

Agenda Item I: Welcome and Call to Order
IUPUI Faculty Council Vice President Jeff Watt called the meeting to order at 3:02 p.m.

Agenda Item II: Adoption of the Agenda as the Order of Business for the Day
The Agenda was adopted as the Order of Business for the Day.

Agenda Item III: [Action Item] Approval of the Minutes of the November 5, 2019, and November 19, 2019 Meetings
The minutes of the November 5, 2019, and November 19, 2019 meetings were approved and entered into the record.

Agenda Item IV: Updates/Remarks from the Chancellor
Nasser Paydar, Indiana University Executive Vice President and Chancellor of IUPUI

Paydar reported on the following:
- The search committee for the dean of the McKinney School of Law will meet with a number of candidates soon. From there, they will narrow their list to a few that will meet on campus in late January and early February. The on-campus interviews for the dean of the School of Science will take place late February and early March. The search for the dean of the School of Liberal Arts will
have on-campus interviews in late March and early April. The hope is to be able to make an announcement for all three deans in May.

- Janice Blum’s portfolio was recently expanded to include the Office of the Vice Chancellor for Research with a title of interim vice chancellor for research and graduate education when the Graduate Office combined with the research office. The objective was to continue this practice for two years and then be reviewed by a task force. The task force has been created and will be chaired by Phil Goff (Chancellor’s Professor, School of Liberal Arts). The Graduate Affairs office, IFC Executive Committee, and others will have representation on the task force.

- There are a few untrue rumors around campus. First, a rumor is that IU and Purdue will split at IUPUI. This is untrue. The other rumor is that Innovation Hall will not be ready next year. This is also untrue. The new building is on schedule to be completed on time.

- The campus holiday party will take place on December 10 from 4 to 6 p.m.

**Agenda Item V: Updates / Remarks from the IFC President**

John Watson, President, IUPUI Faculty Council

Watson reported on the following:

- The Policy Review Committee of the University Faculty Council (UFC) has reviewed University Policy ACA-09 (Search and Screen for Administrators). They have suggested changes for what fraction of the committee should be filled by faculty members. Before there was no clear guidance on this. They have also reviewed University Policy ACA-21 (Faculty and Librarian Annual Reviews). There were changes to the wording to clarify that the annual reviews apply to non-tenure-track faculty. The revision also provides that the reports may serve other administrative purposes in addition to performance reviews. These policies were approved by the UFC at their meeting in November. The test optional amendment was also approved by the UFC and will move on to the next meeting of the Indiana University Board of Trustees.

**Agenda Item VI: [Information Item] IUFW Update**

Nila Reimer, Unit Representative and Faculty Governance Leader, IUFW

Reimer reported on the appended presentation.

**Agenda Item VII: [Information Item] Student Admit Survey Essay Text Analytics**

Ashley Miller, Director of Marketing Research & Analytics, Division of Enrollment Management

Circular 2019-16: Eduventures Student Admitted Survey – IUPUI Topline Results Fall 2019

Miller reported on the appended presentation.

**Questions/Comments**

- A faculty member from the School of Informatics and Computing asked if schools should craft marketing material based on the words identified by those who enrolled at the institution. It is suggested to use those types of words to make the school’s messaging more prominent. In this case, would school need to use more “touchy/feely” words in marketing? Would that be making a false promise? Miller responded that it could be. Schools need to decide the culture they are marketing internally. There are also opportunities to test messaging.

- A faculty member asked how many years or how many students this information is based on. Miller responded that the first part is for fall 2019 with traditional undergraduate beginner students. There were 1200 submitted surveys. How big was the pool of 1200 drawn from? There was about a 60 percent response rate. The faculty member commented that this was important in taking meaning from this presentation. This is also based on one year of findings, but will be ongoing.
Agenda Item VIII: Call for IFC or UFC Standing Committee Reports
- Research Affairs Committee (Jere Odell, Chair): Odell reported on the appended presentation.

Agenda Item IX: Question / Answer Period
- A point was brought up by a faculty member at the November 5 meeting that asked if in response to lower speed limits on campus if pedestrian incidents had been reduced. Vice Chancellor Camy Broeker said that she would review data and report back. A faculty member reached out via email to ask if this point could be addressed at this Faculty Council meeting.
  - Broeker responded with data on campus crashes related to speed limit change. Overall in the past three years, there has been a decrease in accidents. However, this year there is a four percent increase. Broeker noted that she has requested data that includes location and timing information. There has been a significant uptick in accidents in garages and parking lots which are not related to the speed limit decrease. There have been some injuries involved in these accidents. The campus has had a decrease in over 50 percent of crashes involving pedestrians and bicycles. Some people are also not paying attention to stoplights and signs.
- A faculty member asked as a follow-up if there has been analysis done of crashes as a result from the changes from one-way streets to two-way streets on Michigan and New York. Broeker said this can be investigated.

Agenda Item X: Unfinished Business
There was no unfinished business.

Agenda Item XI: New Business
There was no new business.

Agenda Item XII: Report from the IUPUI Staff Council
Lindsey Mosier, Second Vice President, IUPUI Staff Council

Mosier reported on the following in absentia:
- The 51st Annual Dr. Martin Luther King Jr. Celebration Dinner is Sunday, January 19, at 6 p.m. in the Indiana Roof Ballroom. Staff Council will be sponsoring at minimum two student tickets and two staff tickets.
- Saturday, January 18, the men’s basketball team will face the University of Illinois at Chicago Flames. Tipoff is at 12 noon at the Indiana Farmers Coliseum. Staff Council is a sponsor of IUPUI Athletics.
- Staff Council sponsors the pasta and hygiene shelves at Paws Pantry.
- The Staff Council December Holiday Project is to collect donations for the Christamore House. The items needed are hats, socks, scarves, gloves, wallets (for men and women) and sanitary products. Please see your Staff Council representative or contact Lisa Elko for donations.

Agenda Item XIII: Final Remarks and Adjournment
With no further business appearing, the meeting was adjourned.

Minutes prepared by Kasey Cummins, communication and administrative specialist of the Office of Academic Affairs
University Hall 5002/274-8974/fcouncil@iupui.edu/http://www.facultycouncil.iupui.edu
Detailed final reports are available on the IFC committee webpage.

Committee Assignments

**Academic Affairs Committee**
Assigned:
- Student Engagement Roster: Review proposal and provide feedback on IFC endorsement to the Executive Committee. The Student Affairs Committee is reviewing as well.
- Voting rights of non-tenure-track faculty within the schools (working with the Faculty Affairs Committee)
- IU Online (Face-to-Face and residency) – Collaborate with the Student Affairs Committee.

Ongoing:
- Credits transferred from campuses within both the IU and Purdue systems, how credits outside these systems are viewed by IUPUI, and how many credits must be taken at IUPUI before an undergraduate diploma may be granted at the IUPUI campus.
- Review of credit transfers and residency.
- How degrees are awarded on diverse campuses and internationally by programs within the IU and PU systems and how they might affect programs on the IUPUI campus.
- Review and recommend to the Faculty Affairs Committee standards used in hiring adjunct faculty.
- Use of LMS (Canvas) data for instructional monitoring (online courses)
- Use of Boost, software that “proactively prevents students from missing assignments.”
- Percentage of a certificate that needs to be completed using IUPUI courses (from 2018-19 Annual Report). Needs endorsement by the IFC.

Completed:

**Budgetary Affairs**
Assigned:
- Change in Resource Planning Committee
- Follow up with Chris Foley about IU Online budget.
- Follow up with ad hoc Library Committee (recommendations on how to move forward).
- IUPUI Budget Updates (continue to follow budget and issues about it).
- Continue conversation with IU Online especially a) support services and b) effect on course.
- Financial Aid—coordination between campus and school efforts.

Ongoing:
- Campus Conversations
- Banded tuition results
- Midwest Student Exchange
- IU Fort Wayne
- RCM Review of University Assessment/Tax
- Continue meetings with deans one on one.
- Conversations with UFC Budgetary Affairs Committee to follow IU budget issues.

**Campus Planning Committee**
Assigned:
- Review all surveys that come out during the year.
- Higher Learning Commission mid-cycle report about IUPUI meeting criteria.
- Invite leadership of IU Fort Wayne to meet with the committee and then report to the EC. (Contact: Ann Obergfell)
- Review Summer 2018 IU Communications Audit
- Review student surveys.
- Monitor changes in medical school impact.
- Updates/refreshes of campus strategic plan.
- Results of faculty survey.

Ongoing:
- Campus Conversations
• Examine faculty vitality (IUPUI and School of Medicine)
• IU Branding

**Constitution and Bylaws Committee**
Assigned: No assignments as of August 2019.

**Distance Education Committee**
Assigned:
- Follow up on CTL “Faculty Crossing”
- Support structure for students who are fully online.
- Follow up on Quality Matters
- Continue follow-up conversations with IU Online.
- Update with eDS.
- Coordinate with Online Director/Faculty Group (revived from 2016-17; to be organized by Rachel Applegate).
- Use of LMS (Canvas) data to assess instructional interactivity and collect data for pro-active compliance (with Academic Affairs).
- Changes to infrastructure given Watermark acquisition of Taskstream, etc.
- Forum Fellows with CTL working on the forum space and resources for instructors.
- Recognition of Online Teaching Faculty.
- Proctoring
- Canvas as a source for data
- Support structure for faculty who are teaching online. Create resources.
- Time faculty are spending on online courses.

**Diversity, Equity, and Inclusion Committee**
Assigned:
- Coordinate with Faculty Forum Network (overall structure for faculty development/support)
- Address the strategic plan’s goals and objectives of:
  - Create pathways for success for underrepresented students, faculty, and staff
  - Develop cross-cultural awareness and competence among all members of the IUPUI community (focusing on faculty)
  - Becoming an employer of choice for faculty by providing meaningful work, improved workplace culture and communication, and advancement opportunities
- Climate Survey
- School diversity strategic plans
- Policies/procedures for incident reporting

**Faculty Affairs Committee**
Assigned:
- Review of Draft Research Disclosure Policies
- Voting rights of non-tenure-track faculty within the schools (working with the Academic Affairs Committee)
- Need for systematic analysis of policies and procedures in the Faculty Guide to assure definitions for “faculty” and “full-time,” for example, are consistent and correctly and appropriately applied: The SAVCAA and the Constitution and Bylaws Committee need to be involved in coordinating this effort.
- Review policies and procedures for tenure, practice plan, and compensation in the School of Medicine.
- Determination of “full-time” for School of Medicine faculty, especially with those whose “effort” and compensation is primarily in IU Health.
- Discuss the creation of a subcommittee of the Faculty Affairs Committee and the campus P&T Committee to review core school policy of P&T at IUPUI.
- Discuss matching Kelley School of Business (IUB) promotion and tenure up through IUPUI.
- Continue with NTT career paths, potential new classifications or ranks.
- How does the Ombudsteam operate? Should the Ombudsteam replace the Faculty Grievance Advisory Panel? Is there training? Can the Ombudsteam sole a faculty member’s issue? Coordinate with new Ombudsteam for methods of addressing faculty concerns.
- Update the language of the policy on Faculty Access to Student Evaluations in the Faculty Guide to reflect the use of Blue.
• Update the language of the Policy on School or Program Restructuring in the Faculty Guide. Clarify the language regarding faculty. Does faculty refer to non-tenure-track or clinical?
• Unit Recommendation Report from Board of Review 18-02.
• Propose Pinnell Award guidelines for the IUPUI campus.
• Lecturer Rank Criteria
• NTTF Voting
• Emeritus status eligibility (in light of changes to include teaching professor)

**Faculty and Staff Relations Committee**
Assigned:
- Bias training
- Discussion on communication across campus including all units and positions.
- Evaluation of the campus pedestrian safety: report back to the committee.
- Search committee training (better and more systematic across campus and at all levels)

**Faculty Guide Committee**
Assigned:
- Need to link to a policy on creating a new department within a school that isn’t in financial distress. Kathy Johnson is willing to construct new language to point to this.
- Addition of language describing clinical rank (similar to language of lecturers).
- Addition of language describing the new teaching professor rank, when available from the campus.
Ongoing:
- Review the guide and updated all links.
- Review the guide and update for obsolete language.
- Review of the term “faculty” throughout the document and particularly in Section 1. Are definitions for faculty clearly defined? Are there definitions that are missing or confusing? Create annotation guide.

**Fringe Benefits Committee**
Assigned:
Ongoing:
- Monitor benefits
- Review forthcoming changes in retirement benefits provider and plan changes.

**Library Affairs Committee**
Assigned:
- Explore adding doctoral student thesis information to IUPUI transcripts.
- Collaborate with Research Affairs Committee regarding support for R1 university status.
- Link open access uploading to Activity Insight.
- Library Town Halls and Campus Tour
- Improve communication with faculty
- Discuss scholarly communication situation.
- Review and expand the Promotion and Tenure service offered by UL staff.
Ongoing:
- Providing input to and advocating for the University Library at IUPUI
- Continue to monitor Open Access policy
- Evolving nature of the scholarly record
- Training for chairs and associate deans for research (Open Access/ScholarWorks)
- Consider methods of educating general faculty regarding information-access issues.

**Promotion and Tenure Committee**
Assigned: No assignment given as of August 2019.

**Research Affairs Committee**
Assigned:
- Limited submission assignments to campuses
- Review of Draft Research Disclosure Policies
- Policy on Centers and Institutes
• Indirect Cost Recovery guidelines to the IFC. Review campus, university, and unit (school) use of ICR funds.
• Center designation process – inventory of active/inactive centers as a first fact-finding step.
• IUCRG Program – faculty input into future directions/funding priorities if the program continues.
• Collaborate with Library Affairs Committee regarding support for R1 university status.
• Monitoring of the Grand Challenges
• Policy on Proposing funds coming from tobacco companies
• Research strategic direction plans
• Use of Academic Analytics to help with incentives for awards for faculty.
• Description of effort of funded studies for dossiers developed for promotion and tenure.

**Student Affairs Committee**

Assigned:

• Student Engagement Roster: Review proposal and provide feedback on IFC endorsement to the Executive Committee. The Student Affairs Committee is reviewing as well.
• Course Networking (work with Technology Committee)

Ongoing:

• Discussion and vote on the permanence of a grade given as the results of academic misconduct (working with Academic Affairs Committee).
• Review of sexual misconduct policy brought forward by the UFC
• Off-campus student conduct (note new Greek policy)
• Campus climate for adult learners / co-curricular aspects
• Use of LMS (Canvas) for student intervention.
• Elaboration of co-curricular aspects of the Profiles.
• Review of Code of Student Rights, Responsibilities, and Conduct in relation to hate speech.

**Technology Committee**

Assigned:

• Intellectual Property and ability to share materials
• Communication with UITS
• Update on electronic and IT accessibility
• Find a better way to keep faculty informed. (A task force chaired by Margie Ferguson is underway for 2019-2020.)
• Potential replacement of Taskstream.
• Coordinate with communications task force for faculty information dissemination.
• Digital learning (discussion with Kathy Johnson who serves as a digital scholar with ACUE)
• TopHat
• Pearson’s integration with Canvas.
• Pressbooks (substitute for eTexts or student portfolio) – Open Access link to ScholarWorks.
• Digital Measures changes. The School of Medicine is beginning to use the tool and the changes added will affect the rest of the campus. The changes are felt to be positive.
• Course Networking (work with Student Affairs)
Indiana University
Fort Wayne
December 2019

Brief History:
A century of change...
1917-
Indiana University offered its first courses in Fort Wayne

1941-
Purdue University offered its first courses in Fort Wayne
1964–
Indiana University and Purdue University aligned to form IPFW

2018 –
Indiana University and Purdue University realigned to form IUFW and PFW. IUFW mission is focused on the Health Sciences

Founding schools

- **SCHOOL OF DENTISTRY**
  - Dental Assisting Certificate
  - Bachelor of Science in Dental Hygiene
  - Bachelor of Science in Dental Technology

- **SCHOOL OF MEDICINE**
  - Bachelor of Science in Medical Imaging
  - Doctor of Medicine

- **SCHOOL OF NURSING**
  - Bachelor of Science in Nursing (BSN)
  - RN to BSN Completion

- **SCHOOL OF SOCIAL WORK**
  - Master of Social Work
Growth at Fort Wayne

- Most health science programs offered in Fort Wayne have capped enrollments and competitive admissions.
- Additional degree programs are planned in order to expand the opportunities for students to earn an IU degree in the health sciences at Fort Wayne.
- Community partners have identified areas of immediate need and new degrees are prepared to launch in the next academic year.

New degree offerings

- Bachelor of Social Work (Fall Semester 2019)
- Bachelor of Health Science (Fall Semester 2019)
- Bachelor of Science in Public Health—Community Health (Spring Semester 2020)
- Bachelor of Science in Health Data Science (Spring Semester 2020)
IUFW - DECIDEDLY UNIQUE

Identity and mission

IU Fort Wayne exists on the Purdue Fort Wayne branded campus

HEALTH SCIENCE MISSION
Mission
Indiana University Fort Wayne prepares outstanding health professionals to be clinicians, educators, researchers and leading innovators promoting high quality physical, mental and oral health care for local, regional, national and global communities, advancing social justice for the health care needs of all persons.

Vision
Indiana University Fort Wayne will be a global leader in providing exemplary health science education, research, and innovation to promote human health and well-being.
Interfaces and shared classes

- Six custom date exchanges interfaces exist between IU and Purdue Fort Wayne
  
<table>
<thead>
<tr>
<th>Student bio/demo information</th>
<th>Program/plan (curriculum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>Enrollment</td>
</tr>
<tr>
<td>Test/placement scores</td>
<td>Schedule of classes</td>
</tr>
</tbody>
</table>

- IU Fort Wayne and Purdue Fort Wayne are required to balance seats in shared general education courses to ensure all students are afforded equal opportunity. Requires daily review through registration cycle.

Student identification

Students have a Purdue Fort Wayne ID number, and carry Mastodon IU card in addition to CrimsonCard

- This is necessary for safety notifications, student services, community discounts etc.
- CrimsonCard is for bookstore
Space utilization

Shared spaces with Purdue

- Classrooms
- Computer labs
- Student study and common areas

IU footprint—owned by IU

- Medical education building

IU footprint—rented from Purdue

- School specific labs and offices
- IU computer lab
- Student Central and Student Success
- Academic Affairs and Operations
ACCREDITATION, ENROLLMENT AND STUDENT SUCCESS

Accreditation

- Higher Learning Commission (HLC) – under IUPUI umbrella
- Commission of Dental Accreditation (CODA)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Liaison Committee on Medical Education (LCME)
- Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education (CSWE)–Commission on Accreditation
## IUFW Enrollment Summary

<table>
<thead>
<tr>
<th>Undergraduate Class Level</th>
<th>Headcount</th>
<th>% Distribution</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>305</td>
<td>40.8%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>201</td>
<td>26.9%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Junior</td>
<td>153</td>
<td>20.5%</td>
<td>302.6%</td>
</tr>
<tr>
<td>Senior</td>
<td>88</td>
<td>11.8%</td>
<td>388.9%</td>
</tr>
</tbody>
</table>

### IUFW Fall 2019 Enrollment Change from Fall 2018

- Freshman: +16.4%
- Sophomore: +73.3%
- Junior: +302.6%
- Senior: +388.9%
### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Headcount</th>
<th>% Distribution</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indiana</td>
<td>1</td>
<td>0.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Asian American</td>
<td>28</td>
<td>3.7%</td>
<td>55.6%</td>
</tr>
<tr>
<td>African American</td>
<td>36</td>
<td>4.8%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Hispanic/Latino(a)</td>
<td>94</td>
<td>12.6%</td>
<td>123.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>-100.00%</td>
</tr>
<tr>
<td>Two or More</td>
<td>23</td>
<td>3.1%</td>
<td>91.7%</td>
</tr>
<tr>
<td>White</td>
<td>557</td>
<td>74.6%</td>
<td>68.8%</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>0.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>0.8%</td>
<td>50%</td>
</tr>
<tr>
<td>Total Students of Color</td>
<td>182</td>
<td>24.4%</td>
<td>83.8%</td>
</tr>
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</table>

### Academic Load

<table>
<thead>
<tr>
<th>Load</th>
<th>Headcount</th>
<th>% Distribution</th>
<th>% Change</th>
</tr>
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<tbody>
<tr>
<td>Full-time</td>
<td>679</td>
<td>90.9%</td>
<td>66.4%</td>
</tr>
<tr>
<td>Part-time</td>
<td>68</td>
<td>9.1%</td>
<td>161.5%</td>
</tr>
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</table>

### Residency

<table>
<thead>
<tr>
<th>Residency</th>
<th>Headcount</th>
<th>% Distribution</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana Resident</td>
<td>696</td>
<td>93.2%</td>
<td>72.7%</td>
</tr>
<tr>
<td>MSEP Recipient</td>
<td>6</td>
<td>0.8%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Domestic Non-Resident</td>
<td>43</td>
<td>5.8%</td>
<td>65.4%</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>0.3%</td>
<td>200.0%</td>
</tr>
</tbody>
</table>
Licensure data

Student success

Licensure/certification pass rate

- Dental Assisting: 100 percent
- Dental Hygiene: 100 percent
- Medical Imaging: 100 percent
- Medicine: 100 percent
- Nursing: 94 percent
- Social Work: ?? percent
REGIONAL ENGAGEMENT

Internships and clinical experiences

- Allied Dental Education: 80 regional sites
- Medical Imaging: 15 regional sites
- Medicine: 7 sites – 476 Physicians
- Nursing: 94 regional sites
- Social Work: 15 regional sites
Major clinical partners

- Parkview Health System
- Lutheran Health Network
- Matthew 25 Health and Dental Clinic
- Neighborhood Health
- VA Medical Center

Caring for the community

Patients’ visits to IU Fort Wayne clinics:

- **DENTAL CLINIC**
  1,982 unique patients with a total of 3,338 appointments

- **LAFAYETTE STREET FAMILY HEALTH CLINIC**
  888 unique patients with a total of 1,575 appointments
IUFW Leadership

Fen-Lei Chang
CHAIR, IU FORT WAYNE EXECUTIVE COMMITTEE

Ann M. Obergfell
ASSOCIATE VICE CHANCELLOR OF ACADEMIC AFFAIRS AND OPERATIONS
IUFW all Health Sciences Programs:

55 Full-time faculty
38 Full-time staff
59 Adjunct and part-time employees

Forty-One Faculty Voting Members

Dental Education
Medical Imaging and Radiologic Sciences
School of Medicine
School of Nursing
School of Social Work
Faculty Council

Executive Committee
Standing Committees
  Academic Affairs
  University Resources Policy Committee
  Faculty Affairs
  Student Affairs
  Nomination and Elections Committee

Reference

METHODOLOGY
Considering multiple institutions participate in this research, an admitted student could appear in more than one list. To address duplication issues, lists are systematically deduped at a random rate, followed by a careful check and review of each institution’s list to ensure that this process doesn’t disproportionally impact any one institution more than another or the overall analysis.

In total, 7,817 admitted IUPUI students were invited to take the survey. The survey fielded from May 13 to June 24, 2019 and IUPUI received a total of 1,232 completed responses, resulting in a response rate of 16%, which is on par with national results. Total responses received consisted of 810 ‘enrolling’ students and 422 ‘non-enrolling’ students.

HIGHLIGHTS

Enrolling IUPUI students make their decision earlier.
- 45% of enrolling students stated they made their decision before December while 36% of non-enrolling students decided in Jan/Feb of 2019 and another third in March/April.

No differences between academic areas of interest between enrolling and non-enrolling students.
- Health-related professions are the top area of interest followed by business programs, and engineering.

Non-enrolling students were more likely to also have been accepted by IU Bloomington, Purdue, and Butler compared to enrolling students.
- A third of students, both enrolling and non-enrolling, mention being accepted to Ball State as well.

IUPUI was a second choice among 45% of non-enrolling students and a ‘third or lower choice’ among half of students.
- 43% of non-enrolling students stated they were ‘very close’ or ‘extremely close’ to choosing IUPUI while 28% were ‘not very’ or ‘not close at all’.
When asked for main driver in decision, affordability, core academic experience, and career preparation, are cited equally among both groups of students. However, academic environment is cited more so among non-enrolling students.

- Academic environment includes attributes such as personal attention from faculty, class size, academic advising, and preparation for graduate/professional school.

### IUPUI Ratings: Top-2 Box Scores (% Excellent or Very Good Quality)

<table>
<thead>
<tr>
<th>IUPUI Ratings</th>
<th>Enrolling</th>
<th>Non-Enrolling</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core academic experience</td>
<td>86%</td>
<td>65%</td>
<td>21%</td>
</tr>
<tr>
<td>Physical environment</td>
<td>83%</td>
<td>57%</td>
<td>26%</td>
</tr>
<tr>
<td>Social environment</td>
<td>79%</td>
<td>56%</td>
<td>22%</td>
</tr>
<tr>
<td>Diversity of academic opportunities</td>
<td>78%</td>
<td>62%</td>
<td>16%</td>
</tr>
<tr>
<td>Academic environment</td>
<td>72%</td>
<td>49%</td>
<td>23%</td>
</tr>
<tr>
<td>Career preparation</td>
<td>72%</td>
<td>57%</td>
<td>15%</td>
</tr>
<tr>
<td>Affordability</td>
<td>71%</td>
<td>58%</td>
<td>13%</td>
</tr>
</tbody>
</table>

When asked to describe IUPUI, the same top set of words come up among both enrolling and non-enrolling students but there are still wide gaps between the two groups in the proportion of students who use these words to describe IUPUI.

- **Enrolling students** describe IUPUI as: diverse, affordable, friendly/inclusive, fun/exciting, career-minded, and comfortable.
  - Words such as: high quality, innovative, intelligent, spirit-school, and community-oriented are used by less than half of enrolling students.
- **Non-enrolling students** describe IUPUI as: affordable, diverse, well-known, friendly/inclusive, career-minded, and comfortable.
  - The word ‘average’ is used to describe IUPUI by 23% of non-enrolling students.

Parents influence the decision among half of students (both enrolling and non-enrolling) followed by peers/friends, and current students at their institution of choice.

- Among non-enrolling students, 31% state admissions counselors at their institution of choice influenced their decision along with high school guidance counselors (25%) and alumni (24%).

Among non-enrolling students, 82% state that the scholarships or grants awarded influenced their decision to attend their institution of choice.

- 33% state the difference in net cost for one year between their institution of choice and IUPUI was $5,000 and another 28% said it was closer to $10,000.
Being 'close to home' comes up for both enrolling and non-enrolling students as a reason they chose a particular institution (sometimes in a negative way for non-enrolling as some don’t want to be close to home).

Among non-enrolling, financial aid/scholarship is mentioned more often along with other attributes such as class sizes as well as a feeling of ‘fit’.

Statements around potential ‘career’ are not mentioned as often by either group.

Responses related to a specific program/major come up the most as the reason why they chose a specific school.

- **Enrolling students**: This group is more likely to include phrases such as ‘great’, ‘good’, or ‘strong’ program.

  “I have chosen to attend IUPUI because of the strong engineering program. This college is close to home and highly recommended to me by my parents and guidance counselor.”

- **Non-enrolling students**: Specific program names are mentioned among this group and are seen as having a higher reputation than IUPUI.

  “The reputation of the nursing program at IU Bloomington is one to remember. While IUPUI has more accessibility to hospitals, I believe that the program in Bloomington will push me to be my best.”
 Affordability is the most important reason non-enrolling students chose another institution over IUPUI followed by reputation/academic quality. Career outcomes are still important among both groups and offering desired program was more of a factor for enrolling students.

<table>
<thead>
<tr>
<th>What is the most important reason you have chosen to attend…</th>
<th>Enrolling</th>
<th>Non-Enrolling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordability</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Reputation / academic quality</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>Career outcomes / job opportunities for graduates</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>It offers my desired program</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>Value of education for the cost of attending</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>The feeling that I would fit in</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Hands-on learning / real-world experience in curriculum</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Campus and off-campus environment</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Sense of community on campus</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Close to home</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Location (quality of the area)</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>My family wants me to go here</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Flexibility of schedule (e.g., online options, course times)</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Other*</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Don’t know / unsure</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

* indicates a significant difference between the two groups at a 95% level of confidence

Responses sorted in descending order by non-enrolling group.

STUDENT MINDSETS

Similar to the national distribution of mindsets, IUPUI admitted students are most often those with Experiential Interests (internships, study abroad, employment, etc.) or a Social Focus.
Large gaps exist between enrolling and non-enrolling IUPUI students related to academic environment – particularly on overall reputation, strength of program in my area of interest and personal attention from faculty/administrators.

**NEXT STEPS & FOLLOW-UPS**

- Dig deeper into the interactive dashboard to further:
  - Understand how students view competing and other peer institutions as well as provide national and state level benchmark data
  - Explore further by student segments (i.e. geography, demographics, etc.)
  - Evaluate perceived usefulness of marketing and information sources from IUPUI and other institutions (i.e. campus tours, emails, etc.)
  - Make strategic decisions on how to best leverage current strengths and determine areas of opportunity for the future

*For questions, please contact Ashley Miller: admille@iupui.edu*
Key Goals

- Partner with schools/units to answer questions that provide actionable insights and will move strategy forward

- Help foster a culture of data-informed decision making. Develop best practices for marketing research techniques and analytics in strategic enrollment management, including marketing-related initiatives

- Leverage existing data and bridge gaps through data translation and story-telling
Admitted Student Mindsets

<table>
<thead>
<tr>
<th>Experiential Interests</th>
<th>Career Pragmatists</th>
<th>Social Focus</th>
<th>Exploration and Meaning</th>
<th>Career through Academics</th>
<th>Grad School Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>24%</td>
<td>21%</td>
<td>17%</td>
<td>12%</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>Enrolling</td>
<td>Non-Enrolling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IUPUI Consideration Among Non-Enrolling Students

- 43% were 'extremely' or 'very close' to attending IUPUI
- 18% Extremely close (I nearly chose to attend this school instead)
- 25% Very close (it was one of my top choices)
- 29% Somewhat close
- 12% Not very close
- 16% Not close at all (it was only a backup option)

Influencers in College Choice

- Enrolling
- Non-Enrolling

<table>
<thead>
<tr>
<th>Influencer</th>
<th>Enrolling</th>
<th>Non-Enrolling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>51%</td>
<td>50%</td>
</tr>
<tr>
<td>Peers / friends</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td>Current students at Your Choice</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Teachers at your school</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>HS counselors</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>Admissions counselors at Your Choice</td>
<td>13%</td>
<td>31%</td>
</tr>
<tr>
<td>Alumni of Your Choice</td>
<td>13%</td>
<td>24%</td>
</tr>
<tr>
<td>Professors at Your Choice</td>
<td>6%</td>
<td>19%</td>
</tr>
</tbody>
</table>
IUPUI Ratings

<table>
<thead>
<tr>
<th>IUPUI Ratings: Top-2 Box Scores ( % Excellent or Very Good Quality )</th>
<th>Enrolling</th>
<th>Non-Enrolling</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core academic experience</td>
<td>86%</td>
<td>65%</td>
<td>21%</td>
</tr>
<tr>
<td>Physical environment</td>
<td>83%</td>
<td>57%</td>
<td>26%</td>
</tr>
<tr>
<td>Social environment</td>
<td>79%</td>
<td>56%</td>
<td>22%</td>
</tr>
<tr>
<td>Diversity of academic opportunities</td>
<td>78%</td>
<td>62%</td>
<td>16%</td>
</tr>
<tr>
<td>Academic environment</td>
<td>72%</td>
<td>49%</td>
<td>23%</td>
</tr>
<tr>
<td>Career preparation</td>
<td>72%</td>
<td>57%</td>
<td>15%</td>
</tr>
<tr>
<td>Affordability</td>
<td>71%</td>
<td>58%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Core Academic Experience

[Bar chart showing Core Academic Experience ratings for different institutions, with Enrolling and Non-Enrolling ratings depicted in different colors.]
### Words to Describe IUPUI (Top-Words)

<table>
<thead>
<tr>
<th></th>
<th>Enrolling</th>
<th>Non-Enrolling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse</td>
<td>57%</td>
<td>40%</td>
</tr>
<tr>
<td>Affordable</td>
<td>54%</td>
<td>42%</td>
</tr>
<tr>
<td>Friendly/Inclusive</td>
<td>54%</td>
<td>36%</td>
</tr>
<tr>
<td>Fun/Exciting</td>
<td>51%</td>
<td>24%</td>
</tr>
<tr>
<td>Career-Minded</td>
<td>48%</td>
<td>28%</td>
</tr>
<tr>
<td>Comfortable</td>
<td>48%</td>
<td>27%</td>
</tr>
</tbody>
</table>

### Words to Describe IUPUI

<table>
<thead>
<tr>
<th></th>
<th>Enrolling</th>
<th>Non-Enrolling</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-quality</td>
<td>38%</td>
<td>17%</td>
</tr>
<tr>
<td>Community-oriented</td>
<td>39%</td>
<td>21%</td>
</tr>
<tr>
<td>Hands-on</td>
<td>37%</td>
<td>19%</td>
</tr>
<tr>
<td>Spirit-school</td>
<td>26%</td>
<td>15%</td>
</tr>
<tr>
<td>Innovative</td>
<td>28%</td>
<td>17%</td>
</tr>
<tr>
<td>Average</td>
<td>10%</td>
<td>23%</td>
</tr>
</tbody>
</table>
# Reason for Choice (aided list)

<table>
<thead>
<tr>
<th>Reason for Choice</th>
<th>Enrolling</th>
<th>Non-Enrolling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordability</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Reputation / academic quality*</td>
<td>3%</td>
<td>14%</td>
</tr>
<tr>
<td>Career outcomes / job opportunities for graduates</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>It offers my desired program*</td>
<td>13%</td>
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<tr>
<td>Value of education for the cost of attending</td>
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<td>3%</td>
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<tr>
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</tr>
<tr>
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<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>My family wants me to go here</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Flexibility of schedule (e.g., online options, course times)</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Other*</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Don’t know / unsure</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

* indicates a significant difference between the two groups at a 95% level of confidence.

Responses sorted in descending order by non-enrolling group.

---

## Essay Text Analytics
Essay Text Analytics

- Are there opportunities for us to enhance our marketing and messaging efforts?
- Can we better understand our audience through what they write about in their essays?
- Do we have opportunities to create a more personalized experience for the student?

Ways to Evaluate the Data

Counts of Words

Term Frequency
Inverse Document Frequency (TF-IDF)
## Word Combinations

### Kelley

<table>
<thead>
<tr>
<th>Activity</th>
<th>Word Combinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>HHS</td>
</tr>
<tr>
<td>Service</td>
<td></td>
</tr>
</tbody>
</table>

- **Kelley**
  - How it functions
  - I can understand
  - And there's nothing I can do
  - There's always something else
  - I'm not satisfied
  - And there's a lot of dissatisfaction
  - I'm not happy

- **HHS**
  - Community
  - Service
  - Opportunity
  - Ambition
  - Education
  - Professionalism
  - Organizational
  - Leadership
  - Purpose
  - Mission
  - Strategy
  - Communication
  - Collaboration
  - Vision
  - Success
  - Growth
  - Success
  - Impact
<table>
<thead>
<tr>
<th>Business</th>
<th>Dentistry</th>
<th>Education</th>
<th>ENGR &amp; TECH</th>
<th>HHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad/father</td>
<td>Class</td>
<td>Child</td>
<td>Computer</td>
<td>Service</td>
</tr>
<tr>
<td>Indiana Skills</td>
<td>Indianapolis</td>
<td>Future</td>
<td>Field</td>
<td>Play</td>
</tr>
<tr>
<td></td>
<td>Therapy</td>
<td>Possibly</td>
<td>Research</td>
<td>Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Herron</th>
<th>SolC</th>
<th>Liberal Arts</th>
<th>Philanthropy</th>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Began</td>
<td>Create</td>
<td>Mom/Dad</td>
<td>Earn</td>
<td>Become</td>
</tr>
<tr>
<td>Show</td>
<td>Loved</td>
<td>World</td>
<td>Participate</td>
<td>Care</td>
</tr>
<tr>
<td>Create</td>
<td>Understanding</td>
<td>Writing</td>
<td>Lives</td>
<td>Life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fairbanks</th>
<th>SPEA</th>
<th>Science</th>
<th>Social Work</th>
<th>UCOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>Club</td>
<td>Dad/father</td>
<td>Mom/Dad</td>
<td>Career</td>
</tr>
<tr>
<td>Top</td>
<td>Dad/father</td>
<td>Doctor</td>
<td>Others</td>
<td>Everything</td>
</tr>
<tr>
<td>Heart</td>
<td>Academic</td>
<td>Question</td>
<td>Struggle</td>
<td>Path</td>
</tr>
</tbody>
</table>
More work to do…

- Z l@b#k#xwvdx#j#s#r#w#q#l#b#v#k#r#h#h#u#h#k#g#h#u#d#q#g#d#h#q#w#s#w#q#v#l#k#g#g#f#r#e#l#r#u#b#h#b#
  Z l#k#k#h#u#d#t#f#u#r#v#v#f#d#p#s#v#x#

- lgfrv#s#p#l#b#j#p#h#p#h#v#d#j#l#j#i#n#x#g#g#d#f#g#h#p #l#b#x#d#d#j#g#h#t#l#j#l#i#g#g#l#g#o#f#f#k#l#h#i#l#r#w#d#k#l#

- Z r#m#b#j#l#k#h#f#u#d#h#u#v#r#h#b#y#d#w#n#l#k#h#v#l#

- Vh#j#p#h#q#w#d#j#b#u#l#b#h#j#l#j#k#f#u#d#h#k#l#p#h#h#u#r#q#d#d#h#b#g#h#t#l#j#h#g#l#h#b#g#f#h#b#h#l#w#g#h#p#d#v#

- F#r#m#l#e#r#d#w#l#j#l#k#k#f#k#r#r#w#r#k#f#g#h#l#f#k#r#r#v#h#o#h#h#l#j#l#l#j#g#l#b#g#l#h#g#h#p#d#v#m#x#g#h#v#d#l#

- V#k#d#u#b#j#l#x#w#v#j#k#w#k#l#k#f#k#r#r#v#o#h#k#g#k#l#l#k#u#x#j#k#h#u#r#q#d#d#f#r#q#o#x#d#d#k#q#v#d#
Questions?

Ashley D. Miller
Director, Marketing Research & Analytics
Division of Enrollment Management
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Indianapolis, IN 46202-5147
317-278-9794
admille@iupui.edu
RAC Membership 2019-2020

Odell, Jere (University Library) (Chair)
Bhatwadekar, Ashay (Medicine)
Chu, Tien-Men (Gabe) (Dentistry)
Coggan, Andrew (Health & Human Sciences)
Cohee, Andrea (Nursing)
Ellsworth, Susannah (Medicine)
Foster, Erin (Medicine)
Goff, Philip (Liberal Arts)
Guiliano, Jennifer (Liberal Arts)
Han, Jiali (Public Health)
Lapish, Christopher (Science)
Na, Sungsoo (Engineering and Technology)
Osili, Una (Philanthropy)
Picard, Christine (Science)
Pike, Caitlin (University Library)
Tanaka, Hiromi (Medicine)
Yan, Jingwen (Informatics and Computing)
Zhu, Likun (Engineering and Technology)

Liaison / Ex Officio
Blum, Janice (Interim Vice Chancellor for Research) (Administrative Liaison)
Mendonca, Marc (Medicine) (Executive Committee Liaison)
Assignments Completed


2. Draft policy on accepting and disclosing research funding. Reviewed, comments submitted.

3. Reviewed “Statement on the Foundation for a Smoke-Free World” (Bloomberg SPH, JHU; Fairbanks SPH, IU; et al., 2018). Supported in meeting minutes.

4. Inventory of research “Centers” and “Institutes.” Completed.

5. Established liaison to OVPR's Faculty Research Advisory Board. Chairs of IFC RAC and BFC RAC serving.

Assignments In Progress


5. Review policies relevant to Centers and Institutes: In progress, expected to carry into February 2020.
Assignments Pending (Spring Semester 2020)

1. Indirect Cost Recovery guidelines to the IFC. Review campus, university, and unit (school) use of ICR funds. (January 2020)

2. Collaborate with Library Affairs Committee regarding campus readiness for R1 status. (March 2020)

3. Limited submission assignments to campuses (April 2020)

4. IUCRG Program – faculty input into future directions/funding priorities if the program continues. (April 2020)

5. Monitoring of the Grand Challenges (May 2020)