

UIndy—ZJUNIT Program Commencement

Ningbo, Zhejiang, China

June 19, 2016

Phylis Lan Lin, PhD

Associate Vice President for International Partnerships

University of Indianapolis

USA

President Jin, Vice President Mei, Dean Larry Belcher, distinguished faculty and professional staff from Ningbo Institute of Technology, Zhejiang University (ZJUNIT) and University of Indianapolis (UIndy), proud parents, and especially, the graduates of the UIndy—ZJUNIT Joint Program Cohort 2012 (class of 2016).



I am deeply honored to bring greetings today on behalf of the President of the University of Indianapolis, Dr. Robert Manuel, and on behalf of the University's faculty. President Robert Manuel and Executive Vice President and Provost Deborah Balogh offer their best wishes for a wonderful commencement ceremony and express their eagerness to visit NIT again soon.

It is with great pride and a sense of mission that I participate in this ceremony at ZJUNIT for the ninth time. I am grateful for the opportunity to work closely with ZJUNIT leaders, faculty, and professional staff in the last few years for the pursuit of a common goal: to provide Chinese students the best education in China and the U.S. Our Joint Program teams at ZJUNIT and UIndy have been working around the clock for several weeks to compile over 400 pages of bilingual documents to be presented to the Chinese Ministry of Education for the reassessment process. We are crossing our fingers that the reassessment will be approved by the MoE so that our Joint Program can continue as it has since 2004. Although our Joint Program is at the juncture of facing new demands from the government's new policies and competition from the wider environment, we have witnessed the many accomplishments of our students, especially those who transferred to UIndy in their junior year over the last 10 years. The Joint Program at UIndy uses four benchmarks to measure the success of the program.

The first benchmark of success is Graduation Rates, which are excellent. For those who transferred to UIndy in their junior and senior years, graduation rates since 2006 have been maintained at 96-98%. The second benchmark is Graduate School Application Acceptance Rates, which are 100% for those who applied. Among the ZJUNIT graduates from the UIndy campus, about 71% pursue graduate studies in the US, China, the UK, Australia, and others. The third benchmark of success is Employment Rates. Here again, the results are excellent: within six months after graduation, the employment rate for Joint Program graduates is 90-100%. The fourth benchmark is Dean's List and Honor Roll, because GPA is another way to reflect student academic performance. Those NIT students who have transferred to UIndy have achieved above the average GPA. The data show that over half of the NIT students were listed in the Dean's List and Honor Roll.

I am sure that the Joint Program students who stayed in China to finish their dual degree have similar accomplishments. We simply are very proud of you all.

International education is transformative. It literally changes lives. This is why people work so hard to become educated, and educated internationally, in the 21st century. It is so true for the Chinese society. I have met many of your parents, who came to UIndy for their sons' and daughters' graduation ceremony and the senior banquet. When I met them, quite often, the very first thing they told me was how their child had grown and changed. A typical conversation might begin with, "Professor Lan, my child has been transformed. Her *qizhi* (character) has been changed. She has a different way of looking at things; she is becoming more independent and self-confident." I smile (in fact, I am extremely happy when we accomplish one of our missions for educating Chinese youths), and reply gently, "That is what international education is all about."

Most recently, several Joint Program alumni wrote me about their experiences at UIndy. Most students had encountered four big challenges in studying in America: (1) language barrier, (2) different educational style and method in China and America, (3) knowing how to interact with Americans, and (4) American food, which is not as tasty as Chinese food. Nevertheless, many of our Joint Program alumni had very positive experiences at UIndy. Here are a few quotes:

"I was a finance student in UIndy and I graduated in 2014. Now, I am a student in Master of Accounting at the University of Denver. I appreciate the program between NIT and UIndy. At UIndy, I adapted to the way of teaching and undergraduate education in America for two years. It has helped me tremendously to do well in the graduate school. I am a finance student, and there are a lot of professional words in finance and accounting. Studying at UIndy, I was familiar with these words so that I could improve my reading speed. At UIndy, I had mastered the way of calculating and analyzing data by excel, which helped me a lot in the graduate school. Most of all, it is easier to apply for a graduate school in the United States if you have some learning experiences in the USA."

Another student said,

“One big difference is the culture shock. When we first came to UIndy, we lived in a dormitory with some domestic students or our classmates. There were so many things we had to learn, just like a baby. We had to learn how to cook, how to communicate with people on campus, and we had to find a way to buy some ingredients from the grocery store far away from us. Finally, we became really independent and felt like we could live by ourselves no matter where we were. Some of the classmates may not agree with me, but I believe everything you learn totally depends on your own attitude. If you really want to learn, you can learn a lot, but if you hesitate to try, then the difference may be minor. I still believe coming to UIndy is one of my best choices ever.”

“At UIndy,” another student wrote, “I got to know myself better in a totally different environment. It had inspired my potential. Interestingly, I got to know more about China after I came to America. I had learned to be more objective in judging different behaviors. UIndy has a better academic environment. I must say that in America, as long as you work hard, you will make your dream come true. I am in China now. UIndy taught me many things about finance.”

Another joint program alumna said,

“Going to America was an opportunity and it was a challenge for me too. Looking back, I am glad I made the decision and now I am back in China. I have a better competitive edge than many students who did not have an American study experience. Many companies are looking for someone with an international education background.”

And one final quote:

“At UIndy, you are somebody. You are not just a number. Everyone is so nice and so willing to help. UIndy has changed me and changed my horizon.”

I echo what these alumni have said. I, too, had to make a hard decision 50 years ago when I graduated from college in Taiwan. I had to decide whether to stay in Taiwan or to come to America for an international education. I hesitated to study abroad because I was a slow learner. I repeated the fourth grade in elementary school, I had to attend summer school for remedial math classes when I was in high school and it took me five years to graduate from college. With my academic track record, I did not think I would be able to survive in America. However, with my parents' encouragement, financial support, and knowing the great educational system there, I decided to go to America for my advanced study.

I had made the right decision. Early on, I realized that life is not about limitation; it's about options and choices. American education has transformed me. I thought I was going to stay there for only a few years until I received my doctoral degree. I have been there for half a century. I excelled in America. I did so well

in my graduate studies in America that I did not know whether my brain had finally blossomed or the American educational system had given me a proper learning environment. It must be a little bit of both. But there is something more. I would not call myself a success in the academic or the work world. I could only say that I did better here than when I was in Taiwan.

In America, I have failed at times, too. I learned from failure and adversity. I had frustrations. I learned from stresses and challenges. Looking back on my 50 years in America, I have a few pillars in my life that have sustained me and guided me to a very fulfilling life. I would like to take this opportunity to share some of them with you. I hope my life experience in America can provide you some perspectives for the milestone you are about to conquer. Some down-to-earth questions I ask myself often are, “How will you measure your life? What legacy do you want to leave for the next generation?”

Graduation is the end of a beginning. As you get ready to launch a new step, pause a minute to ask yourself—“What have I done in the last four years, and what will I accomplish in the years to come that make a difference in my life and the lives of others?”

My fundamental pillar for life is to trust yourself, to be passionate about what you are doing and to have a sense of mission. And so we must take time to reflect, introspect, and visualize the road ahead of us. Again, we must ask ourselves a few basic questions: What do I want to be? How can I live a fulfilling and purposeful life? What social responsibilities will I have once I join the workforce? Who am I, and what is my potential? What are my goals for the next 30 years? Am I prepared to not just take a job but also to lead a company?”

There may be a big difference between what you want and what you’re able to do. Knowing your potential and trusting yourself will become your driving force to fulfill your dreams. We do not just believe in ourselves. We must have a perspective first, and that comes from the art of reflection, retrospection, and resolution. College has prepared you to have a broad knowledge, and American education stresses liberal arts education. It has provided you a good foundation for becoming a rounded person. And with that solid foundation, down the road, you must master the specialized field you have studied.

A true sense of mastery of the task at hand comes when you trust yourself first, then develop your competency based on your self-knowledge and articulation. Never stop your self-discovery and your search for self-knowledge. Believe in yourself, be passionate about what you do, and cultivate a sense of mission to do good things. Although you will encounter new challenges that earlier generations have never encountered before, we trust that a bright future lies before you.

My fellow graduates, many of you are about ready to find your first full-time job. Regardless of the pay and position of your first job, as long as you bring passion to your work, it can lay a foundation for success. Not just success in your current job, but also success for every position you want to take on the company ladder. You may not be in love with your first job, but the attitude and the mindset you have towards it can play a pivotal role in your career. Passion comes from within you. It is your enthusiasm, your zeal, your drive and your motivation. No work can be accomplished without passion.

In addition, we hope our Joint Program has prepared you to become the leaders of tomorrow. There are hundreds of books and speeches on leadership. I was profoundly influenced by sociologist Warren Bennis' work on leadership. In 1989, Bennis interviewed many young leaders and found them to have many things in common: broad education, boundless curiosity, boundless enthusiasm, belief in people and teamwork, willingness to take risk, devotion to long-term growth rather than short-term profit, commitment to excellence, readiness, virtue and vision. Later I had formulated my "VIP (Vision, Integrity, and Passion)" model of leadership. The "VIP" concept has become my life philosophy. I hope these ideas can serve as pillars for you as you leave the campus, and that they will serve you well in your future career.

Also, reflect the four learning goals you have acquired in higher learning: creativity, critical thinking, performance, and social responsibility. Having worked with students at UIndy for more than four decades, I have embraced these learning goals. I hope that you have done so, also, and that they will become your values. To become an intellectual, you must know how to think critically and objectively. To adapt to change, you must create and innovate. To be outstanding, you must know how to present yourself in everyday life. And most of all, to have a really fulfilling and purposeful life, you must exercise your social responsibility by service and devotion to the society where you came from and where you spend your life.

Perhaps one of the most important pillars for your generation is that one must **be prepared for global change**—changes in economics, industries, culture, environment, and demography, here in China and around the world. You are the generation of the digital future. You will be affected by new technology, the rise of entrepreneurship, the shifting of the global market from west to east, the rise of urban middle class, the growing demand for energy, and the ever-increasing global diversification of the work force to one that is gender-balanced, multicultural, and mobile. All these large and transformative forces will require new attitudes and skill sets. You must prepare yourself to meet the challenges of the megatrends if you want to survive and sustain in a very competitive world. You must prepare yourselves to become global strategists, innovators, and masters of technology. The spirit of collaboration is more important than the focus on competition.

In addition, one of the most important skills you must have in the 21st century is cross-culture competency, which includes skills for multi-language and cross-cultural understanding. You must have the ability to understand people from different cultures and engage with them effectively. Cross-cultural competence is becoming ever more important in a globalized world. These new challenges will become opportunities for change, innovation, and progress. We do hope that your dual degree will become a competitive advantage for you since many of you have already been exposed to a cross-cultural environment in our Joint Program.

My fellow graduates, half a century ago I was sitting where you are sitting now at Tunghai University in Taiwan. Although the word "retirement" is not in my dictionary, after 44 years of college teaching in America, I shall attend a significant ceremony of my own in a few years—the retirement banquet. I think I have lived a very fulfilling and purposeful life. American education has transformed me into a modern person and my Chinese heritage has paved my valuable foundation on how to become a human being. I have lived in the best of the two worlds. But you and I should encourage each other to think beyond "graduation" and "retirement." For us, these ceremonies will mark a new page in our lives. We should start thinking about how we can continue to do good things for ourselves and for the people who surround us.

“Education for Service” is a motto for both ZJUNIT and UIndy. Service is the best way to complete one’s life. Please find your own pillar to pursue this most meaningful goal in life.

My fellow graduates, our Joint Program is not only a dual degree program; it is also, in a real sense, the blending of the American and Chinese educational and value systems. I hope you continue to grasp and absorb the best of the two cultures and the dual trainings you have received in the last four years. You are a very privileged group. I hope you will become the pillars of China and America someday. In conclusion, I want to thank you, the graduates, again for giving me the opportunity to work with and serve you. I wish you the best.

Phylis Lan Lin, PhD
lin@uindy.edu

印第安纳波利斯大学与浙江大学宁波理工学院中美 合作项目毕业典礼

中国 浙江 宁波

2016年6月19日

蓝采风博士 (Phylis Lan Lin, PhD)

印第安纳波利斯大学国际合作协理副校长

尊敬的金院长、梅副院长、Larry Belcher 院长，各位来自浙江大学宁波理工学院和印第安纳波利斯大学的教职员工，尤其是两校中美合作项目 2012 级（2016 届）毕业生和你们的家长，大家好！今天，我很荣幸带来了印第安纳波利斯大学校长 Robert Manuel 博士及所有的教职员工对大家的问候！Robert Manuel 校长和执行副院长教务长 Deborah Balogh 也为这场隆重的毕业典礼送上了他们最好的祝福，并表达了他们对近期将要来访理工学院的热切渴望。

我是第九次参加浙大宁波理工学院的毕业典礼了，这是我的荣幸，也是我的使命。在过去的几年里，非常感谢能有这样的机会与浙大宁波理工学院的领导、教职员工一起为追求同一个共同的目标而努力，那就是为中国学生在中国和美国提供最优质的教育。印第安纳波利斯大学与浙江大学宁波理工学院的中美合作项目团队，为了接受中国教育部的评估，已经一齐忙碌了数个星期，准备了四百多页的双语文件。我们期待教育部的此次评估肯定能够通过，我们 2004 年签署的中美项目还能够继续下去。尽管由于政府新政策和大环境的竞争，我们的合作项目正面临新的需求，我们已经见证了我们的学生取得的诸多成就，尤其是在过去十年来那些通过此项目赴印第安纳波利斯大学就读的学生。我们是以四个标准来检测该项目的成功。

第一个成功测评标准是毕业率，其结果非常喜人。自 2006 年至今，那些通过此项目赴印第安纳波利斯大学就读的大三或者大四学生，其毕业率一直保持在百分之九十六到百分之九十八。第二个标准是硕士申请录取率，其申请录取率达到百分之百。那些来自浙大宁波理工学院，毕业于印第安纳波利斯大学校园的学生中有百分之七十一的学生选择申请美国、中国、英国、澳大利亚或其它国家的研究生。第三个标准是就业率的成功，其结果同样喜人：该项目的学生在毕业后六个月之内的就业率达到了百分之九十到百分之一百。第四个标准是优秀学生名单和光荣榜，因为平均成绩点数（GPA）是另一种反映学生学术表现的方法。那些赴印第安纳波利斯大学就读的浙大宁波

理工学生都达到了平均成绩点数（GPA）的要求。数据显示，超过半数的浙大宁波理工的学生都荣登了优秀学生名单和光荣榜。我也确信那些留在中国继续完成学位的项目学生也会取得同样的成功，我们也同样为你们所有人骄傲。

国际教育具有改变人的魔力，它真的能够改变人生。这就是为什么在二十一世纪，人们注重教育及国际教育。中国社会见证了教育的重要。我遇到过你们很多人的父母。许多父母曾到印第安纳波利斯大学参加自己儿女的毕业典礼和晚宴。当我遇到他们时，通常他们告诉我的第一件事就是他们的孩子都有了哪些成长和改变。我们之间最典型的对话是：“蓝教授，我的孩子变化真大，她的气质变了，看待事物的方法也变了。她变得更加独立自信。”我笑着回答说：“这就是国际教育所要做的。”（事实上，我非常开心，因为我们教育中国青年人的使命之一已经完成）

就在近期，几个合作项目的校友写信给我讲述他们在印第安纳波利斯大学的经历。大多数学生在美国学习时，都遭遇过这四个巨大的挑战：（1）语言障碍，（2）中美不同的教育体系和方法，（3）了解如何与美国人交流，（4）美国饮食，它没有中国美食那么好吃。然而，我们很多合作项目的校友依然对印第安纳波利斯大学的经历抱有积极及正面的态度。下面是对几位校友话语的引用：

“我是金融专业的学生，2014年于印第安纳波利斯大学毕业。目前我在丹佛大学会计学专业读研究生。感谢浙大宁波理工学院与印第安纳波利斯大学的这个项目。在印第安纳波利斯大学，我用了两年的时间适应了这里的教学方式和本科生教育，这对我的研究生学习帮助巨大。我是金融学的学生，在金融学和会计学领域有很多专业词汇。在印第安纳波利斯大学学习期间，我熟悉了这些专业词汇，从而提高了我的阅读速度。与此同时，我还掌握了通过excel统计和分析数据的方法，这对我的研究生学习有很大帮助。最重要的是，如果你有一定的美国学习经历，会更容易申请美国的研究生学习。”

另一个学生说：

“一个最大的不同就是文化冲击。刚到印第安纳波利斯大学时，我们是和国内的同学或者同班同学住在同一个宿舍里。就像是新生儿一样，我们有许多事情必须学习。我们不得不学着做饭，学习如何在校园里与人交流，还要学会怎样在离我们较远的百货商店里购买材料。最终，我们真的变得更加独立，也觉得无论我们在哪里都能依靠自己生活下去。有些同学或许有不同意见，但我相信你的学习完全取决于你自己的态度。如果你真的想学，你就能够学到很多。但是如果你犹豫着不愿尝试，那么这里对你的改变不会很大。我依然相信，到印第安纳波利斯大学是我最好的选择之一。”

还有一个学生写道：

“在印第安纳波利斯大学这样一个完全不同的环境里，我逐渐更好地了解自己，这激发了我的潜能。有趣的是，到了美国之后，我才更多的了解中国。我学会了更加客观地判断不同的行为。印第安纳波利斯大学有更好的学术氛围。我必须说的是，在美国，只要你努力工作，你就能够实现自己的梦想。现在我在中国，印第安纳波利斯大学教会了我金融学方面的很多东西。”

还有一个合作项目的校友说：

“去美国，于我而言，既是一个机会也是一个挑战。回顾过去，我庆幸自己曾经的选择，现在我已返回中国。比起那些没有美国学习经历的学生，我更具有竞争力。很多公司都希望招聘那些具有海外教育背景的人才。”

最后一个引用：

“在印第安纳波利斯大学，你不是无名之辈。你不仅仅是一个数字。这里的每个人都很友善，愿意提供帮助。印第安纳波利斯大学改变了我，改变了我的视野。”

我对这些校友的说法感同身受。五十年前，当我从台湾的大学毕业时，我也不得不做出艰难的抉择：究竟是留在台湾还是去美国接受国际教育。对于海外留学我有些迟疑，因为我是一个学习较慢的人。小学四年级时，我留级了；高中时期，我不得不参加暑期数学补习班；大学，我用了五年的时间才毕业。从我的学业成绩单来看，我不认为自己能在美国生存下来。然而，父母的鼓励和经济资助，以及对美国教育体系的了解，我最终决定去美国继续深造。

我做出了正确的抉择。早前，我就认识到生活是无限的，它充满了机遇和选择。美国教育改变了我。我曾经以为我只会在美国呆几年攻读博士学位。然而，我在美国已经待了半个世纪。我在那里成长进步良多。在研究院，我学习很好，成绩优越。我也不知道究竟是我的大脑在美国才最终开花结果，还是美国的教育体系给我提供了更加合适的学习环境。毫无疑问的是这两者都发挥了一定作用。还有一点，我并不认为自己在学术上或是工作上取得了成功。我只能说，我在美国比在台湾学习成果更好。

在美国时，有时也会失败，但我从失败和逆境中领悟。有时也会受挫，但我在压力和挑战中成长。回顾在美国的这50年，有几个我生命中的重要支柱支撑和引导我学习与工作顺利。我乐于跟大家一起分享，并希望我的这些美国生活经历能带给大家一些不同的见解，帮助你们征服生命中的一座座堡垒。我经常问自己一下现实的问题：“你怎么评价你这一生？你想留给下一代什么？”毕业是一个结束但也是一个开端。当你准备迈出一段新的旅程时，请停下脚步问一下自己——“在过去四年我做了些什么？在今后的几年我将会做些什么来改变我的人生，影响别人的人生？”

我生命中最根本的支柱是信任自己、保持热情、有使命感，所以我们必须经常思考、反省和想象前面的路。还必须再三地问自己一些基本的问题：“我想成为一个什么样的人？怎么才能活得有意义？工作后我要担负起怎样的社会责任？我是谁，我有什么潜力？接下来的30年我的目标是什么？我是否准备好将来是否能够领导一家公司？”

你想做的和你所能做的，两者之间可能存在很大的差距。所以，了解自己和相信自己将会成为实现你梦想的驱动力。我们不能光是盲目自信，必须先有想法，而想法来自于思考、反省和决心。大学让你具备广博的知识，而美国高等教育又注重人文学科教育，这为你成为一名全面型人才提供了良好的基础条件。具备了这个基础，在成功的道路上你需要做的就是掌握及深入你的专业所学。

真正体会到掌握知识的成就感源自于首先建立对自己的信任，然后才是自我认识和表达能力的提高。请记住，永远不要停下发掘自我能力和提升自我认识的脚步，信任自己、保持热情、具备使命感。虽然你会碰到前人从未遇到过的挑战，但请相信美好的未来属于你们。

我亲爱的毕业生们，你们很多人已准备好接受你的人生第一份真正的工作。不管这份工作的职位是什么，薪酬是多少，只要你拥有热情、全心投入、就是迈出了成功的第一步。这一步不仅是通往第一份工作的成功，更是通往事业阶梯顶端的每一步的成功。你可能不喜欢第一份工作，但你工作态度和心态在今后的事业中发挥至关重要的作用。热情来自于自身。它包括了你对工作的热爱、热心、动力和积极性。没有热情就没有成功。

另外，我们希望我们的联合项目能让你成为未来的领导者。关于培养领导能力的书和演讲成百上千，我就受到领导艺术之父华伦·班尼斯的著作的深刻影响。1989年时，班尼斯采访了许多年轻的领导者，发现他们多处共同点：全面的教育、无穷的好奇心，无限的热情、对人和团队的信任、愿意去冒险、致力于长期的成长而非短期的利益、追求卓越、有准备、品德高尚、远见非凡。后来，我形成了自己的VIP（Vision, Integrity, and Passion）（远见、正直和热情）领

导力模式。这个“VIP”理念成为了我的生活哲学。我希望在你们离开校园时，这些理念能作为你们的支柱，相信它们对你们将来的工作有帮助。

而且，这还反映出国际高等教育中获得的四个学习目标：创造力、批判思维、执行力和社会责任感。和印第安纳波利斯大学的学生相处了40多年，我也以这些学习目标作教学与自我学习的指引。我希望你们也如此，而且让它们成为你们的价值所在。想要成为一名知识分子，必须懂得如何批判和客观地去思考。想要适应变化，必须学会创新和变革。想要脱颖而出，必须知道如何在日常生活中展现自己。最重要的是，想要真正充实的有目的的人生，必须履行社会责任，为你生存的社会服务和奉献。

或许这一代人最重要的支柱之一是必须有能力应对全球性的变化——在中国和世界范围内的经济、工业、文化、环境和人口的变化与大趋势。你们是数字化未来的新一代，将受到新科技、创业大发展、全球市场重心东移、城市中产阶级的崛起、能源需求的增长及不断增长的全球劳动力多样化的影响，这种劳动力多样化趋向于性别均衡、跨文化和流动性发展。所有这些巨大的变革力量都需要新的态度和技术技能。如果想在充满竞争的世界中生存，必须准备好迎接全球大趋势的挑战，必须准备好让自己成为全球策略家、改革者、技术行家。具备合作精神比注重竞争更为重要。

此外，21世纪另一个必须具备的最重要的技术之一是跨文化交际能力，包括多语言能力和跨文化理解力。必须有能力理解来自不同文化的人，与他们有效地沟通互动。在当今全球化的世界，跨文化交际能力正在变得越来越重要。这些新的挑战将会成为变化、革新和进步的机遇。我们真诚希望双学位会成为你们极富竞争力的优势，因为你们很多人早已在我们的联合项目中接触了跨文化环境。

我亲爱的毕业生们，半个世纪前，我跟你们一样，坐在台湾东海大学的毕业生典礼上。虽然我的字典里没有“退休”两字，但经过44年的美国大学工作，几年后我也将迎来生命中非常重要的一个典礼——退休晚宴。我觉得我的人生过得很充实、很有意义。美国教育把我变成一个现代人，中国传统为我学会怎样做人奠定了可贵的基础。所以，我的生活集合了两种不同文化的优点。不过，我们应该互相鼓励，去思考“毕业”和“退休”之外的事情。对于我们，这些典礼标志着生命翻开了新的一页。我们应该开始思考如何继续为自己和身边人做有意义的事。“教育服务社会”是浙江大学宁波理工学院和美国印第安纳波利斯大学共同的校训理念。服务是让生命变得完整的最好方法。请你们找到自己的支柱去追求这个最有意义的生活目标。

我亲爱的毕业生们，我们的联合项目不仅是一个双学位项目，也是中美教育和价值体系真正意义上的结合。我希望你们继续吸收掌握两国文化的精华和过去四年所获得的双元制教育。你们是得天独厚的一群人，我希望有一天你们会成为中美两国的中流砥柱。最后，我想再次感谢你们，我亲爱的毕业生们，感谢你们给我这个机会和你们一起工作学习，为你们服务。衷心祝福你们！

UNIVERSITY of
INDIANAPOLIS.

