The first thing I would like to do is ask Trustee Eskew to stand, a member of the Board of Trustees of Indiana University, who has spent almost all day here with us. And we thank him for his devotion to the campus and his service. We appreciate that very much.

I also want to welcome all of you here on the 224th Anniversary of the First Election for President of the United States of America. It is astounding if you stop and think of how long we have been voting for presidents. And I am impressed that you are here on this day. And I hope you've already voted since, in Indiana, the polls close at six o'clock, which is early in my world. I appreciate you coming also because I believe this is an opportunity to essentially have a look back and a look to now and ask you, with me and with Vice Chancellor Paydar and the strategic planning team, to look into the future because I think we are at the point of trying to shape our campus, as you see, to 2025 and, I believe, beyond. And as you watch what I'm going to talk about today and think about the work that you and your colleagues and our students and staff and our community have done, you'll see why I'm optimistic that we will be able to define a future that is as impressive as what has happened over the last decades here in this place during these years.

So I want to begin with going back to 2002. And these are some data points from the time in which I was literally interviewing for this job. Because it was a confidential interview, it was held in a hotel in the Hilton at the O'Hare Airport in a really dimly lit room, I want you to know, and then followed at the Crowne Plaza. And this was the campus that I was looking at, at that time. You'll notice we had only 2,122 baccalaureate degrees granted that year. We had, as you'll see later, significantly increased our research funding up to 202 million dollars. Staggeringly, we had only 293 beds on campus and Ball Hall in the graduate town homes. We have, today, just under four times that and we're going to add 560 beds next year in the hotel. So we're going to see dramatic changes. The vals and sals for those of you who aren't on the inside, that is valedictorian and salutatorians from high schools, we only had nine on this campus in the entering class and we have significantly increased that to 47 in the last class. We had still 7 percent of our undergraduate students from the bottom of their high school class and that has been reduced to virtually nothing. And you can see the rest of the numbers.

This was one way to think about it is what it was like in 2002. But in December of 2003 in my installation address--some of you were there-- I challenged the campus to double its performance. I was playing on, of course, the idea that we are a partnership of two universities. But I was also challenging us to think further ahead and to do so in measurable ways. So I said let's get some groups together in the next year and figure out how to measure it. But one thing I stated was I believed we needed to double the number of baccalaureate degrees granted. We needed to double externally funded research. And we needed to double by some measure our civic engagement and double our commitment to diversity.
Now, some of you have heard me say that Hoosiers are so polite that nobody told me for several years, they thought I was nuts. People looked and people applauded, although I did notice at one point when I said double externally funded research, the applause was lighter at that point because that’s an enormously difficult challenge after you’ve already increased it. But I did believe, as you read there, that we as collaborators, as Jack [Windsor] just alluded to, faculty together with administration, students together with faculty and staff, our community together, is how this is has to happen. It isn’t one person. It’s thousands of people together, committed together. And I believe we’ve made a great deal of progress.

In the February following that, I did my first Report to the Community. This is a great tradition on this campus that we actually invite community leaders to come in and learn how we are doing in the campus and in serving the community. It, of course, was held in the community because there was no place big enough to have the community in to have lunch and see the presentation. And if you recognize some of the buildings, you’ll know that it is an older photo of downtown Indianapolis, and you’ll see in a moment an older photo of the campus.

But we had a singular set of challenges I believe at that time and that was to create the university campus for the 21st century. We had to drive forward. I came here from Detroit. I came here from the city that collapsed after 9/11, and the auto industry was collapsing around us. And smart people were having a hellacious time managing GM and Ford and Chrysler in that time. And it was clear; we could not live on the economic model of the 20th century. It wasn’t going to happen no matter how smart we were. And so, from my point of view, we had to go forward and educate, innovate, have our capital be both human capital and venture resource capital and that we had to focus on the core economic clusters of our state and our city. This list, as I look back, left out arts, culture, and tourism because I learned, obviously from you all, that that was a key cluster here in our city. So that’s where we were in 2004. We knew we had partners. These slides are literally from that presentation ’cause Sylvia [Payne] saves everything.

And a year later, after the doubling committees met, we were able to describe how we would move forward on that vision, how we would work together and make this successful. And this is where these doubling goals and the specific operationalizations came from and where we began to depend so heavily on all of the faculty and staff in order to achieve those goals.

Today, we stand at the edge of the plan for the 2025 and it truly is a commitment to Indiana and beyond. We have to continue to be the engine of central Indiana. We have to contribute to the state. We have to show what we can do beyond. And as you see, I still believe collaboration is the key to our success. Now, what’s amazing in this process is that if you look at the model for our campus, now (there’s almost nobody in here who was around in ’65, about a couple of you). I won’t point you out. The tall building is right behind you. That’s the model for Cavanaugh Hall. And beside it to your left is Lecture Hall and Taylor Hall. And you see there’s a fourth building, the infamous Building B which was to be the campus center. We won the lottery. It just took 40 years. We got this building instead of that model that you see there. But even by 2004, we had already begun the transformation. In the ’90s, we built the fabulous library. We built the science
building. In the 2000s, we opened the apartments that you see in the upper corner there. We went to [NCAA] Division I, and in 2003, just as I was coming here, we got into the “Big Dance” and went to Nashville, and unfortunately, met Kentucky on the floor. They were six inches taller, every single one of them. [Laughter] But we played our hearts out for about three quarters before they just overwhelmed us. But that was part of this growth and transformation. The physical transformation since then is actually stunning. I’m always amazed when I see this list.

This is what we have opened on this campus since 2003. It doesn’t list the buildings under construction. We’ve built key research facilities. Walther is the largest research building in Indiana University. Eighty-three million dollars, quarter of a million square feet of wet labs. Research II, sciences, neurosciences, and cancer research. Informatics and Communications Technology replaced an elementary school, which is where we taught computing and informatics and other courses back then. The HITS Building, a key building in our effort on translational science. Eskenazi Hall. We moved Herron from 16th Street. Many of you don’t even know that Herron used to be for 100 years nearly on 16th Street and we moved them down. Student housing. The Campus Center we’re in. The Simon Cancer Center across the street. The Glick Eye Institute. And key on this campus, and I’m not making a joke even though it is, parking, three garages in this period of time. Key developments to make this campus work.

But we’ve done this all along with a plan. And this is from a 2004 slide, we were talking about the strategic plan that we were using, the strategic goals that we had. And notice the theme of excellence, the commitment fundamentally to being an excellent institution to providing excellent teaching and learning in research and our civic engagement and using, again, collaboration and diversity in best practices.

This, by the way, is a nice feed in to President McRobbie’s Principles of Excellence. In 2005, the university asked us to create a new mission statement that reflected our differentiation from other campuses in Indiana University. And this mission, I’ve often said, it was the single, easiest statement like this I’ve ever seen written because it has the virtue of being true. In the Faculty Council, the only debate was, do you capitalize “state” in the reference to Indiana, We are the state’s urban research campus. We are the academic health science center. We do offer a range of very distinctive bachelor’s, master’s and doctoral degrees. We are an urban serving university, so we believe it’s our job to help the citizens of the state educationally, yes, of course, but also culturally and economically. And so, this mission has driven us very hard, I think, over the last seven years.

I mentioned President McRobbie articulated in 2010 the Principles of Excellence, which reinforce and guide us as we look at our mission and take us into the future.

We want to always remember that as an urban university, we have a very specific mission. We are urban serving, not just our neighborhood, but half the people in the world live in cities. And the expectation is by 2050, it will be over 70 percent. Cities are a key part of the work we do in understanding all aspects of our professions and our disciplines. We are an anchor institution, as the first report talks about. We’re not planning on picking up and moving and out sourcing to South Dakota, to pick a nice state, or Alabama. We’re anchoring here and we’re responsible
for, frankly, enormous prosperity in Indianapolis, not just because of our payroll, but because of the work that we do and the students we educate, the research that we do, the relationships with the profession that all of you have. And the report you see there from the National Research Council talks in great depth about our responsibility as a research campus to contribute to the future. And so, we are both of these things simultaneously. That's why we're called an urban research university.

So as we look at research and scholarship and creative activity, I want to talk rapidly about impact. What impact we've had? And I want to be somewhat provocative about our future, and what kind of future and contributions we should be making. First, I want to come back to a report called the Battelle Report that was done just this last year. This is a follow-up to a report a decade ago. And in this study--this maybe the best news Indianapolis has had economically in the last five years--an outside group taking a look at the country places Indiana as a state as one of the five most important economically in life sciences. We're on a list with some people that are virtually unassailable, Massachusetts and California, unless California completely implodes. Nobody is going to move the two of them up there. We are literally with New Jersey, which people don't realize is the pharmaceutical headquarters of the world, not of America, of the world. North Carolina and its Research Triangle and the incredible work that's been done there. And Indiana, right there at number five.

This has happened in part because of the work that you all have done and our colleagues have done, here on this campus, in the community, and in the state, because it is a statewide measure. And I emphasize this at the start because, of course, life science jobs are what are called in economic development terms "high value jobs." The average salary in the life sciences is roughly twice the state's average. So these are key to the economic future and, for those of us as the life and health science campus, critical to the future of the state.

As we talk about research, I'm again going to go back in the red slides--back from the early part of this century. You see the commitments we've made to try and build our research in this direction. We've created creative centers and institutes. Some of which have grown dramatically. The Center for Nanoscale Imaging, a great example of work that leads and supports the life sciences, and of course, regenerative biology. But for those of you who don't know, one of our great centers here is the Institute for American Thought which holds some of the most important papers that there are certainly related to philosophy in the world over in the basement of a lovely building that Bill Blomquist, of course, takes care of for us in the basement. We have the Lake Institute for Faith and Giving Institute, one of the most creative institutes on our campus. A gift launched it and a gift--another gift--has sustained it. And it has produced some of the great provocative intellectual work of the last few years.

We've also committed to creating more centers to improve our research and push to the edges, and the Signature Center process has done that. The left hand side of that, you'll see, these are centers that have done particularly well with this startup we provided in leveraging that in getting externally funded research. And once again, you see the range of life science that you would expect. And, here again,
another one of our stellar centers in liberal arts, the Center for Religion and American Life, which consistently is funded by the Lilly Endowment. But we also see things that people often don’t realize we’re doing. Transportation Active Safety. Some of you when you first saw this, you would’ve said, "What in the world is that?" But thanks to Mercedes and a few people running ads, you now know that cars are smart and will tell you not to pull in the right hand lane because there’s a car there. That’s “active safety,” and our colleagues in engineering and technology are working in that kind of work. On the right hand, center, you can see some of the newest three that we’ve got. And the last one on that list is one, of course, that touches all of our hearts because we know one of the scariest things in America today is pediatric obesity. Somebody told me just this week that the highest rate of incidence of obesity by age group is two to five. Now, I haven’t double-checked this. This was an oral report at a conference where I was sitting next to someone. That just makes you want to cry. And so, we have a center that’s working on that and we hope, frankly, that they’re enormously successful. And on this day of all days, I’m certainly going to point out a center focused on civic literacy, which is in fact an important part of an American democracy. So Signature Centers have been one of the ways in which we’ve invested and tried to drive research, scholarship, and creative activity.

As I mentioned, we had quantitative measures. This is where we were. When I arrived, we had rapidly moved from just about 140 million dollars in externally funded research, which is only one measure we know, for scholarship and moved up over 250 and that doesn’t count the INGEN grant which was the fabulous 105 million dollar grant.

When we announced the doubling goals formally after we had our measures, here was the projection that we had. You see the line, the good trend line, we’re showing what we needed to do, and frankly, that was a pretty steep line to get up over 400 million dollars a year in research funding. What we’ve done, however, is we actually hit the 400 million. We didn’t quite get to 404. We got 98 percent above the goal where we started. But that was with stimulus money. So the last two years, we’re down in the 330s which is still 65 percent above where we were.

This shows both the opportunity, and frankly, the challenge in research. It is increasingly competitive to fund research. And those of you who are funded individual investigators know how difficult this is to do these days. So this is an important measure, not as I say the only measure, but it is a measure of amazing progress that we’ve made. And I want to always thank those of you who write these grants, do the work, make it happen, who include faculty, students and staff, obviously, on this campus.

As we think about the vision for 2025, we have to think about research. It is a key part of our role as a campus. We must think about that. And I want to be provocative and encourage you to think about how can you innovate? How can you create the idea that produces the next school of philanthropy, that produces the next public health effort, that produces the next intellectual property center? What will be the driver? And frankly, that has to come from the faculty. You need to do that.

We need to also focus on how we can continue to increase collaboration. It is clear that the competition for funding is going to put a premium on collaboration, both because you can leverage your assets--so that if you have technology, you have
equipment, you have facilities, you can leverage that—but also because funders believe in collaboration. They expect it. And so, as we do that kind of work, we're more likely to be successful.

The other thing it does is it raises ambition. One of the things I learned from astronomers many years ago and from my friends who are geologists, you have to be a person of enormous collaborative skill to be an astronomer or a geologist studying Mars. Nobody gets to do that by themselves. We’re talking about hundreds of millions of dollars, decades of work, collaborative across the world in many of these cases. You have to work together to get an instrument on Mars digging dirt today. That's what collaboration does. It also raises your expectations of what you could do, and I ask you think about that.

Similarly, I ask you to continue to think about translating research to practice. One of the assets this campus has has that is in rare supply in this country is a fundamental commitment to take your work into the community and use it to translate it to practice. And yet, I look around this room alone and I know faces that I know do that exact work. And yes, it's sometimes obvious the social workers are going to do that. But it’s not always obvious that the anthropologist over here is going to apply it to dental work, and then put it in another context. And I can do that around the room. That’s one of our assets. Again, it's collaborative. Again, it’s innovative and it translates into practice and distinguishes us as a campus. And that, I believe, will help shape the future.

So I ask you to think about, what is the next thing? Is it something you’ve already got it in your lab, you’ve got it in your classroom, and we need to drive it in terms of research? In my discipline, it happens to be health communication. It’s not that new, but it's something we're building. We got a PhD before the Commission on Higher Education. This will be an opportunity that this campus can do in a way other campuses can’t.

I am convinced by my colleagues in liberal arts that religion is going to continue to be one of those. I believe this country has people who support the study of religion academically. And I believe there are great people who study it. And so, it’s an opportunity there. But those are just two examples I happen to know. It’s our responsibility to encourage you to come up with those.

So as you think about vision 2025 in this area, push yourself and your colleagues to hear, what are those ideas of the future? Because, as Jack Windsor said, "If we're going to be successful, we have to listen and act on those ideas." Some won't work. Some, we hit the lottery with. And there are those examples in our past.

Let me move on to teaching and learning and talk about its impact and its future and how critical it is and where we've come from. I want to start by talking about something that is not an IUPUI thing even though I'm the convener of this group. It is called the "Talent Alliance." It's a voluntary group of leaders in our community who are committed to student success from cradle through career.

In our world, we're very concerned about that career end of it. After high school, college, graduate, professional, and into careers, and when they come back, we're focused on that. But there are people in this very room who are experts in prenatal care, or experts in pre-K education, or focused on K-12 in some way, or
think about teenage health in some way. We know that student success, life success, is an ongoing process literally from birth through their careers. And this group is looking at that success and putting out an annual report. The third one will be out this year, which looks at how many of our children are ready for kindergarten, how are they doing in third grade, eighth grade, high school and into college, and completion of course of college. That framework, we need to keep in mind, even if I don’t do all that work, it needs to be on our mind because we’re part of the community that depends on that whole pipeline through cradle through career.

One of the things that in my career I would have never bet on, was that when I challenged the campus to double baccalaureate degrees, never did I think that the President of the United States would think it’s a great idea. President Obama wants us to be, again in this country, to be the most educated adult population. We’re not. And the president wants that.

The Lumina Foundation, which happens to be based here in Indianapolis, is the leading higher education foundation in this country. It is committed to a goal called the Big Goal 2025. And that goal is that 60 percent of adults have high quality degrees and certifications by 2025. You need to know we’re not quite 30 percent away from that. It is a huge goal. But it says “completion matters.” It says “education post-secondary matters.” And they are huge champions of this, which fits with us.

Our own Commission on Higher Education has adapted that goal, you see above, for 10,000 bachelor’s degrees per year through 2025. We voluntarily are partnering on those other two, the Talent Dividend and the AASCU and APLU “Project Completion.”

Those are our efforts for completion, and why do we that? Because I want you to know in 2005, I showed this chart [at a Kiwanis Club presentation], and it was sad. Today, it’s tragic. This is after the recession. If you want to guarantee that the future of a person is not what we want it to be, tell them not to go to college. If you look at the chart on unemployment, the salmon color, part of that chart, until you get an associate degree, you are above average in employment. And if you’re less than high school, you are tragically unemployed, 14 percent with the national average at 7.6.

And you should know that it gets worse. Most of the jobs lost in this recession were high school and below jobs. So this is, in fact, a huge problem in this country. And if you look at the other side, who has above the median weekly income? College degrees and above. So when somebody tells you, you don’t need to go to college, I’m here to tell you, if you are talking about the entire US population, that is simply a lie. I didn’t say in the statement, that’s a lie if you’re talking about the whole population. If you’re talking about an individual, remember, I used to do data, you can’t take the data to an individual.

Everybody says at this moment Bill Gates, all right. Now, Bill Gates is astonishing. But remember where Bill Gates dropped out from. If you don’t remember, it’s Harvard. The guy got into Harvard. Oops! Nobody gets into Harvard who isn’t going to be able to finish, okay, that’s the deal. Two, I read a little bit about his past. His parents were, of course, over educated, well-off, and by the way, trained and encouraged this incredibly talented young man to learn an enormous
amount as a very young person. Now, are you willing to tell someone to bet their future on that piece of data? I'm not. I'm a large numbers kind of guy. And the large numbers, which is the entire US population, says this is a very bad idea.

There will be exceptions, but do not let someone say college doesn't matter. Will it change, be different during a recession, yadda-yadda-yadda. All is possible, but we know in this recession who got hammered. Look at the employment rate of people with education. I sure as heck am glad that I'm a doctoral degree. So, that's why completion matters.

Now, one of the things we've done here, and you've done it, is create degrees that I called "21st century degrees" because they are typically interdisciplinary. They typically tie to economic clusters. They are new and innovative. And frankly, they appeal to students. What a strange idea, okay? And everyone of these has been created in this century, every single one of them. The ones that are blue are tied to the economic clusters that are predominantly strengths in Indianapolis. And the ones that are black are health and life science. Gee, do you catch a focus here? So what we've done, I believe, is create degrees that focus on the interests of our community and the needs of our community and I believe that has helped us create things.

Now, some of you have heard me say one of my favorites is motor sports engineering. I had dinner one night in Bloomington, and the woman at the table is from Benton or some place. She looks exceedingly young. She loves school. She couldn't think of anything bad. I always ask, "What do you like? What do you not like?" Her mother said parking is something I don't like. And I said, "So, what do you really like?" She said, "I just love that they let me actually get my hands on a car in the first semester." And I'm thinking, total gear head, all right. Well, I go home and I ask the Honors College people to tell me about her. Let's just say her grade point is higher than mine was in high school by a good bunch. She was a drum major, over 4.0, had a scholarship, did all this stuff, applied one place because we had that degree. A talented student chooses to come here because we created something that fits an interest and actually fits the economy we happen to live in. And oh, by the way, she's now doing an internship with one of the companies that work on cars here. That's an industry that we have.

So one of the things you've done is build these things. And as we think again about the future, what are those things that we need to look at that will help us be successful? One of the hard pieces of work that's been done here, and this has been done by all of you who worked with students, is improve our graduation and retention rates. You don't need to be a whiz at statistics to notice that if you draw a line through every one of these curves, they're up and right. Positive slope, all in the right direction. Are they all perfectly up and write? No. Would we want it to be? Yes. We're not done here. We got more work to do. But, for example, barely 5 percent of our students ten years ago finish in four years. We've tripled it. Is that enough? Nope. But we need to keep working at this and we need to celebrate that we have made progress.

So one of the things people, frankly, were sort of saying when I came, is some people said, "Can we really get this student body to finish?" That would be a yes. And it happened because people worked with students to make them successful,
including referring some who shouldn't have come here to Ivy Tech, but also in trying to bring them back and help them be successful.

This is the doubling degrees goal. Here is the chart we showed in '05 about what we needed to do. The one at the very top was our total degrees. We quit putting that on the chart 'cause it made it messy. Here's what we've done. We are up over 1,700 degrees. So last year, there are 1,700 students with bachelor's degrees who finished than more than ten years earlier. So, you have changed their lives forever. And as I tell people in the community all the time, "This is really hard work." You think it’s hard to study for one test? Remember, we’re talking about people who have taken three, four, five, and six years to finish their degrees. How hard is it to help them to be successful since they are, after all, human beings with their own will and issues in families and all of those complications, but we have done that. And frankly, we need to keep doing that to help support the Big Goal.

This was the chart that surprised me. We’ve not used this one before. We have dramatically increased our graduation rate of our minority students. From 474 to over 800, roughly 80 percent increase in the last ten years. We have doubled the number of our international students. This is both undergraduate and graduate students on this campus. These both together are critical because we know the students of today and the future are going to be increasingly diverse and increasingly international. And so, we need to have those students and be successful with them.

Here is another new one. I asked the question,"How many students live downtown?" Well, it turned out, no big surprise, there were only roughly a thousand in--back in 2005. We’re up to 1836. We’re about to add 560 on campus next year. Trinitas is going to build another 200 departments at the 1201 site, up Indiana Avenue. They’re going to build a Cosmopolitan number two in downtown. We will see this number continue to go up. Now, why do I emphasize that? One is we are not anymore, as every one said, “You are just a commuter campus,” which, you need to know, was a personal offense to somebody who has two degrees from one of the largest commuter campuses in America. I took that a personally, occasionally, but tried not to show it. It isn’t just the University of Minnesota, I’m sorry, and it’s not just IUPUI. We are creating a community here and we are an anchor of that community. So I’ve got deans who live downtown, two of them in this room. We've got people who are moving in to the community and that will change the life of this campus in many, many different ways.

As we talk about students, I wanted very much to bring in President McRobbie’s remarks at the State of the University Address. If you did not see that, I actually encourage you to read it. It was a long and very thorough analysis, and this is one of its most telling points. Every source of revenue that we have as universities is under pressure. Tuition, there is pressure to keep any increases from coming along at all. The state support, we don’t expect to increase. We know there is pressure on research funding. Medical reimbursement, for those of you who practice, is under pressure, and we expect that to change across time. And finally, philanthropy, which is a key thing on this campus, has grown dramatically, but are we going to be able to back fill all of those other four? Not likely.
And so, we need to be very efficient and effective in using the resources we have and build that into our thinking for the future. I think that is a key part of what we need to do. So as we think about 2025, I think there are lessons in where we've been successful that are really important for us. We know we can improve graduation rates. We know we're going to find new strategies. We'll know we'll need to adapt to new students. But we have made enormous progress in doing that.

And, at the same time, we need to think about several things. And let me just give you about five by them quickly. As I just said, we are going to have cost revenue pressures. We're caught between that pressure that President McRobbie talked about. That is going to be there. So are there some ways we can actually use technology to save money, not cost more? That's always been the knot. Everybody knew technology was useful in education. But no one was able to scale it. Well, with massively open courses, you can scale it, but you go broke ’cause you don't have any business model there. So we're going to have to think about that, and Dr. Paydar is working and sees that as one of the things that needs to be pushed in this area. But you can bring your expertise to that. What are other online strategies can we use?

Secondly, changing demographics. Driving in yesterday, I heard this on the radio (and thanks to Sylvia for getting this [quote]) and I'll just read you this. “Paul Taylor at the Pew Research Center for one has been taking a very long view. Well, the very long view.” And this quotes him, “One way to think about America is we are in mid-passage of a big, century-long demographic change,” Taylor says. "We are steadily moving toward the day when minorities will be the majority. In 1950, the country was 87 percent white. Taylor says that number will dip below 50 percent by 2050,” a dramatic fundamental change.

Now, why is that so important? We know that many of those members of that community go to college at a lower rate. The data are clear on Latinos going to college at a lower rate. We know that African-Americans attend and are successful at a lower rate. So we, in planning for 2025, have to plan to be more successful with the students we know we need to have. And they will be more diverse than we've ever had here on a campus that, in fact, matches the population area in terms of test taking students on campus. So that is a key part of it.

Another item is, as I mentioned, we are going to have more students on campus and in downtown. We will have a different feel here, I believe, the minute we convert the hotel. Because those 560 students are not going to be dispersed across the campus, they're going to be heavily concentrated in the center of the campus. And you'll notice them even more than you have in the last two years when you saw them walking up and down the street. That will have an impact. We know there will be an impact of them living in the neighborhood as they stay here and live in these other apartments.

A fourth item that has puzzled me, and I'm throwing this one out, I don't have the solution. Often times, as we've gone to online, I've had people say to me, "Well, let's not make them pay for all the services that they get on campus." And it makes me queasy, not just 'cause I'm cheap, but partly that. But partly, I keep asking myself, "Has anybody asked them what they need?" What do we need to provide to our students who are online in whatever that means. They might be our students in the hotel online. They might be students in Afghanistan online. How do we think
about providing support? For example, one of our most important services here is counseling, CAPS. Well you don’t refer somebody to CAPS casually. It’s like saying drop by the library and get a quote [phonetic]. People are referred to CAPS ’cause there’s a need. What do we do with a student who we find out online has need of counseling services? We’re going to have to think about that if we scale this kind of work. That’s just one example.

And finally in this area, this is the one that I think is the secret and is the hard one. As faculty, I am convinced, you provide astonishing added value in some of your interactions working with students. I mean, it’s amazing to me sometimes to listen to a faculty member talk about working through with somebody how to do a project. And it doesn’t matter how smart the person is, ’cause I happen to notice somebody who teaches really smart postgraduate students, but they don’t know what she can teach them. Or worse, they don’t even know they don’t know something, they need to do their project. You do that.

So how we think of faculty in the next 15 years is focusing more time on the stuff that adds huge value to learning. And frankly, we find a way to reduce the stuff that doesn’t. I know you’d feel terrible if you didn’t have to do some of the mundane housework of your job. But if we could get rid of some of that and allow you to spend time as in a fellowship-mentorship relationship, that would add value. And so, as I’m asking you to be thinking about this, how can you most add value and be most successful is I think the key that I’m trying to suggest to you.

Civic engagement, the third leg of our campus, is the easiest to talk about because you should know I’ve gotten over my modesty from South Dakota, Minnesota, and living here. I even have a gene pool that came from Indiana. I’ve gotten over it. I walk in to rooms now and just say, "You should know that this is the research campus that is the most successful civically engaged campus in this country." And people look at me like, "He’s making this up." You know the slides. You know the reason. You know the awards. You do it. We need to think and celebrate what we’ve done.

And going towards 2025, we also need to think about how do we do this again and continue to lead the country, and I would argue the world, in illustrating this kind of work. In the doubling goals, we picked a quantitative measure, because we try to do that on all of these things we could, and we picked service learning courses ’cause it was so concrete and it’s frankly ridiculously successful. I’ll show you in a second, but we were--we use usually the 2003 data simply ’cause it’s easy for me to say it was 2,000 students instead of 1,889 which happened to be the year South Dakota joined the Union, so I might have remembered that one. This is what we did though. This is what you did by creating service learning classes. This is the number of students enrolled in credit bearing classes. We went from 2,000 to 8,400, almost 8,500, for credit. And for those of you who are not mathematically inclined, that means that 40 percent of our undergraduate students in a single year registered. Now, I know they could be duplicated. And, as I always put the footnote down, that does not count Mike [Patchner]’s Bachelor of Social Work students who are doing clinical placements. It doesn’t count Marion Broome’s in nursing students, undergraduates who are doing clinical placements. It doesn’t count anybody in education who was doing it as part of their student teaching.
So when I say we're world leaders, I don't think I'm exaggerating on this one. And this is one of the great achievements because faculty had to create all these courses and grade them all and work with students who are out in the community doing service learning. That's hard work. But it is a great example of how we translate our research into practice.

So if you think about the vision for civic engagement for the future, I think what we need to do is ask ourselves, "How can we make an even greater contribution?" And I think of several ways I want to suggest just briefly. One is there's a national awareness that we need to do more to improve student's community and civic engagement for democracy. We have to. It's our responsibility in higher education to make a contribution to that. And clearly, this is one of the ways we're in a position to do that.

Similarly, we know that on a campus where so many of you do your work by tying it to the community, or your colleagues do, this is a place where we can envision moving further forward--whether it is, as a physician said, one of our Chancellor's Professors, said, "You need to understand that the future of medicine is that the hospital will be the intensive care unit." It will not be for anything else. Nobody will go for a day. They will be there because they are so sick, they cannot be anywhere else. And healthcare will be delivered in clinics all around our community—which, by the way, is going to make our life in education extraordinarily complicated 'cause that means you're going to put nurses and physicians and social workers all over these clinics 'cause you can't just send them across the street, because all they'll see across the street is transplants at the IU Hospital. That will be their focus. So that is an example of where we're going to see a fundamental change, I think, in how we do civic engagement related to our disciplines.

We have got the recognition. I told you I'd remind you of this. And I just leave this up just because that way, you can say it to somebody else. We have now been on the Honor Roll, you should know, for the President's Award, five times. The very first year, we won the Presidential Award and we were a finalist this year. We did not make it to the top three, but we were a finalist again. It's astounding what the work you all have done. Every year, we have to submit another example of our engagement in the community that you all do. And that's what we've been using to make this case.

I'm using that also as a transition to talk about development, fundraising. Now, why am I doing that? I'm doing that because one of the secrets of this campus is we believe our partnership with the community is two-way. We learn from them; they learn from us. We support them, and they do support us. So how is it that a campus that was told in 1997 that it could not raise 300 million dollars, raise so much money, they changed the goal from 500 to 700 the day it was announced in public. And as most of you know, we ended at 1.039 billion dollars. And the answer I believe is because our community, our foundations, believed that we were their partners, that we were engaged with this community.

And most of the big gifts were literally partnership-type gifts so that INGEN grant of 100 million--105 million dollars--was clearly a partnership to try and help develop the Genomics Initiative here for the entire community, not just for one unit
or one campus, but for the entire community. That kind of partnership has been critical to our fundraising suggest.

And so, we’re now in the second campaign. Its goal is 1.25 billion. Well, I cannot tell you the number we have now, but I can tell you we’re going to make the goal. And I believe we’ve done that because we focused on these themes that tied so clearly with our community. People want students to succeed. We know that. We know that there’s a fundamental need for health and life science here and that is seen as a partnership in this community in many, many ways. We know that they value us as an urban campus and take pride in our work, and appreciate the work that you bring, from whichever discipline it is, and, of course, championing civic engagement has been the theme of what I just talked about.

But, what also has been interesting in this campaign is the transformational impact of our gifts. These gifts, whether huge or small, or modest, or however you want to describe it, have fundamentally changed things here. And this is one of those lists that I like to look at because you think, "Has anything changed?" Once in a while, I do this. You know, occasionally, we all have slow days at the office and you say, "Has anything gotten done?" This is one of the lists I like to use.

The Cox Scholars program is the single largest gift for scholarships ever to Indiana University. We have access to 1/3 of those resources, which is over 26 million dollars. Total gift was over 90 million dollars. Twenty-six million dollars of endowed support for students is stunning on our campus. That’s just a stunning gift and opportunity. It is changing lives. And what is wonderful is Jesse Cox was alive to see the first of our students who were Cox Scholars. Beulah, unfortunately, was not.

The Indiana Physician Scientist effort, the initiative, that’s another Lilly gift, an endowment gift, but it’s for translational research--for MD, PhD types to do research and translate it into practice. The Simon Cancer Center, you all know, the incredible gift they gave to fund research and support the building. The Glick Eye Institute literally did not exist before Marilyn Glick said to the chair of ophthalmology, "What would it take to build the world’s best eye institute?" And fortunately, Linda Cantor and Lou [Cantor] knew the answer. Thirty millions dollars, and we have a building that didn’t exist. We have an institute that didn’t exist and a fund for research. These truly transformed what was a modest-sized department, if talented, but it wasn’t like it was 100-person department, and changed it forever.

The Fairbanks School of Public Health. We didn’t have a school of public health. We now have a school of public health. We have it named. And with an endowment, that’s been built up. And this state needs that kind of support. The Vera Bradley Foundation has been so generous in supporting our breast cancer efforts.

And at the bottom here, I put the RISE Scholarships, because this has been one of our great finds in this campaign. As you know, it’s a 20,000-dollar gift. We match 500 dollars of the income. It’s for students who are doing research, who are in international, service, and experiential learning. But, for example, Herron, which is again a modest-sized, talented group of people, have 10 of those. Philanthropy has 13. So we have a brand new school. It opened the doors with 13 undergraduate
scholarships from this campaign. And by the way, there are others all across the campus. This is transforming students' lives because we know those experiences will make a difference.

And I always like to point to Bob McKinney because we had that wonderful event last month in naming the law school. And for those of us who were privileged to see him twice on those occasions, but this time with all five children who were there. Bob is so pleased that he was able to align his goals with Gary [Roberts]'s and the school’s goals to make a difference and get much better. And Bob is not shy about saying that's what he wanted. So they have five endowed chairs and there will be roughly 17 million dollars in scholarship support. This is a transformational gift that a donor did because he watched the work that our predecessors have done on this campus and saw us get better.

Excellence matters because people notice it. So as we think about this, and we think about the future, one of the things for us to remember is doing great work is a secret of getting support. Collaborate, partner, work with your community, but always do great work because people respect that. And frankly, it makes an amazing difference.

So I was startled when [Payne] pulled this out of my remarks nine years ago. And I have to say, I was right. I didn't imagine we’d get this far. I couldn't have ever imagined this building, even though I’d seen a model of it. I couldn't imagine that. And think of what we’ve covered in this time together and think of what you can imagine and then go beyond because that's how we got here. The reason it is so good to talk about this today is our predecessors had the guts to push and think for the future. And I think that's where the vision is for 2025. Push each other, push us to think about what that vision should be.

So I appreciate your time, but most of all, I appreciate the work you do. There is nothing, as I always say when I review this stuff, that doesn't make me proud of the incredible work that people do on this campus. And I include everybody from custodians through the students, through the staff, for the person who made this thing work, this afternoon for me, for my colleagues who've done so much to make this campus what it is today. But our responsibility is to do it again for the people who follow behind us. So, thank you very much.