



EDITED TRANSCRIPT

Thank you to the Faculty Council and our other colleagues here this afternoon and for taking time on this Veterans Day to join me in discussing the State of the Campus and the future of the campus.

I also want to take time on this day to thank those of you in this room, on our campus, and in our community who are

veterans, or who are family members of veterans, for the service that you and they have provided to our country and to all of us as we think about them and the sacrifices they've made on this November 11th. I also ask that you continue to provide support to those veterans as they return to the campus because, as we know, this has been an extraordinarily difficult assignment for these individuals, whether they're serving short terms or longer terms, as many of them have. As we welcome them back to the campus, I want to thank you for continuing our tradition of helping students succeed.

As you've heard, I've been here for four years, going on five, and it in some ways it astonishes me that the time has gone so fast. It has also astonished me how much has happened. Yet, as I reflect upon it, it shouldn't be astonishing because this campus has always done so much, so fast, and I would say usually with so little in terms of resources but with great talent.

As you look around this room and at our colleagues, whether they're faculty or staff or students, you know that you've made an enormous difference in people's lives. You can see it on this campus, and you can reflect on it in your own work, and you can see it physically in the place in which we're sitting today [the Campus Center]. Although opened just a few months ago, we have seen it change this campus dramatically.



I wanted to set the stage today for my remarks by taking us back 40 years. Then, I want to review the progress we've made since 1968 as we set the stage for our 40th year, 1969 to 2009. So, let's go back to 1968. Some of us

remember all too well. We were at war in Vietnam with over a half a million soldiers on the ground at that stage. We also saw the assassination of the country's, and perhaps the world's, greatest nonviolent leader, Martin Luther King. We saw, as well, student strikes, Columbia University closed, San Francisco State University closed, other universities experiencing significant violence, as well as significant change—some of which still have ramifications as part of our curricula and our life today. Senator Robert Kennedy on the very night that he won the California primary was shot and died later and, along with him, the hopes for many people for a different outcome in that presidential election. The Soviet Union invaded Czechoslovakia and put an end to freedom, which stayed that way for nearly another 30 years. We saw enormous change in that year.

Richard Nixon was elected on November 5th, 1968, by a narrow margin that many people believe, if the election had run one more week, would have gone the other way, and we would have had President Humphrey instead of President Nixon. However, it didn't go that way. In December of 1968, Richard Lugar gave what I still think is the most famous speech in this community about higher education, where he said he had two goals and one of them was to create a great university in Indianapolis by taking the schools from Purdue and Indiana University and creating a new university.



We jump 40 years to today and we've got ourselves a dramatic year again. We have of course the first president-elect in our history who is African American. We have two wars in Asia, fewer individuals on the ground, but 140,000 in Iraq and over 30,000 in Afghanistan, and of course we have serious economic challenges.

As I frame up the 40 years, I've got to acknowledge, as John Lechleiter [President and CEO of Eli Lilly and Company] did in a speech recently, that there are gorillas in the room. John stood up in front of the Economic Club of Indianapolis and acknowledged the problems that he had as a leader of the firm by saying there are gorillas in this room and I'm going to point them out. He, of course, had the criticism of big pharm and other issues. We have three, I believe, right now, and they truly are the economy, the economy and the economy.



The first is the economy—immediately. I've spent the last few days with administrative leaders from all over this country, and I spent a good deal of my time not answering the question about how we're doing in Indiana because the person I was talking to had just said that they were experiencing a 5 or 7 or 10 or 15, and yes, a 20 percent budget cut. Florida International has cut 20 percent from their base

budget and ended departments and terminated faculty already this year. Other universities have double-digit cuts, and so I didn't answer the question and say, "The phone hasn't rung; we haven't got a cut." Because they were working with their own problems, and the last thing I wanted to do is appear to gloat, which is clearly not relevant to our case because we do have problems, and we know we're going to have challenges with our budget because we know we've got laid off workers and income taxes down and sales are down. We will have challenges. We've already responded to President McRobbie's request that we start to think about how we could deal with an immediate issue in this budget year. We've looked to where we could find some resources and started to do planning. That's the responsible thing, and it is addressing the gorilla that's first in the room.

The second gorilla is in the room is what I call short term. The next two to three years we're going to see a budget put together in January, February, March, April, and May that will set our budget for a biennium. No one is saying it's going to be a good budget. We're going to fight hard, but we expect that it's going to be a very tough time. What we have to do with this gorilla is continue to be creative in trying to find additional resources that may not include the state. The work that we've done with the enrollment shaping initiative, led by Executive Vice Chancellor Sukhatme, to draw in students and help diversify our student body, has brought tuition money already to the schools in excess of

3 million dollars. We need to keep doing that as we struggle through these next several years.

And finally, the economy is a long-term issue. Here's where I feel the strongest, and that's because IUPUI has always had before us the challenge to improve the state's economy, to improve the health and well-being of our community—whether that is literal though the health professions, or whether it's metaphoric through strengthening the economy by educating our population and helping them to be successful. This is where we will excel, I believe. It is a responsibility that we have to keep driving. You should know we are at the front of this. I just spent time in meetings where people were hammering on issues that I would be checking the box that we've been working on them from anywhere from 20 years to 2 years. It is a national initiative to increase the number of students who are in science and mathematics education. Guess what! This has been a focus on this campus for the last several years under wonderful leadership. I can go through a whole series of areas in which we've been exceedingly focused, including our efforts in the life sciences. Here is where I think we are. I feel strength, even though we need to work very hard on this to change the future not only of our region or the state, but the entire nation. We do have these gorillas in the room. We do acknowledge them. And yet we also say we know how to go about working on most of them. It's not going to be easy, but we can do that.

On Sunday this week, I listened to the president of the Chicago Public Schools Board speak. Rufus Williams has the enviable job of being responsible for 405,000 school children and more teachers and staff than we have students on this campus. He is responsible for a school system that was in the 1990's so bad that the state gave it to the mayor of Chicago to take over. This year, they've been recognized for three of the five best high schools, three of the five best middle schools, three of the five best elementary schools in the country. The Chicago public schools! So, when Rufus Williams said, as he did on Sunday, "No more victims, no more excuses, we've got work to do"— this is a man I took seriously. It's captured for me where we are in our national context.

This is an opportunity that we have with a governor who has been reelected by a very large majority with a General Assembly that is basically structured the way it was before, but with a new president, with a large mandate relative to previous presidents and the Congress, which is solidly changed and in the Democratic camp. We're going to see an opportunity for change. Now I can't tell you that all of it will happen, but I want you to know that, as you listen to the agenda that is coming from both our Republican governor and the president-elect, there is an alignment on key issues: How do we educate? How do we change the lives of Americans to be more successful? Both of them understand that education is transformational. It's not an add-on for either one of them. It is who they are.

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**"No more
victims, no
more
excuses,
we've got a
lot of work
to do" ----
Rufus Williams**



As someone pointed out to me the other day, we are about to get a “professor president.” I met somebody on the weekend who had taken a course in constitutional law from Professor Obama. He’s been teaching for years. He understands that aspect of our lives and our careers. It is an aspect that I think will bring us forward. We do have challenges, we do have the responsibility to move forward, and at the risk of exaggerating, I think, there’s a belief on this campus that the phrase of the day, “yes, we can,” is one we accept. We can accomplish it because we have in this room, on this campus, done so in the past.



We started with an idea in 1968, which was to bring all the schools that existed and were succeeding to varying degrees at that time together into one campus and to commit them to our city.

Remember—there are three partners in our name. Indianapolis is the third part and that commitment has led us to try and improve systematically across time. As I start to review these last years, let

me tell you what I did last summer when I first thought about this speech. I sat down and said, “Why is it we all do this?” All of us who are faculty in the room, the staff in the room, why do we do this? What is it that draws us into a life of the university? I really do believe, from different angles, all of us realize that we can transform lives through learning. We know that our scholarship and creative activity truly can invent the future with the work we do. We understand that by engaging we can change the lives of our community writ large. In varying degrees, I hope, and believe, that all of us have that motivation. Those of you in this room who’ve been faculty, you can image up somebody you reached out to and said, “You can learn statistics.” “You can stand up and give a public speech.” “You can learn how to do this surgical procedure.” “You can find a way to help this individual in distress.” That is, I believe, a core part of what this campus and what universities do. Whether it’s teaching art, or whether it’s teaching science, or whether it is in fact teaching, as I used to, communication, we can change lives and change the future. I hope you flash back, all of you, on some of your own experiences as I talk and then keep that in mind as we review what has been accomplished as we went from idea to the impact over these 40 years.

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WHERE IMPACT IS MADE

There's distinction here. So prominent, you applaud it.

As a Wayne Township school principal, Nicole Law considers it her job to help her Garden City Elementary students confront challenges and pursue their dreams. ... and that's a mission Nicole knows quite a bit about.

Throughout her life, the former IUPUI student and M.Ed. holder of Education graduates has battled asthma, a painful genetic disease. ... But Nicole's determination and motivation in battling the disease ... her personal "no-excuses" credo ... has helped her lead an atmosphere of achievement for Garden City students, many of whom now overcome the challenges of a life of poverty. ... The impact of her work and that of her staff recently earned Nicole the prestigious 2008 Milken National Educator Award ... nicknamed the "Oscar of Teaching" ... naming her one of an elite group of educators that are helping shape the academic future of America.

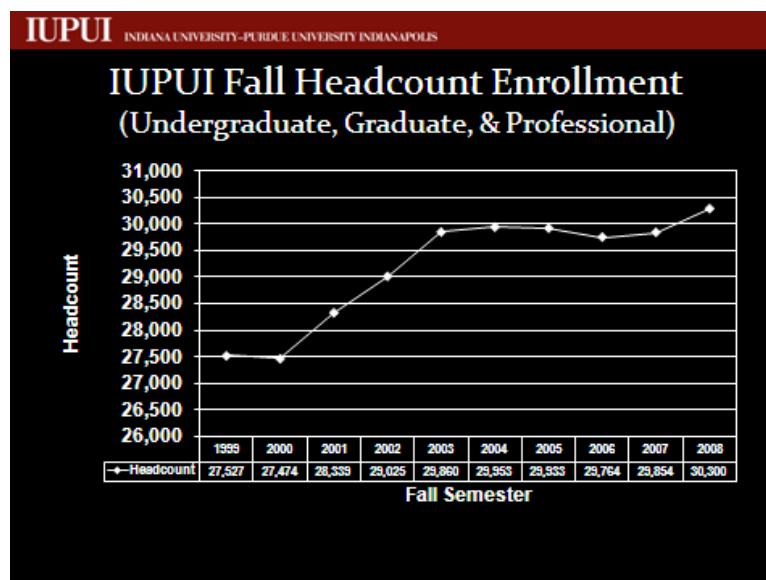
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Excellence in Teaching and Learning

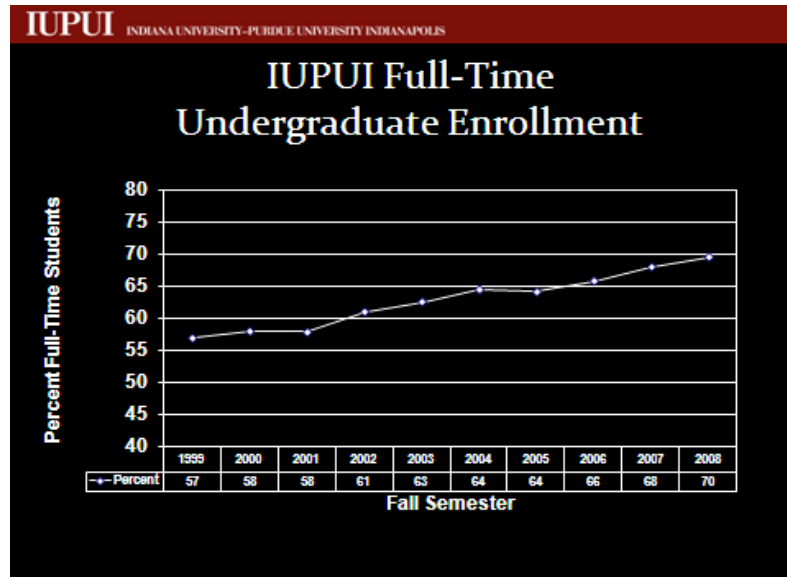
We always, on this campus, talk about excellence in teaching and learning; excellence in research, scholarship, and creative activity; excellence in civic engagement; and how we do this with collaboration, how it's essential that we enhance diversity, and how we want to follow best practices.

Notice we start with excellence in teaching and learning. I want to give you some examples, starting first with our alumni. Here before you is Nicole Law who received the Milken National Educator Award this year, which they call the "Oscar of teaching." She is one of our graduates from 1994 in elementary education. She's a principal at Garden City Elementary in Wayne Township. She is an example of an individual who we helped learn to be a teacher, but she took that and led a school to change, and has made an important difference in the lives of hundreds of children.

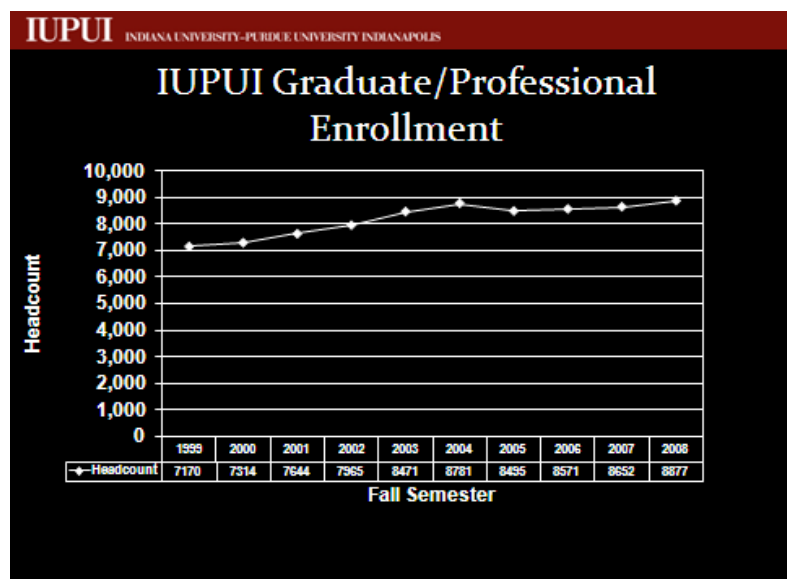
In addition, when we talk about learning and teaching, we always hold ourselves accountable by measures. I'm going to show you some measures that illustrated how we are doing?



Well, we have grown our headcount. We're all proud that we broke 30,300 this year, a number that we had been hoping to break, but look at that growth across the last decade in our headcount.



Our undergraduate enrollment has grown from 57 percent full time in 1999 to 70 percent this last year. We are a campus where full-time students are the primary group. Always, we will have part-time students, that's part of our responsibility, but this has been an important change in the campus.

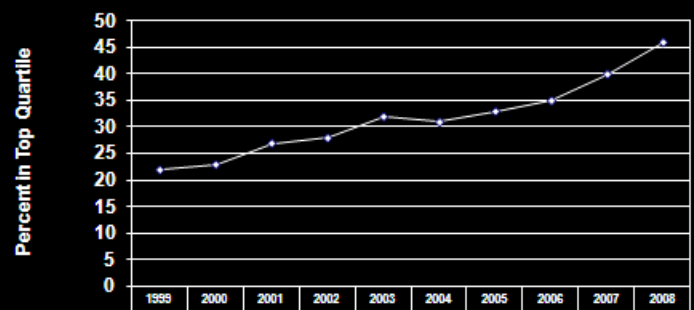


Our graduate professional enrollment has grown as well across the last decade.

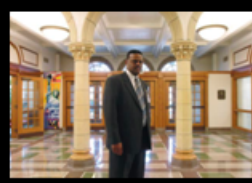
We have seen a dramatic change in the quality of our first-year students. For example in 1999, only 22 percent of our students entering were in the top quartile of the class in high school. Now we're at 46 percent. This is a fundamental change for all of you, and those of you in the classroom no doubt notice this, because you can see the difference in the preparation of your students, a dramatic difference over the last decade.

Similarly, as we go about working with the students we attract, we want to have a diverse student population. We want to make them successful. We have been doing this in a variety of ways. I've only picked a couple out to highlight here today. We have been working, as I said, on STEM education [science, technology, engineering, and math] over the last few years very aggressively. William Agbor Baiyee has been involved, for example, in our Master of Medical Science program, which has helped any number of students into our medical school. He has also received support from the Howard Hughes Medical Institute. Charlie Feldhaus has been involved in the BioCrossroads Indiana STEM Initiative. Our colleagues in dentistry started a summer institute that has brought people in. We've been partners with Crispus Attucks Medical Magnet School, which we see as a huge opportunity to draw students in from not

IUPUI First-Time Freshmen in Top Quartile of High School Class



Attract and support a better prepared and a more diverse student population



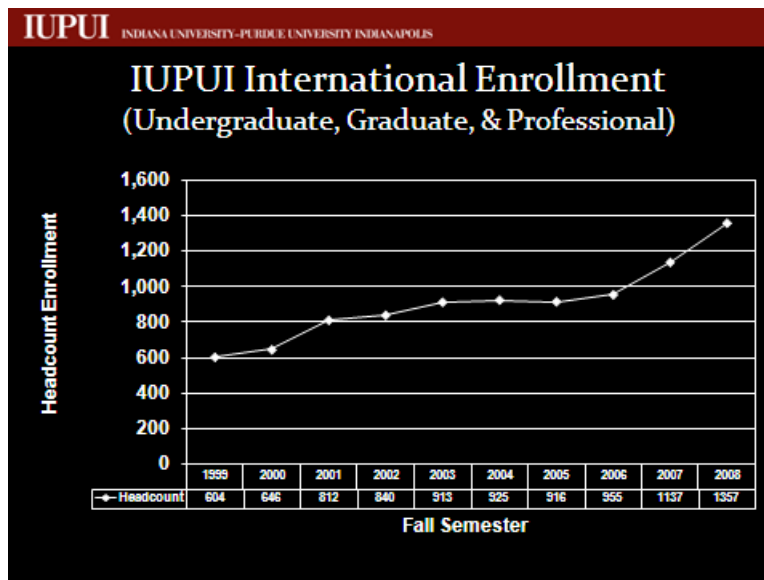
Pre- and Early-College STEM Education



ZEPHIA BRYANT
IUPUI Multicultural Center



only our neighborhood, where the school is, but as a magnet school, one that is serving all of the IPS [Indianapolis Public School] students. We've also established the Multicultural Center in the last year and hired Zephia Bryant, who was recruited in a national search and just joined us this month. We have drawn students in and tried to strengthen our connections to diversify our student body, but also to do it very strategically in areas where we must get stronger, such as in STEM education.



We also have been seeking more international students. You'll see our international enrollment over the last decade has more than doubled, and we've seen the growth in international students across undergraduate, graduate, and professional programs.

We need to also enhance their success in the learning process. Our colleagues are heavily involved in doing this. Again, a few examples. Andy Gavrin and a whole group of people were successful this year in getting a major NIH grant called Bridges to the Baccalaureate, partnering with Ivy Tech, so that we can begin to fill that pipeline. Ronda Henry has initiated a project with African

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Enhance undergraduate student learning and success



ANDREW GAVRIN
Bridges to the Baccalaureate



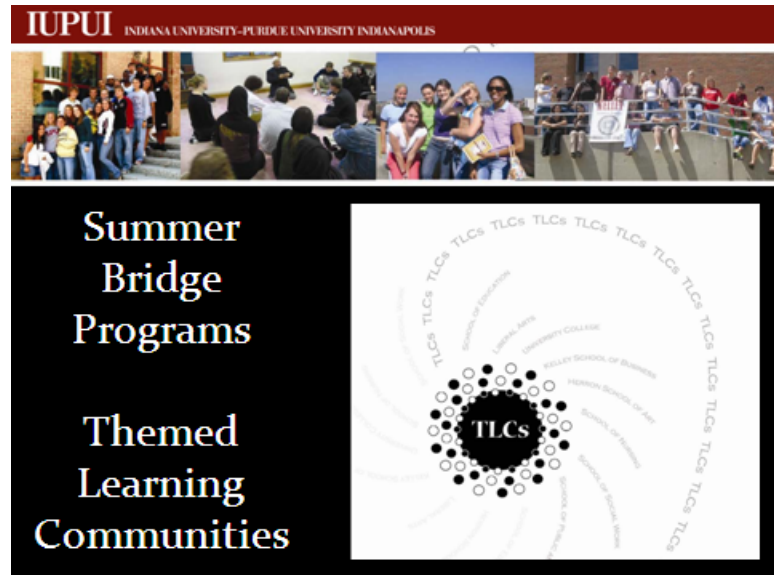
RONDA HENRY
Olaniyan Scholars



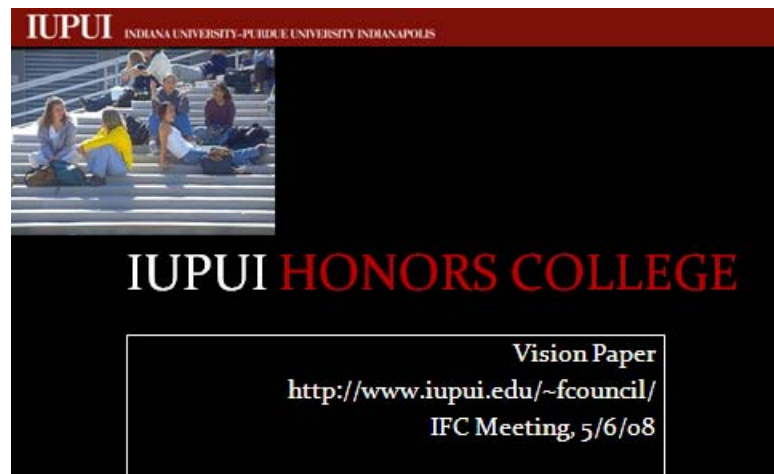
MALENE ABELL
IUPUI Impact Person of the Week
Colts Home Game, Oct. 12, 2008
Undergraduate Research Thesis on Brain Injuries, Rehabilitation Hospital of Indiana

American/African Diaspora studies. This supports researcher assistants to the faculty, which then builds the students as undergraduate researchers, as well as supporting the new faculty in that program. One of our graduates, Malene Abell was in the Colts game on the 12th of October as “Impact Person of the Week.” She’s worked on an undergraduate research thesis on brain injury. We’re trying to tie together students’ undergraduate experience in order to increase their success, particularly undergraduate research, which of course ties in with the RISE [Research, International, Service, and Experiential] initiative.

We also built up our summer bridge programs. You've heard us talk about this. These programs were working, so we grew them bigger with the effort to mandate that conditionally admitted students go into those programs. We also have expanded the themed learning communities in a similar way by saying, "It works, let's grow it." I think Scott Evenbeck said that 90 percent of our first-year students are now in themed learning communities, so that they have that opportunity to get the support that can help them become successful.

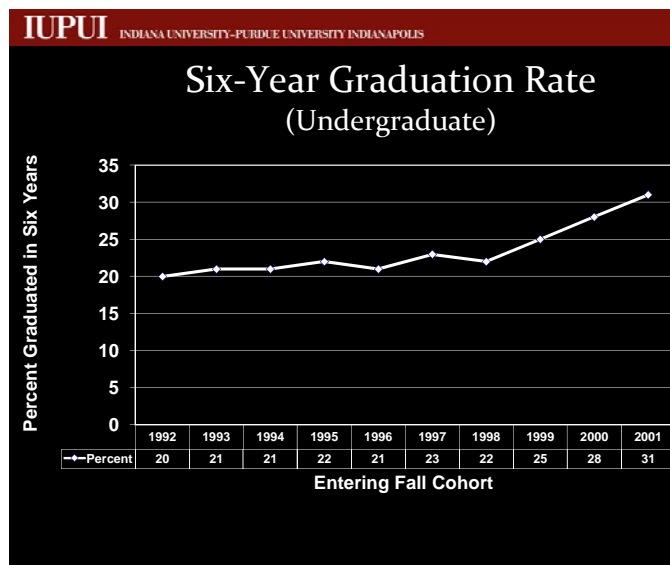


I hope you heard that President McRobbie endorsed the Honors College publicly at his State of the University address. We're going to get additional input on how it should be designed, but it will be launched this year. We'll have a search under way for the first leader of that, the dean of the college, and as we take this forward, I believe it will produce

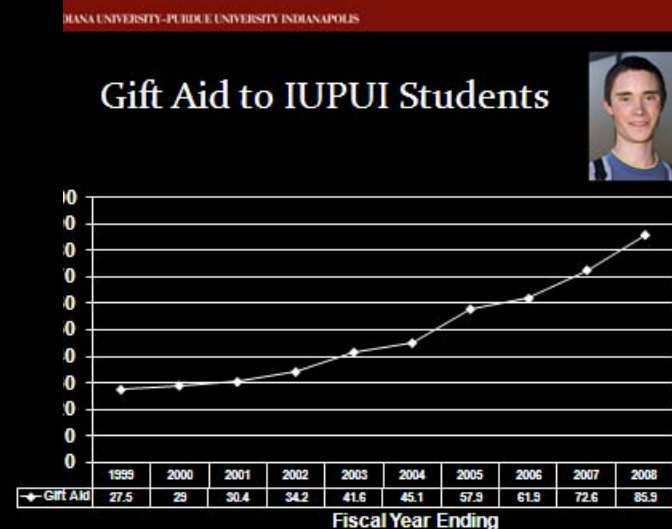


another step in improving and strengthening our undergraduates' success.

We have provided federal and state and our own institutional funds to increase financial aid to our students. The two students you see there are the Sempstrott brothers, both of whom, in the same day, got offers to be Adam Herbert Presidential Scholars. Peter (right photo) is a senior chemistry major. David (left photo) is senior biomedical engineer major. They also have a third brother, Kevin, who joined us this year. It's his first year in biomedical engineering. That support for talented students in this case brought three students from a single family to this campus—amazingly talented science students. How else can we drive this improvement that we're so looking forward to and that is so necessary in this country?



Similarly, we're finding that our graduation rate as a






result is going up. We should be especially proud that we've improved this rate 50 percent in the last five years. The thing we should be simultaneously most concerned about is it's still 31 percent as a six-year graduation rate. We know we can move this. We know it is moving. Look at the slope that we're seeing now in that line, but we still have more to do. Each and every one of us can affect this as we try and help our students.

Certainly, the faculty are key to this effort. We have to support their teaching and support them to be effective in teaching, and we have an example here of an assistant professor of chemistry, Professor Deo, who received an Early Career Award, one of only 39 chemistry faculty in the entire United States to receive this award. In part, she received it because she so effectively partners with undergraduate, graduate, and even high school students in the work that she does.

You also see we've created new degree programs, which I believe is helping us refresh the curriculum in response to student need.

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Support and enhance effective teaching

SAPNA DEO
NSF
Early
Career
Award

E&T
Music and Arts Technology

New Degree Programs

Those of you who were at the Faculty Council meeting know that the RISE initiative is critical to our future. This is the initiative

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RISE Initiative
IUPUI students should have at least one RISE experience



Undergraduate Research



International Experience



Service and Experiential Learning

Promote real-world experience as a distinguishing hallmark of an IUPUI education

where we seek to ask every student to have undergraduate research experience, to have an international experience, to have a service experience, or experiential learning experience as part of what they do. This, we believe, helps their learning. It will also help us differentiate IUPUI as it becomes part of the IUPUI educational experience. This is consistent because we are a campus that so effectively has focused on practice-based research and education.

We have had growth in our students studying abroad. This is the number of students going abroad as undergraduates. You see that it's going up steadily. The number is still too small, and we're going to need to work creatively to find ways to help our students have those international experiences. But, it is, I think, one of the most important things we can do.


Even as we look to building the undergraduate experience, we cannot forget that we have nearly 9,000 graduate/professional students on this campus. It's critical that we find support for professional and graduate students and develop challenging experiences. Here we see a great example from our colleagues in social work. Margaret Adamek is working with the

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IUPUI Students Studying Abroad (Undergraduates)

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Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows



MARGARET ADAMEK
Director of Ph.D. Program
School of Social Work
With her Ethiopian Students



SARA HORTON-DEUTSCH
Project Director




ANGELA McNELIS
Co-Project Director


Advanced Nursing Education Grant

PhD program and emphasizing international experiences. Here you see her with her Ethiopian students. Dean Patchner and his colleagues have also sent a student to do her fieldwork in Eldoret, Kenya. Similarly, the nursing school received a three-year grant in support of their research in advanced nursing education. Professors Horton-Deutsch and McNelis are working on increasing the number of psychiatric mental health nurses, especially the huge need in underserved areas of the state. We must package together, in my opinion, the undergraduate and the graduate/professional experience. I think we do our best work when we see them as connected to one another. As we heard in a question raised at the Faculty Council meeting, how can we help students who are doing undergraduate research in medical school laboratories for pay get credit in the RISE initiative. We can see these connections being possible.


Any research campus has to be focused on its research, scholarship, and creative activity. This year has been a year that we celebrate a record number dollars brought in for externally funded awards for research, 303 million dollars, the highest in our history. We also have seen the opening of the Clarian facility. You see here the Simon Cancer Center, right across the street, which is going to be critical to the clinical research in cancer on this campus.




STUART WARDEN




MARC BILODEAU



LINDA ADELE GOODINE




HASAN AKAY



LUGAR VISITS IUPUI TO SUPPORT RENEWABLE ENERGY CENTER

Conduct world-class research, scholarship, and creative activity relevant to Indiana, the state, and beyond



Research, Scholarship, and Creative Activity

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We have tremendous examples of excellence in

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research across the campus. These are one of the areas every year that I find the most interesting and fun to try and look at and derive a few examples from the long lists that are out there. I'm highlighting Stuart Warden because anybody who is smart enough to find a piece of equipment on eBay for 1500 dollars, which was only 78,500 dollars less than its retail value, and use that to leverage not only research projects for himself but for his colleagues in health and rehabilitation sciences to the tune of over a million dollars, that is the kind of investment we need to leverage more often! This scanner supports projects that allows researchers to look at the way in which bones heal. They're doing research with the National Space Biomedical Research Center. I love "hypogravity," the term used to see how bones heal in low gravity circumstances. In economics, our colleague Marc Bilodeau does work on the value of public goods. The economics of nonprofits, as you know, is critical because they are such an important part of Indianapolis. It's a partnership with the Center on Philanthropy, as well as a program in SPEA. A colleague in the Faculty Council, Linda Adele Goodine, has been commissioned to do a project, funded in part by a 2008 Indiana Arts Commission grant, in conjunction with the Sylvia Plath 75th Year Symposium held at the University of Oxford. Our colleague, Hasan Akay is involved in the Lugar Center and too many other things for me to mention at this point, but we have a whole series of our colleagues doing creative work that is relevant, as you see, not only to us on this campus but the world beyond.

We also have to enhance our infrastructure, and this is always one of the challenges in research. How do we make sure that we have the infrastructure we need, including physical facilities? We are in the midst of building Research III and that project is on schedule to open in 2009, the largest wet lab building ever built by Indiana University, a critical building for the future of biomedical sciences. You see Anantha Shekhar there in your lower left as the Director of the Clinical Translational Sciences Institute. That is a grant we received this year, 25 million dollars over five years. The building behind him is the HITS building, the Health Information and Translational Sciences building, a great example of necessary infrastructure that is not a wet lab building. This is a building for those of us who work with computers instead of test tubes, as we used to say. I don't know if there are test tubes anymore, but the work that Anantha and his colleagues are doing in the clinical area of medicine is also illustrative of the translational research we do across the campus.

Other examples, Michelle Salyers works on Assertive Community Treatment, a program for mental health specialists. We've got research projects in liberal arts like David Bell's grant from NIH (\$1.6 million over five years) to effect interventions for preventing HIV among partners at risk of infection.

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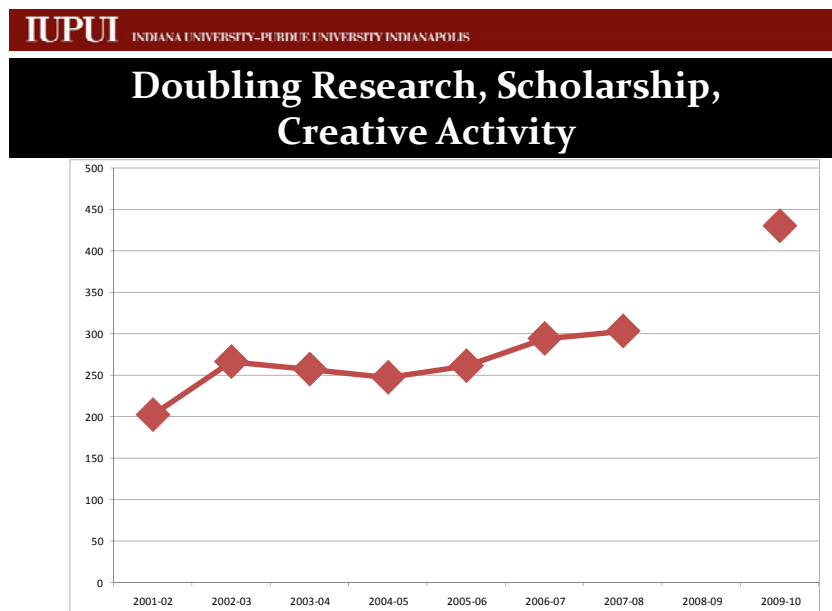
Enhance infrastructure for scholarly activity.

Peripheral Blood Leukocytes
Tissue
Blood Endothelium

ACT WORKS!

TRANSLATIONAL RESEARCH

I was exceedingly pleased that President McRobbie endorsed a new laboratory building for science and engineering in his State of the University address. This is a building that will provide space for undergraduate teaching laboratories—especially chemistry and biology and related disciplines—but also for faculty labs because those buildings were never built with sufficient laboratory space to provide for all the faculty that we need to have on the campus.



This slide shows the curve on our research funding. I wish I could say that the slope was higher. The target at your far right is our doubling target and we are hoping for real improvement over the next two years at a very steep rate. But, we are moving up in a very challenging environment. For

those of you who are not part of the funded research community, you should know that federal funding has basically been flat, if you adjust for inflation. It's declining, if you adjust for large commitments. Our colleagues have managed to grow their funding in spite of this difficult environment, and they deserve a great deal of credit for that work.


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Enhance infrastructure for scholarly activity.

"The provision of modern laboratory space is, of course, an absolutely essential part of research in the life and health sciences. It is also an essential part of undergraduate education in chemistry and biology, two of the disciplines most fundamental to the life sciences."

Excellence in civic engagement is, of course, core to our tradition and history. Any time I go to a meeting, it makes me proud when the topic of civic engagement comes up. We are known and recognized across the country as leaders in civic engagement, and it's due to decades of work by colleagues here on this campus. As you look at this slide, you see the kind of work we do. At the top, Democracy Plaza has received a national award and was one of those creative ideas that has taken hold on the campus. Our students really, really used it and find it an important source of expression for their opinions. You also see in the middle, Ron Hunter dancing barefoot. Ron Hunter, I hope all of you know, received an award from the IU Foundation, the President's Award, for his work in raising in excess of 200,000 pairs of shoes to be donated to individuals around the world who had no shoes. He intends to take on the challenge of breaking a million on Martin Luther King's birthday this January, and he's trying to enlist every basketball coach in America. That's his goal. Ron has never been known for low goals. You also see at the bottom, John Ashworth, one of our basketball players who spent 12 days in Peru last summer delivering shoes to children in Peru. It's a great illustration of the involvement of our athletes in civic engagement and being truly good role models. These are just three very visible examples that we can pick out of any single year.

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***Excellence
in
Civic
Engagement
Locally,
Nationally,
Globally***

In terms of enhancing our capacity for civic engagement, our colleague in the Faculty Council, Jack Windsor has received an outstanding teacher award this year and was specifically mentioned for the way in which he's involved his students in activity outside of the classroom. He's also involved in the Signature Center, Tobacco Cessation and Biobehavioral Research. That kind of

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Enhance capacity for civic engagement



**JACK WINDSOR
and his students**

STEVE DOWNS, Director
Indiana Children's Health Services Research
Anne E. Dyson Foundation Partnerships for Change: Putting the Puzzle Together

**Alternative
Spring
Break
Canali**

reaching out from research and teaching into the community is a good example.

Similarly, there is an interdisciplinary group who have received a two and a half million dollar grant from the Anne E. Dyson Foundation called “Partnerships For Change: Putting the Puzzle Together.” Steve Downs is up there on the screen, but Sarah Stelzner, Nancy Swigonski, Karen Yoder, and Mary Beth Riner are all involved in this program. It’s a great example of trying to reach out into our community by tying to the Hispanic Education Center, the Julian Center, and others and showing the way in which you can link to our community in a way that is truly vibrant and successful. Many of these same faculty in medicine, dentistry, and nursing are also involved in the Alternative Spring Break in Calnali, Mexico.

We have service learning on this campus (the “S” in RISE is “service learning”), and we see that last year 3,925 of our students were involved in for-credit service learning courses. This is an amazing accomplishment. This is great, but we can still move the needle. As you’ll notice the slope on this curve, this just continues to move up as we continue to work with service learning and how important is that?

One of our researchers at the Indiana Business Research Center estimated that the economic impact of IUPUI service learning courses in 2006-07 was nearly \$700,000. You can actually put a business value, a dollar value, on this. Yet, as we all know, it’s an important part of our connection to the community.

We need to enhance a variety of activities and partnerships, and there are a multitude of ones we can mention, but I want to emphasize one of the newest ones because this is one that we have been a part of almost from the beginning. That is George Washington Community School. We just received a five-year full service community schools grant totaling nearly two and a half million dollars from the U.S. Department of Education to fund a partnership with the GWCS, Mary

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**IUPUI Undergraduate Students Enrolled
in Service-Learning Classes**

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**Enhance civic activities, partnerships,
and patient and client services.**


MONICA MEDINA



JOSHUA SMITH
Director, Center for Urban
and Multicultural Education



Circle City Learning Community Initiative
\$2.48 Million Five-Year Full Service Community Schools
Grant from the U.S. Department of Education

Rigg Community Center, and the School of Education here on this campus. We are the only school community in the Midwest to receive one of 10 awarded nationally. There's Pat Rogan raising her hand back there. George Washington Community high school graduates went on to postsecondary education at a rate higher than the average in the state of Indiana. This was a school that people thought could never succeed. It has been a focus for this campus, our School of Education, and other schools across the campus. It is a truly amazing accomplishment that has changed lives in our community. Our colleague, Anne Belcher, has been involved in the WESCO community partnership for years working to make sure that the nursing side of health care in that community is also out there. Samantha Bartholomew is involved in the International Academy at Arsenal Tech High School and trying to make sure that students see internationalism as part of their education. These are great illustrations. They change the lives of people in our community as well as change the lives of those of us involved.



The Center of Centers refers to a project that has long been awaited. Gene Tempel, when he was director of the Center on Philanthropy, used to beat me up at least every six months by saying, "When are we going to get a facility to bring together the research centers so we can be more effective and quit renting space?" So, we are developing a plan to bring together the Center on Philanthropy,

international programs, the Polis Center, the Center for Urban Policy and the Environment, the Center for Healthy Policy, the Center for Criminal Justice Research, the IU Foundation, the IU Alumni Association, and yes, even those of us in the AO building, into a new facility that would, in fact, be dominated not by those of us in the Administration Building, but by the center staff. The vast majority of the people in the building would be involved in the centers. The idea would be to become a hub of connection to our community and provide a way for us to further engage successfully in our community.

As we review these data, we always want to report how we are doing in a variety of ways. One of them I want to speak to is the TRIP initiative, Translating Research into Practice. This is an initiative launched about two years ago, and we've had a series of events. In April, we had a community showcase on this floor, in this space. We had dozens of our colleagues presenting their research and we had an enormous number of visitors coming to look at the work that our faculties are doing in translating their research into practice. Our next such event is Anna McDaniel on the 17th of November. We'll be presenting a project that she is been working on, the prevention of teen smoking, and we want to continue to encourage you to sign up if you do translational research by going to the website. This is a way to describe the work that people on this campus do every day of their lives. It is taking concepts and putting them to practice. Our colleagues in social work, this is the core of what they do. Our colleagues in clinical medicine, it's what they do. We need to make sure that people in our community understand we are here to help them succeed, and this is one of the best ways that I found to articulate that in our community. I believe it resonates. We always are committed to our community, and this is something that is a part of the fabric of IUPUI. It is a part of our success at IUPUI and we measure ourselves on this.



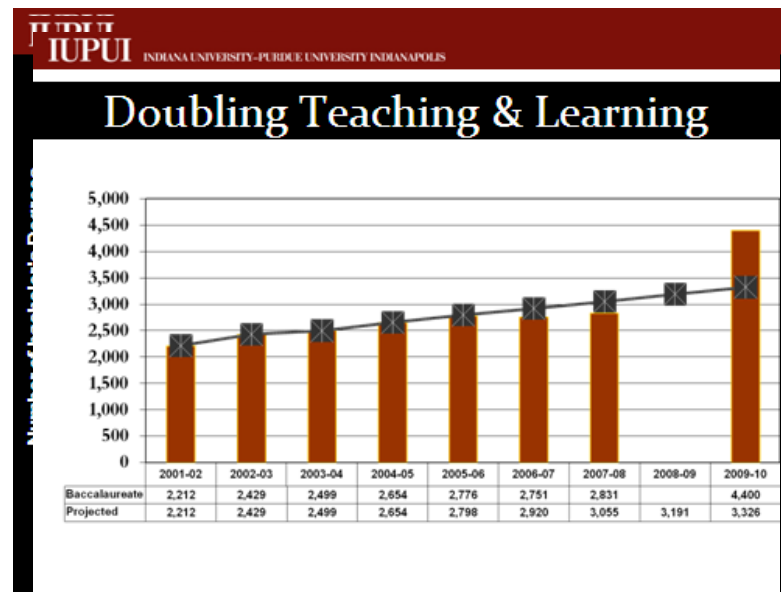
I'm going to run through a series of slides very quickly because the good news is really obvious and illustrates how well we're doing to intensify commitment and accountability.



Overall undergraduate satisfaction. We all want a curve to look like this especially when the number is 88 percent. We could get it to 98. Let's keep doing that, but I want you to know I've seen lower scores on other campuses. This is something the faculty should be truly proud of, and especially to see it having moved up.

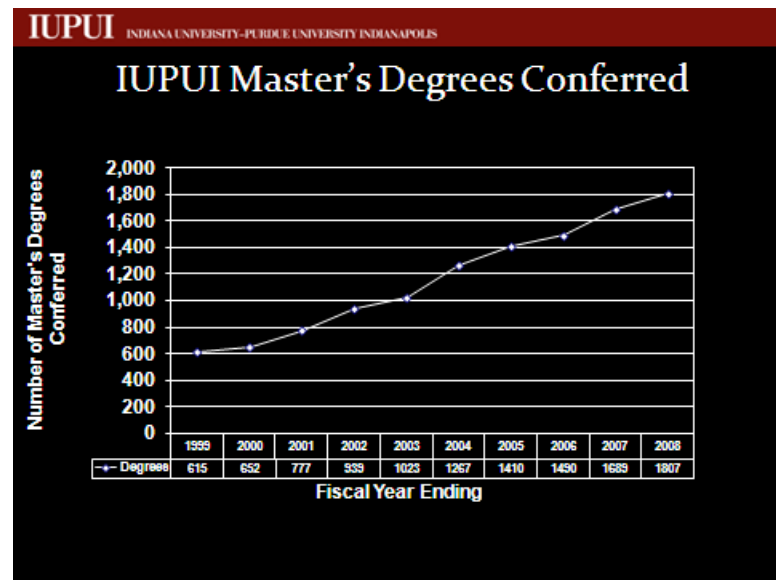
We are increasing the number of our baccalaureate degrees conferred.

The goal of doubling our baccalaureate degree production is going up. It is going up at a slower pace than I think we need to do it, but it is going up and that's critical for us, and that's why you'll see we are falling behind in the goal of doubling by the 2010 period. We are going to continue to see this go up, I believe, as our retention rate goes up. It is

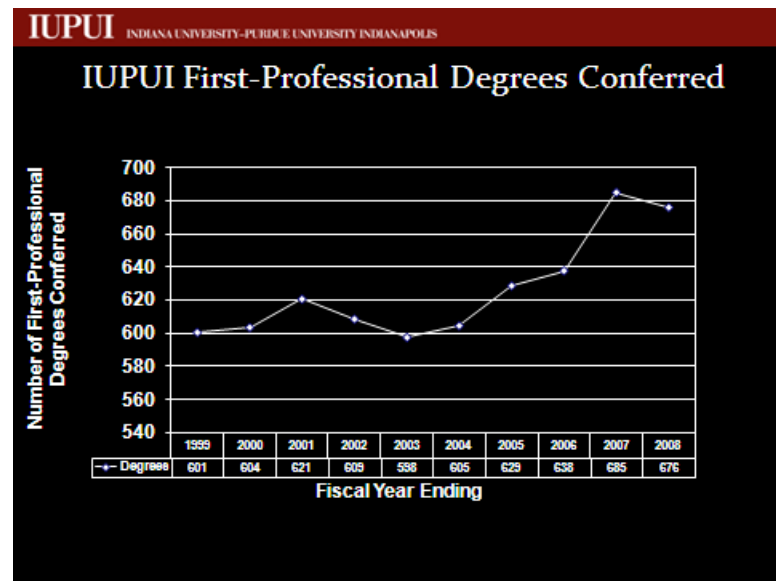


something we are going to have to continue to work on because, remember, the single biggest predictor of economic success in a community is the percentage of baccalaureate degree holders. Last week, at a meeting, we discovered that if you improved by 1 percent the percentage of baccalaureate and above holders in the 50 largest cities in America, it would generate an annual income of 124 billion dollars a year. This is a real impact through modeling of what would happen with increased performance in education. Of course, we know it changes the lives of the people with those degrees. I encourage us to continue to work hard on this even as we know this is one of the toughest challenges before us.

We have increased dramatically our master's degrees conferred. A fair amount of this grew because the Kelley Direct grew dramatically across this period. Even if you removed the 500 that they generate, you would still have a dramatic increase in the master's degrees because you've been very good at creatively developing master's programs that serve our students well and attract students to this campus.

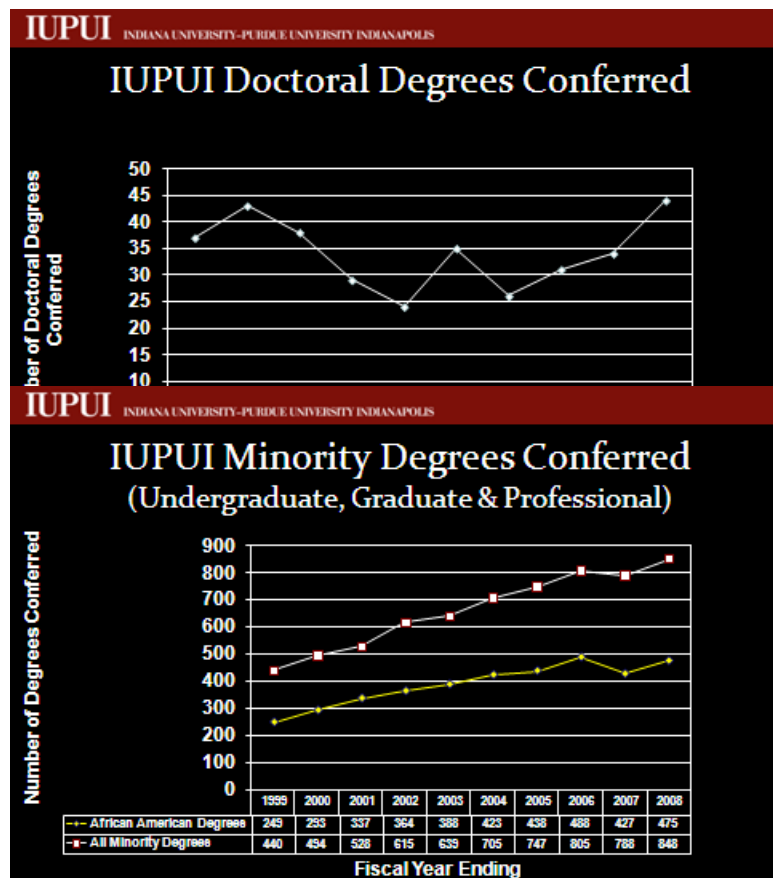


First professional degrees, JD's and MD's and DDS's, have gone up in general, with that slight turn down of 11 or 9 last year. That's the only decline that we've seen for some time.



Our doctoral degrees go up and down, but we are going to see this continue to go up as we've brought online the philanthropic studies doctorate. Social workers are completing PhD's at a faster rate, and we're going to see degrees coming in that we can count from science and engineering.

We have increased the number of degrees granted to our minority students. African Americans in the yellow line and all minority groups there as well. Again, this curve is not upwardly rising as fast as I would like, but it is moving upward and I do think that we're making some headway



We've increased the diversity of our senior leadership on the campus. Again, not quite as fast as I would like, but we're seeing the numbers and the percentages moving up.

We're also seeing percentages move up in faculty recruitment, in large part due to the efforts that have been made by the SRUF initiative, which is Supporting the Recruitment of Underrepresented Faculty. We help bring underrepresented faculty to the campus with support from the central administration. This has been, I think, exceedingly important to move those lines up. Once again, they can be steeper, I believe, with additional work.

Finally, as we look to 2009, we're going to see the report of the campus master plan as some of you heard already. It's going to be a




preliminary presentation in November to the Board of Trustees and, in January, the final. The master plan for our campus will shape the physical dimensions of the campus for decades, I believe. In addition to master planning, we're going to see the Honors College launch, as I've already mentioned. We'll see us taking possession of Research III, which will enhance dramatically our research opportunities. We're going to see the TRIP program expanded, and we will announce in January the beginning of a research fund to support research and translating into practice.

And finally, we're going to celebrate the 40th year. We will have a series of events across the year building on what's being done in the schools to really reflect the contributions that all of you on the campus have made to our community and to our students. We will celebrate and think about that past and realize that, coming from the work of the schools to a vision of a campus, and having gone from 10,000 to 30,000, and having gone from being dispersed in seven locations to being together on this campus, and having the opportunity to change tens of thousands of lives, not only in education but in our research and in our civic engagement, we truly will have the ability to celebrate an amazing 40 years.


Thank you very much.

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