughout Indiana.

Delivering leading-edge care to Hoosiers
Cutting-edge care developed by IU School of Medicine offers promising clinical research studies and is bringing the most advanced therapies to Indiana.

CART therapy
As a result of the IU Precision Health Initiative, IU Health is the only approved site in Indiana to administer FDA-approved CAR T-cell therapies, widely considered by some as a cure for certain types of leukemia and known for improved remission rates in certain lymphomas. CAR T-cell therapy harnesses the disease-fighting power of a patient's own immune T cells by taking them out of the patient's blood, changing them in a laboratory, then infusing them back into a patient’s body to attack cancer cells. The therapy was administered for the first time in Indiana in 2018, to a lymphoma patient at IU Health, and later for the first time at Riley Hospital for Children.

IU School of Medicine

Combating Infant Mortality
Example: Bicentennial Priority #6
2019–Present
Karen Spatharo (kspatharo@iu.edu)
Dr. David Ingram (dingram@iupui.edu)
CLINICAL EXCELLENCE
Indiana University School of Medicine faculty physicians provide the highest quality care to patients throughout Indiana and to those who travel from afar to access the school's diverse expertise.
Indiana University School of Medicine has long been a pioneer in cancer research. It was here that a young Lawrence Einhorn—now a Distinguished Professor—discovered the cure for testicular cancer. The therapy he developed marked the first ever cure for a solid tumor and has saved the lives of hundreds of thousands of young men. IU’s Hal Broxmeyer, also a Distinguished Professor, pioneered the use of umbilical cord blood to treat cancer and immune diseases. Cord blood transplants have since been performed tens of thousands of times throughout the world.

IU School of Medicine faculty continue to conduct highly collaborative and interdisciplinary research aimed at eliminating cancer as a cause of suffering. The following are some of the most significant developments in cancer research.

2019: IU Simon Cancer Center receives NCI’s highest distinction—“outstanding” rating by NCI reviewers and was awarded the prestigious opportunity to apply for a Comprehensive Cancer Center designation.

The Indiana University Melvin and Bren Simon Cancer Center has achieved the highest recognition from the National Cancer Institute: Comprehensive Cancer Center. With this elite federal designation signifying research excellence, it becomes the only NCI-designated Comprehensive Cancer Center in Indiana and one of just 51 in the nation.

This designation places IU in the company of institutions such as the University of Texas MD Anderson Cancer Center, Dana-Farber/Harvard Cancer Center, Memorial Sloan-Kettering Cancer Center and Sidney Kimmel Comprehensive Cancer Center at Johns Hopkins.

Overall, the IU Simon Cancer Center received an “outstanding” rating by NCI reviewers and was awarded a five-year, $13.8 million grant that supports the center’s research programs and shared facilities. That marks an increase of 43 percent from the previous five-year funding period. https://news.iu.edu/stories/2019/08/02/iu/releases/06-simon-cancer-center-nci-comprehensive-designation.html

The school is closely aligned with Indiana University Health, the state’s largest and most comprehensive health care system with 17 hospitals across Indiana, including Methodist, University and Riley hospitals in downtown Indianapolis.

This unique partnership enables IU School of Medicine’s faculty physicians to seamlessly integrate research findings into patient care and to offer promising clinical research studies to patients close to home.

IU Health’s statewide footprint also allows IU School of Medicine to influence the delivery of care outside the traditional academic health center and to provide the most advanced therapies to patients in community hospitals throughout Indiana.

Improving health of Hoosiers

Making Indiana one of the nation’s healthiest states is an ongoing mission for IU School of Medicine, and part of its overall vision.

From helping provide better access to care, to promoting better health habits for Hoosiers, IU School of Medicine has been leading the way in helping all residents in the state to live healthier.

Combating infant mortality

Infant mortality is a complex problem, and IU School of Medicine is partnering with communities to address an array of contributing factors—from safe sleep to spacing between pregnancies. For example, preterm birth is a significant risk factor for infant mortality, and mothers who have already had one preterm baby are more likely to have another premature delivery. The use of 17 Alpha-Hydroxyprogesterone can decrease the risk of preterm delivery by 30 to 40 percent, but many barriers prevent universal adoption.

IU School of Medicine faculty members are collaborating with the Indiana Perinatal Quality Improvement Collaborative to implement quality improvement processes to eliminate the risk of premature delivery. The use of 17 Alpha-Hydroxyprogesterone can significantly decrease that risk by 30 to 40 percent, but many barriers prevent universal adoption.

IU School of Medicine and Penn State College of Medicine have worked in collaboration with community hospitals to implement evidence-based interventions in a timely manner after their child’s diagnosis.

IU School of Medicine

Diagnosing Autism Earlier

Research tells us that early diagnosis and intervention can significantly improve the quality of life of children with autism and their families. Despite that, the average age of diagnosis for children in Indiana is over 5 years old—well above the Healthy People 2020 goal of 36 months old. The Department of Pediatrics is leading the development of solutions.

Beginning in 2012, the department created an innovative network of 14 Early Evaluation Hubs across the state, stretching from South Bend to Evansville. In 2018, community-based providers at these hubs evaluated more than 900 children. Notably, children seen in the hubs are significantly more likely to be referred and seen by specialists. The average age of diagnosis for children in Indiana is over 5 years old—well above the Healthy People 2020 goal of 36 months old. The Department of Pediatrics is leading the development of solutions.

The goal is to continue to expand this hub model and to further develop a navigation system for families to access evidence-based interventions in a timely manner after their child’s diagnosis.

IU School of Medicine

Enterprise Alignment

Example: Bicentennial Priority #6

2015–Present

Karen Spataro (keschbac@iu.edu)

Dr. Wade Clapp (dlapp@iu.edu)

CLINICAL EXCELLENCE

Indiana University School of Medicine faculty physicians provide the highest quality care to patients throughout Indiana and to those who travel from afar to access the school’s diverse expertise.

IU School of Medicine

Bicentennial Strategic Plan Appendix 2020
Alternatively, the primary care physician can easily consult possible stigma associated with a separate appointment. A mental health concern can be introduced on the spot to the patient and to offer promising clinical research studies to patients close to home.

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Improving health of Hoosiers

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Improving access to mental health services

The IU School of Medicine Department of Psychiatry has launched multiple programs aimed at improving the mental health of Indiana citizens. Recognizing that the overwhelming number of patients with mental health conditions will be treated in primary care settings, the CHOICE program embeds psychiatrists and psychologists in three large primary care clinics in Marion County and will be expanding to a fourth clinic this year.

At these clinics, a patient with depression, anxiety or any mental health concern can be introduced on the spot to the patient and to offer promising clinical research studies to patients close to home.

The school is closely aligned with Indiana University Health, the state’s largest and most comprehensive health care system with 17 hospitals across Indiana, including Methodist University and Riley hospitals in downtown Indianapolis. This unique partnership enables IU School of Medicine’s faculty physicians to seamlessly integrate research findings into patient care and to offer promising clinical research studies to patients close to home.

IU Health’s statewide footprint also allows IU School of Medicine to influence the delivery of care outside the traditional academic health center and to provide the most advanced therapies to patients in community hospitals throughout Indiana.

Enhanced organizational alignment

IU School of Medicine has continued to enhance alignment with IU Health to continue to enhance alignment of the two institutions. Redesigned physician compensation plan

IU School of Medicine, through its partnership with IU Health Physicians, introduced a redesigned faculty physicians compensation plan in 2019. The new plan has many advantages:

• While compensation has historically been driven by clinical productivity, the new system incentivizes scholarly activity related to research and education. Specifically, it recognizes advancements in academic pay through increases in compensation.
• The health care marketplace is moving away from fee-for-service models in favor of paying for quality, outcomes, and value-based care. IU School of Medicine and IU Health must adapt to this changing environment, and this model supports that transition.
• The plan promotes enhanced focus on quality and patient care outcomes and increases a focus on collegiality and collaboration.
Indiana University School of Medicine

Precision Genomics

Example: Bicentennial Priority #6
2018
Karen Spataro (keschbac@iu.edu)
Dr. David Ingram (dingram@iupui.edu)

CLINICAL EXCELLENCE

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The school is closely aligned with Indiana University Health, the state’s largest and most comprehensive health care system with 17 hospitals across Indiana, including Methodist, University and Riley hospitals in downtown Indianapolis. This unique partnership enables IU School of Medicine’s faculty physicians to seamlessly integrate research findings into patient care and to offer promising clinical research studies to patients close to home.

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Precision Genomics Clinic
The IU Health Precision Genomics program is unique in the state of Indiana, helping provide personalized care for patients with metastatic cancer. Precision genomic testing is used to look at the genetic structure of the tumor, helping doctors discover actionable mutations that can be targeted with therapy. In early 2018, IU Health invested in a new space to continue growing precision genomics—opening a clinic inside the IU Simon Cancer Center. More than 20 multi-disciplinary IU Health and IU School of Medicine faculty and staff, including oncologists, genomics scientists, pathologists, pharmacy specialists, nurses and clinical trial specialists, have analyzed findings from the clinics.

Engagement with community partners

Arts and Humanities Council
Center for Rural Engagement and Platform Research Laboratory Partnership
PE 3. Excellence in Research
2018-2019
N/A
Edward Comentale: ecomenta@indiana.edu
Center for Rural Engagement and Platform Research Laboratory

The Council will likely receive support for two new initiatives. We are taking a lead in the establishment of the Center for Rural Engagement, and our director is one of two PIs for a projected four million dollar grant to establish a new research laboratory for 5 public-facing arts and humanities at IU. The former’s budget includes a team liaison and program manager, while the latter entails a research director. The requests below have been made with attention to these new initiatives and their proper integration into the Council’s annual work.

Hutton Honors College

Event with participants from The Lotus World Music and Arts Festival

One day, for approximately two hours
IUB campus
Andrea Ciccarelli, aciccare@indiana.edu, 812.855.3550

In cooperation with the IU Auditorium and the Jacobs School of Music we hosted a conversation with the Cleveland Orchestra

Building a Prosperous and Innovative Indiana

Hutton Honors College
Extracurricular Programming – Cleveland Orchestra
Strategic Plan Objective: An Excellent Education POE 1: BO 2 (1).
Half day
IUB campus
Andrea Ciccarelli, aciccare@indiana.edu, 812.855.3550
In cooperation with the IU Auditorium and the Jacobs School of Music we hosted a conversation with the Cleveland Orchestra

IUPUI
Collaboratory
Priority #7, Action Item #5
2015-20
Office of Community Engagement, Amy Warner (awarner@iupui.edu)
International Affairs – Hilary Kahn (hkahn@iu.edu)
Science – Shiaofen Fang (shfang@iupui.edu)
Public and Environmental Affairs, Thomas Stucky (tstucky@iupui.edu)
University Library – Kristi Palmer (klpalmer@iupui.edu)

2015–16
Office of Community Engagement: Community-engaged courses offered or expanded:
• Captured, reviewed and analyzed the number of courses, students, hours, faculty, and community partner data campus-wide. Reviewed the data with the academic units for their inclusion in school annual reports. Final data for the academic year including summer sessions will be exported into the Collaboratory and final report will be issued by August 31.
2016-17
Office of Community Engagement: Launched the Collaboratory, a web-based database designed to collect community engagement activities from faculty, staff and students across campus. Information from the Collaboratory will be useful in developing a strategic approach to community engagement. Enabled CAS authentication this spring to enable all faculty and staff to login and enter/validate activities. Working with data liaisons, faculty and staff in all schools to enter community engagement activities in the Collaboratory. Identifying how this information can be useful for school accreditation, performance indicators, building networks, making connections, and identifying the impact of IUPUI’s engagement work.
• Evidence of Effectiveness: 144 activities have been entered into the database and validated as to IUPUI’s Collaboratory, “a tool that provides a space for global/intercultural learning, through inclusion of a series of key questions in the Office of Community Engagement’s Collaboratory Course Form and the Office of Career and Advising Services’ Symplicity Form for internship opportunities.

2017-18
The School of Science had 26 total activities included in the campus Collaboratory. The primary location for these activities was the Agribusiness Initiative located in the Herron School of Art + Design, Nan Goggin, (ngoggin@iu.edu).

Office of Community Engagement: Access to the Collaboratory was made available via one.iu.edu as well as on the OCE website and implemented campus wide. To communicate the value of Collaboratory and its intended use, worked with 41 data liaisons within the schools and units and attended 15 faculty department meetings, which resulted in talking with over 152 faculty/staff who do some type of engaged work (e.g. research, course-based experiences, cocurricular programs, campus clinics). 238 people CAS authenticating into the Collaboratory and creating a profile.
• 308 activities have been prepopulated and 205 have been validated and are live and publicly searchable.
• 764 community organizations are listed as active partners.
• Each data liaison and their dean will receive a summary of entries related to them to illustrate how their faculty/staff are partnering with the community, populations served, and social issues being addressed as well as how all of this is related to scholarship and the intended goals.

International Affairs: Through collaboration with the Faculty Fellow position co-funded by Academic Affairs, Kelley Business, and OSA, began data collection to identify off-campus opportunities that offer undergraduate students global/intercultural learning, through inclusion of a series of key questions in the Office of Community Engagement’s Collaboratory Course Form and the Office of Career and Advising Services’ Symplicity Form for internship opportunities. STIIN and the CTSI/CHERP project examining health disparities along the Monon Trail, the Curriculum Internationalization Committee efforts to support global learning, and Enrollment Management efforts to identify programs and events that bring K12 students to campus.

University Library: Integrated IUPUI ScholarWorks services with the Collaboratory to increase the visibility of community-engaged scholarship by IUPUI authors. Outcomes: contributed to developing vocabulary for inclusion in IRB applications.

2018-19
Office of Community Engagement: Community Engagement Tracking: Continued to work closely with schools, centers and units to track who is doing what, where, with whom, and for what purpose in Collaboratory. Partner with others to ensure the information captured is useful and leverages Collaboratory’s potential. Representatives from each unit serve as ‘data liaisons’, who are convened to increase communication and understanding around what Collaboratory collects and how the information can be useful (e.g., fund raising, telling a story of impact, supporting engaged faculty in the promotion and tenure process). Collaboratory contains information on over 440 projects involving 315 faculty/staff members and 1,125 community organizations.

2019-20
Office of Community Engagement: Update and maintain an inventory of K-12 student success programs and participants in the Collaboratory.

Office of Community Engagement: Increase representation of student internships and field placements of students in the Collaboratory to better articulate the outcome of these experiences including job placement, preparation for graduate school etc.

2016-17
Office of Community Engagement: Introduce Collaboratory to IU Ft. Wayne and launch the Collaboratory with IUPUC.

IUPUI
River West Great Places 2020 Priority #7, Action Item #5
2015-20
Office of Community Engagement, Amy Warner (awarner@iupui.edu)
Herron School of Art + Design, Nan Goggin, (ngoggin@iu.edu)
School of Dentistry, Carol Anne Murdoch-Kinch (carmurdoch@iu.edu)
2015-16
Office of Community Engagement: Served as the convener for the Near West Quality of Life and River West Great Places 2020 planning and implementation team.
• IUPUI invested over $376,000 in personnel, programs and service hours to over 30 organizations on the west side of Indianapolis through the Great Places 2020 with an estimated investment by 2020 to be over $2,000,000.
• Launched a community-wide stakeholder planning initiative to envision the economic and community development plan for the area involving over 150 residents and partners.
• 57% of the 14,425 volunteer hours by student, staff, and faculty on Three Days of Service (United Way Day of Service, MLK Day of Service, César Chávez Day of Service) were spent in the River West/Near West community.
• Hosted a three-day community organizing institute attended by 47 persons from 17 community groups.
• Hosted two interfaith community forums, including one with the Lake Institute on Faith and Giving.
Office of Community Engagement: Brokered opportunities for students in health-related fields to serve in community agencies in the River West/Near West and Near East communities as interprofessional teams. Learning in this innovative way fosters multiple-perspective taking and strengthens student’s ability to more effectively work as health professionals.

Office of Community Engagement: Introduce Deans and Faculty to Economic and Community Development Initiatives of Value to the Region: Topics included: talent development through TechPoint, Employ Indy and Ascend Indiana; health and life sciences economic sector expansion through the Indiana Biosciences Research Institute, BioCrossroads, and 16 Tech; innovation funding through the Indiana Economic Development Corporation; and community development through Local Initiative Support Corporation, Indianapolis Neighborhood Housing Partnership, the Indianapolis Chamber and Great Places 2020.
Assistant Professor Pamela Napier and her ‘VC4: Facilitating Solutions’ studio students worked with the IUPUI Natatorium, the IUPUI Office of Sustainability, the IUPUI Office of Family, School and Neighborhood Engagement & the Near Westside.

2017-18
Office of Community Engagement: Served as the convener for the River West Great Place (Michigan and King Streets), one of six areas designated as a Great Place by the Local Initiative Support Corporation’s (LISC) Great Places 2020 initiative. Used the LISC framework (livability, opportunity, vitality and education) for the entire Near Westside community to formulate priorities for the community and strategies to achieve them.
• Installed raised beds at Pershing Intergenerational Arts Park.
• Indy Convergence hosted an arts walk attended by 60 people.
• Indy Convergence installed the first parklet in front of their building.
• Eskenazi Healthy Food taught healthy eating, cooking with fresh vegetables and having access to locally grown produce.
• LISC Early Action Funds received for $44,900 projects including: an outdoor dining space with a performance area, street banners or new street lights, bicycle racks and bike lanes, cross walks and stop lights, bus tickets for IMPD, mental health transportation, building repairs, and facade improvements.
• Collecting data on: mental health services that children have been receiving at schools in the Near West neighborhood, programs with a college and career readiness focus, quality peer programs in the area, street light needs.
• Partnered with Christiana Home and Indy Convergence to offer arts programming to youth and provide support in the Christiana SMART (Science, Math, Art and Technology) programming to foster career development. Longterm strategic planning will include staff working in conjunction with IUPUI college and career readiness staff.

Office of Community Engagement: Worked with FIAD to launch the Anchor Housing program in spring 2017 to provide IU employees with an incentive to purchase or improve a house in the neighborhoods around campus. In 2018, expanded the boundaries of the qualifying area to include the entire Near West neighborhood and will be launching a housing information series in summer/fall. Four employees closed on the purchase of a home; one completed a home repair project. Thirteen employees have enrolled in Indiana Neighborhood Housing Partnership's homeownership development program.

Heron: Genevieve St. Arnau (Student) represented IUPUI in the city-wide, It’s Our City Chalk Mural, connecting campus to the near west side of the New York Street bridge. 2018-19

Office of Community Engagement: Renew commitment to Near West/River West Great Places by expanding talent dedicated to priorities. In the fall of 2019, a public ally will be hired and a Sam H. Jones scholar will intern in our office. The public ally will focus on community building efforts for the entire Near West neighborhood with specific focus on the Stringtown and We Care communities. The public ally will also serve on the Near West Vitality Task Force which supports and advocates for the neighborhood’s housing development initiatives.

Office of Community Engagement: Partnered with the Near West Vitality Task Force to offer two community housing information sessions facilitated by representatives of the Westside Community Development Corporation, Hearts and Hands, and the Indianapolis Neighborhood Housing Partnership. Over 50 residents attended the first housing session. A second session held in May 2019 focused on the Latinx population and given in Spanish. Approximately 15 individuals attended.

Office of Community Engagement: Worked with FIAD to continue the Anchor Housing program which provides employees with an incentive to purchase or improve a house in the Near West side, Riverside, and Ransom Place neighborhoods around campus. Four employees closed on the purchase of a home; one completed a home repair project. Thirteen employees have enrolled in Indiana Neighborhood Housing Partnership's homeownership development program.

Office of Community Engagement: Develop workforce development community-based asset map in Near West/ River West and Martindale Brightwood neighborhoods. A Sam H. Jones Scholar will conduct asset mapping of workforce development opportunities in the Near West and Martindale Brightwood neighborhoods to develop a central repository of programs. The scholar will also pay attention to the gaps in programs and those that match our agenda will be developed by the IUPUI Office of Community Engagement.

Office of Community Engagement: Hired a Communications Specialist to develop effective strategies to improve communication between the residents and organizations in the Near West neighborhood including websites, newsletters, mailings, and social media.

Office of Community Engagement: 50th Anniversary Campus Service Projects/Partnered with the Center for Service and Learning to organize two campuswide service projects aimed at staff and faculty participation.

• IUPUI Habitat for Humanity house – 280 staff, students and faculty from 22 schools, units and organizations participated over 24 days in building a home on Belleview Place in the Haughville neighborhood.

• IUPUI Day of Service – 155 people (70% staff, 15% faculty) participated in nine service projects that were identified as priorities by the Near West community. They included several park clean ups and putting down mulch, clean up along the White River, tilling of community gardens and the installation of benches and a picnic table in a community fruit tree park. 100% of those who participated felt the project they worked on was of value to the community and would participate in an IUPUI service day again. Additionally, 83% said they learned something about the Near West community.

Office of Community Engagement: Near Westside Community Schools Project: Helped to on board a new project director and collaborate in providing 7,667 students, family, and community members with support services to strengthen the conditions necessary for learning.

Dentistry: The IUSD Office of Civic Engagement and SEAL Indiana in partnership with the IUPUI Culture of Health Leadership Team will continue to engage in the revitalization efforts of the Great Places 2020 initiative in the Near Westside neighborhood. At the Near West SOC, IUPUI faculty provided preventative dental services and referrals to People's Health Clinic associated IUSD SOC clinic to 55 patients.

2019-20

Office of Community Engagement: Near West Collaborative: Rental rights and home repair programming will be offered to the community and sponsored by the Westside Community Development Corporation, Hearts and Hands and Indianapolis Neighborhood Housing Partnership in late 2019.

Office of Community Engagement: Build relationships with neighbors on the west side through neighborhood walks. In partnership with the Mayor’s office, participants will get to know more residents and respect the reality that they have busy lives and may not always have the time to attend neighborhood meetings. This will also serve as a way to communicate issues and events to the community for those who may not have access to social media and/or the Internet. The plan is to conduct neighborhood work periodically throughout the year. Efforts are also being made to connect more with youth to join the walks and develop future neighborhood leaders.

Office of Community Engagement: Westside Education Task Force: Transition leadership from OCE staff to partnering organization representatives with continued facilitation support as needed.

Office of Community Engagement: Near-Westside Community Schools Project: Collaborate in creating a sustainability plan for the project beyond its US Department of Education five years of funding, and further identify deeper campus and school engagement opportunities, such as the new campus council with George Washington High School.

The IUSD Office of Civic Engagement and SEAL Indiana, in partnership with the IUPUI Culture of Health Leadership Team, will continue to engage in the revitalization efforts of the Great Places 2020 initiative in the Near Westside neighborhood. By providing preventive dental services and referrals to the dental school, IUPUI will create opportunities for residents in this community to establish a dental home.

IUPUI Service Learning
Priority #7, Action Item #4

2015-20

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International Affairs, Hilary Kahn (hkahn@iupui.edu)

A dedication to service learning driven IUPUI students and faculty. Through nationally recognized service-learning programs, IUPUI has engaged hundreds of faculty members and thousands of students who have given countless hours to the community. Our faculty serve as national advisors on matters related to disaster relief, diversity in higher education, public health, and other areas. The U.S. News and World Report, in their 2016 editions of America's Best Colleges, listed IUPUI as “one of the top universities in the nation with outstanding service learning programs.”

IUPUC: MMHC students are required to participate in a community service learning project independent of the required field experience courses for the MMHC program. This year, students participated in the iGrad program at Bartholomew Consolidated School Corporation. They facilitated career counseling workshops for at-risk high school students in the iGrad program. This was a visible contribution since iGrad is also sponsored by major employers and philanthropies in the community.

Education: The following organizations, schools, and programs have served as partners for service learning activity:

• Advancement Via Individual Determination (AVID) at Ben Davis High School in Wayne Township

• Helping One Student to Succeed (H.O.S.T.S) in all elementary schools in Wayne Township

• College Mentors for Kids, Inc. (working with students from Bartholomew Consolidated School Corporation for service learning activity in their 2016 editions of America’s Best Colleges, listed IUPUI as “one of the top universities in the nation with outstanding service learning programs.”

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• Advancement Via Individual Determination (AVID) at Ben Davis High School in Wayne Township
• Always Making Progress, Inc. After-school Program
• Pike Freshman Center
• Bridgeport Elementary School (Wayne Township)

Liberal Arts: Five faculty received funding for Service Learning Assistant Scholarships.

Nursing: In the NURS 2835 course, students participated in a service learning project in the Indianapolis area (e.g., Red Cross Pillow Project).

Physical Education and Tourism Management (PETM): Physically Active Residential Communities and Schools (PARCS) saw almost 300 Kinesiology (294) students participate in the operation of the Chase Near East Side Legacy Center. Their efforts amounted to more than 2,900 hours (2904). The Center was built and developed to serve as a legacy from the 2012 Super Bowl in Indianapolis. Since the facility opened, the Fitness Zone (“Powered by IUPUI”) has served over 5,000 people and currently serves close to 1,000 members. Other specifics regarding PETM’s involvement during the 2015-2016 academic year include:

• Five PETM faculty utilized the Chase Near East Side Legacy Center as a service learning site.
• The Fitness Zone operates 70 hours per week under the supervision of one faculty member (Ms. Allison Plopper), 15 Service Learning Assistants, and 3 interns.
• The impact of the student’s and faculty’s work with members is assessed through looking at health improvements. Results demonstrate improvements in blood pressure, body mass index (BMI), and weight loss.

PETM: PARCS continues to serve the near west side of Indianapolis at George Washington Community High School open to IPS employees and Eakazeni HealthyMe participants for free, and to community members for $20 a year. Service learning assistants and students staff this facility Monday through Friday each week.

Social Work: The MSW Direct program has offered its students opportunities to undertake community service projects in their communities through new innovative approaches by faculty like Dr. Virginia Majewski. This service learning in an online course has garnered attention from educators nationally.

The School of Social Work has expanded its work at the Student Outreach Clinic (IUSOC) through the use of the Service Learning Assistant Scholarship Program, which has supported the development of clinic based service learning opportunities in master level courses. The SLA Scholarship Program was first started in the 2015 academic year and will be used again in 2016.

Division of Undergraduate Education: In fall 2015, themed learning communities (TLC) engaged in 34 activities in the community, including visits to local museums, food banks, medical labs, religious communities, and businesses. In addition, 17 TLCs engaged in either a community service activity or an extended service learning project.

IUPUI Honors Scholars value service and civic engagement and often are able to connect that to their career intentions. During academic year 2015-2016, Honors Scholars volunteered over 12,749 hours at IUPUI and in the Indianapolis community, equivalent to a contribution of $287,489 (IUPUI Center for Service Learning). The total volunteer hours were an increase of 39 percent over 2014-15. In addition to volunteering at 187 different campus events, Honors Scholars actively gave back to 456 community organizations.

Institutional Research and Decision Support: IRDS worked with staff in the Center for Service and Learning to develop a series of items on the alumni survey and the faculty survey related to community engagement and service learning.

Office of Community Engagement: Promoted IUPUI’s national reputation of excellence in community engagement through:
• Publications: ethos of engagement; civic-mentoring relationships; critical reflection;
• Reports: service learning, service-based scholarship program successes, alumni and engagement;
• Presentations: Building capacity for community-engagement: global service learning; service learning in the curriculum; partnership evaluations, community schools, assessment of student civic learning, collective impact.

2016-17

Nursing: We continue to engage undergraduate students and faculty in interdisciplinary service learning through the Student Outreach Clinic, with over 100 faculty and student participants in 2016-2017. All PETM students participate in external internships and service learning experiences before they graduate. Over 200 students and 20 student interns are serving at three fitness centers. (Boner Fitness and Learning Center, George Washington Community High School, Ben Davis High School).

Division of Undergraduate Education: In fall 2016, 33 themed learning communities (TLCs) engaged with 50 different community partners, engaging in 123 activities, including visits to local museums, food banks, medical labs, religious communities, cultural events, and businesses. In addition, 19 TLCs engaged in either a community service activity or an extended service learning project.

IUPUI Honors Scholars value service and civic engagement and often are able to connect that to their career intentions. To maintain scholarship and status in the Honors College, Honors Scholars must volunteer at least 10 hours per academic year with the exception of Bepko Scholars, who must complete 20 hours of service per academic year. Bepko Scholars are required to complete additional volunteer hours because the scholarship focuses on a commitment to service. All Honors Scholars are added to the Community Service and Civic Engagement email listserve and receive ongoing notification regarding various volunteer opportunities.

Upon completion of volunteer activity, scholars must submit a Volunteer Verification Form to the Honors College for documentation.

The Honors College sponsors teams for campus-wide service events, including iServe, the United Way Day of Caring, Martin Luther King, Jr. Day of Service, and Cesar Chavez Day of Service. Honors College sponsorship allows opportunities for students to volunteer with peers from the College.

In addition, the Honors College facilitates one study abroad service-learning program in Costa Rica. While the programs grant credit for the International/Study Abroad component of RISE rather than the Service Learning component, the programs operate on the underlying philosophy of service-learning by encouraging structured reflection and in-depth understanding of the populations served.

Forty-four Honors Scholars also participated in the Sam H. Jones Scholar Program, a scholarship program administered by the Center for Service Learning that is based on exemplary service in the community, high school, or at IUPUI. Through the Sam H. Jones Scholar Program, students are recognized for their past service record and take on leadership roles in various service-based programs.

2017-18

Education: Required Service Learning in Local schools and organizations (Pre-professional Courses)-Dr. Natasha Flowers

PETM: Physically Active Residential Communities and Schools (PARCS)
• Over 200 Kinesiology students, for a combined almost 1,000 hours participated in service learning opportunities in the Fitness Zone at the John Boner Fitness and Learning Center at the Chase Legacy Building.
• We continue to serve the near west side of Indianapolis at George Washington Community High School open to IPS Employees and Eakazeni HealthyMe participants. PETM Service learning assistants and student staff this facility Monday through Friday each week.

Since the fall of 2013, the School of Physical Education and Tourism Management (PETM) at IUPUI included a service learning requirement in three sections of its first year seminar course with a local non-profit, the Indianapolis Monumental Marathon, and Indianapolis Public School students. Since that first year we have grown from 75 freshman kinesiology students to all of our first year students in PETM participate in working with the IMS in some way:

• PETM Bridge students complete a service project helping to organize and prepare the warehouse for the upcoming race.
• Students in Kinesiology fall learning communities completed a 6-week before or after school program culminating with a 5k or 1 mile race at the Indianapolis Monumental Marathon. During their time at one of the 30+ IPS schools, the students spent their time doing running activities and games to promote movement and fun. This year over 1,000 IPS elementary students completing the kids running program.
• Students in TCEM fall learning communities help to create documents and provide support of the marathon during the expo and during the race weekend.
• Tracked 2,218 hours of volunteer activities for an estimated $53,522 impact from 200 students working at 130 opportunities (using Noble Hour).
• Undergraduate students work with faculty of the Sport Innovation Institute and community partners in variety of consulting projects.
• The BSW Social Work Program continues to expand engagement with the community through increased field placement opportunities and service learning.

SPEA introduced a new Themeb Learning Community in Fall 2017, the first for Public Affairs students. Students created a service learning project (walking art tour) in local Mapleton-Fall Creek neighborhood.

The Graduate Office, CTL and CSL offered a series of video workshops for graduate and professional students focused on service learning and civic engagement. These workshops were offered to IUPUI and IUB students, and broadcasted nationally via the CIRTL consortium in 2017-2018.

2018-19

Education: Faculty within the undergraduate teacher preparation programs (Elementary and Secondary Education, Special Education and English as New Language) maintained partnerships with urban school districts.

These partnership activities include:
• service learning in pre-program courses.
• urban school-based field experiences and student teaching practica,
preserve teacher-facilitated afterschool programming,
mentor teacher professional development,
intentional recruitment and hiring plans for exemplary student teachers,
collaborative research projects with schools.

Education: Required Service Learning in Local schools and organizations (Pre-professional Courses)-Dr. Natasha Flowers

Liberal Arts: Community engagement is an important aspect of the curriculum in Liberal Arts. In a recent survey of undergraduate alumni, 45% of the males surveyed and 60% of females report taking one or more service learning courses. This is somewhat below the campus as a whole (50% and 70%, respectively). According to information captured in Collaboratory, 23 faculty/staff are involved in 68 community engaged projects with 113 community organizations and 30% of the projects involve students for an estimated 3,127 hours per semester. Access some graphics that offer greater detail about these projects, including social issues being addressed, scholarly products, community outputs and impacts (https://i.ua.app.box.com/s/pw68sm8un9ur19x4xppyg7v71uy3553). Data gathered by the Office of Community Engagement for AY 2017-2018 indicates that 194 courses with 1,867 student enrolled had a service learning or civic engagement component.

International Affairs: In conjunction with the IUPUI Center for Service and Learning, continued to promote the importance of ethical approaches to student service learning experiences abroad. Collaborated with the IU Office of Overseas Study (OVS) and the Overseas Study Advisory Council (OSAC) to develop the requirement for every program proposal that includes a service work component to demonstrate that the student group and associated project is welcomed in the community. Program reauthorization will also be dependent on continued interest from the host community.

2017-20

International Affairs: In conjunction with the IUPUI Working Group on Ethical Global Community Engagement, continue to promote awareness of the importance of ethical approaches to student service learning experiences abroad, as follows:
- institute a community engagement ethics pledge for participants in international programs;
- develop a toolkit of resources for program leaders, advisors, and students considering international/global service learning experiences; and
- promote this work nationally through conference presentations and other networks

Office of Community Engagement: Define and measure the outcomes of Service Learning Assistantships on student engagement, faculty scholarship, and community outcomes in partnership with the Center for Service and Learning.

IUPUI

SOURCE River West

Priority #7, Action Item #5

2015-20

Office of Community Engagement, Amy Warner (awarner@iupui.edu)

School of Dentistry, Carol Anne Murdoch-Kinch (caramurd@iui.edu)

2015-16

Office of Community Engagement: Facilitated the development of River West campus and brand development for the entrepreneurship center with Herron faculty and students.

2016-17

Office of Community Engagement: As part of the Great Places River West initiative to bring community and university partners together to execute the quality of life plan for the Near West Collaborative, the Source River West Entrepreneurship Center was launched. SOURCE River West supports talent development, entrepreneurship and innovation and will fuel economic prosperity. Over $400,000 in grants, funding, and in-kind support were leveraged to launch SOURCE River West. The first Kaufman FastTrack NewVenture program in collaboration with the Kelley School of Business at IUPUI was held in fall 2016 and a center director in February 2017.

Evidence of Effectiveness: Received 18 applications for the FastTrack program. Twelve started the course and seven completed the program. Awarded $2,000 to the winner of the pitch competition. Launched three workshops—Business Trends, Fund Sourcing and Thinking Like a Business Owner—that served 26 clients. Provided coaching to 34 clients.

2017-18

Office of Community Engagement: Continued the development of the SOURCE River West Entrepreneurship Center to support talent development, entrepreneurship and innovation intended to fuel economic growth and prosperity on the Near Westside. In 2017-2018 SOURCE River West assisted 324 small businesses through business coaching and 1,345 hours of workshop participation. In addition, 20 persons/business owners participated in the 10-week Kaufman FastTrack NewVenture series, and collaborated with the Kelley School of Business at IUPUI provide two $2000 prizes ($4000 total) for two Pitch Contests. 2018-19

Office of Community Engagement: In Fall 2018, secured $200,000 grant from JPMorgan Chase for ongoing support for SOURCE River West. Funding will be used for executive director’s salary, GP 2020 extension programs, and professional coaching and education programs provided by BOI/Indy Chamber. SOURCE provides services to 250-300 entrepreneurs and business owners annually. 2018-19

Office of Community Engagement: Secured JPMorgan Chase Foundation support to expand offering from SOURCE River West Entrepreneurship Center into all five Great Places 2020 neighborhoods

Office of Community Engagement: Launched new quarterly and monthly events and monthly events and monthly events and monthly events and monthly events and monthly events to help small local businesses. 85% of SOURCE clients are “underserved” populations (Black/African-American, Hispanic, and/or female), 55% are current business owners, and 45% are considering or planning to start a business.

• SHOPPING WITH SOURCE is a quarterly PopUp shopping event at SOURCE River West that allows retailers to promote their products and access new clients. Approximately 27 retailers have attended SHOPPING WITH SOURCE as vendors, with between 75 and 100 shoppers.
• TechO Talks is a monthly workshop developed and presented by Informatics graduate students during which students provide brief presentations on media and social media resources followed by once-to-one-time with the business owners. Topics range from web planning, web design, social media, and videos. Business owners also can contract with students for ongoing internships and technical assistance. At the first TechO Talks workshop, 13 persons registered and attended.

Office of Community Engagement: An impact evaluation on SOURCE River West showed clients’ increased confidence in their entrepreneurial skills after receiving SOURCE services. In particular, clients expressed that through business coaching and participation in the Kaufman business series at SOURCE they gained business skills. Business coaching clients perceived significant changes in their skills in “Come up with a new business idea,” “Determine a competitive price for a product/service,” “Design an effective marketing campaign,” and “Fund a business start-up/growth.” Kaufman graduates expressed significant positive changes in being able to “Determine a competitive price for a product/service.” Results also showed that in order to create growing and sustainable impact in the Near West, SOURCE RW needs to further engage the community, promote business cooperation and networking, proactively follow-up with clients, and expand its network of support in and outside the neighborhood to provide more opportunities for success to local new ventures.

Office of Community Engagement: Students in a capstone course researched and launched a prototype for a SOURCE RW Entrepreneurship Center entrepreneurship and small business resource ecosystem map branded as YOUR SOURCE. The prototype will be built out over AY 2018 to include a small business “community” of resources including member mentoring programs and blogs, a resource referral network, a small business marketplace for exchange of goods and services, and eventually a managed services component using expertise from Kelley School of Business, Informatics and Computing, Herron School of Art and Design, and other schools. Partners gaining forward are Indy Chamber, Business Opportunity Initiative (BOI), LISC, Speak Easy, Forward Cities Indy, and others. Proposal for funding has been submitted to CICF.

Dentistry: The IUSD Office of Civic Engagement and SEAL Indiana in partnership with the IUPUI Culture of Health Leadership Team will continue to engage in the revitalization efforts of the Great Places 2020 initiative in the Near Westside neighborhood. At the Near West SOC, IUSD faculty provided preventive dental services and referrals to People’s Health Clinic associated IUSD SOC clinic to 55 patients.

2019-20

Dentistry: The IUSD Office of Civic Engagement and SEAL Indiana, in partnership with the IUPUI Culture of Health Leadership Team, will continue to engage in the revitalization efforts of the Great Places 2020 initiative in the Near Westside neighborhood. By providing preventive dental services and referrals to dental school, IUSD will create opportunities for residents in this community to establish a dental home.

IUPUI

Sustainability

Priority #7, Action Item #5

2015-20

Bicentennial Strategic Plan Appendix 2020
completed the following:

- Implemented lighting retrofits in Sports Garage and Vermont Garage
- Partnered in the planning for salvage and reuse of redwood slats from Vermont Garage
- Implemented final phase of outside lighting replacement program which reduces light pollution, enhances lighting at the ground level for increased safety and reduces energy use
- Implemented final phase of outside lighting replacement project which reduces light pollution, enhances lighting at the ground level for increased safety and reduces energy use
- Partnered in the planning for salvage and reuse of redwood slats from Vermont Garage
- Implemented lighting retrofits in Sports Garage and University Hospital Garage. (Reduced KWH consumption in Sports by 76% and University Hospital by 41%)
The Center for Public Health Practice (CPHP) has been named 2018 Welcoming Campus Innovators! Their proposal, Advancing Inclusion, Equity and Compassion: A Public Health Corps and Student Engagement Program, was one of 22 projects recently selected as part of the Welcoming Campus Initiative. The grant’s goals, activities, and diverse partnerships on- and off-campus support engaging students in service-learning and leadership activities while encouraging further integration with the surrounding Indianapolis community, a main theme of the initiative. The CPHP will focus on three main elements that were designed by students and will be student-led in their implementation.

• Facilitating poverty simulations with community service and involvement fairs.
• Hosting public health and social justice movie nights accompanied by guided, open discussion.
• Developing a Public Health Corps student leadership series.

Dr. Silvia Bigatti of Public Health collaborated with fellow faculty at the Public Policy Institute at SPEA to apply for and receive funding from the 2017 Welcoming Campus Initiative Fund for a Refugee Youth Summit. This project will design a year-long program beginning with an intensive week-long camp. Pair SPEA students with local immigrant youth to assist in adapting to their home and school environments.

Social Work: Through the Welcoming Campus Innovation fund, three diversity-focused MSW student-led projects engaged community partners to carry out events on campus. Of the three, two projects were completed by social work students. One focused on disability rights, and the other focused on health care cultural competency for LGBTQ populations.

2018-19
E&T: IUPUI’s AgBot team won 2nd place in the weed and feed competition during the 4th Annual agBOT Challenge. The agBOT team was supported by 20 students from three different schools: School of Engineering and Technology, School of Science, and the Herron School of Art and Design. The team was sponsored in part by the IUPUI Welcoming Campus Innovation Fund.

E&T: An ECE faculty member created the IoT collaboratory as part of the IUPUI Welcoming campus initiative. In the past year, the IoT collaboratory has engaged with many central Indiana industries and organizations in IoT/sensor related research projects.

Through the Welcoming Campus Fund, the Center for Public Health Practice launched a series of movie nights and poverty simulations to engage students in service-learning and leadership activities while encouraging further integration with the surrounding Indianapolis community.

The Office of Community Engagement received Welcoming Campus Initiative fund support for a partnership with the Polis Center to develop a map of IUPUI’s community engagement activities which incorporates demographic and socio-economic indicators to provide a basis for conversations about how, where and on what issues IUPUI is engaged with the community. The goals of the map are to: 1) tell the story of campus engagement; 2) help community partners identify campus contacts for their projects/partnerships; 3) connect students/faculty and staff on campus who are working on the same issues or with the same community partners; 4) identify gaps and/or overlaps in community engaged activities; and 5) use community indicators to inform whether activities are impacting pressing issues in the community. An advisory committee comprised of six community-engaged faculty from across campus have provided input into the tool in order to improve its effectiveness and usability.

OVC for Research: A tool is being developed that will provide an interactive map of IUPUI’s community engagement activities, including in research, overlaid with community indicators from the SAVI database. This is a joint effort of the Office of Community Engagement and the Polis Center, which received funding from the IUPUI Welcoming Campus Initiative fund to create this tool. This tool will allow IUPUI faculty and staff to search and filter responses by a number of characteristics (e.g. geographic area, various social indicators, position within the university of the primary investigator, among others).

2018-19
O’Neill and the Indiana University School of Social Work (IUSBW) received a Welcoming Campus Initiative grant to launch the SIA Ambassador and Mentoring Project. The project was designed to advance IUPUI’s initiative to create a vibrant and inclusive student experience through IUSBW’s replication of O’Neill’s Ambassador program; expansion of the Ambassador program through a pilot of Mentor Collective, a web-based mentoring program; quarterly workshops and “Breakfasts with the Deans” to connect criminal justice and social works students and increase communication between school leadership and students; trainings for the Interregnum Dialogue (IRD) model to support the proactive facilitation of discussions around issues of social justice.

Funded by the Welcoming Campus Initiative Innovation Fund, four distinguished alumni of IUPUI’s International House participated in a panel dialogue titled “Foundations of Leadership: Going Global at IUPUI,” in which alumni shared the value of their IUPUI international learning experiences on their careers. Approximately 140 participants attended the panel and anniversary celebration that followed.

Office of Community Engagement: IUPUI Community Engagement Engagement Map: A Welcoming Campus Initiative grant supported the development of a community engagement map which enables people to see where and with whom IUPUI is partnering in the community to address what issues. Additional layers of socio economic and demographic data allows users to see how university engagement aligns with the greatest areas of opportunity in the community.

OVC for Research: With Welcoming Campus support, the IUPUI Arts and Humanities Institute (IAHI) created an IUPUI Public Art App, which includes a walking tour that highlights key art works on campus. IAHI also funded artist residencies and installations of new works on campus. These projects have engaged IUPUI undergraduate students through co-curricular programming, and the artists in residence visited IPS schools.

IUPUI Arts and Humanities Institute (IAHI) offered a Public Art and Ethics Seminar to prompt discussions about arts policy in Indianapolis.

2019-20
Health & Human Sciences: Install an outdoor fitness facility on the natatorium’s south side that will be open to community members. This is a Welcoming Campus Project.

OVC for Research: The IUPUI Arts and Humanities Institute (IAHI) will install three public works of art at IUPUI, funded through Welcoming Campus and Grand Challenges grants. Through funding from the Clowes Fund, the IAHI is leading a $50,000 art restoration project at IUPUI.

IUPUI: Division of Diversity Equity and Inclusion AE5 Priority #7, Action Item #4, 5
2015-18
Karen Ducie (kdace@iupui.edu)

Adaptive Educational Services (AES):

- Developed a partnership with HANDS in Autism to provide a campus visit and transition discussion to The Hope Source, a school and therapy center for individuals with Autism
- Additionally, staff work in the community attending Grassroots local ordinance meetings and community initiatives in support of youth: i.e. High Five Rallyes supporting and encouraging public school students, community conversations on equitable and fair policing, equity in policy development impacting communities of color and the LGBTQ community, and meetings with IMPD and local government officials.

2016-17
- AES works with the community by providing Panel Discussions on the ADA and accommodation processes to various schools. This year we went to Fishers, Zionsville, Pike and Noblesville High schools. AES interacted with parents and potential students.
- AES was also a panel member with Ball State and Butler University at an IYI Tech Fair for individuals with disabilities seeking a post-secondary degree.
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2019-20
- The Director serves as a Consultant to the National FFA when it comes to accommodating students in their National Convention. She reviews documentation and advises the National FFA on appropriate accommodations. As a result, she was asked to address all the State Directors at the National meeting.
- Facilitator of a women’s Christian Study Life Group on Campus
- Committee Member of the Woman to Woman Christian Ministry off campus
- Facilitator/Moderator of Brightwood Community Town Hall Forum for 2017 Circle Up Indy Peace Festival
- Keynote Speaker at the Bloom Project King’s Feast co-sponsored by the Indiana Commission on the Social Status of Black Males
- Panelist for 13th Documentary Movie Viewing and Discussion with 1 Am Ubuntu and Little Flower Neighborhood Association Near East Side Community Partnership

Panelist for "Bringing opportunity to East Side youth through social change" at Bloom Project King's Feast 2017 with IUPUI's AES

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IUPUI; Division of Diversity Equity and Inclusion
DEI Partnerships
Priority #7, Action Item #4, 5
2015-16
Karen Dace (kdace@iupui.edu)
DEI collaborates with External Relations to sponsor, support, participate in and attend multiple activities that benefit both university and at an IVY Tech Fair for individuals with disabilities seeking a post-secondary degree.
AED developed a partnership with HANDS in Autism to provide a campus visit and transition discussion to The Hope Source, a school and therapy center for individuals with Autism.

IUPUI; Division of Diversity Equity and Inclusion
LGBTQ Entities
Priority #7, Action Item #4, 5
2017-20
Karen Dace (kdace@iupui.edu)
Partnered with multiple city-wide LGBTQ entities including Pride, Brothers United and Purdue University.
Partnered with multiple city-wide LGBTQ entities including Pride, Brothers United and Purdue University.
Hosted the largest Harvey Milk Dinner in 2017 with more than 700 attendees
2018-19
The LGBTQ+ Center created or continued partnerships with 14 community organizations and sponsored or participated in 6 community events.
Hosted traveling exhibit from the Indiana Historical Society on LGBTQ+ history in Indiana during LGBT History Month (Oct 2018)
2019-20
The LGBTQ+ Center will host and sponsor the Indiana Youth Group’s Youth Summit, which is primarily attended by high school youth and school-based professionals (80 people attended in 2018)
Continued engagement with community partners and events, including Indy Pride, Pride of Color, FV Youth Summit.
Provide training and information on LGBTQ+ inclusion for community partners, when requested (current plans include IN Dept of Health, Purdue Polytechnic HS, Indiana Library Federation)

IUPUI; Division of Diversity Equity and Inclusion
SREB
Priority #7, Action Item #3, 4, 5
2016-20
Boyd Bradshaw (boBradsh@iupui.edu)
To deepen our commitment to our veteran population the OVMP continued to include the American Legion University Post 360, the Veterans Faculty Staff Council, and the Army ROTC partners in the planning of all events and programming. This has led to collaborations with these partners throughout the year.
The OVMP was asked to provide training for the Army National Guard’s 801st Medical Unit regarding the GI Bill.
In August 2017, the OVMP participated in DOD Navy Week in Indianapolis by hosting Rear Admiral Gary A. Miles. This event includes OVMP staff, IUPUI leadership, Veterans Faculty Staff Council, Student Veterans Organization and the American Legion University Post 360.
The OVMP coordinated the Military Tattoos@IUPUI Exhibit which highlights our IUPUI students, faculty, staff and alumni who served in the US Military. The exhibit educates viewers about the significance of military tattoos and helps our military personnel heal by giving them a format in which to tell their story. The Military Tattoos@IUPUI Exhibit was on display at the Kurt Vonnegut Library during Vonnegut Fest 2018 with a panel discussion for the Reclaiming Armistice Day on November 7th, 2018. This same exhibit is currently on display at the Irvington Community Center from May through August, 2019. An event highlighting the exhibit will be held in August 2019. Two pieces of the Military Tattoos@IUPUI are displayed in the Office of the Mayor of Indianapolis and the two students associated with those pieces met with the mayor about their tattoos and what serving in the military has meant to them. This exhibit demonstrates to our Indianapolis community that we are an all-inclusive, military-friendly university.

IUPUI; Division of Enrollment Management
Boner Community Center
Priority #7, Action Item #4, 5
2017-18
Boyd Bradshaw (boBradsh@iupui.edu)
Passport partners and presents with the John H. Boner Community Center as part of the IU Health Careers Opportunity Program which is, “A federallyfunded initiative designed to provide disadvantaged students with the academic and social skills to successfully graduate from health professions programs.”

IUPUI; Division of Enrollment Management
OVMP Advisory Council
Priority #7, Action Item #3, 4, 5
2016-20
Boyd Bradshaw (boBradsh@iupui.edu)
To deepen our commitment to our veteran population the OVMP Advisory Council was created. This council consists of a community members from the National Guard, Indiana Department of Veterans Affairs and an IUPUI Alum. In addition, campus community members involved in this committee consists of an appointed member of the Student Veteran Organization, American Legion University Post 360 and the Veterans Faculty Staff Council.

IUPUI; Division of Enrollment Management
Office of the Vice Chancellor for Community Engagement
Project Stepping Stone
Priority #7, Action Item #4, 5
2018-19
Boyd Bradshaw (boBradsh@iupui.edu)
Amy Warner (awarner@iupui.edu)
IU Fort Wayne has engaged in the community through a number of sponsored and volunteer events including, Tapestry, Three Rivers Festival parade, Fort 4 Fitness, Fantasy of Lights, and sponsoring the local Ivy Tech alumni social and commencement ceremony. The campus joined ROC (Northeast Indiana’s Regional Opportunity Council), and has formed informal relationships with the Boys and Girls club and other NP organizations. In collaboration with IU Communications and IUPUI, IUFW ran several marketing campaigns over the past year in an effort to inform the community of our presence and offerings.

2019-20

The IUFW campus needs to solidify formal working partnerships with area NP organizations and continue to support the community through targeted sponsorship of 30 events hosted by various community agencies. We charged the departmental room rate to OCE instead of charging the external not-for-profit rate to the sponsorship of 30 events hosted by various community agencies.

IUPUI; Division of Student Affairs

SA Activities

Priority #7, Action Item #

2015-16

Eric Wehly (ewehly@iupui.edu)

Office of Student Health Services was awarded a grant of $100,000 from the Indiana Family and Social Services Administration Mental Health Services office to implement the Screening, Brief Intervention, Referral and Treatment (SBIRT) program with HWP staff.

IUPUI; Division of Undergraduate Education/ University College

Priority #1, Action Item #1c

2017-18

Jay Gladden (jamglad@iupui.edu)

The Center for Service and Learning launched the national Bonner Leader Scholars program with 15 first-year students joining a four-year cohort model designed to support intensive and educationally meaningful service through sustained partnerships with local nonprofit organizations. As part of a national network, the Bonner program seeks diverse applicants who are looking to grow as students, community members, and leaders on campus and in the community.

IUPUI; Division of Undergraduate Education/ University College

Benefits of Attending College

Priority #7, Action Item #4, 5

2016-17

Jay Gladden (jamglad@iupui.edu)

With support from University College and the Department of Communication Studies, students in Dr. Regina Turner’s COMM-T 130 theatre class wrote, rehearsed, and performed an original script about the value and benefits of attending college and of completing a baccalaureate degree. Students performed this script in an entertaining format at the Concord Neighborhood Center for about 40 middle and high school students, most of whom were from low-income families. Afterward, the theatre students answered questions about what college life is really like. This face-to-face connection seemed to inspire the middle and high school students beyond traditional means to consider college as a postsecondary option.

IUPUI; Division of Undergraduate Education/ University College

Transformative Education

Priority #7, Action Item #4, 5

2017-18

Jay Gladden (jamglad@iupui.edu)

The director of Nina Scholars trained teaching staff at Purdue Polytechnic High School on transformative education. The director also trained staff at Eskenazi Health on violence intervention and prevention programs on transformative education, which is an innovative model for empowering underserved and underserved individuals and communities.
IUPUI; Division of Undergraduate Education/University College

Upward Bound
Priority #7, Action Item #4, 5
2017-19
Jay Gladden (jamglad@iupui.edu)

2017-18
Upward Bound partnered with Dress for Success and Danny's Closet to enhance pre-professional experiences for rising high school seniors and to allow current seniors to have appropriate dress clothing for scholarship interviews and events that require business attire.

2018-19
In spring 2019, Upward Bound hosted the inaugural "I Am Able" mini-conference. Participants were able to attend two workshops focused on personal development, staying motivated, or effective communication. The day concluded with keynote speaker Leslie Johnson, who was recently inducted into the Women’s Basketball Hall of Fame.

IUPUI; Finance and Administration

Food Waste and Hunger Summit
Priority #7, Action Item #4, 5
2017-18
Camy Broeker (cbroeker@iupui.edu)
Secured and hosted the Food Waste and Hunger Summit at IUPUI, a national summit of the Campus Kitchens Project; attendance was 290 of which 70 were Indiana University Campus participants (representing IUPUI, IUB, IU East and IU Southeast) There were also attendees from Butler University, Purdue University, Ivy Tech and Indiana State University. An additional (45) Other Universities/COLLEGES H.S. were represented. We also had 38 IUPUI students registered as Summit volunteers.

IUPUI; Finance and Administration

Indy Urban League
Priority #7, Action Item #4, 5
2015-16
Camy Broeker (cbroeker@iupui.edu)

Human Resources – worked with Indianapolis Urban League to become designated as a Preferred Employer. IUPUI will work more closely with the Urban League to provide opportunities for individuals who have successfully completed one of the Workforce Development Programs.

IUPUI; Finance and Administration

Latino Orgs
Priority #7, Action Item #4, 5
2018-19
Camy Broeker (cbroeker@iupui.edu)
Increasing connections and actively working to increase relationships with Latino organizations and employers. This includes sharing relevant data about Latinos and the importance of their participation in the formal economy in our state, joining Latino organization as a board member and visiting high schools and corporations.

IUPUI; Finance and Administration

Office of the Vice Chancellor for Community Engagement
Madam Walker Theatre
Priority #7, Action Item #4
2017-19
Camy Broeker (cbroeker@iupui.edu)
Amy Warner awarner@iupui.edu
2017-18
Developed a strategic partnership with Madam Walker Theatre management and board. Secured $15 million to preserve the Madam Walker Theatre Center, the cultural home of leadership, innovation and entrepreneurship of Madam CJ Walker. Work is underway for renovation, programming and community activity reflecting the attributes and values of Madam CJ Walker. Funding secured, a mutually beneficial leadership structure and program advisory board are under development. Design team selected, tenants vacating the facility for construction in progress. Applied for an Indiana Avenue Cultural District Planning Grant with IUPUI Madam Walker, Indianapolis Urban League.
2018-19
Finance & Administration has been engaged with aspects of the Walker project.
• CFS has been providing support to Capital Projects Office for the renovation of the Madam Walker Theatre building.
• IUPUI Event Services has been meeting with Walker staff regarding the transition of event services from Walker staff to IUPUI Event Services

Madam Walker Legacy Center (MWLC): Opened dialogue between faculty, Walker Legacy Center board of directors, Lilly Endowment, and community arts and culture providers. Deepened engagement of the IUPUI Arts and Humanities Institute as a relationship manager between IUPUI and MWLC. Will release initial findings from planning grant to the city for the Indiana Avenue Cultural District Plan with the Indianapolis Urban League and Madam Walker Legacy Center in August 2019.
2019-20
CFS will be prepared to begin operating and maintaining the Madam Walker Theatre building when renovation is complete. Expected completion date is January 2020.

Madam Walker Legacy Center: Develop and schedule IUPUI and community programming opportunities with Madam Walker Legacy Center: Plan and execute the opening of Madam Walker Legacy Center.

IUPUI; Finance and Administration

Sports Complex
Priority #7, Action Item #4, 5
2016-20
Camy Broeker (cbroeker@iupui.edu)
Amy Warner awarner@iupui.edu
2017-18
Sports Complex: Due to the $20 million renovation, the facility was able to secure and host large-scale events new to the facility (e.g. World Series of Para Swimming) and bring events back to the facility that departed due to the condition (e.g., USA Swimming National Championships and World Championship Trials).
2017-18
IUPUI Sports Complex met regularly with Indiana Sports Corp., USA Swimming, USA Diving, HSAA, and Indiana Swimming to gather valuable feedback on how to improve their experience at our facilities. The culmination of these meetings resulted in a requested change to bundle rental fees for these governing bodies. This approach was implemented in the quote for future USA Dining Events.

IUPUI Sports Complex met with Indy Parks and Recreation and secured the Indy Parks City Wide Swim Team Championship.
2018-19
Develop partnerships and provide aquatic-based programming for the local K-12 community. Through the receipt of grants by the Indiana Sports Corp, the Natatorium was able to provide 100 children from the local community free lessons at the venue.

Strengthen relationships with governing bodies within the swim community to include USA Swimming, INSWimming, FINA, and US Masters Swim to bring events to the Natatorium. By hosting events at the Natatorium, there was a total economic impact of over $3.5 million dollars to Indianapolis and surrounding communities as it relates to hotel revenue, rental car revenue, and food and other miscellaneous revenue.

2019-20
Strengthen relationships with governing bodies within the swim community to include USA Swimming, INSWimming, FINA, and US Masters Swim to bring events to the Natatorium.

IUPUI; Finance and Administration

World Educ Congress
Priority #7, Action Item #4, 5
2017-18
Camy Broeker (cbroeker@iupui.edu)

Collaborated with Visit Indy in sponsorship of Meeting Professional International/World Education Congress annual conference and promoted IUPUI.

IUPUI; Graduate Office

Diversity Emissaries
Priority #7, Action Item #5
2015-17
Janice Blum (jblum@iupui.edu)
2015-16
Graduate Office staff along with graduate students traveled to following diversity forums and meetings during 2015-2016:
Southern Regional Educational Board and the Compact for Diversity, ABRACAMS (Annual Biomedical Research Conference for Minority Students, SACNAS (Society for Advancement of Chicanos, Hispanics, and Native Americans in Science), Louis Stokes Midwest Center of Excellence, National Association of Black Chemists and Chemical Engineers, and the University of California-Santa Barbara Diversity Forum.
Graduate student diversity emissaries traveled to SREB, as well as two HBCUs, in the latter case to provide programming to undergraduate students on those campuses and to meet faculty. Institutions included Stillman College and Tuskegee University.
2016-17
Graduate School staff traveled to several diversity focused meetings to network on best practices and to recruit for the campus. Meetings included the National Society of Black Engineers and SACNAS.
The Basile Center for Art, Design and Public Life is a transformational learning initiative that provides students with professional practice experiences integrated into the academic curriculum. Students have opportunities to collaborate on projects with businesses, not-for-profit organizations, healthcare facilities, communities and government agencies that provide professional-level engagement and enhanced experiential learning. The curriculum emphasizes concept development, strategic thinking, project planning and solution-driven methodologies. Herron faculty members mentor students who assume leadership roles on projects and apply knowledge gained in the academic curriculum. These activities serve as professional training for artists and designers, which is central to Herron’s academic mission. Basile Center projects vary across each academic discipline and are based on the needs of clients and community partners. They include large public sculptures, murals and mosaics, design production, fine art prints and paintings, furniture design and design strategies. More than 1,000 students have participated in experiential learning projects serving approximately 120 community partners. These professional practice opportunities are helping students gain the skills necessary to be successful in the 21st century and meet the demands of a constantly shifting global landscape.

Herron’s commitment to collaborative learning and community engagement helps to prepare students for many professional pathways and contributes to the cultural vitality of Indiana, enhancing our state’s reputation as a place where innovation and creative thinking are valued.

IUPUI; Herron School of Art + Design
Black Expo
Priority #7, Action Item #4, 5
2016-17
Nan Goggin (ngoggin@iu.edu)
Herron students and faculty participated in Black Expo by organizing an art exhibition for the Cultural Arts Pavilion

IUPUI; Herron School of Art + Design
Commut Partnerships for Diversity
Priority #7, Action Item #7
2019-20
Nan Goggin (ngoggin@iu.edu)
Continue to build partnerships with campus and community partners that support and promote diversity, equity, and inclusion.

IUPUI; Herron School of Art + Design
Eli Lilly
Priority #7, Action Item #4
2017-18
Nan Goggin (ngoggin@iu.edu)
Herron faculty and students completed an $85,000 project to outfit five unique sights with twenty-five (25) new pieces of art work in a new 3-story building on the Eli Lilly campus.

IUPUI; Herron School of Art + Design
Elmira Annis Civic Plaza
Priority #7, Action Item #4, 5
2018-19
Nan Goggin (ngoggin@iu.edu)
As part of a commissioned project through Herron’s Frank and Katrina Basile Center, students, led by Professor Eric Nordgulen, McKayla Bensheimer, Aaron Dodd, Elizabeth Jorgenson, April Knauber, and Elizabeth Jorgenson, along with alumnus Jared Cru Smith (B.F.A. Furniture Design ’11), created and installed sculptures, mosaics, and benches in the Elmira Annis Civic Plaza at the new Irvington branch of Indianapolis Public Library.

IUPUI; Herron School of Art + Design
House Life Project
Priority #7, Action Item #4, 5
2018-19
Nan Goggin (ngoggin@iu.edu)
Associate professor Laura Holzman, public scholar of curatorial practices and visual art, curated “We’re Open, Come In: The House Life Project,” an exhibition on view Aug. 2-30, 2018, at Gallery 924 at the Arts Council of Indianapolis.

The show highlighted how the House Life Project used creative activity, community collaboration, and abandoned houses on Indianapolis’s Near eastside to examine difficult questions related to race, ethnicity, and housing inequality.

IUPUI; Herron School of Art + Design
Indy Month of Design
Priority #7, Action Item #4, 5
2015-16
Nan Goggin (ngoggin@iu.edu)
Pamela Napier and Terri Wada working with Indy Month of Design, a city-wide event celebrating design, scheduled for fall 2016

IUPUI; Herron School of Art + Design
Indy Public Library
Priority #7, Action Item #4
2015-17
Nan Goggin (ngoggin@iu.edu)
Basile Center developed a project with the Indianapolis Public Library (Irvington Branch) to re-design an underutilized outdoor area that will create a new civic space connecting the library to the community. (Slated for completion in October 2018.)
YMCA CITYWAY atrium.

http://www.herron.iupui.edu/blog/10112015/stephanie-cochran-work-selected-cityway-ymca

The Paramount Rest Stop is one of three sites along Pogue’s Run funded through Reconnecting to Our Waterways (ROWS), Led by Herron faculty, Eric Nordslien, students from the Herron School of Art and Design, a team of professional artists, and local residents and stakeholders collaborated on the design and implementation of public art installations centered on waterway issues and inspirations.

http://www.indianacharterschool.com/row.html

IUPUI; Herron School of Art + Design
Workshops for Veterans
Priority #3, Action Item #2
2015-17
Nan Goggin (ngoggin@iu.edu)

Community workshops are being led by the Art Therapy Program for veterans and their family members

IUPUI; Herron School of Art + Design
Youth Art Camp
Priority #7, Action Item #5
2015-19
Nan Goggin (ngoggin@iu.edu)
Youth Art Camp 2016, a weekly, full-day camp program ran at full capacity with 145 students. Camps are structured to provide a wide variety of creative activities in Herron’s studios, technology labs, as well as cultural experiences at nearby museums and parks. Emphasis is on experimentation, exploration, creative problem solving, design technology, building and making. Need-based scholarships were awarded to 22 students to attend.

2015-17
The Christel DeHaan Family Foundation, the Allen Whitehill Clowes Charitable Foundation and Lilly Endowment Inc. provided program and scholarship support for Herron’s 2016 Summer Youth Art Camps.

2017-18
Received support from The Christel DeHaan Family Foundation, the Allen Whitehill Clowes Charitable Foundation and Lilly Endowment Inc. for Herron’s 2017 Summer Youth Art Camps.

2018-19
Received support from The Christel DeHaan Family Foundation, the Allen Whitehill Clowes Charitable Foundation and Lilly Endowment Inc. for Herron’s 2018 Summer Youth Art Camps.

During FY2018, $16,200 was raised from individuals, foundations and corporations for Herron’s Youth Programs, including (renewed) support from the Summer Youth Program Fund.

Received support from the employees of Raymond James, providing for approx. thirty (30) scholarships to Youth Programs students.

IUPUI; Intercollegiate Athletics
NCAA Final Four
Priority #7, Action Item #4, 5
2015-16
Rod Perry (perryrd@iupui.edu)

Athletics served as co-host for 2016 NCAA Women’s Basketball Final Four including:

• Serving as representatives for kickoff event of 3rd grade reading program for Pike Township
• -Volunteering multiple student athletes at city wide basketball clinics the week of Final Four
• Providing 15+ key volunteer opportunities for full roster of special events surrounding basketball games for administrators, campus staff, and various IUPUI students

IUPUI; International Affairs
Office of the Vice Chancellor for Community Engagement
Exodus Refugee Immigration
Priority #7, Action Item #4, 5
2015-16
IUPUI; IUPUC Columbus

Mary Upton, Associate Director for Scholar Services, served as “RegRep” for NASFA’s Region VI leadership team. This role involved trouble-shooting regulatory issues throughout the year as part of a national team and conceptually building and coordinating conference sessions on immigration regulatory matters affecting higher education institutions.

IUPUI; IUPUC
Advocacy for Health Professions
Priority #7, Action Item #4, 5
2016-17
Reinhold Hill (reinhill@iupui.edu)
Advocacy in Community for Healthcare Professionals - The IU School of Nursing at IUPUC, in collaboration with Columbus Regional Hospital, brought increased awareness to the role nurses play in our community. Melissa Wilson, an academic advisor in the division of nursing at IUPUC, discussed career options in health care and the coursework being offered at the IU School of Nursing at IUPUC. Melissa co-Presented with Caroline Sims from CRH. The duo covered the field of healthcare in a hospital setting, Sims’ focused on entry level and non-degree programs, while Wilson focused primarily on degree programs. Both discussed the attributes and values needed to pursue a career in the health care profession.

IUPUI; IUPUC

Basketball Final Four including:

5) Providing 15+ key volunteer opportunities for full roster of special events surrounding basketball games for administrators, campus staff, and various IUPUI students.

4) Serving as representatives for kickoff event of 3rd grade reading program for Pike Township

3) Volunteering multiple student athletes at city wide basketball clinics the week of Final Four

2) Providing 15+ key volunteer opportunities for full roster of special events surrounding basketball games for administrators, campus staff, and various IUPUI students.

1) Serving as representatives for kickoff event of 3rd grade reading program for Pike Township

IUPUI; International Affairs
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IUPUI; International Affairs
Mexican Consulate
Priority #7, Action Item #4
2018-19
IUPUI; IUPUC

Mexican Consulate in Indianapolis, in collaboration with Ivy Tech, to facilitate outreach to the Consulate’s constituents on educational opportunities in central Indiana.

IUPUI; International Affairs
OIA Professional Services
Priority #7, Action Item #4, 5
2015-16
IUPUI; International Affairs

OIA staff provided professional service and shared their knowledge and skills with international organizations and partners:

• Dr. Gill Lats was appointed to the Internationalization Laboratory Advisors group of the American Council on Education. He will serve with a team of consultants to guide participating universities through a process of evaluating and strengthening campus internationalization.

• Executive Director Sara Kurtz Allaire was selected as a member of the training team for the NASFA: Association of International Educators Management Development Program (MDP). The MDP is a comprehensive management-training program designed specifically for international education professionals. Allie will serve a three-year term in this capacity, from 2016-2018.

• Mary Cpton, Associate Director for Scholar Services, served as “RegRep” for NASFA’s Region VI leadership team. This role involved trouble-shooting regulatory issues throughout the year as part of a national team and conceptually building and coordinating conference sessions on immigration regulatory matters affecting higher education institutions.

IUPUI; IUPUC
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IUPUI; IUPUC

Nursing) (Earned External
http://www.therepublic.com/2017/04/24/local_partners_ work_together_to_tackle_nursing_shortage/
https://apps.iupuc.edu/news/2017/release/609_iupuc-

IUPUI; IUPUC Columbus
Center for Business and Economic Development
Priority #7, Action Item #4
2015-16
Reinhold Hill (reinhill@iupui.edu)
The IUPUC Center for Business and Economic Development reached several milestones.

• Met with all current customers and 20 new companies in the region as prospects.

• Convened 10 front line workshops for largest client, generating $100,000 in revenue.
• Conducted 33 public workshops with 190 participants and generating $25,000 in revenue.
• Conducted 45 private workshops (not including largest client) with 400 participants and revenue of $60,000.
• Performed private consulting with two companies generating revenue of $8,000.
• Co-sponsored four entrepreneurship events with the Columbus Chamber of Commerce with average attendance of 65 per event. Also advised four entrepreneurs.
• Participated in six regional boards and committees.
• Developed eight new products as certificated learning experiences for regional industry.

2016-17
IUPUC Center for Business and Economic Development (CBED) – Total number of Toyota customer participants in CBED private workshops was 500, a 40% increase over 2015-16. Toyota is a large global industrial customer of IUPUC CBED and relies heavily now on CBED expertise to prepare entry-level managers for career advancement. Overall, the total number of IUPUC CBED workshop participants was 735, a 14% increase over 2015-16. Performance evaluations for for CBED private workshops delivered to Cummins Inc. managers was 4.8 out of 5.0. Private IUPUC CBED workshops averaged 4.8 out of 5.0 also. (CBED) (Earned External Media Link)

http://www.therepublic.com/?s=SPARK+Columbus

2017-18
The IUPUC Center for Business and Economic Development helped a major regional health care employer, Columbus Regional Health, deliver a training experience for 100% of CRH’s employees. The program was called “The Way We Care” and trained 1,725 CRH employees on ways to interact with patients. An Innovate Indiana Red Fund grant from the IU Council on Regional Engagement and Economic Development supported this project. (Division of Liberal Arts)

https://iub.box.com/s/m3t76olbg8uxufj7f4yp7e4f1q5ox3

Entrepreneurial Services – The Center for Business and Economic Development at IUPUC (CBED) delivered specialized services in the region via collaboration with small business development centers. These services are modeled on the IU South Bend relationship with one of its small business development centers in northern Indiana. (Center for Business and Economic Development)

IUPU; IUPUC Columbus Conversations Priority #7, Action Item #4, 5

2018-19
Privatized, Customized Programming for Regional Industry – The Center for Business and Economic Development at IUPUC (CBED) delivered over 40 professional learning experiences through engagements with five regional employers. Learning sessions were held both on campus and at client locations. About 450 individual employees participated. Some of the clients were introduced to CBED through public customized workshops offered by CBED in regional counties. (Center for Business and Economic Development) https://iub.box.com/s/m3t76olbg8uxufj7f4yp7e4f1q5ox3

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IUPU; IUPUC Columbus Conversations Priority #7, Action Item #4, 5

2018-19
Reinhold Hill (reihill@iupuc.edu)

IUPUC Conversations – The Division of Liberal Arts created a series of six community forums entitled Columbus Conversations at the Mill Race Center. Speakers explored areas of their expertise of particular interest to the community. An Innovate Indiana Red Fund grant from the IU Council on Regional Engagement and Economic Development supported this project. (Division of Liberal Arts)

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RED Fund awards almost $25,000 to IU engagement projects during record year; IUPUC teams up with Mill Race Center: Organizations join forces to present new public forum series Columbus Conversations

IUPU; IUPUC Communities of Color Priority #7, Action Item #4, 5

2017-18
Reinhold Hill (reihill@iupuc.edu)

IUPUC staff engaged with events sponsored by various communities of color in Columbus including Black Lives Matter, CAMEO (Columbus Area Multi-Ethnic Organization), the Latino Community, and SURJ (Stand Up for Racial Justice). The Dean of Students and Director of the Office of Student Affairs served on several community discussion panels. The Special Assistant to the Vice Chancellor made several presentations on DACR and the impact of current immigration policy on IUPUC students and community members to advocates for the Latino community. (Student Affairs, Vice Chancellor & Dean) IUPUC\n

https://www.therepublic.com/2017/09/19/iupuc_leader_speaking_on_diversity_efforts.html

https://www.columbus.in.gov/event/i-am-not-your-negro-community-film-screening/

https://www.iup.edu/academics/awards/community-awards/diversity-award/index.html


IUPU; IUPUC Community Panel Priority #7, Action Item #4, 5

2018-19
Reinhold Hill (reihill@iupuc.edu)

Community Panel – Strengthening the Community through an Educated Workforce: A 50-Year Commitment to Building Brighter Futures for all ALL – IUPUC hosted a public community panel discussion representing both regional business and education groups. Panelists included John Burnett, CEO of the Community Education Coalition of Columbus; Drew Klakic, Senior Policy Analyst at the IU Public Policy Institute; Daniel Noel, Director of Clinical Talent at Columbus Regional Health; Srikanth Padmanabhan, President of the Engine Business at Cummins Inc.; Jim Roberts, Superintendent of Bartholomew Consolidated School Corporation; and Amy Conrad Warner, IUPUI Vice Chancellor for Community Engagement. (Vice Chancellor & Dean)

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IUPU; IUPUC Columbus Conversations Priority #7, Action Item #4, 5

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IUPU; IUPUC Columbus Conversations Priority #7, Action Item #4, 5

2015-16
Reinhold Hill (reihill@iupuc.edu)

IUPUC staff broadened engagement with executive leadership at Cummins Inc. on a variety of mutual interest topics.

• Cummins is interested in collaborating with IUPUC to identify a maker’s space for Mechanical Engineering students; one opportunity would be to repurpose an existing Cummins facility into a maker’s space/incubator/histories and restoration center that could also meet certain needs of Cummins

• Cummins would work with Business and Mechanical Engineering faculty to identify project-based learning opportunities for students that add value and complement the classroom experience

• Cummins expressed interest in joining an IUPUC strategic effort to address the concept of design thinking as it might expressed in the IUPUC experience.

IUPU; IUPUC Diversity Circles Priority #7, Action Item #4, 5

2018-20
Reinhold Hill (reihill@iupuc.edu)

2018-19 IUPUC Diversity Circles WC – IUPUC maintained its commitment to the Columbus Welcoming Community strategy by hosting the 16th, 17th, and 18th sessions of IUPUC Diversity Circles attended by 19 community members. Further, IUPUC continued its relationship with the Columbus Police Department who require IUPUC Diversity Circles participation as a condition for professional advancement. These five-week sessions bring groups of community members from diverse backgrounds together for intensive discussions of issues around racial justice and discrimination. 142 community members have participated since IUPUC launched Diversity Circles in 2012. (Vice Chancellor & Dean) 2019-20 IUPUC Diversity Circles WC – IUPUC will continue offering at least one session of Diversity Circles each term for the community. (Vice Chancellor & Dean)
IUPUI; IUPUC Columbus

Experiencing Our Town: In the Words of Women Immigrants in Columbus
Priority #7, Action Item #4

2017-18

Reinhold Hill (reihill@iupuc.edu)

The IUPUC Division of Liberal Arts presented “Experiencing Our Town: In the Words of Women Immigrants in Columbus”, a multimedia display, funded by a Welcoming Community Arts and Culture grant from Heritage Fund, the Community Foundation of Bartholomew County. The display was presented at Columbus City Hall, The Commons, The Columbus Learning Center, and the Unitarian Universalist Congregation of Columbus. In addition, IUPUC faculty Aimee Zoeller led “Discovering Columbus: The Experience of Women Immigrants”, a workshop that helped immigrant women put their stories into structure narrative with photos. (Division of Liberal Arts) IUPUC8 (Earned External Web Links – http://www.therepublic.com/2017/06/30/immigrant_projects_offer_perspective_for_community/ http://www.therepublic.com/2017/06/20/a_different/)

IUPUI; IUPUC Columbus

Focus on Emerging Healthcare Crisis in HIV/AIDS
Priority #7, Action Item #5

2016-17

Reinhold Hill (reihill@iupuc.edu)

Focus on Emerging Healthcare Crisis in HIV/AIDS - The IUPUC Office of Women’s Studies collaborated with several community organizations to host a screening and talk-back of Wilhelmina’s War, a film that sheds light on the emerging healthcare crisis in rural America, with special attention to HIV/AIDS. The film’s director attended the event and participated in the talk-back session. (Women’s Studies) https://apps.iupuc.edu/news/2017/release/587

IUPUC; IUPUC Columbus

Governor’s Planning Council for People with Disabilities
Priority #7, Action Item #4

2015-17

Reinhold Hill (reihill@iupuc.edu)

2015-16

Dr. Cheryl L. Crip, assistant professor of Nursing was appointed by the governor to serve on the Governor’s Planning Council for People with Disabilities.

• Performed private consulting with two companies generating revenue of $6,000.
• Co-sponsored four entrepreneurship events with the Columbus Chamber of Commerce with average attendance of 65 per event. Also advised four entrepreneurs.
• Participated in six regional boards and committees.
• Developed eight new products as certificated learning experiences for regional industry.

2016-17

IUPUC Engagement in Statewide Policy Toward People with Disabilities – A clinical assistant professor of special needs education in the IUPUC Division of Education was appointed as a Board member on the Indiana Governor’s Planning Council for People with Disabilities and participated in the development of Indiana’s 5-year plan for special needs education. (Education) (IUPUC Web Link – https://apps.iupuc.edu/news/2016/release/536_allisha-beerwart-appointed-board-member-on-the-indiana-governor%E2%80%99s-planning-council-for-people-with-disabilities/)

IUPUI; IUPUC

Mill Race Center Discussions
Priority #7, Action Item #5

2017-18

Reinhold Hill (reihill@iupuc.edu)

IUPUC faculty organized a discussion series via the national Foreign Policy Association’s Great Decisions at Mill Race Center (the senior center in Columbus, Indiana). The series is especially popular with the Columbus senior citizen community due to the concentration of highly educated retirees in the Columbus area. (Liberal Arts) IUPUC9 (Earned External Web Link – http://www.therepublic.com/2018/01/01/simulation_lab_helps_our-town-advanced-students/) (SSH Link - http://www.ssih.org/Accreditation)

IUPUI; IUPUC

MLK Day Observance
Priority #1, Action Item #2

2017-19

Reinhold Hill (reihill@iupuc.edu)

IUPUC hosted an MLK Day observance that included a panel of diverse Columbus residents who discussed the changing culture of Columbus over the past 50 years. As part of this speaker/awards/luncheon event, the IUPUC Excellence in Diversity community award went to Su Casa Columbus, an organization focused on delivering basic educational, health and engagement services to the Columbus Latino community. (Diversity Council) IUPUC9 (Earned External Web Link – http://www.therepublic.com/2018/01/15/01152018cr_cr_mlk_day_summary/)

IUPUI; IUPUC Columbus

Needle Exchange in Scott County
Priority #7, Action Item #5

2016-17

Reinhold Hill (reihill@iupuc.edu)

Needle Exchange in Scott County – IUPUC students travelled to Scott County, a place experiencing dramatic increases in illness and death from the sharing of intravenous injection devices. Students engaged with the community in collaboration with a state program to promote needle exchange which is expected to reduce the rate of infection via the sharing of needles by intravenous users. (Sociology)

IUPUI; IUPUC - Columbus

Nursing Simulation Center
Priority #7, Action Item #5

2017-18

Reinhold Hill (reihill@iupuc.edu)

The IU School of Nursing at IUPUC Simulation Center became one of only 100 labs in the world (and the only one in Indiana) to be fully accredited by the Society for Simulation in Healthcare. SSH accreditation is a peer-reviewed, customized evaluation of healthcare simulation programs. (Division of Nursing) IUPUC8 (Earned External Media Link - http://www.therepublic.com/2018/01/01/simulation_lab_helps_iupuc_nursing_students/) (SSH Link - http://www.ssih.org/Accreditation)

IUPUI; IUPUC

TN Williams Film Series
Priority #7, Action Item #4, 5

2018-19

Reinhold Hill (reihill@iupuc.edu)

Tennessee Williams Film Series – The IUPUC Division of Liberal Arts sponsored a four-film series in conjunction with a class on film. The screenings were held in downtown Columbus’ YES Cinema and open for free to the public. The academic emphasis in the series was to discover and question issues often softened for mainstream consumption. (Division of Liberal Arts) Baby Doll’ wraps up film series; IUPUC hosts fall film series

IUPUI; IUPUC

Ven y Conoce
Priority #1, Action Item #2

2017-19

Reinhold Hill (reihill@iupuc.edu)

Ven y Conoce WC: IUPUC collaborated with the Community Education Coalition, Ivy Tech Columbus and Purdue Polytechnic Columbus to present this winter event for Latino high school students and their families. The event focused on the higher education choices in Columbus, the financial aid process, and how applications are made. https://iu.box.com/s/5wecggxzoop6msu6gmzav95uzxuhj (Vice Chancellor & Dean) IUPUC1

IUPUI; IUPUC

Women and Gender Conf
Priority #7, Action Item #4, 5

2017-18

Reinhold Hill (reihill@iupuc.edu)

Faculty and staff with the IUPUC Women’s Studies Program and Division of Liberal Arts hosted the 30th Annual IU Women and Gender Studies Undergraduate Conference which was themed: “Art as Resistance: Imaging Radical Feminist Spaces”. The organizers collaborated with IU+D Columbus to present a pre-conference exhibition of the work of the conference keynote speaker, 40 students from eight IU campuses presented their research. (Liberal Arts) IUPUC8
IUSD Dental Summer Undergraduate Research program
IU School of Medicine Brain Link/MASH
IUPUI Upward Bound Program
Ivy Tech Bridges-to-the Baccalaureate Program

Carol Anne Murdoch-Kinch (caramurd@iu.edu)
2015-16
Priority #7, Action Item #4, 5
received services in the amount of $33,000.

Veterans for Employability: A recently initiated IUSD program links dentistry with economic development by promoting employability for people who are homeless and are veterans or are victims of domestic violence. These individuals, who are missing front teeth, participate in job training while they are receiving dental rehabilitation that is fully funded by grants. Additional veterans with low-income are offered a deeply discounted set fee for comprehensive dental services. These programs are operated in cooperation with several veterans’ organizations and agencies. In 2015-16, 978 patients received services provided by 113 students. This program is funded in part by extramural grants in the amount of $124,996 for 2015-16. IUSD underwrites the remaining costs as in-kind.

2016-17

SEAL Indiana: A community-based service-learning program that aims at reducing disparities in oral health outcomes for Indiana’s underserved school children, while providing opportunities for engagement and learning for dental students. In 2015-16, 1743 patients received services provided by students. This program is funded in part by Medicaid and extramural grants in the amount of $85,477.50 for 2016-17. IUSD underwrites the remaining costs as in-kind.

2017-18

IUSD DDS students provided dental rehabilitation for 36 homeless, or low-income, military veterans through grant funding provided by the Veteran’s for Employability and Veteran’s Advantage and partnering veterans’ organizations and agencies. In cooperation with several veterans’ organizations and agencies, the Veteran’s for Employability and Veteran’s Advantage grants promote employability for military veterans who are homeless or low-income by providing dental rehabilitation at IUSD and job training. In 2018-19, 36 patients received $24,123.91 grant-funded services.

IUPUI; IU School of Informatics and Computing
ACM SIG CHI Conf
Priority #7, Action Item #4, 5
2016–17

Mathew Palakal (mpalakal@iupui.edu)
Nine faculty members and 13 students from the SoIC presented research papers at the 2017 ACM SIG CHI Conference in May in Denver—covering human-computer interaction subjects like sustainable food systems design, participatory design with dementia patients, gaming leaderboards design, and mobile interaction design for aging populations.


IUPUI; IU School of Informatics and Computing
Afric Amer Faith Based Summer Prog
Priority #7, Action Item #4, 5
2015–16

Mathew Palakal (mpalakal@iupui.edu)
Tours for African-American faith-based summer programs, including the Eastern Star

IUPUI; IU School of Informatics and Computing
All Girls Lego
Priority #7, Action Item #4, 5
2016–17

Mathew Palakal (mpalakal@iupui.edu)
SoIC works with the TechPoint Foundation for Youth, Indiana FIRST, and Girl Scouts of Central Indiana to organize an All-Girls LEGO League robotics competition on the IUPUI campus.
The i-DEW program (Informatics-Diversity Enhanced Workforce) has an advisory council of eight community leaders united in the goal of building the pipeline for all Indianapolis citizens to enter the 21st century market, prepared with the technology skills and knowledge, providing innovative and engaging programs, mentorship support and development of skills and knowledge, providing a successful and diverse workforce that can power the digital economy.

The SoIC’s Informatics Diversity Enhanced Workforce (iDEW) program, beginning with the 13-week Self Discovery/Career Exploration series in January, and the SAT Prep program in June.

• All iDEW students visit the IUPUI campus each semester to meet SoIC faculty and students in labs, and tour campus facilities with lunch in the Tower dining hall. This helps students develop a sense of belonging on campus.

• All iDEW classrooms are supported by SoIC undergraduate students, providing near peer mentoring to the high school students. These SoIC student ambassadors also play an integral part in planning and executing activities on the days iDEW classrooms visit the IUPUI campus.

• Because the school has targeted the iDEW program at very diverse partner schools, the program engages a student population that is 32% female, 46% Black/African American, 22% Hispanic/Latino, and 11% two or more ethnicities.

• iDEW won the Tech Educator of the Year award at TechPoint’s Mira Awards and the STEM Mentoring Award for Excellence in Public-Private Partnerships from US2020.

2017-18

The iDEW Program expanded in scope to 24 classes in 8 Indianapolis high schools and has now served over 1,000 Indianapolis area high school students. SoIC has also partnered with the Center for Leadership Development (CLD) to offer key services to students in the iDEW program, beginning with the 13-week Self Discovery/Career Exploration series in January, and the SAT Prep program in June.

2019-20

The iDEW program will be working with EmployIndy and Mayor Hogsett’s youth jobs program, ProjectIndy to assist iDEW students in gaining work experience. In addition, the iDEW program has a goal of attracting at least 20 additional industry partners who will provide tech-related internships to iDEW seniors.

All iDEW students visit the IUPUI campus each semester to meet SoIC faculty and students in labs, and tour campus facilities with lunch in the Tower dining hall. This helps students develop a sense of belonging on campus.

SoIC faculty members Andrea Copeland, Albert William, Zebulon Wood, and Ayoung Yoon received a New Frontiers of Creativity and Scholarship Award in the amount of $57,043 from the IU OVPR for their unique collaboration in archival preservation and 3-D virtual environments. Their project, “Virtual Bethel: Underrepresented History and Primary Source Education through Virtual Reality,” is a demonstration of the interchange between informatics and digital archival.

Within weeks of a plan to close the doors on the Indianapolis Bethel AME (African Methodist Episcopal) Church, faculty and an alum from SoIC worked to save the historic church’s troves of archival documents and objects. Out of this significant contribution to the city’s storied past comes something for the future—a virtual 3-D walk-through of the church that will be open for public use—re-created by faculty and students from the SoIC.

Women and Hi Tech

Priority #7, Action Item #4

2016-17

Mathew Palakal (mpalakal@iupui.edu)

SoIC has a collegiate membership to Women and Hi Tech, providing 50 memberships for SoIC students to attend multiple executive women’s forums and other networking events with women working in the tech industry in central Indiana.

IUPUI; IU School of Informatics and Computing Workshops for LILY

Priority #1, Action Item #2

2017-18

Mathew Palakal (mpalakal@iupui.edu)

SoIC provided hands-on workshops for the Leadership Institute for Latino Youth (LILY) program organized by La Plaza.
IUPUI; IU School of Informatics and Computing

Workshops for Prim and Secon Students

Priority #7, Action Item #4, 5
2016-17

Mathew Palalak (mpalalak@iupui.edu)

With student ambassadors and staff, SoIC provides technology workshops or other hands-on experiences for primary and secondary school aged students on a regular basis to Girls Inc. of Greater Indianapolis, Girl Scouts of Central Indiana and supports annual events by providing hands-on experiences at the Indianapolis Motor Speedway during Slumber at the Speedway, Passport to Hi Tech at Conner Prairie Pioneer Settlement, and VEX robotics competitions organized by the TechPoint robotics for Youth.

IUPUI; IU School of Nursing

CPDLL
Priority #7, Action Item #4, 5
2015-17
Robin Newhouse (newhouse@iu.edu)

External Collaborations. In addition to collaborations with other academic units at IU, the Center for Professional Development and Lifelong Learning (CPDLL) collaborated with the following organizations in 2015-2016: Association of Nurses in Professional Development, Indiana State Department of Health, Indiana Association of School Nurses, IU Health, CTSI, Indiana Institute for Medical Research, Veterans Administration, and the Indiana Family Social Services Administration Division of Mental Health and Substance Abuse.

Before I Die Festival. The CPDLL supported the efforts of the team that implemented the Before I Die Festival around the Indianapolis region through development and maintenance of their web presence. Overall Continuing Education/Lifelong Learning provided a one-day training session for nurses who would serve as champions to continue EBP work at their facilities. In April and May 2017, 51 nurses from 14 facilities attended train the trainer workshops facilitated by experts from the School of Nursing and IU Health. Three online modules were developed and implemented across IU Health that are being used to spread EBP competencies across IU Health nursing.

Professional Development and Lifelong Learning:

• IUSON’s Center for Professional Development and Lifelong Learning hosted the 2016 Distinguished Lectureship Conference, Cultivating Healthy Populations: Inspiring a Collective Vision, which focused on priority population health issues in Indiana and brought together over 130 participants from a wide variety of practice to hear 6 nationally recognized speakers on leadership, diversity, education, infectious disease, and patient engagement.

IUPUI; IU School of Nursing

Culturally Competent Mental Health Care

Priority #7, Action Item #4, 5
2015-16

Robin Newhouse (newhouse@iu.edu)

Cultural Competence and Mental Health Webinar Series: The CPDLL worked with Dr. Danielle Perkins on an Indiana Family and Social Services Division of Mental Health and Addiction-funded cultural competence grant to provide continuing education on culturally competent mental health care, which included a series of 12 webinars, monthly newsletters, and culminated in a daylong conference event on June 6, 2016. The webinars had 523 total viewers (some participants viewed multiple webinars so may be accounted for more than once in this total), and 140 individuals attended the conference. The CPDLL awarded CEU for mental health professionals (social workers, therapists, and other designated categories) as indicated by the state of Indiana for all webinars and the conference, and continuing nursing education for the annual conference.

Cultural Competency in Mental Health activities. Participants in these activities represented mental health settings from all over the state of Indiana.

IUPUI; IU School of Nursing

Goodwill Industries Nurse Family Partnership (NFP) program is an evidenced-based maternal and early childhood health program focused on helping first-time parents and their babies achieve long-term success. We have a shared faculty member and students job-shadow the nurses who conduct the home visits.

IUPUI; IU School of Nursing

Nursing Community Activities

Priority #7, Action Item #4, 5
2016-20
Robin Newhouse (newhouse@iu.edu)

IUSON faculty, staff, and students participated in several events and initiatives aimed at providing support to and meeting the needs of the community: United Way campaign, Back Pack Attack, Jam the Jaguars, and the Sharing and Caring event, which provided holiday assistance to underserved families in the local communities. 2018-19

Dr. Wanda Thruston has received $420,000 in Robert Wood Johnson Foundation Clinical Scholars Fellowship funding and a $500,000 Charles Bantz Community Engagement Fellowship to reduce traumatic stress in school-aged children in partnership with the IU School of Social Work, school districts (IPS, Washington Township), and community health centers.

Dr. Susan Hickman, as chair of the legislatively authorized Indiana Palliative Care and Quality of Life Advisory Council, worked with council members and community organizations to identify access to palliative care, advance care planning, and pain management as key areas in need of regulatory and policy change (House Bill 1119) in Indiana. She also led a statewide survey of hospital-based palliative care teams and created consumer resources for the Indiana State Department of Health website on palliative care.

2019-20
Increase funding applications for community engaged work.

IUPUI; IU School of Nursing

Policy and Advocacy Initiatives

Priority #7, Action Item #4, 5
2016-17
Robin Newhouse (newhouse@iu.edu)

Policy and Advocacy Initiatives:

• Graduate students participated in civic engagement and advocacy experiences as part of the IUSON Eagles, an effort led by Dr. Sharon Crowder to provide a real-world experience for students and alumni to expand their engagement in shaping policy and engaging in advocacy.

Seven students participated in civic engagement activities for 2016-17 including:

• American Association of Colleges of Nursing (AACN) Student Policy Summit, Washington, D.C. – explored the federal legislative process and nursing’s role in advocacy. IUSON sponsored four graduate students to attend the summit. After returning from the summit, student participants shared their experience with other students by giving class presentations.

• Legislative Fellowship – one-semester experience with Indiana State Representative Edward Cleere and collaborations with John Dew, IU Government Relations.

• Advocacy Practicum – projects focused on particular topics or issues, working with the Indiana State Nurses Association, Indiana legislators, and community organizations.

• IUSON-Franciscan Health Policy Partnership – unique collaboration to develop policy and advocacy leadership initiatives among practicing nurses.

• Since 2013, 18 Masters, Doctor of Nursing Practice (DNP), and PhD prepared students have become Eagles. These nurse leaders are currently serving in a variety of influential policy and advocacy roles.
IUPUI: Kelley School of Business

Digital Communications
Priority #7, Action Item #5
2018-19
Kenneth Carow (kcarow@iupui.edu)

Exterior Affairs: For the past three years, Kelley Indianapolis has utilized the website hub.kelley.iupui.edu as a digital communications platform. All of the Kelley Indianapolis news releases, blog posts, social media links, media resources, podcasts, and faculty and staff resources are listed within this site.

In just the past academic year, the Exterior Affairs team has posted nearly 150 blogs and news releases to that site, featuring each of the academic programs, as well as notable students and alumni. From July 1, 2018 to June 30, 2019, The Hub saw 53,031 Unique Page Views, according to Google Analytics.

IUPUI: Kelley School of Business

Event Sponsorship
Priority #7, Action Item #5
2018-19
Kenneth Carow (kcarow@iupui.edu)

Exterior Affairs: In total, the school sponsored 23 organizations and/or events during FY19. Among the notables is the Executive Women in Finance, Indiana Black Expo Summer Celebration, Boys & Girls Club of Indianapolis, the Center for Leadership Development, the Indy Chamber, and various IUPUI initiatives (Regatta, Jagathon, and Top 100 Diner, to name a few).

IUPUI: Kelley School of Business

IBE Summer Celebration Mayor’s Breakfast and Corporate Luncheon
Priority #7, Action Item #5
2018-19
Kenneth Carow (kcarow@iupui.edu)

Undergraduate: Sponsor for IBE Summer Celebration Mayor’s Breakfast and Corporate Luncheon.

IUPUI: Kelley School of Business

Indianapolis Public School (IPS) Outreach
Priority #7, Action Item #4
2015-16
Kenneth Carow (kcarow@iupui.edu)

Indianapolis Public School (IPS) Outreach: KSBI initiated multiple recruitment visits to Crispus Attucks High School and Arsenal Tech High School this year. Recruitment and Scholarship Coordinator Michael Rice is an Arsenal Tech alum, so the program expects such outreach to continue to evolve. The program also engaged with additional high schools with high underrepresented populations, including Warren Central High School, Pike High School, Ben Davis High School, and Lawrence Central High School.

IUPUI: Kelley School of Business

Integrative Core Students Make Contributions to Local Firms
Priority #7, Action Item #4
2015-19
Kenneth Carow (kcarow@iupui.edu)

Kelley Indianapolis students enrolled in Integrative Core (a distinguishing component of the Undergraduate Program) are making positive contributions to local firms through class projects in which they research, analyze findings, and provide recommendations to company representatives. Students gain valuable hands-on experience while the companies gain insight into the workings of their organizations.


2016-17:
I-Core student teams worked with eleven local businesses throughout the year, and the teams presented each firm with 10-11 new products and service ideas as a result of their work. One firm has already asked to be involved again in Fall 2017.


IUPUI: Kelley School of Business

KCEM Undergraduate Internship
Priority #7, Action Item #5
2019-20
Kenneth Carow (kcarow@iupui.edu)

Center for Excellence in Manufacturing August, 2019 – Creating undergraduate internship (one or two students) to help promote KCEM on campus and in community activities as well as maintain / update our website.

IUPUI: Kelley School of Business

Kelley Indianapolis Cares
Priority #7, Action Item #5
2016
Kenneth Carow (kcarow@iupui.edu)

Kelley School of Business launched Kelley Indianapolis Cares in the Indianapolis area, a volunteer program that provides service-learning opportunities in order to develop a strong sense of social responsibility, community awareness, and ethical practices.

IUPUI: Kelley School of Business

Kelley Indy Cares
Priority #7, Action Item #5
2016
Ken Carow (kcarow@iupui.edu)

Kelley School of Business launched in the Indianapolis area, a volunteer program that provides service-learning opportunities in order to develop a strong sense of social responsibility, community awareness, and ethical practices.

IUPUI: Lilly Family School of Philanthropy

Community Foundations
Priority #7, Action Item #5
2015-16
Amir Pasic (ampasic@iupui.edu)

Mark Sidel, an expert on the law and philanthropy in the global context, was named the Visiting Charles Stewart Mott Foundation Chair on Community Foundations for the 2015-16 academic year. He is the Doyle-Bascom Professor of Law and Public Affairs, University of Wisconsin-Madison and a member of the Council on Foundations Community Foundations National Standards Board. He offered several workshops and a conference on issues related to community foundations, engaging nonprofit sector leaders from Indianapolis and throughout Indiana. The sessions included community philanthropy, Muslim philanthropy, the regulatory environment affecting community foundations, and current research on community foundations.

IUPUI: Lilly Family School of Philanthropy

Hoosier Philanthropy
Priority #7, Action Item #5
2015-16
Amir Pasic (ampasic@iupui.edu)

The school coordinated and presented a conference, “Hoosier Philanthropy: Understanding the Past, Planning the Future” in Indianapolis as an official Indiana Bicentennial Event. More than 80 philanthropists, experts, and practitioners from across the state spoke, integrating practice and scholarship as they explored Indiana’s philanthropic traditions, current practices and the historical roots that shape today’s philanthropic dynamics. Lilly Endowment Chairman, President and Chief Executive Officer N. Clay Robbins was the keynote speaker. Conference partners included the Indiana Historical Society, Indiana University, Indiana University Foundation, IUPUI and the IU PUI Arts and Humanities Institute. Faculty member Greg Witkowski chaired the conference.

IUPUI: Lilly Family School of Philanthropy

Indy Do Day
Priority #7, Action Item #5
2015-16
Amir Pasic (ampasic@iupui.edu)

A local Service Day with the Dean was held at Indy Urban Acres. Students and staff joined Dean Pasic and his family to volunteer. A dozen students and staff and Dean Pasic also supported the school’s contribution to Indy Do Day, a people-powered community day of service when the residents of Indianapolis take ownership of their neighborhoods and take care of their neighbors. They helped the Indianapolis Humane Society improve the appearance and functionality of its grounds.
IUPUI; Lilly Family School of Philanthropy

Lake Institute on Faith and Giving

Priority #7, Action Item #4

2015-19

Amir Pasic (ampasic@iupui.edu)

Lake Institute on Faith & Giving received a resource grant of $750,000 as part of Lilly Endowment Inc.'s National Initiative to Address Economic Challenges Facing Pastoral Leaders. The initiative supports religious organizations as they address financial and economic struggles that can impair pastors' ability to lead congregations effectively. The institute will evaluate and expand existing programs, including signature courses Creating Congregational Cultures of Generosity and the Exegetical Certificate in Religious Fundraising. It will design new educational offerings, expand its staff, and recruit and train adjunct faculty to increase its capacity to serve religious leaders and congregations, with the goal of training hundreds of additional leaders.

Lake Institute on Faith & Giving offered two public programs in Indianapolis, hosting Henry Timms, founder of GivingTuesday and leader of New York City’s 92Y, as the Lake Distinguished Visitor in October 2015, and Jonathan Walton, Plummer Professor of Christian Morals and Pusey Minister in the Memorial Church and Professor of Religion and Society, Harvard Divinity School as the Thomas H. Lake Lecturer in March 2016. Timms’ gave multiple presentations to explore the recent and future issues in the field.

Lake Institute on Faith & Giving hosted a community conversation with Black church leaders in conjunction with the visit of Thomas H. Lake Lecturer Jonathan Walton’s visit and Richard Bray, Director of Faith Based Partnerships & Economic Development for Family, School, and Neighborhood Engagement.

2016-17

Lake Institute on Faith & Giving initiated its inaugural Thought leaders in Faith and Philanthropy gathering which brought 25 national leaders from diverse institutions to explore the key present and future issues in the field. Following the event, the institute’s Karen Lake Buttry Director David King and former Lilly Endowment Inc. Senior Vice-President for Religion and current research professor at Duke Divinity School Craig Dykstra hosted a convening of faith-based foundations to discuss current issues in faith-based philanthropy.

Lake Institute on Faith & Giving and the school hosted the first Muslim Philanthropy Symposium in fall 2016 with scholars presenting their research from around the world. The symposium will lead to the formation of the Journal on Muslim Philanthropy and Civil Society housed at IUPUI’s library, as well as ongoing initiatives in Muslim philanthropy.

2017-18

Lake Institute on Faith & Giving conducted the following educational programs in FY 2017/18:

- Executive Certificate in Religious Fundraising. Served 287 individuals, a 39% increase in participants by adding two additional courses
- Creating Generous Congregations. Served 295 individuals, representing 90 different congregations, a 28% increase in participants
- Tailored programs and workshops (organizations and conferences). Served 454 individuals in 6 different states
- Served 1,036 total educational program participants

Lake Institute on Faith & Giving hosted the 2018 Lake Lecture, featuring Scott Harrison, Founder & CEO of charity: water. The school received $100,000 from the IU Bicentennial to host the event as part of the IU Bicentennial Lecture Series and the Lilly Family School of Philanthropy’s 30th Anniversary Speaker Series. It is believed to be the largest public event in the history of the Lilly Family School of Philanthropy, with 350 individuals attending.

The total number of individuals impacted by all Lake Institute on Faith & Giving educational offerings, public events, panels, and custom offerings in FY 2017/18 was 2,108. This represents over a 30% increase in the number of individuals reached from the previous fiscal year.

2018-19

Lake Institute on Faith & Giving completed the first phase of a National Study of Congregations’ Economic Practices, with survey data from 1,233 congregations, built from a nationally representative sample of American respondents. The response rate was 40%, and 108 denominational or religious groups are represented. The study’s analytical focus is on how congregations receive, manage and spend their financial resources, contributing needed understanding about the baseline status of this subsector of philanthropy.

Lake Institute on Faith & Giving conducted the following programs:

- Executive Certificate in Religious Fundraising served 337 individuals, a 17.4% increase. Cultivating Generous Congregations served 720 individuals representing 270 congregations, more than doubling participation from the prior year. Tailored programs and workshops (organizations and conferences) served 933 individuals in 10 states. Total educational program participants: 1,990.

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why? The study focuses on volunteering activities performed by youth when compared to their advantaged peers? If so, more economically beneficial over time for disadvantaged populations? The study investigates two theoretical approaches to identify potential psychological and/or social mechanisms for the benefits of volunteering. It addresses key research questions: Is volunteering behavior socially and/or economically advantageous for lay audiences? This effort has resulted in more visibility for the IUPUI institutional membership in the American Association of University Women. We maintain membership in the National Women’s Studies Association and the International Leadership Association. We have participated and made presentations at conferences of the International Leadership Association and the National Organization of Research Development Programs.

Evidence of Effectiveness: Twenty-nine registrations for an Anchor Housing Partnership class related to home buying.

Anchor Housing Project

Priority #7, Action Item #4
2016-20
Amy Warner (awarner@iupui.edu)

Accepted as part of a national coalition of higher education institutions (Higher Education Anchor Mission Initiative) organized by the Coalition of Urban Serving Universities and the Democracy Collaborative that are committed to advancing their anchor mission role. In such, we have the opportunity to learn from other institutions about how they have identified and implemented anchor mission activities that align with the goals of their university. Currently in the data collection and analysis phase that will help to identify key initiatives to pursue.

Engaged campus leadership in discussions about IUPUI’s role as an anchor institution and how the campus assets can be leveraged to achieve common campus and community goals.

IUPUI: Office of Community Engagement

Anchor Institution Designation

Priority #7, Action Item #5
2017-18
Amy Warner (awarner@iupui.edu)

IUPUI: Office for Women

OFW Activities

Priority #7, Action Item #4, 5
2015-20
Kathy Grove (kgrove@iupui.edu)

The Office for Women seeks opportunities to partner with local organizations to create educational and informative events on issues that impact the lives of women and families. Our programs are also open to the public and many community members subscribe to our listservs. We currently maintain relationships with the Indiana Commission on Women, Pass the Torch Foundation, the NCAA Office of Inclusion and the Integrating Women Leaders Foundation.

The women’s network of Charles Schwab Co., Inc. in bringing the film “Girl Rising” to IUPUI on October 12, 2015, and assisted in locating panelists.

We maintain memberships in national and professional organizations. We pay for the IUPUI institutional membership in the American Association of University Women. We maintain membership in the National Women’s Studies Association and the International Leadership Association.

IUPUI: Lilly Family School of Philanthropy

Yet another example is the Jewish Teen Funders Network and our school, including Lake Institute on Faith & Giving, partnered for the first time to further enhance the learning, skills and impact of young philanthropy leaders in Indianapolis. Jewish teeners participating in Youth Philanthropy Indy (YoPhil), the Jewish teen philanthropy program, received training and a certificate of completion from the school.
Facilitated the Indiana Community Schools Network to promote Lead partner in the Westside Community Schools Project Deepened engagement with families through a launch of the Provided special tutoring and instruction to increase reading Partnered with Christian Theological Seminary to collect and Served as a partner to BackPack Attack, a city-wide school Developed, managed and coordinated with Office of Student Engagement and co-curricular learning: Priority #1, Action Item #1c

IUPUI; Office of the Vice Chancellor for Community Engagement

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IUPUI; Office of the Vice Chancellor and Chief Academic Officer

Evidence of Effectiveness: Continued a strategic partnership with the Center for Leadership Development, La Plaza, Mapping Education Toward Achievement META and YiQ.

IUPUI; Office of the Vice Chancellor and Chief Academic Officer

IUPUI; Office of the Vice Chancellor for Community Engagement

Evidence of Effectiveness: Continued a strategic partnership with the Center for Leadership Development, La Plaza, Mapping Education Toward Achievement META and YiQ.

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IUPUI; Office of the Vice Chancellor and Chief Academic Officer
2017-18
Expanded strategic relationships with community-based organizations that encourage academic success among underrepresented populations including Center for Leadership Development (CLD) and La Plaza, and through programs such as Mapping Education Toward Achievement (META). Project Stepping Stone, Young Innovators Quest (YIQ) and Girl Talk Mentoring Program.

Promoted and hosted ‘How to do business with IUPUI’ in August 2017 with the Indy Chamber and the IU Office of Procurement. The event was open to all Indy Chamber member companies, and the general business public. Over 100 companies registered and 75 attended. As a result four local companies become IUPUI vendors (2 offer translation and interpreting services; 1 offers project management and process improvement consulting; 1 offers IT Tech support).

2018-19
Expanded strategic relationships with community-based organizations that encourage academic success among underrepresented populations including Center for Leadership Development (CLD) and La Plaza, and through programs such as Mapping Education Toward Achievement (META). Project Stepping Stone, Young Innovators Quest (YIQ), KIPP Legacy High School, Starfish Initiative and Girl Talk Mentoring Program.

Established partnership with Mary Riggs Community Center, George Washington HS, 1U East BOSS program (Business Opportunities for Self Starters), and Kelley School of Business, to plan and launch a pilot summer entrepreneurship camp. Planning took place spring 2019; pilot will be offered in July 2019. Students receive a $10/hr salary to attend the 25 hour program, and learn the principles of business and business start up. On day five, students come to IUPUI for tours and a poster session, followed by a pitch contest where they can win up to $100 for their idea. Funding from Kelley School of Business, Mary Riggs Community Center, Office of Community Engagement, and VP for Engagement’s Red Fund; in-kind support is provided by GWHS and SOURCE River West.

2019-20
Continue to serve as a lead within the Martindale Brightwood Education Zone (MBEZ) data and evaluation team by providing data analysis and findings in support of the successes for the 50 pilot families.

IUPUI; Office of the Vice Chancellor for Community Engagement
Paul H. O’Neill School of Public and Environmental Affairs
Community Conversations
Priority #7, Action Item #4, 5
2016-20
Amy Warner (awarner@iupui.edu)
Thomas Stucky (stucky@iupui.edu)

2016-17
Facilitated demographically-engaged partnerships with the community, through the Community Conversation Series, a series of place-based, faculty and community dialogue opportunities to support and strengthen campus-community partnerships. Held a fall conversation at Christmore House and a spring conversation at Edna Martin Christian Center.

- Effectiveness of effectiveness: Seven community partners and 31 faculty/staff/students participated in the Community Conversation Series. As a result of the Edna Martin Community Conversation, a subcommittee of faculty/staff has formed to work with the Martindale Brightwood neighborhood and plan and implement a community health fair this fall. The goal of this group is to respond to a direct need of the community.

Worked with the Office of Community Engagement to facilitate community conversations on black homicides and mental health in collaboration with the Concerned Clergy of Indianapolis and the Baptist Ministers Alliance.

- Working with the IU Public Policy Institute and the Office of Community Engagement, SPEA IUPUI supported the City Council’s Community Conversation on police and community relations. These will be ongoing conversations on police and community relations. The project includes an examination of national best practices as well as an assessment of local ideas presented to improve community and police relations.

2018-19
Listen and Learn Community Conversations: As a kickoff to regional conversations that will be organized in the next two years in concert with IU’s centers for service and engagement, and supported by the IU Bicentennial fund, the first ‘Listen and Learn’ community conversation was held in the Martindale Brightwood neighborhood. Attendees included senior citizens, a state representative, members of the faith community, leaders of neighborhood associations, a representative from the IMPD, faculty and doctoral students.

The conversation was facilitated by a member of OCE and a resident from the neighborhood. For two hours, the community discussed and captured ideas about the past—major historical milestones and events; present—notable, programs, activities, events initiative; and future—what is possible in the community? Next steps include deepening the conversation and working on plans that engage IUPUI faculty, students and staff in community development.

O’Neill and PPI partnered with the City County Council on Community Conversation on Police and Community Relations. Over 300 residents participated in three community meetings on ways to improve police-community relations. A report including recommendations as well as a review of other community efforts was produced to support the city county council’s efforts.

2019-20
Based on the data gathered from the Community Conversations, O’Neill is supporting the implementation of Phase 2 of the effort to improve police and community relations. This will be an ongoing partnership with the City-County Council.

IUPUI; Office of the Vice Chancellor for Community Engagement
Critical Community Conversations
Priority #7, Action Item #4
2017-20
Amy Warner (awarner@iupui.edu)
2017-18
Codeveloped with the Concerned Clergy and Baptist Ministers Alliance critical conversations on black homicide and mental health. With the City Council and Indianapolis Metropolitan Police Department codeveloped a town hall input session on relations between the police and the community. Law enforcement, government, educators, ministry, community members, and more participated in the events. Seventy-seven people attended the first Critical Conversation and 94 attended the second one.

2019-20
Critical Community Conversations: Re-engage the Concerned Clergy and Baptist Ministers Alliance to co-host critical community conversations.

IUPUI; Office of the Vice Chancellor for Community Engagement
Economic Development
Priority #7, Action Item #4
2015-20
Amy Warner (awarner@iupui.edu)
2015-16
Economic development activities undertaken:
- Intensified community commitments to economic development through university partnerships.
- Expanded international economic development capacity in partnership with the Greater Indianapolis Chamber of Commerce on the Global Cities Initiative Exchange, a joint project of JP Morgan Chase and the Brookings Institution to prepare business and civic leaders to shift economic policy and practice to become more globally competitive. (Link: Metropolitan Exchange Global Cities)
- Submitted a funding proposal to Indiana Neighborhood Housing Partnership to provide incentives for IUPUI employees to reside in the urban core.
- Completed the process required by the State of Indiana and the Department of Veteran’s Affairs for certification to provide training to veterans and eligibility to accept Veteran’s education funding. Approval is expected in early fall 2016.
- Introduced deans and researchers to the emerging innovation district. 16 Tech, 50-acre innovation district between 10th and 16th street adjacent to campus, will provide research space, creative arts, housing, retail and office space to attract talent and innovation. Hosted two town halls at the Eskenazi Sculpture Building for economic development professionals, university personnel, and members of the community on the 16 Tech development.
- The Chancellor articulated the role, contribution and impact of IUPUI in the state’s capital city region through the Chancellor’s Report to the community inspiring 215 community, business, elected officials and donors.
- Developed and delivered workforce development training in response to community need.
- Prepared Indiana’s workforce by delivering 110 open-enrollment courses to 774 persons, awarded 179 careercrete certificates of learning and earned $224,118 in course revenue. Two courses were eligible for Work One voucher credits.
- Executed contracts with six local businesses and organizations generating $19,250 in revenue. Trained 84 employees through company sponsored billings generating $73,146.
- Developed and delivered workforce readiness classes and certificate programs for 128 persons including Patient Access
Strengthened the entrepreneurship ecosystem in Central Indiana by partnering with Martindale Brightwood Community Development Corporation on four entrepreneurship workshops in their neighborhood.

2016-17

Indy East Promise Zone/Englewood Great Place

Data provider to measure the impact of programs and investments in the Promise Zone and to advance the continuation of research partnership between POLIS and PPI and the community. Support the continuation and expansion of the dental clinic, Student Outreach Clinic, and the Fitness Zone at Chase Legacy Center. Submitted proposal for funding and support of the execution of Promise Neighborhoods initiative. Beginning exploration and collaboration on the formation of an Institute for Family Resilience and Social Justice.

16 Tech: Hosted outreach meetings and maintain communication between partners and academic units.

2017-18

Working closely with 15 community partners, participated in the launch of the Martindale Brightwood Education Zone (MBEZ), modeled after the Harlem Children's Zone. MBEZ was launched to provide comprehensive educational support and needed services for children and families. Defined the main goals and strategies and delineated the indicators and benchmarks, data collection methods and database configuration for successful monitoring and evaluation. This work impacts students' plans to enroll in IUPUI.

2019-20

Strengthened relationship between 16 Tech and academic units. Continue to serve as a lead within the Martindale Brightwood Education Zone (MBEZ) data and evaluation team by providing data analysis and findings in support of the successes for the 50 pilot families.

IUPUI; Office of the Vice Chancellor for Community Engagement

Indiana Kids

Priority #7, Action Item #4

2017-18

Amy Warner (awarner@iupui.edu)

Indiana Kids Program: Submitted a proposal for the IU Indiana Kids Program. When compared to pretests results, hybrid tutors/mentors more frequently expressed positive changes in their tutoring abilities and soft-skills and increased their perception of providing helpful tutoring in math, English and social studies. For the tutors, 92% of students surveyed perceived that they have improved in math. 93% perceived improvement in English. 100% perceived improvement in science and social studies. 85% of students reported being more aware of college and career opportunities available to them.

2019-20

Indiana Kids Program: Submitted a proposal for the IU Online conference, entitled, "Examining the Experiences of IU College Students Using Distance Technologies for Community Engagement"

Indiana Kids Program: Provide evidence of 6-12th grade student academic and personal improvement.

Indiana Kids Program: Submit funding proposal for $700K to expand the program to reach middle school students.

IUPUI; Office of the Vice Chancellor for Community Engagement

Indy Achieves Student Scholarship

Priority #7, Action Item #4

2017-18

Amy Warner (awarner@iupui.edu)

Improve access to, and graduation from, college for Marion County students. Vice Chancellor appointed by the Mayor to establish a partnership with the City of Indianapolis with educational entities. Indy Achieves Student Scholarship will provide mentorship and scholarship support for Marion County students. Aligned IUPUI partners with Ivy Tech and the City of Indianapolis for success. City Council authorized spending of $560,000 to support the planning and development of the program throughout the academic year.
IUPUI: Office of the Vice Chancellor for Community Engagement

Smart Cities
Priority #7, Action Item #4
2016-17
Amy Warner (awarner@iupui.edu)
Leverage university resources and expertise in defining an action plan for Indianapolis Smart Cities. Partner with the City of Indianapolis to plan and deliver the Smart Cities readiness workshop with industry, government and university researchers and the Smart Cities Council. Action plan under development.
• Evidence of Effectiveness: First readiness workshop conducted Summer 2017. Preliminary action steps developed.

IUPUI: Office of the Vice Chancellor for Community Engagement

Trauma Collaborative Project
Priority #7, Action Item #4, 5
2017-18
Amy Warner (awarner@iupui.edu)
Partnered with IU School of Social Work and the National Child Traumatic Stress Network (NCTSN) Category II Center at the University of Maryland, Baltimore in launching the Trauma Collaborative project in Martindale Brightwood. Staff participated on the advisory committee and brought together Martindale Brightwood residents and Social Work faculty for listening sessions to inform program design and outcomes. Staff served as a coach for the first learning session and facilitated dialogue with program participants. Trauma Collaborative project extended for another year.

IUPUI: Office of the Vice Chancellor for Community Engagement

University Assisted Community Schools
Priority #7, Action Item #4, 5
2018-19
Amy Warner (awarner@iupui.edu)
In collaboration with the Indianapolis Coalition for Community School Partnerships, Indiana Community Schools Network, and Mayor’s Office for Education Innovation, FSNE staff facilitated citywide professional development and technical assistance including discussions on Self-Care, Better Communicating with Parents, Using the Statewide 2-1-1, Marketing Your School, and How to Connect Your School to Business and Industry.
• FSNE staff worked with stakeholders of 25 area public schools in parent and community engagement strategies.

IUPUI: Office of the Vice Chancellor for Community Engagement

Westside Education Task Force
Priority #7, Action Item #4
2018-19
Amy Warner (awarner@iupui.edu)
Westside Education Task Force: Facilitated Near-Westside collective engagement in a P20 continuum for education, engaging representatives of 13 area schools—traditional public, private, and charter—focused on mental health services, pre-K enrollment, and exposure to college and career pathways.

IUPUI: Office of the Vice Chancellor for Community Engagement

Workforce Development
Priority #7, Action Item #4, 5
2019-20
Amy Warner (awarner@iupui.edu)
Workforce Development Programming:
• Offer industry certifications in Medical Billing and Coding recognized by the state of Indiana. The program will be offered starting in September 2019.
• Partner with organizations in the Martindale Brightwood and Far Eastside to host programs.
• Develop two new industry recognized programs to begin fall 2020
• As a Preferred Employer at the Indianapolis Urban League, increase employment applications and placement of IUL job preparation graduates.

IUPUI: Office of the Vice Chancellor for Research

Maternal and Child Health
Priority #7, Action Item #4, 5
2017-18
Janice Blum (jblum@iupui.edu)
Growing out of CERG is an initiative headed by Public Health to work with Indianapolis communities to identify and address problems associated with Maternal and Child Health (MCH), particularly infant mortality. Dr. Virginia Cane from Marion County Department of Health and Nancy Swigonski participated with members of the CERG in the initial brainstorming discussion that assisted with the framing of the effort. This subsequently led to the OVCR working with Public Health and others on the development of this project. The project includes representation from the Schools of Medicine, Nursing, Public Health, Liberal Arts, as well as from the Arts and Humanities Institute, Communication Studies, Women’s Studies, and the Polis Center.
2018-19
OVCR worked with faculty from the Fairbanks School of Public Health on Maternal and Child Health to reduce infant mortality rates Indianapolis. The project includes representation from faculty in pediatrics, nursing, sociology, anthropology, English, visual communication design, fine arts, and the IAHI.
2019-20
OVCR staff will continue to assist interdisciplinary teams focused on Maternal and Child Health as these groups pursue extramural funding.

IUPUI: Office of the Vice Chancellor for Research

Project SEED STEM
Priority #7, Action Item #4, 5
2018-19
Janice Blum (jblum@iupui.edu)
OVCR staff played key roles in the Project SEED-STEM summertime research experiences for high school students from Indianapolis and surrounding areas. During the reporting year, the program provided support to 115 students (40 SEED, 67 STEM and 8 Future Scientist). Project SEED-STEM also engaged five high school science teachers who help coordinate various programming activities that encourage students to consider college attendance post high school graduation.

IUPUI: Office of the Vice Chancellor for Research

Research Office Partnerships
Priority #7, Action Item #4, 5
2015-16
Janice Blum (jblum@iupui.edu)
Developed partnerships with Keep Indy Beautiful, Eskenazi Health Midtown Community Mental Health, the Indiana State Dept. of Health, Indiana Family and Social Services, and the Division of Mental Health and Addiction.

IUPUI: Office of the Vice Chancellor for Research

School of Engineering & Technology

Teachers Advance in Nanotech
Priority #7, Action Item #2, 4, 5
2015-17
Janice Blum (jblum@iupui.edu)
David Russomanno (drussoma@iupui.edu)
2015-16
The National Science Foundation awarded a three-year grant of $1.1 million to faculty in the School of Engineering and Technology to lead a project to provide nanotechnology experiences for high school students and teachers in the Indianapolis metropolitan area.
2016-17
Integrated Nanosystems Development Institute (INDI) INDI’s Research Experiences for Teachers Advancement In Nanotechnology (RETAIn) funded by NSF-RET program, recruited 10 high school teachers from high-need school districts in Indiana to participate in faculty mentored research projects. The key outcome of the program is that the participants create hands-on cost-effective classroom modules and implement them during the academic year. Faculty visits to the high schools were made during the implementation to assess the effectiveness of delivery of the modules and student learning outcomes. Research Experiences for Teachers Advancement In Nanotechnology (RETAIn) funded by NSF-RET program, recruited 10 high school teachers from high-need school districts in Indiana to participate in faculty mentored research projects. The key outcome of the program is that the participants create hands-on cost-effective classroom modules and implement them during the academic year. Faculty visits to the high schools were made during the implementation to assess the effectiveness of delivery of the modules and student learning outcomes.
Indiana University

IUPUI; Office of the Vice Chancellor for Research
TRIP
Priority #7, Action Item #4, 5
2016-17
Janice Blum (jblum@iupui.edu)
The Center for Translating Research Into Practice (TRIP) In partnership with OVCE, the Center for TRIP launched the Bantz Community Fellowship with Professors Mullins and Hyatt, and with financial support of OVCR launched the Bantz Community Scholar with Professor Holden. Professors Mullins and Hyatt’s project, Invisible Indianapolis, has a website sharing the information and they hosted a day-long event reporting on their work and workshops offered to the community to assist community members in researching their own histories. In addition, they have done several “scanning sessions” to digitize records and memories of Indianapolis. Over 150 individuals from the campus and community have participated.

IUPUI; Office of the Vice Chancellor for Research
WoCRN
Priority #7, Action Item #4, 5
2015-16
Janice Blum (jblum@iupui.edu)
Collaborated with Women of Color Research Network (WoCRN) and NIH staff in establishing an IU chapter and planning activities. Two NIH program officers visited IUPUI September 2015 to present on programs and efforts available to support minority women researchers in the biomedical sciences and beyond. Minority researchers from the IU campuses also participated in a lunch discussion on the topic of how best to support the research and advancement needs of IU women of color. The September visit served as the official launch of the IU Women of Color Research Network (WoCRN). A needs assessment was conducted in early 2016 to help guide programming and support for the over 350 members.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Active Research Partnerships
Priority #7, Action Item #4
2017-18
Thomas Stucky (tstucky@iupui.edu)
SPEA faculty have active research partnerships with the Indianapolis Metropolitan Police Department, Indiana Department of Corrections, and multiple other state and local agencies.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Brown Blazer Program
Priority #7, Action Item #4
2016-17
Thomas Stucky (tstucky@iupui.edu)
Developed partnership with Marion County Sheriff’s Office to support Brown Blazer program, a paid internship experience for students interested in criminal justice.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
City Council
Priority #7, Action Item #4
2018-20
Thomas Stucky (tstucky@iupui.edu)
O’Neill and PPI established a formal relationship with the City County Council to provide legislative services. The first project included a first of its kind study on city-county council effectiveness. https://www.wfyi.org/news/articles/how-do-you-study-the-effectiveness-of-the-city-county-council.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Community Corps
Priority #7, Action Item #4, 5
2016-18
Thomas Stucky (tstucky@iupui.edu)
Launched Community Corps, which is a collaboration with community development practitioners to get more undergraduates interested in the field. Major successes include obtaining title sponsor with a 15,000 donation as well additional commitments from nonprofits and the city of Indianapolis to fund fellowships.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
IMPD Data Training
Priority #7, Action Item #4
2015-16
Thomas Stucky (tstucky@iupui.edu)
Our work in public safety outreach:

• The Indianapolis Foundation at the Central Indiana Community Foundation funded a new IMPD data training program designed by SPEA IUPUI faculty member Jeremy Carter that also supports work by SPEA IUPUI graduate students. The program will train command staff and officers to learn how to interpret data as it relates to community and beat policing. As part of SPEA IUPUI’s collaborative work with the City of Indianapolis, SPEA now has a dedicated terminal at the City’s Real Time Data Center, located within the Regional Operations Center.

• In collaboration with Indianapolis Police Chief Troy Riggs, SPEA IUPUI launched a new National Public Safety Forum conference series with support from Indy Public Safety Foundation, Eli Lilly and Company Foundation and Central Indiana Community Foundation. Topics featured within the series include: an update on the Indianapolis Focus Areas, Community Policing, Youth Violence, Women in Law Enforcement, and Sustainable Financing of Public Safety. National experts and leaders were invited to participate in the forums with average event attendance ranging between 150 and 200 guests per event.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Public Forums
Priority #7, Action Item #4, 5
2017-18
Thomas Stucky (tstucky@iupui.edu)
SPEA hosted two public forums in partnership with IMPD and the Central Indiana Community Foundation. These forums brought in national and local experts on police body-worn cameras and effective violence reduction strategies, and were well covered by local media.

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
SPEA Community Corps
Priority #7, Action Item #4, 5
2018-20
Thomas Stucky (tstucky@iupui.edu)
Community Corps seeks to identify underrepresented, first generation and students of color interested in community development careers. With generous support from PNC, last year we partnered with Eastern Star Church to place a fellow with the R.O.C.K. Initiative. My Community, My Vision, is a youth planning partnership between the Indiana Housing and Community Development Authority and the O’Neill School. Five students support high school students in a community planning process in communities throughout Indiana.

2019-20
Expand the Community Corps program to support more students and include a community problem solving component. Community Corps – Indianapolis neighborhoods with community development organizations: 2019-20: 9-10 undergraduate students
Continue the partnership with My Community, My Vision. Community Corps: My Community, My Vision – Cities & towns in Indiana with Mayor’s Youth Councils: 2019-20: 6 graduate students

IUPUI; Paul H. O’Neill School of Public and Environmental Affairs
Thriving Communities Thriving State
Priority #7, Action Item #4, 5
2015-16
Thomas Stucky (tstucky@iupui.edu)
The Public Policy Institute led a statewide effort called Thriving Communities, Thriving State. Holding multiple regional meetings across the state with commissions for rural, small town and urban community leaders, the effort examined long-term challenges to Indiana communities. Each commission produced a report in consultation with PPI staff, and the results have been shared in a number of venues across the state.
IUPUI; Richard M. Fairbanks School of Public Health
Address Diabetes
Priority #7, Action Item #4, 5
2017-18
Paul Halverson (pkhalver@iupui.edu)

In collaboration with Eli Lilly and Company, the Fairbanks School of Public Health has launched a new neighborhood-based pilot in three Indianapolis neighborhoods to address the high incidence of diabetes. The $7 million, five-year program will focus on three Indianapolis neighborhoods with significant health disparities and high rates of diabetes: the Coalition of Northeast Neighborhoods, Northwest Neighborhood and Near Westside Neighborhood. The long-term goal of this project is to reduce diabetes-related complications and to ultimately reduce the rate of diabetes in these neighborhoods. The three communities were selected based on high prevalence of diabetes, demographic factors and highly engaged community members and organizations.

IUPUI; Richard M. Fairbanks School of Public Health
Alliance for Healthier Indiana
Priority #7, Action Item #5
2016-17
Paul Halverson (pkhalver@iupui.edu)

In 2016, the Alliance for a Healthier Indiana, a multi-sector coalition of organizations working to improve the health of Indiana’s residents, launched the Indiana Public Health Practice Council. The council includes academic and public health professionals who are working to improve Indiana’s health status, currently ranked 41st in the nation, through technical assistance to the state and local health departments. In FY16, 33 Indiana counties received support for assessment, evaluation, translational research, policy analysis and development, coalition building, and implementation of evidence-based practices. Examples of CPHP projects include:

- **Accreditation Readiness:** The center provided monthly consulting forums on accreditation readiness for local health departments pursuing voluntary accreditation, following a year-long monthly webinar series on the Ten Essential Public Health Services, upon which accreditation standards are based.

- **Traineeships for Student:** A partnership with Health Research and Services Administration and the state and local health departments resulted in paid internships for 38 graduate students to work on pressing public health issues: enteric disease investigation, Hepatitis C/HIV data collection, food code violation readability reduction, and cancer case investigation. Legislation passed in the 2016 session of the General Assembly provided a permanent source of funding for traineeships.

- **Public Health Corps:** The FSPH’s student service organization, the Public Health Corps, is comprised of graduate and undergraduate students who volunteer for short-term assignments for the state and local health departments. After students are recruited, oriented and trained, they volunteer for activities requested by community partners. Students are expected to serve a minimum of 20 hours per year. Technical Assistance: The CPHP has provided guidance on evidence-based practice related to teen pregnancy prevention, HIV and Hepatitis C testing in jails, coalition building, data collection and reporting, needle exchange readiness, public health accreditation, building a culture of health, and workforce development.

- **Building a Culture of Health in Indiana:** The CPHP provides monthly webinars, via the Insights and Innovations program, for hospitals, health departments, and community-based organizations interested in leveraging Robert Wood Johnson Foundation’s Culture of Health Framework to improve health outcomes in Indiana. More than 800 academic and practice professionals have participated in the past year.

- **Indiana Public Health Practice Council:** Over 70 academic and practice professionals have joined the Indiana Public Health Practice Council, a consortium working on a unified effort to improve Indiana’s health status. The council is the impetus behind the 2016 Indiana Public Health Conference, The Future of Public Health: The Integration of Policy, Practice & Research (Sept. 15th, Campus Center).

IUPUI; Richard M. Fairbanks School of Public Health
HIV Impact Assessments
Priority #7, Action Item #4, 5
2016-17
Paul Halverson (pkhalver@iupui.edu)

This year the Indiana HIV Impact Assessments conducted by Cynthia Stone and her graduate students culminated in: 1) passage of legislation to expand transit options (November 2016); 2) opening of a full-service grocery in an Indianapolis food desert (Spring 2017); 3) an urban gardening project at a daycare center in the Northwest Neighborhood.

IUPUI; Richard M. Fairbanks School of Public Health
IU ECHO Center
Priority #7, Action Item #4, 5
2017-18
Paul Halverson (pkhalver@iupui.edu)

Through the launch of our new IU ECHO Center, we are able to address the incidence of Hepatitis C in rural communities by educating providers to be able to treat HCV and providing the training needed to prescribe HCV medications. Rural patients who seek HCV treatment in Indiana have to travel to seek treatment from HCV specialists. By enabling providers with the knowledge they need we can support more people in the Indiana community.

IUPUI; Richard M. Fairbanks School of Public Health
Penn Place Supportive Housing
Priority #7, Action Item #5
2015-16
Paul Halverson (pkhalver@iupui.edu)

Dennis Watson, PhD, Assistant Professor in the Health Policy and Management, is the principal investigator for a project to evaluate the Penn Place permanent supportive housing program in Indianapolis. Funds for the project were provided by the Coalition for Homelessness Intervention and Prevention.

IUPUI; Richard M. Fairbanks School of Public Health
SAVI Talks
Priority #7, Action Item #4, 5
2016-17

2016-17
Paul Halverson (pkhalver@iupui.edu)
FSPH partnered with the Polis Center and WPFI to produce SAVI Talks!, a program highlighting research findings that Indianapolis neighborhoods with vulnerable populations had higher numbers of tobacco retail outlets.

IUPUI: Richard M. Fairbanks School of Public Health 
SERT
Priority #7, Action Item #4
2016-17
Paul Halverson (pkhalver@iupui.edu)
The IU Student Employee Response Team (SERT) is comprised of FSPH MPH Epidemiology students investigating enteric outbreak cases in Indiana. Students spend 240 hours at the Indiana State Department of Health (ISDH) assisting local health departments with investigations.

IUPUI: Richard M. Fairbanks School of Public Health 
Vanderburgh County
Priority #7, Action Item #4, 5
2015-17
Paul Halverson (pkhalver@iupui.edu)
A student volunteer with FSPH's Public Health Corps helped Vanderburgh County officials update lead ordinances to align with CDC recommendations.

IUPUI: Richard M. Fairbanks School of Public Health 
Herron School of Art + Design
Your Life and Your Story
Priority #7, Action Item #4, 5
2015-17
Paul Halverson (pkhalver@iupui.edu)
Nan Goggin (ngoggin@iu.edu)
2016-17
Silvia Bigatti, PhD, Associate Professor of Social Behavioral Science, was one of only six IUPUI faculty members who received funding through the University’s Creativity Initiative in 2015-16. Bigatti and Carrie Hagan are the principal organizers of New Beginnings efforts. Project Life is a program whose mission is to educate youth and their families about the problems, issues and consequences created by acts of violence and guns. Participants in Project Life are juveniles who have been charged with gun violations or violations for possessing dangerous weapons. BLSA's role in the program is to act as a resource and/or mentor to these participants who for the most part are African American males.

IUPUI: Robert H. McKinney School of Law
Opioid Symposia Series
Priority #7, Action Item #5
2018-20
Andrew Klein (anklein@iupui.edu) McKenney hosts a robust series of symposia every year which are well attended by a diverse array of the Indianapolis community. Selected topics include the opioid crisis, the long road to establishing the National Museum of African American History and Culture, climate justice, the intersection of immigration and health policy, ‘zip code health’ challenges, transboundary international crime, and issues and opportunities in agriculture law.

IUPUI: Robert H. McKinney School of Law
Pathways to Law
Priority #7, Action Item #5
2017-18
Andrew Klein (anklein@iupui.edu) McKenney, in partnership with the American Bar Association, launched the Pathways to Law program in the spring of 2018. An online program, it is a 3-year pilot to create a pipeline for underrepresented students into legal education and ultimately the profession.

IUPUI: Robert H. McKinney School of Law
SCRAP
Priority #7, Action Item #5
2016-17
Andrew Klein (anklein@iupui.edu) McKenney students interested in community service founded the Second Chance Re-Entry Assistance Program, or SCRAP, during the 2016-17 academic year. SCRAP’s first service project took place in the fall when the students spent the day cleaning at the Partners in Housing buildings on North Pennsylvania Street in downtown Indianapolis.

Paul Halverson (pkhalver@iupui.edu)

The School of Education continues to partner with the Latino Youth Collective on offering the Campsecine Youth Academy, a summer program providing 44 area immigrant youth (middle school and high school) and 5 college-age CVA leaders in a youth development, new media and documentary film making institute.
IUPUI; School of Education
Partnerships with K12
Priority #7, Action Item #4, 5
2015-16
Tambra Jackson (tambjack@iupui.edu)
The School of Education Teacher Education Program serves approximately 300 undergraduate students in interdisciplinary blocks in urban education methods, through partnerships with K-12 school districts. The majority of courses are held on K-12 campuses, team taught, and include early field experiences for all students, prior to practicum (student teaching) experiences.

IUPUI; School of Education
Service Learning and Field Experience
Priority #1, Action Item #1c
2017-18
Tambra Jackson (tambjack@iupui.edu)
Faculty within the undergraduate teacher preparation programs (Elementary and Secondary Education, Special Education and English as New Language) established partnerships with urban school districts. These partnerships activities include:
• service learning in pre-program courses,
• urban school-based field experiences and student teaching practica,
• preserve teacher-facilitated after-school programming,
• mentor teacher professional development,
• intentional recruitment and hiring plans for exemplary student teachers,
• collaborative research projects with schools.

IUPUI; School of Education
Support for School Communities
Priority #7, Action Item #4, 5
2017-18
Tambra Jackson (tambjack@iupui.edu)
Paula Magee worked closely with both the School of Science and Early Childhood educators throughout the State in order to provide support for school communities. Those actions lead to increased enrollment and new hires in the School of Education. More specifically, she worked with both IPS and Ivy Tech to support efforts in supporting the Early Childhood program. Ivy tech typically has 40 students who graduate with Associates degree and attend Butler, Indiana State and other schools simply because we elected to close our program years ago. She worked with administrators and faculty in the School of Education to revalidate the program and begin enrolling in the Fall 2018.

IUPUI; School of Engineering & Technology
Boner Center
Priority #7, Action Item #4, 5
2018-19
David Russomanno (drussoma@iupui.edu)

IUPUI; School of Engineering & Technology
CMET and Businesses
Priority #7, Action Item #4, 5
2015-16
David Russomanno (drussoma@iupui.edu)
The Construction Engineering Management Technology (CMET) program has renewed ties with APAI (pavement), CSI (specifications), and AACE (cost engineering) to promote classroom visits, scholarships, and employment opportunities.

IUPUI; School of Engineering & Technology
Center on Vulnerable Road Assessment
Priority #8, Action Item #3
2015-16
David Russomanno (drussoma@iupui.edu)
The Transportation Active Safety Institute (TASI) led a multi-university team in submission of a proposal to the U.S. Department of Transportation to establish a university transportation center on vulnerable road assessment for motorists’ safety. The partner universities include Ohio State, Purdue, Tennessee State, U. of Southern California, and Virginia Tech.

IUPUI; School of Engineering & Technology
Community Solar Program
Priority #7, Action Item #4, 5
2015-16
David Russomanno (drussoma@iupui.edu)
Indianapolis Power & Light convened community stakeholders to seek input into consideration of a potential community solar program wherein utility consumers can buy into a share of a solar farm. IPL ranks second in the US for renewable energy per capita (behind Honolulu) and is in the top 8 cities for renewable energy sales. The Director of the Lugar Center for Renewable Energy participated in the series of workshops alongside community members passionate about these topics.

IUPUI; School of Engineering & Technology
Drone Defense
Priority #7, Action Item #2, 4
2016-17
David Russomanno (drussoma@iupui.edu)
A team of Electrical and Computer Engineering seniors worked on drone defense for Naval bases and the White House. They received training, and the loan of equipment, and presented their final results on-base.

IUPUI; School of Engineering & Technology
IAC Energy Assessments
Priority #7, Action Item #5
2015-19
David Russomanno (drussoma@iupui.edu)
E&T’s Industrial Assessment Center (IAC) conducted energy assessments for over 70 Indiana manufacturing companies. The audits have resulted in recommended savings greater than $819M in recommended savings. Eighty four students of IAC were trained on real world energy engineering while the companies benefited from audit for energy efficiency improvement and cost reduction, https://iac.university/center/IP.

IUPUI; School of Engineering & Technology
ProportionAir
Priority #7, Action Item #4
2018-19
David Russomanno (drussoma@iupui.edu)
The Electrical and Computer Engineering Technology two-semester capstone design courses were redesigned to facilitate community engagement. Students completed projects for five local companies and one non-profit. One project was highlighted on the company’s website: https://propotionair.com/blog/improving-industrial-automation-curricula/
IUPUI; School of Engineering & Technology
Recycle Develop Board
Priority #7, Action Item #5
2015-18
David Russomanno (drussoma@iupui.edu)
The chair of mechanical engineering was appointed by Governor Pence to serve on the Recycling Market Development Board, which approves grants for Indiana business projects involving the creation of new products and markets for products made from recycled materials.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PEMT combined)
Addiction Recovery High School
Priority #7, Action Item #4, 5
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
Established a community partnership between an addiction recovery high school and the occupational therapy department to address recovery in teens with substance use disorders.

IUPUI; School of Engineering & Technology
Students Build a Profess Image
Priority #1, Action Item #1c
2017-18
David Russomanno (drussoma@iupui.edu)
An educational partnership with CourseNetworking and the Metropolitan School District of Decatur Township, including assistance from EKT's CyberLab, is helping students build a professional image to help prepare them for future employment opportunities.

IUPUI; School of Engineering & Technology
Training in Splunk
Priority #7, Action Item #3
2016-17
David Russomanno (drussoma@iupui.edu)
University-business partnership between IUPUI and Kinney Group is providing training in Splunk. This is the market-leading platform that powers Operational Intelligence. The training will fill a need identified by the Kinney Group for tech professionals skilled in use, setup, education and customer training, http://engr.iupui.edu/main/about/news-events/news/2017/iupui-partners-with-kinney-group-inc-to-provide-splunk-training.php

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PEMT combined)
GoBabyGo
Priority #7, Action Item #4, 5
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
Secured an agreement with the Indianapolis Motor Speedway to host the physical therapy department's GoBabyGo fall event. GoBabyGo is a partnership with the School of Engineering and Technology, providing customized vehicles for children with disabilities.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PEMT combined)
Opioid Indiana Women's Prison
Priority #7, Action Item #4, 5
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
Established an interprofessional occupational therapy practice partnership with Indiana's Women's Prison (IWP) to address the health, well-being and development of children and mothers in the Wee Ones Nursery at IWP, many of whom are recovering from opioid addiction.

IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PEMT combined)
Sankofa Paradigm Program
Priority #7, Action Item #4, 5
2018-19
Rafael Bahamonde (rbahamon@iupui.edu)
Received funding from the Women's Fund of Central Indiana to start a three-year occupational therapy department collaboration between Asante Children's Theatre, Boys and Girls Clubs of Indianapolis, Community Health Network, and Sally Wasmuth, Ph.D., OTR; this will result in creating the Sankofa Paradigm Program, a trauma-informed, healing-centered, therapeutic theatre program for girls ages eight through 18 at the Boys and Girls Club of Indianapolis.

IUPUI; School of Health & Rehabilitation Sciences
Back on My Feet
Priority #7, Action Item #4, 5
2017-18
Rafael Bahamonde (rbahamon@iupui.edu)
The Physician Assistant Studies students engage with the Indianapolis chapter of Back on My Feet through their Health Promotion and Disease Prevention course providing presentation on medical topics relevant to the individuals living with homelessness population, along with obtaining vital signs and encouraging the participants to engage in healthy behaviors. The experience is rewarding for both the participants and the students as evident by the student reflections and correspondence with the coordinator at Back on My Feet.

IUPUI; School of Health & Rehabilitation Sciences
Community Activities
Priority #7, Action Item #4, 5
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)
Food drives for local community food banks, capes for St. Vincent's Children Hospital, MS Swim, Go Baby Go, Butler Basketball Camp for children with disabilities, OT involvement in transition preparation for prisoners.

IUPUI; School of Health & Rehabilitation Sciences
Sycamore STEM Conf
Priority #7, Action Item #4, 5
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Valerie Strunk, PT, MS was the workshop leader for Physical Therapy at the 2016 Sycamore STEM conference attended by 400 Middle School girls on Saturday March 12, titled “Curiosity, Confidence, Challenge”.

IUPUI; School of Liberal Arts
Indiana State Museum
Priority #7, Action Item #4, 5
2018-19
Rob Rebein (rrebein@iupui.edu)
Tucker Edmonds (African Studies) and Friesen’s (Political Science) CSRES seminar on “Those Who Know the Trouble I’ve Seen: Citizenship and Resistance in the African American Christian Community” explored the intersections between African Americans’ community action and political resistance and African-American cultures. They held several of their public events in local churches, attracting 200 community members to Holy Angels Catholic Church last fall. Their panel of local activists at the November 2018 Bixen Symposium engaged 80 student, faculty and community members.

IUPUI; School of Liberal Arts
Indigenous Communities
Priority #7, Action Item #4
2018-19
Rob Rebein (rrebein@iupui.edu)
Mullins (Anthropology) collaborated with Informatics and the Indiana State Museum for a digital history project in which students assisted in researching and documenting westside history.
Indiana Sports Corporation – internship, class projects, faculty
Indianapolis Monumental Marathon – internship, class project, student volunteer
NCAA – research contract, class project, student volunteer
Indianapolis Downtown, Inc. – graduate assistantship, class
Visit Indy – Board participation, alumni engagement, research
gathering, and analysis.

developed to help the Ten-Point Coalition in research, data
address critical issues in Indianapolis; a team has been
President of the Indianapolis Ten-Point Coalition, a

Priority #7, Action Item #4
2015-16
Rob Rebein (rrebein@iupui.edu)

Partnered with the Mapleton-Fall Creek Community
Development Corporation to digitally map the area in order
to provide better access to information about food, public art,
greenspaces, senior citizen amenities, and physical activities; project undertaken by undergraduate researchers through an anthropology methods class centered around community engagement

JUPUI; School of Liberal Arts
Prevent Islamophobia
Priority #7, Action Item #4, 5
2018-19
Rob Rebein (rrebein@iupui.edu)

Curtis (Religious Studies) concluded his Community Competition to Prevent Islamophobia with an Oct. 2018 workshop and celebration projects. The work of the five recipient organizations was showcased and honored at an October 2018 celebration that featured keynote speaker, Dr. Hatem Bazian, who explored the roots of Islamophobia as an ideological tool used to justify global power disparities and hierarchies.

JUPUI; School of Liberal Arts
Ten Point Coalition
Priority #7, Action Item #
2015-16
Rob Rebein (rrebein@iupui.edu)

Initiated conversations with the Rev. Charles Harrison, President of the Indianapolis Ten-Point Coalition, a community organization that seeks to reduce violence and address critical issues in Indianapolis; a team has been developed to help the Ten-Point Coalition in research, data gathering, and analysis.

JUPUI; School of Liberal Arts
Year of Germany Initiative
Priority #7, Action Item #4, 5
2018-19
Rob Rebein (rrebein@iupui.edu)

In connection with the grant-funded 'Year of Germany' initiative, faculty in the German Program organized eight events with several community partners. Faculty and students also continue to run the German Saturday School, a community outreach program for children to learn German.

JUPUI; School of Physical Education & Tourism Management
Monumental Marathon
Priority #7, Action Item #4, 5
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)


This year over 1000 kids from over 35 IPS schools participated in the November race.

JUPUI; School of Physical Education & Tourism Management
PETM Community Work
Priority #7, Action Item #4, 5
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)

In 2015-2016 (still waiting for 2016-2017 #4), PETM students completed 114,414 (86% increase compared to previous year) hours of work in the community through 103 different classes (66% increase compared to the previous year). In all, 2,445 PETM students were enrolled in a course involving community engagement and 95 community partners were engaged.

JUPUI; School of Physical Education & Tourism Management
TCEM Community Partners
Priority #7, Action Item #4
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)

Department of TCEM continued to focus on developing deep and multi-faceted relationships with industry.
• Maintained an industry advisory board for the purpose of furthering partnerships. Board meets twice annually.
• TCEM industry partners in FY 2016 included: *500 Festival – class projects, student volunteer activity, and research » Indiana Sports Corporation – internship, class projects, faculty volunteer work, and ISC staff members teaching for TCEM » Indianapolis Downtown, Inc. – graduate assistantship, class project and staff member teaching in TCEM » Indianapolis Monumental Marathon – internship, class project, student volunteer activities, physical activity promotion with IPS students, and potential research project » NCAA – research contract, class project, student volunteer activities, and multiple adjunct faculty » Visit Indy – Board participation, alumni engagement, research contract and multiple adjunct faculty

JUPUI; School of Physical Education & Tourism Management
YMCA
Priority #7, Action Item #4
2016-17
Rafael Bahamonde (rbahamon@iupui.edu)

Dr. Nicole Keith serves on the Top 10 Advisory Committee and their data and measurement work group. Top 10 is convened by the YMCA of Greater Indianapolis and aims to make the Metropolitan Statistical Area of Indianapolis-Carmel one of the 10 healthiest communities in HRSA Region 5 through increased physical activity, healthy dietary practices, decreased tobacco use, and improved conditions of the built environment.

JUPUI; School of Science
Brain Bee
Priority #7, Action Item #5
2015-19
Shiaofen Fang (shfang@iupui.edu)

Students Test Neuroscience Knowledge in Brain Bee. Dozens of high school students from around the state competed in the IUPUI Brain Bee. The Brain Bee, a twist on a traditional spelling bee, requires competitors to answer questions about the brain and nervous system until only one student, the champion, remains.

JUPUI; School of Science
International Affairs
Diplomacy Lab
Priority #7, Action Item #4, 5
2015-17
Shiaofen Fang (shfang@iupui.edu)

Hillary Kahn (skahn@iu.edu)

IUPUI will help U.S. State Department develop policy solutions through Diplomacy Lab. Gabriel Filippelli, a professor in the Department of Earth Sciences at IUPUI, led IUPUI’s efforts to apply for the Diplomacy Lab partnership. He had served for a year in a science advisory position at the State Department after he was named a Jefferson Science Fellow in 2013. Filippelli said the State Department has identified 44 policy issues that reflect the wide array of challenges it faces, including climate change, human rights, counterterrorism, legal and judicial reform and women’s issues. In the fall semester, one or more teams of IUPUI graduate students and students in their final year of undergraduate degrees will focus on State Department- assigned policy issues in a semester-long class led by faculty. http://earthsciences.iupui.edu/news/iupui-will-help-us-state-department-develop-policy-solutions-through-diplomacy-lab

2016-17
The Office of International Affairs assumed responsibility for the Diplomacy Lab, an initiative of the U.S. State Department to engage faculty and students in finding solutions to international challenges. Doing so increases promotion and awareness of the program, introducing it to the campus as a viable and beneficial strategy for increasing global learning in both undergraduate and graduate education.

Shiaofen Fang (shfang@iupui.edu)

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Two new Diplomacy Lab project proposals were accepted for implementation in Fall 2017:  
- Dr. Gabriela Filippelli (School of Science): Climate Partners Brazil: Promoting sustainable development around the globe.  
- Dr. William Foley (SPEA): Developing Maintenance Cultures in UN Police Peacekeeping Missions.

IUPUI; School of Science  
Science GC Environment  
Priority #3, Action Item #1  
2015-20  
Shiaofen Fang (shfang@iupui.edu)  
$400,000 grant from Duke Energy Foundation expands Discovering Science of the Environment program. The Duke Energy Foundation awarded IUPUI’s Center for Earth and Environmental Science with a $400,000 charitable, enabling the center to double the number of students it reaches in grades 4 through 9 with its Discovering the Science of the Environment program http://science.iupui.edu/news/400000-grant-duke-energy-foundation-expands-discovering-science-environment-program  
2017-18  
Pollution-related disease presents global environmental challenge. https://science.iupui.edu/2018/05/pollution-related-disease-Presents-global-environmental-challenge  
2019-20  
Continue participation in the two IU Grand Challenges: Addiction and Environmental Change.

IUPUI; School of Science  
Science on Tap Speaking Series  
Priority #7, Action Item #4, 5  
2015-20  
Shiaofen Fang (shfang@iupui.edu)  
Renewed “Science on Tap” Speaking Series. The SOS has partnered with Blind Owl brewery to hold science talks. These talks draw attendance from alumni, community members, faculty, staff and students. Talks were given this year by Leslie Ashburn-Nardo, Steve Presse, Lisa Jones, Jesse Stewart, Michele Roberts, Kathy Licht, AJ Baucom, and Susan Walsh.

2016-17  
Renewed “Science on Tap” Speaking Series. The SOS has continued to partner with Metazoa Brewing Company to hold monthly science talks. These talks draw attendance from alumni, community members, faculty, staff and students. Talks were given this year by Paul Doss, Frederique Deiss, Randal Roper, Alex Lindsey, Rodrigo Perez, Lixin Wang, Andy Gavrin, and Xia Ning.  
2017-18  
Renewed “Science on Tap” Speaking Series. The SOS has partnered with Blind Owl brewery to hold science talks. These talks draw attendance from alumni, community members, faculty, staff and students. Talks were given this year by Andy Harris, Scott Orr, Catherine Macris, and Eva Pietri.  
2018-19  
“Science on Tap” Speaking Series. The SOS has partnered with Blind Owl brewery to hold science talks. These talks draw attendance from alumni, community members, faculty, staff and students. Talks were given this year by Willow King-Locke, Gina Londino- Smolar, Adam Hersh and Gabe Filippelli.  
2019-20  
Continue with Science on Tap

IUPUI; School of Social Work  
Active Affiliation Agreements  
Priority #7, Action Item #4, 5  
2018-19  
Tamar Davis (tamsdavi@iu.edu)  
During the 2018-2019 academic year, we had 2219 active affiliation agreements with organizations across the state, as well as nationally and internationally for our online MSW students. Together, our BSW and MSW students completed 504,560 hours in their community field placements.  
2019-20  
As part of the growth of our online education, we are also developing new partnerships with community organizations throughout the state and the nation.

IUPUI; School of Social Work  
Community Outreach Flyer  
Priority #7, Action Item #3, 5  
2017-18  
Tamar Davis (tamsdavi@iu.edu)  
A Community Outreach and Engagement flyer and web page was created by the Director of Field Education, Career Services/Visiting Lecturer, Recruitment Coordinator, and Senior Director Alumni Relations. The goal is to show how IUSSW connects with local, state and global communities through its recruitment efforts, faculty roles and opportunities, field education, career development, and alumni engagement. These activities all culminate to the development of the social work workforce.

IUPUI; School of Social Work  
Conference on Long Distance Ed  
Priority #7, Action Item #4, 5  
2015-16  
Tamar Davis (tamsdavi@iu.edu)  
The School’s online MSW program, MSW Direct program, teamed up with the Council on Social Work Education, the accrediting body for schools of social work programs, to host its second national conference on long-distance education. More than 300 participants from schools of social work nationally attended the conference held in Indianapolis.

IUPUI; School of Social Work  
Field Orientation and Training  
Priority #7, Action Item #5  
2016-17  
Tamar Davis (tamsdavi@iu.edu)  
IUPUI BSW, MSW and MSW Direct Field Teams held nine Field Orientation and Training sessions throughout the 2016-2017 academic year and had 211 Field Instructors and Task Instructors present. These Field Orientation and Training sessions are offered for all Field Instructors and Task Instructors who are hosting a student at their agency during the academic year to help them understand the roles, responsibilities and expectations of Field at IUSSW. The goal of these orientations and trainings is to train and support the agency personnel in their work as field instructors that will have a positive impact on the students’ experience and learning opportunities.

IUPUI; School of Social Work  
Library Patrons Needs  
Priority #7, Action Item #4, 5  
2017-18  
Tamar Davis (tamsdavi@iu.edu)  
MSW Program partnered with the Indianapolis Public Library to do a needs assessment of patrons’ needs related to homelessness, poverty, mental health, and substance abuse.

IUPUI; School of Social Work  
SoC Work GC Addiction  
Priority #3, Action Item #1  
2016-18  
Tamar Davis (tamsdavi@iu.edu)  
The School just finished a three-year $1.4 million grant from the Health Services and Resources Administration (HRSA) project to provide special training to Master of Social Work students to work with Transitional-Aged youth, 16-21, who are at risk of a number of issues from alcohol and drug abuse to suicide. About 300 students received the special training. The School is applying for a new HRSA grant to increase the number of skilled behavioral health service providers in order to address mental health and substance misuse needs across the lifespan. The proposal would fund special training for 21 advanced master’s level social work and nursing students and 12 doctoral level clinical psychology students over a four-year period.

2017-18  
We facilitated the Opioid: Data to Action conference in Spring 2019 and had over 500 attendees. This interdisciplinary conference brought together statewide and regional partners from medicine, education, social work, nursing, public health, human resources, law enforcement, and others to share promising practices and innovative ideas for addressing the opioid crisis in Indiana and across the U.S.

IUPUI; University Library  
Digital Collections  
Priority #7, Action Item #5  
2016-18  
Kristi Palmer (kpalmer@iupui.edu)  
2016-17  
Partnered with the Frederick Douglass Papers on a Multi-disciplinary Undergraduate Research Institute grant to create a digital project and students presented on their work at two conferences.
Community and Cultural Heritage Digital Collections: The library received a Library Services Technology Act Grant (LSTA) for $14,918.00 to digitize photographs from the Indiana State Fairgrounds and Event Center.

IU/PUL: School of Social Work Outreach Clinic Priority #7, Action Item #4 2015–16 Tamara Davis (tamsdavi@iu.edu)
Master of Social Work students work at the Indiana University Outreach Clinic from 10 a.m. to 2 p.m. every Saturday assisting low-income residents receive the services and resources they need.

IU/PUL: UITIS Cybersecurity Research Acceleration Workshop Priority #7, Action Item #4 2017–18 Stacy Morrow (amormor@iu.edu)
In November, with the goal of “matchmaking” researchers and practitioners, the National Science Foundation (NSF) Cybersecurity Center of Excellence and Internet2, a technology community founded by U.S. research and education institutions, organized the Cybersecurity Research Acceleration Workshop and Showcase. The first of several planned workshops was held on October 11 at IUPUI and hosted by the IU Center for Accelerated Research (CACR) and its director, Von Welch.

IU/PUL: University Library National Service Archive Priority #7, Action Item #5 2018-19 Kristi Palmer (kpalmer@iupui.edu)
National Service Archive Established: The Ruth Lilly Special Collections and Archives:
• Created the National Service Archives to collect the records of individuals and organizations involved in AmeriCorps, Peace Corps, and the promotion of national service and voluntarism.
• Secured a $50,000 grant from the Central Indiana Community Foundation to support our efforts.
• Added 123 cubic feet (123 file boxes) of new collection materials related to national service, including the papers of Senator Harris Wofford, Youth Service America, Indiana Campus Compact, John Gomperts, and David Reingold.

IU School of Nursing Bloomington Our Partnership with IU's Center for Rural Engagement / Dr. Greg Carter Objective 3: A Commitment to Student Success Through a Safe, Vibrant, and Healthy Community Yearly and ongoing IUB campus
Dr. Greg Carter, gracarte@indiana.edu, 812-855-6026
Of the many partnerships the IU School of Nursing has with other IU departments, none is more important for our community than the one we've established with IU's Center for Rural Engagement. As an example, students in Dr. Carter's classes have partnered with the Center's Sustaining Hoosier Communities program and with Southern Indiana Healthcare (SICHC) to conduct home visits for patients with chronic diabetes, helping them test their A1C values, learn how to improve their health, and evaluate the safety of their homes. During the Bicentennial year, the Center—working with our students—will extend its efforts into Greene County.

IU School of Nursing Bloomington Our Partnership with IU’s Center for Rural Engagement / Dr. Greg Carter Objective 3: A Commitment to Student Success Through a Safe, Vibrant, and Healthy Community Yearly and ongoing IUB campus
John Simmons, johosimm@iu.edu, 812-855-6875
The IU School of Nursing, Bloomington is a proud member of the Monroe County Opioid Advisory Commission! During the Bicentennial Year, the school has already helped create a new "public face" for the Commission by designing their new logo, re-designing their Facebook page, and playing an important role in planning and implementing their annual South Central Indiana Opioid Summit (the Commission’s most important and far-reaching event). IU School of Nursing, Bloomington is now in the process of helping the Commission finalize a strategic plan (funded, in part, by a grant secured for the Commission by the school).

JSOM, Center for Rural Engagement
JSOM CRE Community Engagement
Tome 1, Tome 7
2018–Ongoing IJ: JSOM, Salem, IN, Nashville, IN, Huntington, IN
Gretchen Horlacher, ghorlach@indiana.edu
Reimagining Opera for Kids (RoK): education about opera, teacher curriculum guides
IJ: JSOM Band: side-by-side rehearsals
Excite DPS: building innovation skills for community leaders
Hamiltones: community event including audience participation and community members onstage
Classical Connections: co-production of a concert, discussion of careers in the arts
In playing with Jacobs students, rural student musicians gained encouragement and validation in their activities. They saw how music can continue to be vital to their lives. They got a chance to hear a top-notch band perform. The Jacobs Symphonic Band visited Nashville and Salem public school bands in 2018–19 and has scheduled a visit with Huntington in Fall 2019.

Dr. Eric Smeldley and Dr. Jason Nam, Jacobs School of Music Dept. of Bands

This vibrant Jacobs School of Music student organization implemented a weekend-long immersive collaboration with Brown County and Huntingburg school districts, including teachers and students. Gretchen Horlacher, ghorlach@indiana.edu

The project was designed to inspire and energize middle and high school students in the cities of Nashville, Salem, Huntingburg, and Bloomington as they pursue their creative lives in theater and music. The Broadway show of Hamilton has profoundly impacted the way the new generation thinks about US history and current politics and the Hamilton project reinforces the idea that we’re all creative beings with a voice, with something important to express in our communities and the country we share.

The Jacobs School’s Office of Entrepreneurship and Career Development hosted a three-day leadership innovation retreat in Bloomington, led by world-renowned pianist Frederic Chiu and innovation consultant Jeanne Esposito. Participants included community leaders from Nashville and Salem and Bloomington CRE staff and partners.

Innovation training - in all areas, from artistic creativity to business innovation - is essential to any healthy community. This project embraced the notion that leaders in four community segments: arts, higher education, the for-profit sector, and the for-profit sector, can share and influence each other’s practices of innovation thinking. EXCITE-DPS merged practices of internal (artistic) creativity and external (business-oriented) innovation thinking.

IU Jacobs, Jacobs School of Music

Madama Butterfly, a work by Giacomo Puccini, was chosen as the focus of Madama Butterfly in Bloomington's Musical Arts Center before taking the production to Clowes Memorial Hall for shows on November 11 and 12. The opera presented one of its productions in Indianapolis independently. It partnered with Indianapolis Opera in March 2013 to present Philip Glass’s Akhnaten at Clowes Memorial Hall at Butler University. The company presented performances of Madama Butterfly in Bloomington’s Musical Arts Center before taking the production to Clowes Memorial Hall for shows on November 11 and 12.

Bloomington Entertainment and Arts District
Bloomington Rotary Club • WFIU Community Advisory Board
Bloom Magazine Advisory Board
Arts Alliance of Greater Bloomington Advisory Board

**JSOM, Office of External Affairs**
Bernstein Exhibit Partnership
TOME #1: A Commitment to Student Success
TOME #3: Excellence in Research
YEAR HERE: 2015
IU JSOM
Melissa Dickson, dickson9@indiana.edu
IU JSOM created a partnership with the Grammy Museum in Los Angeles for the Leonard Bernstein Collection Tour by sending items that are in our possession from Bernstein’s studio to be on display.

**Maurer School of Law**
Service Project "Breath of Fresh Air"
One – a commitment to student success
Ongoing
Ken Turchi, kturchi@indiana.edu
https://www.law.indiana.edu/academics/assets/civ-pro-project.shtml
Enter the concept of service learning projects. Quintanilla’s 1L students were split into 28 teams, charged with finding a community partner that had a problem. The students’ job through the course of the year? Find and develop a solution.

“We approached the project through human-centered design,” said Emily Kile, ’17, another co-developer of the curriculum. “We didn’t pitch anything to the students; they didn’t pitch anything to us. Their assignment was to go out into the community and meet with people who had unmet needs, then brainstorm solutions in collaboration with those community partners.”

**Media School**
Indiana Journalism Hall of Fame
7.4
Ongoing
James Shanahan, jes30@indiana.edu
https://ijhf.org/

IUHF, established by the Indiana chapter of the Society of Professional Journalists, recognizes Hoosiers to have demonstrated in their careers that they are journalists of the highest distinction. The Media School partners with IUHF by providing event and promotional support. Dean James Shanahan serves on the IUHF board of directors.

**Media School**
Letting the Sunshine IN
7
2/12/2018
University Tower ballroom on IUPUI Campus, Indianapolis
Anhony Fargo, alfargo@indiana.edu
https://simlaps.mediaschool.indiana.edu/iu-spj-jog-offer-free-daylong-workshop-on-open-data-government/
An Open and Open Government Workshop: In 2018, The Media School’s Center for International Law and Policy Studies partnered with the IndyPro chapter of the Society of Professional Journalists and the Indiana Coalition for Open Government to hold a free, daylong workshop on access to information

**Media School**
Making the News
7
4/19/2019
Jason Peifer, jpeifer@iu.edu
A Community Conversation: Funded by a $25,000 Public Humanities Project grant from IU’s Arts and Humanities Council, Making the News: A Community Conversation was a one-day event in Bedford that brought community members and newsmakers together to foster trust in the news media. Assistant professor Jason Peifer spearheaded the event, which he modeled after police department citizens’ academies. Several Media School faculty gave presentations and served on panels.About 30 community members attended. Peifer will assess the event’s effectiveness using pre-test/post-test surveys. If it’s deemed effective, he may implement similar programs in other Indiana communities in the future.

**Media School**
National Ernie Pyle Day
7
August 3; ongoing
Franklin Hall
James Shanahan, jes30@indiana.edu
The Ernie Pyle Legacy Foundation held its first National Ernie Pyle Day celebration on Aug. 3, 2018, in Franklin Hall. The Media School co-sponsored the event and provided staff support. The Media School will continue to partner with the foundation to honor Pyle every Aug. 3.

**Media School**
Regional Spelling Bee
7
Ongoing
IUB
James Shanahan, jes30@indiana.edu
The Media School and the School of Education partner to host the regional spelling bee. Local children in third through eighth grades who won their school bees compete annually for a chance to compete in the Scripps National Spelling Bee. The schools sponsor the winner’s trip to the national competition.

**Media School**
Service Learning Courses
7.4
Ongoing
Media School, IUB
James Shanahan, jes30@indiana.edu
Each year, teams of Media School students partner with community organizations to produce promotional videos about positive stories from the community. The Media School initiative is part of the City of Bloomington’s Dr. Martin Luther King Jr. Birthday Celebration Commissions’ 40 Days of Peace. It was established in 2018.

**Office of the Provost**
Creation of IU Corps
Principle of Excellence 1: An Excellent Education
IU Bicentennial Objective 1: Action Item 2.d.: Developing social responsibility and student leadership
Launched March 2018 to present

**Office of University Engagement**
Sustaining Hoosier Communities initiative
Recent examples include:

a. MSCH-R429 Public Relations Campaigns: Students develop a PR/communication campaign for a nonprofit organization.

b. MSCH-R431 Public Relations Campaigns: Students work with a local or national nonprofit to provide PR support.

c. MSCH-P556 TV Studio Production: Students produce short public service announcements for nonprofit organizations.

d. MSCH-R351 Video Field & Post Production: Students produce longer, more in-depth service/informational videos.

e. MSCH-P354 Program Graphics & Animation: Students produce short, animated PSA’s for client organizations.

f. *MSCH-R348 Public Relations Planning and Research: The class conducts research (interviews, focus groups, surveys) for a nonprofit organization or community initiative.

g. *MSCH-R429 Public Relations Campaigns: Students conduct a communications audit and develop a six-month strategic communication plan for a nonprofit client.

h. *MSCH-R349 Public Relations Writing: Students write public relations materials for a nonprofit client or community initiative.
M. A. Venkataramanan, Vice Provost for Finance and Strategy
venkat@indiana.edu
IU Corps is a network of IU Bloomington students, campus stakeholders, and community partners who have joined forces to create positive social change in local neighborhoods and around the world. From volunteer experiences to service learning courses to study abroad opportunities with an integrated service project, IUB students are helping to make a difference locally and globally.
https://iu corps.indiana.edu/

IUPUI; Office of the Vice Chancellor for Research
CERG
Priority #7, Action Item #5
2016-20
Janice Blum (jblum@iupui.edu)
2016-17
Research Development-Formed an OVC-OCOE Working Group (CERG – Community Engaged Research Group) to explore ways for the offices of Research and Community Engagement to work together more effectively toward the goal of community-engaged research. Initiated planning for launch of new program for student to engage in community service projects, aimed at achieving social goals through entrepreneurial efforts, engaging with the global Enactus program.
https://itheden.iupui.edu/organization/enactus-iupui.
The Community Engaged Research Group (CERG) of faculty, staff, and students, were brought together by the Office of Community Engagement and the OVC-CERG held community conversations to learn from stakeholders and residents in several Indianapolis neighborhoods. CERG conducted workshops for graduate students, and developed content for a web site hosted by the Office of Community Engagement: https://engage.iupui.edu/research/community-engaged-research/community-engaged-research-group.html
CERG launched its inaugural edition of ENGAGE!, a peer-reviewed community engaged research journal during IUPUI’s 50th Anniversary with IU Bicentennial funding. https://engage.iupui.edu/research/community-engaged-research/engage-journal.html
2017-18 The Community Engaged Research Group (CERG) is a collaboration that attempts to explore effective ways to identify opportunities for community-engaged research, and to offer support and training to investigators interested in community-engaged (CEnR) or community-based participatory research (CPR). During AY 2017-18, the committee was expanded to include representation from various schools and administrative areas.
2019-20
OVCR and CERG will support publication of the journal ENGAGE with a 2nd issue for fall 2019 and will assist with meetings with local communities surrounding the campus.
Office of the Vice President for Information Technology
Principles of Excellence #7,
Continuing priority:
• Facilitate university-industry collaboration, identifying opportunities to work in areas such as cybersecurity with Indiana defense-related institutions such as the Naval Surface Warfare Center (Crane), and the Indiana National Guard.
Example: 1/2015—Present
Executive director for cybersecurity innovation – Von Welch, vwelch@iu.edu
Cone partnership
The Principles-based Assessment for Cybersecurity Toolkit (PACT) is a tool for assessing the toughest cybersecurity problems. IU’s Center for Applied Cybersecurity Research chief policy analysts developed the tool in collaboration with the Naval Surface Warfare Center, Crane Division. As a naval installation, Crane uses specialized technologies which require custom cybersecurity solutions Indiana National Guard Partnership IU’s Executive Director for Cybersecurity Innovation Von Welch presented the plenary threat briefing at Indiana ARNG/multi-state/multi-agency cyber defense exercise Cyber Shield 19, Camp Atterbury, April 2019. Cyber Shield is a major exercise involving National Guard Cyber Operations Soldiers and Airmen from 40 states and territories, as well as Army reserve trainers, state and federal government agencies, and over 50 industry partners. About 800 participants meet to train, exchange best practices and test their cyber mettle.

SOAAD Bloomington
SOAAD Students Create Plans for Family Shelter Facilities
1.a
April 10, 2018
Jeeeya Kim, kimjeey@indiana.edu
Indiana University’s School of Art, Architecture + Design interior design students are used to getting creative when resolving issues in their floor plans and project renderings. Now they’re using that same creative problem-solving to help lessen the burden of an issue affecting the Bloomington community: homelessness.
One of lecturer Jeeeya Kim’s advanced interior design classes has spent the semester exploring design schemes of a new facility for New Hope for Families, a local nonprofit organization that supports families experiencing homelessness.

A project led by an Indiana University School of Education researcher will help families incorporate engineering and “making” activities in their homes — potentially a step toward promoting interest in STEM and awareness of science and technology careers.

SOE
Jacobs Educators use technology to improve teaching
8
January 24, 2019
SOE IUB
Lem Watson, watsonlw@indiana.edu
For the fifth recipients of this year’s Jacobs Educator Award, technology in the classroom is not only a tool; it’s essential to empowering and connecting with their students. The annual award celebrates teachers from across the U.S. who are at the cutting edge of integrating technology to support problem-based and/or inquiry-learning classrooms. Along with a monetary stipend, Jacobs educators are also asked to provide their expertise to the School of Education through translating research into useable material for teachers, therefore benefiting many more classrooms through their exemplary work.

SOE
Research to focus on family’s role in supporting STEM interest and careers
8
Nov. 7, 2018
SOE IUB
Adam Maltese, amaltese@indiana.edu
A project led by an Indiana University School of Education researcher will help families incorporate engineering and “making” activities in their homes — potentially a step toward promoting interest in STEM and awareness of science and technology careers.
Entreprenuerial culture at IU

IU JSOM, Center for Rural Engagement
JSOM, OECD, CRE EXCITE-DPS
Tome 1, Tome 4, 7, 8
2019–Ongoing
IU JSOM, OECD, Salem, IN, Nashville, IN, Huntingburg, IN
Gretchen Horlacher, ghorlach@indiana.edu
EXCITE-DPS
The Jacobs School’s Office of Entrepreneurship and Career Development hosted a three-day leadership innovation retreat in Bloomington, led by world-renowned pianist Frederic Chiu and innovation consultant Joanne Esposito. Participants included community leaders from Nashville and Salem and Bloomington CRE staff and partners.

Innovation training - in all areas, from artistic creativity to business innovation - is essential to any healthy community. This project embraced the notion that leaders in each of these segments: arts, higher education, the not-for-profit sector, and the for-profit sector, can share and influence each other’s practices of innovation thinking. EXCITE-DPS merged practices of internal (artistic) creativity and external (business-oriented) innovation thinking.

IUPUI; Herron School of Art + Design
DORIS Research
Priority #7, Action Item #4
2018-19
Nan Goggin (ngoggin@iu.edu)

Sam Julka (M.F.A. Visual Communication Design ‘12) was named one of this year’s “Forty Under 40” Rising Stars, by the Indianapolis Business Journal for her work with DORIS Research, a company focused on engaging stakeholders in office-design decisions.

IUPUI; Herron School of Art + Design
Interprofessional Innovation Challenge
Priority #8, Action Item #3
2015-16
Nan Goggin, (ngoggin@iu.edu)

A new series of courses, Interprofessional Innovation Challenge: Healthcare Where People Live, Work, and Play, were developed in response to a fundamentally transformed healthcare system that will require radically reformed thinkers. To begin meeting this need, IU Schools of Nursing, Informatics & Computing, Kelley School of Business, Herron School of Art & Design, Purdue School of Engineering and Technology, Fairbanks School of Public Health and the Department of Communication Studies are participating in an interprofessional learning laboratory where student teams formed from diverse professional disciplines will tackle assigned challenges that require innovation, discovery and collaboration.

IU; Herron School of Art + Design
Design Competition
Priority #7, Action Item #4, 5
2015-16
Nan Goggin (ngoggin@iu.edu)
Ben Zickmund BFA 2016, will represent Herron Furniture Design at the International Woodworking Fair’s Design Emphasis competition in Atlanta in the fall of 2016. This is a nationally recognized design competition focused on current and emerging undergraduate students in design and furniture design from a national pool.

IUPUI; Herron School of Art + Design
Priority #7, Action Item #4
2018-19
Nan Goggin (ngoggin@iu.edu)

DORIS Research
A new Workplace Simulation Project at Washington High School in Washington, Indiana, kicked off last week. The project involves 40 students from two high school classes, algebra and Project Lead the Way’s Biomedical Science.

Washington students partner with local hospital in new workplace simulation project
March 4, 2019
SOF IUB

Lem Watson, watsonlw@indiana.edu
https://education.indiana.edu/news-events/_news/2019/

A new Workplace Simulation Project at Washington High School in Washington, Indiana, kicked off last week. The project involves 40 students from two high school classes, algebra and Project Lead the Way’s Biomedical Science. During the project, students will learn about infectious diseases and create a public health communication plan.

They will also brainstorm creative ideas and develop a master plan to communicate with their community. The kickoff of the project included a tour of the hospital emphasizing various career opportunities, a panel discussion with hospital staff, a hands-on activity that emphasized teamwork and collaboration and an overview of the workplace simulation project.

“The hope with this project is to engage families in engineering and making to empower them to design and build solutions to challenges they face in their homes and communities,” said Adam Malose, principal investigator for the project and associate professor of science education. “Through this, we hope they are exposed to the diverse opportunities that they might pursue with STEM.”
IUPUI; IUPUC - Columbus

Flight Simulator Collaboration
Priority #7, Action Item #4
2016-17
Reinhold Hill (reihill@iupuc.edu)

Flight Simulator Collaboration – In collaboration with partners at Ivy Tech Community College Columbus, students in the IUPUC Mechanical Engineering program designed a flight simulator to be used for instructional purposes. Ivy Tech students constructed the simulator according to the IUPUC design. IUPUC students installed hydraulics and software hookups. (Mechanical Engineering)

2017-18

Students in the IUPUC Mechanical Engineering Program, working in collaboration with Ivy Tech Community College Columbus, completed the design and construction of a flight simulator. The project was supported by a donor gift. (Mechanical Engineering) IUPUC?

IUPUI; IUPUC

Foreign Direct Investment
Priority #7, Action Item #5
2018-19
Reinhold Hill (reihill@iupuc.edu)

Foreign Direct Investment and Regional Economic Strength – IUPUC was recently recognized in a Site Selection article about foreign direct investment in Indiana. IUPUC's Mechanical Engineering program was noted for its contribution to mechanical engineering talent in the Columbus region. This pipeline for this talent is an attractor for international companies seeking to locate advanced manufacturing and other operations in the US. (Division of Mechanical Engineering) https://iu.box.com/s/1zw0li6y96phkyx3h2qufqnhwklx4by

IUPUI; IUPUC - Columbus

IU Day Innovations at IUPUC
Priority #7, Action Item #4
2016-17
Reinhold Hill (reihill@iupuc.edu)

IU Day Innovations at IUPUC - Columbus Indiana on April 18 and 19 as part of IUPUC's IU Day celebrations. IUPUC IU Day organizers were interviewed by Celebrate Columbus, the Mayor of Columbus declared April 19 "IU and IUPUC Day" in Columbus, and a panel of IUPUC faculty hosted a discussion on the importance of architecture and design at IU-CAD Columbus. In addition, several articles were published in local print news media – see the links associated with this entry. (Development, OCM) (Celebrate Columbus Facebook video 4/18 Brenda Vogel and Carol Branson) (Celebrate Columbus Facebook video 4/18 Mayor Lienhoop and Reinhold Hill) (Celebrate Columbus Facebook video 4/19 panel discussion IUPUC & IUCAD) (Earned External Media Links) –

http://www.therepublic.com/2017/04/10/iu-day-allows_public-change-to_support-iupui/
http://www.therepublic.com/2017/04/14/panel-discussion_covering_architectures_importance/
http://therepublic.com/2017/04/14/event_good_way_to_show_support_for_university/
http://www.therepublic.com/2017/04/17/university_news_april_17/

IUPUI; IUPUC

Garden Project and Pride Pantry
Priority #7, Action Item #2
2019-20
Reinhold Hill (reihill@iupui.edu)

The Garden Project and Pride Pantry – After a successful launch of the Hoophouse garden, IUPUC Biology students will collaborate with IUPUC Student Affairs on a plan to make produce available for the IUPUC Pride Pantry. The Pride Pantry operates as an on-campus free food pantry for students/faculty/staff who have difficulty covering their nourishment needs. (Division of Science, Office of Student Affairs) https://www.iupui.edu/campus-life/pride-pantry/index.html

IUPUI; IUPUC

Lead by Design
Priority #7, Action Item #4, 5
2018-20
Reinhold Hill (reihill@iupui.edu)

Lead by Design: An Inspirational Initiative WC – IUPUC's Office for Women and Center for Business and Economic Development collaborated to host an event, sponsored by Innovate Indiana along with several community businesses and organizations. The event brought together a full house of business and community leaders to discuss economic and educational topics that impact IUPUC's region. The mayor of Columbus issued a proclamation for IUPUC called: Lead by Design, Diversity in Leadership Day. Panelists included Julie Abedian, Vice President of Columbus Regional Hospital; Ryan Brewer, Ph.D. of IUPUC; Julie Goodspeed Chadwick, Ph.D. of IUPUC; Chateau Gelfius, an independent Mary Kay Senior Sales Director; Kevin Jones, Ph. D. of IUPUC; and Hanna Omar, JP Morgan Chase Bank. An Innovate Indiana Red Fund grant from the IU Council on Regional Engagement and Economic Development supported this project. (OFW and CBED)

https://iu.box.com/s/1khu疣vhyw07u7q778xgjua64hdcjy; https://iu.box.com/s/5irpgk34qgxpog71dq64kapt43viodm2019-20

IUPUI Office for Women WC – The Office for Women will offer more programs and programming in the Lead by Design series (in collaboration with IUPUC CBED), Safe Zone training in first year seminar classes, a mentorship program that pairs students with community members in students’ fields of study, and further collaboration with the Heritage Fund on strategic development for the Women’s Giving Circle. (Office for Women)

IUPUI; IUPUC - Columbus

Maverick Challenge
Priority #7, Action Item #4
2016-17
Reinhold Hill (reihill@iupui.edu)

Maverick Challenge – The IUPUC Division of Business hosted preliminary sessions of the Maverick Challenge. Approximately 60 high school students competed in these sessions on campus. The Maverick Challenge is a regional program that brings high school students interested in business careers together to present entrepreneurial business plans to groups of judges and potential investors. Maverick Challenge is a product of the Columbus Area Chamber of Commerce. (Business)

IUPUI; IUPUC

Retractable Harness Car Seats
Priority #7, Action Item #2
2015-16
Reinhold Hill (reihill@iupui.edu)

As part of their senior capstone design course at IUPUC, two mechanical engineering students designed and built a retractable harness for child car seats. Their project identified a significant need: child safety. They researched relevant literature including existing patents, and developed a working prototype. The retractable harness provides a more secure means of ensuring child safety in moving vehicles than exists on the market.

IUPUI; Kelley School of Business
6th Best Part-time MBA Program
Priority #7, Action Item #4
2016-17
Kenneth Carow (kcarow@iu.edu)

The Kelley Evening MBA program achieved its highest ranking by U.S. News & World Report, which named it the 6th best part-time MBA program in 2016 out of 344 part-time programs. This ranking was a significant achievement, up from 12th in 2015.

IUPUI; IUPUC

Megan Taylor
Priority #7, Action Item #4, 5
2015-16
Reinhold Hill (reihill@iupuc.edu)

Megan Taylor, an undergraduate Psychology student mentored by Assistant Professor Dr. Mark Jaina, had a good year.

• She helped design, build and administer the campus science research lab.
• She received several competitive awards for her research activities including the Columbus Regional Health Science Student of the Year award, a scholarship award at the Indiana University Undergraduate Research Conference, a scholarship from the IUPUC Office of Student Research for her work exploring children’s memory for phenomenal awareness.
• She co-presented her research at the 45th Annual Meetings of the Jean Piaget Society in Canada and Chicago.

IUPUI; Kelley School of Business
Business of Medicine Physician MBA
Priority #7, Action Item #5
2015-20
Kenneth Carow (kcarow@iu.edu)

2015-16: Business of Medicine (BoM) Lecture Series: During monthly residency sessions, the program hosted healthcare leaders and experts to speak on pressing industry issues that are relevant to the curriculum and add to the coursework.

2016-17: A major focus of the Business of Medicine Physician MBA Program is alumni engagement. The program offered two CME courses for all alumni: Global Healthcare Study in Cuba and Healthcare Finance. The team also coordinated six networking receptions in 2016-2017, including the opening reception hosted by Dean Edie Kesner and a reception hosted by Reed and Sharon Smith, accounting faculty member, at their home.

BoM Alumni Engagement: In May 2016, the program hosted its first annual alumni symposium during the May residency. The majority of the program’s alumni were in attendance. The weekend’s activities included a Friday evening social and a research presentation from faculty Saturday morning.

2016-17: The Business of Medicine Physician MBA program class of 2016 gave back to the program through their class gift of over $125,000, with 100% of the cohort contributing. The gift endowed an annual speaker series for students and alumni with the inaugural speaker in October 2016, Dr. David Pryor, Chief Clinical Officer of Ascension.

2018-19: Business of Medicine opened Lecture Series to broader campus community.

2019-20: Business of Medicine: Continue to sponsor events with appeal to wider learning community with specific focus on physicians in and around Indianapolis.

IUPEU: Kelley School of Business

Certificate with Ascend Indiana

Priority #7, Action Item #5

2017-18

Kenneth Carow (kcarow@iupui.edu)

We began partnering with Ascend Indiana to create a certificate available to under-employed Hoosiers associated with that organization. Our goal is to deepen the pool of talent available to area business.

IUPEU: Kelley School of Business

CLD College Prep Conference and College Fair

Priority #7, Action Item #5

2015-19

Kenneth Carow (kcarow@iupui.edu)

Each year, Kelley Indianapolis is engaged with the Center for Leadership Development (CLD). This past year, the program sponsored and participated in the CLD College Prep Conference and College Fair and plans to do so again in fall 2016.

In 2016-17 several employees participated in the CLD College Prep Institute on campus with more than 150 high school students.

IUPEU: Kelley School of Business

Cybersecurity Manufacturing Innovation Institute

Priority #6, Action Item #2

2018-19

Kenneth Carow (kcarow@iupui.edu)

Center for Excellence in Manufacturing: February - June, 2019: Joined a multi-university / national laboratory / industry partner research consortium named Cybersecurity Manufacturing Innovation Institute (CyManII) as part of $70 million Department of Energy (DOE) grant opportunity (see - https://www.energy.gov/articles/doe-announces-70-million-cybersecurity-institute-energy-efficient-manufacturing ).

IUPEU: Kelley School of Business

Evening MBA Enterprise Lecture Series

Priority #7, Action Item #5

2015-17

Kenneth Carow (kcarow@iupui.edu)

The Evening MBA Program Enterprise Lecture Series provided students with the opportunity to hear outstanding local business executives and successful alumni speak about their industries and careers and build their skills in advancing their own careers. The 2016 lecture series included such guest speakers as Michael Petrie, Chairman & CEO of Merchants Bank of Indiana and President of PR Mortgage & Investments; Bob Welch, Sr. Managing Partner, Capital Markets, David A. Noyes & Co.; Ted Kramer, CEO, Hammond, Kennedy Whitney Co. (Private Equity); Eric Schlorff, Global Finance Leader, Dow-Agro; Ron St. Clair, CEO, The St. Clair Group; Paul Vollmer, Group Director, Ryder; Reggie Horne, Network Manager, PepsiCo-Frito Lay; Jay Ramasamy, Manager, Business Development, Delta Faucets; Oscar Moran, Managing Director, VisionTech (Strapstone); and Chris Baggott, Chairman, Husk Foods, and Melissa Greenwell, EVP and Chief Human Resource Officer, The Finish Line. Of particular note is a returning visit from Mr. Gregg Sherrill, Chairman and CEO, Trenneos Corporation, who is a Kelley Evening MBA graduate. Mr. Sherrill has spoken to students about managing across and up in an organization as well as leadership and career paths.

IUPEU: Kelley School of Business

Evening MBA Enterprise Program

Priority #7, Action Item #5

2015-17

Kenneth Carow (kcarow@iupui.edu)

The Evening MBA program continues its enterprise program. The Evening MBA Program’s three enterprise experiences— Discovery, Innovation, and Ventures Enterprise (DIVE), Finance Development Enterprise (FIND), and Global Supply Chain Innovation Enterprise (gSCIE)— provided students with hands-on learning experiences in more than 20 applied projects in entrepreneurship, finance, and supply chain management, respectively.

DIVE

http://kelley.iupui.edu/evening-mba/academics/business-enterprises/dive/

FIND

http://kelley.iupui.edu/evening-mba/academics/business-enterprises/find/

gSCIE

http://kelley.iupui.edu/evening-mba/academics/business-enterprises/gscie/

https://hub.kelley.iupui.edu/blog_/blog/the-business-case-for-quality-care.html

IUPEU: Kelley School of Business

Evening MBA Program

Priority #7, Action Item #4

2016-17

Kenneth Carow (kcarow@iupui.edu)

The Evening MBA Program developed an independent study with MD/MBA students with faculty from the Business of Medicine Physician MBA Program. The Evening MBA Program also developed an MD/MBA alumni group to connect alumni with current and prospective students. The program hopes to continue to develop the group and improve it to provide networking and development opportunities for alumni.

The Evening MBA Program sponsored five Economic Club Luncheons, offering attendance for current students, prospective students and alumni. More than 80 attended. The program also sponsored the Economic Outlook Breakfast for students, which saw 40 attendees.

2017-18: As part of the new curriculum, evening MBA students will be engaged in consulting projects with businesses in Central Indiana.

Evening MBA program launched a pilot course known as a Pivot course. A Pivot course is an opportunity for a small group of students to engage in a consulting project with a Central Indiana business while being taught by a Kelley faculty member. Two projects were launched beginning in Summer 2018, with significant demand from students. More projects will be evaluated during the 2018-19 year.

2018-19: Evening MBA: As part of the new curriculum, our students have been engaging in consulting projects with businesses in Central Indiana via courses known as a Pivot course. A Pivot course is an opportunity for a small group of students to engage in a consulting project with a Central Indiana business while being taught by a Kelley faculty member. A total of 6 projects have been successfully completed with more projects will be evaluated during the 2019-20 year.

Evening MBA: The revised curriculum now includes business consulting projects for both Orientation and Capstone core course requirements.

2019-20: Evening MBA: The program chair, program director, and executive associate dean will work to strengthen relationships with businesses in Central Indiana as we incorporate more experiential learning into the curriculum. Representatives of the program will call on companies in the area to build or strengthen community relations.

Evening MBA: A large alumni event will be held in Fall 2019 to engage our area alumni for purposes of networking, engaging local businesses, and recruiting.

Evening MBA: Kelley is sponsoring more events in the area in order to build relations and increase the profile of the school such as Young Professional of Central Indiana (YPCI). Many of these events are targeted to women and/or under-represented minorities.

Evening MBA: The Kelley Student Advisory Board (SAB) is identifying a not-for-profit enterprise to engage with for a volunteer experience for the students.

IUPEU: Kelley School of Business

Executive in Residence (EIR) Program

Priority #7, Action Item #5

2018-20

Kenneth Carow (kcarow@iupui.edu)

Tobias Center created an Executive in Residence (EIR) program. Inaugural EIR, Neal Rothermel, an entrepreneur and business leader, has spent time on the IUPEU campus engaging with students and campus groups on the topic of leadership.
2019-20: Tobias Center: EIR Neal Rothermel will continue his work on IUPUI campus connecting students with business and community leaders through projects and presentations.

IUPUI; Kelley School of Business
General Motors Supply Chain Case Competition
Priority #7, Action Item #4
2015-16
Kenneth Carow (kcarow@iupui.edu)
Four undergraduate supply chain management and finance students participated in the General Motors Supply Chain Case Competition at Wayne State University in October. Alison Graves, Joselyn Hneich, Tyler Russell, and Spencer Tenbarge were among 80 students from 20 schools who competed in the event. Teams had 25 days to analyze an automotive supply chain challenge and present their case at the event, which was judged by GM executives.

IUPUI; Kelley School of Business
Graduate Accounting Programs Activities
Priority #7, Action Item #5
2015-20
Kenneth Carow (kcarow@iupui.edu)
2015-16: Graduate Accounting Programs activities and speakers included:
- Saturday Seminar (with Denny Faurote)
- Sarah Ames, BS’12, & Scott Anderson, MSA’15, with Daubly, O’Connor & Zakelj, LLC
- John Cline, SVP & Chief Accounting Officer with CNO Financial Group
- International Acceleration, LLC (workshop for international students)
- Chris Patterson, DFAS
- Kathy Vorisek, Becker CPA Review
- Reed Smith, Sam Tiras, and James Motter hosted “An Evening with a Professor”

The Kelley Indianapolis Graduate Accounting Student Board has been providing free tax help for citizens of Indianapolis.

2016-17: Graduate Accounting students spent time volunteering their time to aid local residents with their taxes.

2018-19: Graduate Accounting Programs: Created a group of external constituents in the accounting profession that we call the Accounting Roundtable. We met once last year.

2019-20: Graduate Accounting Programs: Plan to continue meetings with our Accounting Roundtable this upcoming year.

Graduate Accounting Programs: In an attempt to meet the needs of the profession, we are proposing four graduate certificates. The idea is that these certificates will provide the minimum “additional” qualifications for four different tracks of employment in the accounting profession: Internal audit, Public accounting, Taxation, and Governmental and corporate accounting.

IUPUI; Kelley School of Business
Gregg Sherrill Undergraduate Case Competition
Priority #7, Action Item #5
2019-20
Kenneth Carow (kcarow@iupui.edu)
April, 2020: Conducting 2nd annual Gregg Sherrill Undergraduate Case Competition hopefully including even more schools / teams from Indiana and possibly the upper Midwest.

IUPUI; Kelley School of Business
Kelley Alumnus Startup – Probo Medical
Priority #7, Action Item #5
2015-16
Kenneth Carow (kcarow@iupui.edu)
Kelley alumnus startup is thriving and providing ultrasound equipment to those in need.

https://hub.kelley.iupui.edu/blog/_blog/kelley-alums-startup-providing-ultrasound-equipment-to-those-in-need.html

https://hub.kelley.iupui.edu/blog/_blog/kelley-alums-startup-business-thriving.html

IUPUI; Kelley School of Business
Kelley Center for Excellence in Manufacturing
Priority #7, Action Item #4
2015-20
Kenneth Carow (kcarow@iupui.edu)
Faculty help to author the annual Indiana Manufacturing Survey in partnership with local organizations.


May 2018: KCEM submitted a proposal to IU’s Center for International Business Education and Research (CIBER) for an Indiana Manufacturing Export Student Experience, which pairs small and medium-sized Indiana manufacturers with Kelley undergraduate business students to help develop export plans. We’re still waiting to hear the proposal’s outcome, but if IU CIBER is funded for another four years, then the Indiana Manufacturing Export Student Experience will also be funded starting this Fall, 2019.

April, 2018: As part of a study funded by the National Association of Manufacturers (NAM), KCEM helped interviewed CEOs / senior managers on elements of their manufacturing strategy as well as gathered insights into training future leaders in manufacturing. This study will conclude in Fall, 2018.

External Affairs team worked extensively to promote the new Manufacturing Center on campus. Annually, the team helps to promote our professors’ involvement in a manufacturing survey presented throughout Indiana that culminates in a luncheon in downtown Indianapolis with all the manufacturing sectors and business leaders represented, as well as the Kelley School Business Outlook.

June 2018: Started process of creating a KCEM website to better connect our students and faculty with organizations interested in manufacturing talent (e.g., student internships and hiring) and research. This website is scheduled to “go live” in early October 2018.

2018-19, October: Won a multi-year grant from IU’s Center for International Business Education and Research (CIBER) for an Indiana Manufacturing Export Student Experience, which pairs small Indiana manufacturers with Kelley undergraduate business students to help develop export plans.

October 2018: With the support of Frito-Lay and Weaver Popcorn, participated with manufactures across the USA in an on campus / IUPUI “Manufacturing Day” (see http://www.insideindianabusiness.com/story/39231459/manufacturing-day-provides-awesome-platform ) open-house event to help raise undergraduate awareness regarding manufacturing careers.

April 2019: Held 1st annual Gregg Sherrill Undergraduate Case Competition to raise manufacturing career awareness (see http://www.insideindianabusiness.com/story/40259893/kelley-school-to-host-manufacturing-case-competition ). Teams from Ball State, Butler, and IU Kelley (we won!) competed.

Undergraduates participated in 6 case competitions; we added 2 new competitions (Cornell International Commercial Real Estate and the Center for Excellence in Manufacturing). We “placed” in two, and one of students was recognized as “Best Presenter” in one. Our (Chartered Financial Analysts (CFA) team was the top in Indiana and represented Kelley at the national competition in New York.

Center for Excellence in Manufacturing: October, 2018 – Our new KCEM website went “live” – see https://kelley.iupui.edu/faculty-research/centers-institutes/manufacturing-center/index.html

Websites helps raise awareness in Indiana (and elsewhere) about IUPUI’s / Kelley’s manufacturing related to students, teaching, and research.

Center for Excellence in Manufacturing: Sponsored DECA’s Annual Conference. External Affairs:

2019-20: Center for Excellence in Manufacturing: Fall, 2019 – Spring 2020: Participated in a wide-variety of manufacturing events around the state such as being the panel moderator at the Indiana Manufacturing Hall of Fame Awards event, speaking at SPEA’s Annual Distinguished Alumni meeting on Blockchain Technology, speaking at Purdue’s Manufacturing Extension Partnership (MEP) seminar on the impact of trade / tariffs on manufacturing, meeting with federal government officials on Industry 4.0, etc.

October: Coordinating with Conexus Indiana to make our 2019 IUPUI “Manufacturing Day” even more impactful with factory tours and guest speakers plus a career event across the month.

Fall 2019 – Spring 2020: Managing Indiana Manufacturing Export Student Experience CIBER grant.

IUPUI; Kelley School of Business
KSB Awards Unprecedented Number of Physician Green Belts
Priority #7, Action Item #5
2015-16
Kenneth Carow (kcarow@iupui.edu)
Twenty-six physician MBA students received green belt certification in Healthcare Lean Six Sigma process improvement through the Business of Medicine MBA Program. To achieve this certification, the physician MBA students were trained in process improvement tools, which they used to carry out eight process improvement projects within their own healthcare organizations. Projects included reducing patient waiting time in an outpatient clinic, increasing physician satisfaction in a large hospital, and reducing patient readmissions.

Six Sigma Greenbelt: Completed multiple process improvement projects through an undergraduate course, an evening MBA course, and a Business of Medicine MBA
course. These projects impact local corporations and non-profits through improving processes for the organizations.


IUPUI; Kelley School of Business
Learning Experience in New York
Priority #7, Action Item #5
2015-16
Kenneth Carow (kcarow@iupui.edu)

Some Introduction to Business students have the opportunity to participate in a learning experience designed to provide history, background and exposure to the financial community in New York.


IUPUI; Kelley School of Business
Monthly Business Columns
Priority #7, Action Item #5
2017-18
Kenneth Carow (kcarow@iupui.edu)

External Affairs worked to maintain monthly business columns in the Indianapolis Recorder, and several Kelley School professors are involved in writing monthly for a new Workplace column feature with the Indianapolis Business Journal. This provides value and business advice from our Kelley School of Business professors for the greater Indianapolis community.

IUPUI; Kelley School of Business
The ROI Podcast
Priority #7, Action Item #5
2017-18
Kenneth Carow (kcarow@iupui.edu)

Created The ROI Podcast in April 2017, which provides actionable insight to business professionals from the Kelley School of Business on the IUPUI Campus. A new episode is released weekly and is free content that our target audience (those between ages 25-38) can easily access. The podcast not only provides insight from business and thought leaders from around the world, it also has helped the Kelley School develop new relationships with innovative companies throughout central Indiana and beyond.

IUPUI; Kelley School of Business
Todd Saxton, President of the Board of Directors for Venture Club
Priority #7, Action Item #5
2015-16
Kenneth Carow (kcarow@iupui.edu)

Todd Saxton, an associate professor of strategy and entrepreneurship at the Kelley School of Business in Indianapolis, served as president of the Board of Directors for the Venture Club in India in 2015.

http://news.iupui.edu/releases/2014/12/todd-saxton-leads-venture-club.shtml
http://www.ventureclub.org/directory/?_escaped_fragment=_biz/54a318d0678121d1268b4572

IUPUI; Kelley School of Business
Undergraduate Student Organization Activities
Priority #7, Action Item #4
2015-16
Kenneth Carow (kcarow@iupui.edu)

Kelley undergraduate student organizations hosted 39 speakers, 32 professional development events, and participated in 9 professional visits to local companies. Visits included NCAA, Milhaus Offices, Subaru, Toyota, EnVista, Faurecia, Blue Ribbon Transport, and J.B. Hunt.

IUPUI; Kelley School of Business
Undergraduate Student Organization Volunteering
Priority #7, Action Item #5
2015-16
Kenneth Carow (kcarow@iupui.edu)


IUPUI; Kelley School of Business
University Innovation Fellows
Priority #7, Action Item #5
2015-16
Kenneth Carow (kcarow@iupui.edu)

Several IUPUI students and Kelley students spent Spring Break in Silicon Valley as University Innovation Fellows.

https://hub.kelley.iupui.edu/blog/_blog/rethinking-entrepreneurs.html

IUPUI; Kelley School of Business
Winner of the Association for Corporate Growth (ACG) Competitions
Priority #7, Action Item #4
2015-16
Kenneth Carow (kcarow@iupui.edu)

Kelley Indianapolis won the Association for Corporate Growth (ACG) regional and state competitions. ACG is a national organization comprised of private equity investors, investment bankers, accountants, attorneys, etc. Each year, each state chapter hosts a state-wide investment banking/private equity competition for MBA students. The competition requires the MBA's to evaluate options of investment for a hypothetical company. A board of ACG members evaluates the analysis and recommendations for each team and recommends a winner. There are two rounds of competition (regional and state). This year, teams from Ball State, Kelley Indianapolis, and Bloomington Kelley competed.

IUPUI; Lilly Family School of Philanthropy
Philanth Leadership and Board Engage
Priority #7, Action Item #4, 5
2017-18
Amy Warner (awarner@iupui.edu)

In partnership with Johnson, Grossnickle + Associates and BoardSource, the school conducted a pioneering research project on leadership and board engagement by examining the decision making, board engagement behaviors, and leadership patterns of men and women. The Philanthropy, Leadership and Board Engagement project addresses an important and timely question: how the changing demographic composition of American society impact leadership, board composition, and the philanthropic sector? The goal is to build a new body of knowledge about board composition, leadership, and philanthropy by exploring

the impact of the board on philanthropy, helping to provide new insights into board engagement and leadership in the nonprofit sector. It was released on February 20, 2018.

IUPUI; Office for Women
Integrating Women Leaders
Priority #7, Action Item #5
2015-16
Kathy Grove (ksgrove@iupui.edu)

In collaboration with the School of Science, Kelly School of Business, School of Informatics and Computing, Office for Women collaborated on a title sponsorship for IUPUI for the 2017 Integrating Women Leaders annual conference held in August 2017. 400 IU women employees, faculty and staff, are expected to attend.

IUPUI; Office of the Vice Chancellor for Community Engagement
Entrepreneurship Camp
Priority #7, Action Item #2, 4, 5
2019-20
Amy Warner (awarner@iupui.edu)

George Washington HS Summer Entrepreneurship Camp:
• Strengthen youth awareness of entrepreneurship and business as a career option.
• July 2019 present first summer pilot program to 10-16 students
• Review pilot and adjust as needed.
• Seek resources to expand to two-week summer series in summer 2020

IUPUI; Office of the Vice Chancellor for Community Engagement
Entrepreneurship Camp
Division of Diversity, Equity, & Inclusion
Price of Progress Play
Priority #7, Action Item #5
2018-19
Amy Warner (awarner@iupui.edu)

Premiere of The Price of Progress Play: Wrote and produced The Price of Progress Play which celebrated the history of the community that existed where IUPUI is today as well as IUPUI's history. The production brought together, in an unprecedented platform, members of our adjacent Indiana
Avenue District—past and present—and served to both inform as well as assuage some of the longtime differing and occasionally confrontational perspectives. Moreover, it spoke to the respect on the part of the university in terms of the legacy of this important historic community while suggesting that constructive dialogue and concrete collaborations—like the Walker renovation project—signal the prospect for unchartered potential ongoing enhancements. Race reviews and arrangements for a second run of the production this summer as part of the Onyx festival.

In partnership with The Office of Community Engagement, the Multicultural Center spearheaded the creation of The Price of Progress: The Indiana Avenue/IUPUI Story, a two-act play written by Vernon Williams about the rich history of Black culture and the evolution of an urban university. The play had close to 600 attendees over the three nights with a significant number of community attendees.

**IUPUI: Office of the Vice Chancellor for Community Engagement**

**Workforce Readiness in Indy**  
Priority #7, Action Item #4  
2018-19  
Amy Warner (awarner@iupui.edu)

**Workforce Readiness Programs in Indianapolis underserved communities:**
- Offered Patient Access Specialist, Pharmacy Tech and Human Resources Management programs at the Excel Center on West Michigan St., the Hawthorne Center in the Near West neighborhood and the Fay Biccard Glick Center in Indianapolis.

- Encourage IUPUI employment of underrepresented individuals through the Preferred Employer Program at the Indianapolis Urban League.

- 64 adults completed the various workforce readiness programs. Total income from the programs was $32,385 with a net income of $19,979.85.

**IUPUI: Office of the Vice Chancellor for Community Engagement**  
Young Innovators Quest  
Priority #7, Action Item #4, 5  
2019-20  
Amy Warner (awarner@iupui.edu)

2015-16  
May. Idea Garden broadens outreach to K-12 students by collaborating with Young Innovators Quest week long program.

2019-20  
Young Innovators Quest - Hosted 20 high school students from central Indiana as part of the summer program

**IUPUI: Office of the Vice Chancellor for Research**  
Innovation to Enterprise  
Priority #7, Action Item #2  
2016-17  
Janice Blum (jblum@iupui.edu)

Sponsored and directed the Innovation-to-Enterprise Central program, which included undergraduate and graduate students exploring prototype development for four different entrepreneurial projects.  
http://research.iupui.edu/commercialization-industry/commercialization/faculty

As part of the Innovation to Enterprise initiatives, provided support and funding for the 2nd student team to participate in the University Innovation Fellows Program. The team is currently planning to expand programs to disseminate the principles of innovation and design.  
https://theden.iupui.edu/organization/UJF

**IUPUI: Office of the Vice Chancellor for Research**  
SEIRI  
Priority #7, Action Item #4, 5  
2016-17  
Janice Blum (jblum@iupui.edu)

STEM Education Innovation and Research Institute (SEIRI)
- Recently funded NSF IUSE Geophats grant ($443,497): Building a new generation of urban environmental scholar-citizens through community-based programs for science and impact.
- Recently funded NSF CCE STEM grant ($588,561): Institutional Transformation: Enhancing IUPUI STEM Curriculum through the Community-Engaged Learning and Ethical Reflection Framework (I-CELER).

2018-19  
OVCRI staff from SEIRI played leadership roles in several extramurally funded, national programs to promote the advancement of under-represented students in STEM fields including: the Louis Stokes Alliances for Minority Participation (LSAMP) program, the Midwest Regional Robert Noyce Connections, and the Louis Stokes Midwest Regional Center for Excellence for Broadening Participation in STEM.  
https://famee.org/

SEIRI led the STEM Education track of the Assessment Institute. More information can be found at the following URL: http://assessmentinstitute.iupui.edu/program/presentations.html

2019-20  
SEIRI staff will continue to assist with the faculty learning community associated with the NSF Cultivating Cultures of Ethical STEM Project.

SEIRI staff will assist with research under the NSF IUSE Butler Farm Hub Award after completing an Exploration and Design IUSE. A future goal is to scale this project up to include IUPUI students.

SEIRI Speakers 2019: Geraldine Richmond, James Pellegrino, Tom Holme

SEIRI will again lead the STEM Education track of the Assessment Institute.

SEIRI will be inviting two NSF program officers to campus to meet faculty and staff to identify new opportunities for STEM education funding.

**IUPUI: Office of the Vice Chancellor for Research/ School of Engineering & Technology**  
Teachers Advance in Nanotech  
Priority #7, Action Item #2, 4, 5  
2015-17  
Janice Blum (jblum@iupui.edu)

David Russomanno (drussomano@iupui.edu)

2015-16  
The National Science Foundation awarded a three-year grant of $1.1 million to faculty in the School of Engineering and Technology to lead a project to provide nanotechnology experiences for high school students and teachers in the Indianapolis metropolitan area.

2016-17  
Integrated Nanosystems Development Institute (INDI)
- INDIs Research Experiences for Teachers Advancement In Nanotechnology (RETAIN) funded by NSF-RET program, recruited 10 high school teachers from high-need school districts in Indiana to participate in faculty mentored research projects. The key outcome of the program is that the participants create hands-on cost-effective classroom modules and implement them during the academic year. Faculty visits to the high schools were made during the implementation to assess the effectiveness of delivery of the modules and student learning outcomes.

**IUPUI: Office of the Vice Chancellor for Research**  
TRIP  
Priority #3, Action Item #1  
2016-17  
Janice Blum (jblum@iupui.edu)

The Center for Translating Research Into Practice (TRIP)
The Center for TRIP annual fall showcase October 25, 2016 included 8 faculty posters highlighting their translational research projects. The 2016 recipient of the Bantz-Petronio Translating Research into Practice Award, Professor Patricia Scott, presented “The Disconnect: Life ≠ Meaningful Life - Advancing translational research from ‘bench to enactment’ with an insider view”. Approximately 75 people representing faculty, staff, students and community participated.

**IUPUI: Office of the Vice Chancellor for Research**  
Exchange Leadership Fellows  
Priority #7, Action Item #4, 5  
2016-17  
Thomas Stucky (tstucky@iupui.edu)

Partnership with the Indianapolis Urban League to support the Exchange Leadership Fellows program, twenty fellows graduated from a six-session leadership development program, which was a collaboration between the Kelley School of Business and Tobias Leadership Program.

**IUPUI: Paul H. O’Neill School of Public and Environmental Affairs**  
Hybrid Noncredit Program  
Priority #7, Action Item #4  
2017-18  
Thomas Stucky (tstucky@iupui.edu)
Executive Education has created hybrid, non-credit programming in governance and healthcare leadership. Created the SFCE Innovation Board Fellowship, which matches highly qualified graduate students with Mayor’s Sponsored Charter School boards. The goal of the fellowship is to develop today’s students into tomorrow’s leaders and gives participants the opportunity to engage leaders in the field of education, finance, government, law, and non-profit management while developing a strategic project for the board that will support and advance the mission of the school. Four graduate students that participated and the projects completed supported governance, enrollment, marketing, training, and onboarding efforts for the schools selected to participate.

IUPUI; School of Engineering & Technology

Allison Transmission

Priority #7, Action Item #4

2018-19

David Russomanno (drussoma@iupui.edu)

Two ECE faculty members received $175K from Allison Transmission Co. for data-driven system modeling of hybrid and electric vehicles.

IUPUI; School of Engineering & Technology

Army Research Laboratory

Priority #7, Action Item #4

2018-19

David Russomanno (drussoma@iupui.edu)

E&T signed a cooperative research and development agreement (CRADA) with the Army Research Laboratory, a collaboration that was enabled by the School’s program to facilitate interaction with national labs.

IUPUI; School of Engineering & Technology

AACC

Priority #7, Action Item #4

2016-18

David Russomanno (drussoma@iupui.edu)

An E&T CTEE Scholar working with the Lugar Center for Renewable Energy on brownfield remediation using dielectrophoresis presented a poster at the Air & Waste Management Association’s Annual Conference & Expo in Pittsburgh, PA. Her work was awarded second place in the undergraduate division of the student competition.

IUPUI; School of Engineering & Technology

Brownfield Remediation

Priority #7, Action Item #4, 5

2016-17

David Russomanno (drussoma@iupui.edu)

Continued implementation of the engineering dual degree program with the Atlanta University Center Consortium (AUCC). Students earn both a Purdue University engineering degree at IUPUI and a liberal arts degree from Clark Atlanta University, Morehouse College, or Spelman College in 5 years. Approximately 20 African-American students have participated in the program as of fall 2016, including the most outstanding AUCC student award recipient in 2016:

http://aaccnet.edu/tag/iupui/2017-18

E&T students continue to graduate from our partnership with the Atlanta University Center Consortium’s (AUCC) Dual Degree Engineering Program.

IUPUI; School of Engineering & Technology

Bicyclist Mannequin

Priority #7, Action Item #4

2018-19

David Russomanno (drussoma@iupui.edu)

TAS faculty led development of an SAE/DO standard bicyclist mannequin design for crash testing that was issued in Jan 2019.

IUPUI; School of Engineering & Technology

Biomass Gasifier

Priority #7, Action Item #4, 5

2015-16

David Russomanno (drussoma@iupui.edu)

School of Engineering and Technology faculty, alumni, and students worked with the Marion County Fairgrounds in the exploration of on-site placement of a university-owned biomass gasifier. The concept is for farmers to bring their non-food agricultural residues (corn stalks, cattle manure, and straw) and convert them to heat, power, and biochar. The power and heat can be used for energy needs for buildings, and the biochar can be traded back to the farmers to make their soil more productive. A prototype is operating on campus, and a pilot unit is available for installation once all issues have been resolved and funding identified.

IUPUI; School of Engineering & Technology

Conexus Indiana

Priority #7, Action Item #4

2017-18

David Russomanno (drussoma@iupui.edu)

E&T partnered with Conexus Indiana to host and provide hands on activities for 208 high school juniors and seniors in a 2 day Conexus High School Summer Intern Summit.

IUPUI; School of Engineering & Technology

CourseNetworking

Priority #7, Action Item #2, 4

2016-17

David Russomanno (drussoma@iupui.edu)

CourseNetworking, the Indianapolis-based global learning management system company founded by a School of Engineering and Technology faculty member, has set its sights on the North American market, having established itself in Southeast Asia.


IUPUI; School of Engineering & Technology

Hydrogen Storage System

Division of Undergraduate Education/ University College

Duke Energy STEM Internship

Priority #7, Action Item #4

2017-18

David Russomanno (drussoma@iupui.edu)

Jay Gladden (jamglad@iupui.edu)

E&T, in collaboration with the IUPUI campus, led the Duke Energy STEM Internship program, recruiting students and employers, preparing students for the professional workplace and placing sophomore engineering students in meaningful internship experiences.

Campus Career and Advising Services, in collaboration with Engineering and Technology Career Services, piloted the Duke Energy STEM Internship program with 10 sophomore students. Students participated in six workshops to help them get the most out of their experience. They also enrolled in a Canvas course designed in accordance with the internship taxonomy with a focus on reflection. Students worked an average of 244 hours and earned an average of $3,655 throughout the experience. By the end of the spring semester, 70% of the students had secured summer internships.

IUPUI; School of Engineering & Technology

Hydrogen Storage System

Priority #7, Action Item #2

2018-19

David Russomanno (drussoma@iupui.edu)

IU spin-Up company Green Fortress Engineering contracted with LCRC on a project to study hydrogen storage using metal foam as a structural support and thermal conductor matrix for particles of porous silicon. This work is based on three university-owned patents, and extends the results of a NSF STTR collaboration in 2017-18. A six-member team of MEE seniors completed a design.

Lugar Center researchers used the density functional theory in quantum chemistry solutions codified and solved using the Big Red II supercomputer to understand hydrogen storage in porous silicon, with publication by LCRC researchers in the Journal of Catalysis.


IUPUI; School of Engineering & Technology

Ignition Control System

Priority #7, Action Item #2

2018-19

David Russomanno (drussoma@iupui.edu)

ECEC capstone students and faculty, working with motorsports faculty, developed a novel ignition control system to better control a two-stroke engine at higher engine speeds.
IUPUI; School of Engineering & Technology

Priority #7, Action Item #2
2018-19
David Russomanno (drussoma@iupui.edu)

A new E&T program emphasizes innovation and entrepreneurship. The Engineering-Science Intellectual Property Project prepares undergraduates to turn ideas into protectable inventions through patents and other IP protection mechanisms.

IUPUI; School of Engineering & Technology

Priority #7, Action Item #4, 5
2018-20
David Russomanno (drussoma@iupui.edu)

INDI’s NSF-Funded ITEST Site provided 2-week summer camps to 53 high school students and 14 teachers in 2018-2019, designed to boost STEM interest and learning materials, with stipend support for largely underserved populations as well as more privileged public and private schools (without stipend support).

2019-20

INDI’s NSF-Funded RET Site is pending renewal and we will submit the renewal for NSF-TEST to continue the programs at IUPUI.

IUPUI; School of Engineering & Technology

Priority #7, Action Item #4
2018-20
David Russomanno (drussoma@iupui.edu)

The LCRE Spring Forum broke an attendance record with twenty-five groups of local fifth graders at the Indianapolis Motor Speedway during the 2017 race festivities.

2019-20

Priority #7, Action Item #4, 5

Enhance the use of senior capstone design projects to generate preliminary data for proposals on renewable sources of energy generation and storage thereof will continue to be an area for emphasis by the Richard G. Lugar Center for Renewable Energy.

IUPUI; School of Engineering & Technology

Patch Antennas
Priority #7, Action Item #4
2018-19
David Russomanno (drussoma@iupui.edu)

A five-member team of ECE seniors built and tested patch antennas as part of a Cooperative Research and Development Agreement between NSWC Crane and LCRE. These results are being used as preliminary data to pursue additional funding from DOD laboratories.

IUPUI; School of Engineering & Technology

Power Sharing Technology
Priority #7, Action Item #2, 4
2015-16
David Russomanno (drussoma@iupui.edu)

Undergraduate engineering students have been studying the Indiana Code for guidance in the design of a peer-to-peer power sharing technology invented in E&T. This challenging study is a precursor to hands-on build and test activities planned during the 2016-2017 academic year. The US Navy and the US Secret Service have expressed interest in this project.

IUPUI; School of Engineering & Technology

PraxAir
Priority #7, Action Item #4
2015-16
David Russomanno (drussoma@iupui.edu)

A mechanical engineering technology graduate is leading an undergraduate team of students in developing a metal plasma coating nozzle for PraxAir in Indianapolis. Other projects have including Product Lifecycle Management technomatrix initiative also for PraxAir.

IUPUI; School of Engineering & Technology

Race Cars
Priority #7, Action Item #4, 5
2015-20
David Russomanno (drussoma@iupui.edu)

2015-16

E&T in conjunction with the Indianapolis Motor Speedway, IndyCar, and the GreenpowerUSA Foundation invited teams of 33 high school students to design, build and race a single-seat, student-driven electric car on the iconic Indianapolis Motor Speedway during the 2017 race festivities.

2016-17

In partnership with the Indianapolis Motor Speedway, Siemens, SCCA, and GreenpowerUSA Foundation, E&T supported a middle and high school student racing event during the month of May at IMS. http://engr.iupui.edu/main/about/news-events/news/2017/greenpower-student-electric-car-challenge-to-help-kick-off-month-of-may.php

2017-18

E&T’s motorsports engineering program initiated a new race car design project for SCCA P2 SportsRacer class and a new race car design based on a Maza Miata platform.

E&T provided more opportunities for graduate students in motorsports via a P2 SportsRacer composite chassis design project with guidance from Dallara.

2019-20

Motorsports engineering (MSTE) will resume racing the Mazda Miata in SCCA F production with a goal to participate in the SCCA runoffs in Wisconsin in 2020, bringing more visibility to the program, School, and campus.

IUPUI; School of Engineering & Technology

Racing
Priority #7, Action Item #4
2017-18
David Russomanno (drussoma@iupui.edu)

E&T motorsports engineering student team finished second at Sports Car Club of America Runoffs at IMS, the only collegiate-based team at this level of motorsports.

E&T motorsports student club swept top two spots at Purdue Grand Prix

IUPUI; School of Engineering & Technology

Solar Power Student Competition
Priority #7, Action Item #4
2018-19
David Russomanno (drussoma@iupui.edu)

A team of undergraduates working with the Lugar Center for Renewable Energy (LCRE) advanced to the finals of the International Space Solar Power Student Competition, with finals to be held in October 2019.

IUPUI; School of Physical Education & Tourism Management

Sports Innovation Institute
Priority #7, Action Item #4, 5
2015-16
Rafael Rahamonde (rrahamonde@iupui.edu)

Launched Sports Innovation Institute (SII) in January of 2016. SII is an interdisciplinary effort that engages nine IUPUI schools (PETM, McKinney School of Law, Kelley School of Business, Engineering and Technology, Liberal Arts, Informatics and Computing, Public and Environmental Affairs, Herron School of Art and Design, and Education). The vision of SII is to partner with the community to elevate Indianapolis as a hub for sports innovation.

IUPUI; School of Engineering & Technology

Structural Properties of Composites
Priority #7, Action Item #2, 4
2018-19
David Russomanno (drussoma@iupui.edu)

One Motorsports Engineering Professor has come up with a technique to improve the structural properties of composites by more than 20% without having a weight penalty. The idea will have a provisional patent number and will be...
discussed with the US Army in June 2019. The idea may have commercialization opportunities. APRL, Boeing and NASA have shown interest in the technology.

**IUPUI; School of Engineering & Technology**

**Tavel Center Lab**
Priority #7, Action Item #5
2015-16
David Russomanno (drussom@iupui.edu)
The Tavel Center in the Department of Music and Arts Technology co-sponsored a semester-length project to connect musicians and artists from three disparate universities together for a real-time online music and media concert performance connecting the Central Conservatory in Beijing China, University of Calgary, and IUPUI. Graduate students enrolled in the Teneor Ensemble harmonized the Tavel Lab’s space and resources to perform with musicians in Beijing and Canada.

**IUPUI; School of Engineering & Technology**

**Training in Splunk**
Priority #7, Action Item #3
2016-17
David Russomanno (drussom@iupui.edu)
University-business partnership between IUPUI and Kinney Group is providing training in Splunk®, the market-leading platform that powers Operational Intelligence. The training will fill a need identified by the Kinney Group for tech professionals skilled in use, setup, education and customer support. The training will also fill a need identified by the Kinney Group for tech professionals skilled in use, setup, education and customer support.

**IUPUI; School of Informatics and Computing**

**HCOP Program**
Priority #7, Action Item #4, 5
2016-18
Rafael Bahamonde (rbahamon@iupui.edu)
Amy Warner (awarner@iupui.edu)
2016-17
IUPUI-HCOP Program serves under-represented minority high school students.
- 50 students served in the Health Careers Exploration Program
- 30 student high school attended the Summer Camp Program
- 20 Students attended the Saturday Student Academy 2017-18
The IU-Health Careers Opportunity Program completed its second year of the grant cycle. IU-HCOP provided two academies to high school students from economically and educationally disadvantaged backgrounds and have an interest in pursuing a health career. These academies include math and science preparation, site visits to various health care facilities to provide exposure to non-traditional health care professions, and social skills workshops. IU-HCOP along with Crispus Attucks Medical Magnet High School and Crossroads Education developed a math assistance center that is conceptually similar to the IUPUI Math Assistance Center to engage Crispus Attucks students in math. This venture has increased overall math scores in their classes. Through support from the IndyEast Promise Zone and the John Boner Neighborhood Center, the IUPUI Health Careers Opportunity Program (IUHCOP) has given promising young adults in Indianapolis the means to overcome obstacles that would otherwise prevent them from pursuing certificates and advanced degrees in health professions. The PreHealth Professions Enrichment Program includes an intensive eight-week certification class, 20 hours of health professional shadowing and clinical rotations, healthcare professional presentations, and career exploration workshops.

**IUPUI; IU School of Informatics and Computing**

**Girls Inc Day**
Priority #7, Action Item #4, 5
2018-19
Mathew Palakal (mpalakal@iupui.edu)
SoC provided programming for the April 13 Girls Inc. Day. SoC staff, faculty and alumni hosted 103 girls (88% underrepresented minorities) between the ages of eight and sixteen, facilitating hands-on activities in robotics, 3D modeling and design thinking.
On June 17, SoC began hosting the inaugural Eureka! academy for Girls Inc of Greater Indianapolis. Eureka! is a national program designed to increase girls’ interest in STEM and will engage girls from eighth grade through their senior year of high school, adding a new cohort of girls to the program each year. SoC faculty will provide a week’s worth of technology activities and make lab space available for the duration of the four-week summer experience.

2019-20
SoC has been planning to host the first summer programming for the Girls Inc. Eureka! program on the IUPUI campus. Eureka! is a national program designed to increase girls’ interest in STEM and will engage girls from eighth grade through their senior year of high school, adding a new cohort of girls to the program each year. SoC faculty will provide a week’s worth of technology activities and make lab space available for the duration of the four-week experience.

**IUPUI; School of Informatics and Computing**

**IBRI**
Priority #7, Action Item #4, 5
2017-18
Mathew Palakal (mpalakal@iupui.edu)
The school hosted a meeting with representatives from the Indiana Biosciences Research Institute to explore potential research collaborations. A more in-depth workshop was later held, involving staff from IBRI and faculty of the SoC’s Department of BioHealth Informatics.

**IUPUI; School of Informatics and Computing**

**Indy VEX Robotics**
Priority #7, Action Item #4, 5
2015-16
Mathew Palakal (mpalakal@iupui.edu)
Annual IndyVEX Robotics STEM Fair, providing technology demonstrations and hands-on activities to over 1,000 Indianapolis students.

**IUPUI; School of Informatics and Computing**

**IoT Interface Design for Business**
Priority #7, Action Item #4, 5
2017-18
Mathew Palakal (mpalakal@iupui.edu)
Professor of Practice Lou Lenzi teaches INFO-H 557 IoT Interface Design for Business Innovation. Collaborative projects undertaken with industry and community partners are central to the class. Projects/partners from this past year included:
- General Electric, Appliance Division. Project: the connected home and home health.
- Crohn Equipment. Project: smart warehouse and material handling equipment telematics.
- IBM Research. Project: connected home and Eldercare/Aging-in-Place.
- Becks Hybrid Seeds. Project: Ground-based robotics and row-crop analytics.
- Rushville, IN. Project: “smart” public services for rural town-centers.

Each project sponsor participated in the department’s popular Industry Lecture Series with the exception of Rushville/Smart City. The “Smart City” lecture was presented by former mayor of Indianapolis and current Professor of Practice at Harvard’s Kennedy School of Government, Stephen Goldsmith. Mayor Goldsmith’s talk was followed by a panel discussion moderated by Professor Lenzi. Panelists were:
- Ken Clark, CIO City of Indianapolis
- Darshan Shah, Chief Data Officer, State of Indiana
- Hayleigh Colombo, Government heat reporter, Indianapolis Business Journal
- Stephen Goldsmith, Director of the Innovations in Government Program, Harvard University

**IUPUI; School of Informatics and Computing**

**Navy 3D Simulation Grant**
Priority #7, Action Item #4
2016-17
Mathew Palakal (mpalakal@iupui.edu)
Media Arts and Science (MAS) Lecturer Albert William was co-investigator on a $237K Navy funded 3-D simulation research grant:
https://soic.iupui.edu/news/navy-research-grant/

**IUPUI; School of Physical Education & Tourism Management**

Graduate Assistantships
Priority #7, Action Item #4
2015-16
Rafael Bahamonde (rbahamon@iupui.edu)
Funded three graduate assistantships for MS Event Tourism through industry partners (Indianapolis Downtown, Inc., Torch Relay – State of Indiana, and Indiana Sports Corporation) as a foundation for a model where industry GIAs will be a hallmark of a high profile MS Event Tourism program.
IUPUI; School of Physical Education & Tourism Management
Noble Hour Software Tool
Priority #7, Action Item #5
2015-16
Rafael Bahamonde (rbahamonde@iupui.edu)
Department of Tourism, Conventions and Event Management (TCEM) piloted the Noble Hour software tool in an attempt to better track student learning and engagement with Indianapolis organizations.

IUPUI; UITS
Cybercamp for High Schoolers
Priority #7, Action Item #5
2018-19
Stacy Morrone (amorrone@iupui.edu)
June. Security Matters Cybercamp for high schoolers at IUPUI
Hosted by the Indiana University Center for Applied Cybersecurity Research, the camp features sessions on cybersecurity ethics, cryptography, cybercrime, finding malware, network security, and more. https://cacr.iu.edu/events/security-matters-cybercamps.html

IUPUI; UITS
Jetstream
Priority #7, Action Item #5
2018-19
Stacy Morrone (amorrone@iupui.edu)
August. Jetstream team earns 2018 Campus Technology Impact Award
Jetstream gives access to advanced computing systems via an easy-to-use interface that makes it particularly useful for small colleges and universities, including historically black colleges and universities, minority-serving institutions, tribal colleges, and higher education institutions in states designated by the NSF as eligible for funding via the Established Program to Stimulate Competitive Research, or EPS-Commerce.
https://itnews.iu.edu/articles/2018/jetstream%20earns%202018%20campus%20technology%20impact%20award2.html

IUPUI; UITS
MDPI
Priority #7, Action Item #5
2018-19
Stacy Morrone (amorrone@iupui.edu)
MDPI: January. Collection managers now have the ability to make media files digitized by MDPI available in Media Collections Online. Many of these items are available to the university community and some are available for worldwide access. There is an external tool in Canvas to provide classroom access to items in Media Collection Online. https://media.dlib.indiana.edu/July. MDPI returned the audio and video items already digitized. This completes the process of digitizing almost 15,000 A/V items from IUPUI during the project.2019-20
MDPI: Digitizing approximately 300 reels of film from IUPUI collections

IUPUI; UITS
N-Wave Network
Priority #7, Action Item #4, 5
2018-19
Stacy Morrone (amorrone@iupui.edu)
May. IU awarded 10-year, $40M contract to manage NOAA's N-Wave network. This new funding allows IU's GlobalNOC to continue to connect the world's climate researchers to the data they need; it also serves as an economic boon to the state, allowing the GlobalNOC to hire 17 highly skilled engineers, many of which are housed at IUPUI.

IUPUI; UITS
Orson Welles Recordings
Priority #7, Action Item #5
2017-18
Stacy Morrone (amorrone@iupui.edu)
In October, MDPI finishes rescuing 300 rare, master recordings by Orson Welles. In time for anniversary of ‘War of the Worlds’ broadcast, IU’s preservation initiative offers digitized audio from the artist’s personal lacquer disc recordings.

IUPUI; UITS
Research Technologies
Priority #7, Action Item #5
2015-17
Stacy Morrone (amorrone@iupui.edu)
Research Technologies (RT) offers a number of training opportunities for students and researchers on the IUPUI campus and in the greater Indianapolis metropolitan areas. These include training relevant to digital humanities and use of Science Gateways, user-friendly tools for accessing supercomputers. A particular community outreach highlight is the Indiana University's Virtual Reality course, attended by a record high 19 students this year and supported by the Advanced Visualization Lab.

Kelley School of Business
Digital Intelligence Initiative
Launched: 2017
Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu
BP One: A Commitment to Student Success
BP Seven: Building a Prosperous and Innovative Indiana
BO Six: Advancing the Frontiers of Knowledge
The Digital Intelligence Initiative provides students with leadership and research opportunities in business analytics, cloud computing, intelligent systems, pervasive technologies and augmented reality. The initiative helps faculty better prepare students for careers involving emerging technological innovations and helps Kelley advance to the next stage of thought leadership in analytics and digital intelligence. The Initiative is funded by a generous donation and support from Deloitte.

Kelley School of Business
Institute for Entrepreneurship and Competitive Enterprise
Launched 2019
Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu
BP One: A Commitment to Student Success
BP Three: Catalyzing Research
BP Seven: Building a Prosperous and Innovative Indiana
The Institute for Entrepreneurship and Competitive Enterprise is an academically focused initiative established to study and explore the role of entrepreneurship as a catalyst for economic development, creation of employment opportunities, and community and societal advancement. The Institute will help students and faculty convert their ideas and innovations into start-up enterprises that, in turn, create employment opportunities and retain top talent within the state.

The center was funded in part by a generous gift from billionaire alumnus Conrad Prebys.
The Indiana University Bicentennial Alumni Data Visualization project will tell IU’s history using a new and exciting medium. Driven by real data, these visualizations will highlight the reach of IU’s vast alumni network and demonstrate IU’s impact on the state, nation, and world.

The visualizations will be supplemented by a narrative developed by the University Historian, James Capshew, and the Office of the Bicentennial that explains how the alumni population has changed over time and how that change fits into the larger context of IU’s history.


SICE IUB
Grant Thornton to Create Risk Management Institute at IU
February 12, 2019

SICE IUB
Raj Acharya, dean@soic.indiana.edu

“A flood of data surrounds us every day, and the integrity and security of data are critical,” said Raj Acharya, dean of IU’s School of Informatics, Computing and Engineering. “We could not be more grateful for the generosity of Grant Thornton to establish the Grant Thornton Institute for Data Exploration for Risk Assessment and Management. The opportunity for SICE students to work on multidisciplinary teams with analysts from Grant Thornton and faculty and students from SPEA and Kelley will provide a strong educational platform for our students to help shape tomorrow.”


SICE IUB
Speech Therapy Robot Wins Cheng Wu Innovation Award
April 13, 2018

SICE IUB
Raj Acharya, dean@soic.indiana.edu

“Freeing students from immediate commercial considerations for their technological innovations has liberated them and empowered them to come up with truly inspiring solutions,” he said. “Thanks to the generosity of alumnus Cheng Wu, the challenge has become an annual event that showcases the brilliance of our students and the breadth of disciplines that comprise the School of Informatics, Computing and Engineering.”


SICE IUB
Shoemaker Scholars making their presence felt on campus
September 5, 2017

SICE I UB
Raj Acharya, dean@soic.indiana.edu

“We could not be more grateful for the generosity of Grant Thornton to establish the Grant Thornton Institute for Data Exploration for Risk Assessment and Management. The opportunity for SICE students to work on multidisciplinary teams with analysts from Grant Thornton and faculty and students from SPEA and Kelley will provide a strong educational platform for our students to help shape tomorrow.”

Sustain@iu.edu
812-855-9195

2017-19

Principles of Excellence #7 Excellence in Engagement and Economic Development

Innovative Indiana

Principles of Excellence #7 Building a Prosperous and Innovative Indiana

Sustainability Development, Corporate, Nonprofit, Government Sectors, a Foundation, they have a Sustainability Workforce to sustainIU. We have begun this process by hiring a new Sustainability Specialist, Ashlee Wilson Fujawa, who previously elevated the communications-marketing efforts of Keep Indianapolis Beautiful. This makes sustainability a more attractive fund development target. Sustainability is not only the responsibility of the staff in the E-House, rather it is a commitment shared by offices to SustainIU. We have begun this process by hiring a new Sustainability Specialist, Ashlee Wilson Fujawa, who previously elevated the communications-marketing efforts of Keep Indianapolis Beautiful. This makes sustainability a more attractive fund development target. Sustainability is not only the responsibility of the staff in the E-House, rather it is a commitment shared by offices to SustainIU. We have begun this process by hiring a new Sustainability Specialist, Ashlee Wilson Fujawa, who previously elevated the communications-marketing efforts of Keep Indianapolis Beautiful.
**Sustainability**

**SMART GOALS**

Principles of Excellence #7 Building a Prosperous and Innovative Indiana

Strategic Priority 1: Operations-focused Planning

2017-19

812-855-9195

sustain@iu.edu

STARS is the framework for establishing baseline performance and for identifying short and medium term goals: air and climate; buildings; energy; food and dining; grounds; purchasing; transportation; waste; and water. The participatory process leads small teams, assigned based on subject matter expertise, through the following steps:

Sense: develop shared understanding of the current state

Evaluate desirability, viability, feasibility

Examine roadblocks and control

Identify patterns and overlap

Develop SMART goals (1, 3, 5 yr): specific, measurable, achievable, results-focused, time-bound

SMART goals benefit IU Bloomington in a variety of ways:

- Reinforce that sustainability is a shared university-wide responsibility.
- Help IUOS maintain and further develop its network of faculty and staff committed to advancing and reporting on sustainability.
- Improve sustainability data collection and data analysis that supports higher level decisions.
- Improved efficiency in operations with potential financial benefits. Savings may extend beyond those associated with water or energy and include other categories like transportation or food that often yield long term positive impacts on health, productivity, and healthcare costs.
- Clarify future contributions of IUOS groups in support of goals; identify projects for interns.

**Sustainability**

Waste management on campus

Principles of Excellence #7 Excellence in Advancement 2016-18

Perry Metz, General Manager metz@indiana.edu

After tracking the data, IU increased waste diversion from 28% in 2016 to 38% in 2017. This is approximately 8 million pounds of waste converted to Surplus Gov Deals, recycled, shredded, and composted. With improved data collection, we found that in-sourcing of RPS waste-hauling has produced 10% in savings and a 6% decrease in waste generated per person since 2016.

(Contract us for annual landfill diversion chart)

**Sustainability**

Zero-waste facilities

Principles of Excellence #7 building a prosperous and innovative Indiana 2019

812-855-9195

sustain@iu.edu

In partnership with Coca-Cola, RPS and Sustainability has implemented two zero-waste dining halls on IU Bloomington’s campus. The hall installed compost bins for students to place their food and compostable serve ware. The procurement: a 3% rebate on the compostable serve ware.
Towards a Culture of Building and Making

IU JSOM, IU Athletics
Marching Hundred Hall
TOME #1. Commitment to Student Success
TOME #10. Building for Excellence
Completion in 2018
IU JSOM and IU Athletics
Melissa Dickson, dickson9@indiana.edu
Indiana University completed a $10 million building for the school’s Marching Hundred Band on the Bloomington campus. The 30,000-square-foot facility is just south of Assembly Hall and Memorial Stadium on the campus’ northern end.

IU JSOM and the Department of Theatre, Drama and Contemporary Dance
Opening of the Conrad Prebys Amphitheater
TOME #1. A Commitment to Student Success
TOME #10. Building for Excellence
2017
IU JSOM
Melissa Dickson, dickson9@indiana.edu
“Constructed of locally sourced and carefully crafted Bloomington limestone, and capable of accommodating 275 guests, the new amphitheater, located between Bryan House and Ballantine Hall, provides a stunning performance venue for students and faculty of the Jacobs School of Music and the Department of Theatre, Drama and Contemporary Dance, as well as performances by visiting artists and other events.”

IUPUI; Herron School of Art + Design
Think It Make It Lab
Priority #6, Action Item #3
2016-17
Nan Goggin ngoggin@iu.edu
Herron’s addition of the $1.3 million Digital Fabrication and 3D printing facility—the “Think It Make It Lab”—has spurred innovation and discovery across multiple disciplines at IUPUI, providing a collaborative environment for research and experimentation at the intersection of art, design, technology and culture.

IUPUI; School of Engineering and Technology
Hybrid Delivery of Instruction
Priority #8, Action Item #3
2015-16
David Russomanno (drussoma@iupui.edu)
E&T’s first cohort of students from the Naval Surface Warfare Center Crane graduated from the specialized offering of the M.S. in electrical and computer engineering in electronic warfare through face-to-face, on-line, and hybrid delivery of instruction in collaboration with Purdue, WL and the Naval Post Graduate School.

IUPUI; School of Engineering and Technology
Ph.D. in Electrical and Computer Engineering
Priority #8, Action Item #3
2017
David Russomanno (drussoma@iupui.edu)
The Electrical and Computer Engineering Ph.D. program was state approved for autonomy in 2017 with new student enrollment underway. The transition of at least one more Ph.D. program, Mechanical Engineering is in the planning stages.

SICE IUB
IUB Welcomes Inaugural Group of ISE Students
8
August 2016
SICE IUB
Raj Acharya, dean@soic.indiana.edu
“I couldn’t be more pleased with the quality of students at both the undergraduate and graduate level who have come to this program,” said Raj Acharya, dean of the IU School of Informatics and Computing, which houses the department. “Both the students and the faculty are pioneers at IU with a new vision for engineering. “The intelligent systems engineering program reflects our commitment to exploring the frontiers of research in emerging fields while also drawing upon our historic strengths in fields such as biology, chemistry, physics, environmental science, high-performance computing, cybersecurity, and psychological and brain sciences,” said IU Bloomington Provost and Executive Vice President Lauren Robel. “We look forward to the exciting research that will be produced by the program’s faculty and students in the coming years.”

SOAAD
Eskenazi School Mies van der Rohe Inspired Building
1.a
August 9, 2019
Completed by June 2021
SOAAD Bloomington
Peg Faimon, pfaimon@indiana.edu
The Eskenazi School of Art, Architecture + Design at Indiana University has announced the design and construction of a new building originally planned for the IU Bloomington campus in the 1950s based upon a design by the legendary architect Ludwig Mies van der Rohe, who is regarded as one of the founders of modern architecture.
This new building is part of a $20 million gift to the school from Sidney and Lois Eskenazi and will provide the school with space for lectures, workshops, student collaborations and offices in a central location.
The building’s striking design, reminiscent of many other famous buildings designed by Mies, was approved by the IU Board of Trustees at its Aug. 9 meeting. It is based on a little-known design by Mies, who in 1952 developed the concept for a glass-walled structure on the Bloomington campus. The approximately 10,000-square-foot building will showcase Mies’ renowned signature modernist and international style.
SOAAD
Name Change to Reflect Bicentennial Priorities
1.a
August 29, 2017
SOAAD Bloomington
Peg Faimon, pfaimon@indiana.edu
The School of Art and Design has been renamed the School of Art, Architecture + Design.

The changes are an integral part of the Bicentennial Strategic Plan for Indiana University, which calls for the university to support a culture of "building and making."

https://news.iu.edu/stories/2017/08/iub/inside/29-school-name-change.html?knnm_campaign=iu_news&knnm_medium=web&knnm_source=news.iu.edu/tags/school-of-art-architecture-and-design/knnm_term=listing&amp;knnm_content=School%20name%20changes%20reflect%20focus%20of%20program%20support%20of%20bicentennial%20priorities

SOAAD
Rededicate Kirkwood Hall
1.a
April 7, 2017
Kirkwood Hall, IUB
Peg Faimon, pfaimon@indiana.edu
Indiana University Bloomington will celebrate the launch of the new School of Art and Design and rededicate the school’s new office, classroom and studio space in Kirkwood Hall next week.

The ceremony will take place at 1:30 p.m. April 7 in Alumni Hall at the Indiana Memorial Union. A reception will follow at Kirkwood Hall.

“The establishment of the School of Art and Design reflects the vital importance of innovative design and visual inquiry as essential components of successful product development and of economic competitiveness, as well as contributing to a vigorous and creative visual arts culture,” IU President Michael A. McRobbie said.

Excellence in Advancement

• First Thursdays has become a feature of campus tours for parents and prospective students, and several high school groups visited campus this year to attend

Eskenazi Museum of Art
Advance Technology and Increase Access
9 – Excellence in Advancement
2017–Present
City of Bloomington, IN
Maggie Kroh: mkroh@indiana.edu
Every aspect of our mission—whether it’s exhibition, education, or preservation—is supported by technology. Advanced technology will enable us to grant worldwide access to our works of art via online collections and electronic scholarly publications. EMA is working to enable public access to its collections management system (TMS) through its website, and recently received funding from the Provost’s Office to create a three-year manager of technology position and funding for a Digital Asset Management System (Piction). Moreover, digital tours and in-gallery technology will further enhance what we offer our visitors, creating more interaction and engagement, while inspiring more people to visit in person.

Indiana University Foundation (IUF)
Comprehensive Submission for BSP Final Report
BSP Principle of Excellence #7: “Excellence in Advancement”
January 2015–June 2020
Matt Kavgian, Director, Strategic Communications & Projects (IUF)
mkavgian@iu.edu | o: 812-856-4152 | c: 315-560-3786

Advancements

Arts and Humanities Council
First Thursday Festival Success Updates (PO 7)
2016–Present
Edward Comentale: ecomenta@indiana.edu
First Thursdays Festivals build regular arts and humanities experiences into the campus’s social calendar, particularly for students, and promote events and programs for future attendance.

This program is designed to attract the wider IU community, including local Bloomington residents, visiting parents, alumni, and other potential donors. The Council is working with the Foundation to coordinate visits and special receptions as well as sponsored programs.

Success
• Attendance at each festival is estimated to be 3,000-4,000
• Students make up the largest number of festival guests, at 60%
• 100-150 students and faculty members perform or host exhibits and displays each month
• Roughly four dozen students volunteer at each festival. This has allowed a number of our student volunteers to make connections and pursue academic and career development opportunities with units around campus
• Surveys show that a whopping 95% of visitors plan to return
• Venues such as Lilly Library report over 500 guests each night
• RPS serves about 550 meals at each event; roughly 150 of these are sold to students
Bicentennial Action Items

- IU will develop the priorities, structure, and communications strategy for the university-wide $2.5 billion Bicentennial Campaign.
- Completed on schedule. The full scope of the effort will be chronicled after the conclusion of For All: The Indiana University Bicentennial Campaign.
- IU will launch the public phase of the campaign in Fall 2015 and successfully conclude it by the Bicentennial.
- Campaign launch completed on schedule in Fall 2015. At the time of this report’s preparation (September 2019), the campaign remains in-progress and is on track to conclude as scheduled, June 30, 2020. A comprehensive performance report will be produced following the conclusion of the Bicentennial Campaign.
- IU will provide leadership to all IU academic units in developing their specific sub-campaigns and develop engagement and fundraising strategies for all internal and external stakeholders, such as faculty, students, staff, parents, alumni, foundations, corporations, and other friends of the university.
- Details articulated within the CONTINUING PRIORITIES section, below.
- As part of the campaign, IU will develop new organizational systems and processes that will substantially improve the effectiveness and efficiency of future engagement and fundraising.
- Details articulated within the CONTINUING PRIORITIES section, below.
- IU will strengthen the relationship between the Indiana University Foundation and the Indiana University Alumni Association.
- Details articulated within the CONTINUING PRIORITIES section, below.

CONTINUING PRIORITIES

- Enhance and rejuvenate IUF and IUAA services to, and partnerships with, academic and other units across IU in support of their development goals for For All Steering Committee (FASC) met/meets quarterly until the campaign’s conclusion with all agendas driven by a data-rich, pre-distributed binder of material describing the fundraising activity of the preceding quarter with detailed plans for the coming quarters. In addition to offering current and complete fundraising progress for each unit/program on all campuses, the material illustrates where each unit is in terms of their development officer progress and exposed donors.
- IU will provide leadership to all IU academic units in developing their specific sub-campaigns and develop engagement and fundraising strategies for all internal and external stakeholders, such as faculty, students, staff, parents, alumni, foundations, corporations, and other friends of the university.
- Details articulated within the CONTINUING PRIORITIES section, below.

Bicentennial Strategic Plan Appendix 2020

453
Since FY15, 26 individuals have been a part of, or are currently a member of, the Regional Development Team.

• Align the IUAA “Alumni Communities Program”
• The IUAA Alumni Communities Team and the IUF Regional Development Team meet at least twice annually to collaborate and coordinate. In addition, multiple one-on-one meetings, calls, and communications happen regularly throughout the year. Dual donor/volunteer visits also occur on occasion.
• The IUAA Alumni Communities Team and IUF RDT members collaborate on travel schedule, major events, and volunteer coordination.
• The IUAA Alumni Communities Team assists in onboarding and orienting new RDT members in areas such as alumni relations, regional work, volunteers, etc.
• Cultivate New Major Gift Prospects and Engaged Leaders across the Country and around the Globe

Since expansion, the Regional Development Team has uncovered the following:

• 2,399 major gift prospect households receiving personal outreach as a part of the high-value, unassigned project
• 42 were qualified as major gift prospects in the For All campaign
• 2,017 were disqualified as major gift prospects in the For All campaign
• 126 were qualified as major gift prospects for a future campaign
• 214 prospects are currently in progress to be qualified/disqualified
• Of the 42 major gift prospects identified:
  • Dollars secured: $2,495,696.10
  • Unique units/campuses impacted: 9
  • 100% first-time major donors

• Total of 7,047 substantive contacts made by team (FY15-FY19)
• Average of 1,410 contacts annually by RDT
• The RDT is metrics-driven and measured annually through:
  • 155 substantive contacts
  • $150,000 minimum in new major gift identifications ($250,000 minimum for Senior Associate Director)
  • $25,000 in new or upgraded Well House Society annual gifts ($35,000 for Senior Associate Director)

• Working together, the IUAA Alumni Communities Team and the Regional Development Team integrated the Alumni Scholarship campaigns in the IUAA Chartered Alumni Communities Program, with the expectation that every alumni community fundraise, market, and/or celebrate alumni scholarships in their communities. Two examples of success are outlined below:
  • The IUAA, the IUAA Greater Evansville Chapter, and the IUF RDT strategically partnered to successfully raise more than $100,000 benefiting local Evansville students to attend Indiana University. It was through this partnership that we maximized efforts to create a strategic fundraising plan and goal. Four local IU alumni committed a total of $50,000 and challenged the Chapter to raise the other $50,000. Thanks to the work of the IUF RDT, IUAA staff, and chapter leadership, this goal was met and then exceeded.
  • The IUAA, the IUAA Colorado Chapter, and the IU RDT partnered to maximize raising money for the chapter scholarship. Through strategic staff partnerships, we successfully elevated the work of the Colorado Chapter to positively impact IU students in the community.

• The IUAA has widely utilized multiple crowdfunding programs during IU Day with alumni communities, raising the most of any participating unit during each IU Day.
• The IUAA Alumni Communities team has participated in formalized fundraising techniques training through The Fund Raising School, in partnership with the IU Foundation and Lilly Family School of Philanthropy. Beginning in FY20, Alumni Community liaisons will have stewardship assignments and metrics around visits and interactions.
• A Scholarship Playbook was developed by the IUAA Director of Development to inform and encourage alumni volunteers to more effectively fundraise for scholarships in their markets.

IU Alumni Association and IU Foundation
Excellence in Advancement
Action Item 5. IU will strengthen the relationship between the Indiana University Foundation and the Indiana University Alumni Association.

Ongoing
IUAA and IUF have developed a symbiotic relationship to benefit IU and our alumni. Working together, we have established a shared donor and alumni system of record in support of programming and outreach. Highlights of our fundraising so far include two named rooms, ten endowed student scholarships, two endowed curators, one endowed conservator, and two endowed librarians.

IU Libraries
Bicentennial Capital Campaign
Tome Priority #9, Excellence in Advancement
Principal of Excellence #7, Excellence in Advancement
9.7.3
2017-2020
IU Libraries
Carolyn Walters, cwalters@indiana.edu

With a $12M Bicentennial Campaign goal in late 2016 allowed IU Libraries to expand its vision for an already well-executed advancement program. In February 2018, we can report $4,212,271 of funds raised, (118% of goal) with an additional pipeline of $3–$4 million. Now that the match has come to a close, we are shifting our focus to library spaces, Lilly Library and its 60th anniversary milestone, and support of programming and outreach. Highlights of our fundraising so far include two named rooms, ten endowed student scholarships, two endowed curators, one endowed conservator, and two endowed librarians.

 IU Libraries
Bicentennial Capital Campaign
Tome Priority #9, Excellence in Advancement
IUPUI; Herron School of Art + Design
Bicentennial Fund Raiser
Principles of Excellence #7, Action Item #1
2015-16
Nan Goggin, ngoggin@iu.edu
During the IU Bicentennial Campaign, Herron continues to raise funds toward its $12 million goal. Currently at 40% of goal. Priorities include student success, innovation and creating global leaders.
2018-19: Herron raised a total of $3.2 million from 454 donors during FY2018. Since March 1, 2013 (beginning of Bicentennial Campaign) through March 31, 2019, Herron has raised $11.7 million (90% of $13 million goal).

IUPUI; Herron School of Art + Design
“For All” Bicentennial Campaign
Principles of Excellence #7, Action Item #1
2019-20
Nan Goggin, ngoggin@iu.edu
The “For All” Bicentennial Campaign concludes June 30, 2020. Herron will strive to meet its 13 million goal. Priorities will continue to be faculty excellence, student success, research, innovation and discovery and community engagement.

IUPUI; Herron School of Art + Design
Friends of Herron
Priority #1, Action Item #1b
2019-20
Nan Goggin, ngoggin@iu.edu
The “Friends of Herron” will be initiated in Fall 2019 and will invite individuals and organizations to support Herron’s mission with philanthropic support and become engaged with the school; thus, building a pipeline of future donors.

IUPUI; Herron School of Art + Design
Philanthropy to Herron
Principles of Excellence #7, Action Item #1
2018-19
Nan Goggin, ngoggin@iu.edu
Zeke and Linda Friedlander were honored during the annual Spirit of Philanthropy Luncheon recognizing their philanthropy to Herron.

JSOM, Office of Development
Presidents Circle Inductee
Principles of Excellence #7, Action Item #1
2018-19
Nan Goggin, ngoggin@iu.edu
Dan and Diana Yates were inducted into the IU Presidents Circle in Fall 2018.

JSOM
Campaign Progress - 2018
1
2018
IU JSOM
Gwyn Richards, grichar@indiana.edu
With all this, we are pleased to share the following campaign progress.
- Student Financial Aid: $38 million
- Professorships, Chairs, and Directorships: $10 million
- Innovate our programs and curricula:
  - Programmatic Support: $16 million
  - Transform the spaces in which our students learn and grow:
    - 10
  - Capital Support: $10 million
- The Jacobs School, with its IU Foundation partners, continues to work on ways to expand its donor constituency. We actively engage current and lapsed donors through personal visits, annual mailings, sharing performance calendar information, and special events, just to name a few. We encourage our donors, board members, faculty, and administration to assist with introductions to new prospects—seeking to lead with meaningful relationships that have the potential to advance our mission, as well as the growth of our enterprise. The progress is steady, and through our combined efforts, the Jacobs School of Music has secured investments of almost $75 million towards its $110 million goal.

JSOM, Office of Development
Planned Giving Mailer
TOME #9. Excellence in Advancement
2018
IU JSOM
Melissa Dickson, dickson9@indiana.edu
We implemented a strategy to more effectively target and communicate with JSOM planned giving prospects. We utilized demographic and giving data to target approximately 350 prospects with a specially designed mail piece. The result of the effort was an increase of about $15M in planned gifts for that fiscal year.

JSOM, Office of Development
Regional Development Team Integration
TOME #9. Excellence in Advancement
2015–Present
IU JSOM
Melissa Dickson, dickson9@indiana.edu
We have integrated the IUF Regional Development Team into our national donor prospecting strategy. First, we meet with every RDT gift officer to educate them on the JSOM. Second, utilizing their broad geographical coverage, we have worked with them to identify multiple major gift prospects around the country, and have closed a handful of major gifts from those prospects.

JSOM, Office of Development
Stewardship Mailer
TOME #9. Excellence in Advancement
2018
IU JSOM
Melissa Dickson, dickson9@indiana.edu
As a thank you to our donors, we sent out a mailer thanking them for all of their generosity and showing them the different things JSOM was able to do throughout the year because of that generosity. We specifically did NOT solicit them for funds, but only thanked to show our true appreciation.

JSOM, Office of Entrepreneurship and Career Development, and Office of Undergraduate Advising
Addition of 2 Undergraduate Advising Positions
TOME #1. A Commitment to Student Success
2015
IU JSOM
Melissa Dickson, dickson9@indiana.edu
Adding these two undergraduate advising positions, the first of their kind at the JSOM, provide professional career advising and instruction for IU JSOM undergraduate students. Positions are located in the JSOM Office of Entrepreneurship and Career Development and the Office of Undergraduate Advising and Records.

Jacobs School of Music
Brothers in Achievement Scholarship
Ongoing
JSOM
Linda Cajigas, lcajigas@indiana.edu, 812-855-3882
The Indiana University Jacobs School of Music announced the Browneaux, Roberts, and White Brothers in Achievement Scholarship in May 2018, established through the generosity of alumni Lawrence Brownlee (M.M Voice ’01), Quincy Roberts (R.M. Voice ’02), and Richard White (M.M. Tuba ’99, D.M. Tuba ’12). All three went on to very successful careers after graduating from Jacobs: Brownlee as a world-renowned tenor, Roberts as an accomplished entrepreneur, and White as a classical tubist.

Jacobs School of Music
Wennerstrom-Phillips Gift
POE9
Ongoing
JSOM
Linda Cajigas, lcajigas@indiana.edu, 812-855-3882
The Indiana University Jacobs School of Music received a $6.5 million planned gift in 2016 from Mary H. Wennerstrom. Jacobs associate dean emerita for instruction, and Leonard M. Phillips, her late husband, for piano scholarships and the endowment of the directorship within
As part of the institute, eight faculty members were chosen as integrators of leading-edge technology with business and policy. Disruptive technology and unlock innovation in the market by working collaboratively on a variety of research projects in risk assessment and management. Co-directors are Eric Kinser (Kelley), Travis Brown (SICE), and B. Andrew Chupp (O’Neill SPEA).

Kelley School of Business, Office of Development and Engagement

Parent Engagement

BP Nine: Excellence in Advancement
Launched 2018, ongoing

Diana Dupree, Executive Director of Development & Engagement, dupree@indiana.edu

New leadership for the Alumni Engagement program communicated a new strategic plan in 2018. The outreach of our Alumni Engagement program does not only focus on markets with high alumni numbers, it now focuses on number of alumni, where our students are coming from, and where they are going when they are hired. The program associated with outreach has also been revised to make sure we are articulating a message that reflects the momentum and future of the Kelley School.

Kelley School of Business, Office of Development and Engagement

Grant Thornton Gift and Collaboration

BP Nine: Excellence in Advancement
Launched 2018, ongoing

Diana Dupree, Executive Director of Development & Engagement, dupree@indiana.edu

The Corporate Engagement team facilitated their largest major gift in FY19, a $3.0 million commitment from Grant Thornton to create the Grant Thornton Institute for Data Exploration Assessment and Management (GT-IDEA). Because of this gift, the Kelley School, O’Neill School of Public and Environmental Affairs, and the School of Informatics, Computing, and Engineering will collaborate on many projects. The mission of GT-IDEA is to leverage disruptive technology and unlock innovation in the market by integrating leading-edge technology with business and policy. As part of the institute, eight faculty members were chosen as GT Scholars to partner with Grant Thornton thought leaders to develop course content, lead roundtable discussions, and offer case competitions for students. They will also develop course content, lead roundtable discussions, and offer case competitions for students. They will also work collaboratively on a variety of research projects in risk assessment and management. Co-directors are Eric Kinser (Kelley), Travis Brown (SICE), and B. Andrew Chupp (O’Neill SPEA).

Kelley School of Business, Office of Development and Engagement

Parent Engagement

BP Nine: Excellence in Advancement
Launched 2018, ongoing

Diana Dupree, Executive Director of Development & Engagement, dupree@indiana.edu

The Kelley School’s Office of Development and Engagement created a new position to oversee Kelley’s new parent engagement program. One initiative for the program was to create a Family Leadership Council. The Council now has 43 active couples. This Council meets twice a year on campus for regular meetings that include updates from the Dean and special presentations on topics on which we ask the Council for help. There is a giving component for the Family Leadership Council and the Council agreed to fund the new Balance Room for our undergraduate students. The parents also host send-off events for our students, attend alumni engagement events around the country, and are helping us to recruit quality students.

https://kelley.iu.edu/programs/undergrad/parents/index.csh.html
https://kelley.iu.edu/programs/undergrad/parents/family-leadership-council.csh.html

Kelley School of Business, Office of Development and Engagement

Shared Major Gifts officer from IUF

BP Nine: Excellence in Advancement
Launched 2018, ongoing

Diana Dupree, Executive Director of Development & Engagement, dupree@indiana.edu

Because of the Bicentennial Campaign’s aggressive goal for the Kelley School of $200 million, the School petitioned the IU Foundation to provide a “shared” major gift officer. The request was granted, and Colin Brown serves in that capacity. The next major gift officer will be used to enhance the law school’s facilities, including its long-term renovation and expansion.

“The Law School’s extraordinary legacy gift provides tremendous support to the school,” said Austen L. Parrish, dean and James H. Rudy Professor of Law. “His generosity will enable us to plan for a learning environment that matches the quality of our students’ academic experience.”

Maurer School of Law

Global research center naming

One – a commitment to student success
October 2017
Ken Turchi, kturchi@indiana.edu

Members of the Indiana University Maurer School of Law community gathered in Baier Hall on Monday to honor a prominent alumna and his wife for their gift to the school’s Center on the Global Legal Profession. Announced in October 2016, the gift from Mild-JD ’71, and Judi Stewart endows the center’s activity and establishes a professorship.

In recognition of their longstanding commitment to the law school, the center has been named the Mild and Judi Stewart Center on the Global Legal Profession. The Stewarts have generously supported the center since its founding in 2009, including establishing the Stewart Fellows global externship program, which has funded more than 125 students’ summer externships in 10 countries since 2010.

Maurer School of Law

Gift

BP One: A Commitment to Student Success
2015
Ken Turchi, kturchi@indiana.edu

BLOOMINGTON, Ind. – The Indiana University Maurer School of Law announced today a significant $20 million estate gift from Lowell E. Baier, a 1964 graduate of the school.

In recognition of his gift, the law school building will be renamed Baier Hall, and the law library will be renamed the Jerome Hall Law Library in honor of a longtime law school professor who was a mentor to Baier and many other alumni. The gift, which will be distributed annually over a period of years, will be used to enhance the law school’s facilities, including its long-term renovation and expansion.

“Lowell Baier’s extraordinary legacy gift provides tremendous support to the school,” said Austen L. Parrish, dean and James H. Rudy Professor of Law. “His generosity will enable us to plan for a learning environment that matches the quality of our students’ academic experience.”

Media School

Center to Investigate Media and Technology in Society

Ongoing
Betty Grabe, mgrabe@iu.edu

With the IU School of Informatics, Computing and Engineering and the IU Network Science Institute, The Media School will use a $6 million grant from the John S. and James L. Knight Foundation to establish the Observatory on Social Media, a research center to study the role of media and technology in society (in progress).

Media School

Dean’s Advisory Board

Ongoing
James Shanahan, jes30@iupui.edu
Our Dean’s Advisory Board includes 13 individuals who share a common interest and commitment to The Media School.

https://mediaschool.indiana.edu/about/advisory-board.html
Media School

Funding Goal
9
Ongoing
James Shanahan, jes30@indiana.edu

Our bicentennial fundraising goal was $9 million. To date, we have raised $9.4 million.

Media School

Ken and Audrey Beckley Studio and Ed Spray Control Room
9
Ongoing
Media School, IUB
James Shanahan, jes30@indiana.edu


Media School Career Day
9
Ongoing
Media School, IUB
James Shanahan, jes30@indiana.edu

https://mediaschool.indiana.edu/news-events/news/item.html

We have built on the success of events centered on alumni-student connections and engagement, including our annual Media School Career Day and student treks to Indianapolis, Chicago, New York, Washington, DC and Los Angeles.

Media School

Michael I. Arnolt Center for Investigative Journalism
9
Ongoing
Media School, IUB
James Shanahan, jes30@indiana.edu

https://arnoltcenter.org/

We established the Michael I. Arnolt Center for Investigative Journalism, funded through a $6 million planned gift that funds an endowed chair, graduate fellowship, undergraduate scholarship and an endowed operating fund. We will have a ribbon-cutting event to celebrate this center in September 2019.

Media School

Scrpps Foundation Grant
9
October 2018
Media School, IUB
James Shanahan, jes30@indiana.edu

We received an $82,000 grant from the Scripps Howard Foundation to digitize and promote the Roy W. Howard Archives and host a Roy W. Howard Symposium in October 2018.

https://sites.mediaschool.indiana.edu/royhowardsymposium/
https://sites.mediaschool.indiana.edu/royhowardarchive/

Office of the Vice Provost for Research

Bicentennial Campaign Booklet featuring OVPR Centers, Institutes, and Museums
POE Seven: Excellence in Advancement
2018

In conjunction with the Bicentennial Capital Campaign, OVPR and the IU Foundation produced a 20-page, full-color booklet that highlights the expertise and services of each of OVPR’s centers, institutes, and museums and the new knowledge and innovation each produces to foster a healthy and enriched society. The booklet is being used by development officers and center, institute, and museum staff to connect with prospects.

Jeff Zaleski, Vice Provost for Research
zaleski@indiana.edu

RTV

Internal Reallocations and Operating Efficiencies
(PE 6.1)
2019
Perry Metz, General Manager metz@indiana.edu

UITVS has required the stations to move all web content from the widely-used Wordpress to Cascade, a monumental undertaking for our thousands of pages online security.

We have developed a stable of outside producers to create programs such as Indiana’s Wild Landscape, Chassic Cummins: Hoosier Inventor, Beautiful By Design: The IU Bloomington Campus, Terre Haute: Rise & Resilience, and Bob Hammel & Bloomington.

To earn more, Classical Works has become only the third service available nationally to public radio stations that wish to automate eight or more hours of classical music overnight. With 600 hours of original content, the full overnight service has already been picked up by four stations, including the home station of Peter van de Graaff, who hosts a long-running competing service.

These gifts include annual membership, planned gifts, corporate support, and grants. Most of these funds support daily operations. This year, we also have received funding from the Oakley Foundation (Porchlight), Cloewn Foundation (Ernie Pyke), Hearken (News), and the Bicentennial Office (Black Church Music).

SOAAD

SOAAD named for Eskenazi
1.a
April 10, 2019
SOAAD Bloomington
Peg Fainmon, pfaimon@indiana.edu

The Indiana University School of Art, Architecture + Design has announced a landmark gift of $20 million from Indianapolis-based philanthropists Sidney and Lois Eskenazi. This is the largest gift in the school’s history and coincides with the university’s celebration of IU Day.

The school will be renamed the Sidney and Lois Eskenazi School of Art, Architecture + Design in recognition of the couple’s generosity and longstanding commitment to IU and the arts. The Eskenazi’s gift will provide support for student scholarships, faculty development, academic programs, research initiatives and facility support for the school, which offers degree programs in 14 areas of study.

Libraries

IUB Libraries

Unizin Library Steering Committee

B.P. 1.4

2017–Present

IUB Libraries

Brad Wheeler, lwheeler@indiana.edu

The IU Libraries are a founding member of the Unizin Library Steering Committee, which is integrating open and licensed digital content for use by Unizin partners, enabling wider use of open educational resources and open library content created at Indiana University.

IUPUI; University Library

Priority #1, Action Item #6

2017-18

Kristi Palmer (klpalmer@iupui.edu)

Completed one-year grant funded project which assessed first-year and senior students’ Information Literacy (IL) competencies through rubric review of final papers (n=700) and student perceptions of learning through the National Survey of Student Engagement (NSSE) survey (n=600). Preliminary results show that scaffolding IL through the curriculum does result in better student performance at the senior level than the first-year level. Demonstrating the impact of librarians in the classroom, for first-year students, those in courses with a librarian scored statistically significantly better than students in courses without one, rubric scores were 2.88 (out of 4), compared to 2.77 for students in courses without. The effect of having a librarian in the class even held up when scores were controlled for high school GPA, SAT score, first generation status, and receipt of a Pell grant (courses with a librarian 2.86, compared to 2.77 for students in courses without one).

IUPUI; University Library

Priority #1, Action Item #1c

2016-17

Kristi Palmer (klpalmer@iupui.edu)

Developed and released the following new tools, features, and integrations for Canvas:

- Search, filter, and manage courses: An LTI tool that addresses the most commonly received feature request—the ability to view and manipulate one’s personal list of Canvas enrollments. Includes options to search, filter on multiple criteria, and sort the list as well as to favorite and hide/ unhide individual courses. https://kb.iu.edu/d/axkt
- Reports and dashboards: Pulls Canvas and locally written reports together in one place, making it easier for faculty to find exactly the report they need. https://kb.iu.edu/d/a/wuq
- Canvas templating service for campuses, schools, and departments: A new service that allows campuses, schools, and departments to customize the courses within their purview by applying a template to each course at the time of creation. https://kb.iu.edu/d/auxk
- IU photo roster: Rewrote the tool from the ground up, incorporating many capabilities including higher-quality photos in two sizes, NameCoach integration, improved FERPA compliance, and availability to users in any Canvas roles. https://kb.iu.edu/d/bfzZ
- Canvas notifier: A new admin tool that distributes notifications to a list of users on behalf of a campuses, schools, or departments. Notifications can include replaceable parameters, similar to a mail merge. This functionality eliminates the need for custom programming when we receive requests to distribute notifications, such as the NSSE invitations sent to IUPUI students in Canvas last year.
- Third-party provisioning for IU Expand enrollments: Schools and departments offering non-credit programming via IU Expand can now manage and/or automate the provisioning of new users and course enrollments via IU’s third-party provisioning service. https://kb.iu.edu/d/bfZxexpand
- Expand gateway redesign: A redesign of the Expand gateway has significantly streamlined the guest account creation and login process. https://expandportal.iu.edu

IUPUI; University Library

Priority #1, Action Item #1c

2017-18

Kristi Palmer (klpalmer@iupui.edu)

By creating this award, it brings awareness of OERs and helps incentivize the use of them by recognizing faculty members on campus who are promoting, contributing to, and utilizing OERs in the classroom and beyond. Using OERs instead of traditional textbooks has a direct impact on the affordability of college, whereas the cost of traditional textbooks has been documented as a key barrier to student success at IUPUI. To create this award, it brings awareness of OERs and helps incentivize the use of them by recognizing faculty efforts in this area of student success and learning. We were also awarded a $5,000 grant from the Central Indiana Community Foundation for IUPUI to become members of the Open Textbook Network. We are leveraging this money in collaboration with the Open Education Resources Subcommittee of the IU Academic Leadership Council to extend the membership to the entire IU-system.

IUPUI; University Library

Priority #1, Action Item #1c

2018-19

Kristi Palmer (klpalmer@iupui.edu)

Open Educational Resources: University Library launched the 1st annual IUPUI Open Educational Award (OER). The award and reception took place in spring of 2019. The OER award was designed to recognize faculty members on campus who are promoting, contributing to, and utilizing OERs in the classroom and beyond. Using OERs instead of traditional textbooks has a direct impact on the affordability of college, whereas the cost of traditional textbooks has been documented as a key barrier to student success at IUPUI. To create this award, it brings awareness of OERs and helps incentivize the use of them by recognizing faculty efforts in this area of student success and learning. We were also awarded a $5,000 grant from the Central Indiana Community Foundation for IUPUI to become members of the Open Textbook Network. We are leveraging this money in collaboration with the Open Education Resources Subcommittee of the IU Academic Leadership Council to extend the membership to the entire IU-system.
Building for Excellence

IU Jacobs School of Music
Anniversary Plaza

Ongoing

JSOM

Indiana University received a $500,000 gift from Cynthia L. Stewart Simon and William E. Simon Jr. in honor of the couple’s twenty-fifth wedding anniversary. A $480,000 portion of the gift was used by the Jacobs School of Music to create Anniversary Plaza in front of its East Studio Building. The plaza was dedicated on April 10, 2015.
http://info.music.indiana.edu/releases/iub/jacobs/2015/04/plaza-was-dedicated-april-10-and-art-museum.shtml

IU JSOM, IU Athletics
Marching Hundred Hall

TOME #1. Commitment to Student Success

TOME #10. Building for Excellence

Completion in 2018

IU JSOM and IU Athletics

Melissa Dickson, dickson9@indiana.edu

Indiana University completed a $10 million building for the school’s Marching Hundred Band on the Bloomington campus. The 30,000-square-foot facility is just south of Assembly Hall and Memorial Stadium on the campus’ northern end.

IU Jacobs School of Music

Marching Hundred Hall

POE10

JSOM

Indiana University celebrated the naming of the Ray E. Cramer Marching Hundred Hall in the IU Homecoming parade October 14, 2016. Construction of the permanent practice facility for IU’s Marching Hundred was planned for a date later across 17th Street from the athletics facilities and just west of the Virgil T. DeVault Alumni Center.

IU JSOM

Musical Arts Center Extension

TOME #1. A Commitment to Student Success

TOME #10. Building for Excellence

2015

IU JSOM

Melissa Dickson, dickson9@indiana.edu

An addition to the Musical Arts Center was constructed to include two large rehearsal spaces, teaching audio and video recording control room, standard audio/visual control room and other support spaces.

IU JSOM and the Department of Theatre, Drama and Contemporary Dance

Opening of the Conrad Prebys Amphitheater

TOME #1. A Commitment to Student Success

TOME #10. Building for Excellence

2017

IU JSOM

Melissa Dickson, dickson9@indiana.edu

“Constructed of locally sourced and carefully crafted Bloomington limestone, and capable of accommodating 275 guests, the new amphitheater, located between Bryan House and Ballantine Hall, provides a stunning performance venue for students and faculty of the Jacobs School of Music and the Department of Theatre, Drama and Contemporary Dance, as well as performances by visiting artists and other events.”

IU JSOM, the Department of Audio Engineering and Sound Production

Opening of the Joshi Recording Studio

TOME #1. A Commitment to Student Success

TOME #10. Building for Excellence

2017

IU JSOM

Melissa Dickson, dickson9@indiana.edu

The opening of the Georgina Joshi Recording Studio which, from the outset, has been focused on students and faculty, providing them with the resources to not just become proficient in their fields, but to become leaders.
https://www.mixonline.com/recording/georgina-joshi-recording-arts-studio-indiana-university-430653

IUPUI; Finance and Administration Campus Facility Services, Office of Sustainability and the City of Indianapolis

294 Trees Planted on Campus

Principles of Excellence #8, Action Item #3

2018-19

Camy Broeker (chbroeker@iupui.edu)

Through CFS partnership with the Office of Sustainability and the City of Indianapolis and through Keep Indianapolis Beautiful initiatives, 294 new and replacement trees have been planted this past year on campus, including 50 trees planted during the IUPUI Arbor Day celebration.

IUPUI; Finance and Administration

$50K Sustainable Campus Competition LIVE! Prize

Principles of Excellence #8, Action Item #3

2016-17

Camy Broeker (chbroeker@iupui.edu)

$50K Grant Collaboration with Butler University – IUPUI and Butler defeated 225 universities from across the nation to win the $50K Sustainable Campus Competition LIVE! Prize. The funds are being used to create Indianapolis’ first commercial compost route that will service IUPUI, Butler University, and other anchor institutions throughout the city.

IUPUI; Finance and Administration Campus Facility Services

Campus Maintenance and Repair

Principles of Excellence #8, Action Item #1

2015-19

Camy Broeker (chbroeker@iupui.edu)

2015-16: Campus Facility Services - In addition to infrastructure projects to replace components that are past their useful life in campus buildings such as air handlers, electrical switchgear, etc., several other R&R projects were completed over this past year which have a more direct impact on facility use: Cavanaugh Hall restroom renovations, fume hood infrastructure installation at Engineering, Science and Technology which allows for the ability to add research labs, renovation of the connector between Long and Clinical, replacement of the roof at the Science Building and replacement of carpet and wall finishes on 2nd floor of Hine.
2016-17: The CFS Energy Engineer identified an operating issue associated with a University owned water line that feeds Nursing, Fesler, Coleman and Ball Residence. Through further analysis involving the CFS Utilities Team and Zone Maintenance, it was determined that a water line leak was occurring near the loading dock on the north side of Nursing Building. Repairs to the line which was located approximately 15 feet below ground under the dock were made on June 10, 2017. The reduced water usage is expected to save around $10,000 to $15,000 per month going forward.
2018-19: In addition to infrastructure projects to replace components that are past their useful life such as air handlers, electric switchgear, etc., several other R&R projects where
completed this past year which have a more direct impact on facility use:

- Campus sidewalk and outside lighting replacement
- Building envelope repairs along with HVAC improvement at Engineering Science and Technology Building (i.e. SL)
- Upgraded external door locks at Cavanaugh and Lecture Hall to electronic systems
- HVAC improvements at Taylor Hall
- Renovated elevators at Coleman Hall
- Replaced various building automation panels across campus related to HVAC controls
- First phase of masonry repairs at Bryan and Ott – many more phases of infrastructure work needed before buildings can be considered for renovation
- Renovation of Barnhill Drive between Nursing Building and Walnut Street
- Installation of utility metering in several buildings

IUPUI; Finance and Administration
Dentistry Interim Clinic Space
Principles of Excellence #8, Action Item #3
2015-16
Camy Broeker (cbroeker@iupui.edu)
Collaborated with other Health Sciences schools in evaluating and assigning space for their needs. Worked with School of Dentistry to supply interim space for clinic and continuing education functions. Review School of Health & Rehab Sciences’ need to evaluate relocation opportunities.

IUPUI; Finance and Administration
EPA Green Power Award
Principles of Excellence #8, Action Item #3
2016-17
Camy Broeker (cbroeker@iupui.edu)

IUPUI Wins EPA Green Power Award – IUPUI was named an EPA Green Power Award winner by defeating conference rivals through using more than 20 million kilowatt-hours of renewable energy, representing 10% of the schools’ annual electricity usage. https://news.iu.edu/stories/2017/04/iupui/inside/20-green-power.html

IUPUI; Finance and Administration
ET/SL/LD Building System Issues
Principles of Excellence #8, Action Item #1
2018-19
Camy Broeker (cbroeker@iupui.edu)
Implemented projects through IU Capital Projects Office to address existing building system issues at the ET/SL/LD complex. This led to improvements in comfort and reliability for students, faculty and staff and reduced the potential for major disruptions.

IUPUI; Finance and Administration
IUPUI Building Maintenance Prioritizing
Principles of Excellence #8, Action Item #1
2017-18
Camy Broeker (cbroeker@iupui.edu)
Building infrastructure review of the IUPUC campus to assist in planning for day to day maintenance priorities as well as establishing long term capital maintenance project priorities.

IUPUI; Finance and Administration
Campus Facility Services and IU Capital Projects
Mechanical Equipment Design Standards
Principles of Excellence #8, Action Item #1
2017-18
Camy Broeker (cbroeker@iupui.edu)
CFS partnered with IU Capital Projects staff (formerly the University Architect’s Office – UAO) in the review and implementation of engineering design standards to help mitigate future mechanical equipment downtime and ruptures that cause associated flooding in buildings.

IUPUI; Finance and Administration
Overhaul of IUPUI Natatorium
Principles of Excellence #8, Action Item #1
2016-17
Camy Broeker (cbroeker@iupui.edu)
Supported major overhaul of the IUPUI Natatorium

IUPUI; Finance and Administration
Dental School operations to that building
Principles of Excellence #8, Action Item #1
2015-16
Camy Broeker (cbroeker@iupui.edu)
Health, Emergency Management & Continuity and certain Health Sciences building. Relocated the School of Public Health, Dentistry Interim Clinic Space to accommodate the School of Dental Education.

IUPUI; Finance and Administration
Repurpose HITS; New Spaces for Programs and Units
Principles of Excellence #8, Action Item #3
2017-19
Camy Broeker (cbroeker@iupui.edu)

IUPUI; Finance and Administration
Selecting Consultants for Campus/University Landscapes
Principles of Excellence #8, Action Item #3
2016-17
Camy Broeker (cbroeker@iupui.edu)
Established the campus master plan with IU Capital Projects and IU School of Dentistry to support the selection of a team of consultants to do master plans for campus/uni

IUPUI; Finance and Administration
IUPUI Natatorium
Principles of Excellence #8, Action Item #1
2015-16
Camy Broeker (cbroeker@iupui.edu)

IUPUI; Finance and Administration
School of Dental Sciences’ need to evaluate relocation opportunities.
Principles of Excellence #8, Action Item #3
2015-16
Carol Anne Murdoch-Kinch (caramurd@iu.edu)

IUPUI; Finance and Administration
Proactive Maintenance of Building Systems
Principles of Excellence #8, Action Item #1
2017-18
Camy Broeker (cbroeker@iupui.edu)
Several major building systems around campus were proactively addressed to avoid failures through CPS Maintenance and Engineering projects. Some of the systems that were revitalized include heat exchangers, steam system components, lighting fixtures, HVAC components, and exterior doors.

IUPUI; Finance and Administration
Overhaul of IUPUI Natatorium
Principles of Excellence #8, Action Item #1
2015-16
Camy Broeker (cbroeker@iupui.edu)

IUPUI; Finance and Administration
IUPUI Natatorium
Principles of Excellence #8, Action Item #1
2015-16
Camy Broeker (cbroeker@iupui.edu)

IUPUI; Finance and Administration
Proactive Maintenance of Building Systems
Principles of Excellence #8, Action Item #1
2017-18
Camy Broeker (cbroeker@iupui.edu)

IUPUI; Finance and Administration
Repurpose HITS; New Spaces for Programs and Units
Principles of Excellence #8, Action Item #3
2019-20
Carol Anne Murdoch-Kinch (caramurd@iu.edu)
Continue Phase 2 Planning to address priorities for the use and repurposing of the IUETC building.
Indiana University

**IUPUI; School of Engineering and Technology**

**Improvement and Efficiency of 5 Buildings**

**Principles of Excellence #8, Action Item #3**

2018-19

David Russomanno (drussoma@iupui.edu)

Developed a detailed inventory of built space occupied by E&T across 5 IUPUI buildings and at specialized leased locations; identified opportunities and made reallocations for improvement and efficiency of space utilization.

**IUPUI; School of Engineering and Technology**

**Metrics for ROI of Buildings**

**Principles of Excellence #8, Action Item #3**

2019-20

David Russomanno (drussoma@iupui.edu)

Develop a set of metrics for improved return on investment of built space, and continue to monitor efficient use of space.

**IUPUI; School of Engineering & Technology**

**Safe Zone Training**

**Priority #1, Action Item #1c**

2018-19

David Russomanno (drussoma@iupui.edu)

Construction Management Program Director completed Safe Zone training and created a “safe space” in ET201A.

**IUPUI; School of Health & Human Sciences (2019 Health & Rehab Sciences/PHM combined)**

**Coleman Hall Upgrade**

**Priority #1, Action Item #1c**

2018-19

Rafael Bahamonde (rbahamon@iu.edu)

Upgraded student areas in Coleman Hall and the natatorium (paint, white boards, murals, and new collaborative furniture).

**IUPUI; School of Science**

**Priority #1, Action Item #**

2018-19

Shiaofen Fang (shfang@iupui.edu)

Created a breast-feeding room for access by faculty, staff and students.

**IUPUI; School of Science**

**Priority #1, Action Item #**

2017-18

Shiaofen Fang (shfang@iupui.edu)

Partnered with School of Engineering and Technology to remodel some existing space into two all gender bathrooms in the SL/LD buildings.

**Kelley School of Business**

**Conrad Prebys Career Services Center**

Opened: 2018

Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu

BP One: A Commitment to Student Success

BP Seven: Building A Prosperous and Innovative Indiana

POE Eight: Building for Excellence

The Conrad Prebys Career Services Center opened in January 2018 to fulfill a need for an improved and larger space to serve a growing number of students and recruiters at the Kelley School of Business. The $14 million, 30,000-square-foot facility improves the first impression that Kelley makes on recruiters, and finally matches the quality of service from our top-ranked career services staff. The state-of-the-art facility includes more than 70 interview rooms as well as nearly 30 offices for staff serving more than 10,000 students in Kelley’s undergraduate and master’s degree programs. The center was funded in part by a generous gift from billionaire alumnus Conrad Prebys.


**Kelley School of Business**

**Hodge Hall Undergraduate Center Expansion and Renovation**

BP Two: A Community of Scholars

POE Eight: Building for Excellence

Opened: 2014

Contact: Jeni Donlon, KSB Office of the Dean, jdonlon@indiana.edu

The expanded and renovated Hodge Hall Undergraduate Center was dedicated in 2014. The improved facility is nearly 230,000 square feet and features 20 additional classrooms as well as new meeting rooms, student collaboration space, a student commons and a 2,000-square-foot room for large gatherings. The $60 million project was funded through private donations, including a $15 million gift from alumnus James Hodge, and a $33 million grant from Lilly Endowment, Inc. After Hodge Hall was dedicated, Kelley’s enrollment more than doubled and continues to grow. In addition, the improved facilities have helped attract world-class faculty. The building is LEED Gold certified.


**Media School**

**Renovation of Franklin Hall**

10

2014

Franklin Hall, IUB

James Shanahan, jes30@indiana.edu

https://mediaschool.indiana.edu/about/facilities/radio-tv.html

The Radio-TV Building is home to teaching studios, labs and production facilities. Its digital infrastructure was recently upgraded with new wiring, wireless networking and broadband cable. It features:

- Studio 5, a 2,280-square-foot teaching studio that underwent a $1 million renovation
- A production lab with equipment checkout and Macintosh workstations

**Media School**

**Radio/TV facilities Renovation**

10

2018

Radio-Television Building

James Shanahan, jes30@indiana.edu

https://mediaschool.indiana.edu/about/facilities/radio-tv.html

The Radio-TV Building is home to teaching studios, labs and production facilities. Its digital infrastructure was recently upgraded with new wiring, wireless networking and broadband cable. It features:

- Studio 5, a 2,280-square-foot teaching studio that underwent a $1 million renovation
- A production lab with equipment checkout and Macintosh workstations

**Office of the Provost**

**Building a more Pedestrian and Bicycle Friendly Campus**

**Principle of Excellence 8: Building for Excellence**

IU Continuing Priorities: Improving traffic and making campus more “pedestrian and bicycle friendly” 2012—Present

M. A. Venkataramanan, Vice Provost for Finance and Strategy

venkatar@indiana.edu

As suggested by the IUB Campus Master Plan, IUB conducted a Transportation Demand Management study in 2012. The study recommended a TDM plan which has been in the process of implementation since that time. A transportation demand manager was hired in 2013 to help guide and implement policies and programs to support the reduction in employee and student single-occupant vehicles commuting with the goal of making the campus more pedestrian, bicycle friendly, and beautiful. The campus continues to optimize Campus Bus and Bloomington Transit bus routes, and is exploring micro-transit options. Bike indoor hub to Ballantine, and Wells Quad added an indoor bike room during its recent renovation. The campus is also implementing geo-fencing for ride share services and scooters to limit the traffic and improve the pedestrian-friendly nature of the core campus.

https://parking.indiana.edu/about-us/index.html

**Office of the Provost**

**Maintaining the Excellence of our Campus Resources:**

Indiana Memorial Union

**Principle of Excellence 8: Building for Excellence**

Bicentennial Action Items: Comprehensive space plan for IMU

2014—Present

M. A. Venkataramanan, Vice Provost for Finance and Strategy

venkatar@indiana.edu

The Indiana Memorial Union has seen extensive changes in the last five years. Organizationally, it now reports to the Dean of Students Office, an appropriate reporting shift...
given the tight connections between student organizations, student services in the IMU, and the Dean of Students’ mission. Residential Programs and Services’ Dining Service has taken over the dining operations at the Union, including retail food service and catering functions. The Biddle Hotel was extensively and beautifully renovated in 2017, and a total renovation of the dining services at IMU are under consideration.

Office of the Vice Provost for Research
General Collections, Auxiliary Library Facility for Objects (ALF3)
POE Eight: Building for Excellence
2019
Jeff Zaleski, Vice Provost for Research zaleski@indiana.edu
In accordance with IU strategic plan emphasizes on “building for excellence” as well as creating better access to collections in all formats and supporting their use in research, teaching, and learning, OVPR organized a complete inventory of research collections on the Bloomington campus to determine space needs and optimal storage solutions, resulting in the opening of a new Auxiliary Library Facility for Objects (ALF3) in summer 2019.
https://libraries.indiana.edu/auxiliary-library-facility-alf-services

RTV
Annual Achievements (BP 8, PE10)
2016-19
Perry Metz, General Manager metz@indiana.edu
2016
• Six national Telly Awards for Weekly Special, Friday Zone, IU Art Museum Indiana NewsDesk
• Regional Emmy Award for The Weekly Special
• News team won third national Edward R. Murrow Award for website
2017
• 12 national Telly Awards, a record number, the stations were recognized with 29 honors from the Indiana Society of Professional Journalists, including 14 first place awards
• 3 Regional Emmys (BP 8) for The Weekly Special: New Paths, New Perspectives; Lew Wallace: Shiloh Soldier/Ben-Hur Bard; and Cuba: The Forgotten Revolution (B05.3)
• News team won seven regional Edward R. Murrow Awards, including for Overall Excellence and Best Radio Newscast. (BP 8, PE10) 2018
• The News team received six regional and two national Edward R. Murrow Awards as well as four from the Public Radio News Directors International. Numerous awards also came from the Indiana Society of Professional Journalists and the Indiana AP Broadcasters Association. (BP 8, PE10)
• RTS and WTIU programs won 15 national Telly Awards, a record number (BP 8)
• WTIU was nominated for eight Regional Emmy Awards, won one The Weekly Special (BP 8) 2019
• The News team won 52 awards in regional and national contexts, including seven regional Edward R. Murrow awards.
• WTIU won regional Emmys and two national Telly Awards
SICE IUB
Luddy Hall to Foster Collaboration, Community
January 16, 2018
Luddy Hall, IUB
Raj Acharya, dean@siec.indiana.edu
SICE moved into spectacular Luddy Hall in January 2018. The building’s open, light-filled atmosphere has become a magnet for students from across campus, especially in the rooms that line the main stairway. Luddy Hall has also become a focal point for meetings of faculty, administrators, and staff from across campus and the community. There are multiple labs and maker spaces throughout the building, culminating with the Intelligent Systems Engineering Prototype lab that is on the fourth floor of the building with spectacular views to the north, west, and south. Luddy Hall also includes the 3,500 square-foot Shomaker Center for Innovation and Entrepreneurship, which provides a welcoming space for students and faculty from across campus who Finally, Luddy Hall is on Woodlawn Avenue and was the first building to be built as part of IU’s 50-year Master plan which envisions a “Woodlawn Corridor” of buildings to extend to the athletic complex. “The ‘share the light’ concept that drove the design of the building not only allows natural daylight to flood the offices and atrium, it also serves as a driving force for the collaborative environment created by Luddy Hall. Students and faculty from informatics, information and library science, computer science, and intelligent systems engineering are sharing the light of their knowledge, and it has created a new sense of home for everyone,” said Dean Raj Acharya.
Vice President for Capital Planning & Facilities
Continuing Priorities – Built and Natural Environment
Priority 10: Building for Excellence
Continuing Priorities
• Enhance the built and natural environment on all campuses to continue to make the campuses attractive and beautiful places for those who work there, and their surrounding communities
Ongoing
University-wide (all campuses)
Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu
• A University Landscape Master Planner has been retained to ensure continued and new standards of excellence for keeping our campuses beautiful and sustainable.
• Launched a GIS-based campus tree inventory and donor tree inventory, to assist in assessing tree condition as well as tracking planned canopy growth.
• Benefits include ensuring diversity and health of the canopy, facilitating efficient work planning, mitigation of hazards, and ensuring due diligence in tree care
• Increased participation in Arbor Day tree planting days on all campuses, and receipt of Tree Campus USA designation for the Bloomington, East and IUPUI campuses, with the goal of having all campuses earn this recognition.
• Completion of Ball Gardens Renovation at IUPUI in 2016 and continued work on the Welcoming Campus Initiative in cooperation with the Office of the Chancellor.
• The Hine Hall Courtyard renovation at IUPUI is anticipated for completion in 2019, providing outdoor seating, recreation, and gathering space.
• A plan for improvements to the Jordan River corridor in Bloomington was presented to the Board of Trustees in 2018.
• The Conrad Prebys Amphitheater was completed on the Bloomington campus in 2017, providing an outdoor performance and gathering space.
• The IUB Maxwell Hall courtyard was refurbished in 2018, providing outdoor seating and landscaping
• Current renovations at IUB’s Ballantine Hall will include the establishment of a new public gathering courtyard with landscaped plazas
• Renovation of the plaza at the Anderson Library/Conference Center at IUN will be completed in 2019, to include improved seating, lighting, and landscaping
• Continued work on all campuses to preserve and enhance the natural environment.
Vice President for Capital Planning & Facilities
Continuing Priorities – Develop all campuses in accordance with the current master plans
Priority 10: Building for Excellence
Continuing Priorities
• Develop all campuses in accordance with the current master plans
Ongoing
University-wide (all campuses)
Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu
• Master plans for each campus are consulted before moving forward with any large projects.
• Sites for new buildings are selected from new building sites proposed in the master plan.
• New buildings sited according to master plans include IUB Luddy Hall, IUB North Housing, IUB Bart Kaufman Field, IUB Andy Mohr Field, IUB Auxiliary Library IUI, IUB Memorial Stadium Excellence Academy, development of the IUB Woodlawn Avenue corridor, IUB Parking Garage/Office Building, IUB Musical Arts Center Addition, IUPUI Innovation Hall, IUPUI University Hall, IUPUI North Hall, IUE Student Activities & Events Center, and IUN Arts & Sciences Building.
• On the Bloomington campus
• Woodlawn Avenue was opened from 7th Street to 17th Street in 2016, creating a major north-south thoroughfare connecting the campus core to the Athletics Complex.
• The last phase of work on Woodlawn Avenue was completed in 2018, which included utilities updates and installation of a terminus gate at 7th Street and Woodlawn.
• Planning is underway for a new Parking Garage/Office Building at 11th Street to provide additional parking, office space, and relief of traffic congestion on 10th Street.
• Jordan Avenue north of 3rd Street was improved to include a pedestrian refuge center island, on street bike lanes in each direction, improved realigned pedestrian crosswalks, and median and tree lawn landscaping to discourage midblock crossing and increase tree canopy coverage.
Several hardscape projects provided increased definition of campus edges as well as improved lighting and pedestrian safety, including:

- Jordan Avenue Pedestrian Improvements (completed 2015)
- Gateway at Dunn and 45/46 Bypass (completed 2015)
- Gateway at 3rd and Indiana – Bauer Gates (completed 2016)
- Gateway at 10th and Woodlawn (completed 2016)
- Gateway at 7th and Indiana (completed 2017)
- Pedestrian path along 17th Street (completed 2016)
- Lighting in Dunn’s Woods (completed 2016)
- Replacement and new lighting in Bryan Hollow will be completed in 2019
- New gateway elements at 17th and Woodlawn are in planning

The renovation and relocation of the Metz Carillon to the Arborium will bring an iconic new Grand Carillon to the center of campus.

The Bloomington Subdistrict Master Plan was presented to the Board of Trustees in October 2018. This plan addresses development of three subdistricts that have grown since the plan’s inception: Technology Park East, including the 10th and Bypass Area; Technology Park North, the area of the former Cyteltron Building, now known as Multidisciplinary Engineering and Sciences Hall; and the North Woodlawn area, the wooded area south of Memorial Stadium commonly used for football tailgating.

At IUPUI:

- Gateways have been constructed at New York and West Street, and Michigan and West Street (2019), with additional gateways planned on the southeast corner of Michigan and Portage avenues, and the northeast corner of New York and Limestone streets.
- Utility lines were buried below grade along West Street with improved landscaping and hardscaping in 2018.
- Michigan Street was reconstructed to become a two-way street beginning in 2018, as was New York Street in 2015.
- A transportation consultant has been engaged to evaluate traffic flow at IUPUI.
- A Sports District Planning Study was presented to the Board of Trustees in 2018.
- The final update and completion of the IUPUI Master Plan is anticipated within the coming year to address future health sciences, School of Medicine, and hospital development.

### Vice President for Capital Planning & Facilities

**Continuing Priorities**
- Focus new capital and major renovation projects

**Priority 10: Building for Excellence**

**Continuing Priorities**
- Focus new capital and major renovation projects on supporting IU’s new academic initiatives and its most productive academic units

**Ongoing**
- University-wide (all campuses)
- Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

- IUB Global and International Studies Building opened in 2015, housing the Hamilton Lugar School of Global and International Studies
- An International Center building is in planning, to house services for international students and programs
- IUB Franklin Hall reopened in 2016 to house the Media School
- IUB Kirkwood Hall reopened in 2016, providing space for the Eskenazi School of Art, Architecture + Design
- The Studio Arts Annex opened in 2019
- A new building inspired by a design by internationally-renowned modernist architect Ludwig Mies van der Rohe is in planning to house portions of the Eskenazi School of Art, Architecture + Design
- The addition to the Bloomington campus Musical Arts Center opened for fall semester 2016
- An addition to the IUB School of Public and Environmental Affairs to house the Paul H. O’Neill Graduate Center was completed in 2017
- The Phase II renovation of Hodge Hall was completed in July 2016 for the Kelley School of Business in Bloomington.
- The Ray E. Cramer Marching Hundred Hall for the Jacobs School of Music opened in January 2018.
- IUB Luddy Hall opened in 2018 for the School of Informatics, Computing and Engineering
- The phase III addition to the Auxiliary Library Facility in Bloomington now provides appropriate storage for a variety of archives held by different campus units
- The Eskenazi Museum of Art in Bloomington will expand its educational programming and services as well as grow its gallery space when it reopens in fall 2019 following a major renovation completed in 2018
- The new Regional Academic Health Center/Academic Health Sciences Building in Bloomington is under construction, with the academic building scheduled for completion in 2020, and the hospital to follow in 2021.
- Renovation of the Lilly Library in Bloomington will allow for the appropriate and modern preservation and presentation of the library’s collections while ensuring secure and efficient access for students, scholars, researchers, educators and other visitors. Completion is estimated for 2021
- An addition to the IUPUI Dental School to house the James J. Fritts, DDS Clinical Care Center opened in 2017
- Renovations of the east wing of the Informatics and Communications Technology Complex (ICTC) at IUPUI will consolidate current University Information Technology Services (UITS) departments into three floors to improve efficiencies and collaborative opportunities while opening up space for use by the School of Informatics and Computing. Project completion is anticipated in 2020.
- The new Innovation Hall at IUPUI will house programs in the School of Science and the School of Engineering and Technology, and is anticipated to open in 2020.
- The Arts and Sciences Building, a replacement for Tamarack Hall at Northwest, was completed in 2017.
- Following renovations in 2017, Riverside Hall at South Bend was renamed Vera Z. Dwyer Hall and became the home of the Vera Z. Dwyer College of Health Sciences
- The Stone Family Center for Health Sciences, which opened in 2018 in Evansville, will transform health education and services in that region.
- The Republic Building in Columbus became the home of the J. Irwin Miller Architecture Program of the Eskenazi School of Art, Architecture + Design in 2018

### Vice President for Capital Planning & Facilities

**Continuing Priorities**
- Pedestrian and Bike Friendly

**Priority 10: Building for Excellence**

**Continuing Priorities**
- Give special emphasis on all campuses to improving traffic flow, making them more “pedestrian and bicycle friendly,” and to improving parking and alternative modes of transportation for students, faculty, and staff

**Ongoing**
- University-wide (all campuses)
- Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

- The Office of Sustainability continues its work with university and municipal units on the Bicycle Master Plan for Bloomington and extending that plan to all campuses.
- The Bloomington campus Bicycle Master Plan was finalized and presented to the Board of Trustees at the December 2015 meeting.
- A smart bike-sharing service was launched in 2018 in partnership with the City of Bloomington.

**Current renovations at IUB Ballantine Hall will include the establishment of a bicycle hub as recommended by the IU Bicycle Master Plan, with indoor bicycle storage and maintenance space, as well as exterior bicycle parking.**

- IUB Woodlawn Avenue was opened from 7th Street to 17th Street in 2016, creating a major north-south thoroughfare connecting the campus core to the Athletics Complex.
- Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

**Planning is underway for a new Parking Garage/Office Building at 11th Street at IUB to provide additional parking, office space, and relief of traffic congestion on 10th Street.**

- Jordan Avenue north of 3rd Street at IUB was improved to include a pedestrian refuge island center, on street bike lanes in each direction, improved realigned pedestrian crosswalks, and median and tree lawn landscaping to discourage midblock crossing and increase tree canopy coverage.

- At IUPUI, Michigan Street was reconfigured to become a two-way street beginning in 2018, as was New York Street in 2015.

- A transportation consultant has been engaged to evaluate traffic flow at IUPUI.

**Ongoing**
- University-wide (all campuses)
- Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

- The Office of Sustainability continues its work with university and municipal units on the Bicycle Master Plan for Bloomington and extending that plan to all campuses.

**Vice President for Capital Planning & Facilities**

**Priority 10: Sustainable**

**Continuing Priorities**
- Ongoing
Landscaped areas provide not only beauty, but can also provide multiple environmental benefits: heat and glare reduction, shade, stormwater runoff, and buffer zones.

Reduction of energy consumption is an important goal in construction project design. This can be achieved through use of open spaces, water use reduction (low flow fixtures), efficient mechanical systems and controls, installation of LED lighting, diversion of construction waste from landfills, and recycling programs.

In cooperation with the Sustainability working groups, the Bloomington Central Heating Plant received a $50,000 grant from Duke Energy to convert emissions from the heating plant into fertilizer to feed campus vegetation via construction and use of a bioreactor.

Sustainability unit continues work on with IU Dining, Office of the Vice Provost, and Healthy IU to research and encourage new and varied food systems education through (food) production, research, creative activity, service, and outreach to the campus, community, and beyond.

In Bloomington, Sustainability, Facility Operations, Landscape Services, Athletics, RPS, and the IMU have completed a campus-wide waste characterization and assessment study.

> Goal to have hard data on the composition of IU's waste and recycling streams, become better equipped to respond to changes in economies, demand, and climate variables; of energy and utility supply and delivery options that reflect operational and environmentally conscious campus design and operation by: Achieving the goals for energy efficiency and emissions reductions called for in the Campus Master Plan and the Integrated Energy Master Plan for the IU Bloomington campus, and expanding that analysis to all campuses; and

Ongoing University-wide (all campuses) Multiple – main contact Beth Feikert, 5-0091, bfeicker@iu.edu

> The approximate value of the institution's deferred maintenance for academic, administrative and research facilities university-wide is estimated to be reduced to about $142.8 million by June 30, 2020. This is a decrease of 77% from the $625 million total of fiscal year 2013-14. Deferred maintenance for small projects (less than $2 million total project cost) will be eliminated by the end of fiscal year 2019-2020. Deferred maintenance for large projects (whole building renovations) will be about $142.8 million by the end of fiscal year 2019-2020. The majority of these remaining projects include old medical school buildings which are being assessed for overall condition as well as use of space. Indiana University will continue its strategy for reducing the deferred maintenance liability through efforts to:

> Priorities projects funded by student R&R revenues that focus on emergency and life safety matters and utilize the state's formula-driven repair and rehabilitation appropriation.

> Coordinate with other university and campus leaders to leverage other funds that are available through the schools and departments to address the deferred maintenance components of major construction projects.

> Utilize special state appropriations that focus on projects to significantly reduce the deferred maintenance liability.

> Increase preventative maintenance.

> Develop construction and renovation strategies that focus on strategic facility upgrades—shifting from a focus on individual projects within a facility.

> CPF is continuing a detailed facilities assessment begun in 2015 to inform decision-making and long-range planning for repair and rehabilitation priorities.

Ongoing University-wide (all campuses) Multiple – main contact Beth Feikert, 5-0091, bfeicker@iu.edu

> IU will subject to the provision of State and other external funding, eliminate all of IU’s deferred maintenance on all campuses, presently totaling about $625 million, with priority given to renovations critical to the most serious infrastructure and safety needs.

Deferred Maintenance Backlog Reduction – Action Item 1 Priority 10: Building for Excellence Action Item 1

Efficient and Environmentally Conscious Campus Design – Action Item 3d, Energy and Emissions Priority 10: Building for Excellence Action Item 3d

> IU will implement plans to solidify IU’s focus on efficient and environmentally conscious campus design and operation by: Increasing energy and utility system efficiency while reducing demand and consumption.

Ongoing University-wide (all campuses) Multiple – main contact Beth Feikert, 5-0091, bfeicker@iu.edu

> Newly constructed and renovated buildings have been shown to operate at 18% less cost than non- renovated buildings

> Installation of new mechanical systems with digital controls, LED lighting, façade repairs, more efficient use of space, architectural designs that incorporate the use of natural light, low water flow fixtures, and other methods contribute to lower cost, as well as educating building users to lower consumption through events such as the Bloomington campus Energy Challenge and changing daily habits such as turning off lights and electronic equipment when not in use.

> Efficient mechanical systems and controls, installation of LED lighting, façade repairs, more efficient use of space, architectural designs that incorporate the use of natural light, low water flow fixtures, and other methods contribute to lower cost, as well as educating building users to lower consumption through events such as the Bloomington campus Energy Challenge and changing daily habits such as turning off lights and electronic equipment when not in use.

> IU will implement plans to solidify IU’s focus on efficient and environmentally conscious campus design and operation by: Achieving the goals for energy efficiency and emissions reductions called for in the Campus Master Plan and the Integrated Energy Master Plan for the IU Bloomington campus, and expanding that analysis to all campuses; and

Ongoing University-wide (all campuses) Multiple – main contact Beth Feikert, 5-0091, bfeicker@iu.edu

> The Sustainability unit continues to gather data from units on all campuses and encourages new and varied sustainability practices through engagement of students, faculty and staff on all campuses.

Efficient and Environmentally Conscious Campus Design – Action Item 3e, Demand and Consumption Priority 10: Building for Excellence Action Item 3e

> Initiatives on the Bloomington campus include:

> The Innovation Fund, which funds at least one major innovation per year that measurably advances campus sustainability by using campus as a lab

> Conversion of Dining Halls to zero waste, and encouraging zero waste events campus-wide

> The annual campus Energy Challenge, which engages students, faculty and staff to make behavior changes toward a more energy efficient campus

> The establishment of a Campus Farm, promoting sustainable food systems education through (food) production, research, creative activity, service, and outreach to the campus, community, and beyond

> Continuation of Sustainability Working Groups

> Bloomington campus has earned STARs ratings from the Association for the Advancement of Sustainability in Higher Education. The Sustainability Tracking, Assessment and Rating System (STARS) measures and encourages environmental, social and economic sustainability in all aspects of higher education.

> Silver rating in 2011 and 2015

> Gold rating in 2017 and 2018

> Highlights from 2018 STARs rating

> 8% reduction per person in waste generated

> 73% of students are using active transportation

> 17% less energy consumption per square foot

> Next IUB STARs submission for review will occur in 2020

> IUPUI will make a STARs submission in late 2019; last submission and rating was Silver in 2016
Ongoing University-wide (all campuses)
Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

• In cooperation with physical plant/facilities staff on each campus, Capital Planning and Facilities staff track energy and utility use while investigating methods to increase efficiencies and reduce overall cost (low flow fixtures, increased insulation, new windows, digital mechanical systems controls, LED lighting, heat recovery, negotiating utilities contracts for all campuses, etc.).

• Negotiated new steam and chilled water agreements for the IUPUI campus, providing significant savings through December 2031

• Purchased natural gas on long-term contract to provide pricing stability and ensure availability

• Increasing number of buildings on each campus tied to centralized utility distribution systems (chilled water, steam) for greater cost and operational efficiency over stand-alone units

• A new cloud-based software program was implemented at all campuses to gather and analyze data from electrical and water/steam meters to better inform decisions for maintenance and replacement priorities.

> Example: Data analysis via this software at IUPUI allowed for replacement ofightbulbs with LED lights in parking garages to dramatically decrease electricity usage and increase safety.

Vice President for Capital Planning & Facilities
Efficient and Environmental Campus Design – Action Item 3b, LEED
Priority 10: Building for Excellence
Action Item 3b

• IU will implement plans to solidify IU’s focus on efficient and environmentally conscious campus design and operation by: Certifying all major new buildings with the LEED Green Building Certification System and elevate the minimum certification level to Gold.

Ongoing
University-wide (all campuses)
Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

• IU has a total of 12 new construction or renovation projects that have been certified at the LEED Gold level, 10 at the Silver level, and two at the Certified level.

• LEED-certified buildings have been shown to outperform non-certified buildings in operating and maintenance costs

• Capital Projects and Engineering staff continue to provide research, coordination, and resources for LEED certification


Vice President for Capital Planning & Facilities
Efficient and Environmental Campus Design – Action Item 3a, Sub-master Plans
Priority 10: Building for Excellence
Action Item 3a

• IU will implement plans to solidify IU’s focus on efficient and environmentally conscious campus design and operation by: Completing and implementing pedestrian, transportation, and bicycle sub-master plans on each campus;

• Completion of large and small Repair and Rehabilitation (R&R) projects for all campuses is addressed via R&R and large project requests to the state, as well as a spending goal of 1.0%-1.5% of the total building asset value each fiscal year.

• The total asset value for IU’s academic, administrative, and research buildings is about $5.7 billion. This equates to a spending goal of between $57 million to $86 million university-wide for fiscal year 2019-2020, for both large and small projects.

• Reduction of the deferred maintenance backlog will allow focus on regular, annual maintenance and efficiency upgrades.

Vice President for Capital Planning & Facilities
General Assembly Three Biennium Request – Action Item 2c, Major Labs
Priority 10: Building for Excellence
Action Item 2c

• Specifically, IU will develop a three-biennium request (FY2015-17, 2017-19, 2019-21) to the Indiana General Assembly, to include comparable IU resources, which would give priority to: Repairs, maintenance, and modernization of major structural and infrastructure repair requests at all campuses; and Ongoing

University-wide (all campuses)
Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

• IU has multiple projects in the works:

> Completion of large and small Repair and Rehabilitation (R&R) projects to the state, as well as a spending goal of 1.0%-1.5% of the total building asset value each fiscal year.

> The total asset value for IU’s academic, administrative, and research buildings is about $5.7 billion. This equates to a spending goal of between $57 million to $86 million university-wide for fiscal year 2019-2020, for both large and small projects.

> Reduction of the deferred maintenance backlog will allow focus on regular, annual maintenance and efficiency upgrades.

Vice President for Capital Planning & Facilities
Efficient and Environmental Campus Design – Action Item 3b, LEED
Priority 10: Building for Excellence
Action Item 3b

• IU will implement plans to solidify IU’s focus on efficient and environmentally conscious campus design and operation by: Certifying all major new buildings with the LEED Green Building Certification System and elevate the minimum certification level to Gold.

Ongoing
University-wide (all campuses)
Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

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• Capital Projects and Engineering staff continue to provide research, coordination, and resources for LEED certification


Vice President for Capital Planning & Facilities
General Assembly Three Biennium Request – Action Item 2e, Small R&R
Priority 10: Building for Excellence
Action Item 2e

• Specifically, IU will develop a three-biennium request (FY2015-17, 2017-19, 2019-21) to the Indiana General Assembly, to include comparable IU resources, which would give priority to: Repairs, maintenance, and modernization of major structural and infrastructure repair requests at all campuses; and Ongoing

Bloomington, Indianapolis, Evanston
Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

• IU has multiple projects in the works:

> Completion of large and small Repair and Rehabilitation (R&R) projects to the state, as well as a spending goal of 1.0%-1.5% of the total building asset value each fiscal year.

> The total asset value for IU’s academic, administrative, and research buildings is about $5.7 billion. This equates to a spending goal of between $57 million to $86 million university-wide for fiscal year 2019-2020, for both large and small projects.

> Reduction of the deferred maintenance backlog will allow focus on regular, annual maintenance and efficiency upgrades.

Vice President for Capital Planning & Facilities
Efficient and Environmental Campus Design – Action Item 3a, Sub-master Plans
Priority 10: Building for Excellence
Action Item 3a

• IU will implement plans to solidify IU’s focus on efficient and environmentally conscious campus design and operation by: Completing and implementing pedestrian, transportation, and bicycle sub-master plans on each campus;
The total asset value for IU’s academic, administrative, and research buildings is about $5.7 billion. This equates to a spending goal of between $57 million to $86 million university-wide for fiscal year 2019-2020, for both large and small projects. Reduction of the deferred maintenance backlog will allow focus on regular, annual maintenance and efficiency upgrades.

**Action Item 2**

**Priority 10: Building for Excellence**

**General Assembly Three Biennium Request – Action Item 2a**

- Specifically, IU will develop a three-biennium request (FY2015-17, 2017-19, 2019-21) to the Indiana General Assembly, to include comparable IU resources, which would give priority to: Renovation and modernization of the Old Crescent and associated buildings at Bloomington (making the Old Crescent the core of student and academic life on the campus again);
- Ongoing

**Bloomington**

Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

- The ten year plan presented to the Board of Trustees in August 2014 and the Commission for Higher Education in September 2014 outlines phases II-IV for renovation of the Old Crescent.
  - Phase II of the Old Crescent Renovation (Kirkwood, Ernie Pyle, Swan Halls) was completed in 2018.
  - Kirkwood Hall was completed in 2016 and houses portions of the Eskenazi School of Art, Architecture and Design
  - Ernie Pyle Hall was completed in 2018, now serving as the home of the Office of Admissions and the Walter Center for Career Achievement
  - Swan Hall also was completed in 2018 and continues to serve the physics, astronomy, and mathematics departments.
  - Phase III (Ballantine Hall and Geological Sciences) is currently underway and estimated to complete in 2020
  - Phase IV (Biever Hall, Maxwell Hall, Woodburn Hall) is forecasted for 2021-2029.
- Note that the Franklin Hall Academic Core Renovation was requested in 2013 and completed in 2016, creating a home for the Media School.

**Vice President for Capital Planning & Facilities**

**General Assembly Three Biennium Request – Action Item 2b,**

Wishard Indianapolis

Priority 10: Building for Excellence

Action Item 2b

- Specifically, IU will develop a three-biennium request (FY2015-17, 2017-19, 2019-21) to the Indiana General Assembly, to include comparable IU resources, which would give priority to: Renovation and modernization of the Wishard campus in Indianapolis as a true integrated health sciences campus in support of Bicentennial Priority Six;
- Ongoing

**Indianapolis**

Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

- Buildings that have received some renovations or are planned for future renovation include Health Sciences (formerly Regenstrief), Dunlap, Bryce, Ott, Pediatric Care Center (formerly Primary Care Center), and the Service Building.
- Renovations of Health Sciences, Dunlap, Bryce and Ott are included in the Bicentennial Repair & Rehabilitation Plan that was approved and funded during the 2019 Indiana Legislative Session (HB 1001) as part of Indiana University’s 2019-21 Capital Appropriation Request.
- This project will enable more efficient and appropriate operation of Health Sciences, which serves units including the Fairbanks School of Public Health and the School of Health and Human Sciences. Dunlap will be utilized for the IU School of Medicine, and Bryce and Ott brought back into use for the academic and administrative needs of the campus as a whole.
- The Pediatric Care Center has received partial renovations, most recently to house clinical and office space for IU Health/Riley Hospital for Children, where IU students and faculty participate in cooperative learning and research programs.
- The Service Building received small renovations to improve overall efficiency.

**Vice President for Capital Planning & Facilities**

**IUB Athletics Master Plan – Action Item 6**

**IUPUI Student Residences – Action Item 5**

**Priority 10: Building for Excellence**

- IU will construct additional student residences on the IUPUI campus.
- Ongoing

**IUPUI**

Multiple – main contact Beth Feickert, 5-0091, bfeicker@iu.edu

- Construction of North Hall, a new 700-bed residence hall, was completed in July 2016.
- In accordance with the IUPUI Housing Plan, renovations of Ball Residence Hall are underway with completion expected in 2021.

- IU will construct additional student residences on the IUPUI campus.
- Ongoing
The Centrality of Information

Eskenazi Museum of Art
Auxiliary Library Facility III
Principles of Excellence #11 The Centrality of Information
2019
Maggie Kroh: mkroh@indiana.edu

We are rethinking our approach to collections care and management in light of the creation of the Auxiliary Library Facility III (ALF III) and the new processes and resources that an offsite storage facility will require, especially with regard to our creation of a curatorial studies center, which will enable us to make more of our collections accessible to students, faculty, researchers, and the general public. Enter related links, photos, quantifiable metrics, illustrations, etc., that could be used as pull out highlights (if any).

IUB Libraries
Audiovisual Metadata Platform Pilot Development (AMPPD)
Centrality of Information
6.2
June 18, 2018
IUB Libraries
Jonathan Elmer, elmerj@indiana.edu
Awarded $1,252,000 Mellon Foundation Grant
Challenge: Many audio and moving image collections lack metadata and discovery options needed by researchers.
Project will develop and pilot a platform to link automated metadata and discovery options needed by researchers.

IUB Libraries
Centrality of Information
Strat. Plan Core Goal 6
2018–Present
IUB Campus
IUB Libraries
Carolyn Walters, cwalters@indiana.edu
The Indiana University strategic plan points out that access to data, information, and knowledge are already unprecedented in human history. A focus on excellence in the Centrality of Information leads IU Libraries to develop technology and expertise in dynamic information exchange. As co-directors of the Institute for Digital Arts & Humanities, we offer digital methods and pedagogy consulting. As co-developers of the Avalon Media System, we support large-scale media access at IU and across the country. As host of IU ScholarWorks, we securely hold and openly deliver scholarly objects judged to be of scholarly value on all IU campuses by 2020, IU’s Bicentennial.

IUPUI; Academic Affairs
Adding Transcript Links to Digital Theses and Dissertations
Principles of Excellence #9, Action Item #3
2016-17
Kathy Johnson (kjohnsn@iupui.edu)
Tested the addition of transcript links to digital theses and dissertations in IUPUI’s ScholarWorks.

IUPUI; Division of Diversity, Equity, and Inclusion Library
Diversity, Equity, and Inclusion ScholarWorks Repository
Principles of Excellence #9, Action Item #3
2016-17
Karen Dace (kdace@iupui.edu), Kristi Palmer (kpalmer@iupui.edu)
A multi-disciplinary group in 3D Printing and Bioprinting that resulted in the establishment of a new IUPUI Core for Bioprinting and which successfully competed for an NIH Shared Instrumentation Grant to purchase a scaffold-free bioprinter (the first in an academic institution in the U.S.).

IUPUI; UITs
Assistant Technology and Accessibility Centers
Principles of Excellence #9, Action Item #3
2015-16
Stacy Mormon (samarone@iu.edu)
The Assistant Technology and Accessibility Centers (ATAC) provide support and services to all IU campuses for creating an equal and inclusive environment. All IU faculty, students, and staff also have access to Read&Write Gold, a versatile text-to-speech application that supports assistive reading and writing. Additional support is available for creating accessible documents, captioning audio and video, and finding other accessibility services. In 2015-2016, the ATAC prepared 123,000 of pages of alternate media, facilitated 8,550 minutes of high quality captions for video, made 168 loans of assistive technology to IUPUI students, and performed 184 website and IT accessibility evaluations for IU.
Connecting Canvas and Advising Records (ADRx) for Career EDGE

Principles of Excellence #9, Action Item #3
2015-16

Stacy Morrone (amorrone@iu.edu)

Career EDGE is a grant-funded project led by the Indiana University Office of Completion and Student Success and supported by UITS’s eLearning Design & Services. A series of career preparation modules developed by a multi-campus team of faculty and staff have been published to Canvas Commons. A custom integration between Canvas and the Advising Records (ADRx) system allows students to share their Career EDGE assignments submissions with their academic advisors. In addition to being used by advisors across the university, individual modules or the entire set can be downloaded by faculty into any Canvas course. Faculty piloting the modules in face-to-face or online classes are offered a stipend to test the modules and report back to the development team through facilitator and student surveys. As of June 2016, we tracked over 140 individual module downloads.

Dentistry Chairside IT

Principles of Excellence #9, Action Item #3
2015-16

School of Dentistry Fourth Clinic
Stacy Morrone (amorrone@iu.edu)

Deployed new chairside information technology for the renovated fourth clinic for the School of Dentistry, providing easier data access for faculty and students while treating patients.

eAdd Notifications

Principles of Excellence #9, Action Item #3
2015-16

Stacy Morrone (amorrone@iu.edu)

eAdd Notifications. In preparation for university-wide adoption of banded tuitions, several teams collaborated on the implementation of an eAdd notification widget in Canvas. The widget alerts instructors to pending student requests to add their course. Clicking the eAdd widget takes instructors to a filtered view of their Action list, where they can process all pending requests. This feature helps ensure students are added to classes in a timely manner during the Add/Drop period.

FLAGS – ADRx and Career EDGE

Principles of Excellence #9, Action Item #3
2015-16
Stacy Morrone (amorrone@iu.edu)

• Advanced Filters were implemented in Advising Records Casetask for FLAGS, Program Plan Stack, Program GPA, Service Indicators, Current and Cumulative hours, and others. This enables advisors to identify students at risk, contact them, and track all communications. This is core functionality that supports the work of advisors in student retention and success: Identify -> Communicate -> Track (and, eventually, Assess).

• Student Appointment Scheduler (SAS): design and programming improvements to the student view bring the entire student experience into a contemporary and mobile-friendly design. Students will now be able to easily find first available appointments and appointment types (in person, online, phone, etc.). Development is complete and testing is underway for the SAS to Outlook process, which updates advisors’ Outlook calendars with any activity that takes place in the SAS.

• Advising Records (ADRx) enhancements are ongoing and include:
  » Quick Notes let advisors and administrators enter stored and standard student contact information into the record with a single click. This improves records and assessment of student retention work.
  » Threaded notes allow advisors to link communications into a thread rather than one-off note records, creating a more logical view that is easier to consume.
  » Casetask Management provides improved ability to create and edit custom groups of students, to communicate with them via email, and to download a casetask group into Excel for more analysis and communication options. Improved performance means large groups load quickly, and the system can handle advisors with large numbers of casetask groups (one over 800).
  » By converting local advising data from IUPUI Kiley and General Studies to ADRx, we improve retention work as all student advising records become accessible across all campuses.
  » With Onbase doc viewing and uploading, advisors can now see admissions documents – including transfer transcripts, some student records documents, Career EDGE documents, and more. Advisors can also attach documents to the student record. This gives advisors access to a great deal more information than they have had in the past.

Google@IU

Principles of Excellence #9, Action Item #3
May 2016
Stacy Morrone (amorrone@iu.edu)

Launched in May 2016, Google@IU is an additional way for students, faculty, and staff to collaborate. Google Docs, Drive, Sites, Sheets, and many other Google apps are available. As the campus (and university) finishes its migration from Oncourse to the new Canvas learning management system, a Google@IU groupspace can also provide a collaborative environment similar to an Oncourse project site. https://itnews.iu.edu/articles/2016/uits-news-for-04-11-2016.php

iGPS (Graduation Planning System)

Principles of Excellence #9, Action Item #3
2015-16
Stacy Morrone (amorrone@iu.edu)

• Degree Map tool is used to collect and maintain degree maps for all active undergraduate programs. New enhancements related to collecting and displaying degree map descriptions help students identify degrees that meet their interests and career objectives. The ability to identify online degrees and TSAP degree maps in degree map maintenance screens is also more prominent. In addition, editing tool enhancements allow for the mapping of degrees that are pending approval – as well as the ability to map placeholders for courses that are pending approval – to make maps available for student planning as soon as possible.

• A new user interface replaced the Degree Map maintenance process, allowing for degree map data to be managed in such a way that edits and changes to maps are not disruptive to student planning.

• Students are now able to add placeholders and milestones to the iGPS Planner tool from the degree map. The planning tool was enhanced to display test, transfer, and other credit.

• Added course and class details help students search by attribute (general education and others), waitlist capacity, department descriptions, enrollment requirement groups, and textbook and eText information.

• From placeholders in the Plan, students can now select and swap courses as interests come into focus and the Schedule of Classes is released.

Integration with IU’s Student Information System

Principles of Excellence #9, Action Item #3
2015-16
Stacy Morrone (amorrone@iu.edu)

Integration with IU’s Student Information System makes it easier for students to access tools that provide alcohol and sexual harassment education. Single sign-on and access via one.iu.edu are especially useful for those who use Alcohol. edu, Sanctions, and Haven.

IUanyWare

Principles of Excellence #9, Action Item #3
2015-16
Stacy Morrone (amorrone@iu.edu)

IUanyWare aids undergraduate education at IUPUI through access to over 400 applications. Over 1,000 IUPUI undergraduate students made use of IUanyWare’s virtual application delivery services.

Media Digitization and Preservation Initiative

Principles of Excellence #9, Action Item #1
2016-17
Stacy Morrone (amorrone@iu.edu)

The Media Digitization and Preservation Initiative (MDPI) has digitized and preserved almost 15,000 IUPUI audio and visual assets including VHS, open reel tapes, audio cassettes and other. Researchers and students will be able to access these items with online tools pursuant to copyright and other restrictions. Phase II of the project will include

Researchers and students will also be able to...
the digitization of approximately 25,000 film reels to be completed by 2020.  

IUPUI; UTCs  
Mini-Science DMZ  
Principles of Excellence #9, Action Item #3  
2015-16  
Stacy Morrone (amorrone@iu.edu)  
To address the vulnerability of valuable scientific and clinical instruments connected to the Internet, Indiana University will develop a working prototype for a mini-science DMZ through the support of a three-year, $480,000 National Science Foundation (NSF) grant.  

IUPUI; UTCs  
Orson Welles Radio Show Recordings  
Principles of Excellence #9, Action Item #3  
2015-16  
Stacy Morrone (amorrone@iu.edu)  
With the assistance of a $25,000 grant from the National Recording Preservation Foundation to Indiana University Libraries, the university will preserve rare, original recordings of The Orson Welles Show. The live radio series produced by its iconic host and namesake debuted September 15, 1941.  

IUPUI; UTCs  
Scholarly Data Archive  
Principles of Excellence #9, Action Item #3  
2015-16  
Stacy Morrone (amorrone@iu.edu)  
IUPUI graduate students store more than 90 TB of data on the UTCs Scholarly Data Archive. Students using the SDA represent a wide variety of disciplines from Anthropology and Archaeology to Informatics, Business, and Biomedical research.

IUPUI; UTCs  
Supercomputers  
Priority #6, Action Item #2  
2015-16  
Stacy Morrone (amorrone@iu.edu)  
UTCs, through the Research Technology division and Pervasive Technology Institute, provides and supports several supercomputers used by IUPUI students and researchers:  
Big Red II, IUI’s largest supercomputer, was used by 50 students who collectively submitted 58,508 jobs to the system. 72 faculty and staff researchers submitted 124,770 jobs using 28,632,490 CPU hours. IUPUI accounted for 31% of the total use of Big Red II.  
Mason and Karst are supercomputer clusters. Karst and Mason were used by a total of 58 students running a total of 28,096 jobs using 1,251,032 CPU hours. 75 faculty and staff members submitted 34,086 jobs on Karst and Mason, totaling 2,106,238 CPU hours. IUPUI accounted for 14% of the total use of Karst and Mason.

IUPUI; UTCs  
Unizin and Cengage Agreement  
Principles of Excellence #9, Action Item #3  
2016-17  
Stacy Morrone (amorrone@iu.edu)  
Unizin and Cengage have partnered to make all of the latter’s digital course offerings available to Unizin’s member institutions. This agreement between Cengage and Unizin allows IUPUI professors to leverage the purchasing power of not only our campuses, but all Unizin institutions when choosing Cengage content for their courses.  

IUPUI; UTCs  
3D Scanning Equipment  
Principles of Excellence #9, Action Item #3  
2016-17  
Kristi Palmer (kpalmer@iu.edu)  
The library acquired 3D scanning equipment with some support from a grant from the IUPUI Arts & Humanities Institute. We have worked with Online Resources, an industrial scanning company in Lebanon, Indiana, to develop 3D scanning expertise.  
IUPUI; University Library  
Articles on Demand Service  
Principles of Excellence #9, Action Item #3  
2016-17  
Kristi Palmer (kpalmer@iu.edu)  
We began in early 2016 to develop the Articles on Demand service for faculty, providing access to non-subscribed journal content and conserving funds for subscriptions to journal with higher use. In AY 2016-17, 94 Articles on Demand requests were filled with an average delivery time of 53 minutes.

IUPUI; UTCs  
3D Cultural Heritage Digital Collections  
Principles of Excellence #9, Action Item #3  
Beginning 2016-17  
Kristi Palmer (kpalmer@iu.edu)  
In recent years, approximately $370,000 in grant funding has been awarded to the University Library to support access and preservation of historic Indianapolis community and cultural heritage digital collections. Partners include: the Indianapolis Motor Speedway, Allison Transmission, The Benjamin Harrison Presidential Site, and the American Red Cross of Indiana. The library began 3-D digitization of Indianapolis Motor Speedway Museum items. Helmets from legendary drivers Mario Andretti and Rick Mears, uniforms from Peter Revson and Bill Vukovich, vintage hood ornaments from cars, and more to be included in project.  

IUPUI; University Library  
3D Digitization Projects  
3D Collection Statistics  
2018-19  
>66,800 views  
>1,500 likes  
>1,073 total objects uploaded 6,000+ downloads  
9 objects included in Sketchfab (display/access platform)  
20 top weekly Cultural Heritage Collections  
2 objects included in Sketchfab top 10 Clothing Pieces  
16 new collections published

IUPUI; University Library  
Unizin and Cengage Agreement  
Principles of Excellence #9, Action Item #3  
2015-16  
Kristi Palmer (kpalmer@iu.edu)  
The library received a $25,000 grant from the National Science Foundation (NSF) grant.  

IUPUI; University Library  
Unizin and Cengage Agreement  
Principles of Excellence #9, Action Item #3  
2015-16  
Kristi Palmer (kpalmer@iu.edu), Gabe Rios grios@iu.edu  
The Center for Digital Scholarship, in collaboration with the Ruth Lilly Medical Library, contributed to the pilot and rollout of an Electronic Lab Notebook (ELN) for use by researchers within the IUSM. When used appropriately, ELN can facilitate greater transparency in research processes and reproducibility of published findings. Effective use of an ELN contributes to responsible research practices and positions IU researchers to better comply with funder and publisher requirements for data sharing.  
IUPUI; University Library  
Chronicle of Health Impact  
Principles of Excellence #9, Action Item #3  
2016-17  
Kristi Palmer (kpalmer@iu.edu)  
The Chronicle of Health Impact assessment is a quarterly report that tracks the impact of health sciences research. The report aims to highlight the positive impact of research on the local, state, and national levels.  
IUPUI; University Library  
New Open Access Journal – Chronicles of Health Impact Assessment  
Principles of Excellence #9, Action Item #3  
2016-17  
Kristi Palmer (kpalmer@iu.edu) and Stacy Morrone (amorrone@iu.edu)

Increase faculty and student use of digital humanities tools.  

IUPUI; University Library  
Digital Preservation Network  
Principles of Excellence #9, Action Item #3  
2015-16  
Kristi Palmer (kpalmer@iu.edu)  
Develop and implement a robust data preservation system. The library has become a member of the Digital Preservation Network and is in the process of making its first deposits into the network. This is the first step in developing a robust digital preservation program.

IUPUI; University Library  
University Library Center for Digital Scholarship and School of Medicine Ruth Lilly Medical Library  
Electronic Lab Notebooks  
Principles of Excellence #9, Action Item #3  
2018-19  
Kristi Palmer (kpalmer@iu.edu)  
Electronic Lab Notebooks: The Center for Digital Scholarship, in collaboration with the Ruth Lilly Medical Library, contributed to the pilot and rollout of an Electronic Lab Notebook (ELN) for use by researchers within the IUSM. When used appropriately, ELN can facilitate greater transparency in research processes and reproducibility of published findings. Effective use of an ELN contributes to responsible research practices and positions IU researchers to better comply with funder and publisher requirements for data sharing. A member of the Center sits on the IUSM Information Management Advisory Board that oversees this initiative.

IUPUI; University Library and UTCs  
New Open Access Journal – Chronicles of Health Impact Assessment  
Principles of Excellence #9, Action Item #3  
2016-17  
Kristi Palmer (kpalmer@iu.edu) and Stacy Morrone (amorrone@iu.edu)
Supported development and publishing of new digital open access journal, Chronicles of Health Impact Assessment (http://journals.iupui.edu/index.php/chia)

**IUPUI; University Library Center for Digital Scholarship**

Open Access Publishing  
Principles of Excellence #9, Action Item #3  
2015–Present  
Kristi Palmer (klpalmer@iupui.edu)

**IUPUI Open Access Policy**

The library has worked assertively to support the implementation of the IUPUI Open Access (OA) Policy. The 2016 calendar year marked the first full implementation year for the Open Access policy. In 2018-19, the collection contains 2,355 items. Open access policy deposits in IUPUI ScholarWorks increased by more than 350% from 651 articles at the end of 2015 to a total of 2,953 articles at the end of 2016. In 2018-19 there are a total of 3,064 new items in ScholarWorks. The IUPUI Faculty Council Open Access Policy deposit rate is ~70% expected (Analysis not complete.)

Open Access Journal Publishing

The open access journal publishing platform (https://journals.iupui.edu) supports thirteen journals. The library hosts DOIs for Metropolitan Universities (MUJ), published by the Coalition of Urban and Metropolitan Universities. 2018-19 Open Access Journals: In support of IUPUI faculty and students, the Center for Digital Scholarship launched five new Open Access journals including three that highlight the work of students. Supported development and publishing of new digital open access journal, Chronicles of Health Impact Assessment (http://journals.iupui.edu/index.php/chia)

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Media School
Centers and Institutes
11
Ongoing
James Shanahan, jes30@indiana.edu
Our centers and institutes provide resources and communities for research, education and interdisciplinary collaboration.
• Black Film Center/Archive
• Center for Documentary Research and Practice
• Center for International Media Law & Policy Studies
• Institute for Communication Research
• Michael I. Arnolt Center for Investigative Journalism
• National Sports Journalism Center
• Observatory on Social Media
• Indiana Journalism Hall of Fame
• IU Cinema
• IU Libraries Moving Image Archive
• Scripps National Spelling Bee

Media School
Development of new internal and external communication systems
11
Ongoing
James Shanahan, jes30@indiana.edu
Development of new internal and external communication systems allows for the capture of information and decision point needs of fiscal officers and academic administrators. As IU has advanced, so have the ways that information is shared and processed. A comprehensive internal communication system with multiple external communications supports publicize signage; and extensive postings on the school website and biweekly newsletters to students, faculty and staff; digital systems for students, faculty, and staff; and social media. Unified external communications publicize the school website, biweekly newsletters to students, faculty and staff; digital systems for students, faculty, and staff; and social media. Unified external communications publicize the signage; and extensive postings on the school website and biweekly newsletters to students, faculty and staff; digital systems for students, faculty, and staff; and social media.

Office of the Provost
Decision Support Initiative/AM360
Principle of Excellence 10: Responsible Stewardship of IU’s Resources
IU Action Item 1: Deploying financial tools and analytics
IUIR Action Item 1: Ensure decisional support
2014—Present
M. A. Venkataramanan, Vice Provost for Finance and Strategy
AM360, a flagship project of IU's Decision Support Initiative, provides a 360-degree view into the health of academic units through a series of dashboards and data visualizations that draw on real-time university data. Dashboards cover issues ranging from staffing to financial data to enrollment and credit hours, and can show data at an aggregate or granular level. Dashboards can also be customized to meet the information and decision point needs of fiscal officers and academic administrators.
https://dsi.iu.edu/

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Office of the Vice President for Information Technology
Priority #11, Centrality of Information, Continuing Priority 1
Ensure that IU continues to provide an outstanding, flexible, and secure IT infrastructure for students, faculty, and staff.
Example: 1/2015—Present
OVPIT Chief of Staff Dan Calarco – dcalarco@iu.edu
Two hundred years ago, the technology used to launch Indiana University was simple. As IU has advanced, so have the ways that information technology supports IU’s research, discovery, and education missions. IT now elevates these missions in ways that would have been unfathomable to IU’s founders.

We have come a long way from paper records, chalkboards and punchcard tabulating machines. As research becomes more technology-intensive, University Information Technology Services (UITS) provides IU faculty the supercomputing speed and support that enables them to answer their research questions. UITS supports research from climate modeling and precision medicine to music education and healthcare policy.

UITS also supports faculty in their roles as educators by providing teaching technology from the Canvas learning management system, to virtual reality labs and tech-rich Mosaic classrooms.

And the UITS team supports students in their role as learners whether they are reading eTexts, taking courses online, or using accessibility services for students with disabilities.

UITS enables the efficient and effective operations of the university through the Decision Support Initiative and the Constituent Relationship Management Initiative. And UITS secures IU’s data and leverages our expertise to protect the data of other higher education and research institutions as well.

Since UITS’s formation just more than 20 years ago, the people of UITS are proud to contribute to IU’s mission. In the coming years, IT at IU will continue to evolve to most effectively support teaching and research as IU enters its third century.

The best place for more information about our outstanding IT services is our Bicentennial Report.
https://annualreport.uits.iu.edu/

OVPI and IU Libraries
Media Digitization and Preservation Initiative
Principles of Excellence #9, The Centrality of Information – Bicentennial Action Item 1: IU will complete the Media Digitization and Preservation Initiative.
October 1, 2013—Present
Innovation Center, CIB, Data Center, Wells Library and Auxiliary Library Facility
Dennis Cromwell – dcromwell@iu.edu
MDPI began operation in 2015 with the goal of preserving all significant audio and video content. An additional phase was added in 2017 to preserve a significant portion of important film holdings. The project has digitally preserved over 320,000 A/V and 12,500 reels of film, held in over 80 different collections across IU, and collection managers are starting to make these items accessible to the IU community and/or the public, as rights allow. This includes rare and unique content from 6,400 wax cylinders and 6,800 lacquer and aluminum discs. IU is recognized as a leader in this space and frequently invited to speak at related conferences. IU also hosted the first biennial Audio-Visual Summer School in 2019, where preservationists across the globe gathered to improve their skills. MDPI has also enabled IU to obtain multiple grants supporting work related to preservation and access, including a 2018 grant from the Andrew W. Mellon Foundation to support investigation into combining machine learning with human expertise to make online audio and video resources more easily discoverable and usable.
https://mdpi.iu.edu/index.php
https://libraries.indiana.edu/moving-image-archive

Office of the Vice Provost for Undergraduate Education
Formal IT Governance Framework
POE Nine: The Centrality of Information
2016
Dennis Groth, Vice Provost for Undergraduate Education
dgroth@indiana.edu
In line with the goals for 2016, OVPUE IT adopted a formal IT Governance framework (OTGF1) to: advance IT accountability and strategic alignment; optimize efficiencies, controls, and risk management; guarantee quality of products and services; and enhance value delivery. The governance framework follows established industry IT governance and control frameworks (Val IT, COBIT 4.1).

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https://mdpi.iu.edu/index.php
https://libraries.indiana.edu/moving-image-archive
Responsible Stewardship

Eskenazi Museum of Art
Previous Commitments
12 – Responsible Stewardship
2018–Present
City of Bloomington, IN
Maggie Kroh: mkroh@indiana.edu

We received a commitment of $335,000 last year ($145,000 in FY18, $95,000 in FY19, and $95,000 in FY20) in support of the EMA’s technology initiatives. This enabled us to create a 3-year manager of technology position and to invest in Piction, a Digital Asset Management System (DAMS). We are now in a position to move forward thanks to Mariah Keller, our new team lead for Creative Services, who will hire and manage this individual.

Hutton Honors College
Hutton Honors Study Abroad – cash investment
Strategic Plan Objective: An Excellent Education POE 1: BO 2 (3); – Strategic Plan Objective: An Excellent Faculty POE 2: BO 5 (3); – Strategic Plan Objective: The International Dimension of Excellence POE 4: BO 7 (1)
IUPUI campus
Andrea Ciccarelli, aciccare@indiana.edu, 855-3550

The HHC invested with IUP an extra $1,000,000 that was initially donated as a cash fund, in order to generate an environment that is optimal for learning through programming on personal and academic misconduct, bystander intervention training, programming on sexual assault prevention, and increased commitment to Title IX, Violence Against Women Act, and the Campus SaVE Act.

IUPUI; Division of Student Affairs
Personal Conduct and Intervention Training - Title IX, Violence Against Women Act, and the Campus SaVE Act
Principle of Excellence 10, action item 4
2015–16
IUPUI
Eric Weldy (eweldy@iupui.edu)

Work from the Office of the Dean of Students, the Office of Student Conduct, and the Office of Health and Wellness Promotion continues to ensure our campus provides an environment that is optimal for learning through programming on personal and academic misconduct, bystander intervention training, programming on sexual assault prevention, and increased commitment to Title IX, Violence Against Women Act, and the Campus SaVE Act.

IUPUI; Finance and Administration Office of Intergroup Dialogue and Civil Community, Academic Affairs Office for Women
Civil Discourse Symposium
Principle of Excellence 10, action item 4
4/4/2016
IUPUI
Camy Broeker (cbroeker@iupui.edu); Kathy Grove (ksgrove@iupui.edu)

Office of Intergroup Dialogue and Civil Community - Civil Discourse Symposium: The IGD/CC Office convened a Civil Discourse Symposium which was held on April 4, 2016 and attended by over 120 participants, including students, staff, faculty, retirees, and community members. The theme for the first symposium was April 4, 1968 and featured a presentation by James Still, playwright and author of April 4, 1968: Before We Forgot to Dream. Through this play, the author looks at a day in the life of an African-American family in Indianapolis which intersects with the day Martin Luther King died and the day Robert Kennedy was in Indianapolis on a campaign stop and turned the moment into a heartfelt eulogy for Dr. King. The symposium also included three concurrent sessions. The goal of the symposium is to present models of civil discourse for students and others to consider as they engage in awareness and advocacy efforts involving meaningful and often controversial social, political and cultural issues on campus or in the nation and world.

IUPUI; Finance and Administration
Busy Campus, Busy Streets
Principle of Excellence 10, action item 4
2018-19
IUPUI
Camy Broeker (cbroeker@iupui.edu)

Development and implementation of pedestrian safety campaign – Busy Campus. Busy Streets. This included signage, distribution of stickers and pins, outreach to students, development of videos in addition to working with the city on reducing the speed limit to 25 across the campus.

IUPUI; Finance and Administration
Street Safety – audible and dedicated turn signals—no right turns
Principle of Excellence 10, action item 4
2019-20
IUPUI
Camy Broeker (cbroeker@iupui.edu)

Will continue outreach activities and working with the City of Indianapolis to address additional items such as repairing audible traffic signals, eliminating right turn on red opportunities as well as dedicated turning traffic signals.

IUPUI; IU Robert H. McKinney School of Law, Paul H. O’Neill School of Public and Environmental Affairs
Counter-Terrorism Simulation Exercise
Principle of Excellence 10, action item 4
11/18/2016
Inlow Hall, IUPUI
Andrew Klein (anklein@iu.edu); Thomas Stucky (tstucky@iupui.edu)

The biennial Counter-Terrorism Simulation Exercise for students from McKinney and the IU School of Public and Environmental Affairs was held at McKinney on 18 November. The event (the fourth such simulation exercise at McKinney) allows students to work alongside professionals in the public safety arena as they considered their options for responding to scenarios of multiple threats happening throughout Indianapolis, including the IUPUI campus and Inlow Hall.

IUPUI; University Library, University Information Security Office, UITS
IT-28 Cyber Risk Mitigation Review
Principles of Excellence #10, Action Item #4
2018-19
Kristi Palmer (klpalmer@iupui.edu), uioso@iu.edu, Stacy Morrone (amorrone@iu.edu)

IT-28 Cyber Risk Mitigation Review: This year, the library successfully completed part two of the IT-28 cyber risk mitigation review process, in conjunction with the University Information Security Office and UITS, with only incidental findings or follow-up directives. This second positive IT-28 review confirms that the library has developed a thorough protocol that, to the greatest extent practicable, mitigates cyber security risks, maximizes physical security for library IT systems, and minimizes unacceptable risks to library IT systems and data from natural disasters.
IU; UITS

Research Security Operations Center

Principles of Excellence #10, Action Item #4

Beginning August 2018

Stacy Morrone (amorrone@iu.edu)

August, IU to lead new Research Security Operations Center to safeguard data and scientific instruments from attack. The Research Security Operations Center, or ResearchSOC, is a virtual center led by IU and distributed across IU, Duke University, the Pittsburgh Supercomputing Center and University of California San Diego. ResearchSOC will help provide the research and education community with the cybersecurity services, training and information sharing necessary to make scientific computing resilient to cyberattacks.

https://itnews.iu.edu/articles/2018/CSO50%20awards%204.9%20million%20to%20protect%20U.S.%20scientific%20workforce.php

IU; UITS

2019 CSO50 Award

Principles of Excellence #10, Action Item #4

November 2018

Stacy Morrone (amorrone@iu.edu)

IU cybersecurity center earns 2019 CSO50 award. IU OmniSOC has been named a recipient of a 2019 CSO50 Award from IDG’s CSO. Each year, the publication honors a handful of academic and research institutions for their contributions to cybersecurity, thought leadership, and to their constituents. IU’s OmniSOC has been recognized for its innovative security programs and partnerships.


IU; UITS

Central Notifications Service

Principles of Excellence #10, Action Item #4

2018-19

Stacy Morrone (amorrone@iu.edu)

Central Notifications Service (CNS): Enterprise Systems Integration (ESI) released the Central Notifications Service (CNS) in April 2019. CNS is a system that enables applications at IU to deliver notifications to end users in a consistent way through a variety of channels. These notifications are delivered to a user’s Notification Center which is a place where they can view and take action on any notification. Notifications may be sent through email and/or push notifications. The Notification Center allows a user to customize their notification preferences to control how they receive notifications from various systems integrated with CNS. Future goals in late summer 2019 include additional user preferences management capability as well as SMS messaging.

IUPUI; UITS

Decision Support Initiative

Principles of Excellence #10, Action Item #1

2019-20

Stacy Morrone (amorrone@iu.edu)

Decision Support Initiative

We are planning to roll out the Academic Metrics 360 dashboards on the IUPUI campus which allows academic leaders and administrators an opportunity to view the health of academic responsibility centers. https://dsi.iu.edu/am360/index.html

IU; UITS

MANRS Membership

Principles of Excellence #10, Action Item #4

October 2018

Stacy Morrone (amorrone@iu.edu)

IU campus networks earn security recognition. In a nod to its commitment to secure campus networking, Indiana University has earned membership in the Mutually Agreed Norms for Routing Security, or MANRS, initiative. IU joins internet service providers such as Comcast and Microsoft in the exclusive group and is one of just a handful of universities granted membership. https://itnews.iu.edu/articles/2018/IU%20campus%20networks%20earn%20security%20recognition%20.php

IU; UITS

OmniSOC

Principles of Excellence #10, Action Item #4

October 2018

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OmniSOC

October. New Security Center helps keep your information safer than ever. UITS created OmniSOC, a Security Center with features enabling users to better protect private information. It provides a central location for accessing and maintaining security settings for your IU accounts.


IU; UITS

Security Center

Principles of Excellence #10, Action Item #4

2018-19

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Security Center: The Identity Management team released the Security Center in late summer 2018, to provide end users meaningful recommendations and best practices as they relate to security concerns. The Security Center was built with an Application Programming Interface (API) focused design allowing for greater utility of the underlying components.

IU; UITS

Security of Open Science Grid in Large Hadron Collider Data

Principles of Excellence #10, Action Item #4

Beginning September 2018

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IU cybersecurity experts to help protect Large Hadron Collider data. IU’s role in the project is to oversee security of Open Science Grid, a high-throughput computing platform that allows scientists at any institution, even those without high-end computer resources, to work with massive data sets such as that coming from the LHC. https://itnews.iu.edu/articles/2018/IU%20cybersecurity%20Experts%20to%20help%20protect%20Large%20Hadron%20Collider%20data.php

IU; UITS

Creation of the Vice Provosts Leadership Group

Principle of Excellence 1: An Excellent Education

IU Bicentennial Objective 3: Action Item 1: Support a safe, vibrant, and healthy community

Principle of Excellence 10: Responsible Stewardship of IU’s Resources

IUB Action Item 1: Tightly align student-facing services with academic mission and strategic plan

2014—Present

M. A. Venkataramanan, Vice Provost for Finance and Strategy
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Based on a recommendation from the 2014 Auxiliary Service Report, the Vice Provosts Leadership Group was formed. VPLG is comprised of the vice provosts for undergraduate education, diversity and inclusion, student affairs, finance and strategy, and enrollment management. They discuss strategies to improve the student experience on campus, focusing primarily on the intersection of student life, student success, and auxiliaries.
Office of the Provost
Development of a Long-Term Residential Housing Strategy
Principle of Excellence 1: An Excellent Education
IU Bicentennial Objective 3: Action Item 1: Support a safe, vibrant, and healthy community
IU Bicentennial Objective 10: Responsible Stewardship of IU’s Resources
IUB Action Item 1: Tightly align student-facing services with academic mission and strategic plan
2014—Present
M. A. Venkataramanan, Vice Provost for Finance and Strategy
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For decades, the residential experience on the IU Bloomington campus has been a defining hallmark of undergraduate life. The campus strives to continually improve residential hall life, dining services, and residential facilities. In the last several years, this has included implementing a meal plan portability provision which allows students to use their RPS meal plans across campus, from their residence hall to the Indiana Memorial Union. Additionally, the campus has developed and will continue to refine a long-range plan for optimizing the residential experience our residential research campus.

Office of the Provost
Financial Models for New Schools and Programs
Principle of Excellence 1: An Excellent Education
IU Continuing Priorities: Action Item 1: Ensuring the successful establishment of schools of Public Health, Informatics and Computing, Global and International Studies, Media
IUB Continuing Priorities: Action Item 1: Ensuring the successful establishment of schools of Public Health, Informatics and Computing, Global and International Studies, Media, and Integrated Program in the Environment
Principle of Excellence 1: An Excellent Education
IU Continuing Priorities: Action Item 2: Assess realignments, consolidations, transformations of schools
IUB Continuing Priorities: Action Item 2: Consider creation of a school of Art and Design
2014—Present
M. A. Venkataramanan, Vice Provost for Finance and Strategy
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Indiana University Bloomington has blossomed in the last five years with the creation of several new schools and programs and transformation of others, including the Intelligent System Engineering department; the Eskenazi School of Art, Architecture, and Design; the Media School; the Hamilton Lugar School of Global and International Studies; and the School of Public Health. Each of these schools and programs require carefully thought through financial models that adapt and grow as the schools evolve. The financial models account for investments made by the university and campus, state appropriations, other external funding, enrollment revenue, and advancement, with each of these sources adjusting as circumstances change and challenges or opportunities arise.

Office of the Provost
Funding Models for Interdisciplinary Masters and Certificates
Principle of Excellence 1: An Excellent Education
IU Bicentennial Objective 1: Action Item 6: Creating interdisciplinary masters and certificate programs
2016—Present
M. A. Venkataramanan, Vice Provost for Finance and Strategy
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In creating the Cybersecurity in Risk Management, IUB’s first interdisciplinary master’s degree, models needed to be developed for staffing, governance, and financial allocations among schools. Using the Cybersecurity program as the prototype, a funding agreement and staffing responsibilities were delineated in an MOU for the partner units which include Kelley, SICE, and Maurer. The MOU can be used as a model for other interdisciplinary degrees such as the new Master’s in Curatorship which involves SOAAD, College, and SPEA. The Cybersecurity program was initially staffed with a director whose responsibility was to develop the protocols and systems needed to administer interdisciplinary graduate degrees. As new graduate degrees have been added, this program has become the Office of Interdisciplinary Programs located in the University Graduate School.

Office of the Provost
Responsibility Centered Management (RCM) Reform
Principle of Excellence 10: Responsible Stewardship of IU’s Resources
IU Action Item 1: Balance decentralized decision making with a culture of transparency, clear goals and regular assessment
IUB Action Item 1: Ensure decisional support
2016-2017 Review
M. A. Venkataramanan, Vice Provost for Finance and Strategy
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Indiana University was one of the early adopters of Responsibility Center Management (RCM) and it continues to refine its RCM implementation model with formal review committees about every five years. In 2016-2017, Indiana University underwent another review. This review resulted in a model with more predictability and transparency for academic units, funding for campus or common good initiatives, and a built-in buffer to help lessen fluctuations in academic revenues.
Office of the Vice President for Information Technology

Priority #12, Responsible Stewardship, Action Item #4
IU will complete the build-out of the university public safety and institutional assurance architecture; establish the culture of compliance called for by the Principles of Ethical Conduct; and maintain national leadership in preparedness and data privacy and cybersecurity.
Example: 1/2015—Present
Associate Vice President for Information Security – Tom Davis, tdavis@iu.edu
Executive director for cybersecurity innovation—Von Welch, vwelch@iu.edu
Cybersecurity is a critical national and global priority—one with wide-ranging implications for systems and services we rely on every day. Indiana University’s comprehensive approach brings together leading minds in security, policy, and research to address our greatest challenges. IU is home to the several centers that help us lead in cybersecurity.
Center for Applied Cybersecurity Research—interweaves technical and policy expertise—based on broad scholarly research and extensive practical experience—to advance cybersecurity practice, interdisciplinary research, and understanding.
Research and Education Networks Information Sharing and Analysis Center – facilitates information-sharing relationships, providing timely analysis of possible threats, and best practices for dealing with them among institutions of higher education.
OmniSOC - OmniSOC is a shared cybersecurity operations center for higher education.
ResearchSOC - Research Security Operations Center (ResearchSOC) builds on the OmniSOC and CACR to make scientific computing resilient to cyberattacks and capable of supporting trustworthy, productive research.
IU’s cybersecurity expertise is undergirded by the state-of-the-art, 24/7 network monitoring and support of IU’s Global Network Operations Center (GlobalNOC).

Radio and Television Services

Truth in Budgeting
Principle of Excellence 10: Responsible Stewardship of Indiana University’s Resources
WFIU and WTIU
Perry Metz, General Manager metz@indiana.edu
WFIU and WTIU comply with the regulations of the Federal Communications Commission, Corporation for Public Broadcasting, NPR, PBS and APM, and all IU fiscal and human resources policies. We are the only campus unit to undergo a full annual audit each year. For 20 straight years, we received a clean audit. The State Board of Accounts returned later to indicate that station assets at the IU Foundation are legally owned by the Foundation and, therefore, must not be included on our Statement of Net Financial Position for FY16 and FY17. Also, a new GASB rule for FY18 requires that the stations must show on our books a share of the larger University’s.