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Rotary Club of New Albany
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Friends, my thanks for asking me to join you. It is a special pleasure to be here.

New Albany and Indiana University go back together a long way -- first of all, of course, through our campus here. A half century ago, IU Southeast began as the Falls City Area Center, an extension program of IU offering evening classes in the high schools here. By 1963 the Center had gained some buildings of its own and came to be called the Southeastern Campus of IU. Then, with the help of many of you, IU Southeast moved to its beautiful site just north of here.

We take great pride in the continuing growth of IUS. The number of students and faculty has nearly doubled in the past ten years, and with the splendid leadership of my colleague, Lee Rand, the campus continues to grow in excellence as well as in size. I am particularly proud of the success of our efforts -- with your strong support -- to establish a Master of Business Administration program at IUS. The program was approved last year, and the first MBA students enrolled for the spring semester. My thanks to all of you who wrote to legislators to request approval and funding the MBA.

As a wonderful reflection of the growth of IU Southeast, this afternoon at four o'clock we will dedicate a new classroom building -- Knobview Hall. I invite all of you to join us for that festive occasion. During the ceremony I will have the pleasure of conferring an honorary degree on Lawrence Leighton Smith, conductor of the Louisville Orchestra. I hope many of you can be with with us.

The growth of Indiana University Southeast would not be possible -- certainly not with the great success that we see today -- without your support, guidance, and

generosity. Over the years New Albany has given much to Indiana University. We owe to you some of our most distinguished alumni and friends -- many are in this room right now -- women and men whose leadership in business, government, and the professions sets a standard of service for the public good. Most especially, your commitment to the advancement of our State has strengthened higher education across Indiana, and at Indiana University in particular.

Indiana has a history of heroes in business and public affairs -- including wonderful friends of IU, individuals such as Senator Kathy Smith, mayor emeritus Tuffy Inman, Dave and Marcie Carlton, Joe and Harriet Chalfant, Keith and Karen M'graw, Bob and Pindy Shine, and that great friend of IU basketball, Fuzzy Zoeller (Zeller). These individuals not only lead their professions, but lead also by the example of their personal characters. I cannot underscore too strongly the importance of such role models for our students today -- students who will be leaders in this State tomorrow.

I am convinced our society will be far a poorer place if we do not maintain the values that lead us as Hoosiers to undertake the social responsibilities that mark our lives. It will be an impoverished place if strong personal values are not seen as essential to leadership in all walks of life.

IU is fortunate also to have many outstanding students from New Albany. I think, for example, of Joan Deuber (doober), who graduated from IU Southeast in 1991 with a straight-A average in her double major of chemistry and biology, and is now in her second year of medical school at our Indianapolis campus. A remarkable number of IUS graduates go on to medical school. We are proud that the campus has

among the highest percentages in the State of acceptance for medical school applicants.

I think also of Michael Day, who has earned a bachelor's degree in education from IUS and is now working on the master's -- at the same time that he serves as sports publicist and assistant basketball coach at the campus. Kristin Howell, an outstanding senior majoring in theatre, helped found the Dramatic Arts Society at IUS and directs plays for children in this region. And Linda Bates, a new majority student, is not only an honors student in psychology; she also won the IUS Outstanding Volunteer Student of the Year Award last year for her work with children as a court-appointed special adviser.

At our Bloomington campus, Sam Johnson, from New Albany, is a senior this year, majoring in math. Sam received a national Goldwater Scholarship for outstanding students in math and science -- one of only 30 in the country. He serves as an undergraduate intern, helping to tutor first-year students. We are delighted also to welcome, to the Bloomington campus, Heather Zoeller (Zeller) -- daughter of Ed and Jennifer -- who joined us as a freshman this year.

Students such these reflect the personal values and the qualities of achievement we seek in our young people, who will lead this State in the future. That future -- theirs and ours -- will be brighter because of their determination, their hard work, and their concern for others.

During my initial years at Indiana University, faculty from all eight campuses developed an academic agenda that has guided the University during the past four years. Called "IU: One University -- Indiana at Its Best," that agenda is regularly

revised, but the focus remains constant -- a set of educational objectives that have widespread support among alumni and friends of IU, as well as students, faculty, and staff. Those basic objectives include a sound foundation in essential skills -- writing, analysis, and computing -- an appreciation for the variety of cultures in the modern world; an understanding of the physical world; insight into creative intellectual and artistic achievements; and awareness of the ethical implications of human actions.

In my fifth year as President, it seems well to step back for a moment and try to describe the personal -- rather than academic -- goals of an IU education. Over the past months I have been reflecting on the qualities of mind and character we seek from that education -- qualities that will help students take their place in society and contribute in the ways we expect from educated women and men.

There is no question that academic training alone, knowledge alone, intellect alone, do not guarantee a life well lived. A university education offers knowledge, it challenges and stimulates intellect, it ensures a foundation of fundamental skills and specialized training for a whole spectrum of careers. But I am convinced that we must do more than that if we are to succeed in our central and most important role: the preparation of the young women and men who will shape this State and this county in the next century.

American colleges and universities once saw themselves as surrogate parents, responsible for guiding the behavior and moral character of students. The tumult of the 1960's changed that and much else, and I am not advocating a return to that parental role. What I do advocate is reflected in the words of Herman B Wells, our beloved Chancellor, in his book, *Being Lucky*. "The house of intellect is by nature

averse to orders," he wrote. "One cannot command spirit, cannot command learning, cannot command an atmosphere; but one can contribute to the nurture of all of these."

An undergraduate education should contribute to the nurture of our students. It should provide a climate where they are encouraged to examine their personal values -- values that define how they think of themselves as individuals, and their relationships to others. If we do our job right, we can help students develop the qualities of mind and character that will serve them well as leaders, parents, friends, co-workers, and active members of their communities -- all in addition to first-rate academic training.

In several meetings around the State, I have been suggesting nine of those qualities, as I will to you today. The list is not exhaustive. At the back of the room you will find this list of nine, with space provided for you to add a tenth, and perhaps more, from your own perspectives. I urge you to take a copy and fill in the missing quality or qualities, and then please return the sheet. I am eager for your views.

The first quality I have in mind is an enlightened self-esteem. Without self-esteem -- a sense of our strengths as well as our limitations -- we will not have the courage of our convictions. The moment may come, or several moments in a lifetime, when that courage can make an enormous difference -- though it is also true that our convictions sometimes need to be changed.

Without understanding and acceptance of our own limitations, we may judge others -- and ourselves -- too harshly. Self-confidence without arrogance, assurance mixed with a willingness to admit error, is the balancing act we seek in our graduates. A first goal of an IU education should be to develop a comfort in one's self. If we do not enjoy our own company it is hard to imagine that others will.

This first goal is best realized in combination with the second goal -- a desire to serve others. I often hear students and alumni comment that they feel happiest when they are helping others. No university offers courses in commitment. But many, and Indiana University is among them, provide rich experiences that foster commitment through volunteer service.

I recently read a report by an IU student who, for a volunteer service project in one of his courses, went back to his old elementary school to talk to the children there about the value of education. This young man had been a star football player in high school, recruited by many colleges. But in his senior year a serious injury ended his athletic career -- a loss he still had not accepted.

"All the way there," he wrote, "I wondered how I was going to convince those kids I was sincere when really I was still so bitter. But I talked to them about the importance of an education, and the message seemed to sink in. I was someone they knew had been injured and had it all taken away, so I felt my speech was helpful to them.

"But just as important," he went on, "this assignment has helped me more than you can know. I was able to look into their eyes and see how lucky I am to have experienced all that I have, and that my education is something I can be proud of."

I believe strongly that volunteer service reflects central values in our society -- values that are distinctly American. At all IU campuses we are working to build programs that will give more students the opportunity to experience volunteer service -- as part of their work for classes, and beyond the classroom.

A third important quality is appreciation for diversity. IU is by conscious design a place of rich diversity, where the only common denominator is talent. Many students come from towns that are smaller than the student body of the IU campus they attend. In their home communities, diversity may merely mean different factions of the same church. At Indiana University, diversity means different races and religions, different ethnic, social, political, and economic roots. In particular, getting to know and work with minority faculty, staff, and fellow students is tremendously important for both minority and non-minority students.

When our students graduate, they will be called upon to work with women and men who are very different from themselves. We want them to leave IU understanding that communities work well when we celebrate differences, when we value others for the talents they bring to the common good.

Fourth is a personal dedication to the larger goals of society. Leadership is marked by a commitment to purposes that transcend self-interest or the interest of a narrow group. An Indiana University education should help students gain broader perspectives on the society where they live, and on our place within the global community.

A colleague, Professor of Political Science Jean Robinson, who studies modern China, puts it this way: "One of my purposes in teaching," she has said, "is to encourage students to think about what democracy means. When students learn about other countries, it forces them to compare and to start asking themselves what democracy means for them: How does it work? How can it work better? Even for

students who take just one course on an international topic," Jean says, "it can have the potential of changing the way they think about themselves as citizens."

A fifth goal of an IU education should be to help students develop strong motivation -- motivation to work toward their own goals, and the goals of their workplace and their communities. Motivation means a willingness to go the second mile. It means a commitment to bring all of our abilities to the work we are doing, whatever the task. IU offers no courses on motivation, but the demands of the classroom, the challenge of outstanding teachers and fellow students, help students in building a strong motivation.

The sixth goal of an IU education should be to instill in students a lifelong curiosity about the riches of the world they live in, a world where knowledge expands in all directions. That curiosity is essential to the flexibility our graduates need to keep up with our changing world. As many business leaders have assured me, the only constant we can expect is change. Our graduates must be prepared to live and work effectively in that environment.

I stress to freshmen that the purpose of their education is much more than graduation. We want them to stretch themselves mentally, physically, and socially. This means taking chances, exploring new fields, signing up for courses because the subjects and the teachers sound interesting. In the process of exploring new fields they will learn to enjoy the challenge of lifelong learning.

These qualities of mind and character must be joined with personal integrity, and a sense of justice tempered with mercy -- qualities that mark the true leader.

Finally, last but not least in my litany, is belief in the power of an individual to make a difference. Our society is so complex that it is easy to withdraw into our own small sphere and remain there. It is sometimes hard to believe that what we do as individuals makes a real and lasting difference. But that is precisely what I do believe. Thousands of women and men with whom I have worked -- at Indiana University and elsewhere -- do make a difference. They know that a commitment to the well-being of others is an electric force for good, for ourselves and for those we serve.

These are my nine non-academic goals. I am certain each of you can add others from your own experience and thoughts. I am eager to hear them so please put them on the sheet I've given you.

Whatever your suggestions, I know you agree that an IU education should help shape the character of the young people in our State, as well as provide outstanding academic training. This is what we want to do, and we want to do it in the best way possible, with the highest possible quality. For this, we need strong support from our State. But Indiana University faces a most difficult problem. We need your help in meeting that problem.

During the current biennium, for the first time in fifty years, the General Assembly reduced State funding for the University. We are doing our best to do more with less, and we will continue to do just that -- to be more productive, more efficient, and more effective. But I would be accused of blowing smoke if I did not tell you that the University faces a crisis.

Why has this happened? Part of the answer, of course, is the recession. The Governor and the General Assembly have worked hard in the face of tough economic

times and we are grateful for their support. All of us know that our State, like other states, has been hit seriously. But a far more important reason, from the accounts of all legislators with whom I have talked, and the Governor, is that -- in their view -- support for higher education generally, and Indiana University particularly, is not a priority for their constituents. Over and over again, they tell us they will make higher education a top priority for State support only if their constituents call for that priority.

The severe reductions in State funding for IU during the current biennium undermine our capacity to prepare young people to contribute their best to our society. At Indiana University, we are stretching each State dollar in every possible way to reduce costs and expenses and still achieve more with less. But our efforts are not without penalty. Necessary program reductions deprive students of educational and career opportunities. We remain at the bottom of the Big Ten in faculty salaries. In the School of Medicine, to name just one example, more than forty faculty and staff positions are left unfilled.

At the Bloomington campus, hit by a State budget cut of \$3.2 million, student-faculty ratios are the highest in the Big Ten, a result of continuing lack of funds to fill faculty positions. Student services have declined, most particularly in areas where State monies cover departments that do not charge for their services -- for example, the Career Development Center and the Student Activities Office.

IU faces tough issues for the next State budget biennium -- but we do have help. I hope that -- if you have not already done so -- you will join with a group that is working to educate Indiana citizens and opinion makers on the vital links between the University and economic and social progress in our State. That group is called

Hoosiers for Higher Education. Many of you heard Sue Talbot of our Alumni Association speak earlier this year about Hoosiers for Higher Education. Keith M'graw serves as HHE community captain for this part of Indiana, and we have wonderful help also from Senator Kathy Smith, co-chair of the IU caucus of legislators who are IU graduates.

When people ask how Indiana can afford to spend more on its premier University, please ask how the State can afford not to. Every graduate of Indiana University can be expected to earn at least twice as much as the average Hoosier citizen without a four-year college education. This income will generate at least \$100,000 for the State over the graduate's lifetime. For an investment of \$20,000 -- the current average cost to the State of educating a baccalaureate student at IU -- Indiana will receive a five-fold return. Few investments could be as profitable.

I am delighted to report that Hoosiers for Higher Education now has 6,000 volunteers across Indiana. Please join us. If you would like more information, just fill in your name and address on the sheet [at the back of the room] and send it to me along with your suggestion about a key quality of character that should be developed by an IU education.

We are now completing work on Indiana University's budget request to the General Assembly for the 1993-1995 biennium. That request proposes a Compact for Competitiveness with the State. At the heart of our proposal is the need for cooperative efforts among all the major participants in the life of Indiana. As Governor Bayh and members of the legislature have stressed, our State must become more competitive if the economy is to improve -- and IU can help significantly to increase the

State's competitiveness. The Compact we propose calls for a commitment by both the State and the University to enhance their support for each other toward that end.

We believe firmly in the need for the University to be accountable to the State for the success of our efforts in every area. Our contributions in the Compact for Competitiveness will be measurable so that we can ensure real accountability. Those contributions will be in four areas of special concern to the State of Indiana in the 1990s: promoting educational attainment, assisting in workforce and business development, providing advances in health care, and protecting and enhancing the environment. All of these issues are important to all of us as individuals, and they are important to Indiana University.

My thanks for this time with you.