

**REPORT ON
THE MISSION AND VALUES STATEMENT,
ACADEMIC PRIORITIES, AND
REVIEW PROCESS FOR PROPOSALS FOR
COMMITMENT TO EXCELLENCE FUNDING**

Indiana University Bloomington

Strategic Planning Committee

January 2003

I. Executive Summary

The Strategic Planning Committee (SPC) has completed three of the five tasks with which it is charged: (a) drafting a statement of mission and values for the Bloomington campus; (b) drafting a statement of academic priorities to guide the ongoing investment of a large portion of the Commitment to Excellence funds; and (c) recommending to the Chancellor a process for reviewing proposals seeking Commitment to Excellence funding.

Mission and Values Statement. Following extensive meetings and consultation, the committee proposes the following mission and values statement for the Bloomington campus:

As the premier residential campus of a public research university, Indiana University Bloomington advances knowledge and learning to serve the changing needs of society. Indiana University Bloomington is responsible to the public for stewardship of all our resources and for using those resources for the public good.

To achieve its mission, Indiana University Bloomington will:

- < Articulate and strive for the highest standards of academic excellence and integrity;
- < Foster a productive environment of learning, collaboration, creativity, mutual respect, tolerance, and civility among students, faculty, staff, graduates, and the broader community;
- < Provide excellent teaching and cultivate intellectual curiosity, lifelong learning, the pursuit of excellence, and the development of skills necessary to adapt and excel in a changing world;
- < Support original, high quality research and recognize its essential role in teaching and service;
- < Encourage and reward innovation and creative risk-taking;
- < Embrace diversity in all its dimensions;
- < Promote the development of character, a sense of ethical and social responsibility, a commitment to civic engagement, a heightened awareness of global issues, and a recognition of the need for environmental stewardship;
- < Emphasize the fundamental role of the liberal arts throughout undergraduate, graduate, and professional education;
- < Nurture an appreciation of the arts and the cultural wealth of our world, and provide cultural opportunities for the campus community and the public;
- < Enhance our relationships with government, K-12 school, corporate, not-for-profit, and other academic partners, including our 300,000 alumni worldwide; and
- < Accentuate the role of the campus as an engine of economic opportunity for the State of Indiana, and our obligation—and opportunity—to contribute to improving the quality of life of the public.

Broad Themes. Prior to completing work on the academic priorities, the committee identified ten broad themes to help guide funding decisions within those priorities. The committee believes these themes are relevant to virtually all of the campus's activities. They are presented unranked:

Enhancing Undergraduate Education
Building Diversity
Fostering Educational Partnerships and Preparing Teachers
Serving the Public
Investing in Human Resources
Improving Campus Coordination and Developing a Campus Perspective
Investing in Research Equipment, Infrastructure, and Funds
Implementing the Information Technology Infrastructure
Ensuring Accountability
Thinking Big and Taking Risks

Academic Priorities. The campus faces many significant challenges, growing demands for scarce resources, and new competition from other public and private educational institutions. The failure to respond strategically threatens the ability of the campus to continue to compete in the top tier of public universities. At the same time, because other universities face similar challenges, implementation of a bold, creative strategy for the use of Commitment to Excellence funds could advance the campus, improve its competitiveness among peer institutions, and enhance the research, creativity, and learning it fosters, thereby improving its ability to serve the public.

The committee has identified five academic priorities in which it believes the Commitment to Excellence funds should be invested strategically to yield the greatest return for the campus in terms of advancing its quality and, by so doing, its reputation. All of the priorities reflect the importance of interdisciplinary initiatives and of building partnerships across disciplines, schools, and campuses. The academic priorities are presented unranked:

Life Sciences
Applied Sciences and Information Technology
Interdisciplinary Initiatives Involving the Liberal Arts
The Arts
International Programs and Curricula

Review Process. The committee believes that the process of developing and reviewing proposals should (a) solicit ideas from all members of the campus community; (b) be efficient, and (c) focus resources to achieve the greatest strategic impact possible. For 2002-03, the process must also take into account the tight timeframe for developing and reviewing proposals. The committee recommends:

- < All proposals must fulfill the stated objectives of the Commitment to Excellence program; clearly articulate why they are “strategic” (e.g., how they will contribute to enhancing the quality and reputation of the campus) and how their strategic impact will be measured; and respond directly to the academic priorities and general themes identified in this document. Proposals should seek at least \$250,000 in funding and must also comply with the specific requirements set forth in this report.

- < Proposals for Commitment to Excellence funding may be submitted to the Chancellor by the deans of (a) Bloomington campus schools, (b) multicampus schools with a major teaching and research presence on the Bloomington campus, (c) University Libraries, and (d) Research and the University Graduate School. Proposals must be submitted by March 7, 2003.

- < Proposals should be reviewed for consistency with the strategic academic priorities and broad themes identified by the SPC, and the likelihood of each proposal achieving the underlying goal of “contribut[ing] to a significant advance in the Bloomington campus’s academic reputation.” The review committee must provide its written ranking of proposals to the Chancellor by March 28, 2003.

- < This review should be conducted by a single review committee that is small enough to operate efficiently under great time pressure, broadly representative of the major academic units on the Bloomington campus, and provide some overlap with the membership of the SPC to provide continuity. The SPC recommends that the Chancellor appoint the membership according to the following process:
 1. one student, to be selected from two nominated by the Indiana University Student Association;
 2. one staff member, to be selected from two nominated by the Bloomington Professional Council;
 3. two faculty members, to be selected from five nominated by the Bloomington Faculty Council;
 4. two faculty members, to be selected from five nominated by the SPC;
 5. two faculty members nominated and selected by the Chancellor; and
 6. the chair of the SPC.

- < The Chancellor will present the review committee’s ranking of the proposals to the Council of Academic Deans and the Budgetary Affairs Committee of the Bloomington Faculty Council. The Chancellor will consult with the Council and the Committee as to which proposals should be funded on or before April 25, 2003. The Chancellor will also consult with the President and the Trustees as appropriate.

This report marks the conclusion of only the first phase of the SPC’s work. The committee will report on general—non-academic—priorities by May 1, 2003, and on benchmarks for determining the success of Commitment to Excellence investments, any necessary revisions of the academic priorities for 2003–2004, and a process for reviewing the overall strategic plan on an annual basis by December 15, 2003.

The committee’s e-mail address is iubspc@indiana.edu and its website, on which most of its working papers are located, is http://www.iub-chancellor.indiana.edu/strategic_plan/.

II. Introduction and Process

The Strategic Planning Committee was appointed in September 2002 by Chancellor Sharon Brehm, in consultation with the President, Trustees, campus deans, Bloomington Faculty Council, Indiana University Student Association, Graduate and Professional Student Organization, and organizations representing the professional, clerical, and union staff. (The committee roster appears at the end of this report.) The SPC is charged with completing five tasks.

The first is to draft a draft a statement of mission and values for the Bloomington campus by February 1, 2003.

Three of the tasks are specifically concerned with the “Commitment to Excellence” funds generated by the new \$1,000 special tuition assessment on undergraduates, beginning with students entering in the Fall of 2003. Specifically, the SPC is charged with drafting a statement of academic priorities by February 1, 2003, to guide the ongoing investment of a large portion of those funds. These academic priorities will not be applied to all of the Commitment to Excellence funds, because 14% of those funds are set aside for undergraduate financial aid to offset the impact of the new assessment on students, and 10.4% are set aside as matching funds for graduate student fellowships. The academic priorities are designed to guide the investment of whatever portion of the remaining 75.6% of those funds is available after exigent financial needs are met. Within the academic priorities identified by the SPC, it was agreed prior to the appointment of the committee that 54% of available funds will be spent on new faculty lines and 46% on other aspects of academic programs.

The SPC is also charged with advising the Chancellor by February 1, 2003, on a process for reviewing proposals seeking Commitment to Excellence funding. In addition, the committee will draft a statement of general priorities—priorities not directly involving research or teaching, which would be funded from as yet unidentified sources—by May 1, 2003.

Finally, the committee is to provide the Chancellor with recommendations on benchmarks for determining the success of Commitment to Excellence investment, any necessary revisions of the academic priorities for 2003–2004, and a process for reviewing the overall strategic plan on an annual basis by December 15, 2003.

The ultimate goal of these five tasks and of the entire strategic planning process is to “contribute to a significant advance in the Bloomington campus’s academic reputation and, therefore, to the esteem in which its faculty and its graduates are held.” (The document governing the creation and activities of SPC is available at http://www.iub-chancellor.indiana.edu/strategic_plan/.)

The committee met ten times during the fall semester, and consulted extensively via e-mail and telephone. In addition, members participated in eight working groups on specific topics that required further development. The topics of those working groups were: the arts, diversity, information technology, interdisciplinary/partnership, international/global, life sciences, mission/values statement, and undergraduate education.

The committee reviewed numerous documents about specific IU programs and initiatives, prior strategic plans from IU and elsewhere, the future of higher education, and related topics. These documents included reports from each of the working groups, as well as from each of the Bloomington campus academic deans (including the deans of University Libraries, Research and the University Graduate School, the School of Nursing, and the School of Social Work).

The full committee met with then-President Myles Brand; Chancellor Brehm; Moya Andrews, Dean of the Faculties; George Kuh, Chancellor's Professor of Higher Education and Director of the National Survey of Student Engagement; the Hon. Edward W. Najam, Jr., Indiana Appellate Court judge and President of the Society for the Institute of Advanced Studies; Michael McRobbie, Vice President of Information Technology and Vice President-designate of Research; and Vice Chancellor Neil Theobald.

In addition, the committee chair and individual committee members met with other people individually, including Ken Beckley, President of the IU Alumni Association; Charlene Brown, Director of Extracurricular Programming for the Honors College and Associate Director of the Wells Scholars Program; Michael Dunn, Dean of the School of Informatics; Ken Gros Louis, Chancellor Emeritus; John Hobson, Senior Vice President of the IU Alumni Association; Dick McKaig, Dean of Students; Charlie Nelms, Vice President of Diversity and Student Development; and Curt Simic, President of the IU Foundation.

The committee sought to provide information to, and solicit input from, all members of the Bloomington campus community. These efforts included: a website (http://www.iub-chancellor.indiana.edu/strategic_plan/) on which information about the committee and its activities and copies of the large majority of documents consulted by the committee (including all of the deans' reports) were posted; a link to this website from the Chancellor's home page; a press release when the committee was appointed and an update mid-way through the fall semester; the creation and announcement of an e-mail address for the committee (iubspc@indiana.edu); and presentations by individual committee members to various campus groups, including the Bloomington Faculty Council. These activities prompted multiple stories in the *Herald-Times*, the *Indiana Daily Student*, and *IU Home Pages*.

In December 2002, the SPC released a draft of its academic priorities and review process recommendations to solicit comment from the Bloomington campus and broader community. The draft was placed on the committee's website, a notice of its release was sent by e-mail to all Bloomington campus faculty and professional staff, and the complete text was sent to all of the organizations that had nominated members of the committee, all people who had been interviewed by the committee or had submitted comments to it, all Bloomington campus deans, and to the Trustees.

The SPC met three times during January 2003 to consider all of the comments it had received, as well as the results of formal and informal working groups that were formed during the winter break to address the arts academic priority, the role of K-12 education in the campus's work, and the review process. The committee released a draft of the mission and values statement in early January. This too was placed on the committee's website and a notice of its

release, along with a reminder of the prior document's availability and a notice of a public forum on the draft documents was sent to all Bloomington campus faculty, staff, and students. On January 23, 2003, at the instigation of the Bloomington Faculty Council, the committee co-sponsored with other campus organizations a public forum on the draft documents.

In short, the SPC has sought to keep the campus up-to-date as to its activities and has tried—and continues to try—to solicit as wide a range of views as possible. This report is the culmination of these efforts, and we are grateful for the thoughtful and generous assistance of the many individuals who have aided us.

The committee's work has been greatly facilitated by the Chancellor's office and the close cooperation and support of Chancellor Brehm and Interim President Gerald Bepko. We take this opportunity to express our appreciation to them and especially to Judy Woodley, who has provided consistently excellent support.

III. Mission and Values Statement

The SPC proposes the following mission and values statement for the Bloomington campus:

Indiana University Bloomington Mission and Values Statement

As the premier residential campus of a public research university, Indiana University Bloomington advances knowledge and learning to serve the changing needs of society. Indiana University Bloomington is responsible to the public for stewardship of all our resources and for using those resources for the public good.

To achieve its mission, Indiana University Bloomington will:

- < Articulate and strive for the highest standards of academic excellence and integrity;
- < Foster a productive environment of learning, collaboration, creativity, mutual respect, tolerance, and civility among students, faculty, staff, graduates, and the broader community;
- < Provide excellent teaching and cultivate intellectual curiosity, lifelong learning, the pursuit of excellence, and the development of skills necessary to adapt and excel in a changing world;
- < Support original, high quality research and recognize its essential role in teaching and service;
- < Encourage and reward innovation and creative risk-taking;

- < Embrace diversity in all its dimensions;
- < Promote the development of character, a sense of ethical and social responsibility, a commitment to civic engagement, a heightened awareness of global issues, and a recognition of the need for environmental stewardship;
- < Emphasize the fundamental role of the liberal arts throughout undergraduate, graduate, and professional education;
- < Nurture an appreciation of the arts and the cultural wealth of our world, and provide cultural opportunities for the campus community and the public;
- < Enhance our relationships with government, K-12 school, corporate, not-for-profit, and other academic partners, including our 300,000 alumni worldwide; and
- < Accentuate the role of the campus as an engine of economic opportunity for the State of Indiana, and our obligation—and opportunity—to contribute to improving the quality of life of the public.

IV. Introduction to the Broad Themes and Academic Priorities

Indiana University Bloomington faces many significant challenges. The campus, like the university as a whole, is substantially underfunded when compared with institutions of comparable size, quality, and research productivity. While support from the State of Indiana has been far more stable than in many other states, it has not kept pace with the growing demands on the campus. Increases in private donations, grants, and tuition have not filled the gap, and there is little reason to believe that they will do so in the future, especially in the current economy and in the presence of a significant state budget deficit.

The campus has compensated for inadequate financial resources through efforts to control and defer costs. As funding for the campus has continued to drop relative to our peer institutions, the campus has struggled to use scarce resources to protect research and learning. Years of economizing, however, have created serious needs, especially in physical plant, equipment, and other infrastructure. The failure to meet these needs in the near future will seriously impair the campus's ability to meet its research, teaching, and service missions. Moreover, continuous tuition increases, without substantial new financial aid resources, threaten Indiana University Bloomington's tradition of accessibility and its attractiveness to students when compared with other colleges and universities.

In addition, the campus faces many new challenges, new demands for scarce resources, and new competition—as well as new opportunities—from other public and private educational institutions. Indiana University Bloomington is at a crossroads; how we respond to the confluence of challenges facing us likely will prove a defining moment in the history of the campus. The failure to respond strategically and imaginatively threatens the ability of this

campus to continue to compete in the top tier of public universities. At the same time, because other universities face similar challenges, implementation of a bold, creative strategy for the use of Commitment to Excellence funds could advance the campus, improve its competitiveness among peer institutions, and enhance the research, creativity, and learning it fosters, thereby improving its ability to serve the public. The stakes and the opportunity are great, not just for the campus community, but also for the state, because a successful research university is critical to economic stability and prosperity, the management of public and natural resources, the creation and application of new knowledge and scientific advances, and the availability of a variety of cultural opportunities that benefit all Indiana residents.

This is the fundamental issue the SPC has been addressing and that we believe the Commitment to Excellence funds must be invested to target. Those funds will clearly not be enough to meet all of these challenges, or perhaps any of them fully, but we believe that they provide critical seed capital to help spark an effective response. Our charge was not to consider where financial need was greatest—we have been struck by the variety and depth of serious unmet financial needs on this campus—but rather to *determine where the Commitment to Excellence funds should be invested strategically to yield the greatest return for the campus in terms of advancing its quality and, by so doing, its reputation*. Other funds, however inadequate, exist to address special needs on this campus; we have understood our charge to be to identify strategic opportunities.

Obviously, there are many candidates for such investments, and reasonable minds might disagree as to which are most likely to produce the desired result of raising the quality and, with it, the prestige of the campus. However, we have been mindful of the danger of spreading funds too broadly, and therefore have excluded many priorities that, while unquestionably desirable, did not strike us as among the *most strategic* areas for investing the Commitment to Excellence funds. We have identified five academic priorities that we are confident will “contribute to a significant advance in the Bloomington campus’s academic reputation and, therefore, to the esteem in which its faculty and its graduates are held,” and that we believe do so more clearly than any others we have discovered.

The SPC has also identified a number of broader themes that have emerged during our discussions. There is considerable variety in these themes, but we believe they should help guide funding decisions within the five academic priorities. More importantly, we believe that they are relevant to virtually all of the campus’s activities. These broad themes are described briefly below, followed by the academic priorities. *The committee has not ranked either list.*

The committee is aware that this report will not be the final word on these important subjects. We are specifically charged with reporting to the Chancellor by December 15, 2003, on any necessary revisions to the academic priorities. In addition, we are to recommend by that date a process for reviewing all of the elements of this strategic plan on an annual basis. From its very inception, the strategic planning process has recognized the need for evaluation and revision, and thus includes important, regular opportunities for correcting errors and responding to changing needs, circumstances, and opportunities.

V. Broad Themes

Enhancing Undergraduate Education

The campus provides a wide range of quality learning opportunities for undergraduate students, but there is also clear evidence of room for improvement to ensure that the diverse array of students who come to the campus are acculturated in the academic environment, that students are challenged throughout their time here, and that they are offered a coherent curriculum that responds to their needs and the changing needs of society. This requires attention not only to traditional teaching and learning activities, but also to student support services which significantly influence students' experience on this campus. It also requires a concerted effort to prepare high quality teachers and engage the K-12 community as partners to help their students achieve high academic standards. We believe that enhancing undergraduate education within the strategic academic priorities we have identified should influence all of the Commitment to Excellence funding decisions and should be a high priority of the campus generally. Major strides have already been taken in this area, but there appears to be much more to do.

Building Diversity

The campus is enriched by the interaction and engagement of a diverse array of students, faculty, and staff. Diversity of age, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, and veteran status, as well as of experiences, perspectives, opinions, and ideas, all enhance the quality of research, learning, and service. This diversity is essential to the recruitment and retention of students, faculty, and staff. It enhances the educational experience on the campus for all students, and better prepares them for life and careers in a rapidly changing, increasingly global society. A diverse educational environment contributes to making research, creative activity, learning, and service more relevant and responsive to changing needs. It enriches the campus environment for the entire community. It fosters a wider range of intellectual and cultural inquiry, which is a critical component of diversity. It improves the campus's ability to partner with other organizations, and heightens the importance of those partnerships, especially with K-12 schools, from which our undergraduate population is drawn. It adds to our ability to meet the needs of diverse populations, wherever we encounter them. The committee therefore believes that the strategic academic priorities, as well as all campus initiatives, should be implemented in ways that enhance diversity and the interaction and engagement of diverse segments of the community.

Fostering Educational Partnerships and Preparing Teachers

A vital contributor to the success of Indiana University Bloomington and a key component of how well the campus fulfills its research, teaching, and service missions is a wide range of educational partnerships with other institutions. Critical among these are partnerships with K-12 schools, which prepare the students we enroll, are the training ground for the teachers we graduate, and are critical partners in many of our educational and service activities. The campus's future depends on having successful K-12 schools that can prepare an increasingly diverse population of students for high academic achievement. Effective teachers are essential to student achievement. Teacher preparation on the Bloomington campus is a multidisciplinary

endeavor encompassing extensive collaboration. The presence of a large, national-caliber School of Education within a research university places Indiana University Bloomington in a small cadre of institutions nationwide, and offers opportunities for ambitious new multidisciplinary teacher training initiatives. Partnerships also extend to other IU campuses, without which we cannot achieve our academic priorities, and to other colleges and universities, both in the state and around the world. They encompass our relations with other external entities, such as corporations and government agencies, that support what we do and that are vital conduits for disseminating the fruits of our research, extending the reach of our teaching, and enhancing the capacity of our service to enhance the public welfare. The committee believes that these partnerships are essential to our academic priorities and to our future. We therefore encourage proposals for Commitment to Excellence funds that would build and strengthen educational partnerships and teacher preparation, and take full advantage of their potential.

Serving the Public

Indiana University Bloomington has long espoused a service mission, but it has often failed to accord service the same regard as research and teaching or to articulate a clear understanding of what service is or how its quality and impact should be evaluated. The committee has been struck by the key role that external, public service and civic engagement play in fulfilling the campus's obligation as a public institution to the state and in attracting public, corporate, and political support. A public service obligation is a vital component of what makes public research universities special and worthy of public support. The committee believes that the future success of the campus will depend in large part on better articulating that service mission; integrating it more fully into the life of the campus through programs such as service learning and continuing education; and more clearly informing the public of the extensive external service that the campus and its faculty, staff, and students currently provide. We encourage proposals for Commitment to Excellence funds to include, where appropriate, service components and applications.

Investing in Human Resources

Faculty and staff are at the heart of the research and other creative activities, teaching and learning, and service activities of the campus. It is not enough to attract good people; they must also be retained, supported, trained, and motivated. All of the academic priorities we have identified will require highly qualified faculty and staff. In response to budgetary pressures, this campus has long asked faculty and staff to do more with less, and much of the campus's success is built on the good will and, increasingly, sacrifice of individuals. The success of the strategic academic priorities and the long-term academic reputation of the campus depend on better supporting existing personnel, and hiring and retaining new personnel. This issue extends far beyond the academic priorities. Moreover, it is not only concerned with scarce resources, but also with the campus's overall approach to meeting personnel needs, for example, the flexibility to accommodate dual-career families, providing appropriate training and support to help faculty and staff meet changing demands, addressing practical issues such as parking and childcare, and a recognition of the importance of morale in building and sustaining academic reputation. The committee, therefore, highlights the importance of hiring and retaining faculty and staff not only in carrying out the strategic academic priorities, but also in all of the campus's activities.

Improving Campus Coordination and Developing a Campus Perspective

The committee has been impressed by the diverse range of research, teaching, and service activities and opportunities on the campus. Indiana University Bloomington has many successes of which the campus should be proud. But we have also noted the existence of duplication of efforts, and a seemingly inherent difficulty of even knowing of—much less coordinating—the many activities of a campus this large and diverse. This difficulty may be exacerbated by a heightened focus on research and teaching in one’s field, especially among untenured faculty, sometimes to the exclusion of campus service. We believe that the campus would be well served, and its reputation enhanced, by better coordination of related activities. This could mean eliminating or integrating duplicative activities, a conscious effort to link related activities, or simply an awareness of their existence. This is not a recommendation for increased centralization, but rather a recognition that if resources can be marshaled together, their total impact is likely to be greater than merely the sum of their parts. One important step, and one we believe to be valuable for its own sake, is to enhance the integration of individuals, especially those new to the campus, into the broader campus community. Many of the obvious ways of achieving this—for example, ensuring that new faculty have some experience on campus committees, and using freshman orientation and the residence halls to integrate new students into campus life—are beyond the scope of these academic priorities. However, the committee encourages efforts to implement the strategic academic priorities in ways that provide greater coordination of existing campus resources and a greater awareness of the distinguishing and valuable features of the campus as a whole.

Investing in Research Equipment, Infrastructure, and Funds

We have already noted the significant need to increase funding for research equipment, space, and other infrastructure. This is necessary both to redress the reduction and deferral of investment in these areas due to financial concerns, and to advance the campus’s academic reputation. These needs are not limited to support for physical infrastructure. They extend to the urgent requirement for additional support for graduate students, who play a critical role in the campus’s research and teaching missions. These needs also include discretionary funds that can be used to match external grants, take advantage of special opportunities, cover start-up costs for new programs, and support exploratory research and the development of new lines of inquiry before they might qualify for external funding. These needs were highlighted in the accreditation report of the 1987 visiting team to the Bloomington campus and in many of the reports the committee has received from the academic deans, especially that of the Vice President for Research and Dean of the Graduate School. Clearly, the academic priorities cannot be met without substantial investment in the campus’s research infrastructure. The committee believes that proposals for Commitment to Excellence funding should pay special attention to opportunities for leveraging those funds to attract more substantial external resources for these critical needs.

Implementing the Information Technology Infrastructure

Information technology plays a critical role in education. The capacity of information technology to enhance learning, facilitate research, and bridge geographic distance is critical for the modern university. This is especially true on the Bloomington campus, which has established a leadership role in research and teaching about, and in the application of, emerging technologies. We also depend on these technologies to connect us to the other IU campuses and with other educational partners. Yet even in an institution as advanced in information technology as Indiana University Bloomington, there is evidence that these technologies are not well integrated into the teaching, research, and service of many faculty. We need to understand better how information technology may be used most effectively. We must also ensure that appropriate information technology infrastructure exists throughout the campus's academic units, and that members of the campus community have access to appropriate training and support for the use of these technologies and applications within their own disciplines and settings.

Ensuring Accountability

In implementing the academic priorities, as well as in all of this campus's activities, the committee recommends greater attention to accountability for how resources are invested and what returns they generate. The campus excels at launching new initiatives, but is less effective at determining how successful they have proved in practice or whether they are worth continuing. This inquiry is important because of our obligation to the public, to external funders, and to all members of the campus community to account for our stewardship of resources. It is also important as a strategy for coping with economic stringency, because it helps the campus focus resources where they will do the most good. The SPC bears important responsibility for developing benchmarks for determining the success of our academic priorities and of the investments made with Commitment to Excellence funds, and for recommending a process for reviewing the overall strategic plan on an annual basis. We believe, however, that accountability is a broad concept and that responsibility for it must be shared among all members of the campus community. We therefore urge the funding of only those Commitment to Excellence proposals that identify specific, meaningful measures against which, and specific processes by which, their success will be measured.

Thinking Big and Taking Risks

The committee believes that the types of strategic activities necessary to overcome the challenges currently facing the campus, much less to substantially advance the campus, will require bold aspirations which necessarily involve substantial risks. For example, funding the Life Sciences Initiative will ultimately require billions of dollars in research support. To attract that support and stand out among other competitors will require striking, imaginative proposals. The same is true, however, for all of the strategic academic priorities we have identified, and, we believe, for many other campus activities. Modest, incremental steps have an important place in an academic environment, but they are unlikely to propel the campus forward or to attract faculty, staff, students, public visibility, or significant funding. Moreover, they are unlikely to equip the campus to meet the changing needs of the public. Bolder thinking and greater tolerance of risk are key elements of any strategy to advance the campus.

VI. Academic Priorities

The academic priorities recognize areas where the SPC believes a strategic investment of resources to fund well thought-out specific proposals is most likely to yield significant returns in terms of enhancing the quality and, thereby, the reputation of the campus. Our primary concern has not been with any particular department or discipline, but rather with the campus as a whole. We believe that the campus is most likely to benefit from targeted investments; this is a function of those investments being *strategic*. As a result, the academic priorities, unlike the broad themes, inevitably focus on some areas and not others.

The academic priorities are not intended to exclude any member of the Bloomington campus community. If strategic investments yield their anticipated returns, everyone should benefit. Moreover, while we have tried to be specific in describing the focus of each priority, they are deliberately inclusive in terms of people and units. All of the priorities reflect the importance of interdisciplinary initiatives and of building partnerships across disciplines, schools, and campuses. These activities have long played a critical role in the life of this campus; the Cognitive Science Program and the Kinsey Institute are only two of many examples of initiatives that work successfully across often very different disciplines and by so doing have developed new fields and international reputations for their innovative activities. Not all interdisciplinary initiatives will involve the creation of new institutions. Collaboration in research, the development of new courses and curricula, the application in one discipline of the tools and methodologies from another, and the use of different expertise to identify and address issues facing the public are all examples of the types of activities that the committee believes are essential to the future success of this campus.

The committee has not ranked the academic priorities. They are presented in rough order of increasing generality. The differing levels of detail reflect both the extent to which a priority had already been identified and developed through previous planning initiatives, and the level of specificity to which the committee's consensus reached. For each priority, we have provided examples of activities that we believe would fit within the priority. These examples are intended to illustrate and further clarify our understanding of the priority; *they are not intended to be prescriptive*.

Life Sciences

IU, like other major research institutions, recently has begun a major Life Sciences Initiative. The initiative recognizes the importance of life sciences research and training, and the significant financial, personnel, space, equipment, and other resources necessary to support these activities

The Life Sciences Initiative offers particular advantages to the Bloomington campus, by helping both to integrate the research and teaching in the basic sciences done on this campus, and to link that work with other disciplines, with the Medical School and other components of the IUPUI campus, and with other educational and corporate partners. These partnerships offer advantages not only for research, teaching, and other efforts to meet the needs of the public, but

also for generating the significant financial support necessary to support critical work in the life sciences.

Moreover, the strategic development of the life sciences at Indiana University Bloomington should not be limited to a narrow range of traditional “life science” departments, but must also encompass this campus’s many relevant strengths in the social sciences, environmental sciences, humanities, interdisciplinary programs, and professional schools. The expertise of these disciplines is necessary to advance life sciences research and teaching and address the many issues that work in the life sciences raises. By marshaling those strengths and building strong partnerships with other units, campuses, and institutions, the life sciences academic priority offers a wide array of benefits to the campus and the public.

Possible uses of Commitment to Excellence funds under this priority might include:

- < Interdisciplinary faculty hires that allow development of new initiatives that fall between traditional disciplines, or create new disciplines, especially when such new areas complement existing strengths;
- < Interdisciplinary programs to prepare K-12 math and science teachers;
- < Interdisciplinary graduate training seed fellowship funds;
- < Infrastructure support for joint-use instrumentation; and
- < Promoting undergraduate research for gifted students through fellowships and research opportunities.

Applied Sciences and Information Technology

Many people have noted the critical role of “enabling intellectual subjects”—fields such as applied statistics, materials research, applied logic, computer science, informatics, information science, information systems, mathematics, and others that undergird the teaching, research, and service activities of many disciplines. These are important subjects on their own, and they also provide the tools and methodologies that are critical for research and learning across much of the campus. Strength in these areas is therefore essential to attracting and retaining faculty and students, facilitating quality research, enhancing learning, and attracting research support.

For example, information technology is transforming commerce, government, education, and many facets of daily life. It is a vital subject in its own right, but it also plays an increasingly important role in many of the campus’s activities. Moreover, it is at the heart of broad new research initiatives and National Science Foundation funding opportunities focusing on “e-science” and “e-research”—research that by definition is enabled by the pervasive and comprehensive use of information technologies. IU has established itself as a leader in both the theoretical and practical aspects of the development and implementation of information technologies and of addressing the policy, economic, legal, educational, and social issues these technologies raise. That leadership is reflected in a broad range of both operational and academic campus units, and is critical to the educational mission of the entire campus—to bridging geographic distance, enabling collaborative research, enhancing learning, and improving the public welfare.

The committee believes that programs in applied sciences and information technology will play the influential role in this new century that engineering did in the last. Efforts to sustain and enhance the quality of these areas, to better coordinate them, and to more fully integrate them with other campus units could significantly enhance the campus's ability to carry out its mission and its standing among institutions of higher education. This is also an area where strategic investments are likely to leverage significant additional resources, both because these fields are so essential to other campus initiatives and because these fields are receiving increased funding from the government and elsewhere.

Possible uses of Commitment to Excellence funds under this priority might include:

- < Interdisciplinary initiatives and programs emphasizing the practical application of “enabling intellectual subjects,” building, for example, on the model of the Cognitive Science Program;
- < Joint faculty appointments to attract and retain faculty working at the intersection of these fields or of these fields and other disciplines;
- < Research support, and especially for the acquisition of instruments and other equipment, necessary for work in these areas;
- < Enhanced support of faculty and initiatives engaged in the advancement of learning, research, and creative activity through the use of applied sciences;
- < Outreach to K-12 schools for teacher training and curricular development and enhancement in applied sciences and information technology;
- < New course offerings and other curricular innovations; and
- < Hiring of professional staff to support a program or specific initiatives in applied sciences.

Interdisciplinary Initiatives Involving the Liberal Arts

A diverse, liberal arts education is more critical than ever today when, as the Carnegie Corporation recently explained, “a global economy and information technology are combining to create a world without borders. In such a world, multicultural skills—understanding one’s own culture and other cultures and being able to communicate across differences of language, culture, race, and religion—will be critically important.” A liberal arts education is essential to developing that understanding and those abilities, and to refining them to respond to rapid change. These fields also provide vital training in fundamental skills in reading, writing, analysis, critical thinking, and problem-solving.

The liberal arts have been of special importance to Indiana University Bloomington. The “golden years” of the campus’s expansion during the presidency of Herman B Wells were a period of unprecedented academic growth in the liberal arts. Much of this campus’s reputation was built on the strength of its liberal arts programs and especially those that reached across disciplinary boundaries. Folklore, Comparative Literature, Semiotics, and Uralic and Altaic Studies all found their earliest homes at IU. This campus served as a vanguard in fostering interdisciplinary initiatives and they have contributed significantly to its reputation. Today,

maturing interdisciplinary areas of inquiry, such as cultural studies, diaspora studies, and gender studies, are contributing to transforming traditional disciplines in the humanities, sciences, and social sciences.

To ensure this campus's continued leadership in the liberal arts, and especially its ability to continue to provide ground-breaking interdisciplinary research and learning opportunities, interdisciplinary initiatives in or with the liberal arts should be a strategic academic priority. The linkage of the liberal arts with interdisciplinary initiatives in this academic priority is not intended to devalue the importance of research and teaching within traditional liberal arts disciplines or of interdisciplinary ventures that do not involve the liberal arts. Both are vital in the history of this campus and essential to its future. The SPC believes, however, that interdisciplinary initiatives involving the liberal arts present a particularly strategic opportunity for the campus as a whole, and should be highlighted as an academic priority.

Possible uses of Commitment to Excellence funds under this priority might include:

- < New faculty hires in interdisciplinary clusters (e.g., new hires in English, History, and Philosophy who have a common interest in the culture and intellectual development during the 20th century);
- < New investments in Gender and Sexuality Studies to build bridges across departments and schools (e.g., Gender Studies and the Kinsey Institute or the Law School);
- < Interdisciplinary initiatives with the School of Education and K-12 schools;
- < Increased honors offerings in interdisciplinary fields; and
- < A fund for post-doctoral appointments to pursue studies in professional ethics (e.g., philosophy and business, ethics and journalism).

The Arts

The Bloomington campus is perhaps best known for its programs in the arts—its internationally renowned Music School, Musical Arts Center, Department of Theater and Drama, the Neal-Marshall Black Culture Center, the Henry Radford Hope School of Fine Arts, the MFA Creative Writing Program, the Indiana University Art Museum, and the Lilly Library. These programs foster creative activity, train new artists, and provide an exceptional array of cultural opportunities for the campus, the Bloomington community, and the state. They are a critical contributor to the reputation of Indiana University Bloomington, the quality of life of all who live here, and the ability of the campus to attract and retain high quality faculty and staff.

The committee believes that targeted investments could help sustain an area of competitive and strategic strength, leverage additional funding for the arts, enhance the quality and reputation of the campus as a whole, and improve the quality of life for the community. The committee is confident that the process of developing and reviewing proposals in this area will identify the most strategic uses of funds under this priority.

Possible uses of Commitment to Excellence funds under this priority might include:

- < Continuing the tradition of key master performer/teachers in the School of Music and the other performing arts;
- < Enhancing artistic initiatives that function as creative and curricular outlets in the performing and visual arts such as artists-in-residence, internships and faculty exchanges, exhibitions and performances, and coordinated programmatic development;
- < Taking advantage of IU's information technology leadership to build on the strengths of the traditional arts; and
- < Building programs that take fullest advantage of our investment in arts facilities.

International Programs and Curricula

IU has a long and distinguished tradition of valuing and providing international education and activities. This is reflected today in diverse area studies and language programs, international studies majors, comparative and international studies in the curriculum, foreign study programs, partnerships with educational institutions in other countries, students from 123 countries, and almost 50 international student organizations.

The university's—and this campus's—international focus is a cornerstone of its reputation, especially abroad. It creates substantial opportunities for collaboration, many of which are externally funded. The international focus greatly enriches the campus and the community. Moreover, the need for expertise on other countries and cultures grows more critical every day. Preparing graduates to meet that need and participate in a global society is central to the educational mission of the campus.

This priority is necessarily broad because of the exceptionally wide range of international programs and activities offered by the campus. Ensuring the most strategic use of funds committed to this priority, the most effective leveraging of those funds, and the greatest benefit to the campus as a whole will depend heavily on the clarity, precision, and strategic vision of specific proposals in this area.

Possible uses of Commitment to Excellence funds under this priority might include:

- < Strengthening one or more of the campus's area studies programs, especially in fields of competitive strength and relevance
- < Building and maximizing international collaborative efforts among units, such as adding faculty from the professional schools and social sciences to area studies centers or other centers dealing with international research and programs
- < Creating or expanding upon opportunities for faculty and students to learn about and experience other cultures and languages
- < Offering programs for students, graduates, and professionals from other countries either on the Bloomington campus or in other countries
- < Providing funds to implement fully the special requirements of the new International Studies major (e.g., the international internship, study abroad, and capstone requirements)

VII. Commitment to Excellence Proposals and Review Process

A. Overview

The document establishing the strategic planning process provides limited guidance as to how Commitment to Excellence funds are to be allocated, and charges the SPC with making recommendations to the Chancellor as to the scope of proposals and the process by which they should be developed and reviewed. Before addressing the process, it is useful to outline in broad strokes how we anticipate the system will work.

The Commitment to Excellence program is unusual in that proposals may seek one-time, multiyear, or continuing (base) funding. The foundational document anticipates that the competition for Commitment to Excellence funds would be repeated annually for an unspecified number of years. It is impossible to predict for how many years proposals will in fact be sought, because successful proposals for base funding, by requiring Commitment to Excellence funds every year, will have the effect of removing those funds from consideration for future awards. As a result, if enough proposals for base funding are successful in the first few years, no funds will remain uncommitted for proposals in future years.

It seems likely that proposals will be sought for at least four years, because for each of the first four years of the program, an additional class of new undergraduates will begin paying the special tuition assessment. As a result, for each of those four years, new funds should become available. Although some of these funds might be committed to proposals approved in prior years, it is unlikely that many will be, because of the difficulty of predicting precisely how much new money will be generated and how much of that will be available for academic priority proposals more than one year in the future. The Chancellor would therefore be prudent to commit each year only those funds likely to be available for disbursement in the immediately following year, less, of course, the amount of funds already committed as base funding to successful proposals in prior years.

Of course, successful proposals seeking base funding may not actually require those funds immediately. For example, new faculty lines take time to fill. So base funds committed to successful proposals may be available for one-time or even multiyear proposals before they are needed as base funds. In addition, the Chancellor may wish, at her discretion, to reserve some of the Commitment to Excellence funds for one-time or multiyear proposals. Should this be the case, there would likely be the need for an annual funding competition, even if only for one-time or multiyear proposals.

For all of these reasons, the committee believes it is likely that (a) there will be an annual competition each of the next four years for proposals seeking base funding, but probably not much longer (unless a process is developed for withdrawing funds from less successful projects, a topic the SPC has not addressed); (b) those competitions should result in no more proposals being funded than funds are likely to be available in the next year; and (c) there will also be a need for competitions for proposals seeking one-time or multiyear funding for at least four years

as well, although action by the Chancellor might necessitate that such competitions continue to be necessary farther into the future.

B. Proposal Process

Irrespective of how many years a submission and review process is necessary, the SPC believes that process should (a) solicit ideas from all members of the campus community; (b) be efficient, and (c) focus resources to achieve the greatest strategic impact possible. For 2002-03, the process must also take into account the tight timeframe for developing and reviewing proposals (and the committee appreciates the efforts of Chancellor Brehm and Vice Chancellor Theobald to expand this timeframe as much as possible). As a result, the process must balance the need for inclusiveness and ensuring access to the widest range of strategic proposals with the limits on time and funds and the practical reality that proposals are likely to have the greatest strategic impact on the campus if they concentrate resources and are well integrated into individual academic units.

The committee recommends that proposals for Commitment to Excellence funding be submitted to the Chancellor by the deans of (a) Bloomington campus schools, (b) multicampus schools with a major teaching and research presence on the Bloomington campus, (c) University Libraries, and (d) Research and the University Graduate School. Eligible units include:

- College of Arts and Sciences
- Kelley School of Business
- School of Education
- School of Health, Physical Education and Recreation
- School of Informatics
- School of Journalism
- School of Law-Bloomington
- School of Library and Information Science
- School of Music
- School of Optometry
- School of Public and Environment Affairs
- Office of Research and the University Graduate School
- University Libraries

The committee encourages each academic unit to establish a simple process for soliciting ideas for appropriate proposals from any person within the unit. In addition, members of the Bloomington campus community are encouraged to direct ideas for proposals to the deans of any academic unit(s) that would be involved in, or directly affected by, the proposal. The committee believes that the most effective proposals are likely to involve partnerships among Bloomington campus schools and between those schools and other schools, units, and campuses of the university. The deans are therefore encouraged to seek out those partnerships.

Submissions are due to the Chancellor by March 7, 2003.

C. Substantive Requirements

All proposals must fulfill the stated objectives of the Commitment to Excellence program: “Whether for faculty lines, matching funds for private support of graduate fellowships, or for other vital resources, all investments of the Commitment to Excellence funds will be based on the academic quality of specific programs. Programs selected for strategic investment must demonstrate the capacity to sustain or attain recognition as a national and/or international leader in their field.” They must “contribute to a significant advance in the Bloomington campus’s academic reputation and, therefore, to the esteem in which its faculty and its graduates are held.” All proposals must clearly articulate why they are “strategic” (e.g., how they will contribute to enhancing the quality and reputation of the campus), and how their strategic impact will be measured. All proposals must respond directly to the academic priorities and general themes identified in this document. Proposals seeking one-time or multiyear support should require total funding of not less than \$250,000. Proposals seeking base funding should require annual funding of at least \$250,000. It is anticipated that many proposals will seek greater funding.

D. Form of Proposals

Proposals should clearly identify:

1. their purpose;
2. the strategic academic priority(ies) to which they respond;
3. the broader theme(s) identified in this report to which they respond;
4. strategic impact anticipated, and the likelihood of achieving that impact;
5. whether the activities for which funding is sought can be sustained and/or can serve as models for replication elsewhere;
6. the campus units and personnel participating and/or required;
7. the specific uses for which funding is sought;
8. the total funding necessary to complete the activities outlined in the proposal;
9. the amount of Commitment to Excellence funds sought;
10. whether that funding is one-time, multiyear, or continuing;
11. for what period of time funds are sought and when funds would first be required;
12. the source(s) of additional, non-Commitment to Excellence funds required;
13. specific, meaningful measures against which, and specific processes by which, the impact of the program on the academic unit(s) involved, the campus, and the field of study; will be measured; and
14. additional factors, if any, of which the review committee should be aware.

Proposal narratives may not exceed 2,500 words each. In addition to the narrative, each proposal must contain a summary budget, a one-page executive summary, and a cover page indicating, in the following order:

1. the words “Commitment to Excellence Proposal” preceded by the year in which the proposal is being submitted;
2. the title of the proposal;
3. the academic unit(s) submitting the proposal;
4. the name and contact information for one individual responsible for the proposal and to whom questions may be directed;

5. the total Commitment to Excellence funds sought; and
6. whether the funding sought is one-time, multiyear (and, if so, the number of years), or base.

To facilitate a rapid and efficient review, deans are requested to submit twelve, two-sided copies of each proposal, bound by a single staple in the upper left-hand corner, to the individual or office specified by the Chancellor.

E. Review Committee Process

The Chancellor should forward the proposals to a single review committee. This committee's review should focus on the consistency of each proposal with the strategic academic priorities and broad themes identified by the SPC, and the likelihood of each proposal achieving the underlying goal of "contribut[ing] to a significant advance in the Bloomington campus's academic reputation." The review should result in a ranking of proposals; proposals may be assigned individual rankings or grouped together. It is anticipated that the review committee will evaluate proposals seeking base funding (including proposals seeking both base and one-time or multiyear funding) separately from those seeking only one-time or multiyear funding. The review committee may consult with IU faculty with expertise in the areas of specific proposals and with deans and other administrators as necessary to evaluate the strategic significance of those proposals. The review committee must provide its written ranking of proposals to the Chancellor on or before March 28, 2003.

F. Composition of the Review Committee

The review committee should be small enough to operate efficiently under great time pressure, broadly representative of the major academic units on the Bloomington campus, and provide some overlap with the membership of the SPC to provide continuity. Specifically, the SPC recommends that the Chancellor appoint the membership of the review committee according to the following process:

1. one student, to be selected from two nominated by the Indiana University Student Association;
2. one staff member, to be selected from two nominated by the Bloomington Professional Council;
3. two faculty members, to be selected from five nominated by the Bloomington Faculty Council;
4. two faculty members, to be selected from five nominated by the SPC;
5. two faculty members nominated and selected by the Chancellor; and
6. the chair of the SPC.

The committee encourages the Chancellor and the entities making nominations to work together to ensure diversity in the review committee's membership, including representation from the major academic disciplines on the Bloomington campus.

The Chancellor should designate the chair of the review committee from among its membership, and the Office of the Chancellor should provide the necessary administrative support for the review committee's activities. The Chancellor should appoint the review committee in sufficient time for it to meet prior to receiving the Commitment to Excellence proposals on or before March 7, 2003; to this end, nominations should be submitted to the Chancellor no later than February 14, 2003.

G. Administrative Review

The Chancellor will present the review committee's ranking of the proposals to the Council of Academic Deans and the Budgetary Affairs Committee of the Bloomington Faculty Council. The Chancellor will consult with the Council and the Committee on or before April 25, 2003, as to which proposals should be funded. Throughout the review process, the Chancellor will work closely with the President and the Trustees as appropriate.

H. Timeline Summary

| | |
|---------------|--|
| Feb. 14, 2003 | Nominations for review committee due to Chancellor. |
| Mar. 7, 2003 | Proposals by deans due to the Chancellor. |
| Mar. 28, 2003 | Ranking of proposals by review committee due to the Chancellor. |
| Apr. 25, 2003 | Consultation by the Chancellor with the Council of Academic Deans and Budgetary Affairs Committee to be completed. |

I. Revision of Review Process

This review process reflects time constraints that are unique to 2002-03. The SPC anticipates recommending revisions to this process to reflect the additional time that should be available for developing and reviewing proposals in future years. In addition, those revisions are likely to reflect the committee's assessment of the 2002-03 experience with the review process.

VIII. Conclusion

This report marks the conclusion of only the first phase of the SPC's work. We are still charged with identifying general priorities by May 1, 2003, and with advising the Chancellor regarding benchmarks for determining the success of Commitment to Excellence investment, any necessary revisions of the academic priorities for 2003-2004, and a process for reviewing the overall strategic plan on an annual basis by December 15, 2003. In addition, we have indicated our intention to recommend revisions to the review process timeline for future years, as well as to revisit the entire review process after it has been used once.

The committee welcomes input on these matters from the entire campus community, and we are grateful for comments and support we have received to date. The strategic planning process and the Committee to Excellence funds provide an unusual opportunity. The committee believes that how we respond to this opportunity will significantly influence the future of the campus.

Respectfully submitted,

Indiana University Bloomington
Strategic Planning Committee

William Aspray, School of Informatics
Julie Bobay, IUB Libraries
Bonnie Brownlee, School of Journalism
Fred H. Cate, School of Law (Chair)
Claude Clegg, Department of History
Dan Dalton, Kelley School of Business
Mike Donovan, Physical Plant (A.F.S.C.M.E.
Local 832)
Sally Dunn, University Division
Tina Gilliland, The College
Gerardo Gonzalez, School of Education
Susan Gubar, Department of English
Karen Hanson, Honors College
Barbara A. Hawkins, School of Health,
Physical Education, & Recreation
Lawrence Hurst, School of Music
Sarah MacGill, Kelley School of Business
Astrid Merget, School of Public &
Environmental Affairs
Paul Namaste, Department of Sociology
Milos Novotny, Department of Chemistry
Rudy Raff, Department of Biology
Jane Rogan, Liberal Arts & Management
Program
Barry Rubin, School of Public &
Environmental Affairs
Rich Shiffrin, Department of Psychology
Bonnie Sklarski, Henry Radford Hope School
of Fine Arts
P. Sarita Soni, School of Optometry
Kumble Subbaswamy, The College