

IUPUI State of the Campus Address
Chancellor Charles Bantz
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Thank you, thank you, Jack. I'm going to turn on my timer which has the salutary effect on the rate of speaking, and I want to welcome everyone here this afternoon for, amazing as it is for me, the 11th of these opportunities that I've had to talk about the State of the Campus.

I want to single out and thank Sylvia Payne here. Sylvia is the secret behind presentations in our office for over 20 years, having served Gerald Bepko before me, and Sylvia makes magic happen. Often you hear me say there's this quotation or this idea that's in a speech, this is where they come from and I want to ask everybody to give her a round of applause.

[Applause]

I don't often successfully get her out of the office to come to one of these so I'm pleased to have her here.

And I want to thank all of you who have been involved in the process of the strategic plan and I'm going to say some more about that but because this is going to be a different State of the Campus, more focused on future, less focused on a summary of what's happened. But as I go through I'm going to talk about what's been accomplished and I always want to make sure that people recognize what has been done and I'm going to continue that theme because this is truly a place that is different, fundamentally than it was 40 years ago and 30 years ago and 20 years ago and 10 years ago. And in spite of the Hoosier modesty thing which I try and set aside on this day of all days it is something for us to celebrate because it is a different campus. It is a different university, education and research performance than we had before so I want to thank you all for that.

This chart is one of Nasser's creations. I love engineers for all sorts of reasons but one of the things Executive Vice Chancellor and Chief Academic Officer Nasser Paydar brings is the planning approach. And so when he was hired one of the assignments he had first and foremost was to lead the strategic planning process, the first campus-wide effort, the first that was literally covering everything in a decade. And so it began in July of '12 and if you can't read it the basic concept is gather information, bring people together, talk about ideas, generate documents, share those documents, get feedback, take it back and continue that process all the way through the S-curve. It was I think probably a fairly exciting drive in the Paydar mobile as it moved on those curves but it was a drive that many of you took with Nasser and the whole team, and the only way that we've generated, I think the kind of understanding about this plan has been so many people took the time to become involved and make this happen. And so I want to thank all of you who have been involved and it is in the hundreds of you who've been involved and several of you

have done a huge amount of lifting and I want to thank especially those of you who chaired committees and have made much of it happen, behind the scenes, so thank you very much for that.

One of the metaphors that has come up is that the cream, the best of ideas, have risen to the top. That's a metaphor that doesn't work with people who are young because they don't know what cream rising to the top is but it is one that those of us who grew up with an aunt and an uncle who ran a dairy farm do have a visual memory of and I also have the memory of I don't want that lifestyle that you've got to milk cows two or three times every day, every single day, every single day, your whole life. That strikes me as a commitment to a way of life that sounds a little bit like being an academic. We're committed too, every day, in every way. But our plan I think has produced a lot of ideas.

I always want to start planning out with this mission statement and you should know I use this slide in more places than a slide with this many lines deserves because it's got too many lines on it. But I do that because I have to tell you this group, the Faculty Council at IUPUI, got this right.

This is amazingly resilient. It is eight years old. It is a description of this place and its aspirations. On Friday I spoke to the Indiana University Foundation Board and I remind them, you cannot remove IUPUI and plug in any other campus in this state. And it's not just because it says a partnership of Indiana and Purdue, you can take that clause out. You cannot plug in any other campus name. In fact, I don't believe you could plug in the name of any other institution I've worked at, in spite of them being excellent institutions, and have that fit. This is a mission that reflects who we are and what we want it to become and I would argue, have made progress in becoming but we're not done. And the key distinction I believe in this is we recognize the incredible strength we had being in an urban research setting and being the academic health science center for the State of Indiana. That combination of recognition of reality I think drove us to become much stronger in the last decade. The other piece which is distinctive is we actually own a responsibility for the State of Indiana and beyond. We actually say it's our job to help the economic, cultural, and educational development of the state.

There are educational institutions, higher education who will never claim that. And you can look at their mission statements and look for it and not find it here. This is something we've claimed and I believe it's one of the key strengths as you will see as I review this and look it forward in the plan. Part of that strategy has been to a degree I had not experienced elsewhere that we were willing to own that we had a contribution to make to certain economic clusters in this state. It is not the only contribution we make to the state. I happen to believe that the liberal arts and sciences are essential contributions to every undergraduate's education. And I think if we don't do that well frankly we've failed them. But I also believe we have an

opportunity because we have strength in each of these areas to contribute to the state.

The first three areas are the state economic clusters, and the bottom two, are the City of Indianapolis' in central Indiana clusters. And we actually have strength in these areas. So for example, the Battelle Institute did a study last year which established that Indiana as a state ranks in the top five in the United States for life sciences. We're in the group with New Jersey, pharmaceutical capital of America, with California, with Massachusetts. Indiana is on that list for life sciences. We're not the only campus that contributes to that but we are the largest contributor to that and that is a key role we play.

Similarly if you look at advanced manufacturing, this is the one that always catches people off guard. Indiana ranks always in the top five and usually in the top three and often number one in the percentage of our economy driven by manufacturing. And that has been true in spite of the complete restructuring of the American auto industry. Now it hasn't hurt that we built a Honda plant or more accurately, Honda built a Honda plant and it hasn't hurt that pharmaceuticals are manufactured in this state and that Roche Diagnostics is one of our largest employers in the life science area because they manufacture instruments so there's that overlap between these two. But that's a key part and we play a role on this campus because we have one of the largest technology programs in the United States and one I'm proud to say that shows up regularly as producing the most women in technology in this country from a program. And we have engineering and we have other areas that contribute.

Information technology is another example. People often used to say, well are we really Silicon Valley? And the answer is no. Have you ever looked at the numbers in Silicon Valley? I mean it's staggering. But we've always been the little engine that could in this and so for example, Ali Jafari and David Mills start a company Angel Learning which sells for \$100 million. Others here started ExactTarget and, that's in the billion dollars that it was sold for in the last year. So we're going to see others of these start-ups that produce that and our faculty and students play a role in that, not defining in most cases except Ali's work but important.

Similarly arts, culture and tourism we of course have Herron on this campus that plays a role in that but there are other aspects of arts and culture that are important in this city and tourism, tourism, tourism is critical to all of us. All those hotels are not there to serve this campus, alright. It's the tourists and we all know it's easy for us to recruit people who have visited here as a tourist. I always joke I had slept in Indianapolis one night when I accepted this job and it was literally in a conference in my discipline in 1995 and I figured out it was at the Hyatt, alright. That's the only memory I had of the place. We, many of us had that experience. And then non-profit management and philanthropy of course and we have focused and built to these strengths and we reinforced that. Again, it's not all we do but that's critical to what we do.

I'm going to run through these, what we've done in the past, and I'm going to use the doubling slides and if you're new to this you need to know I've been showing these slides since 2003 and damn they look better today, alright. We graduated in 2002, just over 2200 students with baccalaureate degrees. Sixteen hundred more students graduated last year, 1,600. Now it isn't double but it is 1,600 lives that are different than they were and we collectively made that happen. This is one of the achievements of this campus and we ain't done [applause]. That's for yourselves, you all do it. So we've increased our six-year graduation rate and this is news folks because it startled me. On Friday when I pulled up this slide and went 42 percent graduation rate in six years, we were in the 20s in the last century. This is astounding. We're not done but what a progress that we've made.

External funding, well nobody likes to turn down from the \$400 million when we're 98 percent above where we started. We almost doubled. We came within a couple of million dollars of doubling in that year, the stimulus money, remember helped. But we're still up 50 percent. This is good but we know this is one of the challenges going forward and this is a key part of strategic planning is how we're going to keep moving this up across the campus in a variety of ways. But we do need to celebrate. The only reason we're up like this is the incredible commitment of researchers who have written proposals. Those of you who have been up at 3 o'clock in the morning, getting that stuff finalized in order to submit it in that system. We owe you because you've done that. And that's a key part but it's not obviously the only part of research that we can talk about.

Civic engagement, we chose to measure by service learning, it's not the only measure. It is an astounding story, not only did we double we managed to quadruple and then we nearly quintupled and now we're back to only quadrupling, okay. We've got over 40 percent of our undergraduates in one year take service learning courses for credit. I couldn't have made this up. I never in my wildest dreams believed we'd get this high and faculty have figured out how to scale service learning for this number of students. It's incredible and it's a key-defining characteristic of this campus.

Now one of the other great parts of the last year has been we held a celebration at the end of September of the IMPACT Campaign and that number is a real number. That is how much money we raised in six years and nine months in the last campaign.

[Applause]

And why that's so closely set next to service learning and to some other things I'm going to talk about is because it would not have happened without a connection to this community. This money was not all raised from our graduates although I hope in the next campaign that'll grow. It was even raised, you'll love this part more dollars came from Bloomington graduates to our campaign than from our own. Now before you laugh too hard Steve (Mannheimer), Mel Simon is a graduate of the

Bloomington Campus, Simon Cancer Center. Eugene Glick was a graduate of the Bloomington Campus and Jesse Cox was a graduate of the Bloomington Campus. That's over \$100 million from three people who are graduates. Now bless their hearts but what it also shows is that people give to their community. Jesse never went here. He would love the experience he had in Bloomington. The man was never seen without an IU red hat on and he gave a third of that gift, \$30 million to us because he made his life here and he wanted to help students who needed to work.

So as we think about a campaign we think about this, you, faculty, staff and retirees made a big contribution and our community made the bigger contribution. It's astounding what we received from our community including the philanthropies in the community like the Lilly Endowment or the foundation with the Lilly Company or the Lumina Foundation and we can go through all of those. So we've had an astonishing line in the last ten years. They're mostly going exactly where we want. So what the question I want to ask is what's next?

And I love this slide because I love the metaphor of this campus being a campus that was a plane that was flying with propellers and switched to jet engines back over the last 20 years and now frankly, we need a spaceship because that's who we are, that that's the level we need to be at. So we're going to change engines again while we're flying. We don't get to stop in a university and say, hold it we're going to take a year off. We're going to figure out what we're going to do. Oh, all those students in medical school wait, just hold it. You can wait. It doesn't work that way, especially at this campus. I mean after all, this is the campus that taught tens of thousands of students without a campus center. Alright, and in ten years somebody is going to say, we taught tens of thousands of students without a, fill in the blank, I'm going to let you fill it in because that's part of planning because we're going to have added things that are seen as essential.

So what the planning process has done is set priorities, student success being number one, advancing in health and life science, number two and then contributing to the well-being of the region, the state and the nation and the world I would say. What I love about the language of this draft is that it makes clear we're going to build on strength. We're going to respect what we've done and we're going to drive this spaceship forward at a faster pace.

So what I'm going to ask you in the time as I go through the initiatives, the ten initiatives is I'm going to constantly be saying I want you to think about what can draw us into the next decade or the next decades to make the contribution to the future that our predecessors have given us.

And I'll give you a concrete example. I believe we owe big-time Jerry Bepko and Bill Plater and Gene Tempel for cooking up the Center on Philanthropy. This is literally one of the world's greatest assets about philanthropic study and they had the risk-taking craziness to say, we're going to create an academic discipline and do research on it. And it wasn't like they looked around and said well, Harvard's doing it we

should, you know, we can learn from them. They stepped off the cliff and today we have the Lilly Family School of Philanthropy with it going towards a \$100 million endowment and it is doing the best research in the world. They did this over and over again and some of you know people and some of them are your colleagues who did it in their research.

Larry Einhorn talks about how his first patient, John Cleland stepped off with him into the abyss. John, Larry said, had no way to know what it was going to mean to take those cocktails to fight testicular cancer and it was awful. And he kept doing it and as a result he's taught biology in Zionsville for almost 30 years because Larry saved his life when he had a 5 percent chance to live. That's the kind of thinking I want you to take. How can we step ahead to the future?

So, the first of these is of course strategic initiative one is to promote undergraduate learning and success. We've got to do that. It is one of the areas we can improve in. We've made that great progress and remember we're still at 42 percent, six-year graduation, not 70 percent like one of our other campuses in this state or 68 like another campus in the state or 95 like Notre Dame. You know any time I'm feeling smug about how we're doing I just think of Father Jenkins and 95 percent graduation. I think they're at 90 percent four-year by the way. Okay, and I can tell myself why they do better and we can learn from that. We can learn as we always have by what the data says about what works.

So the high-impact practices for some of you, is like a mantra for some of you, like what is this jargon? This is the data that shows what activities, strategies truly do move the bar, move the success of our students. Unless you think that we don't take that seriously this is Gary Pike's latest study with his colleagues. It's going to be published and I'm not going to ask you to read it but I'm going to tell you that the third red line from the bottom says if you're enrolled full-time in your semester it predicts graduating in four years, five years and six years at a significant level.

So Nasser and his colleagues took a look at this and said how many more students are registering for 15 plus credit hours? And the answer was 28, 29, 27 used to be 21 percent of all first-time, full-time students were full-time but only 21 percent were taking enough credits to graduate in four years. You've got to take at least 15 credits. You can't graduate even at 120 hours much less more. And so being the clever engineer Nasser and his colleagues said okay why aren't they higher? And they approached the advisors and told the advisors to tell people to take more hours and this fall 51 percent of our first-time, full-time class which by the way is over 400 students larger than last year, are taking 15 or more hours. And this data would say they're going to persist, they're going to graduate and we'll take a look at that. We'll look at the data and see, is that what's being successful, high-impact practices?

So we drive at this and this I believe is the one thing we have to constantly focus on. It doesn't say every student should graduate who comes here. Some students come to the wrong place. But we are in a position now of selecting students like we

weren't in the last century. Some of you weren't here. You don't know that one of the secrets was we didn't select students in the 20th century at IUPUI. We accepted students basically and as a result we had a high fail rate. We've reduced that. We've predicted success out of this kind of data and we're doing a better job but we have to keep pushing this.

Other areas that we see are optimizing enrollment management. We've been working on shaping our enrollment since we eliminated open admission, figuring out who should go to Ivy Tech as Ivy Tech grew. We've been working on this in terms of trying to get more non-resident students. We've changed the mix of our graduate students and undergraduate. This chart that you're looking at, squinting, about the only thing you can see dramatically different is the blue bar above Kelley that suddenly drops down to the next color and there's an easy explanation. I love data like this, it's so clear. We moved the Kelley Direct online MBA cohort to the Bloomington Campus and of course that dramatically fell off and you'll see that they're basically level. But you'll see science and engineering and technology is on a slight upward curve, social work is on an upward but less so curve. A couple of them like SLIS was on a down curve but we're pleased to hear they've leveled as their part of informatics this year. But we've seen some of these and this is just trying to suggest, I'm not trying to show you the data. We need to continue to look at enrollment management and ask ourselves what's the right mix? Who can add to the quality of the experience for our students?

So I'll preview one issue. I think we need more non-residents. I thought that when we started enrollment shaping. I think it's more now even though we're at 9 percent and about half of those are international students by the way. So I think we need those students to get a better mix of the educational experience and the dean from Herron may appreciate knowing that your accreditors today agree with this idea. In fact, they raised and said, why are there so few non-residents in Herron? It's nationally known. Why is that the case? I said, well I thought it would make a better art school if you had a mix of people from all over and they thought that was a good idea which it's good to know that the Chancellor wasn't just making it up in this case.

So trying to improve our enrollment management, trying to be more successful I think is a key part of the next decade's work. And by the way transfer students are going to become increasingly important from Ivy Tech because one of the charts I don't have here that shows that Ivy Tech students are taking more credit hours and coming in larger numbers dramatically to our campus. And so you're going to see them coming with 60 hours instead of 16 hours over the next decade and that's good because the data show they'll be more successful as well.

Graduate education has been a long, long mission on this campus. Some of you in this room remember when we had almost no graduate education that wasn't in the professional schools and we have built systematically over the decades but we still have work to do in a couple of areas. One is we need to look at the creativity of

Kelley and the kind of partnership degrees. This is I think a great way to serve our community and to serve the nation in that and if you haven't heard about the MBA for practicing MDs you don't listen to public radio. They advertised every single morning I swear to God for three months straight on that, my drive time. But this is an example but the other one that's not in this slide is PhD. programs.

This, if you looked at this campus ten years ago there were two things that stood out as this campus being totally different from our peer urban universities. One was residence halls. When I asked Vic Borden what was the biggest single difference in the success of our undergraduates he literally without taking a breath said residence halls. We had about 300 beds on campus when I arrived. We have 1,700 this fall. We have 200 more across the river in Park Place. We're making that progress. Dr. [Zebulun] Davenport [Vice Chancellor for Student Affairs], he is thinking and we need 500 more immediately because we actually have data to show that. So we need to grow then.

The other one may surprise some of you. This is a campus that has thousands of doctoral professional students, dentistry, medicine, law. We have in a year, routinely, between 25 and 50 PhDs we grant in total. That's only 150 to 200 less than most of our peers.

It is the single biggest thing that stands out. So we've been working on developing. Mike Patchner [Dean of Social Work] had a PhD. when I arrived and has invested in trying to get more students in and through that program. Nursing has increased programs as well as separating out the Doctor of Nursing Practice. We added in philanthropy. We've added in health communication. We've added in economics but focused on health and philanthropy. We've very carefully strategized on how to move this number and we're going to have to keep doing that. That is a challenge and it's one that I know Nasser Paydar is very interested in working on and we're going to work on some other issues as I look at some people from Purdue's schools as well.

Online education, this is not news anymore. What's news is are we going to move in certain markets in certain ways? We were the place that invented Kelley Direct online and it is the most successful I think it's fair to say, online MBA program from a quality place. How's that to describe it? So we've got that experience. We have the experience in a variety of technology ways. Ali Jafari did the technology for Kelley Direct with Angel and you see Darrell Bailey here, the current Ali Jafari technology is called Course Networking and allows you to have large open courses or large numbers of people in courses and Darrell did a course that was targeted at listening, what they used to call music appreciation. But this is music listening for the listener course that was successful last year and it was a great example of new technology. Faculty who have great experience, our program isn't called Music and Arts Technology by accident. They've been teaching online as long as I've been here in that kind of work.

But we also need to see what are the other opportunities? Philanthropy is thinking about it, the master's online. We've got the Department of Communication Studies in Liberal Arts that's looking at public speaking online, alright, and trying to scale that. We've got people in other disciplines developing courses to look and we're even working on the idea of how to assess prior learning through technology. This is a great opportunity for us, the Master of Social Work, trying to serve and it's an area that Dr. Paydar demonstrated at IU East. There are lots of opportunities for degree completion that we need to have done.

Health and life science is central to our strategy. We have to continue to leverage the assets we have. You need to know that we now have the largest undergraduate medical class, that's the MD class, in America for two years in a row. We're now at 344. To put this in context the Mayo Medical School in Rochester, Minnesota, a very well-known institution, we're seven times bigger than their class, alright. This is a huge medical school. That's one obviously key part of it. Nursing is very large. We have a very significant dental school on the campus. We have health and rehabilitation, science, and social work is involved in this. We have all of those assets that you see listed and now of course the Fairbanks School of Public Health.

Two areas of this becomes really key in, one is inter-professional education in teaching and learning and that is for those of you who don't know the inside baseball jargon, this involves actually considering teaching together, dentists and physicians, actually sharing classes, actually working together to have the experience of working on teams before you actually have to do it in a hospital or in a clinic. This is a challenge for all sorts of reasons that anyone who studies human behavior can explain, alright. This is a real challenge and it is one that our colleagues have decided they're going to take one and I think it's one that some other people on the campus who have expertise in groups, expertise in teams, expertise in diversity, expertise in customer service all could help this program be successful. It's not the first try in American health care to do this and I want us to be the one who succeeds at it. And why I think it's so important is if you're going to be reimbursed for success you cannot have the team in the way. The team has to make that work effectively and that's the direction American health care is going.

We also have a lot of opportunities on the research side and I wanted to show the Clinical Translational Institute for two reasons, one it is our probably second-largest grant in the entire university in its history. They have been just renewed for five years at \$30 million and Anantha Shekhar and his team have done a terrific job. This partners from Notre Dame to Bloomington, and almost everybody in between. It truly does bring together people. It supports research and so for example if anything you do on, appears on that left side, that's a grant program that CTSI could fund your work and there are some possibilities there. They're trying to support research. The other reason I want to emphasize it is because this is a great example of where I think we've got to be looking into the future in research and health and life science, complicated, organizational, collaborations that are pushing to translate into practice. I think if we do that we then have the opportunity to fundamentally

improve the quality of human life. And so for example everyone knows obesity is a huge problem and diabetes is a huge problem that goes with that. We have people on this campus who are doing leading work on that. How do we get them connected to all the other people who are doing that work and see if we can collectively move the entire city and the state on that?

There are going to be opportunities I think to do that because this community is going to launch I believe in a very short time an effort about diabetes and we're going to need to support that in a variety of ways. There are numerous examples of the kind of research in this area. This is just one but I'm asking those of you who do work in this area to think about who can you work with, partner with in order to move this ball over the next decade?

Similarly we want across all research inclusive of health and life science but across the entire campus to accelerate innovation and discovery. This example I love because while it says it's about urban health it comes out of studying dirt in lead. Gabe Filippelli's been doing this kind of work on lead and lead poisoning and how it shows up in children from their exposure by literally playing outside for a long time and has built this now into a multi-disciplinary project with support from NSF and it shows I think an example of that kind of partnership. This has a dramatic impact potentially on our community. This is about children's health and lead poisoning is bad. It has long-term effects. And so here we've got somebody on our campus who is in what used to be known as geology, earth sciences who is doing this work. And this is a good example I think of how IUPUI has managed to bring together people from a variety of disciplines and make those kinds of research projects happen. I do think that we need collectively to see how we can stimulate our colleagues and support our colleagues in other kinds of research like this. It doesn't have to be this.

Someone in this room is working on or working with someone who's got one of those ideas about what's the issue? What's the problem for the next generation of research? We've got to capture that and support that. And so that's one of the things I'd ask you to do as you think about implementing this strategic plan is, where are people that you've run across who need that kind of support in order to be successful? And I do think that we have such experience in certain areas of this we can be more successful than other campuses. So for example as many of you have heard me say this is the most translational campus I've ever been on in my whole life and that's why Sandra saw the notion of translating research into practice, that's Sandra Petronio back there, who is translating research into practice and celebrating the incredible variety of people who do that on this campus. We've got people who invent instruments, alright. You don't invent instruments that can be used in surgery just to admire them. You want to put it into practice and you test it out

We've got people who've done this in an astonishing variety of disciplines and I do think that's one of our assets because not only are we doing that, our community supports us to do it. One of the reasons we have raised in this century \$2.4 billion is

because our community believes we want to help that community get stronger. Now the good news is they're right. We have wanted to help them get stronger and we've done this in such a variety of ways that we have to continue to work at it. {Read the screen.}

The range of these partnerships is amazing. IPS [Indianapolis Public Schools], we've got students working with them. The right side corner is the Near Eastside Legacy Project. Our colleagues from physical education and tourism management are out there working with people in that exercise facility. On the lower side our medical students started a clinic on the Eastside, didn't bother to tell the lawyers which made the lawyers a little anxious. But we've got that worked out mostly and we have faculty out there with the students and we've got dentistry involved. We've got physical therapy involved. We've got social work doing all the intakes on that. We've got Butler's pharmacy students there. We've got UIndy [University of Indianapolis] physical therapists there and oh, by the way, the governor gave them the Governor's Award for community service just last month. They deserve it. And to make it even better our trustee, student trustee, Janice Farlow, an MD-PhD student, she was the medical leader in the last year out there. So there she is with a one-and-a-half-year-old on Saturday out there working in the clinic, not with her child in hand, that wouldn't be a good idea. But that kind of commitment of our students and of our faculty and staff and the lower right hand corner for those of you who don't recognize the sculpture over at The Avenue was the Basile Center for Art and Public Life, a commission that Buckingham Properties did and did a competition and one of [Dean of Herron School of Art and Design] Valerie [Eickmeier]'s students won that competition and that sculpture is there. So we do this in so many ways. I just wanted to emphasize the student side of it here.

Our faculty in so many ways are involved in this and I believe here is our challenge. If you want to feel stress, be the leader, alright. We are the national leader in this. We are. There are very few things that we can say we are preeminent in, we are in engagement. We won the President's Award. That would be the president of the United States award, the first year it was offered. We have been a finalist. We have been on the Honor Roll with Distinction and on the Honor Roll ever since, every year with different proposals. We win virtually every award and we deserve it. So my challenge for this next decade is what is the next level? That's a really hard one but boy isn't it nice to be in the position to say, we can define the future again in an area we're really great at. And I think that's what number seven is really about.

Number eight is internationalization and I love this because it stitches together so many things we've talked about because we do community service in Kenya, in China, in Honduras. We don't let national borders get in the way of our community service and in community engagement. But we also recognize it is fundamental to education and to research and I do believe that we've made progress but this is one of our challenges. We need more resources to support students to do this. We just do. And so I think in the next campaign this has to be a focus and I think we need people to be really creative about how to get students to have this experience. I also

believe we need to support faculty doing this. I am one of the faculty who never had travelled abroad except to Canada to go fishing with my father, till I was a faculty member and it changed my life. I literally had a different career because of those experiences, published different things, worked on different projects, can actually distinguish parts of, you know, Israel and other countries that I read about because I had that opportunity. We need to make sure that's available and [Staff Council President] Lee [Stone], we need to think about how to do this for staff.

Last year we had a Sun Yat-sen Fellow who was a staff member in the president's office and I want you to know he tells me they send three people around the world every year from their campus for basically a semester. And Lee, you'll be proud that I was embarrassed that I had never thought of that. This is something we need to think about. How can we help our staff understand the work that we're all doing together if we do not provide them the opportunity to go to Guangzhou and if you've never been to China, going to Guangzhou because if you go away for a week, you come back there's another building. That's only a slight exaggeration. So trying to think about how to do this for our students and make those opportunities I think is fundamental to us as we go forward in this plan.

IUPUI I'm pleased to say in the accreditation visits that we got a criticism about diversity and it was, you've done quite well and you can do better. That was why I felt so good about this report. That was the criticism. But they were right and in fact they understated it. We have done very well in some areas. We have grown our undergraduate student body diversity. It roughly approximates the SAT test takers in central Indiana, alright. So we've made progress. We have increased African-American graduation rates but they're still too low but they've dramatically increased. If you look at the senior administration of this campus it doesn't look like me and I'm proud of that. But if you look at the deans they all look like me, mostly. We haven't been as successful there. And there are other areas we know we need to be more successful, Latinos is a good example.

So I'm pleased [Vice Chancellor for Diversity, Equity, and Inclusion] Karen Dace, some of you heard speak to the Faculty Council earlier is here with us, an experienced leader in diversity from two other institutions much like us and Karen has the opportunity to help shape us in a plan and move us forward. But we do need to work on this because we will not be successful at the level we've got to be if we're not diverse in all dimensions. And I want you to know in preparing for this I had, I reflected on one thing that I would have overlooked and I want us to celebrate it. Our students with the help of Student Affairs and the Diversity Office have since, five years ago, established a Cesar Chavez dinner that now fills this room and fills a hotel room a couple of times. We've had to go off campus. And the Harvey Milk dinner by the GLBTQ students didn't totally fill the full room but pretty close in its third year. We have of course have a MLK dinner that goes back to 1969, appropriately enough from the very first year of this campus. So we've had our students take that kind of strength and celebration and our Asian-Pacific Island group has had an event as

well. So we have managed to add those things we need to keep moving those forward.

The tenth initiative is in many ways a core initiative. And we didn't talk about this I think enough in previous times that we need to support and develop our faculty and staff. We've done a lot of things so the Centers for Teaching and Learning, Service and Learning and Research and Learning, outcome for students but are clearly development for faculty and staff and it has made a huge difference it appears to me in the success of our faculty's teachers because it's very clear that those of you who are deans and chairs encourage faculty to get that kind of support from CTL.

And we see that the Office of Women has been successful I think in creating some programs and awareness and support, including in partnership with the vice-chancellor for research of a program on mentorship for assistant professors to go to promotion to associate and associate to go to full. And I think that's a key part of what we do.

But I think most of us might not have thought about the [Vice Chancellor for Administration] Dawn Rhodes starting the Service with Distinction was a key development opportunity for our faculty and staff. Of course it improves the quality of service on the campus and that's really nice for all of us, especially of course our students but for all of us but it also gives the staff and faculty the opportunity to improve their skillsets, to think about things in their own lives and work life they hadn't thought about. So I think we need to continue to say, how can we advance and support our faculty and staff? And I do think the idea, the international experience idea, frankly I think it's a terrific one and we ought to figure out how we can fund something like that and do something. I think we ought to work systematically and I'm going to ask that our colleagues make this a key part of what they do. We talk about how we're strategizing to do this. Some of you do a lot of this already in your units and we can learn from you. Some of you happen to be academic specialists in this and we can utilize your strength and so we can work on this area as well.

The next steps in this plan I think are going to be about communicating and implementing and integrating because the president of the university announced in his address that we're going to collate these plans from the campuses into a university plan. They're not going to be as, [Vice President for Planning and Policy] John Applegate continually says, not the Russian dolls. They're not all going to look alike. They're actually going to collate them together and they will reflect the differences of the campuses. But we're going to do that within the context of the Principles of Excellence which are exceedingly well fitted to this planning because of the emphasis obviously on educating students, on the quality of our faculty, the excellence of our research. This fits perfectly with it.

But we will need you to keep pushing the ideas and if you take away anything I want you to take away that what it is on us for the next five years say, is for us to keep

saying, where do we need to push to leave our successors' position like our predecessors did? That's why this campus has succeeded.

People never were self-satisfied. That's the disease I believe that kills higher education. Oh, we're just fine. It doesn't work that way. You wouldn't tolerate it in your own research. The idea that somebody could come in and say, excuse me, I figured out materials in 1850. You know, you'd laugh them out. And God forbid we'd want the health care of 1850, alright. That was before the Civil War which was considered to be the time that moved surgery the furthest along in a couple of hundred years. That would have been scary. This campus does not have self-satisfaction and that's a good thing. What we do have is this drive to get better and that's what I think this plan's about. It reflects the voices you've heard in the committees, from the community about ideas forward. But those details and implementations are your job and I want to be there helping along.

So thank you, and I think that's the State of the Campus.

[Applause]