

THE BICENTENNIAL STRATEGIC PLAN FOR INDIANA UNIVERSITY

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INTRODUCTORY MESSAGE: FULFILLING THE PROMISE

Indiana University was founded in 1820 on a promise to the people of the newly established State of Indiana that the civic, cultural, social, and economic life of the state and of its citizens would be expanded and enriched by an exceptional public institution of higher education. In the years that followed, Indiana University has consistently redeemed that promise through the outstanding achievements of generations of faculty members in a dazzling array of fields of inquiry and the leadership of remarkable presidents like David Starr Jordan, William Lowe Bryan, and Herman B Wells. IU has educated hundreds of thousands of Hoosiers, and they have gone on to be civic, cultural, social, and economic leaders of the state, the nation, and indeed the world. As we prepare for IU's Bicentennial in the academic year 2019-2020, we recommit ourselves to fulfilling that promise.

While a bicentennial year is a singular and fitting opportunity to celebrate many great achievements – and IU absolutely will do that – the **Bicentennial Strategic Plan for Indiana University** is fundamentally a forward-looking document. The university must set forth goals and strategies for the future. Building on the *IU Principles of Excellence, New Academic Directions* report, and the *Blueprint for Student Attainment*, this Bicentennial Strategic Plan for Indiana University sets forth bold priorities and specific actions to be accomplished in time for the Bicentennial, which will keep Indiana University on the course of greatness in its third century.

I shared my vision for a Bicentennial Strategic Plan in the 2013 State of the University address, and at that time directed the Executive Vice President for University Academic Affairs to lead the task of developing this plan. The plan was to be drawn largely from the existing strategic plans of campuses and administrative units (including plans that were in the drafting phase), giving them direction, coherence, and focus from a university-wide perspective. In my 2014 State of the University speech, I presented a detailed draft of the plan, as well as a multi-faceted process for soliciting input. The Office of the Executive Vice President for University Academic Affairs (OEVPUAA) posted to the website, strategicplan.iu.edu, a complete draft of the plan, with a simple mechanism for recording comments of any length. Strategic Plan Forums, to which all faculty, staff, and students were invited, were held on all eight campuses on which Indiana University offers academic programs. The website garnered 334 comments covering virtually every aspect of the draft and representing a wide range of perspectives. OEVPUAA and the Office of the President received many additional sets of comments from individuals, faculty committees, schools, governance organizations, and faculty and staff councils. These, too, covered many topics, offered many views, and were often very extensive. Every one of the comments has been read and, where possible and appropriate, incorporated into the plan.

A final draft of the Bicentennial Strategic Plan was presented to the Indiana Board of Trustees in December 2014 for their approval. The Trustees unanimously adopted the Bicentennial Strategic Plan on December 5, 2014.

We now move into the implementation phase. Detailed planning for the Action Items must occur on the campuses and in the relevant university administrative offices, and much of

that work has already begun. Many important aspects of the overall plan will be more fully developed in the implementation phase, and faculty members will be intensively involved in that process, in line with our traditions of shared governance. It will also be necessary to define precisely the stated metrics and establish targets wherever possible. Finally, OEVPUAA will establish, in cooperation with the campuses and administrative units, a system for tracking the metrics and reporting regularly on progress.

I would like to thank Executive Vice President Applegate and Michael Rushton, Director of Strategic Planning, for assembling a wide-ranging scan and analysis of IU's environment, synthesizing many existing plans at IU, gathering and evaluating an unprecedented volume of input, and drafting, revising, and redrafting the plan. In addition and just as important, I deeply appreciate the engagement of everyone who contributed to the Bicentennial Strategic Plan. Thanks to that engagement, the plan truly represents the range and aspiration of our great university, and so charts the course to the Bicentennial and beyond. The writing is behind us; we now continue our work of turning ideas into reality, of fulfilling the promise of The Bicentennial Strategic Plan for Indiana University.

Michael A. McRobbie
President
December 2014

I. MISSION STATEMENT

Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical and technological education. Indiana University's mission is to provide broad access to undergraduate and graduate education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for twenty-first century problems. Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.

Board of Trustees, 2014

II. CORE VALUES

Indiana University is committed to the highest standards of ethical conduct and integrity. In pursuing all aspects of the university's mission, the members of the Indiana University community are dedicated to advancing these core values:

- Excellence and innovation
- Discovery and the search for truth
- Diversity of community and ideas
- Respect for the dignity of others
- Academic and personal integrity
- Academic freedom
- Sustainability, stewardship and accountability for the natural, human, and economic resources and relationships entrusted to IU
- Sharing knowledge in a learning environment
- Application of knowledge and discovery to advance the quality of life and economy of the state, region, and the world
- Service as an institution of higher-learning to Indiana, the nation, and the world.

*Board of Trustees, 2014
(adapted from The Principles of Ethical Conduct, 2013)*

III. VISION

To be one of the great research universities of the twenty-first century and to be the pre-eminent institution of higher education in Indiana, specifically by:

1. Providing an excellent, relevant and responsive education across a wide range of disciplines in baccalaureate, graduate, and professional education to students from all backgrounds from Indiana and around the globe;
2. Pursuing excellent world-class research, scholarship, and creative activity; and
3. Engaging in the economic, social, civic, and cultural development of Indiana, the nation, and the world by building on the base of excellence in research and education.

Indiana University will take full advantage of the differentiated missions of the Bloomington, IUPUI, and IU Regional Campuses to pursue this vision, and it will be both entrepreneurial and collaborative in pursuing the vision and generating the resources to accomplish it.

*Board of Trustees, 2014
(adapted from The Principles of Excellence, 2010)*

IV. THE FOUNDATIONS OF ENDURING EXCELLENCE

Great universities are expected to last. While universities are by some calculations the oldest continuous institutions in the world, we are entering a period marked by unprecedented competition, stressed resources, heightened expectations, and rapidity of change. If Indiana University is to thrive in this environment, we must be focused and far-sighted in our actions and investment of resources.

Indiana University has been engaged for several years in efforts to reevaluate how we achieve our core missions of education and research. As a result of those efforts, much has already been accomplished. Still more is in progress, all with the goal of the Bicentennial Strategic Plan—to build the foundation for Indiana University’s enduring strength, and to keep IU on the course of greatness in its third century.

The foundation of the Bicentennial Strategic Plan includes the *Principles of Excellence*, ten broad principles that encompass the many areas in which a great university must be excellent; the *New Academic Directions Report*, which precipitated the most comprehensive restructuring of the university’s academic structure in its history; the *Blueprint for Student Attainment*, which is helping to ensure that IU’s regional campuses thrive and provide an excellent education to a wide range of Indiana students; IT strategic plans that helped make the university a national leader in the uses and applications of IT; the master plans for IU’s campuses; and the *IU International Strategic Plan*, which has helped to make IU one of the nation’s most international universities.

As the *IU Principles of Excellence* recognized, a great university must do a great many things very well, and a great public university must be accountable to the many constituencies who have a just claim on the university’s attention. Thus, the *Principles* provide the starting point and the organizational structure for the Bicentennial Strategic Plan. *As a result, much of what is brought together in the Bicentennial Strategic Plan has already been announced and approved.* The Strategic Plan adds eight Bicentennial Priorities, which reflect the scope and diversity of a great university while providing needed focus and direction to assure real progress. The complete plan is available on the Web at strategicplan.iu.edu.

Specifically, the six domains of the *Principles of Excellence* in the plan – education, faculty, research, international, health, and engagement – contain among them eight Bicentennial Priorities, which are highlighted in crimson. The Action Items within the Bicentennial Priorities will be supported by university-level investment and be the subject of multi-campus actions and initiatives. The Bicentennial Priorities have associated metrics to measure progress through to the bicentennial year.

Recognizing that the core work of the university takes place at the unit level, implementation of many or most of the Bicentennial Priorities and action items will inevitably occur at the campus and school levels. Given the three-part mission differentiation of Indiana University (IU Bloomington, IUPUI, the IU Regional Campuses: IU East, IU Kokomo, IU Northwest, IU South Bend, IU Southeast, and IPFW), and its associated organizational structures, one, some, or all campuses will take the lead in implementing

individual priorities and action items, depending on missions and capacities. Likewise, different kinds of campuses will implement the priorities and actions in different ways. Campus and administrative unit strategic plans and annual budgets must therefore specifically demonstrate how they will advance or contribute to each of these priorities to the extent and in a manner that is consistent with their respective missions. In addition, the definition of benchmarks and targets for the metrics, and the specific implementation steps for the action items, will be the subject of detailed campus and university implementation plans developed through our institutions of shared governance.

THE PRINCIPLES OF EXCELLENCE

1. An Excellent Education

Ensure that IU's schools and programs provide an education of the highest quality appropriate to their campus and school missions and are recognized for their excellence through national and international peer comparisons.

The best academic programs. Provide an excellent, rigorous, contemporary education through an extensive range of undergraduate, graduate academic, and professional programs and degrees that meet the needs of Indiana, the nation, and the world.

Educating outstanding students. Attract academically outstanding, promising students from diverse and under-represented backgrounds throughout Indiana, the nation, and the world.

Academic success and completion. Enhance undergraduate student learning and success through university-wide efforts to address retention and graduation issues in a systematic, sustained fashion.

High quality student life. Enhance and expand the quality of student life through an environment that vigorously supports and sustains academic, service and athletic achievements at the highest and most competitive levels and that is culturally rich, diverse and inclusive.

Access and affordability for Hoosiers. Ensure that an IU education remains geographically, programmatically, and financially accessible for all qualified students.

Innovative teaching. Adopt innovative modes of teaching and learning that improve the educational attainments of students.

Serving Students

For almost two centuries Indiana University has been educating Hoosiers, and students from across the nation and around the world, at the highest levels of quality. For all of the many things a premier public research university like IU does, students are its reason for being, and student success is at the core of its mission. University faculties assure that the education received by students in their classrooms is relevant, comprehensive, and conveyed so as to stimulate the imagination and the quest for deeper inquiry. Each campus is committed to creating the best possible environment for learning and student success in

the classroom on all its campuses and in the community, and to providing the environment and infrastructure that best allows students to experience and learn from the world's accumulated scholarship and creative works.

As a public university committed to the wellbeing of all of the people of Indiana, IU takes great pride in providing excellent educational experiences to students who bring to the university a wide range of pre-college preparation, social and economic backgrounds, demographic characteristics, and life experiences. Accessibility is a core regional campus mission, and so the IU Regional Campuses have an especially important role to play in serving the unique needs of “non-traditional” students, for instance, students who are first generation college goers, who must attend part time for financial or family reasons, who are returning to school after stopping out for career or personal reasons, or who are active duty service men and women or are veterans. Such students represent a large and growing proportion of students, especially at the IU Regional Campuses, and IU is committed to their success.

Maintaining Excellence

IU further believes that while always preserving its liberal arts heritage, it must constantly seek to scrutinize and renew its educational programs and always seek to answer the questions posed in the charge to the New Academic Directions committee:

- Is IU offering the kinds of degrees and educational opportunities that one would expect of a university that aspires to be one of the finest universities of the 21st century?
- Do the structure and organization of the academic units at IU allow the productivity of its faculty to be maximized in fulfilling the university's educational, research, and clinical mission?
- Are there areas in which our national and international peers have already successfully established new schools or other academic units in which IU should also be considering similar developments? Are there other areas in which IU is uniquely positioned to establish new schools or units?
- Are there programs that have lost relevance or are unsustainable, and need to be radically reoriented or discontinued?
- Should some of our present schools and other academic units be transformed through mergers or restructuring in ways that allow them to be more efficient and to take full advantage of important national and international educational trends?

The responses to these questions in the *New Academic Directions Report* of 2011 led to the largest academic restructuring at IU in nearly 100 years. It has seen the establishment in Bloomington of the School of Public Health, the School of Informatics and Computing, the School of Global and International Studies, and the Media School; and the establishment at Indianapolis of the Lilly Family School of Philanthropy and the Fairbanks School of Public Health. The academic programs of the School of Continuing Studies were redistributed to the primary academic units of the campuses.

This is a process that never comes to a rest. As the world changes, and as new avenues for better understanding the world around us and ways to contribute to its improvement arise, IU needs to ensure that students and their faculty are able to pursue new lines of inquiry and linkages across disciplines and professions. IU will ensure its schools and programs always reflect these imperatives and always provide an education of lasting value.

Additionally, it is not enough for IU simply to claim that it offers an excellent education. External review of programs serves to inform academic units of best practices in the discipline, and to provide information as to how well IU programs compare with peer institutions. IU is committed to strengthening processes for the regular academic review of schools or units within them, aligned where feasible with accreditation reviews, and to work systematically with deans to improve the rankings of their schools and units in ways that are responsible and align with academic goals.

A Valuable, Affordable Education

Recent studies from well-respected researchers have consistently shown that a college degree has never been more valuable to students, notwithstanding the recent economic downturn. Consider four empirical studies from 2014 alone:

- The Pew Research Center found that the wage gap between the college educated and those without a degree is higher for the ‘millennial’ generation than for any previous generation. The study finds that college graduates have lower unemployment and poverty rates, and higher job satisfaction.
- The Economic Policy Institute, using data from the US Labor Department, found a persistently growing wage gap between those with a degree and those without: 98% higher earnings per hour for college graduates, compared to 85% ten years ago and 64% in the 1980s.
- MIT economist David Autor, in a study published in the journal *Science*, found that the cost of *not* graduating from college is in the range of \$500,000, given the higher pay and employment prospects from a degree.
- The Federal Reserve Board of Cleveland found that although the up-front cost of attending college has indeed risen, the higher incomes in households with degree-holders more than compensates for the costs in tuition and delaying work-force entry.

But this is of little meaning to students if they are unable to finance or to complete a degree. IU’s affordability commitment – *Affordable IU* – will continue to ensure that all academically qualified students are able to participate in programs that are of high quality, are accessible and are affordable. *Affordable IU* comprises five interconnected strategies:

1. Tuition – to keep tuition increases as low as possible.
 - IU’s most recent tuition increases were the lowest on record.
2. Institutional Gift Aid – to provide extensive financial aid for qualified students.

- Institutional gift aid from all sources has doubled over the past seven years and now totals nearly \$300 million. Philanthropic support for gift aid for students will be a central objective of the Bicentennial Campaign (see Framework of Excellence 7) and of further university investment.
 - Particular attention will be given to gift aid for students with limited financial resources, and from diverse and under-represented backgrounds, including veterans and first-generation students
3. On Time Graduation – to ensure comprehensive measures are in place to assist all students to graduate on time.
- IU's *Finish in Four* completion award effectively freezes tuition for juniors and seniors on track to graduate on time. The *Summer Tuition Discount Program* provides a discount for summer courses at IUPUI and the regional campuses; at Bloomington, the number of credit hours that students can take for the same flat fee has been increased.
 - The new Office of Completion and Student Success supports and coordinates student completion activities and initiatives across the University.
 - Campuses will employ pervasive advising of students, supported by the IU Graduation Progress System (iGPS), including degree mapping, early alerts, degree audit, and analytics, to increase graduation rates and reduce the time to degree completion.
4. Student Debt – to provide programs in financial literacy so that students can better manage and reduce student loan debt.
- These programs reduced student debt across all IU campuses by \$31 million in one year.
5. Direct Cost Containment – to reduce other costs of attendance at IU.
- Costs such as textbooks and software have been significantly reduced. Residence hall rates increases have been kept low.

Affordable IU has led to the cost of an IU education being kept low while remaining of excellent value. For example the net price of an IU Bloomington education – full cost of attendance minus gift aid - is the lowest in the Big Ten based on IPEDS data. Our strategy is the promise of continuing value.

Career Preparation

A related priority of IU will be to build career awareness and information into every student's experience from the beginning of their IU studies, with improved academic and career advising programs, accessible information systems, and career connection programs. While employers consistently report that the core skills of a liberal education are the qualities they most value in current and prospective employees, all IU schools are pursuing opportunities to develop additional certificate and other qualifications that enable all IU students, regardless of their major fields of study, to obtain additional or targeted career skills through programs such as IUB's Liberal Arts and Management Program (LAMP) and the Liberal Education and America's Promise (LEAP) initiative developed by the Association of American Colleges and Universities. IUPUI's innovative

RISE and EDGE programs link students with general and specific career skills throughout their academic careers. The IU Regional Campuses specialize in developing programs and pedagogies that align with regional career opportunities and prepare students to thrive in those areas. All of these campus initiatives, as well as experiential learning, service learning, internships, and externships, serve to connect the campus with the community in ways that promote students educational and career aspirations.

Technology in Education

IU is committed to using its scale, faculty, and technological expertise, to offer courses and programs through a variety of face-to-face and digital formats. These include the traditional classroom environment, online and hybrid courses, and technology-enhanced classrooms. *IU Online* coordinates and catalyzes IU's efforts in this area. These new technology-driven ways of delivery courses are not a panacea for the financial challenges facing higher education; online courses still require faculty and staff support, and students still need the personnel and facilities that provide a complete college experience. But online and hybrid delivery allow IU through *IU Online* to expand its offerings across campuses in a cost-effective way, through developing systems of shared online resources. IU will complete through *IU Online* a university-wide framework for online education, to enhance instructional quality and support, and create scalable economies in course and program delivery for all campuses.

In addition, as a means to further the diversity and quality of online offerings in a cost-effective way, IU is one of the co-founders, with a consortium of universities, in the development of Unizin, which uses the technological capabilities of universities to develop, and control shared infrastructure for online and hybrid course delivery, rather than relying on outsourcing digital education to private firms.

Student Life

Student success depends upon more than the content of individual courses or the curriculum of particular degree programs. An important part of it is conditioned by an environment that provides support in other ways, from student organizations that encourage personal and social growth; physical environments that are inspiring and up to date; welcoming services that support the physical and mental health and wellness of students; and the development of lifetime engagement and support of the university. IU will continue to support all these activities to create “sticky” campuses that attract and retain students, and stimulate their engagement in their education.

Intercollegiate athletics is a pervasive aspect of modern college life, as it draws students to the campus, builds a strong sense of community and continuing connection to the institution, and inculcates educational and life skills of persistence, teamwork, and striving for excellence. While all IU campuses support intercollegiate athletics to some degree, the Big Ten athletics program at IU Bloomington is expected to serve as a model of the values of student athletics. There, as an important component of a high quality of student life, IU provides an excellent, broad-based, and financially independent intercollegiate athletics

program focusing on playing by the rules; the mental and physical wellness, academic achievement, and athletic success of student-athletes; and integration with the University as a whole. IU aspires to lead during these uncertain times in intercollegiate athletics with innovations such as the Excellence Academy and the nation's first ever Student-Athlete Bill of Rights. Recognizing that intercollegiate athletics should enhance and expand the collegiate experience for all students, intercollegiate athletics will help to attract an outstanding and diverse student body; provide affordable, accessible, and exciting programs; and build lifelong connections among students and between students and the University.

BICENTENNIAL PRIORITY ONE: A COMMITMENT TO STUDENT SUCCESS

Indiana University will continue to enhance its commitment to student success, while earning a degree and afterwards, by adopting innovations and realignments in schools, programs, and course delivery; by assuring systematic review of existing programs; and by ensuring that IU's high-quality education remains affordable.

Bicentennial Action Items

1. Indiana University will ensure an affordable education, through:
 - a. Keeping IU tuition and fees as low as possible in relation to its peer institutions;
 - b. Increasing undergraduate scholarships that reduce net tuition and fees;
 - c. Providing competitive graduate student financial support;
 - d. Maintaining a multi-faceted program of incenting and supporting students in graduating on time;
 - e. Providing comprehensive programming and advising for students regarding financial aid and debt management.
2. IU will continue to seek out and support undergraduate and graduate students from diverse socio-economic backgrounds, including first-generation college students, veterans, students from under-represented minorities, returning students, and part-time students.
3. IU will adopt and support practices, policies, and information systems that support and encourage both graduate and undergraduate students to complete degrees on time or as promptly as their individual circumstances allow. Pervasive academic and career advising will become a hallmark of an IU education, focusing particularly on first-generation and so-called nontraditional students.
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.
5. IU will continue to pursue new graduate and undergraduate academic programs, and realignment of existing programs, in order to leverage its strengths, assure relevance, and respond to student demand and to regional, state, and national needs.

6. IU will work systematically with deans to improve the overall quality, learning outcomes, and standing in reputable rankings of their schools and degree programs, including strengthening processes for regular academic review of their units.

Metrics

- Retention and Completion rates for undergraduate students
 - Number of degrees and certificates conferred
 - Retention of full-time beginning students and new transfers
 - Graduate rate at six years and transfer graduate rate
 - On-time completion rate and median time to degree
- Diversity of undergraduate student population compared to state or region demographics
- Full cost of attendance *less* gift aid
- Increase in online and hybrid course options for students at all IU campuses
- Increase in number of students in online and hybrid courses and programs who are new to all IU campuses
- Graduate student time to degree

Continuing Priorities

- Ensure the successful establishment of the following new schools:
 - School of Public Health, Bloomington
 - Fairbanks School of Public Health, Indianapolis
 - Lilly Family School of Philanthropy
 - School of Informatics and Computing
 - School of Global and International Studies
 - Media School.
- Assess additional realignments, amalgamations, consolidations, and transformations among units on a campus (e.g. the design initiative at IUB) or among campuses (e.g., the regional campus *Blueprint for Student Attainment*) in order to:
 - Respond to student demand and regional, state, and national needs for new areas for education and research
 - More effectively leverage IU's academic strengths and scale to expand education and research opportunities
 - Effect greater efficiencies
 - Improve academic quality.
- Delineate and support multiple, differentiated campus missions.
- Enhance on-campus experience and co-curricular opportunities to attract the best students for every campus through –
 - Development of the iGPS advising support system
 - MyStudentInvolvement
 - Student fitness and wellness centers
 - On-campus employment opportunities

- Assure a diverse student body that reflects a range of demographics, backgrounds, experiences, viewpoints, and perspectives; provide robust support for historically underrepresented, first generation, and returning veterans to enhance retention and completion.

2. An Excellent Faculty

Recruit and retain an outstanding, diverse, and inclusive faculty from researchers, scholars, teachers, and creative artists worldwide who are recognized as among the very best in their fields.

A Community of Scholars

Academic institutions are sometimes caricatured as places of obsessive introspection, but in fact, modern universities are relentlessly outward looking. In order to create, preserve, and disseminate knowledge and understanding, university faculty members study and learn from other places, peoples, and cultures; they explore phenomena on scales that are far from our daily experience, from nanoparticles to galaxies; they look back to understand the remote past and forward to predict the distant future; and increasingly, they work across and between traditional disciplinary boundaries to better understand the world around us, as well as ourselves. This often requires faculty members to forge and sustain deep connections with individuals and places at a far remove from their home institutions. Connecting with the wider world has, indeed, become an essential aspect of modern universities, and it unquestionably diversifies and enriches education and research.

At the same time, looking outward can come at the expense of the core idea of the university as a community of scholars, in the most inclusive sense of teachers, researchers, and creators. Such a community sustains and enriches the intellectual life of its members, through constant interactions among them and with the overlapping community of learners. Additional centrifugal forces include disciplinary rather than institutional focus and attention; greater competition among universities for accomplished faculty members; greater demands on faculty time for competitive research and scholarship opportunities, especially in view of increased external regulation; increasingly specialized research areas which often require faculty members to interact primarily with scholars at other universities; and the relative ease and frequency of travel for academic conferences and collaborations, a trend that will only increase with globalization. New technologies, which make extensive collaboration possible, also enable (perhaps even encourage) individual faculty members to find their intellectual communities outside the university and to conduct much of their research, creative, service, and even teaching responsibilities remotely, severely limiting regular interaction with their colleagues and the university community.

Such isolation is a loss to both the community of scholars and the community of learners. Regular formal and informal interaction among individuals in the same or related

disciplines, and even more importantly among those in different disciplines, have long been the hallmark of great universities. Indiana University has prided itself on welcoming interdisciplinary scholarship, and it is a core value and objective of many school and campus strategic plans. Interactions among faculty members deepen and broaden understanding. In particular, such interactions bring to bear the diversity of individuals, experiences, perspectives, and views that we regard as fundamentally important. Lack of regular contact also makes it difficult to sustain the institutions of shared governance on which the progress and cohesion of the university community depends.

Likewise, a vibrant community of scholars supports students' active engagement in their education, which we know is central to their learning, retention, and graduation. Such a community enhances instructional effectiveness through the sharing of ideas and techniques, mutual observation, and mentoring. Successful engagement of students also depends in part of the intentional development of pedagogical skills and techniques. IU has invested substantially in centers for teaching and learning and a variety of learning technologies; IU boasts excellent faculties who study the science, tools, and skills of effective pedagogy; and IU supports the Faculty Colloquium on Excellence in Teaching (FACET), a faculty-led organization committed to education and research in effective pedagogy. While students' engagement is not limited to the classroom, studio, laboratory or office, these core areas of formal and informal educational interaction require faculty members who are regularly present and available to students.

An inclusive scholarly community must also recognize that education and research at IU is not the sole province of the tenure stream faculty, but that other full-time faculty (e.g., clinical, lecturer, librarian, practice, and research ranks), part-time (adjunct) faculty, and the professional staff make essential and invaluable contributions to IU's core mission. Community-building and development activities and programs must include and support these members of the scholarly community, as well.

All IU campuses are and will remain primarily physical spaces. IU, the State of Indiana, and hundreds of benefactors have invested greatly in physical surroundings of inspiring beauty, architectural significance, and functional excellence. This investment continues, and the facilities are built to last. The investment directly supports the educational and research missions of the university; it also furthers a sense of community among scholars and learners, among teachers and students. An exceptional physical infrastructure must be populated if they are to foster the kind of intensive and varied student engagement that a physical campus offers.

Finally, a strong and engaging community of scholars is an important tool for recruiting and retaining a strong faculty at all of IU's campuses. Time and again highly sought after faculty members remain at IU because of the community that they find at our campuses. In order to compete effectively for top talent in all fields, a vital community of scholars is a matter of urgency.

BICENTENNIAL PRIORITY TWO: A COMMUNITY OF SCHOLARS

Indiana University will renew its commitment to the university as a community of scholars that attracts and retains an excellent faculty.

Bicentennial Action Items

1. IU will foster a culture that promotes a scholarly community on all IU campuses and across the arc of faculty members' careers, including support for mentoring, active engagement with colleagues and students, and opportunities for professional development. In support of the scholarly community, faculty are urged to consider and adopt clear expectations for active engagement with students and colleagues, which reflect the missions, student needs, and faculty responsibilities of the relevant academic units.
2. IU will create and maintain networks of IU faculty members across all campuses, the subjects of which may be disciplinary, interdisciplinary, shared research or creative activity, teaching and learning, or other scholarly subjects. The establishment of such networks is particularly important for regional campus faculties, which are typically smaller and have greater teaching responsibilities.
3. IU will encourage broader use of, and enhance where needed, IU'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.
4. IU will add to existing academic and staff leadership development programs that identify and prepare individuals for leadership positions and offer advancement in leadership career paths at IU.
5. IU will encourage and support the convening of academic conferences at Indiana University, which bring scholars to IU and further diversify and enrich our community of scholars and learners.

Metrics

- Number and subjects of continuing intercampus networks and number of faculty members involved
- Number of faculty and staff members participating in all types of professional development programs
- Number of academic conferences held at IU which bring to IU scholars from other institutions
- Faculty statements of expectations for engagement with students and colleagues

Continuing Priorities

- Renew IU's historical commitments to individual academic freedom and to effective shared governance.
- Employ existing academic policies to ensure continued productivity throughout faculty members' careers.

- Institute comprehensive faculty orientation programs to communicate values, expectations, compliance obligations, and available resources.
- Emphasize recruiting candidates with a diversity of backgrounds, experience, and perspectives, in conjunction with Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA).
- Provide competitive benefits and working conditions for faculty.

3. Excellence in Research

Maximize IU's full capacity for research, scholarship, and creative activity that is recognized as excellent through national and international peer comparisons.

Increase research and scholarship. *Increase external funding and other support for research and scholarship in all areas of inquiry, and ensure that these activities are strongly supported both academically and administratively.*

Stimulate the Arts and Humanities. *Expand and enhance IU's renowned traditions in the creative arts that enrich the lives of Hoosiers and reach around the globe.*

A commitment to outstanding professional education and research. *Build on IU's superb professional education programs to continue to meet the present and emerging needs of Indiana, the nation, and the world.*

Expand intercampus collaboration. *Leverage the combined intellectual resources of the IU campuses through broad-based, interdisciplinary research and other collaborations internally and externally.*

Indiana University is a national leader in research, a long-standing member of the select Association of American Universities, and the home of scholars of outstanding international recognition. Like all great research universities, it draws strength from the breadth of its activities: although there are selected areas of particular focus, its essence is a gathering of scholars from across all disciplines and creative fields, providing a rich environment for faculty and students alike.

The benefits to the people of Indiana from having great research universities in the state are profound. It is well documented that university research and creative activities are associated with increased growth and incomes in their surrounding regions through students who have received their education in a research-rich environment; through new enterprises and new ideas brought into existing businesses; through a pervasive culture of innovation; and through openness to new ideas in applied science, business, the professions, the nonprofit and public sectors, and in the creative industries.

Although there are great opportunities to be seized in the coming years, the environment for research universities is increasingly competitive and challenging. The past few decades have seen a significant increase in the research activity and reputation of universities around the globe. The United States has traditionally been far and away the leading home of the world's great research institutions, but universities around the world have been rising in what have become ubiquitous international rankings of universities.

In many ways, the globalization of university research is a great benefit. Just as findings generated by IU faculty benefit researchers internationally, so are we able to build upon international scholarship. But it also implies a healthy but increasingly intense competition for scholarly and creative talent, and for funding and recognition. IU must rise to meet this challenge. Nationally as well, there is increased competition for scarce funds from public agencies and foundations with success rates for grant proposals to some agencies falling to below 10%. Hence it is essential that Indiana University take an active and vigorous role in supporting faculty and graduate students in achieving success in securing grant funding.

Addressing Grand Challenges

Research and scholarship fundamentally rely on the inventiveness, innovation, and creativity of the individual investigator or scholar, yet research has become increasingly multi-disciplinary and based on *teams* of investigators. The funding of research across the humanities and social and natural sciences has shifted in the direction of team-based research focused on major and large-scale problems, and away from the solitary investigator. These major and large-scale problems – often called *grand challenges* - are chosen because of their potential to advance a discipline or address some major problems of humanity and because they can only be addressed by multidisciplinary teams of the best researchers.

All of this has a number of important implications for Indiana University:

First, IU faculty and academic administrators must take the lead in identifying grand challenges where IU has the greatest potential to make the most significant contributions. Faculty will be invited to identify major issues facing society and possible means of searching for solutions through teams of scholars.

Second, IU faculty and academic administrators must take the lead in assembling teams and clusters of researchers most able to address these grand challenge problems.

Third, the university must provide support to catalyze faculty efforts to seek major long-term grants and gifts to fund their work in attacking these grand challenges.

Fourth, select hires and appointments should be made, including cluster hires of senior scholars and their research groups who have outstanding records of funded research to lead or greatly strengthen research efforts focused on these problems.

Fifth, IU must work to remove barriers to collaboration that might exist between researchers in different schools and campuses to maximize the ability to form teams and clusters of investigators.

The future success of IU's research enterprise will depend on such institution-wide collaboration.

Stimulating and Supporting Creativity and Cultural Enrichment

The environment that has just been described applies to research in the life, health, physical, social and technological sciences, as well as to the humanities. In the arts, the emphasis remains primarily on the individual creative artist or scholar, though of course music and theater is almost always based on the performances of groups of artists, often with dynamic and complex facilities and equipment.

The arts are an enormous strength of Indiana University. The Jacobs School of Music at Bloomington is consistently ranked among the best in the world. The programs in studio art and design at the Herron School of Art and Design in Indianapolis, at what is expected to be the new School of Art and Design in Bloomington (see Bicentennial Priority Eight), and in vibrant programs in these areas on the regional campus, such as the Raclin School of the Arts at IU South Bend are all highly regarded, as is the Department of Theater, Drama and Contemporary Dance in Bloomington.

For nearly a decade, the work of creative artists and scholars of the arts and humanities have seen their work supported by *New Frontiers in the Arts and Humanities*, one of the most generous funding programs for humanities and the arts at any university. *New Frontiers* has funded hundreds of successful projects on all of IU's campuses – literary works, experimental works in new media, works of art, and new musical compositions and performances. Many of these successful projects have gone on to further recognition, including additional funding for their development.

The expansion and provision of new facilities to support the arts and humanities over this ten-year period has also been quite remarkable. The university, generous donors, and the State of Indiana have invested well over \$200 million in a range of such facilities, including:

- The East Studio Building and the Musical Arts Center Percussion addition for the Jacobs School of Music
- The IU Cinema at Bloomington (rated by the acclaimed actor Meryl Streep as the best of its type in the country)
- Renovation of Franklin Hall at Bloomington to house the new Media School including the Film Studies Program
- Renovation and expansion of the Theatre and Drama Building at Bloomington to form the Movement Studio and Studio Theatre.
- The Global and International Studies Building at Bloomington that will house nearly all of IU's language and international studies program
- The Black Film Center Archive Expansion at Bloomington
- The Wells Library Film and Media Archive
- Installation of the Webb-Ehrlich Organ in Alumni Hall (also renovated) at Bloomington
- Eskenazi Hall to house the Herron School of Art and Design at IUPUI
- Eskenazi Fine Arts Center expansion for the Herron School

- Cavanaugh Hall classroom renovation at IUPUI
- Joshi Performance Hall at IU South Bend
- New Arts and Sciences Building at IU Northwest to include performance spaces
- Establishment of the Indiana University Center for Art and Design Columbus
- Establishment and renovation of art galleries on all regional campuses, which with other facilities on these campuses, enable them to play a major cultural role in their regions.

It is no exaggeration to say that the last decade has been a golden age for support of these disciplines at IU, despite a general environment in higher education that too often ignores or marginalizes this part of the core of a liberal education.

BICENTENNIAL PRIORITY THREE: CATALYZING RESEARCH

Indiana University will engage in strategic hiring, investments in technology, and seed funding to support collaborative faculty research initiatives, with a focus on the grand challenges facing the state, the nation and the world. It will continue to support the creative and scholarly activities of its artists and humanists.

Bicentennial Action Items

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 multi-disciplinary and multi-campus teams to address those grand challenges.
2. IU will continue to support the arts and humanities through the *New Frontiers in Arts and Humanities* program. IU will also continue to invest in facilities to support the creative and performance activities of these disciplines.
3. IU will continue its support of widespread inter-campus collaboration by establishing a searchable faculty collaboration database to identify opportunities. This database will also assist in establishing the faculty networks envisioned in Bicentennial Priority Two.
4. IU will intensively pursue cluster hires to strengthen current areas or establish new strengths. These will focus on experienced faculty members with track records of research accomplishment, success in securing funding support, and serving as a catalyst who enables others within or outside of their disciplines to excel.
5. IU will provide targeted seed funding and support for faculty in expanding and diversifying sources of external research funding.
6. IU will continue to invest in the physical and IT infrastructure necessary for twenty-first century research and beyond, through new and renovated laboratory space and continuing investments in cyberinfrastructure, with priorities based upon prospects for research productivity.

Metrics

- Amount and diversity of sponsored research

- Publication rate and demonstrated impact of faculty according to field-appropriate measures
- Establishment of Grand Challenge groups and associated research funding
- Number of multi-campus sponsored research collaborations

Continuing Priorities

- Provide opportunities for all students, including undergraduates, to engage with faculty in research and creative activities.
- Break down organizational silos that impede interdisciplinary research and teaching, intercampus and interschool collaboration, and recognition and rewarding of collaborative activity.
- Support innovative campus “living laboratory” initiatives that provide opportunities to integrate campus operations, faculty and student research, education, student life, and community engagement to applied, solutions-oriented sustainability research.
- Build and support inter-campus collaboration through:
 - Establishing database to identify opportunities
 - Providing seed funding through the IU Collaborative Research Grants program
 - Coordinating multiple submissions.
- Foster a culture of full compliance with all applicable ethics, safety, and financial requirements, consistent with the *Principles of Ethical Conduct*.
- Work with partner institutions in the AAU and other national organizations to reduce external regulatory burdens on research; undertake continuing review of internal research and related policies and procedures to minimize the administrative burden on researchers, working with the IU Policy Advisory Council, OVPR, and other administrative units.

Renewing IU's Commitment to Education

Of vital importance to the future of Indiana are robust Schools of Education on all of IU's campuses. They have the leading role in the state in training teachers and school administrators, and in producing innovative research on teacher training, pedagogy, curriculum, and administration. The central importance to the people of Indiana of having an effective P-12 system – a system of early childhood, elementary, and secondary education – cannot be overstated. It is essential for Indiana's economic, social, and cultural development, and for the quest for equal opportunity and socio-economic mobility. Indiana University takes tremendous, justified pride in its graduates who teach more of Indiana's sons and daughters, especially in public school systems, than any other university in the state. Frequent winners of state and national awards, IU Education alumni serve Indiana with distinction and build the educational foundation for the future.

The state and IU face serious challenges in the field of education. Although Indiana ranks highly amongst states in terms of high school graduation attainment, questions remain

regarding the college-readiness of graduates, as indicated by rates of college completion that are below national averages.

Educational policy is itself in flux, as it so often is, as state governments wrestle with questions of teacher and school accountability, appropriate metrics of learning success, funding, and administrative structures, and the reward and retention in schools of top educators. Partly as a result of such controversies, and partly due to shifting economic opportunities, enrollments in degree programs in IU's Schools of Education have been on a significant downward trend, with undergraduate and graduate enrolment declining by around 30% over the last few years, despite the high quality of the programs. This is in turn causing severe financial strain on all campuses, and the situation is simply unsustainable.

Given the importance of P-12 education to the state, and with IU's commitment to outstanding professional education and research that forms part of Principle of Excellence 3, it is essential that Indiana University's faculty and academic leadership look deeply and comprehensively into how its Schools of Education can best serve the needs of the educational system in Indiana and Hoosier students, the needs of individuals who wish to pursue a career in education, the needs of education across nation, and the globe. Doing so can also address serious enrollment declines in Indiana and nationally. IU will not only advance its responsibility for leadership in education in Indiana, but will also attract new and talented students who are excited to take on the problems of P-12 education and want to be part of the solutions.

The review must represent a thorough, university-wide re-evaluation – in full accordance with IU's traditions of shared governance – of education programs, degrees, non-degree credentials, and multi-disciplinary collaborations; student experience, including clinical experiences; and engagement with P-12 school systems throughout the state of Indiana; and if warranted, the structure and organization of education at IU. To assist in such a review, IU will establish a Blue Ribbon Review Committee of external experts and practitioners to provide an external perspective on developments and trends in teacher education and education research. The review will inform IU's own analysis of the future direction, approach, and structure of the Schools of Education on all campuses and how they should address their significant enrollment declines. (For the core campuses, the external review may also inform the search for new leadership of the School.) The overall internal and external process will solicit wide input from IU faculty, students and other key constituencies.

BICENTENNIAL PRIORITY FOUR: RE-IMAGINING EDUCATION

Indiana University's Schools of Education will engage in a process of strategic renewal to best serve the educational challenges of the next century.

Bicentennial Action Items

- 1. IU's core campus School of Education and the regional campus Schools of Education (collaboratively) will undertake reviews of developments and trends in teacher**

education and education research, with a view to recommending new approaches, directions, programs, or structures for their respective Schools of Education, with particular attention to addressing large declines in enrollment. The core school and regional campus reviews should occur simultaneously, but should remain in contact with one another.

2. As these reviews proceed, the President will convene a Blue Ribbon Review Committee of external experts and practitioners to react to the reviews and to present their own assessment of future directions for schools of education.
3. IU's Schools of Education, with campus and university leadership, will review the internal and external reports, and adopt and implement their recommendations as appropriate, in accordance with IU's traditions of shared governance. The core campuses' report will also inform the search for new leadership for that school.

Metrics

- Completion of the internal and external reports during the spring of 2015.
- Assessment and implementation of the recommendations of the reports.

4. The International Dimension of Excellence

Increase IU's engagement internationally through globally aware education, enlarged study abroad activity, alumni activity, and expanded strategic partnerships with leading institutions of higher learning throughout the world, and continue IU's historical commitment to institution-building around the globe.

Engaging the World

The *New York Times* recently published a much-discussed article called "The Great Unraveling." It drew stark attention to what seems to be the widespread breakdown between and within states in the period the fall of the Berlin Wall. This period has been characterized by political and economic disorder, and the rise of new economic and political powers, regionalism, religious fundamentalism, terrorism, and the growing threat of pandemics. In response to these grave and seemingly insoluble threats, some urge withdrawal from the world and a return to a form of pre-World War II isolationism.

Indiana University believes that nothing could be more mistaken. This is not the time to withdraw from the world. Rather, it is the time to expand and deepen our engagement with the world, based on the best expertise and scholarship available, and the best understanding of all parts of the world. Indiana University believes that now more than ever, one of the most vital components of an IU student's education is its international dimension. This is mandated as part of general education curricula in various basic and more advanced forms on all IU campuses. While an immersive study abroad experience – an area in which IU has been a leader for many decades – is ideal, shorter stays, interaction

with students and faculty from other countries, global aspects of the curriculum, and extracurricular cultural activities all have an important part to play.

Indiana University has been engaged with the world for over a century, since at least the time of its seventh president, David Starr Jordan. This engagement grew under his successors, but it was under the university's eleventh president, Herman B Wells, that IU became for the first time a truly international university. Wells' presidency coincided with World War II, and under his leadership IU played an important role in addressing national needs by developing programs that provided instruction in languages rarely taught in the United States. In partnership with the U.S. military, the American Council of Learned Societies, and other organizations, Indiana University became a national center for instruction in Central Asian, Slavic, and Turkic languages. Wells recognized that a principal benefit of both initiatives—more international students and scholars, a wider range of teaching in foreign languages—was to bring the world to Indiana students.

International and area studies grew steadily at IU after World War II. In time, the university's academic strengths in area and regional studies, and international studies more broadly, became widely acknowledged as among the strongest in the country. No other university teaches more foreign languages, and IU has always ranked among the national leaders in externally funded area studies programs. The university's first *International Strategic Plan* was approved by the IU Trustees in 2008. This plan and subsequent refinements have been enormously successful. Among its key priorities are an increase in the number of IU students studying abroad, a selective and diverse increase in international students at IU, the development of partnerships with top-ranked foreign institutions of higher education and research, and a focus on pursuing all of these goals in the context of 32 carefully selected priority countries.

In 2012, in a momentous step forward, all of these academic programs were brought together into a new School of Global and International Studies (SGIS). The establishment of SGIS is one of the most important developments in the nearly 200 years of IU's history. SGIS will be a pivotal focus for IU's international studies programs and IU's broader international engagement strategy.

The Student Experience

IU has seen an increase of 35% in IU students studying abroad between AY2007 and AY2012. Bloomington in particular has seen a nearly 40% increase over this period, with 2328 students in AY2012 studying abroad; according to the annual *Open Doors Report* of the Institute for International Education (IIE), this ranks Bloomington exceptionally highly among over 1,000 campuses for which the Institute collects data. In addition, 1724 of the 7283 in the graduating class of AY2012 studied abroad. At nearly one-quarter of the graduating class for that year, this is a remarkable accomplishment for one of the country's largest public university campuses. IU's study abroad programs are highly regarded for their quality and their attention to student welfare.

IU has also seen a major increase in international students at IU, with a record 8669 from over 100 countries on all campuses for AY2015, representing a 57% increase over AY2008. This number included 6294 in Bloomington for an increase of 56% since AY2008, and 1921 at Indianapolis for an even larger increase of 67%. The Bloomington figure ranks it as 13th nationally out of the over 1,000 campuses ranked by the IIE. For over a decade, the rate of increase of the IU international student population growth has exceeded the national average. Similar to its national recognition for excellence in study abroad, IU is recognized for the quality of service and support that it provides to international students and scholars.

Partnerships and Gateways

Partnership agreements with foreign institutions of higher education are fundamental to study abroad programs, the recruitment of international students, and international collaboration in research and scholarship. Over many years of global engagement, IU had amassed a large number of international partnership agreements but in an ad hoc and unplanned way. The 2008 *International Strategic Plan* led to a much more strategic approach to international partnership agreements. First an exhaustive data analysis process was carried out to identify priority countries for the development of such partnerships. A total of 32 were identified and are regularly reviewed. Then a comprehensive review was carried out of all partnerships agreements, giving priority to those in the 32 countries, those that were active or could be revitalized, and those that were with institutions of a comparable quality or of special interest to IU. The number of partnership agreements has now been reduced, and all current agreements are for limited but renewable terms. New agreements are added only after a rigorous process of evaluation by the Office of the Vice President for International Affairs (OVPIA).

Many of the 32 priority countries have sizable numbers of alumni who had received limited systematic attention from IU. This has also changed in recent years. Both the IU Foundation and IU Alumni Association have appointed senior staff members focused exclusively on international development and alumni relations. The *International Strategic Plan* advocated establishing at least one IUAA chapter in each of the 32 countries; since 2008, the number had almost doubled, and 31 of the 32 countries now have chapters. Further, President McRobbie intends personally to visit all 32 of these countries in support of IU's international goals to meet with alumni, IU's partner institutions, and government and business officials. Many of these countries have not had an IU president visit for over 50 years, and some, never. So far he has visited 25 of the 32.

Indiana University's international engagement and increasing global presence also has great importance for the State of Indiana. Firms, whether long-established or new start-ups arising from IU research faculty innovations and investments, exist in a highly competitive global marketplace. Indiana's workforce, whether in the commercial, nonprofit, or public sector, in manufacturing, education, health care, or the creative sector, needs individuals with global cultural understanding and experience, and the ability to work productively with people from different cultures and traditions.

With the founding of SGIS and the progress on the *International Strategic Plan*, IU is now taking the next step in its international engagement – the establishment of IU facilities around the globe. These facilities, called Global Gateway Offices, will serve as bases for IU activities in the countries in which they are established and in the broader regions. They will support academic and scholarly research and teaching, conferences and workshops, study abroad programs, distance learning initiatives, student recruitment activities, executive and corporate training, alumni and development events, and many other activities. These offices will give IU faculty and students greater access to opportunities in the countries and regions in which they are based, and will allow our local students, alumni, and university partners to connect directly with IU. Support for these offices is broadly based, with significant contributions coming from campuses, schools, IUF, UITS, and our international alumni.

Two Global Gateway Offices have already been established in Beijing and New Delhi, and more are planned in the Middle East, Europe, Latin America, Africa, and possibly South East Asia. When all are established, they will comprise the IU Global Gateway Network and establish IU as a truly global university.

BICENTENNIAL PRIORITY FIVE: A GLOBAL UNIVERSITY

Indiana University will develop active partnerships with leading or complementary higher education institutions. IU will sustain active alumni chapters in all of its priority countries in support of study abroad, selective international recruitment, and faculty research and scholarship, especially in SGIS, the Lilly Family School of Philanthropy, and the Media School. It will complete the establishment of its Global Gateway Network to support these objectives.

Bicentennial Action Items

1. IU will focus its international engagement efforts on its 32 priority countries and their leading institutions, establishing partnership agreements with leading or complementary institutions in all of these countries.
2. IU will continue to build its international alumni chapters, and will engage alumni in supporting IU's international engagement efforts, partnership agreements, and philanthropic activities, especially in support of academic units such as SGIS.
3. IU will establish a Global Gateway Network including five new gateway offices in the Middle East, Europe, Latin America, Africa, and possibly South East Asia.
4. IU will increase the availability of a wide range of intellectually and culturally engaging study abroad opportunities for IU students, and increase the number of students who participate in such programs.
5. IU will continue and enhance support for international students and for exchange programs that bring short-term faculty visitors to the university.

Metrics

- Number of approved study abroad programs and international dual degrees
- Number of students, from each campus, participating in study abroad programs
- Number of active alumni chapters in priority countries
- Extent and usage of IU’s Global Gateway Network
- Number, preparation, and diversity of international students at IU

Continuing Priorities

- Internationalize IU by creating a range of international experiences for all IU students, such as study abroad, internships, and other opportunities to engage with persons and issues from other countries and cultures, by:
 - Increasing the number of students who study abroad
 - Increasing the number of scholarships for study abroad, especially for low income and minority students, through fundraising as part of the Bicentennial Campaign
 - Increasing global cultural competency across the curriculum
 - Increasing the number of qualified foreign students for undergraduate and graduate education, consistent with mission.
- Diversify (within the context of the priority countries) the countries from which students come to IU and which IU students visit.
- Support research and other forms of engagement between IU faculty and their counterparts at foreign institutions.
- Secure funding from international agencies such as USAID to support selected institution-building efforts.

5. Excellence in the Health Sciences and Health Care

Support the highest quality research, clinical care, education, and workforce development in the health sciences by deepening and expanding Indiana University’s relationship with IU Health and with the university’s other clinical partners, thus contributing to better state, national, and global health.

A Healthy Indiana

Indiana University plays an essential role in the provision of health-related services to the people of Indiana and to the nation, through its eight clinical schools – the IU School of Medicine (IUSM), the IU School of Nursing, regional campus Schools of Nursing, the IU School of Dentistry, the IU School of Social Work, the IU Fairbanks School of Public Health, the IU School of Health and Rehabilitation Sciences based in Indianapolis, the IU School of Public Health in Bloomington, and the IU School of Optometry in Bloomington.

Among them, the clinical schools educate the overwhelming share of health sciences professionals in Indiana. The reach of these schools is truly state-wide; for example, IUSM partners with many local hospitals and medical professionals to make medical education and research available across the state. IU also makes a statewide impact through eight medical education centers in Bloomington, Gary, Fort Wayne, Muncie, South Bend, Terre Haute, West Lafayette, and in a splendid new facility to be constructed in Evansville. The School of Medicine, Schools of Nursing, and other clinical programs have extensive, ongoing, and mutually beneficial relationships with healthcare facilities and providers throughout the state.

Other health sciences-related research takes place in the School of Informatics and Computing, the School of Public and Environmental Affairs, the Department of Speech and Hearing Sciences at Bloomington and in various departments in the natural and social sciences in Bloomington and Indianapolis. Regional campuses graduate professionals with degrees in nursing, dentistry, radiography, and medical-imaging technology, and IU Northwest has established an innovative joint programs between the on-campus Medical Education Center and its College of Health and Human Services.

IU is also a partner with the Methodist Church of Indiana in Indiana University Health, which was created in 1997 through the merger of IU Hospitals and Methodist Hospital. IU Health is the state's largest health care system and includes one of the nation's leading academic health centers. IU Health clinical services are regularly rated among the best in the nation, and seven of its eighteen hospitals have achieved Magnet status for nursing, the highest designation awarded for quality patient care and nursing excellence.

IUSM and IU Health are inextricably linked together. They share a common three-part mission of excellence and innovation in clinical care, research, and education. They share a common commitment to improving the health of Indiana communities while also providing world-class care for patients with complex illnesses. IU Health invests in research at the School of Medicine, which will be translated into new and improved treatments, procedures, and cures that can be offered at IU Health hospitals and medical facilities, and beyond. The revenues generated by the provision of such advanced services and state-of-the-art therapies can in turn be invested in further research. IUSM and IU Health also partner to support the education and training of future generations of physicians and other care providers, many of whom remain in Indiana to practice. The benefits of the full potential of this partnership are immense: key research priorities at the IUSM have a greater chance of obtaining funding, especially those that involve direct benefit to patients, while Hoosiers have access to an outstanding system of health facilities and personnel.

The Changing Health Care Environment

The funding of health care in the US has just experienced a major shift with the passage of the Affordable Care Act. While the provision of health care services will continue to be a significant part of the economy as a whole, the laudable policy goal of maintaining control over the growth in health care expenditures also means that IU and IU Health's academic health center model will face a changing environment for the generation of revenues to

support medical education and research. Growing pressure from public and private payers means that IU Health must reduce its expenses by \$1 billion in future years, a process it has already started.

In addition, there has not been an increase in the essential medical residency positions funded through Medicare for 15 years, and the budget of the major national source of funding for medical research, the National Institutes of Health (NIH), has decreased in real terms in recent years.

These problems are compounded by the fact that the two IU Health hospitals that are core to adult care in the academic health center model, University Hospital and Methodist Hospital, are aging, have excess capacity, and contain numerous redundancies given their close proximity. Because of this, IU Health and IUSM are evaluating options for consolidating the two existing hospitals or building a new replacement facility.

Priorities for Improving Hoosier Health

It is therefore vital for IU to prioritize the areas in which it supports research. Hence, IUSM will focus its efforts on research in specific areas of cancer, cardiovascular disease, and neuroscience. This prioritization will involve the use of “cluster hires,” in concert with other schools and units across IU, and with other health-research institutions, to build deep strengths that will serve to attract more funding and research talent in the future. IUSM will seek to attract increased funding from such agencies as the NIH, Department of Defense, Patient Centered Outcomes Research Institute (PICORI), and other sources. In addition, IUSM will build on major new facilities that have been built to support research in these areas over recent years, such as the Simon Cancer Center, the new Neurosciences Complex, and the expansion of Walther Hall.

Rates of certain types of cancer, cardiovascular disease, and neurological disorders are generally linked to pervasive public health problems such as smoking, air pollution, obesity and poor nutrition, lack of exercise, and inadequate mental health counseling. Indiana as a state continues to rank very low on most measures of public health, usually being in the bottom 25th percentile over the last decade. In fact, the state’s performance on some health measures is actually worsening.

Indiana University has responded to these public health problems by establishing two new schools of public health in Bloomington and Indianapolis. They are focused on educating public health professionals and on carrying out vital research into cost-effective policies and services for improving the public health status and well-being for the people of Indiana and around the globe. They are the only two schools of public health in Indiana.

More recently, the establishment of the Office of the Vice President for University Clinical Affairs (OVPUCA) has enabled the coordination of all of the public health related efforts of all eight clinical schools. The schools, through OVPUCA, are exploring ways to work more closely with the relevant state agencies to try to bring the resources and expertise of the IU clinical schools more effectively to bear on the state’s grave public health problems.

OVPUCA is also leading efforts among the schools in developing new inter-professional education programs in order to produce broadly trained and flexible graduates with the skills needed to work in the new world of healthcare.

BICENTENNIAL PRIORITY SIX: HEALTH SCIENCES RESEARCH AND EDUCATION TO IMPROVE THE STATE AND NATION'S HEALTH

Indiana University and IU Health, including Riley Hospital for Children, will strategically invest in world-class research and training in selected areas of the health sciences – with emphasis on cancer, cardiovascular disease, and the neurosciences – through targeted hiring, collaboration, and infrastructure investments which have the potential to be translated into new and improved treatments, cures, and procedures. Recognizing our responsibility to take a leadership role in improving health in our state, IU will continue to invest and coordinate its efforts in public health and will seek to work with state government agencies to help address Indiana's public health problems.

Bicentennial Action Items

1. IUSM, and where relevant the other IU clinical schools, will continue to build research capacity in selected areas, with special focus on research in population health management, cancer, cardiovascular disease, the neurosciences, and pediatrics through the Riley Children's Hospital and Foundation, in order to achieve preeminence in these areas, and to generate increased external research funding from the NIH, DOD, Patient-Centered Outcomes Research Institute (PICORI), and other external sources.
2. IUSM will work with the clinical schools, other academic units across the university, and IU Health to recruit, mentor, and retain researchers, educators, and clinicians in these key areas, using cluster hires (see Bicentennial Priority Three) and other innovative mechanisms such as joint appointments between schools.
3. IU will invest in the infrastructure to foster collaboration in research and educational programs among the clinical schools and other academic units, in order to increase opportunities for students and researchers, leveraging the Indiana Clinical and Translational Sciences Institute (CTSI) wherever possible.
4. IU will coordinate multiple schools, departments, campuses, medical centers, and faculty to develop new inter-professional degrees and special qualifications in the health sciences to better prepare professionals for future team-based and population-focused models of health care delivery.
5. IU will facilitate public-private and other inter-institutional partnerships to accelerate the translation of discoveries into practice.
6. IU will work with its clinical partners to increase integration and alignment of services, and with IU Health to address the obsolescence and over-capacity problems at University Hospital and Methodist Hospital.
7. Every IU campus has important and productive relationships with many community and government partners in health care and public health across Indiana. IU will work closely with these and new partners to ensure that its undergraduate and graduate professional training programs in all of its clinical schools and on all

campuses fully meet the health needs of the state. This includes leading a statewide expansion of primary care residencies and other clinical education settings.

Metrics

- Amount and research funding from the National Institutes of Health (NIH)
- Amount and diversity of research funding from other sources
- Demonstrated increase in research output and impact in key fields
- Degrees conferred across all health professions
- New inter-professional degrees

Continuing Priorities

- Partner with IU Health and other clinical partners to improve key quality and safety measures and reputational rankings at the academic health center.
- Increase the number of, and patients enrolled in, investigator-initiated clinical trials.
- Increase the quality and frequency of public-private partnerships through the IUSM Industry Collaboration Portal
- Create and develop synergies between IU, the Regenstrief Institute, and the Indiana Biosciences Research Institute
- Address problems of physician number and distribution through expanding residency training in areas of greatest need.
- Adopt governance structures and funds flow models that maximize the alignment and synergy between the IU health sciences schools and IU Health.

6. Excellence in Engagement and Economic Development

Actively engage the university's strengths to support the health, economic, and social development of Indiana, the nation, and the world.

Translating innovation. Accelerate the transformation of the innovations and intellectual property developed by IU faculty, staff, and students into new products, services, and companies to improve the Indiana economy and national competitiveness.

Strong communities. Partner with the communities and regions of which IU is part to provide education, expertise, innovation, and leadership for their advancement.

As a public institution, IU maintains a steadfast commitment to contribute to the economic vitality and cultural enrichment of the state of Indiana, while extending its impact across the nation and around the world. The 20,000-plus students IU graduates each year collectively represent an essential institutional component advancing this objective.

Under the stewardship of the Office of the Vice President for Engagement, IU's *Innovate Indiana* initiative engages strategic partners to channel and apply the university's vast

intellectual resources and expertise, enhancing Indiana's economic growth and quality of life for Hoosiers. *Innovate Indiana*, a statewide initiative connecting all of IU's eight campuses, encompasses the university's collective outreach efforts dedicated to the advancement of economic development and technology commercialization in Indiana. The IU Research and Technology Corporation (IURTC), a cornerstone of *Innovate Indiana*, manages the university's technology commercialization enterprise by focusing on translating applied research and discoveries into economic opportunity through licensing to existing firms and supporting new startup ventures.

Recognizing that innovation is the engine that drives economic growth, IU plays a key role in fostering a culture of innovation in Indiana. IU faculty and staff directly engage with the state through its nonprofit and public institutions, offering independent, expert policy advice. All IU campuses and schools collaborate with organizations in their communities to translate research expertise into policy solutions while developing leading educational programs relevant to the state's future needs. A more robust Indiana economy provides IU graduates with greater opportunities to remain in the state, building their careers and lives in Indiana.

As the state having the greatest proportion of its workforce in manufacturing, Indiana faces significant challenges stemming from the recent economic recession and restructuring. Global shifts in the manufacturing sector have resulted in painful adjustments, leading to a reassessment of Indiana's economic positioning for the future. IU can be of great assistance to the state of Indiana by helping, through education and other exchanges, to improve the international footprint of the state's manufacturing and other economic sectors. The need for knowledge-based jobs and skills continues to grow as Indiana's per capita wage gap continues to widen in comparison to national averages. Educational and health-based outcomes in Indiana lag behind other states, and locations of persistent poverty exist in both urban and rural areas of the state.

These critical factors underscore the university's obligation. IU is a public university in a deep sense; it exists to benefit all the people of the state, and the world beyond, and has a charge to continue its long tradition of engagement in the economic, social, environmental, and cultural life of all Hoosiers. This charge applies to all IU campuses, and it has special significance for the regional campuses. These campuses' communities and regions rely on their respective campuses for undergraduate and professional education that addresses regional needs. Engagement in the civic, cultural, social, and economic lives of their regions is a central mission of the regional campuses, and their communities and regions take great pride in their respective campuses.

BICENTENNIAL PRIORITY SEVEN: BUILDING A PROSPEROUS AND INNOVATIVE INDIANA

Indiana University will contribute to the economic development and prosperity of Indiana by translating the discoveries and innovations of faculty, staff and students into new products, services, and companies. The transformation of IURTC will ensure that it provides the highest quality of support for entrepreneurial activity at IU.

Bicentennial Action Items

1. IU will work with researchers from all campuses, developing a systemic engagement infrastructure that advances the application and transfer of knowledge in the state.
2. IU will work to foster a pervasive entrepreneurial culture at IU benefitting faculty, staff, students, and the greater communities the university serves.
3. IU will engage and support IU alumni pursuing the commercialization of their own innovations and champion their successes.
4. IU will engage with community partners and organizations across all sectors, providing relevant, contemporary expertise and services.
5. IU Regional Campuses will actively engage their communities and regions to develop and deliver education, degrees, cooperative initiatives, and research that address regional needs and opportunities.
6. IU will realign IURTC's resources to enable greater focus on high potential startups/ideas generated by its entrepreneurially-engaged faculty, staff, and students.
7. IU will initiate a collaboration between IURTC and the IU Foundation to create a fund that will be available to provide capital to innovations generated within the IU ecosystem, with the objective of providing economic benefit to the university.
8. IU will relocate IURTC's headquarters from its present off-campus location to the Wishard/16 Tech Downtown Technology District proximate to IUPUI.

Metrics

- Number and value of patents, licensing agreements, partnerships, and start-ups supported by IURTC
- New educational programs targeted to state and regional needs
- Number of alumni actively engaged in mentoring and other student-focused activities
- Number and value of enterprises funded in whole or in part by the IURTC-IUF capital fund; returns realized for the benefit of the university

Continuing Priorities

- Develop university technology commercialization infrastructure to address fast changing needs and emerging opportunities.

- Connect and deploy university resources to advance economic development across the state and its regions through the IU Council on Regional Engagement and Economic Development (CREED), the Regional Economic Development (RED) Fund, and the Innovate Indiana Network.
- Engage with economic development efforts and strategic Indiana industry sector associations and advocacy groups, such as the Indiana Biosciences Research Initiative, BioCrossroads, OrthoWorx, Indiana Health Industry Forum, and TechPoint.
- Encourage and promote university innovation and entrepreneurship through: the Innovate Indiana Fund, the SpinUp program, and development of a new Entrepreneur-in-Residence program.
- 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.
- Support collaboration between IU and local governmental entities relative to economic development initiatives linked to university's core strengths.
- Support regional business development in life science, technology and related fields
- Communicate and promote exemplary economic engagement across multiple platforms.
- Participate actively in the Lilly Endowment *Collaborations* grant to counter “brain drain” in Indiana by developing programs in early career awareness, matching careers and curricula, enhancing targeted career skills, expanding experiential and service learning, and creating networks of universities and potential employers.

Toward a culture of building and making

In an era where there is a national shortage of science, technology, engineering, and mathematics (STEM) graduates, where design has emerged as a critical component of product competitiveness, and where there is an expectation that research universities should contribute to state and local economic development, the lack of programs in design and engineering at IU Bloomington must be addressed.

The need for this in the campus' own backyard, let alone statewide, is well attested to by a major recent report by Battelle on economic development in Indiana, *Strategic Plan for Economic and Community Prosperity in Southwest Central Indiana*. It recommends that IU “expand and/or develop IU-Bloomington offerings in applied engineering, applied technologies, science, and systems engineering design and development areas.”

Today *all* research universities are expected to support an entrepreneurial culture of “building and making” that takes the innovations and inventions of their faculty and students, and disseminates them through new companies, products and services that contribute to state and national economic development, creates jobs, and generates income for the university. Two disciplines play a major role in creating and sustaining a culture of building and making, and these are design and engineering.

Historically, the IUPUI campus has had a better record of success in commercialization than the IU Bloomington campus. This is largely due to the impact of the IU School of Medicine, as well as engineering through the Purdue School of Engineering and Technology and design through the Herron School of Art and Design.

Such programs are therefore vital if IU Bloomington is to reach its full potential to provide attractive and rewarding educational opportunities to Hoosier students, to contribute more extensively to Indiana's economic development needs (especially given Indiana's status as one of the nation's leading manufacturing states), and to contribute to state and national demand for STEM graduates.

In short, IU Bloomington must develop a robust campus culture of building and making – not to replace the grand traditions of exploration, reflection, analysis, and creativity that are so strong on the campus, but rather to extend and deepen those traditions. It is clear that a vibrant dialogue between the theoretical and practical, between the idea and the application, strengthens both and better serves our students, our state, and the nation.

Of the 62 institutions in the Association of American Universities (AAU), only four do *not* teach engineering, and two of the four have joint programs with other institutions. IU Bloomington is one of only two AAU institutions that do not teach engineering. The majority of AAU institutions also teach the closely allied discipline of design, taken in a broad sense. Again, IU Bloomington only does so in a limited way.

Of course, in the School of Informatics and Computing (SoIC), and departments in the College of Arts and Sciences like physics and chemistry, IU Bloomington already has many of the components necessary rapidly to establish a program in engineering. There would certainly be no intention to replicate or compete with large engineering schools elsewhere in the nation, such as those in infrastructure intensive areas like aeronautical, chemical, civil, industrial, and mechanical engineering. Rather, through SoIC and other academic units, we envision a specific program in modern IT-enabled engineering that derives directly from IU Bloomington's strengths. There are already well over 100 faculty members on the Bloomington campus with engineering or comparable qualifications.

Plans to establish more extensive programs in design at IU Bloomington are already well advanced. The Department of Apparel Merchandizing and Interior Design and the Department of Studio Art have voted unanimously to establish a new School of Design and Art (SoDA) to be located in the College of Arts and Sciences, in a comparable way to the Media School and the School of Global and International Studies. This school would also include IU's exceptional new Center for Art and Design in Columbus, Indiana, one of America's most significant cities for innovative contemporary interior and exterior design. There can be no better example of the mutually reinforcing impact of idea and practice than in such a school, which encompasses the heart of the humanities and their application. The proposal for this new school is now moving into the final approval stages, and it is expected a proposal will go to the Trustees for their consideration for approval later in AY2015.

In keeping with IU's facilities development strategy, Kirkwood Hall will be renovated to house part of SoDA once it is established. Additional space will be made available for SDA in the Radio and TV Building once the units there that are part of the Media School move into Franklin Hall once its renovation is complete.

BICENTENNIAL PRIORITY EIGHT: TOWARDS A CULTURE OF BUILDING AND MAKING

Indiana University will explore and pursue the feasibility of establishing new programs in design and engineering on the IU Bloomington campus and technology programs on the regional campuses to meet regional needs.

Bicentennial Action Items

1. IU will establish an external Blue Ribbon Committee to assess the viability of establishing a new, nationally competitive program in IT-related engineering on the IU Bloomington campus, based on the recommendations of an internal committee established for that purpose. The internal committee will coordinate its recommendations with the School of Engineering and Technology at IUPUI.
2. IU will establish a new School of Design and Art to be located within the College of Arts and Sciences at IU Bloomington. Once established, provide it with new facilities to support the expansion of its programs. The School of Design and Art should wherever possible emphasize areas in addition to those offered by the Herron School of Art and Design.
3. The IU Regional Campuses will develop applied science programs and collaborate with Purdue centers where appropriate to support regional needs for technology education.

Metrics

- Completion of the internal and external reports engineering programs by the spring of 2015
- Completion of appropriate procedures for establishment of School of Design and Art; completion of detailed plan for suitable facilities
- Number and subject areas of new regional campus applied science and technology programs

THE FRAMEWORK OF EXCELLENCE

7. Excellence in Advancement

Expand and enhance essential volunteer, philanthropic, and other support for the Principles of Excellence among IU's alumni, faculty, staff, students, and friends throughout Indiana, the nation, and the world.

Indiana, the nation, and the world need a strong and innovative Indiana University. Private philanthropy – expressed by nearly two centuries of advocacy, giving, and service by IU alumni and friends – has provided the margin of excellence at Indiana University, and has allowed us to realize our full potential to improve lives. Many of the great research breakthroughs and education innovations that have come out of IU over the years would not have been possible without private support. Our most productive faculty would not be here if not for the endowed chairs and professorships provided through private support. Likewise, the rich overall student experience that has long been the hallmark of Indiana University will continue to depend greatly on philanthropy-supported activities, organizations, and infrastructure. And perhaps most critically, our ability to keep an IU education affordable and within reach of deserving students will depend greatly on private scholarship support.

There is a great history of philanthropic giving at Indiana University. Most recently, the Impact IUPUI Campaign raised a record \$1.4 billion for that campus, and the Matching the Promise Campaign for IU Bloomington raised a record \$1.14 billion for that campus. Together they have raised over \$2.5 billion dollars. This is more than halfway to the \$5 billion philanthropic goal for the IU Bicentennial that President McRobbie announced in his 2010 State of the University speech.

This Bicentennial campaign will thus have the extremely ambitious goal of raising \$2.5 billion in a university-wide effort. It is now in its silent phase, will move into its public phase in the fall of 2015, and will be concluded on December 31, 2019. It will be led by the IU Foundation and the IU Alumni Association working in concert. The campaign will consist of a range of coordinated unit-specific sub-campaigns (e.g., IU Athletics, IU School of Medicine, each regional campus, IU School of Education, IU Kelley School of Business, IU Art Museum, etc.).

The IU Foundation will play a leadership role in supporting the fundraising efforts of these units, including identification of major gift prospects, tracking major gift officer activities and performance, and working with units to create action plans for improving their fundraising performance, creating major gift proposals, developing philanthropic marketing communications, and executing annual fund programs.

The IU Alumni Association will likewise play a vital role in sustaining the powerful global network of alumni and friends who back one another and support IU throughout their lives. The Alumni Association will identify and work with students and alumni who are most likely to be IU volunteers and donors throughout their lives; inform alumni and

friends in ways they find compelling and relevant in order to inspire them to make IU engagement and giving a priority throughout their lives; create experiences, in collaboration with the IU Foundation and IU units, to enrich the careers and lives of alumni and sustain the spirit, pride, and traditions that keep them connected to IU and to one another; and focus communications and outreach on asking alumni to contribute their time, talent, and treasure to their most cherished and valued IU causes and alumni engagement efforts.

The Bicentennial Campaign will also include a comprehensive fundraising strategy that maximizes participation and support by all internal and external stakeholder groups such as faculty, staff, students, alumni, parents, foundations, corporations, and other friends of the University. In the process, we will enhance and rejuvenate IUF and IUAA services to and partnerships with academic and other units across IU, in order to improve substantially the effectiveness and efficiency of future fundraising. This will involve creating an even more client-centered, holistic, and anticipatory development culture; increasing major gift officer collaboration with high-potential units; creating a more responsive and innovative service offering for alumni relations and development departments and staff throughout the university; instituting a client-oriented metrics plan to track IUF and IUAA service delivery; enhancing current practices related to annual giving and alumni engagement; becoming more systematic in the approach to tracking the productivity of unit-level philanthropic marketing efforts; and creating a culture of lifetime commitment among students while they are at IU.

The critical processes of the IU Foundation cover research and the identification of prospects, major gift fundraiser activity and efficiency, principal and planned gifts programs, and ultimately fundraising outcomes. Equally important, the Foundation must manage its endowment for rate of return, stability of return, and payout to units. Each of these processes is measured and carefully tracked so that the Foundation can support Indiana University as effectively and efficiently as possible.

Bicentennial Action Items

1. IU will develop the priorities, structure, and communications strategy for the university-wide \$2.5 billion Bicentennial Campaign.
2. IU will launch the public phase of the campaign in Fall 2015, and successfully conclude it by the Bicentennial.
3. 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.
4. As part for the campaign, IU will develop new organizational systems and processes that will substantially improve the effectiveness and efficiency of future engagement and fundraising.
5. IU will strengthen the relationship between the Indiana University Foundation and the Indiana University Alumni Association.

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.
- Enhance the constituent relations activities of both IUF and IUAA by implementing a new data system that will improve overall engagement with alumni, friends, and other supporters of IU.
- Expand the IU Foundation’s “junior gift officer program” and align the IUAA “alumni communities program” to cultivate new major gift prospects and engaged leaders across the country and around the globe.
- Enhance donor stewardship and support programs.
- Develop a more comprehensive strategy for planned giving.
- Develop a more comprehensive strategy for securing unrestricted annual funds.
- Refine the IU Foundation principal gifts program, as well as the IUAA annual giving, membership, and other revenue-generating programs.
- Expand IUAA initiatives that address emerging alumni needs, such as personal career development and lifelong learning, while also shifting from an events-driven to an initiative-driven approach to engagement.
- Work with IU units and alumni communities worldwide to develop metrics and tracking systems for managing engagement.

8. Building for Excellence

Ensure that IU has the new and renovated physical facilities and infrastructure that are essential to achieve the Principles of Excellence, while recognizing the importance of historical stewardship, an environment that reflects IU’s values, and the imperative to meet future needs in accordance with long-term master plans.

New, expanded, and renovated facilities to support IU’s missions of education, research, and the long-term preservation of knowledge, are a central priority of the university. They are critical to recruiting and retaining the best faculty and researchers, to ensuring that IU remains competitive in research and scholarship, and to providing a high quality living and educational environment for IU students on all campuses. Numerous studies had shown that IU had fallen behind its Big Ten and other peers in the quality of its student accommodation and facilities and in the amount and functionality of its research and academic space. IU has also faced a major deferred maintenance problem for its physical facilities, which have a replacement value of over \$8 billion.

In response, over the last six years IU has completed, or has under construction or in planning, 56 major renovation or construction projects costing in total around \$1.7 billion. Most of the new or renovated academic buildings support areas of major strength at IU— the building for the newly created School of Global and International Studies, for example,

and buildings for the life, health and clinical sciences, arts and humanities, and information technology – while others provide new and enhanced student services or new student residences such as those at IU Southeast, IU South Bend, or University Tower at IUPUI, the repurposed former University Hotel.

Huge progress has been made on the plan to upgrade and renovate all student residence halls on the Bloomington campus, with the completion of new or renovated student residences at the Union Street Complex, the Tulip Tree Apartments, Briscoe Quad, the Rose Avenue Residence Hall, the Third and Union Apartment Complex, and the Forrest Dining Hall, as well as dozens of other smaller infrastructure and interior improvement projects. IU is more than halfway through this process of upgrade and renovation, and plans are in place for several other projects of new housing construction and major renovation. IU will accelerate the plan for the final stages of these upgrades so they are completed by the Bicentennial.

An inventory of deferred maintenance projects found that the total cost of rectifying these was approximately \$625 million, comprising small projects totaling approximately \$130 million, and large projects totaling approximately \$495 million. It is expected that all of these projects will be complete and we will have “caught up” on projects in this category by the Bicentennial. The large projects mainly consist of “whole building” renovations. Here the strategy is to renovate and repurpose buildings on all campuses to ensure we make the best use of them in support of the core research and education missions of IU. These are buildings and facilities that have, in many cases, been funded by the people of Indiana going back, in some cases, over a century. In our next three biennial budget sessions leading up to the Bicentennial, we will prioritize requests for such whole building renovations.

On the IU Bloomington campus, the bulk of such renovations, comprising more than half of the total for all large projects at IU, form part of the extended Old Crescent renovation and related projects. This is in total the most ambitious renovation and repurposing project ever carried out at Indiana University. The goal is to renovate and return to student and academic use all the magnificent, iconic buildings that comprise the Old Crescent—the historic core of the IU Bloomington campus that dates back to the 19th Century, including parts of the Indiana Memorial Union – and to repurpose the superb buildings that comprise the Wells Quad as the student residences they once were.

In Indianapolis, IU has recently acquired the Wishard Hospital buildings. These buildings comprise around a million square feet of space. Some are usable with little modification, some require substantial renovation, and some will have to be demolished. Overall, this new space provides an enormous opportunity for the health and clinical sciences at IU and for the IUPUI campus. IU is developing a plan for the comprehensive repurposing and renovation of this space in a coherent way, in line with the relevant master plans, by the IU Bicentennial.

Many buildings on the regional campuses have been extensively renovated to bring them to current standards, to install state-of-the-art equipment and infrastructure, to repurpose for new uses, and to contribute to the aesthetic integrity of the campus. Examples include the total renovation of the Education and Arts Building and Louise E. Addicott and Yatish J. Joshi Performance Hall at IU South Bend; the new Tamarack Hall at IU Northwest; and the Milt and Jean Cole Family Wellness and Fitness Center at IU Kokomo.

IU has also become a leader in high-quality environmentally conscious design, and leads the Big Ten in LEED-certified green buildings with twelve certified to date, including four at the gold level (platinum is the highest certification). This strategy pays dividends for the life of each building in terms of occupant health and productivity, resource efficiency, life cycle cost savings and retention of human capital.

Bicentennial Action Items

1. 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.
2. 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:
 - a. 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);
 - b. Renovation and modernization of the Wishard campus in Indianapolis as a true integrated health sciences campus in support of Bicentennial Priority Six;
 - c. Renovation and modernization of Major teaching and research laboratories and facilities.
 - d. Completion of all "large" (that is "whole building") R&R projects for all campuses
 - e. Completion of all the "small" R&R projects for all IU campuses
3. IU will implement plans to solidify IU's focus on efficient and environmentally conscious campus design and operation by:
 - a. Completing and implementing pedestrian, transportation, and bicycle sub-master plans on each campus.
 - b. Certifying all major new buildings with the LEED Green Building Certification System and elevate the minimum certification level to Gold.
 - c. Continuing to explore and research a variety of energy and utility supply and delivery options that reflect changes in economies, demand, and climate variables.
 - d. 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; expand that analysis to all campuses.

- e. Increasing energy and utility system efficiency while reducing demand and consumption.
- 4. IU will complete the renovation and upgrading of all student residences at IUB.
- 5. IU will construct additional student residences on the IUPUI campus.
- 6. IU will complete the IUB *Athletics Master Plan*.

Continuing Priorities

- Develop all campuses in accordance with the current master plans.
- Focus new capital and major renovation projects on supporting IU’s new academic initiatives and its most productive academic units.
- 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.
- 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.
- Expand efforts to make all IU campuses more energy efficient and sustainable.

9. The Centrality of Information

Ensure that the Principles of Excellence are supported by outstanding information technology and information resources.

Pervasive Deployment of IT. *Ensure information technology is pervasively deployed at IU by leveraging and continuing the support of the university’s long-standing and internationally recognized excellence in information technology services and infrastructure.*

IU Libraries. *Ensure that IU’s libraries provide access to information in all forms that comprises the record of human knowledge, thought, and creativity for the learning, scholarly, and research communities at IU.*

The many and ever-evolving forms of information technology present a continuing opportunity to enhance the work of the university. Pervasive connectivity of devices, sensors, and interactive surfaces – all driven by ever-faster networks – present many opportunities to rethink how students learn and faculty collaborate for research, scholarship, and artistic expression. Access to data, information, knowledge, and real-time streams of activity are already unprecedented in human history. These trends will accelerate, providing new frontiers for discovery and insight. Likewise, these trends enable efficiency in university services and can provide insight for better forecasting in a changing world.

The full potential of these advances can only be realized through holistic strategies for IT, scholarly resources of the libraries, and adaptation to the evolving habits of the IU

community. IU should continue its very intentional and highly integrated strategy to invest wisely in the IT and information services that further its mission. It should do so in ways that simultaneously reflect good value for present needs and position the university to rigorously compete at the highest levels for research funding.

IU's first IT strategic plan, developed in 1998 and subsequently renewed under the direction of then-vice president for IT Michael McRobbie, built a sustainable infrastructure of information technology and services across the university. This earned IU recognition as a high performance computing and networking powerhouse. The current plan *Empowering People: Indiana University's Strategic Plan for Information Technology*, adopted in 2009, continues to build on IU's IT infrastructure, but goes beyond architecture and services. It calls for IT investments that support and align with IU's strategic objectives, its human skills, organizational structure, operational capabilities, and existing areas of leadership. It also takes a human-centric approach to developing and implementing the IT systems and applications that enable the IU community to fully and creatively use IU's IT resources. It also focuses on developing a few key areas in which IU can achieve true distinction, e.g.: accelerating IT-intensive research, and medical and health-care education.

For centuries, a research library's function was to serve as a storehouse of information and to assist in the discovery of that information through selection, acquisition, cataloging, curation, and consultation with researchers. Today, while the development and preservation of collections remains paramount, changes in the information landscape have shifted the flow of knowledge, replacing the model of the repository with a dynamic information exchange. The traditional role has not been diminished, but these responsibilities now complement traditional roles in the process, production, and publication of scholarship. To participate in scholarly exchange, researchers not only require in-depth collections of published resources, but also state-of-the-art self-service search tools and robust technologies and services that support the communication of scholarship throughout all phases of its development. Students, meanwhile, must be taught to navigate and evaluate this vast universe of data. They also need workspaces that accommodate both traditional and emerging forms of knowledge acquisition. IU is committed to libraries that fully leverage the opportunities of this digital age.

In 2013, IU announced the establishment of the Media Digitization and Preservation Initiative (MDPI), with total funding of \$15 million over the next five years. The goal of this initiative is extremely ambitious: to digitize, preserve and make universally available (consistent with copyright or other legal restrictions) by IU's Bicentennial all of the perishable media objects judged important by experts on all campuses. This initiative is being carried out as part of a public/private partnership and leverages IU's decades-long investment in information technology infrastructure .

The transformation of universities from the physical to the virtual world of digitization is both essential and irreversible. IU has been a leader in this area, and with MDPI will remain a leader. There is increasing interest in this area, not only in academia but commercially, as the gravity of the preservation situation with such material becomes more widely recognized. Hence we expect that the initiative will make IU truly a pre-eminent leader in

this field, and thus open up many new opportunities for partnership and collaboration. This initiative will provide outstanding opportunities for education and research in the School of Informatics and Computing, and in the new Media School and the critically acclaimed IU Cinema.

Bicentennial Action Items

1. IU will complete the *Media Digitization and Preservation Initiative*.
2. IU will develop a detailed university-wide Digitization Master Plan and begin its implementation.
3. IU will create a robust set of easily accessible services to store, preserve, and provide access to digital collections in all formats; support their use in research, teaching, and learning; and support reuse of research data and work products in all formats.

Continuing Priorities

- Ensure that IU continues to provide an outstanding, flexible, and secure IT infrastructure for students, faculty, and staff.
- Invest in cyberinfrastructure for education and research that emphasizes flexible and scalable high speed computation, massive data storage, and extensive high-speed network connectivity that enables education and research.
- Implement *Empowering People: IU's Strategic Plan for IT*, with particular focus on systems for the use of institutional data, supporting student success, and facilitating academic processes.
- Maintain IU's leadership role in network management and cybersecurity in Indiana, nationally, and internationally.
- Evolve IU's approaches to data and systems in ways that enable best practices across the university.
- Align technology-based library and information services with physical library spaces and services.
- Improve and adapt library services to meet the evolving needs of students and faculty and fit with users' workflows for teaching, learning, and research.
- Deliver and maintain contemporary enterprise systems to support operational effectiveness and efficiency with a renewed emphasis on analytics for decision support.
- Support leadership role in sustainable and energy-efficient computing.

10. Responsible Stewardship

Ensure that all of the public and private resources entrusted to IU are used as effectively and efficiently as possible in pursuit of the Principles of Excellence.

Accountability. *Undertake continuing analysis, including appropriate metrics, to measure and evaluate the effectiveness, efficiency, and sustainability of all aspects of IU's operations.*

Excellence in Administration. *Provide outstanding administrative services in support of the Principles of Excellence and IU's broader missions.*

Communicating Excellence. *Ensure that the accomplishments of IU are widely known throughout Indiana, the nation, and the world.*

The resources available to Indiana University, as with public universities throughout the United States, must face the fact that each of our five major sources of revenue is significantly stressed, and all are likely to remain so in the foreseeable future:

- Major increases in tuition are out of the question; the public will no longer bear tuition increases significantly above average inflation.
- The State of Indiana is only slowly recovering from the Great Recession. While IU has done relatively well with the state's performance funding formula, we must expect essentially flat state funding in the near future.
- Federal research funding is stressed and more competitive.
- A decline in reimbursement rates for medical services provided by IU Health endangers the support it provides for the IU clinical and health education enterprises.
- Private philanthropy sets higher education in the United States apart from the rest of the world and has significantly contributed to its preeminence. IU is the beneficiary of extraordinarily generous alumni and friends, and their generosity has truly made the difference between good and great. Nevertheless, no major university today can sustain itself only on philanthropy, and here, too, IU must compete with other worthy causes for philanthropic support.

To build a sustainable fiscal future for IU, we must optimize our resources by discovering economies, leveraging our scale, and ensuring strategic alignment of resource allocation; we must enhance our revenue through the exemplary execution of our existing mission while we seek new revenue producing opportunities; and we must ensure the highest standards of operational efficiency.

Staff

IU's core missions of education and research are supported by a broad array of necessary, and often mandated, administrative functions – from information systems to public safety, from building maintenance to healthcare, from admissions to career advising, from fiscal management to legal representation. Each of these essential functions must be performed with the highest levels of professionalism and expertise, customer service, internal

controls, and efficiency. Each requires IU to recruit and retain experts and professionals in their respective fields. IU simply could not be the university it is now, nor could it hope to maintain greatness, without the expertise, knowledge, and sound judgment of its dedicated and hard-working staff.

Just as competition for students and faculty is increasing, so is competition for the most talented administrative personnel. The recruitment and retention of talented staff, as with the best faculty, require competitive compensation and benefits, as well as positions that are professionally challenging, intellectually rewarding, and offer the potential for advancement through systematic programs of career development and succession planning. It also requires support for an inclusive, respectful, family-friendly, and healthy workforce and work environment. University Human Resources is reviewing all existing programs for effectiveness and will recommend where additional programs might be initiated.

Public Safety, Health, and Wellness

In the last decade, the health and safety of students and other members of university communities have become a matter of widespread public attention. While American college campuses are and remain safe places where millions of individuals productively work and study, tragic incidents like shootings on campuses have underscored the need to take steps to prevent to the extent possible, and to respond effectively, to a wide range of hazards. More recently, attention has focused on the unacceptable incidence of sexual assault on college campuses.

Since 2009, IU has entirely transformed its organization and capabilities in public safety and institutional assurance. Building on groundbreaking work in cybersecurity, IU has taken strong anticipatory steps to strengthen the policing and environmental health and safety functions on all campuses. In addition, we have created new and robust emergency management, data security, and enterprise risk management capacities. While unfortunately there can be no guarantees that careful preparations will avert all risks, our goal is to reduce their likelihood and consequences for the health and safety of the entire IU community.

The Principle of an excellent education, above, emphasized the importance of the mental and physical health and wellness of students to their growth and their ability to benefit fully from the intellectual, cultural, and social life of the university. This applies with equal force to IU's staff and faculty. IU in its role as an employer of thousands will continue to provide information, programs, and resources to foster the wellbeing and health of its employees. The benefits of this investment are great: a better working and learning environment for students, staff, and faculty; higher levels of satisfaction amongst employees; and greater productivity and fewer days lost to illness.

Communication

An environment of increased competition is an environment in which it is essential to communicate effectively IU's strengths and accomplishments to a wide variety of audiences, including the many constituencies who have a claim on a public university's attention and responsiveness. External rankings, despite their incompleteness and even distortions as a way of evaluating institutions of higher education, are a fact of life and often rely heavily on institutional reputation. At the same time, the number of methods for communication has exploded, as social media and other new technologies have come to dominate the transmission of information to key audiences.

Consequently the systematic and disciplined marketing of IU, and the marketing of the academic units that comprise IU within this framework, is essential to the recruitment of students, faculty, and staff, sustaining and increasing philanthropic and alumni support, the standing of the university within the state and among members of the legislature, and broad national and international perceptions.

Bicentennial Action Items

1. IU will deploy financial tools and analytics that enable better alignment of resources and expenditures with strategic priorities at all organizational levels. Balance decentralized decision making with a culture of transparency, clear goals, and regular assessment.
2. IU will enhance procedures for approving academic programs and organization to be streamlined and flexible, and consistent with shared governance and assurance of academic quality and integrity, in order to allow academic units to modernize disciplines and organization, adopt new teaching methods and technologies, quickly seize opportunities, and reach new audiences.
3. IU's University Human Resources will review all university policies and programs in the following areas for effectiveness and recommend new policies and programs that might be needed. Of particular importance are:
 - Policies and programs that support an inclusive, respectful, family-friendly, and healthy workforce and work environment
 - Policies and programs that support career development and succession for staff members.
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.
5. IU will implement a comprehensive marketing strategy that promotes and celebrates the university's accomplishments; defines and promotes the IU brand; coordinates university, campus, and school branding and marketing; effectively leverages IU's internal creative agency as a competitive advantage; and aligns marketing activities with top IU priorities.

Continuing Priorities

- Generate additional academic unit revenue through:
 - Increased retention of enrolled students
 - Recruitment of new students and development of new markets
 - Expansion of online and other distance opportunities
 - Development of new programs and services
 - Increased research activity
- Leverage IU's scale wherever possible to create greater educational opportunities and to generate efficiencies in new areas. Scale should be used to permit the concentration of resources on strategic priorities, to create broader access to resources available across the university, and to exploit economies of scale.
- Invest in infrastructure and personnel to assure, consistent with the university setting and local environments, the safety and security of members of the IU community and visitors to our campuses.
 - Build on the *Principles of Ethical Conduct* to create a culture of personal and community responsibility for integrity, health and safety, and compliance with internal and external requirements.
 - Continue to upgrade the effectiveness and efficiency of IU's safety and security organizations through unified action and collaboration across campuses and with external safety and security organizations.
 - Continue implementing the Student Welfare Initiative.
- Maintain a strong positive presence, in furtherance of IU's role as Indiana's flagship university, with the state and national governments and opinion leaders.

THE BICENTENNIAL PRIORITIES

BICENTENNIAL PRIORITY ONE: A COMMITMENT TO STUDENT SUCCESS

Indiana University will continue to enhance its commitment to student success, while earning a degree and afterwards, by adopting innovations and realignments in schools, programs, and course delivery; by assuring systematic review of existing programs; and by ensuring that IU's high-quality education remains affordable.

BICENTENNIAL PRIORITY TWO: A COMMUNITY OF SCHOLARS

Indiana University will renew its commitment to the university as a community of scholars that attracts and retains an excellent faculty.

BICENTENNIAL PRIORITY THREE: CATALYZING RESEARCH

Indiana University will engage in strategic hiring, investments in technology, and seed funding to support collaborative faculty research initiatives, with a focus on the grand challenges facing the state, the nation, and the world. IU will continue to support the creative and scholarly activities of its artists and humanists.

BICENTENNIAL PRIORITY FOUR: RE-IMAGINING EDUCATION

Indiana University's Schools of Education, will engage in a process of strategic renewal to best serve the educational challenges of the next century.

BICENTENNIAL PRIORITY FIVE: A GLOBAL UNIVERSITY

Indiana University will develop active partnerships with leading or complementary higher education institutions. IU will sustain active alumni chapters in all of its priority countries in support of study abroad, selective international recruitment, and faculty research and scholarship, especially in SGIS, the Lilly Family School of Philanthropy, and the Media School. It will complete the establishment of its Global Gateway Network to support these objectives.

BICENTENNIAL PRIORITY SIX: HEALTH SCIENCES RESEARCH AND EDUCATION TO IMPROVE THE STATE AND NATION'S HEALTH

Indiana University and IU Health, including Riley Hospital for Children, will strategically invest in world-class research and training in selected areas of the health sciences – with emphasis on cancer, cardiovascular disease, and the neurosciences – through targeted hiring, collaboration, and infrastructure investments which have the potential to be translated into new and improved treatments, cures, and procedures. Recognizing our responsibility to take a leadership role in improving health in our state, IU will continue to invest and coordinate its efforts in public health and will seek to work with state government agencies to help address Indiana's public health problems.

BICENTENNIAL PRIORITY SEVEN: BUILDING A PROSPEROUS AND INNOVATIVE INDIANA

Indiana University will contribute to the economic development and prosperity of Indiana by translating the discoveries and innovations of faculty, staff and students into new products, services and companies. A major part of this will involve the strategic transformation of IURTC to ensure it provides the highest quality of support for entrepreneurial activity at IU.

BICENTENNIAL PRIORITY EIGHT: TOWARDS A CULTURE OF BUILDING AND MAKING

Indiana University will explore and pursue the feasibility of establishing new programs in design and engineering on the IU Bloomington campus and technology programs on the regional campuses to meet regional needs.

**INDIANA UNIVERSITY
FULFILLING THE PROMISE**

SELECTED SUPPORTING PLANNING DOCUMENTS

The development of the Indiana University Bicentennial Strategic Plan was informed by ongoing strategic planning on all IU various campuses and several university administrative units. Those plans include:

[IU Bloomington Campus Strategic Plan](#)

[IUPUI: Our Commitment to Indiana and Beyond](#)

[The Regional Campuses of Indiana University: Blueprint for Student Attainment](#)

[IUE](#)

[IUK](#)

[IUN](#)

[IUS](#)

[IUSB](#)

[IPFW](#)

[Media Digitization and Preservation Initiative](#)

[Indiana University International Strategic Plan](#)

[Empowering People: Indiana University's Strategic Plan for Information Technology](#)

[Sustaining the Vision: A Strategic Plan for Achieving Excellence, Diversity, and Inclusion](#)

[Office of the Vice President for Engagement Strategic Goals FY15-FY20](#)

[Vice President for Research Office Strategic Plan](#)