

THE BICENTENNIAL STRATEGIC PLAN FOR INDIANA UNIVERSITY **BLOOMINGTON**

Final Report



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Read the full Bicentennial Strategic Plan at
strategicplan.iu.edu.

Entering our third century of excellence

For 200 years, Indiana University has inspired exceptional research and discovery, exciting creativity and achievement, and excellence in teaching and learning. As an intellectual community, we have produced Nobel laureates, Rhodes Scholars, MacArthur Fellows, Olympic Medalists, and winners of Academy Awards, Grammy Awards, Tony Awards, and Pulitzer Prizes.

In anticipation of our 200th birthday, faculty, staff, and students from across campus were invited to help construct the Bicentennial Strategic Plan for Indiana University Bloomington in 2013-2014. Our intention was to leverage historic strengths alongside emerging areas—always leaving room for the thrill of discovery along the way—to create a vibrant, creative, and forward-thinking institution with boundless potential for growth.

In fashioning our plan, none of us could have imagined the extraordinary challenges the COVID-19 pandemic would pose to our lives and campus operations. Despite the all-encompassing nature of this trial, our community's caring, conscientious, creative, and dogged response has left me awe-struck. In record time, we moved all our classes, our libraries, and most of our student services online. We emptied our residence halls and postponed or cancelled events. We fought for our students' progress toward their degrees and used our valuable expertise to join the

battle against this disease. The sheer amount of activity, adaptability, and positivity shown by the thousands of dedicated professionals who populate our campus assures me that we will come out the other side of this pandemic stronger—and wiser—than ever before.

The individuals who are inspiring us with their efforts now are the same ones who have led, over the past five years, to the glorious completion of the goals outlined in our Bicentennial Strategic Plan. This report, composed prior to the start of the pandemic, is a testament to their efforts and astounding accomplishments. It serves as further assurance of what we, as a community, can achieve together and of the wonderful partnerships we can nurture over time in pursuit of greater goals.

Members of the IU community have been and continue to be part of conversations central to the health and well-being of our state, nation, and the world. We have global gateway offices in Bangkok, Beijing, Delhi, Berlin, and Mexico City that connect us with prospective students, alumni who are living and working overseas, and faculty who engage in multiple ways around the world through research, teaching, and creative pursuits.

And, while we are pervasively global, we are also more deeply connected with our local communities than ever, partnering with fellow Hoosiers to help meet the region's most pressing challenges and needs. Our IU Center for Rural Engagement has launched more than 200 projects in 30 Indiana counties, mobilized nearly 5,000 students to work with Hoosier communities, and engaged with more than 8,000 residents in 43 communities. Our IU Corps service network, which matches our enterprising students with community organizations most in need of help, has counted 1 million student service hours from January 2019 to January 2020.

The astonishing generosity of our donors led to the naming of the Luddy School of Informatics, Computing, and Engineering; the Eskenazi School of Art, Architecture, and Design; the Hamilton Lugar School of Global and International Studies; the O'Neill School of Public and Environmental Affairs; and the Eskenazi Museum of Art, which also reopened to well-deserved fanfare—after two years of renovation—in November of 2019.

Our faculty have worked together creatively to form the J. Irwin Miller Architecture Program, the Department of Intelligent Systems Engineering—which is IU's first-

ever engineering program—and the Integrated Program in the Environment. They've come together to create interdisciplinary degrees, such as the Master of Science in Cybersecurity Risk Management and the Curatorship Master of Arts, and they have successfully engaged major issues like addiction and sustainability through our Grand Challenges and Emerging Areas of Research programs.

Five years ago, every one of the working groups involved in the strategic planning effort wrote about our need to focus with renewed intentionality on inclusivity, tolerance, and diversity. We are a more diverse and accessible community than ever before, and we have doubled down on efforts to recruit and retain underrepresented students and faculty. Our campus has achieved steady minority enrollment growth, increasing from 20.1% in 2015 to 24.7% in 2019. Minority students now constitute more than the state of Indiana's minority population total of 24.2%.

Indiana University stands at the pinnacle of leading public research institutions in the U.S. We are one of just 63 U.S. members of the Association of American Universities. This puts us in elite company alongside other institutions with top research funding and output, doctoral education and post-doctoral appointees, and undergraduate education. Our academic standing helps foster partnerships with Ivy Leagues and HBCUs, precollege STEM programs, international institutions, and graduate-level programs that lead to recruitment of the very best minds.

Our campus plan and the larger Indiana University plan it complements continue to guide our campus commitment to being a humane, creative, international, and vibrantly connected hub for passionate learning, powerful research, and authentic engagement in tackling the challenges of today.

Lauren Robel

Executive Vice President
and Provost



BICENTENNIAL PRIORITIES

The Principles of Excellence

These six core principles lie at the heart of the Bicentennial Strategic Plan, and they will guide the university as it embarks on a third century of distinction.



THE PRINCIPLES OF EXCELLENCE

1. An Excellent Education
2. An Excellent Faculty
3. Excellence in Research
4. The International Dimension of Excellence
5. Excellence in the Health Sciences and Health Care
6. Excellence in Engagement and Economic Development

THE FRAMEWORK OF EXCELLENCE

The IU Bloomington Bicentennial Strategic Plan addresses the Principles of Excellence through eight objectives.

1. Engaged Students
2. Strong Academics
3. A Safe and Healthy Community
4. Graduate Student Success
5. A Diverse Community of Scholars
6. Advancing Knowledge
7. A Global Education
8. Integrated Health Sciences

As we approach our third century, the entire university community will work in concert to fulfill IU's promise of excellence to Indiana, the nation, and the world, by implementing the Bicentennial Priorities outlined in the following pages.



**IU BLOOMINGTON BICENTENNIAL
OBJECTIVE ONE:**

Engaged Students

A commitment to student success through an engaged, diverse, and global experience.

IU Bloomington will ensure students receive an educational experience that prioritizes affordability and esteems diversity of all kinds, in all aspects of campus life. The IU Bloomington educational experience encourages deep student engagement in curricular and cocurricular activities that integrate the full range of campus resources and promote an array of global experiences. Our students participate in on campus cultural centers, events and programming, as well as high impact international experiences such as study abroad, internships, and service learning programs.

Ensuring an Affordable, Engaged, Global Education

Reducing the Debt Burden

IU Bloomington continues to make strides toward ensuring an affordable education and helping to reduce the debt burden by creating and sustaining multiple scholarship and fellowship programs. Over the past five years, \$479 million in IU Bloomington gift aid was disbursed to undergraduate students, with over 16,000 students receiving gift aid in AY 2018-19. Examples of some of these scholarships include:

- Hudson & Holland Scholars
- 21st Century Scholars Covenant
- Overseas Studies & Scholarships
- IU Academic Scholarships (Dean & Provost Scholars)
- Groups Scholars

Academic scholarships

Each of the following awards is renewable for four years.

- The Dean's IU Academic Scholarship awards \$1,000–\$11,000 to first-time, incoming out-of-state students based on high academic performance. Dean's Scholarship recipients are up 61%, from 924 in 2014 to 1,490 in 2019.
- The Provost's IU Academic Scholarship awards \$1,000–\$8,000 to first-time, incoming Indiana students based on high academic performance. Enrollment for this scholarship is up 23%, from 1,085 in 2014 to 1,333 in 2019.
- The IU Global Engagement Scholarship awards \$1,000–\$11,000 to incoming freshman international students of the highest academic quality.

Pell Promise Award

The Pell Promise Award provides tuition and mandatory fees not covered by the Federal Pell Grant and other types of gift aid. These awards go to incoming freshmen based on financial need.

- Pell Promise Award recipients are up 96% from fall 2014.
- In fall 2014, 120 students received the award, and there were 235 recipients in 2019.
- Beginners in 2019 received over \$1.2 million. About 90% of beginner students who received the Pell Promise Award in fall 2018 returned to IU for their second year.

21st Century Scholarship Covenant

The 21st Century Scholarship Covenant supplements the 21st Century Scholars state grant to assist Indiana students with financial need with budgeted costs for tuition and fees, room and board, and books. This award has consistently

supported over 500 beginner students each fall since 2014. It has seen an increase in underrepresented minority students supported, from **39% of beginners receiving the Covenant award in fall 2014 to 49% in fall 2019.**

Indiana County Bicentennial Scholarship

The Indiana County Bicentennial Scholarship provides a \$2,500 annual scholarship to admitted students from historically lower-enrolling counties across the state of Indiana. Since its launch in 2016, the program has assisted over 400 students with nearly 2 million dollars in scholarship support.

Test-optional

With the support of the IU Board of Trustees, the IU Bloomington campus has expanded access to an IU degree through the adoption of a test-optional admissions policy. The policy provides applicants with the opportunity to choose whether they wish to have standardized test score(s) included in their review for admission to the university. Research indicates that for most students, a high school GPA paired with test scores provides the best prediction of academic success at IU. However, for some students, a standardized test score may not reflect potential. Students applying for the 2021 terms will be able to make this choice on their application for admission starting with the opening of the application period on Aug. 1, 2020.

Pathways to success

Through the Pathways Scholarship Program, recipients of the Dean's, Provost's, or IU Global Engagement scholarship who complete their undergraduate degree(s) in fewer than eight semesters may apply the remaining semesters of their award toward graduate coursework at IU Bloomington. Students can leverage scholarships for accelerated enrollment into IU Bloomington graduate programs, similar to the benefits of programs such as the 3/2 MBA program in the Kelley School of Business and the School of Optometry's 3+4 Program.

Financial aid transparency

IU Bloomington has increased the transparency and visibility of scholarship and financial aid information to support affordability and student success. The MoneySmarts program helped move the IU Bloomington federal student loan default rates from 6.4% in 2010 to 3.9% in 2015, a 2.5% reduction. IU student debt was reduced by \$138.4 million, or 21.3%, between 2011-12 and 2018-19. The Office of Scholarships also connects students to campus jobs and work-study programs. In addition, Student Central provides personalized workshops during New Student Orientation to help first-year students navigate their financial aid.

Life as a lab

IU Bloomington inspires all undergraduate students to embrace curricular and co-curricular practices that engage them deeply in their learning, thus creating indelible connections between our undergraduates and campus.

Global learning experiences

Thousands of IU Bloomington students travel and learn about other cultures through the Office of Overseas Study, the Hutton International Experiences Program, and the Office of the Vice President for Diversity, Equity, and Multicultural Affairs Overseas Studies & Scholarship Program. They can also experience other cultures on campus, through events such as the annual Global Arts and Humanities Festival, the annual Remixed series, and Many Worlds, One Globe, a set of programs offered through Hutton Honors College between 2016-2018 in honor of HHC's 50th anniversary.

Hoosier Experience

In fall 2018, the Office of Enrollment Management launched the Hoosier Experience to encourage first-year students to become more engaged with campus activities, campus resources, and each other. The program, coordinated by the Office of First Year Experience Programs, encourages students to create their own unique IU experience while earning a First-Year Hoosier Experience Achievement Award. Areas of focus are Academics & Careers, Arts & Humanities, Equity & Inclusion, and Community & Engagement. In its inaugural year, 6,669 students tracked at least one Hoosier Experience event, with 1,035 tracking three or more events. In AY 2019-20 thus far, the program is ahead of its first-year participation numbers.

Over 4,400 students have attended an Arts and Humanities program since Hoosier Experience began in 2018.

An internationalized campus

IU Bloomington brings students and world cultures together through programming, events, and organizations. The Student Involvement & Leadership Center supports over 750 student organizations, many with an international or cultural focus. Each November, the Office of International Services and the Indiana Memorial Union Board present the World's Fare during International Education Week. This lively event features inspiring performances and interactive exhibits and foods that celebrate students' cultures. Over 1,000 students and community members attended in 2019. The IMU also celebrates the cultures and communities around the world throughout the academic year through thematic programming.

Outdoor Adventures

Together, IU Outdoor Adventures and the Office of International Services created fall and winter day trips for international students to explore Southern Indiana nature highlights at Lake Griffy, Hoosier National Forest, and Paoli Peaks. Over the last five years, IU Outdoor Adventures has provided thousands of students high-impact experiences through academic courses and adventure trips across the country, where students had the opportunity to foster personal growth to create a more compassionate, environmentally responsible, and socially just world.



"I am proud of our collaborative and innovative efforts to recruit, enroll, and serve students over the past five years. From establishing new pathways for students in rural, underserved, and/or low-enrolling counties, to designing more transparent scholarship and financial aid resources, to reimagining the prospective student visit experience, we are expanding access and providing a more streamlined experience throughout the enrollment journey. Additionally, by creating the Hoosier Experience program and introducing new credentialing technology, we are on a path to better engaging and serving all current undergraduate students."

—David Johnson, vice provost for enrollment management



“I am so pleased with the amazing efforts of our faculty, staff, and students in enhancing the undergraduate experience. Through these efforts, IU Bloomington is greater than ever.”

—Dennis Groth, vice provost for undergraduate education

Undergraduate research

IU Bloomington is dedicated to promoting undergraduate research and creative activity that develops intellectual ambition and leverages the strengths of our outstanding faculty. Through research funds, technological resources, and outstanding faculty and mentors, IU Bloomington has increased support for undergraduate research, successfully encouraging more students to take part in research starting with their freshman year. From 2015-2020, the Office of Engaged Learning supported 650 students involved in undergraduate research or unpaid internships with over \$700,000 of scholarship support.

Service & Volunteerism

“Following the launch of IU Corps, I am continually blown away by the new visibility of our students’ excitement, energy, and desire to apply their skills in responding to our world’s most pressing social issues. Today’s generation of students is unlike any I have seen before. They proactively seek out opportunities to engage meaningfully with their communities, apply their skills to create innovative solutions, and collaborate together in hopes of creating a safer, healthier, and more fulfilling future for all. IU Corps provides a springboard for students to launch that vision and take action.”

—Cassi Winslow-Edmonson, director, IU Corps

IU Corps

In order to help develop social responsibility and student leadership that will provide immersive service activities that benefit local, state, regional, and global communities, IU Bloomington launched IU Corps in March 2018. IU Corps is

a network of IU Bloomington students, campus stakeholders, and community partners who have joined forces to create positive social change in local neighborhoods and around the world. IU Corps brings together IU and community members across the globe for volunteer opportunities and service learning.

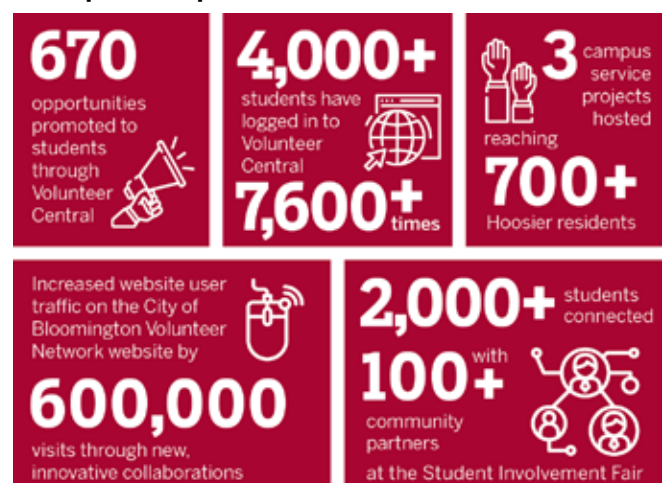
In 2019, IU students put in a combined 1,040,498 documented service hours. At \$25.43 per hour, that’s a \$26,459,851 impact.

More than **230 registered student organizations** do service work on and off campus.

The new IU Corps Volunteer Central database allows students to find opportunities in the community by interest area online. IU Corps also completed the development of a custom online service hour tracker that allows students to record individual service experiences. The tracker will launch in Fall 2020. More than 150 faculty have reported that their courses engaged with a community partner as part of their course requirements.

In Feb. 2019, IU announced that staff who want to give back to their community may take a paid leave day to participate in an IU-sponsored volunteer event.

IU Corps Accomplishments



Carnegie Community Engagement Classification

IU Bloomington is one of 119 U.S. colleges and universities to receive a 2020 Carnegie Community Engagement Classification. This elective designation marks our serious, sustained commitment to supporting and expanding service and volunteer engagement through teaching, research, and collaboration with community partners. The designation comes from the Carnegie Foundation for the Advancement of Teaching. It reflects the increasing depth and breadth of IU Bloomington's engagement with its surrounding communities through such campus entities as the Service-Learning Program, IU Corps, the Center for Rural Engagement, the Office of Engaged Learning and Sustain IU, among many others.

“The Center for Rural Engagement is creating a model for major research universities and their partnerships with rural America. From substance use disorder and other public health concerns to strengthening community capacity for the arts, Indiana University Bloomington’s students, faculty and staff and our rural community partners are demonstrating what is possible when we work together and in the spirit of the Carnegie vision.”

—Kerry Thomson, executive director of the
Center for Rural Engagement



Learning and Service in Sustainability

Sustain IU provides a variety of high-impact learning and leadership development opportunities for IU Bloomington students.

Since the Bicentennial Strategic Plan was launched in 2015, 124 students have participated in the Sustain IU Internship. Interns are co-mentored by operations staff and IU faculty, who oversee student research or projects that advance campus sustainability goals. While this internship has a long history on campus and continues to thrive, new opportunities for student professional development in sustainability have emerged to keep pace with growth in the field:

- **Sustainability Scholars Program:** Launched in fall 2016 and supported by the Integrated Program in the Environment, this program offers opportunities for students to become involved in sustainability as soon as they step foot on campus. Participating freshmen and sophomores are connected with a faculty mentor to conduct research across a spectrum of sustainability topics.
- **Innovation Fund:** This competitive grant program supports applied sustainability work on campus. The three currently funded projects all involve students. They are:
 - The IU Campus Farm [see section six for more information],
 - A campuswide waste audit that led to a Sustainable Materials Management Plan for IU Bloomington, and
 - The Landscape Compost program, which creates a closed-loop system through which organic waste from campus is composted and the nutrients are returned to campus.
- **Indiana Sustainability Development Program:** This program places students in sustainability-focused fellowships with non-profit, municipal, or business organization partners throughout Indiana. The summer 2019 cohort brought in over \$260,000 in support, and participating students worked on climate action in eight different Indiana cities. The program is supported by the McKinney Family Foundation and other partner organizations.

Professional development

Across the Bloomington campus, departments, programs, and schools are helping IU students become working professionals through workshops, internships, and financial support.

Administered by OVPDEMA, Mentoring Services & Leadership Development is a go-to resource for

undergraduate students seeking personal encouragement, career support, leadership development, academic advice, and more. This resource is available to all students, particularly those from underrepresented and underserved backgrounds, during their academic journey and beyond.

In collaboration with career services on campus, the Walter Center for Career Achievement hosts several Diversity Career Fair Bootcamps to help students make the most of the career fairs. Students learn resume writing tips and gain insight into employer expectations, networking, questions to ask at the fair, and even appropriate interview attire.

Finding community

IU Bloomington has **more than 20 learning communities** on campus. Living-Learning Centers are built on shared interest, with new communities emerging according to what is most important to current students. Examples include the Women in STEM LLC and the Civic Leaders Center for students interested in leadership, public policy, and making the world a better place. Thematic Communities range from Outdoor Adventure to Luis Dávila Latinx to Spectrum, an inclusive community designed to create a comfortable and supportive environment for all students across all gender and sexual identities.

Developing leaders

The Division of Student Affairs actively engages with student organizations through the Student Involvement and Leadership Center with workshops and policies designed to foster leadership and build community amongst these groups. The workshops aim to help students build skills, use their strengths to make an impact, and become leaders in their organizations.

The center is a hub for all registered student organizations. It encompasses student organizations, community engagement, leadership & inclusion, and an Office of Activities & Events in the Indiana Memorial Union that supports Union Board, Late Nite programming, IU Outdoor Adventures, and Bowling & Billiards.

To enhance on-campus experience and co-curricular opportunities to attract the best students, the Division of Student Affairs implemented new student organization involvement software, BeInvolved, in 2015 to reduce barriers for students getting involved and provide better resources for student organization and their leaders. In 2018, the Division of Student Affairs created the Student Involvement & Leadership Center to prioritize student organization support and community building, foster leadership development, and provide a cohesive involvement experience for students.

Sorority and Fraternity Life

The Division of Students Affairs has increased staffing to support health and safety in response to recommendations from IU Bloomington's Greek Task Force. In AY 2019-20, our campus implemented new measures in student safety, academic achievement, good citizenship, and diversity and inclusion.

New assistant dean for Sorority and Fraternity Life

As assistant dean for Sorority and Fraternity Life, Leslie Fasone oversees programming and experiences that keep students safe and healthy.



Two additional positions—assistant director for wellness and prevention and assistant director for compliance—were added to increase prevention programming in the areas of alcohol, drugs, sexual misconduct, and hazing and to help enhance compliance and accountability to standards set for sororities and fraternities.

From fall 2019 to Spring 2020, the Division of Student Affairs offered:



Civic engagement

Due to the efforts of IU Bloomington's Political and Civic Engagement Program, in collaboration with campuswide representation from the Office of the Provost, the Department of Political Science, FYE, the O'Neill School's Civic Leaders, student groups, and others, there is evidence that civic engagement has improved on campus. IU Bloomington participated in the inaugural Big Ten Voting Challenge, a nonpartisan initiative created to spur civic engagement and encourage more students across the Big Ten to head to the polls on Election Day.

As a result, the voting rate of students increased by over 300% from the 2014 to the 2018 midterm elections as we made efforts, both broad and deep, to encourage students to register, be informed, and vote. IU Bloomington was near the top of the Big Ten Voting Challenge results for most-improved voting rate, behind Rutgers University's lead by only 5 percentage points. Our campus also had a higher voting rate and improvement rate than our in-state competitor Purdue University.

Overall, in the 2018 election, more than 35% of eligible IU Bloomington students voted in the Nov. 2018 midterm election, up from 8.7 % in the 2014 midterm, which represents an increase of 26.3 percentage points. This is a more significant growth than the national average of 19.7 percentage points between 2014 and 2018.

Transcript notations

As of Jan. 2020, 282 notations had been added to individual student transcripts. Three types of notations are currently available: Counseling, added in 2014, and Licensing Completion, added in 2017, both in the School of Education; and the O'Neill School's Washington Leadership Program, added in 2016. A fourth notation, Dissertation/Thesis Titles, is currently approved and was in the process of implementation as of Feb. 2020. Four notations under consideration are ASURE in the College of Arts & Sciences, the Undergraduate Research Scholar Certificate, Dean's Lists, and Individualized Minor topics.

Achieving diversity milestones

IU Bloomington's efforts to improve the college trajectory for underrepresented students have been recognized. In 2019, IU Bloomington received the Higher Education Excellence in Diversity Award from INSIGHT Into Diversity magazine for the fifth year in a row. This is the only national honor recognizing U.S. colleges and universities that demonstrate a strong commitment to diversity and inclusion through their innovative programs and outreach, hiring practices for faculty and staff, and student recruitment, retention, and completion.

IU Bloomington also earned INSIGHT Into Diversity's highest distinction: the Diversity Champion. Recognized for developing successful strategies and programs that serve as models of diversity excellence for other institutions, we are one of just 16 institutions to receive this honor.

Enrollment

IU Bloomington is committed to diversifying our student body and increasing access to higher education. The campus has achieved steady minority enrollment growth, increasing from 20.1% in 2015 to 24.7% in 2019. Minority students now constitute more than the state of Indiana's minority population total of 24%.

Retention and success

Through reporting and metrics, we have identified areas for improvement in recruiting and retaining diverse student populations of underrepresented and first-generation



students. Programs, resources, and guidance play an important role in helping students persist in and complete college; examples include the 21st Century Scholars Program, Hudson & Holland Scholars Program, Groups Scholars Program, and Mentoring Services and Leadership Development. In 2017, student retention rates for all but one of these programs were greater than the campus average of 90.9%.

Completion remains the goal

IU Bloomington continues to make strides in getting more underrepresented students to and through college. Latinx educational success is particularly noteworthy. In 2008, the cohort six-year graduation rate for Latinx students was 68%. By 2012, this figure had successfully reached 79%. Moreover, all academic scholar programs mentioned above increased their 2012 six-year graduation rates.

Intercultural understanding

IU Bloomington has revised several key programs, including New Student Orientation, and focused several initiatives on the integration of diversity, global empathy, and intercultural understanding on campus. NSO is coordinated within FYE, which partners with offices all over campus, including the Office of International Services, to provide education and transition events for all new students, both international and domestic, freshman and transfer. These events educate and connect the cohorts and model expectations for continued intercultural dialogue within the student body. Events supporting and celebrating diversity and global perspectives are provided through FYE's Welcome Week and Hoosier Experience programs.

**"As a result of New Student Orientation, I understand the value of engaging with those who have views different from my own."
—99% of the 6,369 respondents responded "Yes" to this statement in the annual NSO follow-up survey in 2019.**

Learning analytics

IU Bloomington continues to support faculty research about student success through the use of big data and learning analytics. By participating in the Learning Analytics Fellows program, faculty of all ranks are provided with the opportunity to investigate the many factors that may influence student behavior and performance as they navigate individual pathways toward graduation.

Student success is considered achieved when students arrive on campus prepared for college, remain in college after their freshman year, choose an appropriate major in a timely manner, and graduate within four to six years.

Since 2016, 56 faculty members from 25 different programs have conducted 66 unique research projects.

In a given year, fellows have the opportunity to study up to 110,000 individual students and 3.8 million student records. Additionally, 26 faculty fellows have returned to continue researching student success for multiple years. To date, participating faculty have published six papers, made 29 conference presentations and shared 63 conference posters both locally and nationally.

Mini grant, big data

In Feb. 2019, a group of Learning Analytics Fellows received a “mini-grant” from the Association of American Universities—\$20,000 over two years—to help improve undergraduate education outcomes in science, technology, engineering, and mathematics disciplines. IU’s project, “Advancing a Data-Informed STEM Culture: The Mitigating Grade Surprise Collaborative,” expands upon existing campus efforts to transform teaching and learning cultures in STEM departments using learning analytics and big data.

With support from the grant, IU faculty from five different STEM programs will develop, implement, and assess teaching strategies and active learning interventions designed to address the impact of “grade surprise”—the difference between a student’s expected grade and their actual grade in a course.

CLASS act

IU’s Center for Learning Analytics and Student Success facilitates the Learning Analytics Fellows program by empowering faculty to conduct actionable scholarly research through the systematic collection, exploration, and analysis of data describing students, their observable activities,

and outcomes. This center also organizes and supports professional learning communities, whose participants collaborate with Bloomington Assessment and Research, the Center for Innovative Teaching and Learning, and the Bay View Alliance.

Advancing advising

Advisors and student success

To ensure comprehensive advisor adoption of our student success initiative system, IU Bloomington adopted AdRx, an online solution for academic advising notes and records, in 2015.

A newer, enhanced version of AdRx now allows advisors to easily identify student cohorts and use the information to create more effective outreach strategies for retention and student success. Students can use the platform to find an advisor and schedule an appointment online, while advisors can use it to set up meetings with groups of students or individuals. By using the interactive iGPS tool tasks, students can also build a semester-by-semester plan.

From Sept. 1, 2018 through Aug. 31, 2019, for example, academic advisors on the Bloomington campus recorded 217,719 contacts with students.

The new Center for Students in Transition, serving undergraduate students with circumstances that fall outside or between services provided by other offices, hired its first advisors in spring 2015.





Robust advising

IU Bloomington uses the online Symplicity system for career services management and tracking, including: appointment scheduling, career coaching sessions, hosting a job & internship board, on-campus interviews, career fairs, and more. Of the undergraduates enrolled at IU Bloomington in 2017-18, nearly 20,600 scheduled appointments for career coaching. IU Bloomington also reorganized and invested in a split between the Career Development Center and what is now called the Walter Center for Career Achievement in Ernie Pyle Hall.

New policies

The Fresh Start policy, initiated in Dec. 2018, encourages capable undergraduate students to return to IU Bloomington after an absence of at least three years by removing the encumbrance of past poor grades on their cumulative program GPA.

The Alternate Major Policy requires University Division students applying to Competitive Admission Majors (any program requiring a GPA higher than 2.0) to plan for a parallel major. If they are not accepted into their planned program, these students now have another path in place.

Adopting best practices



In spring 2016, Mary Murphy, professor in the Department of Psychological and Brain Sciences, re-wrote UD academic status emails and dismissal information to reframe academic probation as a process—not a status—using growth mindset techniques.

Starting in the Fall of 2016, Career Development Coaches began to meet individually with UD students experiencing academic probation. Coaches also make presentations in the Culture of College class, which is designed to support students experiencing academic probation. This three-credit, one-semester class is taught by a graduate instructor and an undergraduate peer instructor who has successfully completed the class and reclaimed academic good standing. As part of the class, students are required to meet with an academic advisor to sign a probation agreement.

The class serves over 600 students per year and is associated with a 20% increase in retention and graduation rates.

Student Engagement Roster

The Student Engagement Roster is an IU systemwide platform created by University Information Technology Services that helps instructors alert advisors about at-risk students in their classes. The roster provides both positive and negative indicators to help guide conversation, and allows faculty to see when an advisor has viewed their observations or recommendations on a student.



**IU BLOOMINGTON BICENTENNIAL
OBJECTIVE TWO:**

Strong Academics

A commitment to student success through our historic academic strengths.

IU Bloomington will graduate students who are passionately engaged with the arts and humanities, as well as scientifically and technologically literate. IU Bloomington will promote curricular and cocurricular programming in the arts and sciences that fosters K-12 outreach programs and teacher training and integrates outstanding campus resources such as campus museums, performance spaces, libraries, archives, laboratories, and research centers.



Arts & Humanities

Sparkling passion

The accessibility of intellectual and cultural assets--made increasingly visible through campuswide thematic programming--is turning our students into passionate advocates for humanistic and artistic expression, inquiry, curation, and stewardship.

Expanding our reach

IU has developed a reputation as a national leader for public, community-driven arts and humanities programming. With successful campus, community, and regional programs, the campus serves as a model for the future of engaged arts and ideas. Our growing reputation for uniting faculty research with community programming has been integral to attracting several important grants over the past few years.

Office of Strategic Campus Advancement

Led by assistant provost Helene O'Leary, the Office of Strategic Campus Advancement was created as a result of the strategic campus plan to ensure that IU Bloomington's arts and humanities programs, practitioners, and institutions have the financial support and long-term stability needed to serve both the campus and the state. SCA helps unite the IU community with cities and municipalities across the state through gift opportunities that promote cultural exchange, artistic expression, and community networking.

Since its inception the office has raised or assisted with \$21.7 million for the arts and humanities at IU from individuals.

Additionally, SCA and the Arts & Humanities Council have secured several grants for IU Bloomington, including a \$1 million Andrew W. Mellon Foundation grant, a \$1 million Henry Luce Foundation grant, and over \$300,000 in grants from the National Endowment for the Humanities.

A 2020 gift from IU Bloomington alumna and historical preservationist Gayle Cook will help restore historic Maxwell Hall, which will house the new Gayle Karch Cook Center for Public Arts and Humanities. The gift leverages a \$500,000 matching Infrastructure and Capacity Building Challenge grant from the National Endowment for the Humanities to fund renovations to Maxwell Hall in the Old Crescent portion of campus.

Lilly Library renovation

In April 2019, the Lilly Library was awarded an Ia Lilly Endowment Inc. grant of \$10.9 million to support renovation of the space that houses more than 450,000 rare books, 8.5 million manuscripts, and 150,000 pieces of sheet music. Consistently regarded as one of the nation's top libraries for books and manuscripts of the greatest importance, the Lilly Library was established in 1960 to house the extensive private library of the late Josiah K. Lilly Jr., one of the founders of Lilly Endowment Inc.

Rare items from J.K. Lilly Jr.'s collection include John James Audubon's "Birds of America"; Thomas Jefferson's personal copy of the first printing of the Bill of Rights; a first edition of Jane Austen's "Pride and Prejudice"; the original manuscript of J.M. Barrie's "Peter Pan"; and the William Shakespeare "First Folio" of 1623--the first printed collection of Shakespeare's plays.

Lilly Endowment Inc. announced in January 2020 a gift of \$500,000 to commission an inspirational and iconic cycle of murals for the Lilly Library Reading Room. The vision for the murals reflects the Lilly Library's rich resources in world literature, history, the sciences and the arts, and will also acknowledge the collectors whose passionate pursuits help form the library that scholars explore today.

IU Cinema

Indiana University Cinema is a world-class venue and curatorial program dedicated to the highest standards of presentation of film in both traditional and modern forms. Since it opened in 2011, IU Cinema has hosted more than 2,500 public events, 1,200 free events, and more than 200 visiting filmmakers or scholars.

Between FY15 and FY20, IU Cinema has partnered with more than 230 campus and community collaborators on more than 840 cross-disciplinary, film-related screenings and events.

Between FY15 and FY20, 61 international filmmakers visited IU Cinema, including the prominent directors Mira Nair, Abderrahmane Sissako, Anil Kapoor, Natalia Almada, Peter Weir, John Boorman, Haifaa al-Mansour, Sergei Loznitsa, and Wilma Labate.

IU Cinema has been a catalyst for the creation of new student work. Between FY15 and FY20, five Double Exposure programs have presented world premieres in IU Cinema of over 50 new student films and 50 new musical compositions. This partnership led to creation of the Music Scoring for Visual Media Program in the Jacobs School of Music, launched in 2018.

A public-facing, premier university arts presenter

Since it opened, IU Cinema has:

- Hosted prominent actors Meryl Streep, Kevin Kline, Glenn Close, and Jonathan Banks, which has led to strong IU ties for the latter two.
- Presented Civil Rights leader Julian Bond with a standing ovation following his introduction of *Eyes on the Prize*.
- Hosted filmmaker John Boorman and presented a seven-film retrospective of his work in celebration of Lilly Library's acquisition of his materials.
- Hosted filmmaker Julie Dash for a 25th anniversary screening of her groundbreaking film *Daughters of the Dust* and new restorations of her early L.A. Rebellion short films.

- Presented John Waters with a retrospective of his work, his one-man show, and other public and private events.
- Hosted several Academy Award-winning filmmakers, including Ruth Carter, Chuck Workman, Bruce Joel Rubin, and Frederick Wiseman, who presented their work in IU Cinema and interacted with audiences and students.
- Partnered with the world's most prestigious silent film festival, Le Giornate del Cinema Muto.
- Presented prestigious, award-winning filmmakers from around the world, including Jim Jarmusch, Ava DuVernay, Werner Herzog, Barbara Hammer, Carlos Reygadas, Hal Hartley, Alex Ross Perry, Edward James Olmos, Kelly Reichardt, Penelope Spheeris, Deborah Stratman, Charles Burnett, Guy Maddin, Christine Vachon, Abbas Kiarostami, and Beth B.

First Thursdays Festival

The First Thursdays festival takes place in and around the Arts Plaza on the first Thursday evening of each warm-weather month and regularly attracts from 3,000 to 4,000 visitors, about 60% of whom are students. First Thursdays has become a feature of campus tours for parents and prospective students, as well as visiting artists and scholars. Several high school groups and community organizations visited campus this year to attend, including the Banneker Community Center and Bell Trace Senior Living Center.

The festival introduces this diverse audience to many of IU Bloomington's finest performing ensembles such as contemporary dance, the Department of Theatre and Drama, the African American Dance Company, the African American Chorale Ensemble, the IU Soul Revue, opera, the Singing Hoosiers, the IU Brass Band, and more. The main stage has also hosted visiting performers, including Indiana-based artists, like Brad Leftwich and Amy O, and globally renowned groups, like Haitian mizik rasin band Boukman Eksperyans.

Units that participate in First Thursdays through hands-on activities, performances, and exhibits include the Eskenazi Museum of Art; Eskenazi School of Art, Architecture, and Design; Grunwald Gallery; Lilly Library; Mathers Museum; IU Auditorium; various campus cultural centers; and other units. As part of the festival's Humanities Salon in Fall 2019, more than two dozen humanities departments from the College of Arts & Sciences, along with several campus archives, presented public humanities projects that engaged attendees in the diverse scholarly work of faculty members and graduate students in the humanities.

First Thursdays also provides student cultural organizations with opportunities to share their work with the wider

campus community. Participating student groups at recent festivals have included Union Board's Canvas Creative Arts Committee, Collins Arts Council, Indiana Review, University Players, Music Industry Networking Club, IU Breakdance Club, Movement Cooperative, Raas at IU Dance, I Am Worthy IU, U Bring Change to Mind IU, and more.

CRE and A&H

The Center for Rural Engagement has launched 61 quality-of-place initiatives, including the Rural Arts Series. This series has deeply connected with three rural communities—Huntingburg, Nashville, and Salem—through community creative writing programming, IU Cinema film screenings and filmmaking workshops, Traditional Arts Indiana exhibits, and master classes and performances with the Jacobs School of Music. The impact on participants, particularly young students in middle schools and high schools, has garnered excitement and praise from schools and communities alike. The center also completed six strategic plans to build arts capacity in Huntingburg, Nashville, and Salem in Dec. 2019 through the O'Neill School of Public and Environmental Affairs Arts Administration Program. Expanding upon this creative collaborative energy, IU Bloomington created a first-of-its-kind Certificate in Rural Arts Administration.

In recognition of this innovative approach to a collaborative arts model, the center received the University Economic Development Association 2019 Award of Excellence for Place for the extensive arts engagements in rural Indiana and their contributions to communities' quality of place.

The Center for Rural Engagement formed a regional housing coalition to develop a housing-ready toolkit that launched in March 2020. Students in the Eskenazi School of Art, Architecture, and Design, under the leadership of faculty member Jon Racek, have designed a plan for a modest home that can be built on vacant or blighted lots, expanding low-cost housing stock for workforce needs and supporting aging in place.

In partnership with schools across the region and the Center for Rural Engagement, the IU Eskenazi Museum of Art's Rural Teachers Engaging Art program provides school-based techniques for engaging with museum collections in ways that help teachers understand and utilize the healing and educational power of the arts. The program uses an emergent approach to outreach that features co-created, arts-based experiences that speak to the needs and goals of individual teachers. Similarly, a partnership with the School of Education has expanded the STEAM (science, technology,

engineering, art, and math) Middle School Curriculum program to provide knowledge and tools to teachers who reach thousands of rural students in Indiana.

International culture

The Global Remixed Arts and Humanities Festival from our Arts and Humanities Council promotes international exchanges and IU ambassadorship, while celebrating our international students and their experiences and cultures by advancing the arts and humanities as critical components of contemporary global community-building.

Working closely with faculty and cultural units around campus, the council focuses on a different global culture each year and hosts a campuswide festival focused on contemporary creative expressions and consisting of exhibits, performances, lectures, and academic conferences that feature student and faculty work, as well as the work of invited guests from around the world.

The Global Remixed festivals involve dozens of student planners and impact thousands of traditionally underrepresented students each year, strengthening cross-cultural and cross-disciplinary networks throughout the system. Previous years' themes included China Remixed (2017), India Remixed (2018), Mexico Remixed (2019), and, in conjunction the university's bicentennial, Indiana Remixed (2020).

These festivals explore the wide diversity of creative forms within and among world cultures, showcasing contemporary artists and thinkers who are reimagining, re-envisioning, and remixing traditional and emerging forms of creative expression.

Included in the campus bicentennial celebrations were: a dedication of our new Big Red 200 supercomputer; the inaugural ringing of the bells of the Arthur R. Metz Bicentennial Grand Carillon; the unveiling of two new allegorical paintings representing the university's Latin motto, "Lux et Veritas," in Presidents Hall; the debut of "Megajeff," a digitally reconstructed full-sized skeleton of a giant sloth that roamed Indiana during the ice age and that had been housed at IU during the late 19th and early 20th centuries; and a keynote lecture to commemorate Martin Luther King Jr. Day by acclaimed actress Viola Davis.



STEM

STEM initiatives

- The **IU-MSI STEM Initiative** is an academic and research partnership between IU and multiple Minority Serving Institutions that promotes and develops the science, technology, engineering and math disciplines. Between 2007 and 2018, 269 students participated in the program. The 43 scholars who participated in the STEM SSI during the first six years participated in the follow-up study, and all have successfully completed their undergraduate degrees, many in STEM disciplines, including biology, chemistry, chemistry and biology, human biology, food science and technology, computer science, math education, pharmaceutical sciences, computer engineering, psychology, and civil engineering.
- The **Summer Scholars Institute**, an eight-week program hosted at the IU Bloomington and IUPUI campuses, enrolls select MSI and IU students from our partner institutions. These scholars engage in continuous, substantive research at the institute and their universities.
- Through the summer internships program **Project STEM**, high school students interested in science and engineering are invited to take part in research at the college level. The program is a collaborative effort between the Department of Psychological and Brain Sciences and the Indianapolis Project STEM; it is partially sponsored by the Indiana Clinical and Translational Sciences Institute, IU's Office of the Vice Provost for Research, the College of Arts and Sciences, and the Office of Diversity, Equity, and Multicultural Affairs.
- The **Groups Scholars STEM Initiative** promotes and enhances the academic and professional experiences of first-generation, underrepresented

students in the STEM disciplines through research, structured mentoring, and academic support.

Women & tech

The Center of Excellence for Women & Technology was founded in 2013 with the goal of serving as a national model by promoting, empowering, and advancing women to build confidence and knowledge about technology, expand leadership and tech skills, fully leverage technology in support of academic and professional excellence, and foster intellectual networks, resources, and interdisciplinary collaborations.

Today, the center employs over 50 student interns and has more than 6,000 students, faculty, staff, and alumni affiliates, hosts more than 200 workshops each academic year, and works with more than 1,000 student affiliates in non-STEM fields.

Since 2014, the Center of Excellence for Women & Technology has offered the Emerging Scholars Research Experiences for Undergraduate Women, which pairs first-year and sophomore women at IU Bloomington with faculty mentors who conduct research that actively engages students with computing and/or technology. Nearly 60 students are taking part in the 2019-20 projects, on topics ranging from "Understanding and Regulating Food Controversies on Facebook" to "Design and Study of Social Robots for Everyday Use." Students additionally participate in a research hackathon and a poster competition as part of the program requirements.

The Center for Innovative Teaching and Learning and the Center of Excellence for Women & Technology partnered with the IU Bloomington science libraries to create a new Tech2U series, focusing on the use of instructional technology in STEM courses.



Center of Excellence for Women & Technology highlights

- Designed Accelerator Crash Course workshops for students, faculty, and staff to encourage in-depth and independent learning; attendees earn e-badges for successful completion of each course.
- Women's eMentor Program serves 225 students, offering monthly online mentoring programs to match female-identifying students with trained IU alumnae mentors based on professional aspirations, common interests, and background.
 - The Black Women & STEM eMentor Program matches black female student affiliates virtually with black IU alumnae who are trained with a focus on support, retention, and the unique needs of black women in STEM, as well as career development, networking, confidence building, and real-work environment awareness.
- Advocates & Allies are male faculty who educate themselves about issues of gender [in]equity, participate in train-the-trainer workshops, and lead structured workshops with faculty colleagues to raise awareness about how to be a champion for faculty equity and inclusion.
 - The Center offers a similar model of male Allies for Equity for both graduate and undergraduate students.
- The Empowerment Lunch & Learn Series focuses on knowledge and tools that can help support academic and career success.

A UITS position within CITL, “Instructional Technology Consultant – STEM Specialist,” created in 2018, helps to design and develop instructional technology services for faculty with a specific emphasis on STEM-related disciplines and applied instructional approaches for these disciplines in active learning classrooms.

Recruiting in STEM

When examining the first-year retention in STEM data, students in the Women in STEM LLC were retained in STEM at a higher rate than the control group. Additionally, the LLC converted more women to STEM and had lower attrition out of STEM than the control group.

Engineering at IU

The Luddy School of Informatics, Computing, and Engineering founded IU's first-ever engineering program, the Department of Intelligent Systems Engineering, in 2016.

The program has a 14:1 undergraduate student-to-faculty ratio and 25 faculty members. In Oct. 2019, the school received a \$60 million gift from IU alumnus and information technology pioneer Fred Luddy to establish a multidisciplinary initiative in artificial intelligence focused on AI digital health.

“This gift will allow the next generation of researchers and students to bring together their knowledge, wisdom and ideas to create things that we never thought possible. I'm thrilled to be able to play a role in helping IU professors and students reach for what comes next.”—Fred Luddy

Dennis Groth, vice provost for undergraduate education, is the interim dean of the Luddy School. Raj Acharya, formerly dean of the Luddy School, has moved into a new leadership position as associate vice president for research and AI innovation in the Office of the Vice President for Research. In his new role, Acharya will develop the new Indiana AI Collaboration Center.

In Feb. 2019, a \$3 million gift from Grant Thornton LLP, a leading consulting and accounting firm, established the Grant Thornton Institute for Data Exploration for Risk Assessment and Management, or GT-IDEA. This interdisciplinary institute will span IU Bloomington's Kelley School, O'Neill School, and Luddy School.





Honors Education

Supporting our Honors Students

The Hutton Honors College provides scholarship funding of approximately \$2.8 million to HHC students annually. Awarded to incoming freshmen, these scholarships are renewable for a total of four years. In addition to these scholarships, the HHC offers other opportunities, such as the Ford EEOC Endowed Scholarship, which is designated for minorities and women, with special consideration given to Ford employees, their spouses, and children; and the Burnett/Masters Junior Scholars Award, a one-time award for undergraduates entering their third year at IU who were not initially awarded a full-ride scholarship or a Hutton Honors College scholarship as incoming freshmen. The HHC also awards \$385,000 annually in undergraduate grants that support various student endeavors (e.g., research, professional experience, creative activity) and \$960,000 in annual Hutton International Experiences Program grants to students seeking a variety of educational opportunities abroad, bringing the total of annual grant funding to \$1.4 million. One in three HHC students goes abroad each year, and more than 100 events are hosted in the HHC building.

Office of National Scholarships and Awards

Founded in 2014 in the Office of the Vice Provost for Undergraduate Education, this office now offers a one-credit professional development course focused on finding and applying for 155 different scholarships and awards. Selected students learn how to describe their research, and finalists receive coaching for interviews.

The office, directed by Paul Fogleman, hosts two nomination interview opportunities, in spring and in fall, for students

seeking nomination for the Marshall, Mitchell, and Rhodes Scholarships.

One student received a Churchill Scholarship and one received a Rhodes Scholarship in 2018. Thus far in 2020, one student has received a Marshall Scholarship.

AY 2019-20 marks the fifth year in a row that Indiana University has been named a top producer for the Fulbright U.S. Student Program, as announced by the U.S. Department of State's Bureau of Educational and Cultural Affairs.

In 2014-15, the Office of National Scholarships & Awards worked with 18 Fulbright applicants, two of whom received Fulbright Scholarships; in 2018-19, the number of applicants soared to 53, with nine Fulbrights awarded to IU students. The office now hosts Fulbright application webinars in the summer.

The Critical Language Scholarship provides an intensive language study program for U.S. students, funded by the U.S. Department of State. Participants study one of 13 critical languages for approximately 8-10 weeks over the summer. More than 113 IU Bloomington students have taken part in this program, with 47 from 2015-2019.

In Nov. 2018, IU alumna Jennifer Huang was named a 2019 Rhodes Scholar. Huang is one of just 32 U.S. college students to receive the prestigious academic award.



IU Bloomington alumnus Anthony Coniglio is one of 16 Churchill Scholars for AY 2019-20 and one of just five other IU students to ever receive this honor. He is studying at the University of Cambridge during AY 2019-20 as part of an intensive nine-month master's degree program in mathematics.





**IU BLOOMINGTON BICENTENNIAL
OBJECTIVE THREE:**

Safe & Healthy Campus

A commitment to student success through a safe, vibrant, and healthy residential community.

IU Bloomington will support a community defined by a culture of care among and for our students, through active engagement with student organizations, health and wellness initiatives, and a continuing commitment to sustainability.

A Safe & Respectful Community

Keeping Our Campus Safe

Protect IU, bias incident reporting, the IU Police Department, and the Office for Sexual Violence Prevention and Victim Advocacy all play a role in supporting a safe campus community.

IUPD

Indiana University Police Department officers are fully certified and meet the same standards as all other law enforcement officers in the state of Indiana. Student cadets also assist with public safety. Examples of IUPD support include:

- Enforcement of laws and IU policies about alcohol and drugs, including Indiana's Lifeline Law
- Tips for being a safe driver—or pedestrian—on campus streets
- Building and maintenance of safe, secure buildings and facilities
- Crime-prevention programs and resources

Protect IU

Protect IU is an initiative designed to provide information about health, safety, security, and preparedness. It is managed by Public Safety and Institutional Assurance, which reports to the Office of the Executive Vice President for University Academic Affairs.

Protect IU launched the Guardian Safety App in 2019. The app offers IU community users:

- An inbox for IU Notify emergency alerts
- Quick access to 911 dispatchers and campus police

- A safe walk timer to let family and friends know if the user is not home when expected
- The ability to send tips to police (anonymously, if preferred)
- Contact information for key campus safety and wellness services

Office for Sexual Violence Prevention and Victim Advocacy

The Office for Sexual Violence Prevention and Victim Advocacy was formed within the Division of Student Affairs in 2017-18, bringing together sexual violence prevention and survivor support resources on campus under the umbrella of the IU Health Center. The office coordinates prevention initiatives and victim advocacy services. Working in conjunction with the Office for Institutional Equity and the Student Welfare Initiative, SVPVA developed, launched, or updated the following programs and initiatives:

- Expansion of **Step Up! IU** and **It's On Us** bystander intervention and Sexual Violence Prevention Workshops, offered in partnership with departments across campus.
 - In 2014-15, 164 programs were offered to 24,700 students and staff; in 2017, 499 programs were offered to 37,000 students and staff.
- The automatic enrollment of all graduate students in custom online educational programming, starting in 2017-18. This program is now administered by the Office of Institutional Equality.
- A substantial expansion of the **Confidential Victim Advocates** program, which initially launched in 2013 to support victims of sexual violence. Campuswide promotion of services—bathroom stall posters, videos, stories, campus climate assessment—led to



"As the saying goes 'Indiana, we're all for you.' The Division of Student Affairs is here to partner with our students for their success. As we celebrate IU's Bicentennial, I am proud of the support, tools, and opportunities the division provides to our students to promote and facilitate a successful IU experience. There has never been a more exciting time to be a Hoosier, and the staff of our 19 departments and programs help our students navigate their time on campus and provide them the care they need to succeed."

—M. Dave O'Guinn,
vice provost for student affairs and dean of students

an increase in students seeking assistance. Advocates work closely with IU Health Center's free and confidential Sexual Assault Crisis Service counselors and Sexual Assault Nurse Examiners to support students who have experienced sexual violence.

- Formation of a **campus stakeholder working group** for a strategic planning workshop in spring 2015. Recommendations from the workshop helped guide campuswide initiatives to enhance sexual violence prevention and the coordination of services and departments.
- A meeting of the **Sexual Assault Response Team** in fall 2017 to discuss cases and investigations that affect campus and cross-training to increase collaboration between IUPD, the Office for Institutional Equity, and Confidential Victim Advocates. This campus-community partnership includes the Monroe County Prosecutor's Office, the Bloomington Police Department, Middle Way House, IU Health, the Office for Institutional Equity, and SVPVA.
- Formation of a **Sexual Violence Prevention & Response Coalition** in 2017-18 to bring together campus and community partners to evaluate and track the university's efforts and effectiveness.
- Formation of a **working group on sexual misconduct** in spring 2018 to review and provide recommendations on educational programs, policies, and procedures for fraternities and sororities.

Confidential Advocate Victim Usage

2014-15	161 students
2015-16	198 students
2016-17	321 students
2017-18	329 students
2018-19	386 students

The Sexual Assault Crisis Service Counseling provided by SACS launched in 1988.

2014-15	1607 visits	158 clients
2017-18	1761 visits	198 clients

Staff and Faculty Trainings

With funding and support from the Indiana State Department of Health and the Centers for Disease Control and Prevention, SVPVA has offered several in-person and online trainings. IU hosted annual sexual assault-prevention conferences on four IU campuses.

IU has also provided several in-person training workshops throughout the state for Title IX officials, student affairs professionals, IUPD, advocates, counselors, campus partners, student leaders, community partners, and faculty.

SVPVA and the Office of Institutional Equity offer several online trainings for faculty, staff, and campus partners to help increase knowledge of sexual violence prevention. For example, the "Responsible Employee" training module, launched in 2015-16 and updated in the summer of 2018, teaches staff to identify potential acts of sexual misconduct, to contact appropriate individuals about sexual or related misconduct, and to understand policies and procedures for reporting and resolving issues. More than 6,000 employees have completed the training, with an increase in participation from 2017 to 2019.

Another online program is specifically tailored to educating international students on their rights and responsibilities related to Title IX, as well as dating norms in the U.S. This program launched in the spring of 2019, and more than 2,500 international students have completed it.

Care Team

To foster holistic student success, the Division of Student Affairs Care Team provides a centralized point of contact where concerns can be reported. The team also:

- facilitates early intervention with students who appear to be struggling socially, academically, or personally;
- provides wrap-around support through which all units assisting a student work collaboratively; and
- helps prevent disturbances or threats to the campus community.

Bias Incident Reporting and Support

IU Bloomington improved Bias Incident Reporting, adding additional efforts in 2018 to protect everyone from bias regardless of age, color, religion, disability (physical or mental), race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status, or veteran status, as identified in the student code of conduct.

Students who have experienced a bias incident are supported with an in-person meeting where they are heard, connected with resources, and referred to various programs.

Between Aug. 2019 and Feb. 2020, the Division of Student Affairs staff conducted bias response trainings for more than 1,000 individuals, including Residential Life staff, IUPD student cadets, the Parents Association Advisory Board, Student Involvement and Leadership Center staff, Walter Center career coaches, Office of Student Conduct staff, Black Student Union executive board, La Casa and Asian Culture Center student leaders and staff.



This interactive training helps participants define bias, hate and hate speech, and free speech; outlines the process set in motion when an incident is reported; demonstrates how to make referrals to appropriate places; and goes through a series of “what would you do” case studies.

Several student councils have been created through which students can discuss bias on campus.

- The United Council for Equity is a group of student leaders from identity-based student organizations. The council meets with the IU Student Government director of diversity and inclusion with the goal of discussing bias incidents in order to collectively support students.
- The Deans Advisory Council was created by Dean of the University Graduate School James Wimbush and Dean of Students Dave O’Guinn to learn more about the experiences of underrepresented students on campus. Members are students at large who are not positional leaders on campus; they meet to share ideas for projects that will improve diversity and inclusion on campus.
- The Bias Response Network brings together faculty and staff each month to learn about reported cases, discuss bias incidents, and receive education on current issues that are impacting or could impact the campus.

Wellness in Student Life

Health & Wellness

The IU Health Center, which is centrally located and provides students with medical, mental health, and wellness services, has undergone many improvements. The Health and Wellness Department provides students with:

- Nutrition counseling
- Peer health and wellness educations
- Tobacco and vaping cessation
- Educational outreach
- Sexual health education
- Massage therapy.

Integrated, holistic care

- A new Gender Affirmation Care Team ensures that everyone feels welcome and accepted; students may now receive gender-affirming hormone therapy at the Health Center.
- A new health coaching option offers students supportive, positive, personalized guidance to help define their own vision and objectives for a healthful life.
- A monthly central, on-campus testing clinic for Sexually Transmitted Infections is based at the Student Recreational Sports Center.

Improving access to counseling

The Health Center’s Counseling and Psychological Services has greatly improved access to services on campus while also increasing the diversity of its staff. CAPS is working closely with IU Health Bloomington Hospital to develop care-coordination procedures for students arriving at its emergency department with mental health concerns. These new processes will help ensure that patients who wish to share that they are students are connected with a CAPS counselor following an emergency department visit or following discharge to the IU Health inpatient behavioral health unit. CAPS support groups and workshops have also expanded, covering topics ranging from chronic illness to mindfulness to empowering students of color.

Among other improvements:

- The “Let’s Talk” Multicultural Outreach Program, which launched in 2016, has expanded and is now available in all five campus culture centers, the Office of International Services, Adkins Living Learning Center, and academic support units. The program is a free, confidential, and informal conversation with a trained consultant or counselor that offers students tools to find solutions to their problems. Services are offered in English, Mandarin, and Spanish.
- CAPS has hired more staff of color and counselors from Taiwan, Argentina, and Pakistan, as well as individuals speaking languages that include Mandarin, Spanish, Arabic, and Hindi/Urdu.

- A full-time female psychiatrist and a part-time SACS counselor were hired in 2018.
- Counseling in Residence expanded to include the Jacobs School of Music in 2015, the O'Neill School of Public and Environmental Affairs in 2016, and the School of Optometry in 2019.
- Starting in 2019, the following support groups were provided at no charge: Healthy Relationships Support Group, Self-Care & Support for Survivors, Empowering Students of Color Support Group, Chronic Illness Support Group, Trans Support Group, Grief and Loss Support Group, and Dissertation Support Group.
- The number of free visits to CAPS increased in fall 2019. Previously, students received one free intake appointment and one free counseling visit. Now, all full-time IU students who have paid the student health fee are eligible for two free CAPS counseling visits each semester.
- First-time clients also receive one free, 30-minute "CAPS Now" appointment to connect them with appropriate services. Once a student has completed this appointment, they can request video counseling, a new service that allows students to connect with counselors from their own residences.
- WellTrack, an interactive self-help therapy app, was launched in Spring 2020 to compliment CAPS services and other programs and to support students' stress management, general wellness, resiliency, or mood.

Substance Use Intervention Services

Substance Use Intervention Services moved to a new building at 506 N. Fess with the newly launched Collegiate Recovery Community. A new prevention campaign—featuring posters, bus ads, digital slides, and social media—launched in partnership with Substance Use Intervention Services, Culture of Care, IU Student Government, and Students in Recovery Bloomington.

Pursuing Sustainability

Sustain IU

U Bloomington received a silver rating from the Sustainability Tracking, Assessment & Rating System in 2015 and this score improved to gold for 2017, 2018, and 2020. With more than 650 participants on six continents, the STARS program is the most widely recognized program in the world for publicly reporting comprehensive information related to a college or university's sustainability performance. Participants report achievements in operations, academics, engagement and planning, and administration. IU received

high marks for its numerous sustainability course offerings, increased waste diversion, and decreased energy used per square foot.

Since 2014, IU Bloomington has certified 10 buildings under the Leadership in Energy and Environmental Design (LEED) standard, bringing the campus total to 15. The O'Neill School addition, Ray E. Cramer Marching Hundred Hall, and Hodge Hall are recent projects that received gold certification, reaffirming the university's commitment to ensuring that all new construction receives a minimum LEED Gold certification or higher, as laid out in the IU Bicentennial Strategic Plan. Additional projects, including Luddy Hall and the Eskenazi Museum of Art, have pending certifications.

Swain Hall is the latest building on the IU Bloomington campus to receive LEED Gold certification.

Indiana University now has 13 LEED Gold projects, and 25 certified projects overall, across all campuses. The Bloomington campus alone has 10 gold projects."



'Real Food'

More than 2,000 students have visited the IU Campus Farm since it opened in fall 2017. Students engage with the farm through classes, research, and other applied learning. The farm sells produce to IU Dining and supplies some food to the IU Crimson Cupboard, a pantry for food-insecure students, faculty, and staff. The farm has already received \$70,000 in private donations.

With the addition of the IU Campus Farm, IU's real food purchase went from 2.83% in 2015 to 10% in 2019.

Sustain IU has worked with IU Dining, the Office of the Vice Provost for Finance & Strategy, and Healthy IU to research sustainable food procurement at IU. The group uses a national standard called "Real Food" to track ingredients

that are either organic, fair trade, certified humane, or locally sourced (from within 250 miles) and do not contain known physical and mental health disrupters, including artificial dyes, genetically engineered ingredients, and high fructose corn syrup. In FY 2019, this strict standard made up 10% of total food purchase, up from 2.8% Real Food purchase in FY 2015.

IU's commitment to purchase healthy, sustainable, or local products aligns with many current academic initiatives, providing an opportunity to use the "campus as a lab" to engage students and faculty in curriculum or research, and publicly demonstrate the practices we espouse in our curriculum and scholarship. In addition to IU Campus Farm, commitment areas include:

- Emerging Areas of Research: Local Food Systems
- Grand Challenges: Prepared for Environmental Change and Environmental Resilience Institute
- Center for Rural Engagement, in its support for regional food suppliers and better regional food preparation infrastructure

Crimson Cupboard

Crimson Cupboard provides access to free and healthful food to students experiencing food insecurity. Over 2,700 pounds of food is given out each month Which corresponds to around 2,300 meals. Over 230 students visit the pantry monthly, and more than 500 family members are supported by the food from Crimson Cupboard.

Aug. 2019 to May 2020 usage data:



"I raise two boys, alone, while studying for a Ph.D., and our weekly visit to the Cupboard has been nothing short of helpful and rewarding. The staff and volunteers make me and my kids feel welcome. We look forward to every visit. The food is also healthy—it's not a pantry full of junk food at all. Overall, IU should be proud to have this on its campus. It's another reason I am proud to be an IU Hoosier."

- IU Ph.D. student and pantry shopper





**IU BLOOMINGTON BICENTENNIAL
OBJECTIVE FOUR:**

Graduate Success

A commitment to graduate student success.

IU Bloomington will strengthen support for graduate students by reducing the time to earning a Ph.D., offering diverse forms of financial support, and pursuing innovative professional development in both academic and nonacademic career paths. Our many highly ranked graduate programs support the aspirations of emergent scholars, artists, and researchers in a wide array of disciplines.

Graduate success

The Office of the Vice Provost for Graduate Education and Health Sciences, led by vice provost David Daleke, has a twofold mission:

- To promote excellence and inclusivity in graduate education, which will be covered in this section, and
- To foster excellence in health science education (see section 8: Integrated Health Sciences).

The office has also continued to support student development activities, including an annual Three Minute Thesis competition, the very successful Grad Grants Center peer grant advising program, the Future Faculty Teaching Fellows program, and the Preparing Future Faculty program.

Reducing time to Ph.D.

While students who obtain a graduate degree from IU Bloomington typically graduate son par with or slightly sooner than students at other schools across the country, the Office of the Vice Provost for Graduate Education and the University Graduate School are investigating best practices for the reduction in time to Ph.D. Individual schools and programs are implementing changes and new initiatives throughout campus to help Ph.D. students streamline their path toward degrees.

Area Certificate in College Pedagogy

This certificate program is available to IU Bloomington graduate students in any field of study to help students develop and document their pedagogical knowledge and skills in ways that complement their disciplinary training. The program is co-sponsored by the College of Arts and Sciences and the School of Education and includes courses from both units, as well as other units on campus.

IU Bloomington Graduate Enrollment Demographics

Between 2014 and 2019, the percentage of underrepresented graduate students went from 9.8% to 11.9% . International students increased slightly, from 25% to 26.4%, and domestic students dipped slightly, from 75% to 73.6%.

An international presence

International students add to the rich academic and cultural fabric of our campus. In fall 2019, IU Bloomington hosted 189 sponsored students from 39 countries. Sponsored students are those who receive funding from an external source—such as the government, a company, an organization, or an educational institution—to cover all or most of the funding required for study at IU. While graduate recruitment and admissions remain the responsibility of each respective academic unit, the Office of International Services provides support for this work through recruitment efforts.

Graduate academic units continue to develop internationalized curriculum and experiential learning that meets both the expectations of employers and students in terms of global market readiness. Office of International Services staff work in close tandem with graduate academic departments to ensure regulatory compliance in an increasingly complex environment.

Walter Center collaboration

In fall 2019, the University Graduate School and the College co-funded a new career coach for graduate students who is embedded at the Walter Center for Career Achievement. The graduate career coach facilitates two four-week career exploration communities per semester for graduate students in the College, hosts career panels and workshops, and



“The new Office of Multidisciplinary Graduate Programs allows us to host and support collaborative degree programs, such as the M.S. in Cybersecurity Risk Management and the M.A. in Curatorship, that cross the boundaries of multiple schools. These programs address the need for interdisciplinary training in newly emergent and innovative fields that demand a combination of skills from multiple disciplines.”

—David Daleke,
vice provost for graduate education and health sciences

conducts one-on-one career coaching sessions. If this program is successful, the University Graduate School will increase support and expand access to the Graduate Career Coach to all IU Bloomington graduate students.

Investing in graduate student success

Best practices in graduate advising

The Graduate Mentoring Center's Five-Fold Path is the foundation for its core mentoring cohort and all other programs. The five tenets for mentoring encourage faculty and students to learn how to identify, articulate, and find resources to meet their needs for balance, community, culture, mentorship, and scholarship as they transition through the different stages of mentoring.

The Five-Fold Path also invites the GMC community to enter mentoring relationships to facilitate learning about the historical, political, social, and cultural contexts that shape us. This framework is based on research that demonstrates how contemplative practices can lead to better self-awareness, empathy, and ability to focus on research. The GMC has collaborated with the Center for Contemplative Mind in Society at University of Massachusetts Amherst to expand current knowledge about the relationship between contemplative practices such as bearing witness and successful mentoring.

Graduate mentoring groups

The Trailblazers and Innovators Series provides graduate students with the opportunity to work with a visiting scholar.

The series has allowed the center and IU Bloomington's students, faculty, and staff to develop short- and long-term relationships with faculty from across the nation as part of a commitment to dialogue and community-building.

The Let's Talk About Mentoring workshops and training for faculty and graduate students builds on a semester-long program that began with approximately 75 faculty, staff, and students who discussed how to create a mentoring culture through the GMC's Five-Fold Path.

The GMC's mentoring cohort has expanded from six individuals in 2015-2016 to more than 40 in 2019-2020. In addition, the center finds mentors for students who need situational or short-term mentoring, or who do not meet the criteria to join the cohort. Thus, it provides support to students beyond those identified by the President's Diversity Initiative, which seeks to broaden participation of underrepresented minority students pursuing M.F.A. and Ph.D. degrees at IU.

Members of the mentoring cohort remain with the cohort until graduation, a change in direction, or until they leave the university or go on sabbatical. During 2019-2020, the longest mentoring pairs had been working together for three to six years, offering the center a rare opportunity to evaluate the impact of contemplative practices on mentoring.



Retention

Among IU's retention programs are the "A Real Conversation" series; the Graduate Diversity Networking Reception, Dinner, and Resource Fair; and a lunch-and-learn series. An ongoing study on persistence among underrepresented students, "Impacting Persistence: A Case Study of Underrepresented Doctoral Students at a PWI," was presented at the Association for the Study of Higher Education in Nov. 2019.

Promoting graduate programs internationally and raising IU Bloomington's global reputation

Many faculty from the College use IU's Global Gateways to host conferences or other events in major international cities where IU is fostering partnerships, often with support from the Office of the Vice President for International Affairs, which includes the Office of International Services. These activities raise IU Bloomington's international public profile among foreign students, who continue to form a significant portion of our top Ph.D. candidates.

Recruiting talent

The IU Alumni Association and the Office of International Services co-chair the Intercultural Committee within the Campus Career Council. This committee provides a competitive advantage to IU graduates as they transition from campus to increasingly global work environments.

In unison with IU's Global Gateway Network, IU international alumni participate in internationally located

career fairs, networking opportunities, and ongoing affinity campaigns for IU. The audience for this work includes both international graduates and domestic graduates who are globally mobile.

OIS recruitment staff provide training and support to international alumni, leveraging their unique experiences at IU in the recruitment of highly qualified students. During AY 2019-20, alumni have engaged in direct recruitment activities in Angola, Canada, China, India, Italy, Korea, Mexico, Singapore, Spain, Thailand, Turkey, the UAE, and the United Kingdom.

The India, China, and ASEAN Gateways worked with the Office of the Vice Provost for Undergraduate Education to plan and deliver the IU2U program in their respective cities. This program is a pre-arrival orientation program designed to help new undergraduate students and their parents learn more about life at IU by engaging with faculty, staff, and current students in a fun and interactive environment.

The India Gateway continues to serve as the venue for the IU2U New Delhi program. The IU2U Beijing program was hosted at the China Gateway for the first time in 2019, following the China Gateway office move in late 2018 to a more central and accessible location in Beijing with improved space layout design.

The China Gateway was actively involved in creating a new South China Chapter; in supporting and delivering the successful 2018 IUAA Conference in Beijing; and in planning an upcoming alumni conference in Taipei.

The IU Alumni Association Mexico chapter was founded in 2016 and has worked closely with the Mexico Gateway to reconnect with Mexico-based alumni and grow its membership from around 100 to over 500. It has hosted a number of IUAA events, including a group trip to Palacio de Bellas Artes to attend a concert of the Mexican National Symphonic Orchestra, where the concertmaster and second chair violinists are both Jacobs School of Music alumni.

Certificate of Teaching Competence

IU Bloomington launched the Graduate Apprenticeship Teaching Program in 2017. The program provides structured, scaffolded professional development in teaching for associate instructors and other graduate students.

Graduate dashboards

IU is creating data dashboards through existing data systems and in response to specific needs—for example the AAU Ph.D. Data Transparency information. Other examples are:

- The Coalition for Next Generation Life Sciences, which has a similar data transparency initiative for Ph.D.

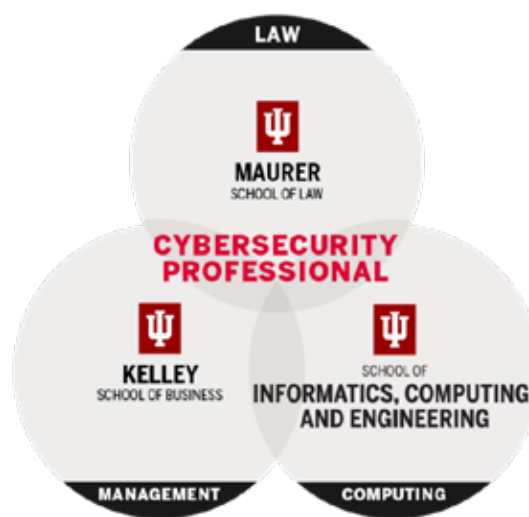
programs and also includes data on postdoctoral fellows.

- The Luddy School's GEMS, which houses student information within the school. Its programs are also part of the Liaison IU Graduate CAS and the IU CRM initiatives.
- The College of Arts and Sciences Graduate Office database MANTIS, which includes information on all graduate students in the College.

Collaborating on teaching and training

Multidisciplinary leverage

The University Graduate School's Office of Multidisciplinary Graduate Programs administers several multidisciplinary programs. All were created under the Strategic Plan for IU Bloomington. These programs are now housed administratively in the University Graduate School in the newly created Office of Multidisciplinary Graduate Programs.



Cybersecurity Risk Management

IU's master's in Cybersecurity Risk Management brings together cybersecurity courses from three of IU's top-ranked schools: the Luddy School of Informatics, Computing, and Engineering, the Kelley School of Business, and the Maurer School of Law. Since the program launched in 2017, it has added a Ph.D. minor in Cybersecurity Risk Management and a J.D./M.S. dual degree. A generous grant from the Hewlett Foundation, along with an award from the Indiana Secretary of State for cybersecurity incident response, led to the inaugural cybersecurity clinic in Spring 2020.

Curatorship Master of Arts

The Curatorship M.A. is rooted in IU Bloomington's rich holdings at the renowned Lilly Library, Eskenazi Museum of Art, and more than 50 other unique campus collections. Motivated graduate students across disciplines—librarianship, informatics, arts administration, art history, anthropology, history, and folklore—pursue their coursework while receiving real work experience, under the supervision of IU Bloomington's expert curators and archivists. The degree was approved by the IU Board of Trustees in June 2019, and it includes courses from the College, the Luddy School, and the O'Neill School.

Complex Network Sciences NRT

The Luddy School's Complex Network Sciences NRT program addresses the growing need for interdisciplinary scholars with an integrated dual Ph.D. program that trains students in CNS and another discipline of their choosing from the natural and social sciences.

The Office of Postdoctoral Affairs



Katie Kearns was instated in Jan. 2019 as the assistant vice provost for student development and director of the Office of Postdoctoral Affairs. Kearns coordinates professional development resources across campus for postdoctoral scholars. She helps postdoctoral scholars navigate campus offices, culture, and resources as well as connect to

activities on campus and beyond to enhance professional skills and explore diverse careers. Kearns also mentors the nascent Postdoctoral Association at IU Bloomington.

Grad Grants Center

The Grad Grants Center peer advising group continues to successfully assist students in identifying external funding opportunities and assembling applications for external awards. In 2015 and 2016, the center hosted over 135 individual consultations, performed 89 searches, and hosted 17 workshops. In fall 2019, the GGC staff launched a new website, developed a sign-in/sign-out mechanism to collect demographic information and just-in-time feedback from clients, and expanded efforts in outreach and consulting for STEM graduate students.

Graduate Teaching Apprenticeship Program

Through the Graduate Teaching and Apprenticeship Program, established in 2018, graduate students who

participate in CITL activities to further their teaching development and pedagogical leadership and scholarship can be recognized at three sequential levels of pedagogical scholarship: associate, practitioner, and specialist. The associate level focuses on learning the foundations of teaching and learning scholarship. GTAP was created as part of our participation in the Center for the Integration of Research, Teaching and Learning, a national collaborative aimed at improving STEM education. At the practitioner level, participants put their associate knowledge into practice through self-reflection and the creation of pedagogy-related materials. Becoming a college teaching specialist provides instructors the opportunity to reflect upon their teaching and develop opportunities through which they can share their knowledge and resources.

"Although the psychology department provides formal pedagogical coursework, this training occurs during the first two years of graduate school and is focused on preparing students to teach a laboratory section of a methods course. As I prepared to teach my own course several years later, attending CITL/CIRTL events was incredibly beneficial to refresh the concepts learned in my earlier coursework as well as to learn practical techniques and strategies to design an effective syllabus, communicate concepts clearly, create assessments that directly tap my learning goals, and navigate the classroom. After completing the associate level of the program, I feel I have more of the skills necessary to be an effective teacher."

Julie Eyink,
Psychological and Brain Sciences, 2019

GradNet

GradNet, coordinated by the University Graduate School, a regular convening of staff from campus offices that provide services to graduate students, was formed under the strategic plan. The group includes the Office of the Dean of Students, Counseling and Psychological Services, CITL, GMC, GPSG, the Walter Center for Career Achievement, and OVPIA. The collaboration aims to synchronize events, including orientation, across these offices; enhance communication of professional development opportunities to graduate students

and faculty mentors; and identify gaps and opportunities for partnerships that occur at the intersections of our offices. GradNet collaboration has resulted in “Thriving in Graduate School,” a four-part fall series about goal-setting, study strategies, writing strategies, and the development of mentoring networks.

Future Faculty Teaching Fellowship Program

Fellows who are part of this program take part in mentoring sessions on teaching development and academic career exploration. The UGS and CITL are studying the impact of the program on career aspirations and acquisition.

Transforming Your Research Into Teaching course

The UGS worked with CITL and four other institutions to pilot “Transforming Your Research Into Teaching,” a summer 2019 hybrid 8-week course for graduate students and created as part of our participation in CIRTLL. Eighty students across the five institutions participated, including 20 at IU Bloomington. The summer 2020 course launched with over 200 participants at about 40 research universities.

Preparing Future Faculty Conference

This one-day event, sponsored by the Department of Sociology and supported by the University Graduate School to provide graduate students across disciplines and levels with important information about preparing for their academic careers. Topics include navigating the job market, issues in teaching and pedagogy, professional opportunities both inside and outside academia, and other subjects.

Getting You Into IU

Getting You into Indiana University, or GU2IU, is a three-day campus recruitment program for prospective underrepresented and minority students interested in pursuing a Ph.D. or M.F.A. at IU Bloomington. This is an

all-expense paid trip for selected, highly qualified applicants that includes air fare, lodging, and meals. Participants learn more about IU’s Ph.D. and M.F.A. programs and research opportunities and funding options. They also meet with faculty, staff, and current graduate students, attend sessions on preparing competitive applications for graduate admission, explore campus cultural centers, and take a campus tour.

Postdoctoral Scholar Association

With support from the Office of Postdoctoral Affairs, a campus postdoctoral scholar association was formed in 2019. The group hosts meet-and-greet gatherings and organized a Postdoc Appreciation Week, among other events. These activities have helped identify typical concerns, commonly needed resources, and professional development possibilities for postdocs.

Career Pathways Project

IU Bloomington has started to focus on understanding and better preparing students for diverse career pathways. Since 2018, the campus has participated in the Council of Graduate Schools Ph.D. Career Pathways Project, a national survey of alumni and current graduate students that explores their career aspirations. Now in its final year in 2020, the University Graduate School will begin the analysis and dissemination of the results of this survey of nine cohorts of alumni and six cohorts of current graduate students. In addition, IU Bloomington applied for and was selected as one of eight pilot cohort institutions to participate in the AAU Ph.D. Education Initiative, which aims to make substantive programmatic changes to make diverse career pathways “visible, viable and valued.” To help track the career outcomes of Ph.D. students, the campus has contracted Academic Analytics to deliver contact and employment data for all Ph.D. and postdoc alumni for the past 20 years.





**IU BLOOMINGTON BICENTENNIAL
OBJECTIVE FIVE:**

Diverse Community of Scholars

A commitment to a
global, diverse, inclusive
community of excellent
scholars and teachers

IU Bloomington will be a desired global destination that attracts talented, diverse faculty in all fields and retains outstanding faculty through robust support of professional development programming, work life balance initiatives, and innovative hiring practices that highlight interdisciplinary scholarly work. IU Bloomington will maintain its long standing commitment to shared faculty governance.



“As one of the nation’s leading research universities, IU Bloomington not only values the multiple perspectives that diversity adds to the learning environment, it depends on diversity to achieve excellence in research and innovation. Diversity is foundational to scholarly inquiry and rigorous peer review that lead to new discoveries. In teaching and in research, diversity drives our success.”

—John Nieto-Phillips,
vice provost for diversity and inclusion

Prioritizing inclusivity

Investing in Diversity

The Office of the Vice Provost for Diversity & Inclusion was founded in 2017 with a mission to create a more diverse, equitable, and inclusive campus by: coordinating strategic diversity planning and leadership among the schools and the College on the IU Bloomington campus; supporting campus initiatives aimed at recruitment, retention, and advancement of underrepresented faculty, students, and staff; and connecting individuals through community-building, professional development, and networking events. To advance this mission, OVPDI partners with deans, associate deans, faculty members, diversity professionals, students, and staff in each of the schools on the IU Bloomington campus.

OVPDI leadership team

- John Nieto-Phillips, vice provost
- Dionne Danns, associate vice provost for institutional diversity
- Ronda Stogsdill, executive assistant & project coordinator
- Nikeetha Farfan D’Souza, postdoctoral fellow

Through spring 2019, the leadership team also included Mary Murphy, ssociate Vice Provost for Student Diversity & Inclusion, and Stephanie Li, Associate Vice Provost for Faculty Development and Diversity.

Diversity planning and reporting

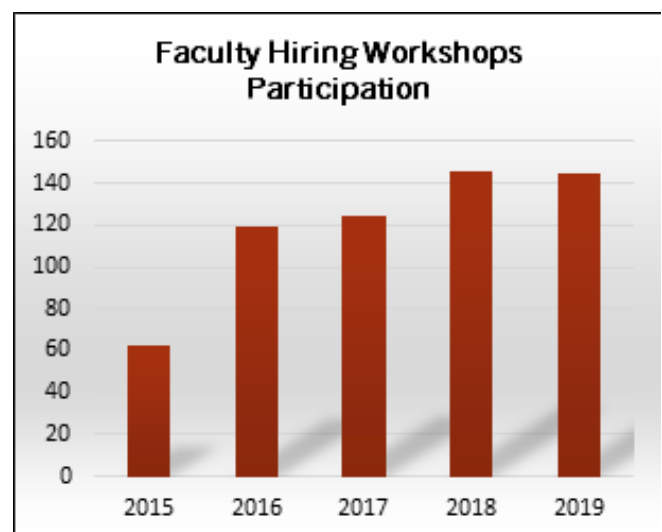
Since 2017 and in consultation with OVPDI, each school on the IU Bloomington campus has undertaken a process of diversity planning specific to their unit. These plans serve as strategic roadmaps for achieving greater diversity, equity, and inclusion. They consist of a mission statement, best practices for recruitment and retention, and measures of

accountability. As “living documents,” the schools’ diversity plans are to be revisited and updated as contexts, needs, and priorities evolve. Using measures laid out in these documents, each school submitted to campus a year-end report detailing initiatives, investments, and outcomes in 2019, with plans to share such reports annually going forward.

Faculty hiring workshops

IU has developed and expanded workshops on hiring, combatting implicit bias, and best practices for diversifying faculty, with increasing participation from 2016 to 2018. Hiring workshop attendance increased from 104 in 2016 to 111 in 2017 and to 144 in 2018.

These workshops train search committees to identify and block unconscious bias, and provide steps to attract diverse applicant pools using evidence-based best practices. A key component of each workshop was led by faculty experts in issues of implicit bias, stereotype threat, and equity and inclusion in the classroom and workplace.



Faculty hiring workshop experts

- Stephen Benard, associate professor of sociology, researches how micro- and macro-level processes shape conflict and inequality. Through one of his projects, Benard examines beliefs about race, gender, and income that shape hiring and promotion decisions.
- Koji Chávez, assistant professor of sociology, researches inequality-producing processes within organizations, focusing on the ways gender, race, ethnicity, and “foreignness” influence job candidate evaluations and hiring processes.
- Mary Murphy, Herman B Wells professor of psychological and brain sciences, researches stereotype threat, prejudice, intergroup dynamics, and structural and psychological barriers for underrepresented groups, particularly among students of color and women in STEM.

Our campus has conducted extensive outreach to deans, chairs, and hiring committees to promote best practices as well as a Strategic Recruitment Fund. IU Bloomington continues to build a diverse faculty, and the total number of minority faculty has increased by 34% since 2010 and 20% since 2015.

OVPDI and the Office of the Vice Provost for Faculty and Academic Affairs have fostered serious conversations to align recruitment and retention strategies across schools and departments with respect to hiring priorities and leveraging strengths.

The school diversity plans mentioned above prompted the creation of diversity offices within the College of Arts & Sciences, the School of Education, and the O’Neill School of Public and Environmental Affairs.

Strategic Hiring

In AY 2019-20, OVPFAA facilitated recruitment of 18 underrepresented minority faculty members and five female faculty members through the Strategic Hiring Program.

Support for dual-career couples

In fall 2019, OVPFAA supported 24 couples with dual career funds for positions at IU Bloomington. We expanded our collaboration with IU Human Resources for staff. We expanded our collaboration to outside employers, which led to five referrals and four hires. And we expanded our collaboration with IUPUI, leading to one successful intercampus hire.

Race, Migration, and Indigeneity

The OVPFAA, in collaboration with the College of Arts & Sciences and OVPDI, have developed the program on Race, Migration, and Indigeneity. This multidisciplinary field of study houses the programs of Asian American Studies, Latino Studies, and Native American and Indigenous Studies, with courses across a wide range of topics that are crucial to developing racial literacy in an increasingly diverse and multicultural society.

Career Development

Diversity initiatives

OVPDI supports networking events such as community dinners in the College of Arts and Sciences, lunches for diverse faculty, game nights, a Luddy Happy Hour, a Red Carpet Day lunch, a Winter Holiday Cookout, a Grad Family Picnic, and a Graduate Diversity Networking Dinner.





Diversity professionals

Seven academic units have hired diversity professionals whose titles vary from assistant dean to director:

- College of Arts & Sciences
- School of Education
- Kelley School of Business
- Luddy School of Informatics, Computing, & Engineering
- Maurer School of Law
- Paul H. O'Neill School of Public & Environmental Affairs

These professionals are responsible for strategic initiatives and diversity plan implementation. They also serve as diversity, equity, and inclusion initiative contacts for their school or college and serve as campus liaisons for diversity initiatives. Some are also responsible for diversity scholarships and fellowships within their units, as well as outreach, recruitment, and retention.

Key successes

- Increased diversity and inclusion programing and recognition for students, faculty, and staff through speakers, trainings, and community-building events
- Working to improve campus climate through programming and active committees of students, faculty, and staff
- Strengthened recruitment of underrepresented graduate, undergraduate and professional students through both long-term and short-term campus programs such as Balfour Scholars, GU2IU, Diversity Law Day, Kelley Prep Academy, Kelley Up-Next, Meet Kelley, Luddy Connect Day
 - Supported OVPDEMA and Office of Enrollment Management for dozens of recruitment visits to high

schools, HBCUs, regional and national recruitment trips to other schools and national organizations

- Working with OEM, Dean of Students Office, and OVPDEMA, increased retention of students, faculty and staff through increased resources and advising:
 - Students: more robust bias incident reporting; personal, academic, and financial advice; diversity trainings
 - Faculty: inclusive curriculum & pedagogy; recruitment, climate, and diversity trainings
 - Staff: diversity trainings; onboarding and hiring workshops; engaging students in curricular and co-curricular activities
- Curriculum work with faculty to increase diversity in courses through development of mandatory courses or objectives, workshops in schools or with Center for Innovative Teaching and Learning, and individual faculty consultations with diversity professionals
- Policy revisions and the updating of websites attuned to diversity issues
- Supported student affinity groups, ambassadors, and emissaries

Expanding CRRES

In collaboration with the Office of the Vice Provost for Faculty and Academic Affairs and the Office of the Vice Provost for Research, OVPDI helped to expand the Center for Research on Race and Ethnicity in Society postdoctoral program to a campuswide center under OVPR, with a program aiming at growing the pipeline of underrepresented minority scholars working on issues of race and ethnicity from multiple disciplinary frameworks.

In addition to research, CRRES is also involved in several preservation projects. Michelle Moyd, associate director of CRRES, and Dina Okamoto, director of CRRES, are working with the Institute of Digital Arts & Humanities on a project recovering the Underground Railroad in Southern Indiana. CRRES postdoc appointments have successfully built a pipeline for developing into faculty tenure-track positions, increasing the number of underrepresented minority faculty on campus.

Hiring for Research

IU Bloomington has partnered with schools, the College of Arts and Sciences, and relevant university offices to fund cross-school cluster hiring of faculty and postdoctoral scholars in support of grand challenges and key areas of emerging research.

IU Bloomington launched the Emerging Areas of Research in 2016. EAR projects support areas of research and creative strength on the IU Bloomington campus that enhance the quality, impact, and reputation of IU's flagship campus and its research and creative activities. IU Bloomington has already funded three EARs, each with up to a \$3 million cash investment and up to three new faculty hires per initiative. The inaugural award provided \$3 million to researchers in the Department of Psychological and Brain Sciences in the College and in the IU Luddy School of Informatics, Computing, and Engineering. This project plans to apply research on toddler learning to the improvement of machine learning and AI, and the research team has successfully landed an external NICHD grant and lined up outstanding faculty hires in machine learning/AI and the human brain.

Supporting faculty

Retention

Partnered with Harvard University's Collaborative on Academic Careers in Higher Education, OVPFAA has

completed a three-year Retention & Exit Survey study. According to this study, among the tenure-line faculty members who received outside offers between 2015 and 2018, the average retention rate of participating institutions was 41% overall, 43% for women, and 39% for faculty of color (including Asian and underrepresented minorities). At IU Bloomington during this time, the overall retention rate was 43% and the retention rate for women faculty increased from 39% to 42%, similar to the national results. Our retention rate for faculty of color increased from 41% to 63%, much higher than the national average. OVPFAA will use the results in this study to further understand the issues in faculty retention.

Interdisciplinary research

IU Bloomington is committed to supporting our faculty's aspirations to pursue and teach important knowledge across disciplinary, school, and campus borders.

Through IU's Grand Challenges and Emerging Areas of Research, faculty from different disciplines and different campuses come together to solve crucial issues for Indiana. IU Bloomington also funds projects in the public arts and humanities that encourage creative collaboration and community impact. [find more information in section six]

Ostrom Workshop

In 1973, the Workshop in Political Theory and Policy Analysis was founded at Indiana University by Nobel Prize-winning economist Elinor Ostrom and her husband, Vincent Ostrom. Over its 45+-year history, the workshop has nurtured scholars who have produced pioneering research and taught generations of students about the ways in which governance processes at the local, national, and global level can be crafted to enhance human well-being, while promoting democratic principles and sustainable resource management.

Today, the Ostrom Workshop, led by executive director Scott Shackelford, is leveraging the intellectual legacy of its founders to continue exploring the formal and informal rules that shape human behavior. Scholars affiliated with



"One of the great joys of my job is to work with my faculty peers at all levels, from the new faculty I am privileged to welcome each fall to faculty at all stages of the tenure journey and into retirement. My office is designed to support faculty and offer optimal conditions so that they can do their best scholarship, their finest creative work, and their inspired teaching."

—Eliza Pavalko,
vice provost for faculty and academic affairs

the workshop work on real-world problems ranging from climate change and deforestation to rebuilding trust in democratic institutions to the ethical use of artificial intelligence. Shackelford is an associate professor of business law and ethics in the IU Kelley School of Business and also a senior fellow in IU's Center for Applied Cybersecurity Research.

Social Sciences Research Funding Program

Disciplines in the social sciences are expansive across IU Bloomington, involving the observation and analysis of human behavior in its social and cultural contexts. The Office of the Vice Provost for Research offers the Social Sciences Research Funding Program, an annual award with a maximum \$50,000 per project, to support new innovative research projects that foster excellence in the social sciences. Approximately three to seven projects are funded annually. The typical budget for each project is between \$20,000 and \$35,000.

Social Science Research Commons

The Social Science Research Commons is a centrally located facility designed to stimulate, coordinate, and sustain social science research on the Bloomington campus. From personal consulting to data analysis tools, the Social Science Research Commons is a one-stop-shop for pursuing collaborative interdisciplinary social science research in a state-of-the-art facility.

Professional & leadership development

IU Bloomington offers support through all stages of a faculty member's career. OVPFAA provides five workshops annually—for tenure-stream assistant professors and associate professors, as well as for clinical professors, lecturers, senior lecturers, and research scientists—to help faculty of all ranks prepare for a successful promotion. The office also hosts specialized workshops for new tenure-stream assistant professors and for recently-tenured associate professors to focus on planning and identifying resources to ensure faculty are able to successfully chart their individual research, teaching, and service paths throughout their careers.

IU's departmental executive officers and the deans network receive extra training through the Big Ten Academic Alliance leadership program. Our campus has developed new content to support efforts in equity, inclusion, and retention, with "Chair Chats," new Chair workshops, and academic associate dean meetings. With OVPI, OVPFAA co-sponsors annual hiring workshops and hosted a National Center for Faculty Development and Diversity day-long workshop for faculty from underrepresented groups.

Scholarly Writing Program

The Scholarly Writing Program, developed by OVPFAA, expanded from 18 participants in fall 2013, to 165 participants in fall 2016, to 284 participants in fall 2019. The group is open to faculty, librarians, and other full-time academic appointees from across campus. Participants are part of a weekly accountability group, where they devote three hours per week in a group setting to focus on their own writing. In addition to the weekly writing groups, in 2019 the program included fall and spring faculty writing retreats. Participants can also engage in peer-review groups and receive promotion and tenure support, as well as editorial support. In AY 2018-19 alone, of the then-308 participants, 21% were underrepresented minorities, and 41% were faculty of color.





According to the 2019 Collaborative on Academic Careers in Higher Education Faculty Job Satisfaction survey results, 78% of underrepresented minority faculty members who had participated in the writing groups agreed that they had “found one or more communities or groups where they feel they belong at IU Bloomington,” while only 46% of the underrepresented minorities who never participated in the writing groups indicated the same.

National Center for Faculty Development and Diversity

IU Bloomington has an institutional membership in the National Center for Faculty Development and Diversity, an independent center dedicated to helping faculty successfully transition from graduate studies, achieve tenure, and, ultimately, become full professors. NCFDD provides all faculty, postdocs, and graduate students access to their basic program of services at no additional cost. These services include a weekly email and access to the NCFDD curriculum.

Since 2013, our campus has provided funding for over 282 assistant and associate professors to participate in the more intensive Faculty Success Program (also called the Faculty Bootcamp) run by NCFDD. Since 2017, 559 faculty have participated in the program’s 14-day writing challenge.

Institute for Advanced Study

In 2013, our campus piloted associate professor support initiatives developed by the Institute for Advanced Study, an OVPR research center. Offerings include competitively awarded research funds, residential fellowships, and promotion cohort working groups. In collaboration with OVPFAA, Recently Tenured Working Groups were added to the offerings in 2018.

The RTWG program is organized around monthly career

development workshops open to all associate professors. In addition to participating in all workshops, RTWG participants work with a senior faculty mentor, provide peer feedback and support, and, upon completion of the program, receive funds to support their research and creative activity.

All associate professors, including those in the support program, were invited to participate in a day-long workshop titled “Career Design: Building a House You Can Live in.”

In AY 2018-19, OVPFAA organized a campus committee to examine gender difference in satisfaction. The committee identified five areas—clarity of expectations and policies concerning tenure and promotion, quality and provision of mentoring, professional equity, appreciation and recognition for faculty accomplishments, and support for balance between professional and personal life that were shared with the campus online. At the conclusion of this report, the committee offers a set of recommendations that will enable the campus to continue to monitor differences in faculty satisfaction by gender and to respond effectively to reduce differences, both in satisfaction and in work conditions, in the future.

Collaborative efforts

OVPFAA and the Bloomington Faculty Council have collaborated to improve the clarity of academic policy, particularly as it relates to career advancement for newly revised tenure and promotion criteria and the newly created third rank and criteria for promotion to teaching professor.

Using a data-driven examination of faculty groups—COACHE survey and academic analytics—has informed OVPFAA’s targeted support for associate professors and non-tenure track professors; gender-related issues; and recognition and retention efforts.

Supporting faculty work

Most faculty on campus have opportunities for travel support from their schools or departments, or have numerous opportunities to apply for internal or external funding that can cover travel to professional meetings.

Various funding programs offered through the offices of the Vice President for Research and the IU Bloomington Vice Provost for Research can be used to support travel to meetings, conferences, and other locations vital to faculty research and creative activity. For example, the IU Presidential Arts and Humanities Program supports funding of up to \$3,000 for national and international travel to support research, creative activity, and the scholarship of teaching in arts and humanities areas.

The College Arts and Humanities Institute also offers emergency funds and travel grants.

Through the partnership between the Office of the Vice Provost for Research and IU Libraries, Bloomington faculty, students, and staff have access to Foundation Directory Online, a comprehensive and searchable database of private philanthropic funders available only by subscription. The Office of Foundation Relations also offers service and support to faculty interested in pursuing private funding opportunities.

The IU Libraries Office of Scholarly Communication offers syllabus and course pack review for faculty and instructors, to match specified course materials—such as textbooks and academic articles—with library resources. As the initiative develops, one outcome may be cost savings for students through replacement of course packs or classroom use of eBooks already in the library catalog.

In 2016, IU Libraries received a generous gift from the Jay Family to expand the Libraries Information Fluency Grants. Course grants incentivize faculty and assemble a small team of librarians to help faculty design or revise undergraduate and graduate courses. In 2017, with continued help from the Jay Family, IU Libraries launched the Primary Source Immersion Program as an intensive three-day experience for IU instructors designed to promote the exploration and teaching potential of campus archives and special collections. The program engages instructors with the campus's special collections, and helps faculty encourage students' critical thinking skills and opportunities for research. By exploring evidence-based practices that engage student learning, instructors come away with new approaches for incorporating primary source materials into their teaching.

Technologically advanced support

Globally connected

IU has developed a campus technology strategy to link our classrooms to the world. All general inventory classrooms have the audio/video capabilities to support conferencing and recording applications. This allows anyone in the world with an internet connection to have a video call with our classrooms. Of the general inventory classrooms, nine have “enhanced videoconferencing” to support highly interactive discussions from a distance. A recent project to update all classrooms to modern, digital capabilities has also added additional technologies, such as touch-enabled monitors for increased collaboration during both in-class and remote sessions. Integrations with video call services such as Zoom, have enabled easy-to-use connections to global locations without the need to schedule or request additional support.

Kaltura

The Kaltura video management platform was launched in 2015 and went into full-scale production in 2016. It is often used to extend learning beyond the physical classroom. Kaltura's Classroom Capture is used hundreds of times a day to record lectures, student presentations, and collaboration sessions to improve student engagement on and off campus. In addition, students and faculty are easily able to create and share videos using Kaltura that are seamlessly integrated with Canvas. Viewers of Kaltura Classroom tune in from 199 different countries, and all videos are automatically captioned with advanced speech-to-text technology with human edited captions.

Since Kaltura launched in 2016, users have added nearly 450,000 videos, with more than 100 terabytes added in 2019 alone.

Facilities database

OVPR is partnering with UITS and campus facility managers to produce and maintain a robust research equipment and lab facilities database.

Faculty Media Production Space

The Faculty Media Production Space in Wells Library, which opened in 2015, provides faculty with a professional, broadcast-quality studio. Videos created in this space are used to support traditional classes as well as those that are “flipped,” hybrid, or completely online. Since opening, the studio has been reserved for recordings for 4,500 hours, with 825 of usage in 2019 alone. The staff and equipment for the studio have also enabled some remote production to extend the capabilities in to the field. New technologies, such as Kaltura's Interactive Video Path, have been piloted with the Department of Chemistry to create a “choose your own adventure”-style experience for students. This allows remote students who would otherwise not have access to laboratory facilities to virtually experience their chemistry lessons.

Zoom

Launched in 2016, Zoom is a web conferencing solution that connects students, faculty, and staff around the world, no matter their location. Students can virtually attend classes from their laptops or mobile devices, faculty can record class sessions, and staff can connect across campuses. Since July 2019, Zoom has logged over 31 million minutes in 133,000 sessions with over 700,000 participants.

Library initiatives

Through the Media Digitization and Preservation Initiative, IU has surpassed its goal of digitizing 325,000 audio and visual materials, including 6,643 fragile wax cylinders and

over 7,230 lacquer and aluminum discs. Now in phase two, nearly 17,000 reels of film have been digitized on the way to MDPI's 25,000-reel target. The university community can now find many of these unique items, as over 165,000 of MDPI-created files have been moved to the Media Collection Online access system. The Audiovisual Metadata Platform Pilot Development Project, funded by a \$1.2 million grant from the Mellon Foundation, is using MDPI output to develop workflows applying machine learning to augment human metadata collection.

Among the media treasures preserved at IU are 195 wax cylinder recordings made in 1928 at Fort Yates, North Dakota on the Standing Rock Indian Reservation. Safely stored at IU since 1948, these recordings of Dakota music were one of 25 additions to the National Recording Registry for 2017, a recognition of their value as part of America's recorded sound heritage. IU Libraries Archives of Traditional Music safeguarded the delicate cylinders and digitized them in collaboration with the MDPI with funding from the National Endowment for the Humanities.

Film screening room

The central location of the Herman B Wells Library solidifies its identity as the heart of academic life at IU. Nationwide interest in its renovations, such as the 2014 main-floor openings of the Learning Commons and Scholars' Commons, highlights the success of strategic space repurposing. In 2016, the Moving Image Collections and Archives opened on its ground floor. Visitors enjoy increased access to film, video, audio, and gaming resources in a space built to showcase films in the IU Libraries' Moving Image Archive, one of the most prestigious film archives in the country, and a member of the International Federation of Film Archives. A 48-seat screening room equipped to project archival film and analog video formats, as well as state-of-the-art digital technologies, allows IU Libraries to showcase its expansive media collections and is a needed resource for those on campus seeking smaller spaces for film screenings and discussions.

Image collections online

From 2015 to 2018, 2,592,563 images, data files, and audiovisual resources were digitized and made available through IU Libraries' digital services, including Image Collections Online, Archives Online, and Media Collections Online. This includes 2,542,404 images from collections at IU Bloomington—both within and outside the Libraries—along with 2,679 from other campuses.

CADRE

Students, faculty and researchers across the Midwest and beyond will gain critical access to new research data

through a cloud-based platform whose construction has been made possible under a 2019 large-scale partnership led by the IU Libraries and IU Network Science Institute. A \$2 million project to create a secure online database for academic resources, the Shared BigData Gateway for Research Libraries, has been awarded nearly \$850,000 from the Institute of Museum and Library Services, the primary federal funding agency supporting the nation's libraries and museums. Additional support comes from eight other universities in the Big Ten; the Big Ten Academic Alliance; the National Science Foundation's Big Data Regional Innovation Hubs program; and two private companies: Clarivate Analytics and Microsoft Research. SBD-G will achieve this through its platform, called The Collaborative Archive & Data Research Environment. CADRE will initially be seeded with a combination of open and licensed bibliometric datasets, including Microsoft Academic and Web of Science data.

IU eTexts

Through the IU eTexts initiative, faculty may choose their preferred content for required class materials, from publisher texts to digital courseware. This program eliminates many of the early risks/barriers to academic success and promotes greater academic engagement, success, and retention—all while reducing the cost of attendance for students. Since the Summer 2011 term, IU eTexts has saved IU students more than \$57.8M off of retail prices, with no bookstore markup. In the Fall 2019 term, 54% of the IU Bloomington student body was using at least one IU eTexts title.

State-of-the-art tech

Canvas by Instructure is IU's learning management system that began implementation in AY 2014-15.

Today, Canvas use consists of eight terabytes of data. This includes 33,000+ courses provisioned each semester and more than 6 billion events—page views, assignment submissions, discussion messages, and more—generated annually.

Canvas has also helped advance IU as an outstanding leader in the classroom. IU provides 100+ innovative tools that integrate with Canvas to enhance the faculty and student experience. Some of these tools are home-grown solutions developed by IU, such as Quick Check, a tool that allows instructors to embed inline, low-stakes assessments into their courses. Another tool introduced in 2019 is Boost, an opt-in mobile app that acts as a personal assistant for online learning. Boost sends push notifications to students' mobile devices that remind them to submit upcoming assignments, helping them keep up with increasing schoolwork in a digital world.

Pressbooks & OER

IU Libraries and UITs Learning Technologies continue to explore additional cost-saving measures through developing an electronic course content program. Course materials developed using Pressbooks are more interactive than print books, and allow students to download chapters, read online or offline, and collaboratively annotate. The Pressbooks tool enables faculty and students to create and publish texts in various formats and insert interactive elements such as audio, video, and assessments. Pressbooks also can serve as the delivery tool for Open Educational Resources texts.

IU eTexts, including Pressbooks, are powered by Unizin and can be integrated with Canvas.

ALF3

Adding 32,376 square feet, the third module of the Ruth Lilly Auxiliary Library Facility was completed in 2019. IU Libraries now safeguards a total of 89,721 square feet of some of the most modern and secure book and material item repositories in America.

Among other purposes, the new module houses non-print materials for a variety of university units on three distinct floors, each with temperature and humidity optimal for the preservation of each category of materials. IU Libraries manages facility security, access, maintenance, and scheduling.

Advancement through technology

Surveying our facilities

To apply for external funding, all IU faculty, staff, and students can now access Pivot to customize funding opportunity searches and notifications for their particular areas. IU has substantially invested in Pivot as a faculty tool

for the next five years, and the Office of the Vice President for Research is offering ongoing training to new and newly tenured faculty on how to use Pivot to their best advantage in funding searches.

The Office of Foundation Relations also offers service and support to faculty interested in pursuing private funding opportunities.

Increasing research capabilities

Along with the faculty hires described previously, research capabilities on campus have also increased via infrastructure such as the multimillion-dollar cryo-electron microscope. The microscope can make a 3D reconstruction of complicated proteins and enzymes by imaging them in different angular orientations in a flash-frozen thin layer of ice, which will aid in developing new medical therapeutics. Other infrastructure investments include an expanded biological nuclear magnetic resonance facility for identifying key chemical compounds for new therapeutics, as well as genetic sequencing and machine learning personnel and computing facilities.

OVPIIT Initiatives

Digital Measures Activity Insight, a software designed to organize, manage, and report on faculty activities and CV data, launched in 2016 in partnership with university administration.

Across all campuses, UITs has seen a 442% increase in Research Technologies users since 2008. UITs Research Technologies supported grants totaling \$373 million in FY 2018.

Across all IU campuses, OVPIIT Research Technologies supported 937 grants using its systems in FY 2018. In addition, UITs supported 134 departments in 2017, 151 departments in 2018, and 153 departments in 2019 and obtained \$308M in grant awards.





**IU BLOOMINGTON BICENTENNIAL
OBJECTIVE SIX:**

Advancing Knowledge

A commitment to advancing
the frontiers of knowledge

IU Bloomington will be a global leader in collaborative, interdisciplinary research projects that explore Grand Challenges and issues of broad importance to the people of our state, nation, and world. These projects will draw upon the strength of existing campus resources such as laboratories, research centers, and the expertise of our research faculty.

Emerging Areas of Research

Quality & impact

IU Bloomington's Emerging Areas of Research program, launched in 2016, supports areas of research and creative strength on the IU Bloomington campus that enhance the quality, impact, and reputation of IU's flagship campus and its research and creative activities. The campus anticipates the funding of up to six Emerging Areas of Research initiatives, each with up to a \$3 million cash investment and up to three new faculty hires per initiative.

As of early 2020, IU Bloomington has implemented three EAR initiatives: Learning: Machines, Brains, and Children; Sustainable Food Systems Science; and Quantum Science and Engineering.

Learning: Machines, Brains, and Children

Work continues on the 2017 inaugural Emerging Areas of Research project, led by Distinguished Professor Linda Smith, in the College's Department of Psychological and Brain Sciences.

The initiative employs cognitive scientists, neuroscientists, and computer scientists who are developing new theories about how learning works by exploring whether machines can learn to think like children.

This initiative is supported by \$11 million in active grants from agencies including the National Science Foundation, Google, and the National Institutes of Health. The team has hired a third full-time faculty member with expertise in computer science, neuroscience, and cognitive science.

Sustainable Food Systems Science

Professor James Farmer, from the O'Neill School of Public and Environmental Affairs, leads the Sustainable Food Systems Science initiative.

Using a framework developed by IU Nobel Laureate Lin Ostrom, the team is analyzing leverage points that affect the development of environmentally sustainable, socially just, and resilient systems for food. Since receiving its award, the team has brought in additional research scholars and community outreach personnel, and is developing relationships with community stakeholders around the state and beyond.

This includes convening the regional Indiana Uplands Winter Food Conference, in partnership with the Center for Rural Engagement, which had capacity attendance for speakers and strategy sessions on building a thriving regional food system in South Central Indiana.

Affiliates on this project are studying food deserts and food



security in rural communities; supply chain coordination between farms and large institutions; and the impact and role of farmers' markets, among many other topics. A study led by Farmer highlighting a 40% decrease in Indiana Christmas tree farms since 2002 received widespread media attention in Nov. and Dec. 2019.

This initiative is strengthening food studies and research across campus, including the Luddy School, the College, the Center for Rural Engagement, and the Prepared for Environmental Change Grand Challenge.

Quantum Science and Engineering

The Quantum Science and Engineering initiative—led by Gerardo Ortiz and David Baker, professors of physics in the College of Arts and Sciences' Department of Physics—is focused on harnessing the power of quantum entanglement to simulate new and exotic materials and to develop quantum sensors, devices that use quantum interference effects to achieve greatly enhanced measurement sensitivity. This initiative has hired new scholars and is developing the laboratories and equipment needed for quantum simulation, sensing, and entangled neutron scattering experiments. The project is also increasing the research capacity on campus—particularly in the Luddy School—and is ideally timed to take advantage of additional federal funding stemming from the National Quantum Initiative, an increase in federal funding in this area of \$1.2 billion.

The initiative has launched the IU Quantum Science and Engineering Center to help coordinate the diverse range of research in this field at IU Bloomington and to expand opportunities for new research. Researchers from varied departments are joining together to help establish Indiana as a leader in this important new area of science and technology.

Grand Challenges

Identifying Challenges

IU's Grand Challenges Program is a commitment to address large-scale human problems through the application of research from across disciplines and the collaboration of community partners. The program leverages the combined power of researchers across the IU system to address the economic, social, and environmental problems impacting our state and the world. Researchers from the Bloomington campus are making substantial contributions to all three current Grand Challenge initiatives. In March 2019, total Grand Challenge faculty hires at IU Bloomington totaled 12 in 11 departments and four schools: the College of Arts & Sciences, the School of Public Health-Bloomington, the Luddy School, and the Media School.

Precision Health Initiative

IU's first Grand Challenges Initiative, launched in June 2016, is focused on getting the right prevention or treatment to the right patient at the right time.

The Precision Health Initiative is unique among such projects in the U.S. because of the contributions of IU Bloomington researchers.

IU Bloomington faculty from the IU Network Science Institute and Center for Survey Research are conducting a statewide effort, the Person-to-Person Health Interview Study, to interview a representative sample of 2,000 Hoosiers in order to understand and solve Indiana's health problems. This landmark study will provide rich data on Hoosiers' health, the challenges they face, and the communities in which they live, which will be layered into their electronic medical records and genetic profiles to assist with treatment. Funding from IU's third Grand Challenge, Responding to the Addictions Crisis, expanded the pool of interviewees by 750. Study participants come from counties especially hard-hit by

the opioid epidemic. New questions have also been created about opioid attitudes and experiences.

Thus far, the PHI initiative has led to 11 hires in seven departments in two schools in Bloomington. This initiative is also closely connected to the IU Center for Rural Engagement.

The IU Center for AIDS Research is also providing \$75,000 for the collection of additional rural cases. Sampling design and survey programming are being extended and tested to accommodate the new sub-studies.

Data workflows have been finalized in collaboration with Regenstrief and the Indiana Biobank, and OVPR continues to develop outreach strategies with the IU CRE and CTSI/PHI communications teams in order to help socialize the survey and reduce wariness in communities.

Informatics in Precision Health Initiative

The Informatics in Precision Health Initiative focuses on gestational diabetes, including the prevention of its transition to Type 2 diabetes, and the personalized interventions for those with gestational diabetes. The Genetics of Gestational Diabetes Model project will be accomplished by using the existing 10,000 samples from the National Institutes of Health Nulliparous Pregnancy Outcomes Study: Monitoring Mothers-to-Be, also known as nuMoM2b, and a new Hoosier Moms Cohort focused on pregnant women in Indiana. Preliminary estimates of genetic risk for gestational diabetes in the Indiana population have already been developed. IU Bloomington's Center for Genomics and Bioinformatics are analyzing more than 10,000 samples in the Genetics of Gestational Diabetes Model project. Researchers will use health informatics and big data analytics to further explore genetic risks as well as mitigations to reduce the transformation to Type 2 diabetes.

IU Health and Eskenazi clinics in Indianapolis and Bloomington have recruited more than 100 pregnant women for the Hoosier Moms Cohort.



"The past five years have marked extraordinary progress in research and creative activities on the IU Bloomington campus, from launching our Emerging Areas of Research program to the creation of Platform, a cutting-edge arts and humanities laboratory. Collaboration and innovation are strong across IU Bloomington's schools and departments, yielding significant inventions, advances, and accomplishments that benefit us all."

—Jeff Zaleski, interim vice provost for research

Prepared for Environmental Change

Extreme weather has cost Hoosiers about \$6 billion since 2011. IU's second Grand Challenge Initiative, Prepared for Environmental Change, was announced in May 2017. Through resources and collaborations for this project, researchers are developing predictions about current and looming changes to our environment and solutions matched to the needs of Indiana's communities. The Environmental Resilience Institute, established at IU Bloomington, is facilitating collaborations between scientists, local officials, businesses, nonprofits, and community leaders to help prepare Indiana for the impacts of environmental change.

Responding to the Addictions Crisis

IU's third Grand Challenge, Responding to the Addictions Crisis, aims to reduce deaths from addiction, ease the burden of drug addiction on Hoosier communities, and improve health and economic outcomes. In partnership with state officials, IU Health, Eskenazi Health, and others, this statewide initiative is one of the nation's most comprehensive state-based responses to the opioid addiction crisis—and the largest led by a university. Four faculty members in the departments of applied health science and epidemiology in the School of Public Health-Bloomington have been hired for this initiative, and more are being considered.

There are 30 active projects under this Grand Challenge initiative. IU Bloomington researchers are leading numerous projects, including:

- developing a neurostimulation headband that can suppress the wearer's cravings for drugs,
- leading a social sciences study to evaluate the nature, magnitude, and consequences of addiction stigma in Indiana,
- adapting and testing therapy models for college students with substance use disorders, and
- analyzing workforce hiring and training activities in areas burdened by the opioid epidemic to provide data for economic decision makers, businesses, and local recovery organizations.

Diversity in research

Sustained collaboration

In partnership with the IU University Graduate School and the IU-Minority Serving Institutions STEM Initiative, OVPR is providing **\$75,000 over the next three years** in seed funding to encourage faculty at IU Bloomington to engage in collaborative research activities with minority-serving institution faculty who are part of the IU-MSI STEM Initiative.

These seed grant funds are designed to create research collaborations that lead to external proposals submitted for larger grant research funding.

Diversity Fellows Program

Two IU Bloomington graduate assistants—one focused on recruitment and one on retention—were selected from an initial pool of 70 to focus on researching and analyzing data related to URM enrollment trends in graduate programs at IU.



Diversity Recruitment Plan

Since the pilot program in 2016-17, the University Graduate School has continued to implement a Diversity Recruitment Plan that includes developing primary and secondary surveys, collaborating with departmental contacts, correspondence, and data analysis through the Prospect System database.

The goal is to encourage prospective students to apply to IU. After each recruitment event, prospective students receive a welcome letter, a link to a secondary survey, and a sheet listing additional resources. An electronic database that includes a list of contacts has been established to track prospective students and maintain new and existing contacts. In 2018-19, 819 students were added to the database. This allows IU Bloomington to connect prospective students with specific faculty, staff, and events related to their program of interest.

Interdisciplinary collaboration

Through IU's Grand Challenges and Emerging Areas of Research, faculty from different disciplines and different campuses come together to solve crucial issues for Indiana. IU Bloomington also funds projects in the public arts and humanities that encourage creative collaboration and community impact.

Research collaboration

Space assessment

The Smith Group carried out a comprehensive review of research space on campus and its quality in 2015. The campus continues to evaluate and prioritize research space needs and renovations, working particularly closely with the Office of Space Planning within the Office of Capital Planning & Facilities on the renovation and lab build-outs for Intelligent Systems Engineering in the Multidisciplinary Engineering and Sciences Hall. This includes the innovative use of space for an advanced "smart fiber" laboratory and three-story-tall fiber draw tower in the high-bay area of MESH.

Promoting connections

The IU Bloomington Grant Linking Universitywide Expertise is an initiative between CTSI and the Office of the Provost. CTSI scores are available to any researcher at IU, including the IU School of Medicine, Purdue University, and University of Notre Dame. A Proposal Development Team has also been established on the topic of rural obesity, an ideal match for the Center for Rural Engagement.

In recent years, IU Bloomington has added additional CTSI-designated Core Facilities through the ICTSI Access Technology Program to support groundbreaking research in the biomedical and public health sciences. In a joint initiative, OVPR and ICTSI now offer Translational Public Health Research Awards. The TPH initiative bolsters the goal of IU School of Public Health-Bloomington to support all aspects of public health in our state at the individual, social, and environmental levels.

Sources for support

With the move of Corporate Relations and Foundation Relations into the Office of Vice President for Research organization, OVPR continues to collaborate with these teams to identify funding partners for OVPR centers and institutes and teams associated with the Grand Challenges and the Emerging Areas of Research programs.

With the help of IU Foundation staff and its regional development team, Ostrom Workshop, Glenn A. Black Laboratory of Archaeology, Indiana Geological and Water Survey, Indiana Institute for Disability and Community, and Mathers Museum of World Cultures are receiving useful feedback on strategic priorities for pitching to donors, follow-ups on conversations with prospective donors, and guidance on how to shape a long-term plan for pursuing funds from individual donors.

OVPR is working with IU Foundation Relations to develop a long-term funding plan for sustainability of its newest centers, such as the Center for Religion and the Human. OVPR is also working with corporate and foundation relations staff to leverage active and visible IU Bloomington initiatives (such as those related to EAR, the Grand Challenges, and the A&H Council) to increase support for these programs, and with the IU Federal Relations team to strengthen IU Bloomington researcher connections with federal agencies and generate more funding opportunities and awards.

IU's Office of Federal Relations works regularly with Congress, the White House, and federal agencies on matters that affect higher education to connect IU Bloomington faculty to opportunities within the Department of Defense and further strengthen IU's research portfolio. Moreover, IU works closely with nearby Naval Surface Warfare Center Crane, the Department of Defense, the Department of Homeland Security, and other federal, state, industry, and academic partners on an unparalleled array of national security initiatives.

Artificial Intelligence research is another rapidly growing area at IU Bloomington, with many faculty and students investigating a wide range of areas. In addition to the IU

Bloomington EAR project Learning: Machines, Brains, and Children, other AI developments on the Bloomington campus include:

- **AI and national security:** IU is expanding its longstanding relationship with the Naval Surface Warfare Center Crane, addressing the needs of military and industry partners for practical AI applications in areas such as trusted microelectronics, cybersecurity, supply chain integrity, and fraud prevention and detection.
- **New research center:** A landmark \$60 million gift from IU alumnus and IT pioneer Fred Luddy is funding a new interdisciplinary research center addressing issues in AI. Based in the Luddy School, the center will focus initially on AI approaches to digital health.
- **AI and international partners:** IU and Sorbonne University in France hosted the first joint symposium on AI in summer 2019. This sparked exploration of topics such as big data analytics, bioinformatics, complex networks, AI and ethics, and brain sciences, with the goal of pursuing international collaborations.
- **Big Red 200 goes live:** The fastest university-owned supercomputer in the nation, this new supercomputer will be used by all IU faculty and many others to support advanced research in artificial intelligence, machine learning, data analytics, and scientific and medical research, among other areas.

Research in the arts & humanities

The Arts & Humanities Council

Founded in 2015 and led by associate vice provost Ed Comentale, the Arts and Humanities Council is dedicated to supporting, organizing, and promoting our campus's many outstanding programs in the arts and humanities. It is committed to creating rich arts and humanities experiences

for all members of the IU community—for all majors, all schools, all offices, and all who visit or are touched by our campus. The council oversees several research initiatives in the arts & humanities, and it is creating new connections among faculty, staff, and students across campus, connections with 32 partner affiliates. More than 40 faculty and program directors sit on the A&H Council, and the council is supported by eight undergraduate student interns.

A&H lab

Platform, IU Bloomington's new research "laboratory" in contemporary arts and humanities, is funded by the Andrew Mellon Foundation. Platform enables arts and humanities scholars at every level—from undergraduates to professors—to connect and collaborate with those on campus who do not normally work with humanists. Platform is working closely with our faculty to discover areas of shared scholarly passion and enthusiasm.

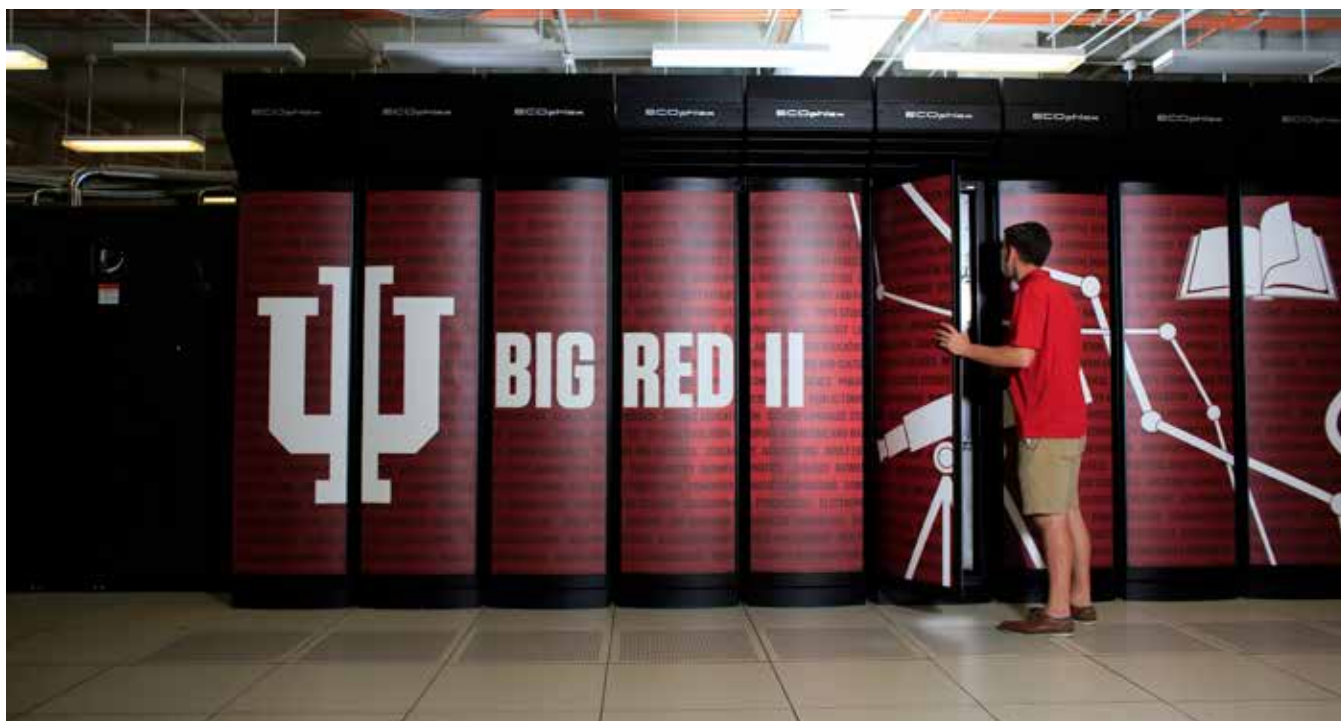
Indiana Studies 2019

Led by Rasul Mowatt, professor in the School of Public Health, the Indiana Studies team will research parts of Indiana's history that might be unknown even to people who have lived in the Hoosier state their entire lives. At its core, the Indiana Studies team is dedicated to answering the question, "What role can a major Midwestern research institute with significant strengths in the arts and humanities play in the progressive development of its state as a whole?"

Global Popular Music 2019

Led by Marissa Moorman, associate professor in the Department of History, the team will spend this year exploring the main axes of inquiry related to mediation: How can we understand music as one medium in a multimedia world? How do technology and production processes mediate music in essential ways? How does writing about music, or filming music, supplement or change music's impact and meaning?





OVPR also supports faculty fellow positions in the arts and humanities through the Institute for Digital Arts and Humanities.

The A&H Council has initiated new internal funding programs to advance the work of faculty artists and scholars. In addition to IDAH, these include the Public Humanities Project, Public Arts Grants, and an Open Access Monograph Digital Publishing program.

Advancement through technology

Surveying our facilities

As part of the strategic plan to be a global leader in collaborative, interdisciplinary research, OVPR launched a searchable database of campus equipment and laboratory facilities intended to leverage and share the strengths of campus resources with the research community, both on and off campus.

Technology and tools

IU Bloomington continues to provide the technological and research tools to be highly competitive for external funding. IU is investing in Pivot Proquest to expand funding search capabilities for faculty and to develop an IU Scholars database that enables collaborator searches for faculty looking to create competitive teams.

Across all campuses, UITS has seen a 400% increase in Research Technologies users since 2008. UITS Research Technologies supported grants totaling \$373 million in FY 2018.

OVPIT Initiatives

Digital Measures Activity Insight, a software designed to organize, manage, and report on faculty activities and CV data, launched in 2016 in partnership with the Office of the Vice Provost for Faculty and Academic Affairs.

Across all IU campuses, OVPIT Research Technologies supported 937 grants using its systems in FY 2018. In addition, UITS supported 134 departments in 2017 and 151 departments in 2018.



**IU BLOOMINGTON BICENTENNIAL
OBJECTIVE SEVEN:**

Global Education

A commitment to being a top-tier destination for excellent education and a preferred global partner.

IU Bloomington will continue to recruit talented students, faculty, and staff from all around the world; strengthen existing partnerships with peer institutions around the world; pursue new partnerships with peer institutions that share IU Bloomington's strategic goals in research and education; and harness the energy and initiative of our vibrant network of international alumni.

Developing global partnerships

Many of the schools at IU Bloomington have added staff and faculty positions that support specific study-abroad opportunities for their students.

Recruitment staff at the Office of International Services work with admissions partners in the College of Arts and Sciences and schools to provide regular updates on global student mobility trends, recruitment activities, and best practices within the field. The Office of the Vice President for International Affairs fosters many of IU's cross-campus and inter-institutional collaborations. Additional support is provided through joint programming and outreach activities.

A preferred global partner

Inter-institutional Collaboration

IU Bloomington is investing time and resources into developing and adopting systems that support inter-institutional collaboration.

The NSF Jetstream cloud environment supports IU's international partnerships, collaborations, and inter-institutional granting opportunities.

Along with Northwestern University, Purdue, Rutgers, and the University of Nebraska-Lincoln, IU announced the launch and activation of OmniSOC in 2019, a specialized, sector-based cybersecurity operations center that provides trusted, rapid, actionable cyber intelligence to its members. OmniSOC at IU was named a recipient of a 2019 CSO50 Award from IDG's CSO.

International Networks at IU and the China Education and Research Network have formalized their long-standing partnership by signing an agreement on continued collaboration in supporting research and science.

IU network engineers are collaborating with Ciena, Internet2, and ESnet to power the fastest network ever built for research and education. Called the Monon400 because it operates over 400G channels, the 800-gigabits-per-second capacity high-speed network is four times faster than its predecessor, Monon100.

The Research Security Operations Center is a virtual center led by IU that brings together existing cybersecurity services from IU, Duke University, the Pittsburgh Supercomputing Center, and the University of California San Diego.

ResearchSOC helps make scientific computing resilient to cyberattacks and is capable of supporting trustworthy, productive research.

Connections & Partnerships

OVPIA has worked with every IU Bloomington school and the College, including many departments and institutes, to create international partnerships. The office is currently working with more than 130 IU Bloomington units on active international partnership agreements.

OVPIA provides schools with matching funding to explore potential partnerships, and issues partnership update memos every two months to designated international administrators. If a partner or potential partner institution is within a geographic area supported by a gateway, the IU Bloomington-based gateway academic director and the in-country gateway director work closely with interested faculty and administrators to explore new collaborations.



Global Learning

International students add to the rich academic and cultural fabric of our campus and elevate our university. Many are Fulbright Scholars, Royal Thai Scholars, or have been recognized by other highly competitive programs sponsored by various Ministries of Education throughout the world.

As of spring 2020, IU Bloomington is hosting 218 sponsored students from 40 countries. Sponsored students receive funding from an external source (government, company, organization, or educational institution) to cover all or most of the funding required for study at IU.

A 24-point SAT gain has been realized among international freshmen admitted to IU Bloomington between fall 2014 and 2019. International students continue to be a driver of SAT quality, significantly outpacing Indiana residents. Successful deployment of regionally specific and service counseling-based recruitment strategies has resulted in stabilization of application submissions. Not counting China, applications increased 6% from fall 2019 and 9% from fall 2018.

In FY 2020, international student recruitment will have taken place in 70 countries and on every inhabited continent. This doubles the recruitment reach of FY 2015, the first year in which additional funding was provided to support international recruitment initiatives.

The first-to-second-year persistence rate for the fall 2013 cohort of international students was 86.6%; that rate is now 90%.

Since 2014, the Office of International Services has offered 15 intercultural training seminars across campus and to the IU Police Department. About 1250 IU staff members and Bloomington community members underwent the training. Topics included cross-cultural differences, effective communication styles, and working with diverse populations.

International Student Ambassadors

The International Student Ambassadors conduct regular webinars with prospective international students. In FY 2020, the program included 34 students from 20 countries, with a collective fluency in 43 languages. They represented 25 academic disciplines from six schools and the College. Throughout the spring, ISA members conduct direct outreach to more than 670 high-interest students, while continuing to conduct personalized communication with international students.

Hometown Hoosiers, international students who visit local high schools and represent IUB during university breaks, conducted high school visits in nine countries during summer 2019 and eight countries during the 2020 winter break.

Global Engagement Scholarships

In fall 2019, Global Engagement Scholarships qualifications brought in international students with a median high school

GPA of 3.95 and an average SAT score of 1407. (Indiana resident recipients' median GPA was 4.00 and SAT score was 1405.) As a marker of quality within the more geo-diverse applicant pool, 72.6% of Global Engagement Scholarships were awarded to students from countries other than China, compared with 44.9% in the fall 2016 cohort.

OIS staff have identified partner organizations in Indiana, New York, and Washington DC which offer varying sponsorships to refugees and other displaced persons. Staff continue to work to secure opportunities for members of these populations to be placed at IU Bloomington.

Admissions overseas

In FY 2020, five admissions programs have been or will be conducted at IU Global Gateways in Beijing, Delhi, and Dubai. Three programs were offered in Saudi Arabia at Saudi Aramco facilities in Riyadh and Jeddah. OIS Admissions will conduct yield programs in partnership with IU Global Gateway staff. In FY 2020, OIS Admissions staff will present a total of 53 sessions at 20 professional conferences.

Progress Supporting Displaced Persons

The United Nations Refugee Agency's most recent figures estimate the global population of displaced persons, refugees, and asylum seekers to be more than 70.8 million; a year-over-year increase of 2.3 million people. OIS has leveraged resources to better support these vulnerable populations, and fosters professional networks with external organizations and individuals and is working to move forward with placements in fall 2020.

IU provides levels of support for asylees and refugees through community-based organizations, NGOs, student groups, and academic research. In addition to the organizations listed above, OIS staff have been in communication with the University Alliance for Refugees and At-Risk Migrants, Preemptive Love Coalition, and the Bloomington Refugee Support Network.



Strategic partnerships

IU has established strategic partnerships with the Australian National University, the National Autonomous University of Mexico, and Sorbonne University. These partnerships involve multiple units at IU, and in the case of the latter two, units on both IUB and IUPUI campuses.

New programs and agreements within existing relationships increased from 72 to 90, resulting in increased activity with primary partners. OVPIA sponsored and organized 41 joint workshops and 16 joint lectures with primary partner universities. Over the five-year period under IU's strategic plan, OVPIA hosted 17 delegations from partner universities. OVPIA has also hosted 59 visiting research scholars from exchange programs with partner universities.

Dual degree programs

IU has established 31 dual degree programs with universities around the world.

Institutional development in emerging and developing economies worldwide

Between 2015 and 2019, the Office of International Development worked with IU faculty to increase higher education teaching and research capacities to address socio-economic challenges in developing countries. Staff sought out grant opportunities and facilitated global engagement of IU faculty and students, and managed/administered international projects. OID leads efforts to forge closer working relationships and periodic information exchange among IU units, and the office promotes the development of projects that enhance IU's international engagement.

Collaborative Efforts

Global Gateways

The mission of the IU Global Gateway Network is to connect the university with strategically important countries that provide all members of the IU community with a link to resources, partners, and opportunities in support of their priorities. The gateways are administered by the Office of the Vice President for International Affairs.

OVPIA and IU's Global Gateway Network are working toward developing multi-institutional relationships, focusing on primary partner universities.

The China and India Gateways opened in Beijing and New Delhi respectively in 2014. The Europe Gateway opened in Berlin in 2015, the Mexico Gateway opened in Mexico City in May of 2018, and the ASEAN Gateway in Bangkok opened

in Feb. 2019. IU continues to work with the University of the Western Cape on plans to open a sixth office in Cape Town in 2020.

The gateways have played a central role in supporting the creation of several new partnership agreements and intensifying the level of activity and collaboration with existing partners.

Fostering international connections

OVPIA has worked closely with the IU Alumni Association to establish the gateways as the primary point of connection to the university, working together on programming hosted at the gateways and at other venues designed for local alumni chapters. Gateway staff has also activated local alumni networks to further the institutional and academic priorities of the university by facilitating connections with local companies, NGOs, and education ministries.

Each gateway has worked to form and connect three broad communities of interest: the IU academic community, alumni, and in-country communities.

The Europe Gateway

The Europe gateway has hosted over 50 IU faculty-led research workshops and conferences from more than 30 departments and units across IU Bloomington and IUPUI. Many of these activities have led to productive new collaborative research with faculty at partner and other institutions. Some have garnered significant media coverage in the German national media, serving to raise IU's profile.

This gateway also developed a joint speaker series and a joint seed-funding program for research workshops and short-term research stays with Free University Berlin.

In Feb. 2019, IU signed two new partnership agreements with Sorbonne University, one of France's top-ranked research universities, during a visit to the IU Bloomington campus by a 16-member delegation led by Sorbonne President Jean Chambaz. IU leadership has advanced our relationship with the Sorbonne in subsequent visits, which included meetings to determine areas of shared interest and discussion about potential opportunities for research collaboration and student mobility.





The India Gateway

The India Gateway assisted in the planning and delivery of 26 overseas study programs, including four new study abroad programs for the Department of History, the School of Public Health, the Luddy School, and an OVPDEMA-supported program for IU students.

The gateway has helped to connect with NGOs, business leaders, and governments through guest speakers or site visits. The India Gateway has worked with the Maurer School to provide orientation and logistical support for the Stewart Fellows Global Externship Program. This gateway participated in an IU Bloomington-based “Careers and India” panel discussion and Q&A session for international and domestic students about how to navigate a career in India. It is also working with the China Gateway and the IU Bloomington Careers Services Council to plan career fairs in 2020.

The India Gateway also took the lead in developing a wide-ranging partnership agreement with Ambedkar University Delhi that includes short-term faculty exchange and graduate and undergraduate student exchange, hosting a joint research symposium in 2018.

The China Gateway

Working with both IU and other U.S. universities with liaison offices in China, the China Gateway has led the development and delivery of careers fairs in Beijing, Shanghai, and Shenzhen, bringing together several hundred recent and soon-to-be graduates and leading global companies. All alumni are invited to attend; alumni-affiliated companies have the opportunity to table, and several alumni volunteer.

The China Gateway facilitated complex negotiations between the Tsinghua Art Museum in Beijing and the Eskenazi Museum of Art that culminated in an agreement

to lend a major 50-piece art exhibit to TAM. The China Gateway is currently assisting with plans over a reciprocal return exhibit.

This gateway worked with the IU Bloomington School of Education to establish a joint research institute at Beijing Normal University. The China Gateway also helped organize a faculty research delegation to the Chinese Academy of Social Sciences featuring professors across the IU Bloomington campus. A Chinese Academy of Social Sciences delegation visited IU Bloomington in fall 2019. The China Gateway assisted negotiations with the creation of a new partnership agreement that includes a joint research fund with Renmin University of China.

The Mexico Gateway

In its first year of operation, the primary focus of the Mexico Gateway was furthering collaborative research and exchange opportunities with the National Autonomous University of Mexico. To date, the gateway has hosted events that have brought together faculty from 12 different academic units across IU Bloomington and IUPUI with counterparts at UNAM.

Since operations began in May 2018, the gateway has worked to identify and facilitate a number of new areas of research collaboration and exchange with IU Bloomington schools and units, including the Jacobs School of Music, Maurer School of Law, Luddy School of Informatics, Computing, and Engineering, the Media School, the Center for Latin American and Caribbean Studies, and College of Arts and Sciences departments of anthropology, English, history, American studies, Spanish & Portuguese, and religious studies.

These connections build upon pre-existing connections with the Department of Physics and the Ostrom Workshop.

The ASEAN Gateway

The ASEAN Gateway director is working on connections at Thammasat University, Chulalongkorn University, Srinakharinwirot University, and the Institute for the Promotion of Science and Technology. Thus far, this gateway has coordinated visits by leadership from the Maurer School, Kelley School, School of Education, The College, and the Hamilton Lugar School.

Engaging with alumni

The gateways liaise closely with the IU Alumni Association and IU Foundation leadership in managing key relationships with our most prominent alumni and prospects in respective gateway countries.

President's International Research Awards

This \$50,000 award is given to faculty working on high-impact international collaborative research projects that engage one or more of IU's Global Gateway Offices and the communities they serve.

Manuel Diaz-Campos, in the College of Arts and Sciences, received the award in 2018 for a project that examines language contact between the endangered language Cuicateco and Spanish in the region of Oaxaca, Mexico. The research seeks to understand the linguistic diversity and vitality of Cuicateco, as well as the variability that arises from the influence of Spanish as the dominant language in Mexico. The project will also include a webpage with cultural and linguistic information about Cuicateco to promote respect to minority languages, language maintenance and linguistic diversity in the community, as well as the creation of a series of workshops and scholarly articles.

An internationalized campus

International Student Success

IU Bloomington has increased efforts in services and programming for international students in orientation and advising.

An International Experience

IU Bloomington's GenEd requirements changed in 2011 to include required language study, world culture courses, or international experiences. This requirement has contributed to the 59% increase in IU Bloomington students going abroad since 2011. And since the implementation of the Bicentennial Strategic Plan in 2015, the number of IU Bloomington students studying abroad jumped from 2,626 to 3,542 in 2018-19.

IU2U

IU2U: New Student Orientation for International Students began in 2014, and since then, more than 1,000 students have completed the program. IU2U offers early in-country orientation for admitted students in India, China, South Korea (and in 2017, Dubai). Students can enroll in two classes early and engage with current IU students, faculty, and staff.



Parents have the chance to meet with IU while their students have the opportunity to interact with IU representatives and ask questions.

IU2U students have been found to have a significantly higher CGPA after their first semester and higher first-Fall-to-Spring retention rates than international students who do not take part in IU2U.

Office of Overseas Study

Formal agreements between IU and universities and organizations around the world establish the framework for a variety of international activities, from providing a path for international students to study at IU, to creating study abroad opportunities for IU students, to opening channels of communication that make joint research and teaching possible.

IU Bloomington has seen a 35% increase between AY 2014-15 and AY 2018-19 in students studying abroad, with 3,542 students now studying abroad. In 2017-18, the most recent year of comparative national rankings, IU Bloomington was again ranked No. 6 by the Institute of International Education for the number of U.S. students studying abroad and No. 3 for semester-length programs.

The IU Bloomington participation rate for graduating seniors in 2018-19 reached 34%, an increase from previous years compared to the Institute for International Education estimate of 11%, the national average of undergraduates who study abroad. Kelley students have the highest participation rate on campus: 48% for students graduating in May 2019. This is a remarkable accomplishment for one of the country's largest public university campuses. Additionally, IU's study abroad programs are highly regarded for their quality and their attention to student welfare.

A new development over the past five years among IU Bloomington students is the increase in international students who study abroad as part of their degree programs—now 9% of each annual cohort of travelers. And there has

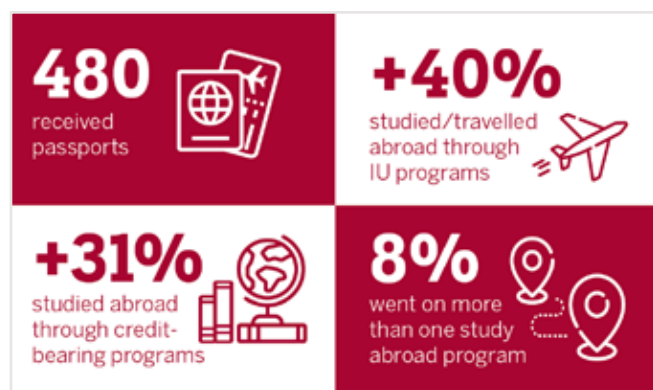
also been an increase in Bloomington students participating in credit-bearing internships abroad, up 45% in the last five years to 635. And more than 300 students a year are engaging in non-credit volunteer/service opportunities abroad.

Much of this student mobility can be attributed to the active engagement of IU Bloomington faculty in creating new program opportunities—a total of 174 different programs abroad in the past five years with a diversification of locations around the world. More than 40% of IU students travel outside of Europe.

Passport Caravan

The OVPDEMA Overseas Studies and Scholarship Program hosted a Council on International Educational Exchange Passport Caravan on the IU Bloomington campus in 2016, 2019, and 2020, through which 630 OVPDEMA students received their very first passports.

From the 2016 and 2019 events alone:



These students were all first-time passport applicants from first-generation, low socio-economic and/or minority backgrounds. Many more will study abroad in the coming years during their time at IU Bloomington.

The CIEE Passport Caravan requires a funding commitment from host institutions. Our campus contribution came from the Office of the Vice Provost for Finance and Strategy and the Office of Educational Inclusion and Diversity in 2016, the Office of the Vice Provost for Diversity and Inclusion in 2019, and the Office of the Vice President for Diversity, Equity, and Multicultural Affairs in 2020. Passport Agents from the Office of International Services' Passport Acceptance Facility worked with students on site to process their applications.

Such efforts, which have included diversifying the programs and countries available and increasing scholarship support, have increased the number of minority students studying abroad to 21% of the total population of students enrolled in a study abroad program. With minority students making up 22% of the IU Bloomington student body, the discrepancy

between minority students studying at IU and minority students studying abroad has decreased to a historic low.

OVPDEMA Overseas Studies and Scholarship program

Since the inception of the program with funding from the IU Bloomington Provost in 2013, the OVPDEMA Overseas Studies and Scholarship program has provided 859 study abroad scholarships to students in 21st Century, Groups, and Hudson and Holland Scholars Programs. Since then, a total of 811 students from first-generation, low-income, and minority backgrounds have studied abroad in 64 cities and 167 countries around the world.



Overseas Studies & Scholarship Program

Because IU offers overseas study programming through more than a dozen offices, the OVPDEMA Overseas Studies & Scholarship Program created the Embrace Diversity, Share Cultures Study Abroad Fair, which launched in 2016. The fair occurs during IU's International Education Week in November, which is planned and coordinated by OIS. Since its inception, the fair has served more than 1,200 students and is supported by OVPDEMA, OVPIA, the Office of the Provost, CIEE, and IES Abroad. Each year, about 300 IU Bloomington undergraduate students attend.

The Overseas Studies & Scholarship Program is also collaborating with the IU Books & Beyond Project and will send 10 OVPDEMA students abroad through the program to Rwanda in July 2020.



**IU BLOOMINGTON BICENTENNIAL
OBJECTIVE EIGHT:**

Integrated Health Sciences

A commitment to
integrating our health
sciences resources to serve
the state and nation.

IU Bloomington partnered with all health sciences at IU Bloomington, the IU School of Medicine in Indianapolis, and IU Health to: increase capacity in high demand health sciences programs; strengthen infrastructure related to such programs; and facilitate partnerships with health service providers in Indiana and across the nation. The creation of a new Academic Health Center on the Bloomington campus, in partnership with IU Health, will support programs and initiatives related to this objective.

Integrating our health sciences resources

Health Sciences Council

IU Bloomington has been working with campus and community partners to leverage our resources to best serve the health needs of our community. David Daleke, vice provost for graduate education and health sciences, convened a Health Sciences Council (HSC) in AY 2014-15 to engage in research, education and meeting the needs of clinical education. As of Feb. 2020, the council had already convened more than 40 times, and it continues to meet regularly.

The outcome was an expansion of academic programming in health sciences, the collaborative implementation of an interprofessional education of clinical training curriculum, the cultivation of health sciences research, and the design of an exciting new health sciences education building connected to a new hospital and adjacent to campus. The HSC continues to serve as an important convening point for campuswide discussion and collaboration among health sciences units. In AY 2019-20, the council has worked toward the creation of a joint seminar series that ties together the individual health sciences colloquia and provides a common venue for research and policy communication. It has also improved communication with important collaborators such as Jay Hess, executive vice president and dean of the School of Medicine, Brian Shockney, IU Health CE, Dan Handel, IU Health CMO, Kerry Thomson, executive director of the Center for Rural Engagement, and Robin Newhouse, dean of the School of Nursing. To facilitate a better understanding of the scope of health sciences research, the council has asked each member to give rotating research presentations throughout the year, in addition to regular updates from the associate vice provost for health sciences. The council continues to hear reports from, and provide feedback to, the Bloomington Interprofessional Education working group.



“The Regional Academic Health Center will be truly transformative for our students, for our relationship with IU Health, for the campus, and for health care in our community. We will be able to expand our clinical training programs, provide a first-rate facility for inter-professional education and research, and create new opportunities for collaboration between IU and IU Health.”

—David Daleke
vice provost for graduate education and health sciences

Increasing capacity

School of Public Health

In 2015, the IU School of Public Health-Bloomington received full accreditation from the Council on Education for Public Health for five years, the maximum period allowed for an initial accreditation.

Indiana CTSI partnerships

To increase allocation of Indiana CTSI support for IU Bloomington faculty, the Office of the Vice Provost for Research and the CTSI Project Development Teams have worked on the issue of rural obesity in Indiana. With the CRE, they are working to identify synergies and opportunities.

The 2019 Indiana CTSI Retreat at IU Bloomington was themed: “Addressing the Obesity Problem in Rural Indiana: New Paradigms, Research Directions, and Opportunities to Improve Health Outcomes in Indiana Communities.” The 2020 retreat will focus on the theme of mental health, with speakers from the National Institutes on Aging, Indiana State Department of Health, National Institute of Mental Health, Peyton Manning Children’s Hospital, and more.

School of Nursing

In AY 2018-19, the School of Nursing:

- Admitted the first cohort of students into its accelerated second-degree pathway to the BSN.
- Received approval for the school’s first Bloomington-specific pilot, to promote the RN-to-BSN online option. Outcomes will help the school market future distance-accessible programs.
- Hosted first New Student Boot Camp for incoming traditional students and accelerated second-degree programs.

- Partnered with the CRE Sustaining Hoosier Communities program and Southern Indiana Community Health Care to conduct home visits for patients with chronic diabetes in fall 2018 and spring 2019.

Interprofessional Education

IU's **Interprofessional Practice & Education Center** was created in 2014 to bring together faculty, students, and communities to implement, integrate, and evaluate interprofessional education programs and innovative team practice models. The IPE leaders met about nine times per year through 2018. Andrea Pfeiffle, director of the Center for Interprofessional Education, convened both the HSC and IPE groups.

Launched in July 2016, more than 8,000 health science learners across IU participate in TEACH! (Team Education Advancing Collaboration in Healthcare), IU's foundational interprofessional curriculum. The program includes eight university partners and learners from 17 health sciences professions, with the goal of students learning critically important competencies that will enable them to work effectively as part of an interprofessional team to improve health and well-being, and ultimately improving health and health care outcomes.

- The School of Nursing submitted a successful proposal to the IU Trustees and the Indiana Council on Higher Education for a **Master's in Nursing Education**, which will cross over with other health sciences. The degree was approved by the Indiana Commission in Feb. 2019.
- The **Master of Science in Healthcare Management**, a joint degree with the O'Neill School and the Kelley School of Business, provides current practitioners and recent college graduates the opportunity to receive professional training in fields with strong job prospects within a condensed time frame. This degree will train potential managers across an array of health care institutions: insurers, pharmaceutical and medical device suppliers, management consulting firms and accounting firms with health care practices, health care information technology corporations, health care law practices, and nonprofit organizations that do advocacy work and/or deliver services in the health care sector.
- The School of Optometry is increasing the efficacy of inter-professional education and care opportunities to facilitate integrated learning starting with existing IPE courses and incorporating learnings into other classes and clinics. In addition, the school is improving its use of electronic health records software and its website

to communicate with patients. It is also working to establish guidelines to provide telemedicine and online services to patients and other health care providers.

Areas of research

The Office of the Vice Provost for Research and the Office of the Vice Provost for Graduate Education and Health Sciences are collaborating to improve research related to the health sciences. Cellular/molecular biology and cancer biology are emerging as important areas of study at IU Bloomington and growing faster percentagewise than any other science programs. Under Dean David Allison, the School of Public Health is shifting focus toward research. There is significant growth in social health sciences and services.

New vice provost

In Feb. 2019, **Kosali Simon** took on a newly created role as associate vice provost for health sciences, working with vice provost Daleke. Simon is a Herman B Wells Endowed Professor at the IU Bloomington O'Neill School of Public and Environmental Affairs, an adjunct professor in the Department of Economics and in the Kelley School of Business, affiliated faculty in the Data Science program, and affiliated scientist at the Regenstrief Institute. In her new position, Simon encourages and fosters health sciences and health services research at IU Bloomington, leveraging campus strengths in the social sciences and big data research.



In her first year, Simon's work with units on campus and with relevant counterparts on other IU campuses, has included workshops featuring external guests such as a one-day Nov. 2019 event with John Haaga, program director from the National Institutes of Health, and a two-day event in Sept. with AMPATH Kenya leaders Robert Einterz and Kara Wools-Kaloustian. Simon previously co-organized an April 2019 networking event for Indianapolis and Bloomington researchers that has now become part of this suite of workshops.

Simon also makes presentations on health sciences as they connect to other initiatives and attends and regularly presents at various standing OVPR meetings, EAR proposal meetings, and the Health Sciences Council, at which she shares information about health sciences research and helps coordinate the activities of these units.

Our efforts to advance and promote health sciences and health services research will continue, with particular emphasis on the social health sciences. Kosali Simon has

plans to develop workshops on health data visualizations and in expanding access to extensive health databases.

Building Health Data Resources

IU is emerging as a potential leader in facilitating access to large data resources for health and other social/medical/population health areas. Under the strategic plan, our campus has:

- Coordinated a proposal with the U.S. Census Bureau for IU Bloomington to be a Federal Research Data Center satellite to the center at the University of Kentucky. This will provide researchers with on-campus access to a secure data facility through which they can obtain confidential, linked, rich administrative data sources, such as employment records linked to death certificate data.
- Developed relationships with the Regenstrief Institute in Indianapolis to host data resources.
- Made progress toward establishing a data inventory survey and a website through which researchers can share information on available resources that could result in new partnerships. This will be hosted together with the current facilities and equipment database of the Office of the Vice President for Research. Some of these activities have helped with retention cases that involve health sciences resources.
- Created health research workshops to help health sciences students improve their skills at conveying their research. At an Oct. 2019 event, 60 Ph.D. students engaged with Ph.D. program directors to explore setting up their own annual communications workshop within their units. Additional workshops for approximately 100 master's degree students, and for summer health data research, were offered in Feb. and May of 2019.

Brea Perry, recently appointed associate vice provost for the social sciences at IU Bloomington, pursues highly interdisciplinary research with colleagues across the social and biological sciences. With funding from the National Institutes of Health and the National Science Foundation, Perry is working on projects that include collaboration with faculty at the Indiana Alzheimer Disease Center to investigate relationships between social network dynamics, cognitive decline, and neuroimaging biomarkers in the aging brain. She is also leading studies that use big data to examine the social dynamics of high-risk, drug-seeking behavior as a predictor of opioid overdose and related outcomes; poverty, social network dynamics, and health services use among healthcare “super utilizers” with complex, comorbid conditions; changes in recent immigrants’ health beliefs and behaviors as a function of acculturation and social network characteristics, a project with a Fairbanks School of Public Health colleague.

Bernice Pescosolido, a distinguished professor of sociology at IU Bloomington, is also director of the Indiana Consortium for Mental Health Services Research, an interdisciplinary program bringing together academic researchers from universities across the country with government leaders, consumers, and advocates to discuss and study the interface of the community and the treatment system.

Jane D. McLeod is a Provost Professor and chair of the IU Department of Sociology. Her research focuses on social psychology, medical sociology, sociology of mental health, stratification, and the life course. She is currently working on projects involving the social psychology of inequality, college experiences of youth on the autism spectrum, and mental health inequalities. McLeod was recently honored with the James R. Greenley Award for Distinguished Contributions to the Sociology of Mental Health and the Leonard I. Pearlin Award for Distinguished Contributions to the Sociological Study of Mental Health.

Recruiting and retaining academic personnel

IU Bloomington has partnered with its health sciences schools and IU Health to recruit and retain academic personnel in key areas identified in the IU Bicentennial Plan and to achieve the other priorities identified in Bicentennial Priority Six. Progress is evident in our Emerging Areas of Research hires and cluster hires.

School of Public Health

Through Aug. 1, 2021, the School of Public Health plans to recruit between 18 and 25 new tenure-track faculty members to help increase diversity and elevate the school’s focus on excellence in health. As of Feb. 2019, the school had recruited 12 new tenure-track faculty since the school’s dean joined the faculty in 2017. At least one-third are from traditionally underrepresented minority groups, and more than half come with some existing federal research grant funding. All are focused on public health research.

School of Optometry

To maintain the excellence and reputation of the optics research program, the school will establish a task force to develop a long-term hiring and resource plan, including incentives and bridge funding for current labs, continuing to build relationships with other university programs. With OVPR, the school is exploring opportunities for enhancing campuswide communication about collaborative opportunities.

IU Health Regional Academic Health Center

In Jan. 2019, IU and IU Health gathered for a ceremonial groundbreaking of the IU Health Regional Academic Health Center, a project first announced in 2015. The new center will offer research opportunities in health sciences, including clinical training in the hospital, and will offer IU students the opportunity to experience interprofessional education with other health science students and medical professionals.

The 700,000-square-foot plus RAHC complex will serve Bloomington and the surrounding region and will include a cancer center, surgical services, a women's center, neonatal intensive care, physician offices, and a trauma center.

A state-of-the-art health care simulation center used to train students and clinicians on new patient care techniques will be shared by IU Health and IU. It will also include the new 117,000-square-foot IU Academic Health Sciences Building, which will consolidate most of the academic health science programs on the IU Bloomington campus. With faculty occupancy expected in fall 2020, IU Bloomington has focused in AY 2019-20 on creating and testing a scheduling calendar for classroom usage, establishing a team for the ongoing management of the simulation center, completing a case statement for the RAHC for the IU Foundation, advising on RAHC transportation issues, selecting furniture to outfit offices and classrooms, and making practical plans for the move.

Co-located space for health professions

In FY 2021, IU Bloomington Health Sciences will move programs in medicine, nursing, social work, and speech, language, and hearing sciences into the new RAHC. This move will be one of the most significant academic shifts on the Bloomington campus in decades and will launch a new era of collaboration with IU Health.

As of early spring semester 2020, 17% of IU Bloomington students were majoring in health sciences and professions. The opening of the classrooms in Spring 2021 will cap off the move and will mark an exciting milestone for students in our clinical training programs, finally creating a physical space for the integration of interprofessional curriculum into our health sciences programs. Finally, we will continue to grow our relationship with IU Health, not only with the IU Bloomington programs that will occupy the RAHC, but also with diverse programs on the Bloomington campus.





1820–2020

INDIANA UNIVERSITY
BICENTENNIAL