

Minutes
Indiana University
BLOOMINGTON FACULTY COUNCIL
December 5, 2006
Ballantine Hall 008
3:30 P.M. - 5:00 P.M.

Attendance

MEMBERS PRESENT: Moya Andrews, Eric Arnold, Julie Bobay, Maria Bucur-Deckard, James Capshew, John Carini, Richard Carr, Les Coyne, Luis Davila, Robert Eno, Dennis Groth, Robert Hatten, Barbara Hawkins, Amy Holtzworth- Munroe, Kevin Hunt, Elizabeth Johnson, Owen V. Johnson, Christina Kuzmych, David MacKay, Eric MacPhail, Terrence Mason, Bryan McCormick, Murray McGibbon, Theodore Miller, Lisa Pratt, Paul Rohwer, Elyce Rotella, Jeanne Sept, Robert Shakespeare, Jerrold Stern, Robert Terrill, Herbert Terry, Neil Theobald, Larry Thibos, David Waterman, Cara Wellman,

MEMBERS ABSENT: George Alter, Lisa Bingham, Marilynne Boyle-Baise, Katy Borner, Keith Clay, Shawn Conner, Angela Courtney, Aurelian Craiutu, Paul Elliott, Patrick Harbison, Betsy Henke, Laura M. Jezewski, Andrew Lauck, Grant McFann, Michael McRobbie, Sara Pryor, Amy Reynolds, Sarita Soni, Alex Tanford, Maxine Watson, William Wheeler, James Wimbush

GUESTS: Kelly Kish (Faculty Council), Roger Thompson (Enrollment Management), Kevin Brown, Eduardo Rhodes, Roland Cote, Steve Hinnefeld, Alice Robbin

Agenda

1. Approval of Minutes
November 14, 2006
<http://www.indiana.edu/~bfc/docs/AY07/minutes/11.14.06.htm>
2. Agenda Committee Business (10 minutes)
(Professor Theodore Miller)
3. Question / Comment Period* (10 minutes)
(Professor Theodore Miller)
4. Report from Vice Provost for Enrollment Management Roger Thompson
5. Standing Committee Reports
6. Old Business
7. New Business

AGENDA ITEM #1:

AGENDA ITEM #1: APPROVAL OF MINUTES

MILLER: Well good afternoon, ladies and gentlemen. You may have noticed from the agenda today that the meeting here is contemplated as being somewhat shorter than our ordinary meeting. So the first item on the agenda is the approval of the minutes from the meeting on November 14 which are posted at the website. Is there a motion to approve those?

HUNT: Move to approve.

MILLER: Is there a second?

E. JOHNSON: Second.

MILLER: Second. Alright any discussion please, anyone want to make an amendment to those wonderful minutes. All those in favor please say aye [aye]. Opposed? Thank you very much.

AGENDA ITEM #2: AGENDA COMMITTEE BUSINESS

MILLER: Agenda Committee report. I would like to report, many of you know this, that the Intellectual Property Policy was approved by the University Faculty Council at the meeting last week. That is the last that many of us will ever perhaps see of that policy again, although it is now going to be presented to the Trustees, and frankly I have no idea how they will react to this. It will be interesting to see that I suppose.

Another item on the UFC agenda last week was a report dealing with multi-campus schools. This is a report that will be presented for discussion at the Trustee meeting later this week. It's not really the focal point of any particular agenda item at this moment, but it is something that we will bring before you in January sometime. It will probably be with some review, discussion, here in this council. Sooner or later, somebody is going to want to make decisions based on that report and our views should be at least known at that point. So that is an item for a future agenda.

The other thing that I would like to say a little more about here today is this idea of outsourcing. There is a lot of talk on the campus these days about outsourcing. Everyone seems to be talking about. I would like to try to provide here just a little bit of context or at least what seems to me to be going on here. I heard a number of conversations that seem to be questioning the Trustees motives in doing this and wondering why they are attacking the university and trying to split it up, sell it off or what not. I have to say, I have been listening to the Trustees talk about this. They have been trying to get into this for some period of time now, a year probably, and I have heard a lot of conversations about it. I just wanted to give you a sense of at least what I have heard them say about their motives for undertaking these assessments. The primary thing appears to be Judy Palmer has produced budget projection for the university, a ten-year budget projection, and I was just talking to Neil about this and not many people have seen this, the details of this projection, but Judy has presented the situation to be that in ten years the university faces a \$500 million deficit. Now that of course is a number that catches people's attention. I presume that the Trustees have seen this plan and they think that it is a credible projection. What they have said in response to this, given that that is kind of where we seem to be going, it's very clear that we are

going to have to go to the state of Indiana and ask for a lot more money than they have been giving us previously. This thing about the outsourcing is really a strategy on the part of the Trustees to make sure that the operation of Indiana University is being done in a reasonably efficient way. They do not want to go to the state and say “we need big bucks” and have the state turn around and tell them “you’ve got big bucks back there on your campus if you just grab it”. So they are trying to evaluate various parts of the university to make sure that there is a reasonable level of efficiency in these operations. That is my sense of what this outsourcing is about. The conversations of the Trustees about this, it is very clear that some of the Trustees are much more enthusiastic about outsourcing possibilities and the amount of money that might be available through outsourcing than others. The board is certainly not unanimous in its view that this is a great idea. In particular there are a number of members of the Board that are quite concerned about the employment ramifications whenever outsourcing might be on the table. I just wanted to make sure that you all understood that there was a broader context within which this discussion of outsourcing was taken place. Whether the search for money that seems to be behind this outsourcing, whether the search for money by the Trustees, is focused on the right places of the university is I think another question. There may be other places within the university that should be evaluated as well. Right now they seem to be focused on the auxiliary units. But I think that there is a broader context to this and I just wanted to try to say something about that to you. That is the report of the agenda committee.

AGENDA ITEM #3: QUESTION/COMMENT PERIOD

MILLER: Next is the Question and Comment period. Alice Robbin.

ROBBIN: I want to thank the agenda committee for giving me five minutes for a very hard subject to address. I am Alice Robbin, the School of Library and Information Science. My background is political science and the sociology of complex organizations; an associate professor. My particular interests are in implementation of information systems. I also serve on the BFC’s Technology Policy Committee and I have had, along with my colleagues, increasing concern about our information technology infrastructure. Because I only have a few minutes, I don’t have the time to categorize and give you a whole list of examples so I am just going to highlight some of the basic conceptual theoretical issues and answer any questions that you might have as I understand the situation and also respond to why I am here today. I have four points that I want to make.

First, decisions are being made regarding UITs and more generally the information technology infrastructure, what we would call the information or computing infrastructure, being made specifically at Bloomington with little input and communication with the people that who will be affected before a new policy or procedure is implemented is the first point.

The second point is that decisions are being made centrally but responsibility is being pushed down to local users and including the departments, and there is an irony associated with this, in that there is an effort to standardize software, standardize services across the university but by pushing the decision making about software down to the user level, we actually introduce non-standardization.

The third issue concerns decision making that has been based on empirical data whose interpretation is suspect but can be challenged. This specifically concerns the issue that brought me here today, which is email or communication software and the terminating of Pine by the end of this month and the recommendation to move the communication software use to webmail and outlook both of which have significant structural and internal problems for the users which after three years of interacting with the UITS staff has finally been acknowledged just last week.

The fourth point is that UITS appears to be making investments in very high visibility projects and these include for example campus wide content management software that standardizes department web portals that imposes centralized design on departments. There is however the basic day-to-day mundane boring infrastructure, basic infrastructure and work does not appear to be getting done and getting the attention of the highest level of decision making in the organization as well as the lower level stand making the plumbing work is not sexy, it's not interesting okay.

Some of the thinking about what is going on with UITS can be traced to the point which was just made about outside pressures to reduce costs by outsourcing IT services. However, I really think it is important for the Bloomington Faculty to recognize that there is very little research that has been done on outsourcing that indicates that outsourcing has led to efficiencies and effectiveness in the provision of services. The gains that have taken place through outsourcing for the most part, if there are indeed gains, are very short term and indeed in the long term which includes accountability and knowledge gains; organizational knowledge gains, are not there. What I am asking the Bloomington Faculty to consider over the next year is what is happening to our information infrastructure. UITS is a university wide responsibility, email communications is at the heart of what we do everyday. We are knowledge industry. And the university has stated that email will be the official mechanism for communicating with staff. The problems that I have identified are much deeper; they are internal, and they are organizational. I think it would be the best interest of the Bloomington Faculty to take a look over the next year at what is happening inside UITS, what is the organization doing, why are certain decisions being made and are users being well served. Thank You.

MILLER: Now the situation that we have here is that Brad Wheeler, as many of you know, is a very regular attendee at our meetings but at this particular meeting this he could not attend. What we are planning to do is to give the material, the transcription of the statement that Alice has made here and Brad has indicated that he is ready to respond to it and so we will have that response here at the council at our next meeting.

ENO: I just have a question, Alice, where you speaking for the Technology Policy Committee.

ROBBIN: No, I'm not, I am speaking from my own experience from teaching about PeopleSoft and involved in what happens when new things are introduced. The nature of the implementation problems and what has been the effects of the implementation of PeopleSoft on this campus. I am speaking from my own experiences with email and specifically Pine where two years ago, the UITS staff conducted its yearly, annually user satisfaction survey and discovered between 10-15% of the IU community and largely on this campus were Pine users. Shortly thereafter UITS announced that it would be terminating Pine. They argue that nobody used Pine and thus ensued

a self-fulfilling prophecy, people fled. There was a mass exodus from use of Pine because people were threatened with not having it available sought another, Webmail or Outlook, and we have also seen over the last two years a large exodus, communication software use outside the university specifically Gmail or Yahoo or AOL. And UITS has used the issue of non-use to terminate the program available to us. There has also been talk about outsourcing email. If you weren't concerned now you should be because if we outsource email there will be privacy issues. The university will no longer be responsible as they were not with Chris at Informatics regarding the Northwest, the publishing/printing of the boarding passes. It will no longer be the responsibility of the university if any of the members of the university are involved in email communications that the government or corporations deem dangerous to national security or corporate security the university will not need to respond.

ENO: I guess my basic question is. Is the technology Policy Committee given its position because it is unusual to come to the full council like this?

ROBBIN: Correct. The issues have been raised with the administration and I am bringing it to the entire BFC because it goes beyond the Technology Policy Committee at this moment.

GROTH: I am the chair of the Technology Policy Committee here. The problem with email came up in our last meeting and I think in the way that I interpreted it was that it had been seen as a simple bug with software and I think they misunderstood the scope of the problem in terms of how the Pine change emerged. I am not aware of all the decisions that were made there but we are certainly willing to work with Brad to see understand what the issues are.

ROBBIN: I requested Brad Wheeler for a delay in terminating Pine because – even though I had been saying for three years that there are significant deep bugs in Webmail nobody paid attention, nobody followed up on any of the bugs that I had isolated until just very recently and they have finally acknowledged it and so I have asked because of the deep bugs they delay the termination of Pine and there was out-right refusal. So even though Outlook and Webmail have problems with them, the two pieces of software, there has been a refusal to delay the termination. I deem this as a lack of responsiveness to users on the part of the key decision makers.

MASON: Can you give an example of the kind of problem that represented by these bugs?

ROBBIN: Do you really want me to go into that?

MASON: Well I don't know, is it a short version of it?

ROBBIN: No.

MASON: Well maybe not.

ROBBIN: The short version is that if you have a lot of data stored in folders and you want to download or save those folders, and you go ahead and use the save or the open you actually save or open randomly messages from your inbox and that has to do with the hierarchical structure of the program, but there are very deep backend problems.

MASON: I see, good enough.

MILLER: Elizabeth?

E. JOHNSON: Could you give an example of what you said that there were problems just getting—work doesn't appear to be getting done making the plumbing work. Can you give an example of that kind of lack in the support?

ROBBIN: Yes, some of this has to do with requirements analysis having to do with this URPS that PeopleSoft for example, when problems have been diagnosed with the modules. The problems are maybe acknowledged and then nothing is done or what is happened with Grad Pack for example the Kelley School has been accessing the ending of Grad Pack and the procedures because they didn't map to the PeopleSoft software.

MILLER: Bob?

ENO: I do think these issues would be best taken up within the committee. Some of the stuff that you are referring to for instance, the Grad Pack stuff that has problems with PeopleSoft. There are certainly more problems with that whole scenario, we certainly lost GradPack and we lost some degree audit capabilities of we had but all of that was very extensively better take council to committees first and then in council. We knew about it when it happened. We knew what we were losing and we had long lists of positives and negatives and we tried to come out with a cost benefit at the time of some of this stuff. In fact Pine went through its very extensive review in 2004 I am amazed its still there. I fled it in 2004 thinking it was closing. At that time there was a lot discussion and discussion in the committee about that decision, so it wasn't done without consultation. It may be that the faculty dropped the ball on something that was important and maybe that should be something that should be revisited but we probably want to sort out in a committee where we have issues, and where in fact it was discussed and we may have made a wrong decision in the faculty or we may have right one. In the areas where there just isn't consultation now where we may have some disfunctionality but UITS is always very difficult for us to work with as the council as a whole.

ROBBIN: Yes and I think overall given the complex organization, UITS is very difficult to work with many many layers of authority and I think that needs to be part of the thinking that goes on. I am very happy for you to turn the problem over to the Technology Policy Committee, TPC, and I hope that the TPC can move forward on it but it does need the full knowledge of the BFC.

MILLER: So the purpose for this part of our agenda is for people to make comments and questions, which Alice has done. Thank you very much Alice and as I said Brad Wheeler. I think is generally cognizant of the kinds of things that Alice has said here today and he is going to prepare a response for us. We will see that in January. Other questions or comments please?

CAPSHAW: I've got three comments on the outsourcing issue. Usually the economic arguments win the day but I also want to raise the other kind of factors that might be considered like the moral economy. We might lose a lot of goodwill from these longtime employees and I am not

sure if they will be paid more or things like that so I think we need to think about the moral economy. Second is about we do a whole lot of outsourcing already, construction, architectural services, PeopleSoft, things like that, but these current ones, the motor pool, the bookstore and printing, those effect directly faculty and staff. These are direct services that people use and I am just wondering whether you would like those who don't have a vested interest in the institution to run these things. Thirdly, I would like to know whether the Trustees or anybody else in the administration has done a study of the IMU food service which was outsourced several years ago, maybe 10 years ago; studied its economic effects, other kinds of moral effects on the employees, so those are my three comments about the outsourcing issue.

MILLER: Thank you very much, Jim.

WATERMAN: Just one other quick comment about the outsourcing and maybe a question for Neil about this. What you have said Ted about your interpretation of what the Trustees have been thinking seems to imply that presumption that these units that are now a part of the university are now operating inefficiently now and that this could be tolerated as long as there is not some kind of budget crunch coming which the projections seem to imply. Or I guess the other interpretation is that there is a cost to serving university and faculty needs that's over and above what a purely profit making organization that could manage and when there is budget crunch we are just going to have to sacrifice those interests to the faculty and the university. I guess my question for Neil, is this outsourcing something that is determined to take place or is there going to be an evaluation of the bids as sort of a way to see whether privatization makes sense? Is that what's going to be done?

THEOBALD: It is the latter. The process is that Vice President Clapacs who is in charge of administration on this campus, for the university but also on this campus, formed a committee that I am part of, and we put out a request for proposal for two weeks ago that is due back Dec 22. There were five bookstores interested in bidding on taking over either an individual campus or the entire university bookstore operation. The people on that committee will make a recommendation to Vice President Clapacs. He will then make a recommendation to the President. Then it will then go out by campus because there isn't one university bookstore. There are seven separate bookstores that operate on each of the campuses and each campus then will provide input as to whether it wants to accept the deal that is being offered by ..., Barnes and Noble, and types of folks. They would talk to the President and then he would make his recommendation to the Trustees. I can assure you it is not simply a financial decision. It is very much about the types of services that are provided. I know that Herb is very good to provide what are the faculty expectations for the bookstore and I made it very clear when we met with each of the bidders that that is a primary issue for me, are you meet the faculty quality requirements, whether we make money out of it or not. We clearly, that is a service unit, clearly finances matter but that's a big piece of what we are doing is can they provide the same type of service. Why has this come up has? Has someone decided if it is inefficient? Trustees talk to each other. Six of the 11 bookstores in the Big Ten are outsourced. Five are internal so they talk to the six that don't operate there own and say well, gees, should we do that too? It's really at that type of level. I don't think that there is any grand plan or anything of that sort. It's just that others have done it. They have received a lot of cash up front for having done it, is it something that we should look at doing? But I am actually quite impressed with the process; so far there has

been no financial program, no pressure on us to do this for financial reasons. It just doesn't make sense to have—and Barnes and Nobles has some previous scale that we don't have, to operate bookstores that we can generate funds from that which can be used somewhere else is that something that we want to do?

MILLER: Bryan?

MCCORMICK: Does this increase the danger of the state further reducing our appropriations? This is one of the concerns as we start to outsource this we assume that it will free up money but will it just cause the state to say well you don't need that money anymore.

THEOBALD: That is always a possibility. Our state support has gone down 14 million dollars in the last 5 years without outsourcing. How would I know that there mad with us?

That is one thing that Ted said that I would really agree with. I have known that this is part of a pitch to the state. The state of Indiana—we operate as a private university and I don't see that turning around. We are going to be heavily dependent on tuition here and so it's more if we are going to go out and ask for a tuition increase it is at that level that they want to be able to go to the state and say we have looked at all these other places for money, you are not going to give us funds, we have looked at outsourcing. There aren't opportunities there. We have got to look everyplace else so that the only other place to go is to have more than a 4.9% tuition increase. Its more that sort of thing is how I read it as opposed to actually asking the state for money. The state will do what they can when they can.

MILLER: I think you are probably right and maybe I didn't phrase it in quite the right way. But the idea is that the Trustees are going to have to go to the state. They know that they are going to have to go to the state and they are going to have to make a request that could be answered in a variety of different ways and they are trying to foreclose certain kinds of responses from the state.

THEOBALD: I totally agree with that.

AGENDA ITEM #4: REPORT FROM THE VICE PROVOST FOR ENROLLMENT MANAGEMENT ROGER THOMPSON

MILLER: I think we have done what we can do here in terms of questions and comments. The next item on our agenda is Vice Provost Roger Thompson, who is going to give us a report on Enrollment Management. This is one of the topics that has been of—we've talked about a good bit here over the last year and half or so and Roger is going to give us his assessment of the situation that he confronted as he came into Indiana University and give us the benefit of his thinking about what new initiatives the university will be undertaking. You have a handout which I believe will be a point of reference for you Roger.

THOMPSON: Yes, a little bit. Thank you very much and I appreciate the opportunity to come share a few thoughts with you here today. My goal really is to give you a very brief overview and then answer any questions that you might have about some of the things that we are doing in

our operation. As background, I arrived at Indiana University in July. At that time, I think the goals that were outlined for our area, enrollment management and specifically in recruitment, were pretty well defined and they sort of represent the direction in which we are trying to move our organization.

Those four goals are to increase the quality of the freshman class, maintain the diversity and actually enhance diversity in our freshman class, maintain and increase our strong international presence at Indiana University, and fourth to keep Indiana University affordable for families within the state of Indiana. So those four broad goals outline the direction the university wanted to see our organization lead the charge.

Before I get to a few additional comments, let me just tell you what has been passed around. The first document is a PowerPoint presentation that was made to the Board of Trustees a month ago. This presentation was done by Provost McRobbie, Neil Theobald, and I and really the goal was to highlight for the Trustees the importance of aligning financial aid with enrollment goals. So when you have a moment you might want to browse through them, four new financial aid initiatives were presented at that time. I think they have been fairly widely distributed around campus so this may not be show stopping, earth rattling news. But it will give you some more detail about what we presented to the Trustees. The second item that I passed around is something that we gave to all of our team members in Enrollment Management and that is what we call the student life cycle. In my view and this has traveled with me from the University of Southern California to various places and eventually to here at Indiana. I believe very firmly that student service must be consistent and effective through all steps in that lifecycle. And the beginning of that lifecycle begins with a student as a prospect and you can see it moves through to admitted and enrolled student and all the way to donor. One of the common questions that I get is why does the chart go through donor as opposed to graduate. I think that donor is a measurement of alumni satisfaction, whether someone is willing to donate money, time, or goodwill and good message is a measurement of how their experience was at Indiana University. So I share those two things with you to give you some insight as to the principles under which our organization operates.

So let me shift to probably what you are more interested to know about. And that is let's begin at looking at our freshman class of 2006, and for those were at the Executive Committee some of this may sound eerily familiar but bear with me. The freshman class in 2006 was the largest and most talented class in the history of Indiana University. That's no small feat given that we have been admitting freshman classes at IU since 1820. No freshman class came larger or better prepared. The SAT for the freshman was 1121. That is an increase of 10 pts from the prior year and to put that in context. IU's freshman class had an increase of 10 SAT pts. The national average dropped 7 pts. The state of Indiana average dropped 5 pts. Total number of freshmen was a little over 7200 close to 7300, admittedly larger than folks had planned and that certainly caused some issues both in terms of assigning courses, and spaces in residence halls and some other things but when you can increase the size of your class and increase the quality, you are doing a number of things just right.

African and Hispanic enrollment was up. Not as large when we talk about African American enrollment. It was the third highest enrollment ever at Indiana University, as you may know two

years ago was the single largest enrollment at IU and African Americans also had quality measures increase significantly with a 27 point increase on the SAT from last year to this year and Hispanics were up as well. Other quality measures, we enrolled 123 valedictorians as compared to 87 two years ago, 63 National Merit Finalists as compared to 48 two years ago, and the out-of-state population also increased to 39% with the largest non-resident areas coming from Chicago, Cincinnati, and the eastern seaboard-Cincinnati and the rest of Ohio, and the eastern seaboard.

I would love to tell you that I had something to do with this class, but showing up in July I simply welcomed them and said hello. The folks that really deserve the credit for that are the people that work in Enrollment Management now. My colleague, Roland Cote, who is in the back, that served as interim leading this organization and many others across the campus I am sure played valuable roles in making that class possible. As we look forward to the freshman class of 2007, we have a number of items that we are going to address. If we are going to move quality up, it requires us to do things in different ways. One of the things that we are beginning to undertake with much more vigorous activity is what we would call a bought name program. Let me tell you what that means. If we are going to identify high quality students, it is imperative for our future that we identify them earlier in the college selection process. All the research indicates that the first narrowing of college choice begins in the sophomore year of high school. Currently our communication stream at Indiana University really doesn't begin until the end of the junior year of high school. We are just not well aligned with the student marketplace at the moment. So part of what we are doing is buying the top achieving PSAT, ACT, and SAT test takers in their sophomore and early in their junior year. This will help us identify the very best and brightest students in the state of Indiana and throughout the Midwest and the country. Once we have the names it is important that we communicate effectively with these students. This year on October 1 we distributed close to 40,000 parent guides to financing higher education. These were distributed to sophomores, any sophomore in our database and first semester juniors throughout the state of Indiana as well as being provided to high schools throughout the state of Indiana. I should have brought one along. I brought it to an earlier meeting. This pamphlet, about 18 pages long, gives parents the ideas and really some insight more than ideas, gives them insight into how they can finance their student's college education. It begins by addressing issues from the freshman year of college on. We thought it was very important that if we are going to talk about encouraging the best and brightest students to think about IU early that we needed to communicate in a targeted, effective manner very early. When it comes to communication, everything we do or our goal, I can't say everything that we do at the moment. Our goal is to be personalized and customized. Let me tell you what I mean by that. Personalized is sending messages to parents and students that say dear Sally from somewhere here. Many times we have sent communications that may say dear student or they might say dear whatever the student's name, but they were signed from the Office of Admissions. That is a large bureaucracy that nobody understands. It's more important that we send a message that comes from a person, signed and delivered. That is personalization. Customization is actually delivering a message that the student is interested in, isn't that novel idea.

Students, when they take the ACT and PSAT, they indicate interest areas. They tell us, "I'm thinking that I may go into political science." "I think that I might want to do law school." "I might want to study Journalism" whatever it is. At the moment, this is the first year that we have

captured that data. That is a good first step. I'm glad that we are capturing that. I owe that to the folks that came before me. But now that we have the data captured we need to utilize it so that when we communicate to students, we not only send the message Dear Sally but we then speak directly to what Sally's interest are in the way that we communicate as opposed to just broadly talking about Indiana University. This can be done in a number of ways direct mail, email. We know that both of those are important. Email messages are read by students. Direct mail is read by parents. All the research that we read indicates that today's parents are highly involved in the student selection process. In fact focus groups that I have done at other institutions would indicate that vast majority of students have their college choice narrowed by their mother or father and not by them. So it is very important that we do both from a communication standpoint.

We are running online chats this year. This gives students opportunity to come into a chat room and talk about Indiana University. Next year we will do online chats even better. Our vision for this is to start setting up interest areas for online chats, so maybe one night it is Journalism school night. And we start by putting the Dean in the chat room for about 35-45 minutes for what will probably be parent's questions and then we spend the next hour and a half with students in the chat room answering students questions and we rotate that through academic disciplines and out of classroom activities. In all of our communication, we need a call to action. What is the call to action for every piece that we send to a student, what are we asking a student to do? And we will take personalization and customization to a level that I don't think most large research universities consider let alone implement. This spring we will implement a new conversion push piece. The call to action here is its time to enroll and this push piece will be highly personalized and customized. To give you a sneak preview this postcard will come with a picture of a car. On the back of the car will be a sticker that has the student's high school, wherever that high school is in America. Now the license plate on the car will be an Indiana University license plate. The lower left hand corner will have an IU sticker. The message will be Dear Jack its time to start packing to come to IU. The car is driving by a street sign that has the exact mileage from Jack's house to Bloomington, Indiana. This is what small private liberal arts schools send regularly to students. It is not what large research universities send to students. And if you haven't read the research on Millenials, they want to be courted. They want to be recruited. They wanted to know that they are wanted. We are hoping through this message and please don't go out and share this. There is a competitor just right up the road and I would like to kind of kick them in the teeth with this one so I don't want folks to know that it is coming. I'm kind of a competitive person that is probably is not very nice to say kick them in the teeth, but I think its going to make a significant difference in bumping the yield, and we hope its going to increase the yield of those students that have a 1150 SAT scores and higher to drive them to come from the personalization that's involved in that kind of marketing piece.

The new marketing initiatives; for the first time for Indiana University, we will appear in the national African American Student Guide which will be published in the fall of 2007. In a sense, it's embarrassing to report to you that this is the first time we will appear in this guide. As you may or may not know, the African American Student Guide and the Hispanic National Student Guide, we will appear in that guide for the first time this fall as well. In the Hispanic publication, we will have both English and Spanish advertisements when that comes out in 2007. As you may or may not know, those guides are distributed to any high school in America that has more than 40% of their enrollment made up of those two populations. When those guides are distributed to

the high schools, the high schools have the opportunity then to order additional guides to provide to the parents and the students in their high school. My understanding from talking to my colleagues is that this is not widely done in the Midwest, and that many of our high schools are not in the habit of providing 400 guides to all African American students in whatever high school. It is very common in the Southeast, very common in the Southwest, and the West so maybe we will get a little bit ahead of it here if we can create this phenomenon here in Indiana and specifically in the Midwest.

CollegeView.com the leading student and parent search engine for college search will have an Indiana University presence beginning next week and running for approximately 11 months. This is banner advertisement space and I think it will be space that will be very beneficial to us. The last several schools that have rotated through whether it be Ohio State, Clemson University, or Texas A&M have each seen the quality of their student body, not their student body, there student applications, increase and many would tell you that it is a direct correlation to the way they are marketing to the high ability students. Just in the amount of time since we have came up on CollegeView.com, we are running about almost four minutes the average length of time that students and parents look at Indiana University compared to a website average of about forty seconds for other institutions. I could go on and on and on with new marketing items.

Instead let me shift slightly to admission standards because I think that is probably something that is important to all of you. This year we increased admission standards. Yes the Trustees passed something that said here are the new guidelines for 2011 and that's good those will be the guidelines in 2011 but I am here to tell you today, students that were admitted to Indiana University last year if they have a younger brother or sister with the exact same marks may very well be denied this year. The class at 7300 was simply too large and our goal is to come in more in the 6700 range. I almost worry that we haven't been stringent enough. At the moment our applications are tracking double digit percentage points ahead of last year. Our quality is up in terms of GPA and SAT measurements by double digits in terms of who is admitted, and this year for the first time in Indiana University history, or at least recently history it is my understanding, deadlines will actually be observed so if a student doesn't apply by that spring deadline they are not going to be admitted. We also this year have implemented for the first time in Indiana University history a waitlist. This is not uncommon among Big Ten flagship institutions that look like us. You will learn from me, I have a firm belief that quality brings quality and when you go into a high school and admit the student with marginal or maybe slightly above marginal grades you are not going to get the top kid to come because you have admitted the student at a level that they do not deem worthy. So waitlists will be enacted and have been. We are about to enter a tough period. I hope it is one that you support. If we are going to increase the profile of our freshman class at Indiana University, we are going to deny more students. That is just the reality of it. Without over stating it, I think that is a good thing for a flagship institution to do. It will makes us much more like Illinois, Chapel Hill, other places that are flagship institutions where the very best and brightest kids in their state have the opportunity to go to the flagship campus and those that aren't quite prepared get the opportunity to go to a regional campus or a strong junior college system and if they still desire to come to Bloomington, we will make a transfer opportunity available to them. But I am really excited about the direction that we are headed. We look at the numbers every Monday. At the moment, when you look at who is admitted if this is the spectrum, we have improved the spectrum of admits significantly. Now we

don't know who is going to come. If this is the high end of the spectrum and this is the low end as it shifts where that mean and the deviations come out will determine how good our quality looks in the freshman class but to be positioned where we are at this stage of the game is extremely encouraging.

So I don't want to speak for too long. So let me just summarize a couple things that maybe pull all of this together and then I will be happy to answer any questions that all of you may have. As I mentioned, our four initiatives improve quality, increase diversity, enhance and build upon our strong international presence, and make Indiana University more affordable. At the Trustees meeting when you have an opportunity to review the PowerPoint that Kelly—we just sent it over she did all the hard work—has provided for you. You will see that four financial aid initiatives were introduced there. The first is the 21st Century Scholar Covenant. 21st Century Scholar Covenant is perhaps, maybe not even perhaps, I think it is the one that I personally am most proud of. The 21st Century Scholar program as you may know was created by Evan Bayh, when he was governor of Indiana. And that program said to students and families across Indiana who are on federally subsidized lunch programs, that is the initial qualification. You must have students that require a federal subsidy for their lunch program in 7th and 8th grade. Well Governor Bayh said to these families if you work hard, play by the rules, get good grades, stay out of trouble, the state of Indiana will pay your tuition to go to college. Michael McRobbie convened an Affordability Task Force which I chaired and a number of the members are here. Neil was a member of that task force, as was Roland, as was Eduardo in the back. When we looked at affordability, this was the number one recommendation from that committee and what we decided was these families. The lowest income families in the state of Indiana, it is great that the state is paying their tuition but we all know that tuition is this much of the cost of attendance spectrum that's this big. And when you begin to ask these families to pay for housing, food, room & board, books, all the things that are required for a student that make up that cost of attendance, it's a financial burden that some of these families simply cannot overcome. So the 21st Century Scholar Covenant says to these families that Indiana University will pay for the cost of attendance. It is a great program. This is a great covenant and we like the word covenant in describing this. The state picks up tuition. IU picks up the rest. These students will graduate debt free when they leave Indiana University and I think that provides hope to a number of families.

The three other proposals very briefly, included a 1 million dollar increase to the Hudson Holland program. As you know this program reaches out to many underrepresented populations and first generation students. The Research Scholars Program this was a new reward that will be dramatically enhanced this year. This reward is merit based. It allows students to work closely with faculty members and have the full cost of attendance paid for by the institution and in this case specifically a donor. The last item that I would mention is the IU Excellence Award. This rolls in during the Fall of 08. This program is available to juniors in the state of Indiana. While we haven't exactly firmed up the criteria we are looking at something along the lines of a 1300 SAT score and 3.75 GPA, and saying to those students at the time of admission if you have those marks you have a tuition valued scholarship to come to Indiana University. The goal here is to keep the best and brightest Indiana kids in the state of Indiana and specifically at their flagship institution here in Bloomington. We think that will make a real difference with high ability students and we all know that that fuels the economic engine of the state.

So in summary our goal is to meet those four objectives that were established for our organization. I want to come back to the BFC a few years down the road and know that you have freshmen classes that you can be proud of. I want the faculty at this campus to look around their classrooms and see a noticeable difference in the quality of students that sit in that classroom. I really want a freshman class that our campus feels that competes with any of the institutions that we consider our peer institutions. We are going to shift financial aid resources. These four programs clearly show the direction in we are headed and we are going to introduce a fifth at the Board of Trustees meeting Friday in Indianapolis that I think will be very well received by this group. It is along the lines of the 21st Century Program but it goes much broader and it is going to impact literally hundreds of Indiana families from low to middle income and provide a step up for them. That's all the more that I can say because I see Steve Hinnefeld in the back and I don't want to rain on anyone's parade for Friday.

Lastly we are going to reengineer our efforts. It is very important that we make assessment and evaluation regular components of our operation. Many in our organization have heard me say multiple times, students are free consultants if we are only smart enough to listen to them. And that's why I was very happy when Dr. Terry invited me over to Global Village to eat with the villagers; if you haven't had this experience I encourage you to do it. I went about 5:15 expecting to be done about 6:30 and I think it was 9 o'clock when I walked out there. The opportunity to talk to students where they eat, live, reside, and recreate is very valuable, and so we need to be in a mode to be constantly assessing and evaluating how effective we are in the ways that we communicate with students both current students and those that are prospective students that we wish to enroll at IU. With that I think I will stop and see if you have any questions for me that I would be happy to answer or I will try to answer.

BROWN: This is with all due respect to Roger. I am here sort of in the capacity of both Director of Hudson Holland Scholars program, the President of Black Faculty and Staff Caucus and I just want to at least let you know a growing sense of frustration that is building among the black community especially with regard to this notion of the percentage of black students. Our percentage of black students in 1981 was 4.8% today it is 4.4%, and that's actually a significant improvement over the last few years so we are still below the percentage that we were at 25 years ago. While we did have a significant number of black students that came in this year, last years number was 410; this year was 345 so we were down a full 65 students that's not a slight decrease. That is a significant decrease. Some of the things that we have been hearing lately have increased our concern. The Trustees agreed in May to send a resolution to the Provost and the President to find the money to double the number of underrepresented students brought to the Bloomington campus. Roger talked about the four initiatives. One of the initiatives was an additional million dollars to the Hudson and Holland Scholars program. That million dollars for us just covers the deficit that was already there. It is not money for any increased scholarships. We are going to be at about 150/155 for this upcoming year which would actually be a decrease from the 180 students that we brought in this fall. In addition to that the issue about the increasing standards, we were getting rumors all of last year that admissions was denying more black students than they had ever denied before. Based on what Roger indicated the SAT scores of the black students went up by 27 points, the average SAT scores went up by 10 points that means that the black students had to reach a higher.

THOMPSON: That is not what that means. Let's be clear if we are going to talk about this topic.

BROWN: Let me at least say. Here is our concern, on the other concern that we are having historically black students apply late, certainly our program, I've seen that for the last three years. They apply late so if we start to close off admission positions earlier we are going to run into some real problems with our notions of diversity; increasing diversity on the one hand and closing admissions early. And I am trying to express to people, there really is a growing sense of frustration that the university has not taken the improvement of black students seriously. So I at least want to make sure that I am on record as making sure people know about this.

THOMPSON: Let me reiterate. I cannot speak to anything prior to July 2006 because I wasn't here. When I outlined four goals, one of those was to increase the diversity of the freshman class. It is great that the SAT score went up 27 pts for African American students and for the rest of the students it went up 10 points. That doesn't mean that the standard got tougher for African American students. That means more of the high ability African American students elected to enroll, that is what that indicates. I would argue that when we say that more African Americans students are denied, I would argue that more African American, Hispanic, Asian, and Caucasian students will be denied this year. Our goal is to increase African American enrollment, last year was 345. The target that has been on my dry ink board in my office for everybody to see since roughly Aug 1 is 370. It is not as good as 405 but it will be the second largest enrollment ever and that scales up as we go forward. There are serious issues that need to be addressed. I don't deny that and we have to recruit effectively to all of our various constituency groups but I am unwilling to accept that is an issue that is not on our radar or that we are not targeting. I think that we are doing things that should have been done long ago, like appearing in the guide and working to do as much as we can do for African American. At the end of the day, results talk, so we will see.

DAVILA: What would be on your radar in terms of increasing Hispanic student enrollment?

THOMPSON: Absolutely. Thank you for bringing that up. Hispanics as you know probably from your question, are the largest increasing demographic in the United States and the quickest increasing demographic in the state of Indiana. It is very important that we target Hispanic students. From my experience, when we talk about Hispanics the reason that we are running advertisements in English and Spanish is not to address the student but to address the parent. Many times we find that language is more of a barrier for the parent than it is for the student. We need to be aggressive and targeted in how we recruit across diversity across the board. So Hispanics are one of our leading priorities and again we have some of the same issues that have been mentioned here with African Americans; late test taking. I am unwilling to accept that that is just a fact. That's the fact today. I don't think that that has to be the fact several years from now. I came to Indiana University from a poor rural state. Nobody is going to confuse Alabama with Indiana when it comes to financial resources, but at the University of Alabama we got aggressive about encouraging minority students to test early and test preparation. We provided to every high school, not only these types of guides but guidelines that say here is what you need to begin doing in the Freshman year. Now that takes a while to stick, but I think those types of programs work very effectively I think. So when we talk about Hispanics, the 21st Century

Scholar Covenant reaches a very broad and diverse group, so does other financial aid initiatives that we are putting forward in a very diverse group as well. But we need to be keyed into Hispanics aggressively.

DAVILA: These are wonderful and very admirable good intentions but where are we now? Is it an analogous situation as it is with African Americans.

THOMPSON: No. Hispanics. 146 Hispanics enrolled last year, 166 enrolled in the fall of 2006. So Hispanics increased in terms of the number that enrolled. You know the measurement that I like to use and its open for debate, I think the questions that universities need to ask themselves is how well does your student body reflect that state in which you live? So we have to acknowledge some things about the state of Indiana. We are not exactly California when it comes to diversity and so how well do our percentages of underrepresented groups look in comparison to our state population. Hispanics and African Americans in the state of Indiana as you very well know do not comprise a large segment of our population. It is important when you work to insure that our campus population reflects our state population but I think that we have to also stop sometimes and acknowledge where we sit in comparison to our state. I am a native Californian. I would encourage you to go look at the African American enrollment at Berkley. It doesn't look anything like the state or the African American enrollment in Los Angelus. It doesn't look anything like the state. And so it is important that we have measures that I think are reasonable in so we need to address the issues with these populations but I think that we should be realistic in terms of what the demographics of our state looks like.

MILLER: Bob?

ENO: One of the things you mentioned as you went through is that our out-of-state incoming class is about 40% of our incoming class. Thinking about these issues of the demographics of the state and representation of population, we are getting up to a point were close to half the class is not Indiana. It raises the question how much we want to aim for targeting the Indiana profile as our own profile. Previously as a public institution, it was quite dangerous to let out of state populations rise up to that level and particularly if you are now turning down people widely in the state, that would be real alarm bell of may be the legislature getting a lot of political pressure and suffering some consequences as a result. We may be private in fact for the most part but we still depend for large absolute dollars in the legislature's goodwill and on the citizenry and that was part of the old strategy for having a broad admission policy. I wonder if we are addressing the issue of how we are going to make sure that we don't run afoul with those sort of political pressures if this out of state population is going to come up and what are targets and aims are for those out of state students, particular in regard to diversity issues.

THOMPSON: You have raised an excellent point. Our goal with the out-of-state population is to ease back from the number as a percentage of what enrolled this year. I agree with you when you get to 39% that can make folks raise some issues. So our goal is to move back from that 39% threshold. But we need to do that gently that's a financial revenue stream that we do not want to simply dam up and cut off. So your assessment is exactly right and what I think you will likely see Indiana University move toward is a differential admissions process. We may have different standards for those students out of state compared to those students in-state. Again that is not

uncommon among flagship universities. I have very strong concerns with what is happening with our in-state market. If you look at the number of Indiana residents that are enrolling over the past 5 years it is a trend that's not good for Indiana. We are getting less market shares opposed to more. That was glaring this year when we had the large freshman class and yet the number of Indiana kids that we enrolled actually went down. So we have issues that we need to address in state and I think IU Excellence, 21st Century Scholars Covenant, and some other programs I think will help make college more affordable and hopefully more appealing for in state kids.

ENO: Do we have a strategy for using the potential for out-of-state recruitment as a way to address diversity issues as well? Or is that not a combination that has been on the table?

THOMPSON: Yes, when it comes to out-of-state students and specifically diversity we will aggressively recruit in our Midwest market; those underrepresented populations, to help boost our diversity. But we also need to be realistic, the very best and brightest Hispanic and African American students, when we arrive at their doorstep, 10 other schools have been there before, and 10 more are coming. It's just the reality of where we are. We need to be competitive. We need to be personalized. We need to be customized in our message. We need to make sure our message is directed effectively to those populations. I am not sure that we do that now. We put out a great four page brochure all about diversity at IU. I think you have heard me say this before, you show that to a high-school its almost four pages of text, you know how far they get through the first paragraph, not interested any more. That is sad. We would like them to read the whole thing because there is a lot of good information in there but I don't think it is a realistic expectation so everything needs to be on the table to make sure that we are recruiting effectively. I have told this story before and I tend to not like to harp on stories from prior institutions but in raising African American enrollment at the University of Alabama by nearly 50% the best thing that we did from a recruitment standpoint was when we had the celebration of integrating that institution and appeared in Jet magazine. We ordered thousands of copies of Jet magazine and we put that in African American high school students' hands. That's not a traditional marketing approach for universities but in my view it was very effective and it came with a cover letter from Vivian Malone Jones, the African American woman who walked past George Wallace to integrate it. That was effective. So we need to think creatively about how we can utilize the resources that we have to send different messages to students. I hope that answered it.

HOLTZWORTH-MUNROE: Can I ask you a real quick question; you said that we are losing the percentage of Indiana students who go to college. Where are they going instead? Are they going to other in-state institutions or out-of-state?

THOMPSON: Thank you, that's an excellent question. We just had a meeting with the College Board Friday, so this one is actually hot on my tongue and if you would have asked me that two weeks ago I wouldn't have been able to answer it effectively. Top places that 1250 and above SAT scores in the state of Indiana and that is the population that we lose, they sort of go in this order Miami of Ohio; which sort of portrays themselves probably differently than we do, Ohio State, Michigan, Northwestern pops up depending on income level. It's all the flagship schools around us. None of it is all that surprising and you know what's happening is that those schools come into Indiana. I have been to Carmel high school three times since I got here and on two of those days UVA was there and Northwestern was there literally the same day I was there. So you

know those out of state schools come in to poach our best and brightest students no different than what we do on the north shore of Chicago, but the enrollment landscape in the last decade has changed. It is as competitive as anything you are going to find. If you want improve quality you have to decide that you are willing to get into the arms race because that is what it is at some level.

WATERMAN: Is this happening in other states—too many people are going out of state? Is this a general phenomenon?

THOMPSON: Well it's general in each state. The issue with us, I think, is when we look at the students in Indiana that we lose they are not the kids that we want to lose. That's the issue. Each state has different situations. At my last institution, I use to joke that every time the Texas legislature acted it benefited the University of Alabama. Every time we woke up they were saying to get into Austin you had to be in the top 7% of your high school class, then it went to top 5% percent pretty soon, you had families moving into schools that were not good high schools so that their kids could end up ranked in that top part so they could get them to Austin. When you have that kind of phenomenon going on something is really screwed up from a public policy standpoint. Well, we were 8 hours down the road and we started setting up satellite office in Houston and Dallas to go talk to those families. I am new enough to this marketplace I can't tell you what's happening in all the other states. Its one of the things that we need to data-mine extensively so that we can understand how those type of relationships are playing out. Michigan certainly has some issues if you look at what their voters passed in November that may not help African American students go to public institutions in the state of Michigan. That sort of begs the question maybe its time to start purchasing more African American names out of Michigan. So you always have to be conscious of what's happening in the market place. We have very good students in the state of Indiana and I would argue that we are not getting our fair share. We need to do better with those high-end kids.

WATERMAN: One other quick question, what's the reason with having the cut off of late admissions. Some of the best graduate students that we have got in our department are people that applied at the very last minute.

THOMPSON: We have three priority deadlines. November 1 is the scholarship priority date, February 1 is a date that allows you to still sneak into the scholarship door, and April 1 is the priority date for admissions. If you are applying past April 1, class is too big, seats are full, we are going to pass. If you look at it from an undergraduate perspective, generally your best students are already in the hopper by then. April 1 is fairly late in senior year for someone to be applying to college. Last year we admitted students well pass the April 1 deadline and I don't think it helped us from a class size standpoint. So we would like to keep that a little more condensed.

The other thing is that it sends a terrific message to the high schools. I had breakfast this morning with 10 guidance counselors from the state of Michigan that we hosted today on our campus. That was a new thing for us as well. We need to do more of that. One of the things that the guidance counselors said from the Michigan high schools is that they couldn't believe that this was the first year that we had a waitlist. They said "you have never had a waitlist before". We

said “no”. “How are you managing your class? How are you insuring that kids have good experiences when they come”? These are some of the ways that we do that.

COYNE: Roger, going directly to that in a way. Buzz in a high school is big and how you are perceived in that buzzerama is very significant. By us saying publicly that we are going to raise the standards in '11, has that done anything with the buzz that you have been able to detect and what do you see the buzz factor being next year?

THOMPSON: Thank you, great question. Buzz is something that is very important in high schools and you are absolutely right. Our organization will set a goal that every fall that we want something to create buzz because we want those kids talking in their schools. We had a program at USC over a decade ago, where any student that scored a perfect score on their SAT, we immediately sent them a letter that you have full tuition, room, board, everything covered at USC and that was a about a \$30,000 bill at that time for private schools. Did we get many of them? Now they probably do. At that time we were trying to battle sort of image issues that we had about being a school of second choice. Well what that did, just picture what that happens then, you have all of these students walking into high school the next day saying “hey Southern Cal offered me a full ride, I got the letter last night”. It starts to spread.

For us from a buzz standpoint, I think it has helped us a great deal with principals and guidance counselors to be talking about the increasing quality. I think it helps us that some of the more average students in those high schools are either being put on hold, put on a waitlist, or being denied. I know that sounds a bit cold but that helps with those high ability students when they can see that. The buzz next year for us is going to be something again where we will be new to the marketplace. We will be the first institution in the Big Ten to provide a DVD that shows an overview of Indiana University. That's another one that I don't want out of the bag because Ohio State is looking at doing it too, but we are ahead of them on that. So one of things that we can do to create that energy, that buzz that says Indiana is the place that I want to go; I think that financial aid is a part of it. I think the types of students that you admit and those that you deny are a big part of how you create a sense of what is a hot school. Not just by us saying it, but by us really creating that.

We have got tremendous buzz going right now. The good thing about the big class is that puts 7300 students over Thanksgiving break back in their neighborhoods talking about the good experience that they are having at IU. That creates tremendous buzz. And then it's doing the little things. We would like to introduce a program in orientation, where we ask students to nominate the educator that has made the biggest difference in their life. And we send to that their high school teacher; “hey did you know that Les identified you as the teacher that made a difference for them”. I think that creates buzz and goodwill for IU. Like to ask the best students to nominate some kids that you think would be good for Indiana University. How can we begin to make sure that we are shaping the pool that comes to our door? We have sort of been in the position where we wait to see who applies. That's not good. We need a little bit of the daily approach up there in Chicago make sure you have the votes in your pocket when you go in to vote. It is kind of the same thing in admission. You want make sure that you are getting the right students to come in the application process.

THIBOS: When you talked about diversity I assume you include in that the kind of culture, language diversity that international students bring to campus. I was wondering if you could tell us about the programs for recruitment of international students that you have in mind.

THOMPSON: Thank you that was one that I didn't have on my notes. You know that Indiana University has a great tradition in enrolling international students and it's a tradition that we need to make sure that we foster and move forward. This year in addition to appearing in a lot of different places for international ads, we also have for the first time, I guess in quite a long time, an international recruiter out of admissions. This was actually an initiative of the Chancellor, Ken Gros Louis, he provided some funding for someone who could travel to India and to the Pacific Rim and some of the places where we recruit international students. And that is one of the things that we want to insure continues, it was kind of done on a one-year trial basis that would expire this June and we want to make sure that we have the funding to keep that person traveling.

International apps are tracking again double digit numbers ahead of where they were last year and the quality is better. We are now purchasing TOEFL access, so when a student takes the TOEFL test they get information about Indiana University. That was a new initiative that was also sort of approved that funding from the Chancellor last year. In addition to those things, we are starting a run with the US Department of Commerce. This is pretty exciting actually. We should have put this out last week when this went live. The US Department of Commerce, I believe, picked 5, 6, maybe 7 schools to feature in China and we sort of got to the forefront of that and so on the internet and in all the high schools across China, when they talk about institutions in the US we are one of the featured schools. That's pretty big news. That was a great job by Patrick O'Meara and his folks to sort of position ourselves with the US Commerce Department to have that kind of access. Again it is not different than when we talk about African Americans or Hispanics. We have different populations that need to be recruited in new and innovative ways and we can't do sort of the shotgun one size fits all kind of approach. But I will tell you for numbers internationally we are looking very, very strong. It is more difficult for international students to come to school in American now than it was pre-9/11. The restrictions that our government has put up, I probably shouldn't get on this soapbox, but none of these terrorists came on student visa. Yet we hammer the daylight out of people with student visas. They go through so many checks now that we, really all universities, took a big dip right after that because you just couldn't get the people in the country. It was difficult to do and some of that is getting a little bit better now. I have only highlighted a couple. We are in a worldwide publication talking about our programs. We have got some specific things targeted to Asia, India, and some of the Pacific Rim that are marketing pieces that we will see how they work. Hopefully they will be effective.

PRATT: You talked a little bit about the buzz. There has for a long time been this notion in Indiana that I hear about from high school kids that if you are math and science inclined that you go to Purdue that you don't even look at IU. Are we thinking about trying to fight back on that at all?

THOMPSON: Absolutely, one of the things. When you come in new as a new administrator, you try to assess the culture of those that you work with; in my view our culture was not

competitive enough, we sort of viewed Purdue as “these colleagues”. It probably sounded worse than I meant it to sound. Sort of “hey we are all in it together, kids need to pick the right place for them whatever”. We almost came at it from approach that well those kids that are good in math and science well they should be engineers. Well, that is ridiculous. We are in a competitive landscape those are the kids that make good life sciences, those are the kids that make good anything, fill in the blank. So with our life sciences initiative, I think we have opportunities there to talk to those kids there about pre-med and maybe some will be interested in that. I am unwilling to not compete for every high ability student in Indiana aggressively. If a kid wants to go into engineering great but we have lots of programs here that we can talk to them about that could be a good use of their skills and we need to start viewing it that way.

One of the things that I said to our admissions folks, one of the first meetings I had with them, was that I was anxious to see who their top 10 to 20 students were in each high school and how they did with them. You know what they couldn't identify them. They weren't in that mindset. We have all of these people out recruiting and you to say who the top 15 kids are were at Carmel high school last year. We just didn't think about it that way. So part of what we are engaging in is a real change process, where we say these are the students that we want. I want people out there on the road in high schools with a passion about I want that kid because I know how good they are and I want to make sure that they come to IU. You have to have that fire in your belly that you are not willing to accept that that kid just goes to Purdue because they are good at math or science. It is competitiveness that I think we have almost been missing. We have sort of taken more of the counselor role. We sort of help them find their way. I want them to find their way. I want students to go where it makes sense for them. I also want to make damn sure that they know that we want them at Indiana University and we need to say it just like that so that students know that we have a lot to offer. We need to be upfront about what can provide to high school students and make sure that they know it makes a difference to us if they come or not.

So anyway when we look at those math and science students and just high ability students across the state we just need to do better with those folks and I think we need to communicate better with them. We don't travel enough. I will tell you one last story. When I asked for my transition packet, my wife and I were down on the redneck Rivera as I like to call it, Destin, Florida, and it was right before I came up here and I was reading the data about some of the things that we did in admissions and one of the things that really jumped out at me is that we had a goal in our admissions office that we would visit every Indiana high school once every three years. I looked at my wife and I said “you know nothing like setting the bar too high here”. That's unacceptable to me. I just came from a flagship institution someplace else. We were in every high school once a year and the ones that mattered we were in there 3 and 4 times a semester. In fact, we cut the deal to make sure that our Honors College Dean could guest lecture at the key high schools to the honors and AP classes in Birmingham, Alabama. We went from taking really good high schools in the state, when we were getting beat 2-1 by our competitor to absolutely whipping them. That is the way that we need to be thinking about things. I get a little bit excited about this stuff.

DAVILA: Just to confirm what you are saying, I teach in the Honors College, and some of my best students in literature, is the area that I am in, are from astronomy, physics, math, and they love being in there. So there is no reason for us not to go after this type of student.

THOMPSON: That's right. And you know, we just need to be—one of the first meetings that I was at, we had somebody ask about rankings. We almost ran from it because had something that "oh we don't talk about that". Bologna. Let's talk about it. We are running circles around our competitors. We need to start talking about that. What's US News? I could stand up here for 2 hrs and tell you why US News rankings are not worth the paper they are printed but I will also tell you that every survey that I have done tells me that over 80% of the students and parents value that thing like it's a guide. So let's talk about it. We come out great. We have a business school ranked near the top, SPEA, journalism, HPER, and you want to talk about arts and sciences. I would wager a fair amount of money with anyone in this state to show me a better set of disciplines in a College of Arts and Sciences from a ranking standpoint then we have here. They don't exist. Go look it up. So why are we running from this. I just think it's part of talking about ourselves a little bit differently I think can also help create some of the buzz that was alluded to before. I have gone way over, Ted, and I am sorry.

MILLER: Roger, thank you very, very much. We are beyond our announced adjournment time anyway. Just as a closing thought here, I would like to say that Roger is the only person that I have encountered in the last year or so that has almost persuaded me to not retire. Thank you Roger. Thank you very much folks. Have a good holiday and we will see you all in January.

Meeting adjourned at 5:10 pm.