THE BICENTENNIAL STRATEGIC PLAN FOR INDIANA UNIVERSITY

Final Report
2020
Building a strong foundation for a third century of excellence

In 2013, Indiana University began an unprecedented strategic planning process to chart a course for the entire university in the years leading up to our Bicentennial. I observed in my annual State of the University address in October of that year that the Bicentennial “provides us with a remarkable opportunity to begin now to further trim our sails to the winds of change and launch an extensive and comprehensive range of initiatives right across the whole university that will culminate in the Bicentennial year so that, in that year, we can all rightly look back on the previous decade as one of the greatest, most productive, and most transformative in IU’s history.”

The result of this charge was the adoption by the IU Board of Trustees in December 2014 of the Bicentennial Strategic Plan for Indiana University, as well as the subsequent approval of three closely aligned strategic plans for IU Bloomington, IUPUI, and the IU Regional Campuses. Together, these four plans set out ambitious and detailed aspirations and priorities to be implemented by the end of 2019–20, the Bicentennial Year.

The Bicentennial Strategic Plan is in many important ways a “plan of plans,” building on both university planning and the existing strategic plans of many IU campuses, schools, and administrative units. Fundamentally, it was guided by the IU Principles of Excellence, adopted by the Board of Trustees in 2010, and the New Academic Directions Report of 2011. These established a framework for achieving our overarching vision to be “one of the great research universities of the twenty-first century and to be the preeminent institution of higher education in Indiana,” and they set out key foundational changes in the university’s academic organization and structure. The contemporaneous Blueprint for Student Attainment for the IU Regional Campuses similarly reinvigorated a substantial part of the university whose importance had been for too long undervalued.

In concert with these foundational documents, the Bicentennial Strategic Plan reflects four central values. First, excellence is the lodestar of every aspect of IU’s educational and research missions. As a great university, it is the commitment to and striving for excellence that will distinguish Indiana University and will be the firm basis of its long-term success and greatness. The Bicentennial Strategic Plan both incorporates the excellent planning work of the university’s constituent campuses, schools, and centers, and it depends for its success on the remarkable abilities, energies, and creativity of IU’s highly accomplished academic community.

Second, as also stated in the introduction of the Bicentennial Strategic Plan, “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.” It is not realistic, nor does it well serve the university or its many constituents, to compress the mission of a great university to a handful of activities and purposes. The sheer breadth of disciplines and roles is the reason that IU makes an invaluable contribution to the state, the nation, and the world. Consequently, the Bicentennial Strategic Plan is built around priorities and action items that encompass the breadth of the university’s activities, recognizing the critical importance of each. Indeed, given a university as large and comprehensive as IU, many elements of the institution—campuses, schools, departments, and academic and research centers—had already developed or were in the process
of developing thoughtful, aggressive strategic plans geared to their particular needs and aspirations. Rather than suspend them, the university strategic plan proudly encompasses their breadth and diversity, and adds overarching direction.

Third, for an institution truly committed to excellence, knowledge and understanding are always evolving. As Isaac Newton famously observed, we see farther today because we are standing on the shoulders of giants. Strategic plans must therefore build on present strengths but are essentially forward-looking documents; a plan for IU’s Bicentennial must look forward to our next century. Thus, the fundamental purpose of the Bicentennial Strategic Plan is “to build the foundation for Indiana University’s enduring strength, and to keep IU on the course of greatness in its third century.”

Fourth, the Bicentennial Strategic Plan complements and indeed undergirds the IU Foundation’s campaign, For All: The Bicentennial Campaign for Indiana University. The original goal of this astonishingly successful campaign was $2.5 billion, an audacious target at the time; it was raised in 2017 to $3.0 billion; and it will conclude this year with the projected total of $3.9 billion, thanks to the remarkable generosity and commitment of more than 300,000 individuals and foundations. This support was earned in no small part by a compelling vision of the future and a credible pathway toward that future—which, in a nutshell, is exactly what the Bicentennial Strategic Plan sought to accomplish.

Most importantly, and as we all hoped, the Bicentennial Strategic Plan unleashed an unprecedented outpouring of energy, talent, and creativity. I think you will find that the accomplishments over the five-year period of the plan—as well as the years since the IU Principles of Excellence, New Academic Directions, and the Blueprint for Student Attainment—resoundingly fulfill the Bicentennial Strategic Plan’s bold aspirations. Together we have indeed transformed Indiana University in nearly every domain of its activity—from the classroom to clinical services; from laboratories to service learning in the communities we serve; from studios and auditoriums to public safety; from cyberspace to a ubiquitous presence in the state of Indiana; from IU museums, libraries, and collections to an unparalleled network of global engagement; and from inspiring campus spaces to the courts and fields of athletic competition.

When we first envisioned the Bicentennial Strategic Plan seven years ago, none of us could have imagined the profound disruption to higher education and global society caused by the COVID-19 pandemic, whose effects are with us as I write and will likely be felt for some time. The pandemic underscores, albeit in an unexpected way, the rapidly changing environment which universities like IU must navigate in the twenty-first century. If we are to thrive in this century, we must sail in a well-built craft and we must never lose sight of our lodestar commitment to excellence. Thus, while the circumstances of today are truly unexpected and unprecedented, the fundamental purpose of the Bicentennial Strategic Plan—to articulate and express our mission and core values, to set us on a course to achieve an ambitious vision for IU, and to build a strong foundation for greatness for IU’s third century—has never been more relevant or more critically important than it is today.

The accomplishments under the Bicentennial Strategic Plan are of course the work of an extraordinary number of IU faculty, staff, and students, and the entire university is indebted to them not only for what they have done, but for all that they have made possible for IU’s third century. Finally, I want to express particular thanks to Executive Vice President John Applegate and Professor Michael Rushton for seeing the plan through from conception to final report.

They include the final reports for:

- The Bicentennial Strategic Plan for Indiana University, the present report.
- The Bicentennial Strategic Plan for IU Bloomington,
- The Bicentennial Strategic Plan for IUPUI,
- Blueprint 2.0: The Bicentennial Strategic Plan for the IU Regional Campuses, and
- The Appendix to the Bicentennial Strategic Plan for Indiana University, which catalogues the complete range of activities of departments, schools, administrative units, and campuses in response to all of the aspects of the Bicentennial Strategic Plan.

All may be found on the Bicentennial Strategic Plan website, strategicplan.iu.edu, and in print. Due to its exceptionally large volume, however, the Appendix is available primarily in an electronic version.

The accomplishments under the Bicentennial Strategic Plan are of course the work of an extraordinary number of IU faculty, staff, and students, and the entire university is indebted to them not only for what they have done, but for all that they have made possible for IU’s third century. Finally, I want to express particular thanks to Executive Vice President John Applegate and Professor Michael Rushton for seeing the plan through from conception to final report.

Michael A. McRobbie
President
August 2020
THE BICENTENNIAL STRATEGIC PLAN FOR INDIANA UNIVERSITY

Table of Contents

BICENTENNIAL PRIORITIES

1. A Commitment to Student Success / 7
2. A Community of Scholars / 9
3. Catalyzing Research / 11
4. Re-Imagining Education / 13
5. A Global University / 17
6. Health Science Research and Education to Improve the State and Nation’s Health / 19
7. Building a Prosperous and Innovative Indiana / 21
8. Towards a Culture of Building and Making / 23

Read the full Bicentennial Strategic Plan at strategicplan.iu.edu.
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.
IU’s Office of Completion and Student Success has been active in seeking and implementing best practices in student advising and faculty development to increase student success, especially for those students who are first-generation and from underrepresented minorities. These efforts have borne fruit. From 2015 to 2018, the percentage of IU students who complete their undergraduate degree in at least six years has grown from 64% to 69% and, at the regional campuses, which have traditionally had lower graduation rates owing to their students’ educational background and socio-economic status, it has risen from 34% to 43%, a remarkable improvement. For underrepresented minorities, there has also been steady improvement in graduation rates, with the six-year completion rate rising from 48% to 54% over this brief time period, across all campuses.

The proportion of IU students from underrepresented minorities, a priority of the Bicentennial Strategic Plan, has steadily risen, from 22.1% in 2015 to 26.5% in 2019. The total number of minority students at IU has doubled over the past decade. IU’s Office of Diversity, Equity, and Multicultural Affairs program in Community and School Partnerships interacts with over one thousand students per year to ensure middle and high school students from underserved communities are informed about the resources available to them as they seek a college degree. One such program is the Summer Experience in Sustainability and Environment, a camp-like experience on environmental and sustainability issues and careers, where 90 percent of the students are of historically underserved backgrounds.

Over the period covered by the Bicentennial Strategic Plan, IU has created a remarkable ten new schools, nearly every one of them in new or renovated facilities. Over the course of the past five years Indiana University has created a multitude of new degrees, some at single campuses and some collaboratively between campuses, mixing on-campus, online, and hybrid delivery systems to expand the opportunities for students in terms of degree paths and means of completing their degrees. This was often achieved through leveraging the faculty and capital already in place on IU campuses, expanding the range of possibilities. Highlights include new degrees in Architecture, Intelligent Systems Engineering, and Cybersecurity Risk Management on the Bloomington campus; new degrees in Applied Data Science and Information Science, Nutrition and Dietetics, and Exercise Science at IUPUI; and 15 new collaborative online degree and certificate programs through IU’s Regional Campuses (with another 11 in the approval process at the Higher Learning Commission). The new online programs include Applied Health Science, Informatics, History, Sociology, Criminal Justice and Public Safety, and the Chancellors’ Bachelor of Science in Business Administration, among others.

The rapid development of online options at IU has served the dual purpose of more effective use of faculty resources in allowing collaboration by campuses, and enabling students to more easily find ways to schedule courses towards their degree completion. Prior to the pandemic, 34% of IU students were taking at least one online class, and this represented 13% of all credit hours. Since 2015, IU has increased the number of degrees that can be completed fully online from 97 to 170. Many of these new degrees are offered collaboratively by IU’s Regional Campuses, enabling them to take full advantage of their combined scale and scope. Faculty use the Quality Matters rubric and professional development workshops offered through IU’s Office of Online Education to ensure course content and assessment are well designed for the online medium.

The quality of Indiana University’s faculty and academic programs, a priority of the Bicentennial Strategic Plan, has continued apace. IU now boasts 120 faculty members who have been elected as fellows to the American Association for the Advancement of Science, with nine being recognized in 2019 alone. The O’Neill School of Public and Environmental Affairs reached, and has maintained, its place as having the number one ranked Master of Public Affairs Program in the country, as well as being top-ranked in the subfields of nonprofit management, environmental policy and management, and public finance and budgeting, by U.S. News & World Report. The Kelley School of Business Online MBA is also the number one ranked program by U.S. News.

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.

Indiana University tasked faculty to prepare “A Vision of Faculty Presence for Indiana’s Third Century,” recognizing that faculty presence on campus for a significant part of their time is essential for maintaining an active and vibrant academic community. The vision recognizes that while faculty members’ national and international networks in research and service are an invaluable contribution to the mission of the university, too is the physical presence of faculty on their respective campuses, for student engagement outside of class time and official office hours, for interactions with faculty on issues facing campuses and the university, in light of the essential role of faculty in university governance, and in coordinating activities with university staff. The guidelines that accompany the vision statement will enable campuses and academic units to further define norms and expectations regarding faculty presence.

Since 1989, the Faculty Academy for Excellence in Teaching (FACEt) has provided a self-organized, “grassroots” organization for faculty members on all IU campuses and of all ranks to promote effective, innovative, and evidence-based pedagogy. Since its founding, FACEt has grown into a vibrant, university-wide community of scholars committed to teaching excellence at IU and across the nation. In 2018, FACEt launched the website teaching.iu.edu in collaboration with the university’s centers for teaching and learning, which brings together in one location the full range of teaching resources available to IU faculty members. FACEt’s Mack Fellows program selects a group of faculty each year to conduct ambitious collaborative research pertaining to the scholarship of...
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.
The Bicentennial Strategic Plan presented as an action item: “IU will ask faculty and academic leadership to identify the grand challenges to which IU can contribute most effectively, building on strengths in the humanities, professions, and social, natural, and clinical sciences. IU will support multidisciplinary and multicampus teams to address those grand challenges.” Since the announcement of the action item, IU has established three Grand Challenges:

Launched in 2016, and IU’s first Grand Challenge, the Precision Health Initiative (PHI) has made important, life-changing progress in helping patients. PHI research teams are discovering new ways to personalize care and improve outcomes as they pursue ambitious goals in five disease areas: Alzheimer’s disease, multiple myeloma (a blood cancer), pediatric sarcomas (a childhood cancer characterized by tumors in nerves, muscles, or bones), type 2 diabetes, and triple negative breast cancer. IU has recruited 124 new faculty members through the PHI Grand Challenge, and has secured $26 million in grant funding. Previously unavailable precision genomics clinics have been expanded across the state, allowing doctors to tailor treatments based on DNA or genetics, and the first CAR-T cell therapies, which re-engineer a patient’s T-cells to kill cancerous cells, have been administered to adult cancer patients in Indiana.

Established in 2017, IU’s second Grand Challenge, Prepared for Environmental Change, is delivering actionable solutions to address issues created by our world’s changing climate. The work of the Prepared for Environmental Change initiative is facilitated through the Environmental Resilience Institute, which brings leading researchers together with government, business, nonprofit, and community leaders to help them plan and prepare in the face of challenges to our communities, economy, health, and livelihoods. The team has partnered with the Environmental Protection Agency to launch the Environmental Resilience Institute Toolkit, a digital resource providing data, research, and case studies to help Midwestern communities reduce the consequences of environmental change.

IU’s third Grand Challenge, Responding to the Addictions Crisis, was launched in late 2017. The initiative engages a broad array of IU’s world-class faculty as well as business, nonprofit, and government partners. Working together, these partners are implementing a comprehensive plan to reduce deaths from addiction, ease the burden of drug addiction on Hoosier communities, and improve health and economic outcomes. This initiative is one of the nation’s largest and most comprehensive state-based responses to the opioid addiction crisis—and the largest led by a university.

New Frontiers in the Arts and Humanities continues to be a one-of-a-kind university investment in creative and scholarly activity of IU faculty. From 2015 to 2019, 260 grants were awarded to faculty members on every IU campus. Award funds for the same time period totaled slightly more than $5 million. Neil Goodman, professor of fine arts at IU Northwest and a 2016 New Frontiers recipient, said: “It is a great program. This grant is very important as it gives faculty the opportunity to explore directions in their work that would be impossible without support. As with much creative research, the seeds of exploration continue to develop and grow. This grant has made that possible.”

Re-Imagining Education

The Bicentennial Strategic Plan for Indiana University called for “a process of strategic renewal to best serve the educational challenges of the next century.” The plan noted that the IU Schools of Education “have the leading role in the state in training elementary and secondary teachers and administrators, and in producing innovative research on teacher training, pedagogy, curriculum, and administration,” but that P–12 education in Indiana—and certainly in particular areas—still lags in student attainment and equality of opportunity. As national and international leaders in the field of education, the IU Schools of Education can (and do) help Indiana to meet this challenge.
The plan noted the dramatic declines in enrollment in teacher preparation programs in all IU education schools over the last decade, reflecting national trends as well as changes in P–12 education policy specific to Indiana. The decline in enrollment is especially concerning for the regional campus schools, which are smaller and more exclusively focused on teacher preparation, and it directly contributes to teacher shortages in many parts of Indiana. The decline in teacher preparation enrollments also needs to be addressed at a strategic level and in collaboration with the state.

In response to Indiana’s teacher shortage, and the objectives of increasing enrollments in the schools of education and strengthening partnerships with Indiana school corporations, several of the Indiana University Schools of Education have embarked on Grow Your Own (GYO) teacher initiatives. GYO initiatives create a pipeline of highly qualified teachers, increase community connections, and address regionally relevant instructional capacity issues. GYO programs achieve these objectives by recruiting future teachers while students are still in the high school setting, and inducting and engaging them in transition activities that culminate in a teaching position in the student’s home district. Programs combine dual credit college courses, career exploration and discovery, mentoring, extracurricular activities, observations and experiential learning in P–12 classrooms, Education coursework, and graduation and career planning. The target populations include high school students, unlicensed paraprofessionals, and emergency license instructors—individuals with connections to the community and, in some cases, experience working in district schools. IU programs include: IU East’s Transition to Teaching: Emergency Licensure; IU Kokomo’s Tomorrow’s Teachers; IUPUI’s District-Based Alternative Certification; IU South Bend’s Special Education Mild/Moderate Licensure Partnership; and IU Southeast’s Growing Tomorrow’s STEM Teachers.

For example, at IU Kokomo, in spring 2018 a collaborative Grow Your Own program was co-constructed and developed with four district partners (Caston School Corporation, Kokomo School Corporation, Logansport Community Schools, and Western School Corporation). The development of the program, Tomorrow’s Teachers: Growing Our Own, was funded through an IU Kokomo Applied and Community Research Center (ACRC) grant. The program engages high-achieving high school students interested in the field of Education in courses taught by an IU Kokomo faculty, P–8 classroom experiences, and on-campus events and activities. The program began in fall 2018, with 22 high school students (juniors and seniors). Ten of those students will be full-time freshmen in Education in fall 2019. A new cohort of high school students began the Tomorrow’s Teachers program in fall 2019. This program has provided an opportunity for partner districts to address local shortages and teacher demographic priorities in intentional and strategic ways. For example, one of the districts has a high need for bilingual teachers and, therefore, is recruiting underrepresented individuals for the program.

At IU Bloomington, beginning in summer of 2020, Transition to Teaching (T2T) will shift to a hybrid delivery model that will enable many candidates from around the state (and beyond) to maintain their current geography/employment while making periodic visits to campus. This will leverage IU’s statewide network of student teaching placements to enable these candidates to complete their practica within reasonable driving distance of their home locations. Beyond simply increasing numbers, this initiative will provide greater equity of access to the teaching force and reduce the economic and logistical barriers many aspiring teachers now face (e.g., talented educators currently serving in support roles such as classroom aids).

At IUPUI, faculty within the undergraduate teacher preparation programs (Elementary and Secondary Education, Special Education, and English as New Language) established partnerships with all schools in urban school districts within the Indianapolis metropolitan area. These partnership activities include service learning in pre-program courses, urban school-based field experiences and student teaching practica, pre-service teacher-facilitated afterschool programming, mentor teacher professional development, intentional recruitment and hiring plans for exemplary student teachers, and collaborative research projects with schools. Urban Education Studies provides an advanced degree to those students who are seeking graduate degrees that will prepare them to serve in urban communities. Over the last five years, enrollment has increased and students are moving in multiple directions following degree attainment.
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 the Hamilton Lugar School of Global and International Studies, the Lilly Family School of Philanthropy, and The Media School. It will complete the establishment of its Global Gateway Network to support these objectives.
The Bicentennial Strategic Plan set as an action item that IU would 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. Partnerships between IU and universities around the world establish the framework for a variety of international activities: they provide a path for international students to study at IU, create study abroad opportunities for IU students, and open channels of communication that facilitate joint research and teaching.

Since 2015, IU has entered into 11 new agreements for university-wide partnerships and renewed 33 additional agreements. The new agreements and all but five of the renewed agreements are with universities located in priority countries. Three new strategic partnerships have been established—with the Australian National University, the National Autonomous University of Mexico, and Sorbonne University. These partnerships involve multiple units at IU and, in the case of the latter two, units on both the IU Bloomington and IUPUI campuses. IU has signed 49 new sub-agreements with 29 different partner universities; sub-agreements typically are between IU schools and their counterparts at foreign institutions and focus on specific, well-defined areas. All but one of these sub-agreements were with a partner university in a priority country; IU has renewed 44 sub-agreements, 39 of which were with partner universities in priority countries. Over the five-year period, OVPIA sponsored and organized 41 joint workshops and 16 joint lectures with university-wide partner universities. It also hosted 17 delegations from partner universities and 59 visiting research scholars through exchange programs with partner universities.

The year 2015 saw the opening of a new building for what is now known as the Hamilton Lugar School of Global and International Studies. It is one of the largest international affairs schools in the country and is a leader in the study of international relations, cultures, and over 80 different languages.

Since 2015, IU’s Global Gateway Network has expanded from two—China and India—to five, with new offices established in Europe (Berlin) in 2015, Mexico (Mexico City) in 2018, and the ASEAN region (Bangkok) in 2019. As entry points to key regions of the world, the Gateways expand the cultural and research opportunities for faculty and students and provide high-quality, IU-branded space for study abroad programs, workshops, meetings, student recruitment events, and alumni activities. Usage of the Gateways has been robust, with more than 340 events involving some 11,500 participants in the past five years. The breadth of use throughout the IU system has been impressive as well. Nineteen units at IU Bloomington, 13 at IUPUI, two at IU East, and six university-wide units have hosted events.

IU has experienced an increase of 55% in IU students studying abroad between academic year (AY) 2012–13 and AY 2017–18. IU Bloomington has seen a nearly 51% increase over this period, with 3,350 students in AY 2017–18 studying abroad. According to the annual Open Doors Report of the Institute for International Education, this ranks Bloomington exceptionally highly among over 1,200 campuses for which the institute collects data (#6 in 2016–17, and #3 for semester programs). In addition, 1,847 of the 7,992 students in the graduating class of AY 2017–18 studied abroad. At nearly one-third 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. Of the 217 new study abroad proposals approved by the Overseas Study Advisory Council from AY 2015–16 to AY 2018–19, 53% were in underrepresented regions (Asia, Latin America, and Africa), with the percentage of students in Europe decreasing from 58% to 53%. In addition, underrepresented students going abroad from IU Bloomington increased over these past five years due to additional scholarship funding as well as special programming. The percentage went from 18% of the total in AY 2013–14 (602 students) to 21% in AY 2017–18 (631 students).

The Bicentennial Strategic Plan set as an action item that IU would 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.

**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.
Indiana University School of Medicine (IUSM) has experienced remarkable gains in research success as a result of a strategy that prioritizes investments in areas with a strong base of expertise, existing philanthropic and grant support, and a high likelihood of emerging as one of the nation’s top medical schools.

The results of this strategic and targeted approach to research have been staggering.

Funding from the National Institutes of Health has increased by more than 54% in five years and reached a record high of nearly $150 million in the federal fiscal year that ended in September 2018. The school was awarded $362 million in external research funding from all sources in the university’s 2018–19 fiscal year.

Significant funding gains were realized in support of research related to neurodegenerative diseases, traumatic brain injury, cancer, and musculoskeletal health. Indiana University School of Medicine has developed into one of the nation’s premier institutions in the field of Alzheimer’s disease research and has repeatedly been selected by the National Institutes of Health to lead nationwide initiatives. These gains are due to a combination of strategic recruiting and IU School of Medicine targeted investments in neuroscience research programs.

IUSM faculty continue to conduct highly collaborative and interdisciplinary research aimed at eliminating cancer as a cause of suffering. The Indiana University Melvin and Bren Simon Cancer Center has achieved the highest recognition from the National Cancer Institute: Comprehensive Cancer Center. With this elite federal designation signifying research excellence, it becomes the only NCI-designated Comprehensive Cancer Center in Indiana and one of just 51 in the nation. Overall, the IU Simon Cancer Center received an “outstanding” rating by NCI reviewers and was awarded a five-year, $13.8 million grant that supports the center’s research programs.

IUSM faculty have demonstrated continued excellence. They have secured significant external grant funding and—notably—saw FDA approval of a new drug to treat a rare bone disease based on IU School of Medicine research.

Indiana University School of Medicine is leading the world’s largest and most comprehensive study of concussion with the goal of understanding how to detect, prevent, and treat these common brain injuries. During the period of the Bicentennial Strategic Plan, IU School of Medicine faculty received an additional $22.5 million in new funding from the Department of Defense and the National Collegiate Athletic Association to expand the research program.

IUSM faculty physicians provide the highest quality care to patients throughout Indiana and to those who travel from afar to access the school’s diverse expertise. The school is closely aligned with Indiana University Health, the state’s largest and most comprehensive health care system with 17 hospitals across Indiana, including Methodist, University, and Riley Hospitals in downtown Indianapolis. This unique partnership enables IU School of Medicine’s faculty physicians to seamlessly integrate research findings into patient care and to offer promising clinical research studies to patients close to home. IU Health’s statewide footprint also allows IU School of Medicine to influence the delivery of care outside the traditional academic health center and to provide the most advanced therapies to patients in community hospitals throughout Indiana.

In addition, the school has placed an increased emphasis on interprofessional education. The Indiana University Interprofessional Practice and Education Center, founded in 2014 and based at the IU School of Medicine, has helped pave the way for increased collaboration among students in diverse health sciences programs. This intentional approach to preparing students for collaboration in practice results in graduates who can effectively lead and participate in teams that work together across the health and health care delivery spectrum. Among scores of initiatives, the Interprofessional Practice and Education Center has led the implementation of Team Education Advancing Collaboration in Healthcare (TEACH!), a longitudinal curriculum that students in the IU Schools of Medicine, Dentistry, Health and Human Sciences, Nursing, and Optometry, the School of Public Health in Bloomington, Fairbanks School of Public Health at IUPUI, and in the Purdue College of Pharmacy complete over the course of their studies.

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 into IU Ventures will ensure that it provides the highest quality of support for entrepreneurial activity at IU.

In 2017, the technology transfer functions of the Indiana University Research and Technology Corporation (IURTC) were transferred into IU’s Office of the Vice President for Research. Patenting activity well exceeded targets set in 2015 with, on average, over 300 patents applied for per year over the 2015–19 period, and over 160 patents issued per year, on average, over the same period.

Widely shared prosperity in Indiana depends on IU’s statewide contribution to educating its workforce, and in nurturing the next generation of IU entrepreneurs, turning the innovations and advances of student and faculty researchers and inventors into valuable, marketable products, ideas, and companies. With the technology transfer aspects of
IURTC transferred into the Office of the Vice President for Research, in 2019 IURTC was rebranded as IU Ventures, to better reflect its enhanced mission and focus in direct support of IU-affiliated entrepreneurship. IU Ventures provides the necessary ecosystem to build a pervasive entrepreneurial culture throughout IU and provide the support for high potential, IU-affiliated startups through the engagement with industry collaborators to accelerate new venture opportunities, ensuring that IU is engaged with its communities in all regions and working to build a prosperous and innovative Indiana for future generations.

Some of the accomplishments of IU Ventures in its first year include:

- Developed and launched comprehensive and interactive IU Statewide Impact website that visually illustrates IU’s significant economic impact across all 92 counties. Demonstrated the capabilities of the new website to the IU Board of Trustees in a favorably received presentation. The University of Michigan and the University of Georgia have implemented similar websites following the launch of IU’s website.
- In 2019 thus far, the Regional Economic Development (RED) Fund of the IU Council for Regional Engagement and Economic Development (CREED) awarded 11 grants totaling over $25,000 to IU’s Regional Campuses in support of economic development-related initiatives. These totals are on pace to surpass 2018’s records for both number of awards and total amount of grants.
- IU Ventures launched the new Angel Ventures Fund and created the new Angel Ventures.
- Nominated the IU Center for Rural Engagement (CRE) for the University Economic Development Association (UEDA) Award of Excellence in the Place category. CRE was selected as one of four finalists and chosen as the award winner, representing IU’s first-ever UEDA award.
- Held fourth annual Education-to-Employment (E2E) Convergence Summit convening leaders from business, industry, government, and higher education to build dialogue focusing on how to help facilitate the successful transition of students into the workforce. Created and implemented Sustaining Talent, Engaging Partners (STEP) grant program enabling regional campuses to strengthen career services programs.
- Enabled through a two-year $3 million grant from Lilly Endowment Inc., Indiana Data Partnership (IDP) represents a groundbreaking approach between the State of Indiana’s Management Performance Hub (MPH) and IU to develop an integrated, scalable, and collaborative decision-support framework designed to increase the availability and utility of data shared among state agencies, local governments, and nonprofit organizations that serve vital public needs. Initial issue focus areas for IDP included the opioid crisis and workforce development. Served as a central coordinating point in working with the three IU centers subcontracting with MPH: IU Public Policy Institute, Indiana Business Research Center, and The Polis Center.
- Led a consortium of partners (Purdue University, University of Notre Dame, Naval Surface Warfare Center Crane Division, Science Applications International Corporation, and the governor’s office) to advocate for the establishment of a Joint Hypersonics Transition Office (JHTO) and an affiliated University Hypersonics Research Consortium, both to be located in Indiana. This work secured $65 million in the fiscal year (FY) 2020 House DOD Appropriations bill and statutory language in the House FY2020 National Defense Authorization Act. Once the bills are enacted, the JHTO team will submit a proposal for carrying out the work in Indiana.
- Collaborated to continue advancing IU’s military medicine engagements that resulted in the House FY2020 DOD Appropriations bill to include $10 million to continue a program focused on Hearing Restoration Research, which IU helped to establish. The legislation also includes language in support of the NCAA-DOD Concussion Assessment, Research and Education Consortium (CARE) Consortium, a longitudinal study on traumatic brain injury/concussion in athletes and cadets. The CARE Consortium is led by Tom McAlister at the IU School of Medicine.

**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.

In 2017, approval was given to launch a new Master of Architecture degree at Indiana University Bloomington. The J. Irwin Miller Architecture Program is part of the Eskenazi School of Art, Architecture + Design, and admitted its first cohort of students in fall 2018.

The program’s studios and classrooms are housed in the Republic Building in Columbus, Indiana, a city well known for its modern architecture, and uses Columbus’s historic and robust civic consciousness to integrate architecture, art, and design with the city’s unique public-private coalition process.

In this “living laboratory,” students will make the invisible process of community collaboration visible and concrete by creating a common language for shared problem solving. Public-private fabrication facilities in Columbus also create opportunities for faculty, students, and community to collaborate.

In October 2019, Indiana University alumni and information technology pioneer Fred Luddy provided generous funding to establish
a multidisciplinary initiative in artificial intelligence at IU, based in what is now named the Luddy School of Informatics, Computing, and Engineering. In AY 2017–18, the school initiated bachelor’s and master’s degrees, and a Ph.D., in the field of Intelligent Systems Engineering.

The school moved into the spectacular Luddy Hall in January 2018. The building’s open, light-filled atmosphere has become a magnet for students from across campus, especially in the rooms that line the main stairway. There are multiple labs and makerspaces throughout the building, culminating with the Intelligent Systems Engineering prototype lab on the fourth floor of the building which has spectacular views to the north, west, and south. Luddy Hall also includes the 3,500 square-foot Shoemaker Center for Innovation and Entrepreneurship, which provides a welcoming space for students and faculty from across campus. Luddy Hall is on Woodlawn Avenue and was the first building to be built as part of IU’s 50-year master plan, which envisions a “Woodlawn Corridor” of buildings to extend to the athletic complex.

Indiana University Bloomington has been expanding its design and makerspace capabilities and facilities across the campus from a new makerspace facility connected with the Luddy School of Informatics, Computing, and Engineering Living Learning Center to the Makerspace for Art + Design (MADLab) in the Eskenazi School of Art, Architecture + Design and the MILLab in the School of Education. In early 2020, IU Bloomington will open the campus Innovation Gym (i-Gym), which will include facilities, equipment, and services to support all phases of the design and making process from initial concept to product commercialization.

At IUPUI, a multidisciplinary group in 3D Printing and Bioprinting resulted in the establishment of a new IUPUI Core for Bioprinting which successfully competed for an NIH Shared Instrumentation Grant to purchase a scaffold-free bioprinter (the first in an academic institution in the United States).

Indiana University’s latest supercomputer solidifies its standing as a national high-performance computing powerhouse. Big Red 200 will operate at a peak rate more than six times faster than its predecessor, Big Red II, with greater than 6 quadrillion floating-point operations per second (or petaFLOPS).