

**Indiana University, Bloomington
College of Arts & Sciences**

Academic Enhancement Plan 2006-2008

| **January 2006**

Preface: A Memo from the Dean

To: Arts & Sciences Faculty

Dear Colleagues:

Five years ago, the College articulated its plans for progress in a document entitled *College Academic Enhancement Plan, 2002-2006* (http://www.indiana.edu/~college/dean/caep_final_draft.pdf). Many of the *Plan* goals have been achieved, and progress has been made on the others. In addition, the College successfully competed for new funds from the campus Commitment to Excellence Program. Also, President Herbert has recently set specific strategic goals for the entire university. The current document, *Academic Enhancement Plan, 2006-08*, begins the process of updating the College's own action plans in light of these developments. Once finalized, individual department/program enhancement plans must also be updated accordingly.

Because of the anticipated leadership changes at both the Campus and College levels, the present document is transitional in nature, with a greater focus on completing recently undertaken initiatives than on beginning new ones. It aims at continuing to build on the progress already made, and maintain the quality of all academic programs. The Plan reflects IU's high aspirations, cognizant of fiscal realities.

Sincerely,

A handwritten signature in black ink that reads "K.R. Subbaswamy". The signature is written in a cursive, slightly slanted style.

Kumble R. Subbaswamy, Dean
January, 2006

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Mission and Vision Statement

Mission

The College has five principal missions: (i) to prepare all undergraduates in the fundamental skills of communication, quantitative and critical evaluation, and effective citizenship; (ii) to offer in-depth training in subject areas relevant to the academic needs of students in professional schools on campus; (iii) to provide a rich education for undergraduate and graduate majors in a diverse range of arts and sciences disciplines; (iv) to develop and refine knowledge and understanding through research and creative activity; and (v) to translate the benefits of the new knowledge to improve the welfare of the region and beyond.

Vision

A broad-based education is at the core of Indiana University. As such, the College of Arts and Sciences is the heart of Indiana University at Bloomington (IUB). It is the academic unit dedicated to research and teaching in the fundamental disciplines of human experience and discovery—from art history to molecular biology, from literature and languages to psychology, from mathematics to theatre. As the largest academic unit of IUB, the College spearheads IU's goals of international prominence, access to quality education, advancing knowledge, and service to the State and beyond.

The College is dedicated to the proposition that an effective liberal arts education is not only a prerequisite for a sound democratic society; it is also the best preparation for tomorrow's job market. One challenge for the College is to make this connection transparent to students, parents, and employers. Another is to make a liberal arts education understood as more than merely checking off a list of graduation requirements. To paraphrase Vartan Gregorian, the College rededicates itself to the idea that a solid, balanced education in the humanities, arts and sciences, aimed at developing competent, inquisitive productive adults, should be a requirement for all students, regardless of their career objectives.

Nowhere is a revitalized contemporary form of liberal education more needed than in the education of K-12 teachers. The College will participate vigorously in enhancing the quality and content of teacher education, helping integrate the liberal arts and sciences into professional study for future teachers, thereby bridging the gap that currently exists between the goals and methods of pre-college and college education.

Diversity is a key to the promulgation of a democratic society. Inquiry in the liberal arts presupposes and cultivates a keen appreciation of tolerance and a commitment to pluralism in its many guises—intellectual, ethnic, religious, national, political. the College, through its curriculum and its diverse human resources, will prepare students to be leaders in a society that will continue to diversify at a rapid pace along many fronts, including ethnic composition, family arrangements, religious orientation, gender roles, and an ever more global culture. the College will strive to develop fully its human resources, to become a model of enlightened policies for faculty and staff support and professional advancement.

The College will be a model for the integration of research, graduate, and undergraduate education. Through enhanced training of graduate assistants as future teachers and professionals, increased opportunities for mentoring undergraduate research, and family-friendly support structure for graduate students, the College will position itself as an international leader in graduate education. The College will foster a teaching environment in which faculty purposefully bring the excitement of their latest research into the classroom and stay at the forefront of the latest in technology and pedagogy in their fields.

The College will remain a national leader in fostering interdisciplinary scholarship and education. From biogeochemistry to biocomplexity, from transnational gender studies to comparative politics, the College will be a place of enormous disciplinary strength and unbounded interdisciplinary ferment. Its creed, in the words of Herman B Wells, will be to “Provide for the esoteric, exotic, and impractical in the curriculum; the practical and pedestrian will take care of itself.” The College will be a leader in the blending of developing technologies with the creative arts.

The need for greater understanding among peoples of different languages, cultures, and religions has never been greater. As the horizon of both the public and private sectors extends more and more beyond country borders, the need grows for professionals who have intimate knowledge of “otherness.” the College will continue its long-established leadership role in exploring, educating, and disseminating knowledge of languages, literatures, and cultures of near and remote lands—from Mexico to Mongolia. The earlier importance of learning about these worlds as a strategic imperative during the Cold War now appears as an imperative of globalization and new political realities.

Indiana University has undertaken in recent years a leadership role in the knowledge-based economic development efforts of the State. This involves not only the university’s traditional role of developing an educated work force, but also more direct participation via the creation of intellectual property and business spin-off. the College, as the home of vast resources in basic science, will play a major role—both by itself and in partnership with the School of Medicine and the School of Informatics—in IU’s efforts to help the State’s economy.

Consistent with IU’s high aspirations, the College will strive for excellence in its academic programs, with all programs regarded in the top quartile of public AAU peer institutions, and with particular specializations ranked among the very best in the nation. The College will provide the necessary laboratory, equipment, infrastructure, library, studio, stage, and other facilities and support necessary to attract and retain an internationally competitive faculty.

Significant Initiatives and Accomplishments from the Previous Plan

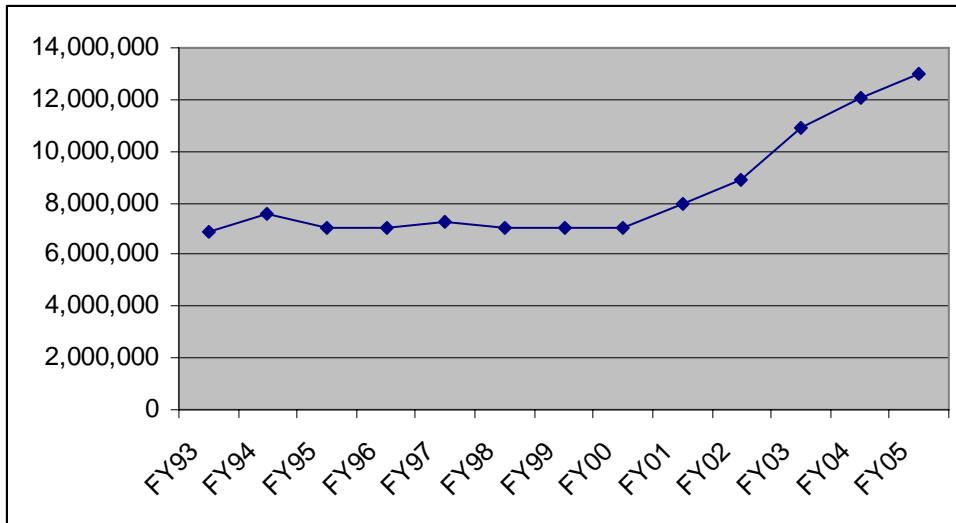
During the past five years, the College has begun to move beyond a period of retrenchment and fiscal exigencies into one of investments and innovation. A nearly decade-long decline in the College's undergraduate enrollments and majors has leveled off, as has a long decline in graduate enrollments. Unfortunately, the student shortfall experienced by the Bloomington Campus during 04-05 modestly reverses the positive trend. Up until four years ago, the state allocation to the university gained modest increases annually, while in the last two biennia, there have been modest cuts. This further threatens the progress made in the past five years.

During 2000-2002, the College drafted its *Academic Enhancement Plan, 2002-06*—a visible indicator of the culture of planning and assessment that is replacing crisis management in the College (http://www.indiana.edu/~college/dean/caep_final_draft.pdf). A detailed progress report and a full list of initiatives and accomplishments arising from this Plan may be found at (<http://www.indiana.edu/~college/dean/accomplishments.pdf>). A summary follows.

- Undergraduate Education
 - Implemented a Direct Admit Program to recruit students ready to enter the College directly (rather than through the University Division). This has allowed us to compete better for higher ability students in and out of state. We have done some recruiting out of state jointly with the Kelley School of Business.
 - Streamlined degree requirements to make it easy for students to certify into the College sooner and to achieve double majors and double degrees jointly with IUB professional schools. As a result, the number of majors and joint degrees has increased.
 - Responding to the legislature's call to streamline the state's post-secondary education, we have successfully forged a number of articulation agreements between IVTSC-Bloomington and departments in the College.
 - Launched a new B.A. degree in International Studies and a B.S. in Biotechnology. Altogether, 16 new majors, minors, and certificates have either been launched or are in various stages of approval.
 - The Global Village Living-Learning Center, a collaboration between the College and Residential Programs & Services, opened in Fall 2004.
 - The former Arts and Sciences Placement Office, renamed Arts and Sciences Career Services, has been reorganized and strengthened. The Senior Year Task Force created a series of curricular initiatives and extracurricular activities and events to help the transition to the job market of new graduates.
 - Opportunities for internship and service learning have been increased.
 - The Life Sciences Scholars Program, a fast-track B.S./M.B.A. program in collaboration with the Kelley School of Business, has been established.
- Graduate Education
 - Undertook a detailed study of the low acceptance rate of our fellowship offers and successfully negotiated with the Graduate School (which controls the

fellowship funds) for more flexibility at the individual program level. Acceptance rates have improved significantly.

- o Increased the graduate fellowship budget by \$500,000 through internal reallocation. This is the first increase in more than ten years in the fellowship budget.
- o Improved screening, recruitment, and mentoring of international graduate students by introducing teleconferenced interviews, English conversation partners, and enhanced advising.
- o Invested in increasing minority graduate enrollment in History, Sociology, and English, where conditions are ripe for competitive recruitment of minorities.
- o As a part of the campus Commitment to Excellence Program, the College has been awarded \$1.4 million for increasing graduate support in several programs to improve recruitment and the quality of AI-led undergraduate instruction.
- o Obtained university approval for a free-standing Ph.D. in Cognitive Science. A Ph.D. degree in Gender Studies is in the final stages of approval.
- o Graduate support has been assigned the highest priority for fundraising for the next campaign, and about \$5 million has already been raised.
- Research
 - o Established the College Arts and Humanities Institute with an annual budget of \$250,000 through internal reallocation. The Institute distributes support for faculty research, sponsors conferences, and helps catalyze interdisciplinary scholarship and teaching.
 - o Completed deliberations to give formal departmental status to Gender Studies. A successful national search was conducted for department chair.
 - o Funding has been obtained to establish a Department of Statistics, including a Statistical Consulting Center, which will be a resource for the entire campus.
 - o Strengthened area studies programs with new faculty hires and commitments, and reorganized West European Studies (WEST), which had failed to retain its Title VI center grant. Succeeded in regaining Title VI status for WEST. A European Commission Center for Excellence grant has also just been awarded to begin European Union studies. Bolstered research and teaching pertaining to Islamic regions.
 - o Strengthened interdisciplinary life science research and teaching through new hires in biochemistry, biological physics, and neuroscience.
 - o A functional-MRI (fMRI) neuro-imaging center has been established within the Department of Psychological and Brain Sciences.
 - o Through careful investment and incentives, increased grant and contract awards received by faculty in the sciences which had remained stagnant over ten years (see graph of indirect cost recovery below). Indirect cost recovery has increased more than 80% over the past four years.



- o Took steps to facilitate multidisciplinary science research and training undertakings through discussions surrounding the Gill Center for Biomolecular Science, Institute for Biocomplexity, InGEN, CILSI (now BioCrossroads), and other initiatives. The following are examples of major grants won by our faculty: NASA Astrobiology Institute (\$5 M), Drosophila Genomics Research Center (\$2.7 M), Study of tick-borne microbes (\$1.88 M), and MetaCyt (\$53 M), and Proteomics and Glycomics Research Center (\$3.5 M). Collaborations with the School of Medicine are also increasing (e.g., Imaging). An interdisciplinary research center for environmental science has been set up under OVPR in collaboration with SPEA.
- Faculty Development
 - o Put together a pro-active approach to accommodate spousal/partner hiring. Twenty-four faculty partners have been accommodated over the last four recruitment seasons in full-time academic positions.
 - o Pressed hard on increasing diversity: Nearly 40% of new faculty hired during 2000-2004 were women, and nearly 20% were persons of color.
 - o Created pilot programs in Sociology and History to address team-teaching needs and concerns about large lecture burdens.
- Outreach and Economic Development Efforts
 - o Intellectual property disclosure, patent, and licensing activities have increased substantially over the past four years. Licenses attributed to College faculty generated \$ in revenue during 04-05.
 - o Proposals for new degrees intended to increase high-end biotechnology work force have been approved.
 - o Helped establish the Bloomington Life Sciences Partnership in collaboration with the Bloomington's Mayor's office. Initiated discussions with Eli Lilly & Co., Cook, Inc. and Baxter International about scientific collaboration.
 - o Appointed a faculty director (Professor José Bonner) for the Science Outreach office. He is undertaking many new initiatives, in collaboration with the School of Education and the Monroe County Community School Corporation.

- o Began close collaboration with the School of Education to form the 21st Century Teachers Project.
- Space and Infrastructure
 - o The long awaited new theater complex was completed in 2002.
 - o More than 10 years after it was first proposed, the Psychology Annex was completed in 2003.
 - o The renovated Myers Hall, completed in 2002, added some much needed renovated research laboratory space.
 - o Construction of Simon Hall (Multidisciplinary Science Building Phase-I) (~140,000 Gsf.) was begun.
 - o Planning and design for the Multidisciplinary Science Building (Phase-II) has begun.
 - o Planning and design discussions for a new Humanities building have been begun; this project has been designated as the highest priority new capital project for the Bloomington campus.
 - o A new home for the Department of Communication and Culture is in the design phase.
- Development (Fundraising)
 - o Approximately \$30 million has been raised toward the two science building projects.
 - o The Dean's Advisory Board has been reconstituted and is being expanded.
 - o The College has raised more than \$120 million in gifts, pledges, and bequests during the past five years.
- College Identity and Community
 - o With the help of the office of Communication and Marketing, a new website has been developed. (<http://www.indiana.edu/~college/>) and the College print materials have been standardized.
 - o Communication with the office of Media Relations has been improved, and the College is receiving more exposure in local, regional, and national markets.
 - o Several annual events aimed at improving a sense of community within the College have been started, e.g., a new faculty reception, "meet the author" series in the College Arts & Humanities Institute, a finals week "Midnight Snack" bonanza for students in the Library lobby, a Staff Holiday Reception, a certification ceremony (with a T-shirt giveaway!) for students entering the College, etc.

Context for the 2006-08 Plan

The goals and action plans for the next two fiscal years arise not only as an outgrowth of the previous *Plan's* goals and accomplishments, but also from several university and campus level mandates described below.

The Campus Strategic Plan (2004)

(see http://www.iub-chancellor.indiana.edu/strategic_plan/)

During 2002-04, a committee appointed by then Chancellor Sharon Brehm deliberated on and developed a Strategic Plan which informed the allocation of significant new funds (via a \$1,000 increase in tuition) through a competitive Commitment to Excellence Program. This plan identified the following academic priority areas for the campus:

(1) Life Sciences, (2) Applied Sciences and Information Technology, (3) Interdisciplinary Initiatives involving the Liberal Arts, (4) The Arts, and (5) International Programs and Curricula.

The following general priorities were highlighted:

1. Improving the quality of admitted students and the quality of the educational experience.
2. Increasing graduate student financial support and improving their educational and work environment.
3. Enhancing research and teaching space and infrastructure across the campus.
4. Addressing faculty and staff salary, professional development, and work environment.
5. Better coordination, collaboration, and communication among campus academic and administrative units.

Commitment to Excellence Program Initiatives

During 2003-04 and 04-05, two rounds of competition were held to allocate base funds for new initiatives in response to the above strategic priorities. Under this Commitment to Excellence Program, the College received funding for the following proposals:

1. Twenty-First Century Interdisciplinary Science: enhancing research and education in proteomics, biomaterials, biocomplexity, and low-energy neutron-based structural analysis.
2. Establishing a Comprehensive Program in Human Biology: enhancing research and education in neuroscience, biochemistry, and microbiology of human pathogens, and building up a zebra fish research group.
3. Understanding the Two-Thirds World: creating an International Studies major, establishing the Global Village Living Learning Center, adding faculty with expertise in the culture, economy, and politics of developing countries.

4. New Frontiers in Cognitive Science: establishing a free-standing Ph.D. in cognitive science, adding expertise in robotics and embodied cognition, learning science, and language and computation.
5. Renewing Leadership in Arts and Humanities: adding tenured faculty in targeted arts and humanities departments.
6. New Focus in American Studies: establishing an undergraduate major in American Studies.
7. Gaining Competitiveness in Graduate Recruitment: both to improve graduate programs, and the quality of lower-division undergraduate instruction.
8. Establishment of a Department of Statistics: both to enhance undergraduate education and to help support social science research and graduate education.
9. Synergies in Performing Arts: establishing a B.F.A. in Musical Theater and enhancing diversity.
10. Enhancement of Field-Based Environmental Science Research: collaboration of biology, geology, and geography with SPEA and the IU Nature Preserve.

University Strategic Goals and Presidential Priorities (2005)

During the fall of 2005, the Board of Trustees for Indiana University adopted the following strategic goals and priorities proposed by President Adam Herbert:

1. Advance University Distinction and Distinctiveness
 - a. Complete mission differentiation project
 - b. Establish an IU accountability framework
 - c. Develop a strategic plan and organizational structure for Life Sciences distinction
 - d. Continue advancement of Information Technology programs and services
 - e. Continue development of IU into a national center of excellence in cancer research, diagnosis and treatment
 - f. Develop and implement a strategic public relations marketing plan to better position IU within state and national context
 - g. Develop and implement strategies that advance IU's international engagements, programs, and reputation
2. Enhance Academic Program Quality
 - a. Continue development of University-wide general education curriculum guidelines
 - b. Recruit and retain high-quality faculty consistent with CTE and other academic priorities
 - c. Continue enhancing the quality and advancing the academic and research reputation of IU's top nationally ranked academic programs and services
 - d. Improve the quality and advance the national academic and research reputations of unranked IU programs
 - e. Increase philanthropic support to IU
3. Improve Student Achievement and Success
 - a. Develop specific campus-based admissions policies that yield more diverse students, better capable benefiting from IU's academic programs

- b. Align enrollment planning and marketing services across campuses to attract and retain outstanding students
 - c. Strengthen relationships with the Indiana Community College System
 - d. Enhance strategic use of need and merit-based student financial aid to improve student access and success
- 4. Expand the Scope and Impact of Research and Creative Activities
 - a. Continue to increase growth of externally funded research, particularly in such university priority areas as Life Sciences, Information Technology
 - b. Begin enterprise-planning for facilities in context of capital financing and academic space needs
 - c. Expand research collaboration partnerships with other campuses and institutions
- 5. Advancing Indiana University
 - a. Establish a responsive and reliable central point of contact to broker economic development partnerships and collaborations
 - b. Expand business and professional relationships with a broad range of Indiana-based enterprises reflecting an institutional commitment to diversity
 - c. Develop and implement a program to expand technology transfer activities
 - d. Develop and promote activities that enhance the cultural and economic vitality of Indiana
 - e. Enhance state and federal government relations and strengthen agency collaborations
- 6. Increase Operational Efficiency and Effectiveness
 - a. Develop a tuition policy and revenue plan for 2006-07
 - b. Continue the review of university and campus operations to identify opportunities for greater cost efficiency across all areas of university operations
 - c. Develop for BOT approval and implement a multi-year financial plan for athletics
 - d. Implement an IU leadership development program
 - e. Implement a multiple year financial planning process
 - f. Initiate a review of the university RCM program

The goals and action plans described in the next section are based on all the above planning exercises, and advance campus and university priorities along with College priorities. In the current competitive environment in higher education, we must innovate and improve even under very tight budgetary constraints. Funding for many of the action plans described below is already in place via the Commitment to Excellence program. In other instances, they are part of important university priorities, and funding should be sought from the state. Some might be accomplished via internal reallocation, and others might have to await better fiscal times.

Goals and Action Plans for 2006-08

Many new initiatives were begun in the last five years. The first order of business must be to ensure the success of these, although the College must respond in a timely manner to new campus and university priorities and initiatives.

Ongoing Priorities

- Initiatives to increase diversity among faculty and graduate students.
- Maintaining graduate support at nationally competitive levels.
- Playing a leadership role in defining campus general education guidelines.
- Supporting campus initiatives in recruiting high ability undergraduate students.

2006-08 Goals and Action Plans

Goal 1: Complete recently undertaken curricular initiatives.

Action Plans

- 1.1 Obtain ICHE approvals for the B.S. in Neuroscience, the B.A. in American Studies, the B.F.A. in Musical Theatre, M.S. in Biotechnology, and Ph.D. in Gender Studies.
- 1.2 Complete the task of curricular planning for the B.S. in Human Biology, B.S. in Fashion Design, the Ph.D. in African American and African Diaspora Studies, and the Ph.D. in Second Language Studies, and submit the degree proposals for approvals during 2006. Plan for launching these new degrees in fall 2007 (assuming timely approvals at all levels).

Goal 2: Complete the establishment of the Department of Second Language Studies and the Center for Language Technology and Instructional Enrichment.

Action Plans

- 2.1 Facilitate FTE transfers into the reconfigured Department of Second Language Studies (DSLS) for appropriate applied linguistics faculty.
- 2.2 Ensure timely replacement of retiring faculty to maintain core faculty strength in DSLS.
- 2.3 Finalize plans for a new Center for Language Technology and Instructional Enrichment (CeLTIE) to strengthen teaching of second languages, especially less and least commonly taught languages, in the College. Hire a Director and an Associate Director for Language Technology for CeLTIE in a timely manner.

Goal 3: Establish a Department of Statistics and strengthen the Indiana Center for Statistical Consulting.

Action Plans

- 3.1 Hire/appoint the founding chair for the new department.

- 3.2 Expedite appropriate FTE transfers and hiring of faculty.
- 3.3 Seek OVPR support to expand personnel and services within the newly established Indiana Center for Statistical Consulting.
- 3.4 Aggressively recruit students for the B.S. in Statistics.
- 3.5 Create a M.S. in Applied Statistics for the social sciences.
- 3.6 Begin curricular planning for a Ph.D. in Statistics.

Goal 4: Increase infrastructure support for qualitative research in social science disciplines.

Action Plans

- 4.1 Solicit OVPR support and implement the recommendations from the College Task Force on Qualitative Methods in the Social Sciences.
- 4.2 Provide assistance and incentives to faculty to submit research proposals in these areas to external sources of funding.

Goal 5: Conclude implementation of initiatives proposed in the Commitment to Excellence (CTE) projects and begin assessment of their success.

Action Plans

- 5.1 Appoint a CTE Project Oversight Committee (POC) in consultation with the College Policy Committee, with the Executive Associate Dean as its chair. Charge the POC with assessing progress on all the projects and recommending any necessary changes and adjustments.
- 5.2 Work with the Chancellor's office or OVPR as appropriate, to remedy space and infrastructure barriers to the success of CTE projects. Obtain approval for necessary changes in the projects to ensure their total success.

Goal 6: Enhance design and digital arts studies in the College.

Action Plans

- 6.1 Appoint a task force to explore the desirability and feasibility of bringing together design components from Fine Art Studio, Interior Design, Fashion Design, and Theater and Drama to enrich and enhance aesthetic design studies within the College.
- 6.2 Find internal and external funding sources to establish a Digital Technology Center for Creative Expression.
- 6.3 Develop a consolidated space plan for design and studio disciplines as a part of campus master planning.

Goal 7: Catalyze collaborative humanities scholarship and education.

Action Plans

- 7.1 Reorient the programs of the College Arts and Humanities Institute (CAHI) to increase interactions and collaborations among humanities scholars and graduate students so as to encourage interdisciplinary and innovative undertakings in scholarship and teaching.
- 7.2 Appoint a cross-disciplinary search committee to identify a suitable, nationally prominent senior humanities scholar to fill the Ruth N. Halls Chair, and possibly serve as the next director of the CAHI.
- 7.3 Continue support for the Carnegie Doctoral Initiative in the English department. Disseminate lessons learned to other graduate programs within the College.

Goal 8: Enhance the external profile of the area studies and international academic programs in the College.

Action Plans

- 8.1 Create a School of International Studies within the College (administratively similar to the Hope School of Fine Arts within the College), administratively bringing together under a Director the various area studies centers and programs pertaining to international studies that are not academic departments.
- 8.1 Restructure administrative support for these units, streamlining and enhancing clerical, budgetary, advising, and outreach support.
- 8.1 Seek Chancellor's approval for the assignment of Owen Hall (or alternatively, Kirkwood Hall) to house the School of International Studies.
- 8.1 Seek University approval to name the School for a prominent Hoosier (or two) who played a leadership role in shaping foreign policy, and seek private funds to support the School.
- 8.1 Increase summer language training and international policy analysis programs and outreach to public and private sector organizations.

Goal 9: Raise at least \$150 million in private and corporate gifts as a part of IUB's "Matching the Promise" fundraising campaign.

Action Plans

- 9.1 Add an additional major gifts officer to increase donor cultivation (completed).
- 9.2 Add a clerical staff position to provide adequate administrative support for major gifts officers.
- 9.3 Set appropriate half-yearly expectations for the number of donor contacts, proposals, and gifts closed for development personnel.
- 9.4 Evaluate and reward development personnel appropriately.

Goal 10: Improve work conditions and professional development opportunities for staff.

Action Plans

- 10.1 Implement staff evaluation and feedback program in all units in the College and establish a true merit-based salary increment policy.
- 10.2 Ensure that the university-wide Classification of Staff Initiative takes appropriate account of the variability of commingling of duties among administrative, academic, and technical staff within the College.
- 10.3 Take steps to ensure that staff salaries in the College are consistent with campus-wide norms.
- 10.4 Create a culture of supporting continuing education and skills improvement, as well as internal promotions within the College.

Life Sciences

President Herbert has made life sciences a central thrust area for Indiana University, with a particular emphasis on economic development and healthcare improvement for the State. What follows is a draft of the Bloomington portion of the Indiana University Life Science Strategic Plan currently being developed at the university level.

Goal 11: Build up a nationally prominent basic life sciences research group in the College which complements research at the School of Medicine, and advances the University's overall Life Sciences Strategic Plan.

Action Plans

- 11.1 Maintain a top-tier analytical chemistry group, including senior level faculty with a primary interest in advancing bioanalytical technologies and increase support for technology development.
- 11.2 Build up research strength and excellence in organic chemistry expeditiously.
- 11.3 Establish a Center for Research in Chemical Synthesis to encourage an interdisciplinary approach to novel synthetic pathways.
- 11.4 Create a critical mass in biochemistry at IU Bloomington through implementation of the Interdepartmental Biochemistry Graduate Program (IBGP). The IBGP would be created through the addition of new faculty lines and creation of formal ties to the IBGP for existing faculty (including those in the Departments of Biology, Chemistry, and the Medical Sciences Program at IUB).
- 11.5 Establish a Program for Cancer Biology in Bloomington, by adding and bringing together faculty from Medical Sciences, Biology, Chemistry, and Biochemistry with an interest in aspects of cancer biology, including cell signaling, differentiation, and transduction.
- 11.6 Recruit three additional Gill Chairs with a general focus in molecular neuroscience pertaining to neural and synaptic plasticity; create better synergies between the Gill Center and the Stark Neurosciences Research Institute in Indianapolis.
- 11.7 Continue to maintain a top tier research program in evolutionary and developmental biology and ecology. Consider creating a Center for Synthesis in Evolutionary Studies.

- 11.8 Maintain nationally competitive research groups involved in model systems of both prokaryotes and eukaryotes. Build up strength in research on vertebrate models that complement other research strengths in Bloomington.
- 11.9 Ensure timely completion of new laboratory buildings currently under construction or design, and begin plans for future expansion.
- 11.10 Strengthen programs related to computational biology, bioinformatics, and biocomplexity, and coordinate these activities so that the combined strengths of IU's many and diverse efforts in these areas lead to international prominence.
- 11.11 Encourage, recognize, and reward the creation of intellectual property and, technology transfer, and business creation efforts.
- 11.12 Contribute to the creation of a vigorous life sciences workforce via high quality degree programs as well as teacher education and K-12 outreach programs.
- 11.13 Increase collaborations with the IU School of Medicine and other research universities in the State.

Concluding Remarks

“Nothing endures but change.”

--Heraclitus

The world has seen enormous changes within the relatively short timeframe of the previous Academic Enhancement Plan. Globalization has come to mean not only the export of manufacturing jobs but of white-collar jobs as well. Globalization has come to mean not only the export of goods across national boundaries, but also that of terrorism and political unrest. The promise of the genomic medical revolution seems closer at hand, with the purported success of therapeutic cloning to harvest human stem cells. The U.S. economy seems to be recovering, but the mounting expenditures for the Iraq war, hurricane recovery, and social welfare cast a dark shadow. What all these changes imply for higher education institutions in the decades to come is hard to fathom. We must do our best to anticipate the future and help shape it as well as respond to it. This is what planning is all about. The process forces us to come to grips with the changing trends in our own disciplines as well as in external conditions.

Another benefit of well-articulated, well-documented goals and plans is the continuity they provide across leadership changes. Once a planning document is widely discussed, suitably vetted, and accepted, it becomes the common property of the entire academic organization, and its implementation becomes a shared responsibility of the community. This is the very essence of shared governance.

The goals and action plans in this document are, for the most part, continuation of recent initiatives, informed by newly articulated goals and priorities at the campus and university levels. These actions, building on accomplishments during the previous plan period, should serve to enhance the academic quality and reputation of the College and the university. Such metrics as the doubling of external grants and contracts are natural outcomes of the improvements in academic quality, enhancement of investments, and the shared aspirations of the university community.