The Faculty's Long-Range Plan for Indiana University (Bloomington)

The Bloomington campus of IU has been, is, and must continue to be:

- residential and research-intensive;
- elite and meritocratic;
- committed to mitigating social and regional inequality;
- a key institution for bringing Indiana to the world and the world to Indiana.

Foundations and Cornerstones

We have inherited remarkable treasures from previous generations of the faculty: their intellectual bravery, generous energies, and institutional ambitions have created distinctive legacies. Alert as we are to forces of change, we must therefore also be careful to steward our inheritance and insure that past investments and reputational strengths are leveraged rather than frittered away. Our institution has a particular shape and configuration because of the pieces in its "foundation wall" and we should build on those existing foundations. (It is neither responsible management nor financially feasible to imagine doing otherwise.) The following make this campus distinctive even in comparison to other elite universities:

- deep involvement in international and area studies with a particular focus on languages and cultures;

- long-standing administrative and intellectual commitments to interdisciplinarity and to pushing the frontiers of knowledge;

- unique collections and remarkable cultural resources; for instance: the Jacobs School of Music; the Kinsey Institute; the Black Film Center and Archive (the first such collection in the world); the Slocum Puzzle Collection;

- a beautiful campus in what remains a quintessential "college town";

- a spirit of collaboration, cooperation, and community: Bloomington is a small place, IU is the largest employer in the state (and by far the largest in this and surrounding counties). Gown and town work together for the common good, as exemplified by: the newly founded IU Corps; the School of Public Health; the anticipated IU Health Campus; the Center for Rural Engagement; the Arts + Humanities Council; Little Five Hundred; and the university-wide Grand Challenge initiatives *Preparing for Environmental Change* and *Responding to the Addictions Crisis*.

Contexts and Challenges:

We anticipate significant changes to the campus landscape (literal and figurative alike) over the next thirty years:

- Winters are likely to be wetter and colder, while summers will be longer, hot, and dry. Flooding and erosion are likely to increase; current patterns of land use on campus and in the surrounding counties may no longer be viable. (*Preparing for Environmental Change* Grand Challenge statement). The campus of the future will not look as it does now. If it is still to be beautiful, planning has to start now.
- These physical changes will interact with, and perhaps exacerbate, on-going demographic patterns: from 2020-2050, the school age population is predicted to decline in three out of four Indiana counties. (www.stats.indiana.edu)
- Automation has already had a significant effect on the labor market in the Upper Midwest ("Where the Robots Are," Brookings Institute[1]). Our recent and future graduates' employment options and likely career paths differ dramatically from those of their parents and grandparents. At the same time, the *structure* of university education has remained largely unchanged. If anything, the expansion of B.S. degrees (with no limit on credit-hour numbers) and the proliferation of research specializations has resulted in education that is more narrow rather than less.
- Future national and international political developments cannot be predicted, but the trend line of social and economic transformations over the past decades should be noted. Since 1980, income inequality has increased rapidly in North America, China, and India—three regions that account for most students on this campus today. The 2018 World Inequality Report states: "The income-inequality trajectory observed in the United States is largely due to massive educational inequalities, combined with a tax system that grew less progressive despite a surge in top labor compensation since the 1980s, and in top capital incomes in the 2000s." It further notes "an enormous gap between the public discourse about equal opportunity and the reality of unequal access to education." Today in the United States, family wealth correlates almost perfectly with access to higher education.[2]
- Our undergraduates today come to campus with drastically different levels of educational preparation, technological savviness, and national or international experiences. 15-20% arrive qualified for sophomore standing and with many of their Gen Ed requirements already satisfied. These students are well positioned to complete multiple majors, take advantage of study-abroad and internship opportunities, and enjoy the cultural riches and social networks afforded by a residential education. As they do so, they

[1] https://www.brookings.edu/blog/the-avenue/2017/08/14/where-the-robots-are/ See map in appendix

[2] http://wir2018.wid.world/files/download/wir2018-summary-english.pdf See graph in appendix.

tend—intentionally or otherwise—to "clump" together. Important administrative steps have been taken toward greater accessibility for all (expansion of the Hudson & Holland Program; the Twenty-First-Century-Scholars Covenant; the Groups Program, etc.), but pre-existing inequalities need to be addressed at the curricular level as well. If we do not do so, the current trend toward a two-tier structure—and a campus that is effectively segregated—is likely to continue.

- As faculty at a public university, we are deeply committed to the idea of education as a public good (and worry that declining levels of state support mean that even public education risks becoming a "club good" instead). We *all* benefit when our neighbors, colleagues, and fellow community members know how to learn and are eager to learn more. Research-active faculty members preserve, produce, and disseminate knowledge, but that is not all we do. Crucially, we model key mental behaviors and intellectual dispositions for our students: being curious, asking questions, gathering information, changing perspectives, evaluating interpretations, analyzing results, making evidence-based arguments. In a world where the content of knowledge can change daily and where so much information is available, forming and guiding these aptitudes and behaviors should be a central goal of curricula across the campus.

Ambitions and Recommendations

We build on our traditions and inheritances, but we nonetheless must be leaders not followers. At a time when institutions of all kinds—including educational ones—are under attack, we must not just respond to change but prepare for and anticipate it. We propose:

- This campus's goal should be to maximize the benefit to students of attending a residential, research-intensive university. To that end, we may want to move away from thinking of 'undergraduate education' as something that leads to a bachelor's degree in four years *or less*, and toward a model that both accommodates different kinds of student goals and actively encourages higher aspirations. Thus, we propose IU should continue to support students who come to us hoping to complete their undergraduate education in fewer than four years and should, of course, also continue to afford a traditional four-year undergraduate experience for those who desire it. But it should also accommodate (and indeed actively encourage) the goals of students who want to advance beyond the bachelor's degree during their time in residence at IU. We therefore propose that IU abandon the normative four-year model of college education and instead adopt what might be thought of as a 3-4-5 year model of college education: a model that more accurately acknowledges the academic standing of many of today's undergraduates when they enter college and simultaneously addresses and encourages their heightened ambitions.

- To strengthen the sense of this campus as a place of learning and respond to widespread calls for college graduates to have a wider educational base,[3] all students on this campus—regardless of their prior experiences or achievements and regardless of their educational and professional goals—should share a common foundation of seminar-based learning. We therefore recommend that all undergraduates (regardless of AP, ACP, or other credential-based learning and regardless of intended major) take one year of shared courses (not a Gen Ed menu) *on this campus*. Our current Gen Ed requirements overlap closely with the STGEC (Statewide Transferable General Education Core) and so remain a requirement for graduation from *any* university in Indiana, but we already provide only a fraction of that content. The Kelley School's I-CORE program demonstrates the effectiveness of a shared curriculum in building a sense of community, cohort, and *esprit de corps.* The content of this shared core should be developed by the faculty; funding for a 2019-2020 selective faculty seminar and public lecture series on "Third Century Foundations" should be sought from the Office of the Bicentennial.[4]

- Graduate education will also need to be rethought. New MA and MS degrees might be developed less with an eye to disciplinary specialization than to breaking down existing boundaries and empowering students to tackle complex twenty-first-century challenges. To allow these to flourish as further instances of the campus's commitment to interdisciplinarity, campus financial models may have to be re-examined and school/unit silos broken down.

- Educational opportunities beyond the degree-level are also important and we encourage the campus to provide lifelong-learning opportunities for its staff, faculty, and alumni in both structured (formal credentials, webinars, networking opportunities) and more informal guises. Mini University is one of the oldest and largest such programs in the country, its success might productively be built upon both to bridge the town-gown divide and in acknowledging the state's shifting demographics.

•Encourage 'the world' not just to come to Indiana but to stay here, perhaps through offering something like loan relief for students who graduate and start businesses or get jobs in Indiana counties currently under populated, the surrounding counties

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[3] one example: –"acquiring a narrow skillset … leaves students not equipped for the future, but vulnerable to it." ("If you want to run the world, study a 'useless' subject…" *Financial Times* 25 Jan. 2018).

[4] LRPC recommends that this set of "core" courses be: pass/fail (or letter grades without plus-minus), campus-wide, taught in seminars by experienced teachers including a large number of tenured and tenure-track faculty, mandatory for all first-year students, impossible to fulfill with work or credentials done elsewhere. We discussed the desirability of each half-semester being an immersion in a particular way of thinking (see Colorado College) and of building an ethos of responsibility and commitment comparable to that of the Language Pledge at Middlebury College. We identified four learning goals (one per half-semester): recognize others' perspectives (though language or cultural immersion); tolerate ambiguity; think systematically; do, make, and measure precisely (in a lab, studio, or clinical setting).

(not Bloomington itself), or tuition discounts for students from the area covered by the Center for Rural Engagement. Given that some departments and programs every semester have to cancel classes because of low enrollments, the campus should consider the possibility that *anyone* from the surrounding counties can take one such course/semester at a considerably discounted rate (or, perhaps, no charge).

•Build community and foster a sense of institutional engagement. Thanks to the legacy of the Ostroms, this campus is well placed to position itself academically and in policy circles as a center for innovative work on how institutions of all stripes might be improved. As we spoke to colleagues across campus this year, we heard one repeated refrain: a plea to move away from "zero-sum thinking" (which many, rightly or wrongly, see as encouraged by RCM budgeting) and toward a sense of the collective good, in which we are more than the sum of our parts. We want the campus to be an institution that cares for the careers of all its employees and staff, regardless of their appointment category or seniority.

BFC Long-Range Planning Committee, 2017-2018

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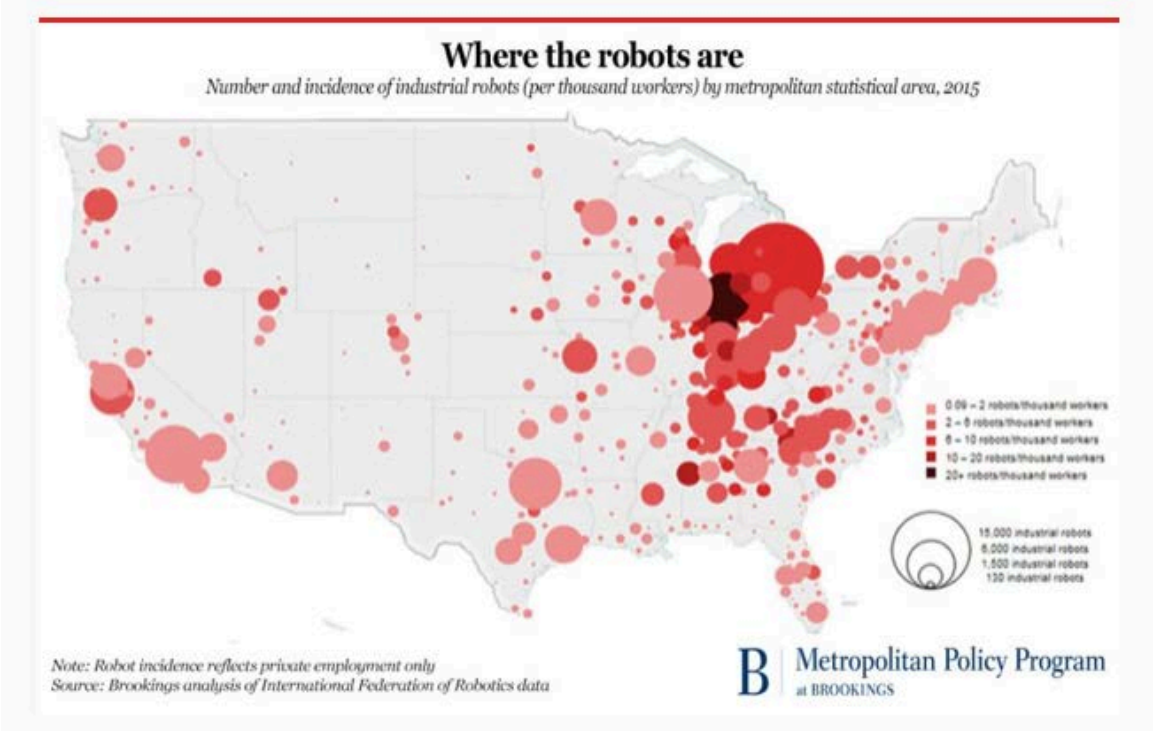
Appendix


Where the robots are
Number and incidence of industrial robots (per thousand workers) by metropolitan statistical area, 2015
0.09 – 2 robots/thousand workers
2 – 6 robots/thousand workers
6 – 10 robots/thousand workers
10 – 20 robots/thousand workers
20+ robots/thousand workers
15,000 industrial robots
5,000 industrial robots
1,500 industrial robots
100 industrial robots
Note: Robot incidence reflects private employment only
Source: Brookings analysis of International Federation of Robotics data
B Metropolitan Policy Program at BROOKINGS