

STATE OF THE UNIVERSITY
Wednesday, September 3, 2003

Good morning and welcome to the 2003-04 school year at Ohio Northern University. Toby and I hope you've had a great summer and that, along with your many professional opportunities and responsibilities, it has included the opportunity to relax and enjoy. We hope, as well, that you are ready for a scintillating new year at ONU because that's exactly what it's going to be. Why am I so sure? Because I know that this year, like the ones before it, will be full of challenges and exciting new prospects for this superb institution. With your help, we know we'll be able to take great advantage of these opportunities.

But, as has been my habit for the past four years, let's talk about some of the neat events, activities, and accomplishments of last year before we talk about what we can expect for this year. And, let's start with something that happened on this stage just a few weeks ago. On two consecutive weekends at the end of July and the beginning of August, Freed Center patrons were treated to a truly extraordinary event, ONU's production of *The Sound of Music*. I could sing the praises of our incredible Maria, senior Katie McMurray, who is majoring in communication and public relations, or, I could talk to you about the special magic conveyed by the seven Von Trapp children. Instead, let me simply play for you the closing of the first act with our own Kirsten Osbun-Manley in the role of the Reverend Mother. [PLAY THE TAPE]

It certainly won't surprise you to learn that Kirsten brought the house down with this phenomenal performance. If you want to hear the rest of Kirsten's special artistry or the magnificent harmonies she creates with her students or Katie's beautiful interpretations of her many solos, or Lance Ashmore's outstanding contributions in the role of Captain Von Trapp, get a ticket right away for the performances of *The Sound of Music* that will be presented on September 19, 20, and 21. You'll leave not only impressed with the incredible quality of this truly extraordinary production but proud to be a member of a community that tries to nurture and support talent and ability everyday.

And, there were lots of other events, activities, and accomplishments last year in which we deserve to take a great deal of pride. How about, for example, the Division III NCAA wrestling championships that took place in our sports center on March 7 and 8. They brought not only the national spotlight but also thousands of individuals to ONU, including the Speaker of the House of Representatives, Mr. Dennis Hastert. Or, what about Jackie Dight's runner-up finish in the finals of the 400 meter hurdles at the NCAA national championships this year. This represented another phenomenal accomplishment for this exceptional young woman. Subsequently, Jackie, along with Brian Meilton, Player of the Year in 2002 and 2003 in tennis, were selected as Clyde Lamb recipients by the OAC.

Other students received similar recognition last year. Erika Roof was selected as OAC Freshman of the Year in volleyball and Marc Blohm was named to the Verizon Academic All-District At-Large Team in swimming.

Our athletic teams also did very well last year. Men's swimming, for example, won its first ever OAC regular season title and finished second to John-Carroll in the championships. With a third place finish in the same championships, our women's swimming team had a strong season as well. Rock Snow, our swimming and diving coach, was named OAC Coach of the Year. Our men's tennis team won the OAC regular season and tournament titles and the women's team, which finished second in the OAC, was designated an Academic All-American team for the second year in a row. Brent Ridenour, our men's coach, was named Coach of the Year by the OAC.

As you all know, though, our athletes excel in the classroom just as they do in competition and I am pleased to report to you that our 607 athletes compiled a GPA of 3.08 in 2002-03. Equally impressive, almost half of our women and almost a fifth of our men were on the dean's list during their season of competition. What a wonderful indication of the commitment our students make to their studies as well as to their sports!

But this commitment is apparent across our student body. For example, Erik Meininger, engineering student and percussionist extraordinaire, won the Charles J. Ping Community Service Award from the Ohio Campus Compact for his program of Saturday morning piano lessons at the Bradfield Center in Lima. Rachael Hinkle, Amanda Banfield, Michelle Ciansosa, and Matthew Tedesco, members of our International Moot Court team this year, won the Northeast regional round of the Jessup International Moot Court competition defeating Case Western Reserve Law School for the championship. Because of their victory, they were able to journey to Washington, D.C. to participate in the international round of the Jessup Competition; there, they faced off against teams from over 70 countries and 11 other U.S. law schools. Andrew Brown, one of our exceptional pharmacy students, received a summer undergraduate research fellowship from Pfizer and did research this past summer under the supervision of Sandy Hrometz and John Sprague. Ryan Schneider, another superb pharmacy student, received one of 14 awards made by the Merck Company Foundation to do research under the supervision of Dave Kinder. Courtney Buckey in physics won second place for her research presentation at the Sigma Xi poster session this past spring and Erica Sawyer, Jason Kimbrel, and Julie Oestreich, from our pharmacy college, placed third. Doug Ewing in Business won a prize for his presentation at the Undergraduate Economics Paper Contest at Bowling Green State University. Indeed, 5 of the 15 papers entered in this competition were written by ONU students. The other authors were Brian Meilton, Bethany Dare, Benjamin Anderson and Susan Fowler. Four of these papers were published in The Global Business Issues Journal, a new publication prepared by our international business club.

Art student Laurie Godfrey “placed third in the three-dimensional category” in a national graphic design competition held at Eastern Kentucky University in February. Another graphic design student, Michael Sanata, won first place in the poster design competition sponsored by the Chlorine Free Products Association of Chicago. Andrew Glover and Derek Heckler, both civil engineering students, won the award for “best student research paper” at the American Society of Electrical Engineers North Central meeting in Columbus in April. At the Cessna/ONR Student Design/Build/Fly Competition in Ridgely, MD, ONU mechanical engineering students, Joe Finfera, Brian Deily, Jeff Switzer, and Matt Castelluci placed 22 out of 33 teams. This represented a tremendous accomplishment for these students because theirs was the only undergraduate team in the competition. Jed Marquart and Bill Kanzig were, rightfully, very proud of their students.

At the Society of Manufacturing Engineers robotics competition at the Rochester Institute of Technology in May, 17 ONU technology students earned two gold and three bronze awards for their projects. In addition, our SME student chapter won a first place award at the regional officers conference. In business, the campus chapter of the Institute of Management Accountants, which is advised by Jill Christopher, won a student gold award of excellence in recognition of its selection as one of the organization’s most outstanding student chapters. Finally, our football team was the 2002 winner of the National Association of Division III Athletics Directors/Jostens Community Service Award for its decade long work with the Special Olympics in Ohio. Only three of these were given nation-wide to the more than 400 eligible Division III institutions.

Now, I’m sure that none of these awards, accomplishments and distinctions surprises you. We all know that we have fabulous students and thanks to the hard work of a lot of people, especially our fantastic Admissions staff, they get better and better every year. As a consequence, we expect them to distinguish themselves in various ways. I hope, though, that you noticed a very fascinating pattern in the description of student accomplishments that I just presented. A lot of our students are presenting the results of their research at professional meetings. And, of course, this research is being done in collaboration with our faculty. I think this is something to celebrate! It says, I think, that faculty welcome student involvement in their research and that students have increasingly embraced this opportunity for learning.

This impression is corroborated by the information in the report on faculty activity that our institutional research office recently circulated. In the survey they completed last year, faculty were asked to indicate “the number of students who have co-authored a journal article or book chapter or co-presented a paper at a professional meeting” with them. In the graph currently on the screen you can see that there were 76 co-presentations last year and 30 co-publications. When the University of Delaware supplies us with data from other institutions this fall,

we'll have a better context within which to evaluate these figures. Still, I think they're fantastic and very indicative of the way in which the ONU faculty structures the learning process at the University. And, the publications to which we are making contributions are by no means minor. In Pharmacy alone last year, publications in the following journals, included students authors: *The Ohio Journal of Science, Pharmacology, Biochemistry and Behavior, AACP Abstracts, NeuroScience, NeuroScience Abstracts, Synapse, and U. S. Pharmacist.*

Of course, student involvement in the faculty research process is precisely what one would expect from a highly dedicated student oriented faculty like the one we have at ONU. To them successful learning is prized above all else and thus they can be expected to take advantage of every educational opportunity and to be exceptionally creative and solicitous in their approaches to working with students. That this is the case with the teachers we are proud to have at ONU is clear from all sorts of faculty activities. Let me mention just two. In the activity questionnaire they completed last year, faculty were asked to identify the "number of courses where you have developed or redesigned the pedagogy or curriculum." Altogether 268 courses were identified. Since, ultimately, 206 questionnaires were turned in, this means that the typical faculty member last year revised more than 1.2 courses. That's very impressive and certainly indicative of the level of professionalism and dedication our faculty bring to their work.

The same attitude was apparent last fall when our pharmacy enrollments were considerably larger than we had anticipated. Over the course of the past 10 years we have, on average, enrolled about 47.7% of the students accepted into our pharmacy program. Last year, the yield was almost 54%. As a consequence, we had 25 more P-1s than we had anticipated. This was a matter of great concern to our pharmacy, biological sciences, chemistry, and other science faculties. But, what did they do? They worked together, developed some creative responses and accommodated the needs of our students. No one was happy with the situation and the teaching conditions were, in many instances, far less than ideal. The important point, though, is that because of their exceptional dedication and commitment, they found a way to meet our students' learning needs. All of us very much appreciated their superb effort. Thanks, folks.

Despite their devotion to students, ONU faculty find time for lots of other activities. Again, according to the activity report, the total number of books, articles, chapters, creative works and monographs published or juried shows, commissioned performances, creative readings and competitive exhibitions participated in last year was 223. That amounts to slightly more than one of these activities for each of the 206 faculty completing the activity form. If our definition of professional activity focuses on reviewing and editing books, collections, monographs, manuscripts, and journal articles or serving in an editorial position, we find that the typical ONU faculty member is even more

active. On average, he or she engaged in between 1 and 2 of these activities last year.

I think these data are very impressive. They describe a highly involved, professionally active faculty that is absolutely committed to students. Is it any wonder that ONU is the dynamic, vibrant learning community that it is? But, there are other indicators that give the same impression. Last year, for example, we were awarded 31 external grants with a value of \$419,447. This total, though, does not include the \$300,000 the College of Engineering recently received from the Kern Family Foundation. The project funded through this grant will enable the College to work with the public school system to create a pool or stream of students interested in engineering. It will also help the College ready its own graduates for the transition to real work. This extremely exciting proposal was developed by Dr. Lee Grismore and we want to take this opportunity to congratulate him as well as Dr. Farbrother and the rest of the faculty in the College of Engineering on this signal accomplishment.

Success like the Kern Foundation grant cannot occur, of course, unless proposals are submitted. And, in this regard, our faculty are doing a fabulous job. Let me share with you a chart we included in the May Board report. As you can see, it records some of the grant activity of the past year. Some of the proposals, like the McGregor Fund request, have subsequently been turned down. Others, like the Kern Foundation proposal have been approved. Still others, like the Cell Biology project, are in the planning stages. In my view, though, what the chart unequivocally demonstrates is that ONU faculty are actively seeking external support for projects and initiatives that will directly impact the educational programs of this institution.

As I hope is apparent from everything I've said, we are fortunate at ONU to have an exceedingly talented faculty. Just listen for a moment to a few of their accomplishments last year. Karen Kier was installed as a trustee of the Ohio Pharmacist Association and her dean, Bob Bryant was named to the editorial board of *The Annals of Pharmacotherapy*. Jeff Gray, Chemistry, co-authored two articles and received a 2 year grant from the Research Corporation of Tucson. He also had ONU junior Adam Offenbacher working in his lab all summer. Laurie Bell, Communication Arts, served as a member of the Board of Directors and secretary of Ohio Dance and presented a paper in Wales. Bud Smith, English, co-edited an anthology of Native Siberian literature in a special issue of the North Dakota Quarterly. Sections of his book, Lapping America, were published in a variety of places and we're all awaiting the final publication of the book with, hopefully, the red Corvette, on the front cover. Ron Beaschler, HPSS, took office as the president of the Division III Wrestling Coaches Association and Brian Cole took his seat as vice president of the Division III Track and Field Coaches Association. Pat Freeman, Education, and Carl Hoagstrom, Biological Sciences, received funding for the 8th time for their Summer Adventure program for disadvantaged children. Altogether, \$100,000 has been awarded to this

program. Julie Hurtig, Engineering, received the Henry Horltdt Excellence in Teaching Award from the College, presented a paper with her students at the ASEE North Central meeting in Columbus, and submitted, with Laurie Laird, a \$340,000 grant to NSF. In addition to Julie, John Estell, Khalid Al-Olimat and Srini Vemuru presented papers with students. Michelle Govekar, Business, presented 4 papers while also playing a key role in the preparation of the College's response to the AACSB review of 2001. Chip Chipalkatti presented papers with ONU students in Costa Rica and at the Ohio regional meeting of the American Accounting Association and with Mini Rishi in Vancouver and Washington D.C. And, finally, Bruce Berdanier's paper on the use of watersheds to introduce research concepts to undergraduates received the award for "Best Paper" in the environmental division at the 2002 ASEE national conference.

In my view, this is quite a set of accomplishments. Congratulations to you all!

Now, in addition to fantastic faculty, there are a couple of other essential prerequisites for the development and maintenance of top quality educational opportunities. One is strong programs and the other is facilities and we've certainly focused a great deal of attention on both of these in the past year. The accreditation of our College of Business Administration by the Association to Advance Collegiate Schools of Business (AACSB) was, of course, another signal accomplishment for ONU last year. As those who have been associated with it know very well, this goal, which has taken more than a decade to achieve, required an extraordinary effort on the part of lots of people in the college. Dean Maris and the faculty and staff of the college, therefore, deserve a tremendous amount of praise for what they've been able to do. And, the College's new status has already started to make a difference. Freshman enrollments in the College are up more than 16 percent. Perhaps more important, the quality of the new students, as measured by average ACT score, is up very significantly.

As important as the business college's accreditation was, it was not the only significant program validation we received last year. Just two weeks ago, our College of Engineering received word that all four of its programs had been reaccredited by the Accreditation Board for Engineering and Technology (ABET) for the maximum time period. This represented another fantastic accomplishment and was a tremendous tribute to the faculty and staff of the college. Our Law School also got good news last year when it was informed that it had finally satisfied all the questions and concerns raised by the ABA and would not have to prepare another report until its next re-accreditation cycle. This wonderful news was no doubt aided by the superb performance of our students on the July, 2002 Ohio Bar Examination. Among first time takers—the vast majority of the individuals who take the exam at this time every year—ONU's pass rate was 82 percent. This placed us second in the state behind The Ohio State University and represented an extraordinary reversal of our fortunes on this test in recent years. The sense of pride and renewal this magnificent accomplishment has brought to our College of Law and its alumni is indescribable.

2002-3 was also the year we began the first graduate program in the history of the University. Altogether, 13 students enrolled in the MET program this summer and additional interest has been identified for the future. Like their colleagues in Business, Engineering and Law, our first rate faculty and staff in Education deserve very special praise for developing and implementing this inaugural ONU graduate program.

There seems almost no need to talk about facility development last year. We have been engaged in three major construction projects, valued at approximately \$20 million, throughout the year. I am pleased to tell you this morning that progress on these projects has been excellent and that two of the three projects should be essentially completed when classes start next Tuesday. Students, as I'm sure you've noticed, are already living in the beautiful new apartments along Lima Avenue. The Dukes addition is currently in its final stages and faculty started moving in yesterday. Faculty are also in Dicke Hall. In fact, classes will be held in this fabulous new facility beginning on Tuesday. However, a considerable amount of work will remain to be done, especially in the Forum and the main lobby area. Huber will come down in September and we anticipate that the entire building, including the parking lots and the beginnings of the landscaping, will be finished by Thanksgiving. Dedication of the building probably will not occur until the spring when Jim and Eilleen Dicke return from their winter in the south.

Completion of these three projects has been a major challenge for the University and Mother Nature has not always been helpful. Consequently, things on campus, especially at the east end, will be considerably less than perfect for a little while longer and it will be a bit difficult to get around, especially when the rain turns the grounds to mud! Please be patient with us. The results will be spectacular!

All of the improvements this year, however, are not in these three projects. Lately, for example, I have been asked a lot about what is going on next to the Pharmacy building. Well, this is a new parking lot that will accommodate 86 vehicles and will be open to all permits. Its location is in accord with our Master Plan and its construction is a direct result of the work of the Parking Task Force we established last spring. Most of you will remember, I'm sure, that this group did a survey of campus sentiments about parking. More than 20 pages of single spaced typed comments were made by the faculty, students and staff who responded to this survey. One of the principal requests was that we create more parking spaces. That's what we're doing in the lot that is currently under construction. Another major request that emerged from the survey was that we tighten enforcement of our permit policy. Beginning next week, there will be two part time people, one in the morning and one in the afternoon, who will be patrolling our lots to enforce our parking policies. We realize that the new spaces and enforcement personnel will not completely solve our parking problems, but

we hope they will help significantly.

When you're checking out the new parking lot, I hope you'll walk down to the Sports Center and take a look at our new Fitness Center. This newly designed and equipped facility responds to a persistent student request for an improved fitness capability at ONU. It should also help our HPSS department with its programming. In the Fitness Center you'll also find some of our first plasma television screens. And, by the way, the attractive logo you'll see on the walls of the Center was created by graphic design graduate and volleyball superstar, Tara Anderson.

Now, if you're interested in another example of plasma television, walk over to Weber Hall and check out our newly redecorated and remodeled Admissions Office. As you all know, this office is the first one visited by most campus newcomers. It, therefore, gives an impression of the whole University. Because of how incredibly capable I know they are, I am completely confident that our highly talented admissions staff will represent us extremely well. It is important, however, that the environment in which this marketing and relationship building takes place be up to date and of high quality. That is what the current remodeling is all about. I might add that the resources to undertake this project were cumulated over three years through the carry-over process.

These magnificent new facilities were created through the extra hard work of our fabulous plant staff. All across the campus this summer, they have been out with their hammers, brushes, saws, mowers, buckets, mops, cleaning supplies, testers, meters, plungers, wire cutters and much, much more to fix, check, maintain, monitor and clean every aspect of our campus. And, what an incredible job they do for us!!

And, what about the work of the ONU grounds crew last winter! Weren't they unbelievable? I don't know how much snow we had but it was more than we'd had in the three previous winters Toby and I had spent in Ada. And, every single time it snowed—including Christmas Day—our grounds people were out clearing sidewalks and parking lots and making our campus accessible and safe.

Thanks ONU plant staff for your great work!

I can't close this section without mentioning just a few more highlights of last year. For example, our fund raising in 2002-3 was the best in the history of the institution reaching over \$9 million in total private support. This includes over \$60,000 raised through the Northern Fund Campus Campaign. Over 54% of you contributed last year and we can't thank you enough for your generous support. Also, for only the fourth time in its history, the University received a pledge of a million dollars. These resources are to be dedicated to the construction of Dicke Hall. We also began an exciting new oral history project entitled "My ONU," launched our first alumni trip abroad, and welcomed 937 students to campus for

scholarship days. And, we even saved a little money! In fact, we saved a million dollars by refinancing our 1993 Bond issue.

Last year was also a time of transition for the University as John Willey and Richanne Mankey moved to similar positions at Drake University in Iowa and Daemen College in New York. Fortunately, Bill Robinson and Alice –Kay Hildebrand, individuals of enormous experience and reputation at ONU, have been willing to take responsibility for these divisions. I know they'll do outstanding jobs as we move forward with nation-wide, consultant assisted searches to identify top notch replacements for these two vital positions.

Finally, last year was also a very sad one as we lost some enormously dedicated colleagues and supporters. Won't you please join me for a moment as we remember our dear friends Linda Graham, Jim Klingenger, Karen McClellan, Darren Scott, Jack Beard and Ron Weber. Thank You.

Now, what about this year? What issues and questions will occupy the University's attention in 2003-04? As you know, we've spent a good deal of time in the last 18 months developing and implementing a strategic plan for the University. All of you received a copy of *ONU Charts Its Future* earlier this year and at least in some quarters, discussions about the University's direction and future now make reference to the "stuff in the orange book". It is important because it provides the framework for much of our annual agenda. It specifies our values and commitments and identifies our vision of what we want to be and the goals we need to pursue to get there. Briefly, we aspire to:

"be a leading, private, student-centered institution of increasing regional and national prominence. [We] will be a diverse, dynamic, and unique learning community offering rigorous professional programs in partnership with the arts and the sciences to prepare individuals for lifelong challenges in the 21st century".

Achieving this vision will require us to continue to grow programmatically and in terms of the size and diversity of our student body. Yet, our growth will be gradual and balanced and will include the identification of resources that will enable us to create an infrastructure – that is, things like faculty, staff, classrooms, apartments and residence halls – that will support our growth.

In my view, however, the most important part of the preparation of *ONU Charts Its Future* was the creation of an ongoing planning process that will enable the University to continue to adapt to a constantly changing environment. In order for this effort to be successful, though, two fundamental conditions are necessary. First, all of you must understand the process, accept the goals that have been identified, and, most importantly, recognize how your work and activities relate to our ability to achieve these goals. For example, without your help and involvement, we cannot, as noted in Goal # 4, Strategy # 8, "create,

where necessary, programs and criteria that will evaluate the extent to which academic and non-academic programs and services are achieving goals and meeting needs”.

To facilitate the development of this critically important relationship, we are not holding the meetings for faculty this afternoon and tomorrow that have traditionally been held. Rather, we are asking faculty to get together in their own colleges, divisions, and departments to talk about how they and their work can support and advance the goals in our plan. Our hope, of course, is that these conversations will provide greater understanding of the future of ONU envisioned by the plan and congruence between the work of our faculty, departments, and colleges and the aspirations of the University as a whole.

Today's and tomorrow's activities will be confined to the faculty. But, I want to strongly encourage all of the other components of our University Community, plant service workers, secretaries, support personnel and professional staff, to find time to engage in similar discussions. Perhaps, e.g. ONUSA could devote a luncheon to this topic. Perhaps we could have a forum, like we did last spring, when plant service personnel could gather to talk about the University's plan. I intend to strongly encourage supervisors to make time available for these important conversations.

I said, though, that there were two critical conditions for effective and successful planning. We've talked about one, namely employee awareness, involvement, and linkage with the vision that is being sought. The second, an understanding of what is happening in the environment in which we live that can impact the options and possibilities available to the organization, is what I'd like to focus my attention on in the remainder of this presentation this morning. It's impossible, of course, to talk about all of the key characteristics in our environment and the ways in which they are changing. Some, like our struggling economy, are national in scope, extremely complicated and difficult to adequately explain, and a constant focus of media attention. Others, like our rapidly rising health care costs, are very personal, immediate in their impact, and challenging to find satisfactory ways to address.

What I'd like to do this morning is talk about 2 aspects of ONU's environment that I believe will have important impacts on what we can plan and do at the University this year and in the years to come. The first topic is students. Most of you have heard, I'm sure, about the ways in which students attending colleges and universities have changed. Increasingly, they are older, going to school part-time, from diverse backgrounds, and pursuing a wide variety of certificate, two-year, four year, and graduate programs offered by profit and non-profit public, private and proprietary institutions. These kinds of students, though, are not common at ONU and thus not the ones I want to talk about this morning. Rather, I want to talk about traditional students, the kind we have lots of at ONU.

As you've probably noticed on television, the Internet, or in the newspapers, there's been a lot of talk lately about the emergence of a new generation of young people. There's no agreed upon label for these folks. Alternatively, they're referred to as "Generation Y," "Echo Boomers," "Millennials," "The Digital Generation," "The New Age Generation," and "Generation Now." Regardless of the name, the principal characteristics of these young people are significantly different than those of their predecessors. As a consequence, they expect different things out of life and out of the organizations and agencies, like colleges and universities, that prepare them for life. Moreover, this generation is a big one. In fact, it is estimated that there are currently well over 80 million Millennials, making this generation considerably larger than either the Gen Xers or the Boomers that preceded it. Since they were born in or after 1982, some of these students have already started to arrive at colleges and universities in this country, including ONU. The next 5 years, though, will see a significant increase in the number of Millennials seeking entrance to higher education because the birth rate in this country increased from 3.8 million in 1987 to 4.2 million in 1990.

So, what are these young people like? Aren't they like their predecessors, the Gen Xers? The rapidly growing literature on this topic answers this question with a resounding "No." In the tradition of the renowned sociologist, Karl Mannheim, commentators remind us that the fundamental characteristics, attitudes, values, preferences, etc. of each succeeding generation are strongly shaped and influenced by the environment in which its members grow up. For example, those who experienced the Great Depression or World War Two think differently than those who did not. Similarly, those who grew up during the Civil Rights movement or fought in the Viet Nam War compiled different experiences and influences than those who did not.

The Millennials represent the cohort of individuals born since 1982 who have grown up during a period of unprecedented prosperity that has featured extraordinary technological change, and, until very recently, the absence of war. Remember, for a moment, just a few of the environmental realities of our millennial students:

- Most have never seen a TV set with only 13 channels, nor have they seen a black and white TV;
- To them, "spam" and "cookies" are not necessarily foods;
- There have always been ATM machines;
- They don't have a clue about how to use a typewriter;
- We have always been able to reproduce DNA in the laboratory.

Now, if their formative experiences have been different and distinct, their attitudes, expectations, preferences, and behaviors will be different and distinct as well. But, in what ways? Neil Howe and William Strauss have provided extensive analyses of Millennials in two books, Millennials Rising: The Next Generation, and Millennials Go To College. They tell us they are confident and optimistic and convinced that their generation will improve the quality of life possible in this country. They are also doers who are oriented toward “deeds” rather than “words” and who want to get involved and “do something” that will “make a difference.” (Susan Fitzgerald p 22). Service, therefore, is key in their lives. As a consequence, Millennials emphasize teamwork and are trusting of authority, institutions, and rules. This latter characteristic has generated considerable concern among some commentators because it suggests that Millennials are conventional and conservative. Regardless of their attitudes and views, they are certainly hardworkers and achievers who expect to accomplish the goals they set for themselves. They are already the best educated generation in the history of this country, and, according to diary analyses of children between the ages of 3 and 12, this is probably at least in part because they have far less free time each week than was the case with earlier generations. Of course, the main reason for this change is parents. And, this leads us to another central characteristic of Millennials, namely that they have grown up in a highly sheltered and protected environment. The parents of Millennials, according to the literature, have done everything they possibly could to provide a safe and nurturing environment for their children. One consequence of this is that parents tend to “hover” around every aspect of the Millennials’ life. Not surprisingly, therefore, there are multiple references in the literature to “helicopter parents.”

Another important consequence of the highly sheltered lifestyle of Millennials is that they tend to have very good relationships with their parents, involving them extensively in their decision-making processes and regarding them as trusted confidants even on sensitive matters. “In a 1998 teen survey, [for example], 80 percent reported having had “really important talks” with their parents, and 94 percent mostly or totally agreed [with the statement] “I can always trust my parents to be there when I need them.” [H+S, 36.]

Finally, let me mention two characteristics of the Millennials that I think are especially relevant for individuals in higher education. First, according to everyone, “Millennials have been groomed to be the most demanding generation of customers ever.” (Fitzgerald, 23). As noted earlier, they expect to be involved in whatever they are doing or pursuing; they expect their questions, comments, and concerns to be heard; and they expect more or less immediate response. Moreover, because they are so close to their parents - who are, likely, hovering anyway - the expectation for services are, by no means, confined to the young people.

Secondly, technology has no independent reality to Millennials. It is simply

“assumed to be a natural part of the environment.” (OBL., 38) For example, in a study of 12 to 17 year olds, “70% use instant messaging to keep in touch,” “81% use e-mail to stay in touch with friends and relatives”, and “41% use e-mail and instant messaging to contact teachers or schoolmates about classwork.” (OBL, 39) A survey of contemporary college and university students showed that “84% reported owning their own computer, with 25% owning more than one;” “60% believe the Internet has improved their relationships with classmates;” “56% believe it has improved their relationships with professors;” “75% use e-mail for explanation of assignments; “73% ... say they are more likely to conduct research by using the Internet than by going to the library.”

Some of you, though, are probably thinking: This is all very interesting, but so what! What does it have to do with the work I do at this institution or with the possibilities, plans, and vision this institution can have in the future? The answer to this question is that Millennials will be the students that will be attending ONU in the future and we need to be prepared to respond to the kind of needs they will have. According to Howe and Strauss: “The nature of every college function from admissions to campus life to the classroom to career counseling will change dramatically.” They note, further, that, among other things, our Millennial students will be:

- extremely focused on grades and performance;
- eager for community activities;
- talented in technology;
- more interested in math and science, and less interested in the humanities;
- demanding of a secure, regulated environment;
- conventionally minded, verging on conformist thinking;
- ethnically diverse, but less interested than their elders in questions of racial identity;
- majority female, but less interested than their elders in questions of gender identity”.

What will all this mean? Obviously, we don’t know in any definitive sense. We do know, however, that we will have to change much of what we do and how we do it. Already, for example, we are moving our housing operation toward apartments rather than dormitory style living. Our library is technically sophisticated with on-line access available throughout the building. The same is true for our residence hall rooms. Increasingly, our learning environments are providing wireless access and multi-media platforms for interactive teaching and learning. Registration for continuing students is on-line as are financial aid packages.

Yet, we must also appreciate the strong sense of “customer” our students will bring with them to campus. When things are not quite right in their living or learning environment, waiting until Monday when it’s Friday won’t always work.

We must also remember that they come from sheltered environments and that they won't hesitate to involve their parents in major or minor issues. And, we must remember that some, at least, of these parents have never heard of FERPA and could care less about it. We need to take advantage of our Millennials strong civic commitments and their desire to make a difference and find multiple service opportunities for them and the groups of which they are a part. We also need to continue to integrate experiential learning into our curriculum. At the same time, however, we need to redouble our commitments to critical thinking, choice analysis, and the development of creative, imaginative alternatives and scenarios so our students will continue to learn the value of things like difference, patience, reasoning, respect, thoughtfulness, compromise and openness.

Perhaps our greatest challenge, though, will be in integrating technology into the learning process at levels and in ways expected by Millennial students. As emphasized earlier, they have never known life without a computer, and, increasingly, they will be expecting us to make use of technology in every aspect of our interaction with them. As we think about the implications of this, it may be worth remembering some of the findings and recommendations of the major national studies on technology and learning. Since 1999, for example, the Pew Charitable Trusts has invested \$8.8 million in a Course Redesign Program which has been managed by the Center for Academic Transformation at Rensselaer Polytechnic Institute. Recently, Carol Twigg, the Director of the Center wrote an article for *Change* magazine that summarized the experience of 30 institutions—from community colleges to research universities—in redesigning large enrollment introductory courses to make extensive use of contemporary technology.

Altogether 19 of the 30 projects demonstrated improved student learning. The more interesting question, though, was: What were the techniques these “projects found to be most effective in improving student learning?” Twigg mentions five in her summary:

- Continuous Assessment and Feedback
- Increased Interaction Among Students
- Continuous Support
- On-line Tutorials
- Undergraduate Learning Assistants

None of these will surprise the faculty in this room today. They all know that these are critical components of good teaching and learning. What is interesting is that the Pew study suggests that these techniques of good teaching can be significantly enhanced by the integration of technology into the learning process. Technologically facilitated assessment, for example, through such things as on-line quizzes and automated grading can provide students with instant and continuous feedback with all the benefits this can have for the learning process. Similarly, the availability of things like chat groups and video conferencing on a

24 hour basis facilitates learning—not to mention such things as collaboration and teamwork—when students want to learn through active rather than passive methods.

Now, I fully realize that many—if not most—of the faculty with us today already know most of this because they're using technology to facilitate learning in these ways right now. Those who are not, though, may want to read Twigg's summary in the July/August, 2003 issue of *Change* or visit her Center's website (www.center.rpi.edu/PewGrant.html). Alternatively, you may want to talk to our instructional design expert Nathan Oliver or to one of your colleagues. I recently did the latter and talked to Karen Kier in Pharmacy about some of the really neat things she and her colleagues are doing in their undergraduate curriculum, their continuing education program, and their Non Traditional Pharm D (NTPD) program. She told me, for example, that they've automated their assessment process so extensively in their continuing education program that it can now authorize the printing of a certificate of completion for a student because it knows that the student has successfully completed program requirements. She also told me that the Pharmacy College has on-line tutorials on topics that range from the math and content questions likely to be on the state board exams to self-instructional modules on how to run power point presentations and set up chat rooms. Finally, I was fascinated by Dr. Kier's comments on how Pharmacy faculty have used technology to focus classes during the term on student misunderstandings and weaknesses and to avoid the loss of valuable class time to routine and mundane tasks like lab set-ups. In all, Dr. Kier said, technology "allows us to be very dynamic."

There are, in short, lots of resources available to learn about ways in which one can incorporate technology into the learning process for those who are interested. I hope that some of you will take advantage of these resources because as our millennial students—and their parents—become the dominant component of our student body, I suspect there will be a greater and greater expectation that we are using technology to facilitate successful college experiences. And, as we leave this topic, let me speculate about where some of these expectations could go.

I don't know about you, but I learned some time ago, when video games were very young, not to challenge my children. No matter how hard I tried, I simply couldn't make that race car go fast enough or that opposing villain vulnerable enough or that opposing sports team weak enough to emerge victorious in the competition with my kids. Each time, I was left behind. I could not keep up. At no point, though, did I ever think that their superiority in video games had anything to do with learning or the learning process. These things, after all, focused on entertainment and socializing! This summer, I read a piece in *Educause* entitled "Next-Generation Educational Technology Verses the Lecture" which advocates a "radical new approach" in which the "advanced videogame appears" as a "next-generation educational technology." I obviously don't have

time this morning to review Professor Foreman's argument with you. Let me, though, share an intriguing quote with you.

...interactive immersion requires constant interaction in a simulated world that progressively changes in response to a player's probing exploration. Rather than learning by listening and/or by reading fact-filled and not-too-exciting textbooks, the student engaged in an immersive world has to perform a set of complex actions to achieve desired learning goals.

Now, let me leave you with an intriguing question: "Will our millennial students increasingly expect us to use videogames and related technology to help them learn?"

OK, I've spent a good deal of time this morning talking about our new millennial students because I believe their attitudes, values and expectations will have a significant impact on higher education in the years to come. There are, however, other factors that I expect to impact our environment in 2003-4 and in the years to come and I'd like to conclude my comments today by talking briefly about one of them, the Reauthorization of the Higher Education Act.

By law, the Higher Education Act, which, of course, is the essential federal legislation that provides the financial aid programs that support college attendance, must be renewed every 6 years. It was last renewed in 1998 and thus, some action, hopefully full reauthorization, must be taken no later than 2004. There are, of course, no particular restrictions on the kinds of conversations that can take place while reauthorization is being considered. Not surprisingly, therefore, the regular 6 year reviews have always generated a good deal of interest in—and heat for!—higher education. This year is no exception. The two issues our elected representatives seem to be focused on now are cost and accountability. Of late, there has been a great deal of discussion about the magnitude of the tuition increases that have been implemented at public colleges and universities all over the country. This has, in turn, focused attention on the overall cost of college and in this debate the very high prices in the private sector are often cited as examples of unreasonableness and abuse. To address these kinds of issues, some politicians are calling for absolute limits on how much tuition can increase in any given year. Others are focusing on the quality of higher education as well as its cost. Many of them are referencing President Bush's "No Child Left Behind" legislation of more than a year ago and arguing that strict accountability measures need to be put in place so parents, students and the public in general will have assurance that graduates are getting what they're paying for.

Higher education is working very hard through its various Washington based lobbying groups to counter these arguments. They are reminding everyone of the actual costs of going to college, of the incredible impact that annual double digit increases in health care costs and insurance are having, and of the critical

and valuable role that the regional accreditation agencies play in ensuring the value and integrity of our academic programs and degrees. To date, none of the positions has clarified and thus we don't know what is likely to emerge from all of the debate. And, since 2004 is an election year, it's unlikely that we'll know precisely where Congress is going to go with these issues for quite some time. One thing, though, seems very clear: Higher education is going to be in the national spotlight in the months to come and the flexibility we're likely to have to significantly increase prices to support new personnel, salary increase, health care costs, etc. is likely to be severely limited. We also need to remember how much interest there is in accountability as we prepare our North Central accreditation Self Study. I've been told that some legislators are so disillusioned with the current self regulation of higher education through the accreditation process that they want to do away with it altogether and substitute national standards overseen by federal agencies. It is important, therefore, that we at ONU help to demonstrate the value and efficacy of the current process by preparing reports that contain convincing documentation of the ways in which we meet accreditation standards.

The next 12 to 18 months, therefore, are likely to be ones in which we may find ourselves spending an unusual amount of time justifying what we do and verifying the value of what students receive from us. I am convinced that we'll work our way through all these debates and emerge strong and renewed. I won't be surprised, however, if our patience isn't tried a bit by the loud, shrill voices that will be leading the critique of higher education.

In part because of these national debates, we need to continue our efforts to find alternative revenues for our programs, projects and aspirations. We have significant staffing needs in selected parts of the University. We have promising, multidisciplinary program initiatives that faculty and staff on campus want to pursue. We have an exciting proposal for a \$15.5 million addition and renovation of the Meyer Science Complex and a proposal to transform McIntosh that could cost twice this much. And, our much needed outdoor events center and stadium still has not found benefactors that will make it a reality. How are we to fund and support these needs in the current environment? This is a vexing question to say the least.

Yet, I think you have found a lot of the answers. Dicke and Dukes were funded largely with private, donated dollars. The apartments will supplement our auxiliary services income and this is used to support our academic programs. To develop an LLM program, the Law School has submitted a proposal to the federal government through Senator DeWine's office. To help support needed additional support staff in History, Political Science and Criminal Justice, the department has turned to the income generated by the work of its Institute for Social Research which has recently published its report on Chiropractors and its survey of the attitudes of Ada community members. To find a vehicle capable of supporting patent development and collaborative research with major

universities, Pharmacy faculty have turned to the Center for Research Initiatives; they continue, moreover, to support the excellent continuing education program in the college that make so many positive things possible. And, just last week, I visited with some engineering faculty who are proposing an exciting, possible partnership with a major Northwest Ohio firm.

These are just a few—and really just a very few—of the creative initiatives faculty and staff are currently pursuing to generate alternative sources of revenue for the University. There are other things we can and will do. The important point is, though, that during these times of great national concern about the cost of higher education, we are not looking exclusively at things like tuition increases and state subsidies to secure our future. Rather we are focusing on our own creativity and ingenuity to support the things we do at this institution. I know this will continue.

Millennial students and interesting politics, then, are what I can promise you for 2003-4. There will be other things as well, I know. The very difficult question of health insurance costs, for example, will occupy a great deal of our attention this fall and I'm sure that in the spring we will be in high gear in our preparation for our accreditation visit in the fall. Regardless of the issue, though, I know we will find thoughtful solutions that accord with our values and build on our foundations. That, after all, is the way we do things at ONU.

On Monday, Toby and I officially began our fifth year at ONU. It is hard to believe because the previous four have gone so quickly. We continue to learn about this superb institution, but it is our passion for this place that deepens and intensifies every day. Thank you for allowing us to be part of this special community and for working with us to create fantastic educational opportunities for talented and deserving students. I can't think of anything more important. Have a GREAT year!