

Board of Trustees Schedule of Activities

Board of Trustees Activities
February 16-17, 2012

Thursday, February 16, 2012

2:00 p.m.	Executive Session, State Room, Tirey Hall
3:00 p.m.	Seminar, Update on Strategic Plan (D. Bradley), State Room, Tirey Hall
3:45 p.m.	Seminar, Online Recruiting and Yield Initiatives (J. Beacon), State Room, Tirey Hall
4:30 p.m.	Seminar, Affordability Task Force Outcomes (J. Maynard), State Room, Tirey Hall
5:30 p.m.	Reception, Condit House
6:30 p.m.	Dinner, Heritage Lounge, Tirey Hall

Friday, February 17, 2012

8:00 a.m.	Breakfast, Heritage Lounge, Tirey Hall
9:00 a.m.	Agenda Meeting, State Room, Tirey Hall

AGENDA
Friday, February 17, 2012, 9:00 a.m.
Meeting of the Indiana State University Board of Trustees
State Room, Tirey Hall, Terre Haute, Indiana

1 Activities Schedule

2 Call to order

3 Remarks

President of the ISU Board of Trustees (Mr. Alley)
Faculty Senate Chairperson (Dr. Lamb)
Staff Council Chairperson (Ms. Hall)
Student Government Association President (Mr. Utterback)
President of the University (Dr. Bradley)

4 New Business Action Items

4a Approval of the Minutes of the last Meeting and Executive Session Certification (Mr. Alley)
4b Academic Laboratory/Course Specific Fees Fall 2012 (Dr. Maynard)
4c New Program Specific Fees Fall Semester and Summer 1 2012 (Dr. Maynard)
4d Modification to Academic Fee/Refund Model for Professional MBA Program (Dr. Maynard)
4e E-Textbook Proposed Fee Text (Dr. Beacon)
4f Hulman Center Roof Replacement (Ms. McKee)
4g Revision of Staff Council Bylaws (Ms. McKee)
4h New Bank Account for Processing of International Payments (Ms. McKee)
4i Naming of the African American Cultural Center Honoring Charlie Brown (Dr. Bradley)
4j Naming of the John W. Moore Welcome Center (Dr. Bradley)
4k Honorary Degrees (Dr. Maynard)
4l Amendment of Affirmative Action Policy (Ms. Sacopulos)
4m Leap Program (Dr. Maynard)
4n Testing Fee (Ms. McKee)
4o Oil and Gas lease (Ms. McKee)
4p Grievance Policy (Ms. Sacopulos)
4q Vacation Policy (Ms. Sacopulos)
4r Criminal Background Check (Ms. Sacopulos)
4s Academic Department Chairpersons (Ms. Sacopulos)
4t Selection Committees (Ms. Sacopulos)

5. Items for the Information of the Trustees

5a Investments
5b Purchasing Report
5c Vendor Report
5d Faculty Personnel
5e Other Personnel
5f Grants and Contracts
5g Internship Relationships
5h Events of Interest
5i Memorial Resolution
5j Affordability Task Report

6. Old Business

7. Adjournment

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2 Call to order

3 Remarks

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4 New Business Action Items

4a Approval of the Minutes of the Last Meeting and Executive Session Certification

The Indiana State University Board of Trustees met in Executive Session at 12:00 p.m. on Friday, December 16, 2011 in the State Room, Tirey Hall. Trustees present: Mr. Alley, Mr. Baesler, Ms. Bell, Mr. Campbell, Mr. Lowery, Mr. Minas, Mr. Pease, Mr. Pillow and Ms. Tucker.

5-14-1.5-6.1 (b) (2) (D)

5-14-1.5-6.1 (b) (2) (B)

5-14-1.5-6.1 (b) (6)

The Indiana State University Board of Trustees hereby certifies that no subject matter was discussed in the Executive Session other than the subject matter specified in the public notice.

**4b Proposed Changes in Academic Laboratory/Course Specific Fees¹
Effective for the Fall Semester 2012**

Departments	Rationale and Recommendation
<p>Bayh College of Education</p> <p>Elementary, Early & Special Education</p>	<p>To cover subscriptions to TK20 Campus Tools and Data Management System.</p> <p>Recommended New Fee: SPED 590 course fee of \$100.00 per course.</p>
<p>College of Arts and Sciences</p> <p>Chemistry and Physics</p>	<p>To cover batteries, disposable gloves, printer paper, lens cleaning tissues, tapes, and replacement of broken items</p> <p>Recommended New Fee: PHYS 215L, PHYS 216L, PHYS 315, PHYS 316 course fee of \$25.00 per course.</p> <p>Recommended Eliminate existing Fee: PHYS 423 course fee of \$50 to \$0.00 per course</p>
<p>College of Arts and Sciences</p> <p>Chemistry and Physics</p>	<p>To cover chemicals, plastic lab ware, chemical kits, and perishable foods for chemical analyses.</p> <p>Recommended New Fee: CHEM 330L course fee of \$43.00 per course.</p> <p>Recommended Eliminate existing Fee: CHEM 330 course fee of \$43 to \$0.00 per course</p>
<p>College of Technology</p> <p>Applied Engineering and Technology Management</p>	<p>To cover safety items as safety glasses, disposable gloves, face shields, consumables as rags, oil, gasoline, cleaners, solder, tape, and minor engine upkeep items as electrical connectors, wire, heli-coil kits, gaskets, rings, minor tune-up kits, batteries, rope, engine components for dynamometer testing.</p> <p>Recommended New Fee: AET 132, AET 233 course fee of \$40.00 per course</p>

<p>College of Technology Applied Engineering and Technology Management</p>	<p>To cover safety items as safety glasses, disposable gloves, face shields, consumables as rags, oil, gasoline, cleaners, solder, tape, Acetylene & oxygen tanks, welding rods, solvents, chassis components such as fasteners and tubing, electrical components.</p> <p>Recommended New Fee: AET 239, AET 335 course fee of \$45.00 per course</p>
<p>College of Technology Applied Engineering and Technology Management</p>	<p>To cover Consumables (oil absorbent pads, gasoline, oil, grease, Air Stones, Distilled Water, and Cleaning supplies).</p> <p>Recommended New Fee: AET 336 course fee of \$35.00 per course</p>
<p>College of Technology Applied Engineering and Technology Management</p>	<p>To cover safety items as safety glasses, disposable gloves, face shields, and consumable as rags, oil, gasoline, cleaners, solvents, acetylene & oxygen tanks, welding rods, solder, tape, minor engine items and components, electrical connectors, wire, heli-coil kits, gaskets, rings, batteries, and engine components.</p> <p>Recommended New Fee: AET 435, AET 436, AET 535 course fee of \$50.00 per course.</p>
<p>College of Technology Applied Engineering and Technology Management</p>	<p>To cover AutoCAD software and general lab supplies as drawing vellum, plotting/printing papers.</p> <p>Recommended Change in Existing Fee: MET 103 course fee from \$20.00 to \$40.00 per course</p>
<p>College of Technology Applied Engineering and Technology Management</p>	<p>To cover Pro-Engineer Software and general class supplies (Ink & toner printer cartridges, printer & plotter paper).</p> <p>Recommended New Fee: MET 203, MET 403 course fee of \$40.00 per course.</p>
<p>College of Technology</p>	<p>To cover AutoCAD software, class supplies (Plotting printing papers, printer ink & toner cartridges).</p>

Applied Engineering and Technology Management	<p>Recommended New Fee: MET 299 course fee of \$35.00 per course.</p>
College of Technology Applied Engineering and Technology Management	<p>To cover Consumables (Oil Absorbent pads, hydraulic oil, filters, cleaning supplies)</p> <p>Recommended New Fee: MET 329 course fee of \$12.00 per course</p>
College of Technology Applied Engineering and Technology Management	<p>To cover Consumables (Cleaning supplies, Motor oil, Light weight oil, absorbent pads)</p> <p>Recommended New Fee: MET 333 course fee of \$8.00 per course</p>
College of Technology Applied Engineering and Technology Management	<p>To cover Project supplies (steel bar stock, flat bar brass, fasteners), Cutting Tools (Drill bit, Lathe tool bits, end mills), Measuring Tools (Micrometers, Calipers, Pockets Ruler), General Supplies (shop rags, oil dry, cleaning solvent, Rust Preventative Mist)</p> <p>Recommended New Fee: MFG 370 course fee of \$25.00 per course</p>
College of Technology Built Environment	<p>To cover Toner & Ink for Printers/Plotters, Paper (Drafting, Printing, and Plotting), Replacement of broken or damaged utensils & equipment, Equipment maintenance & calibration, replacement of ware items, cementitious materials & admixtures, test samples, disposal fees, miscellaneous lab supplies & items, soils and aggregates.</p> <p>Recommended New Fee: CNST 111L course fee of \$38.00 per course.</p>
College of Technology Built Environment	<p>To cover Toner & Ink for Printers/Plotters, Paper (Drafting, Printing, and Plotting), Replacement of broken or damaged utensils & equipment, Equipment maintenance & calibration, replacement of batteries, purchase of lath & stakes & pins, field books, supplies (markers), Instillation & materials for monuments, misc supplies, items & equipment.</p>

	<p>Recommended New Fee: CNST 420 course fee of \$40.00 per course.</p>
<p>College of Technology Built Environment</p>	<p>To cover Project supplies (steel bar stock, flat bar brass, fasteners), Cutting Tools (Drill bit, Lathe tool bits, end mills), Measuring Tools (Micrometers, Calipers, Pockets Ruler), General Supplies (shop rags, oil dry, cleaning solvent, Rust Preventative Mist)</p> <p>Recommended New Fee: MFG 370 course fee of \$25.00 per course.</p>
<p>College of Technology Built Environment</p>	<p>To cover AutoCAD software, Class supplies (Plotting printing papers, printer ink & toner cartridges)</p> <p>Recommended Change in Existing Fee: CNST 106 course fee from \$20.00 to \$40.00 per course.</p>
<p>College of Technology Built Environment</p>	<p>To eliminate existing fee is no longer using AutoCAD software.</p> <p>Recommended Eliminate existing fee: CNST 306 course fee from \$20.00 to \$0.00 per course.</p>
<p>College of Technology Human Resource Development and Performance Technologies</p>	<p>To cover Consumables (Maxi Lock serger thread 6 machine needing 6 spools, Schmetz ELX 705 serger needles, sewing machine needles, Ballpoint sewing machine needles, snaps of assorted sizes, hook & eyes), Bi-Annual Service/Maintenance Replacement of 26 machines.</p> <p>Recommended New Fee: TAM 111 course fee of \$35.00 per course.</p>
<p>College of Technology Human Resource Development and Performance Technologies</p>	<p>To cover Multifiber test fabric, crocking cloths, crock meter calibration fabric, emery paper, cutting blades for Elmendorf tearing tester, burners for 45 degree flammability tester, specimen holder for 45 degree flammability tester, AATCC shrinkage scale, microscope slides and glass covers, Service/Maintenance/Replacement of testing equipment.</p> <p>Recommended New Fee: TAM 217 course fee of \$35.00 per course.</p>
<p>College of Nursing and Health and Human</p>	<p>To cover Consumables (massage oils, towels, sheets), Massage Therapy Tables.</p>

Services Applied Medicine and Rehabilitation	Recommended New Fee: ATTR 441L course fee of \$400.00 per course.
College of Nursing and Health and Human Services Applied Medicine and Rehabilitation	To cover Consumables (massage oils, towels, sheets), Massage Chair. Recommended New Fee: ATTR 442L course fee of \$400.00 per course.

¹Laboratory/course specific fees are assessed only in conjunction with courses associated with the automated fee assessment process. An exception exists for study abroad courses: IS 396, 397, and 398.

Recommendation: Approval of the proposed changes in Academic Laboratory / Course Specific Fees, effective for the fall semester of 2012.

**4c Proposed New Program Specific Fees¹
Effective for the Fall Semester 2012 and Summer 1 2012**

College - Departments	Rationale and Recommendation
College of Nursing and Health and Human Services - Applied Medicine and Rehabilitation	To supplement the graduate program for Occupational Therapy Program that will be offered beginning in Spring 2011. The fee will be used for consumable items, capital items, adjunct clinical faculty, faculty research, and clinical faculty travel. Recommended New Program Fee: OCTH 600, OCTH 612, OCTH 622, OCTH 770, OCTH 771, OCTH 772, OCTH 773, OCTH 774 Program fee of \$1,000.00 per semester, tied to courses listed, effective with the Summer 1 2012 semester.
College of Nursing and Health and Human Services -	To supplement the graduate program for Doctor of Physical Therapy. The fee will be used for consumable items, capital expense lab equipment, and adjunct clinical faculty. Recommended New Program Fee:

Applied Medicine and Rehabilitation	PHTH 716 (replaces a previously approved fee on a course that has been eliminated – PHTH 723), PHTH 823, Program fee of \$1,000.00 per semester, tied to courses listed, effective with the Fall 2012 session.
College of Nursing and Health and Human Services – Advanced Practice Nursing	<p>To supplement the graduate program Doctor of Nursing Practice. The fee will cover consumable items, capital expense equipment, software products that help with distance learning supplemental class skills and clinical tracking programs, adjunct clinical faculty, faculty research expenditures, and faculty travel.</p> <p>Recommended New Program Fee: NURS 667 Program fee of \$500.00 per semester, effective with the Fall 2012 semester.</p>

¹Laboratory/course specific fees are assessed only in conjunction with courses associated with the automated fee assessment process. An exception exists for study abroad courses: IS 396, 397, and 398.

Recommendation: Approval of the proposed new Program Specific Fees, effective for the Fall Semester of 2012 and Summer 1 2012.

4d Modification to Academic Fee/Refund Model for Professional MBA Program

The Scott College of Business began offering its Master of Business Administration program off-campus at a location in Hendricks County, Indiana, beginning in the 2011 fall semester. The original academic fee/refund model required a \$1,200 non-refundable pre-payment of the first term academic fees to hold the student’s seat in the in-coming cohort. It has been determined that this fee has had a negative impact on the recruitment process for this program, and as such, it is recommended that the required \$1,200 non-refundable pre-payment be eliminated. Elimination of this non-refundable pre-payment will require a minor modification to the previously approved refund model as well. It is recommended to modify the refund model to provide a 100% refund for withdrawals prior to the first day of the term. Withdrawals the first day of the term and after will remain as originally approved.

Recommendation: Approval of both the elimination of the required \$1,200 non-refundable pre-payment, and the acceptance of the modified refund model, effective with the fall 2012 cohort.

4e E-Textbook Proposed Fee Text

ISU is conducting a study in the Fall of 2012, to determine interest students have ISU courses that incorporate into their costs, the purchase of electronic textbooks. This study involves a limited number of undergraduate courses with electronic textbooks as part of their cost. Courses utilized in the study will also include sections that use traditional textbooks in addition to sections that include the purchase of electronic textbooks.

Enrollment in those courses that include an e-textbook fee will result in each student’s account being assessed an e-textbook fee, based on the following: The publisher price that Barnes & Noble will be charged, plus the Barnes &

Noble contractual mark-up and an ISU administrative fee to cover bad debt and other administrative costs. The amount assessed for e-textbooks will be calculated not only for this study, but in subsequent terms wherever courses carry an e-textbook fee.

Recommendation: Authorization for the assessment of e-textbook fees computed as defined above effective with Fall 2012 course offerings that carry an e-textbook fee.

4f HULMAN CENTER ROOF REPLACEMENT

The existing roofing structure at Hulman Center was installed in 1990 with major repairs in 2001. The roof material is past its expected useful life and replacement is needed to prevent ongoing water damage to the interior of the facility. The project will also include replacement of roof drains and air relief penthouse as well as installation of a safety restraint system. The total cost of the project is estimated at \$1,300,000. Project authorization is needed to prepare construction documents and receive construction bids. Funding for the project will be from Auxiliary Reserves.

Recommendation: Authorization for the Treasurer of the Board of Trustees to request approvals from the Commission for Higher Education, the State Budget Committee, and the Governor of the State of Indiana for authority to expend up to \$1,300,000 for the roof replacement at Hulman Center as described above and to take the following action:

- a. To engage aRC DESIGN, an architectural and engineering firm, to prepare construction documents; and
 - b. To enter into construction contracts for the Hulman Center roof replacement once State approval has been obtained.
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4g Revision of Staff Council Bylaws

The Staff Council has made certain revisions to their Bylaws regarding the election process and grievance policy to provide more detail and consistency.

Recommendation: Approval of the revised Staff Council Bylaws, in such form that is approved by the Staff Council, the Vice President for Business Affairs, and General Counsel.

4h New Bank Account for Processing of International Payments

The university will be setting up processes to receive funds from prospective international students as identified by the Office of International Affairs. A separate bank account will allow for tighter security and accountability of these funds.

Recommendation: Authorization of the President and or Vice President for Business and Treasurer to establish a new bank account for international payments from students and to designate individuals who will be authorized to make electronic transfers to and from this account.

4i Naming of the Charles E. Brown African American Cultural Center

Mr. Charles E. Brown served the University for more than 30 years as a dedicated employee who earned a reputation for being an exceptional employee and an advocate for African-American students. Mr. Brown influenced positively the lives of thousands of African-American students. He elevated the discussions about diversity. He provided, through exceptional and extensive programming, a safe haven and learning environment for African-American students. Mr. Brown's accomplishments and impact have created a lasting legacy and it is recommended that the University recognize his work by naming the African-American Cultural Center the "Charles E. Brown African-American Cultural Center." It is intended that the naming is for the Center itself and not for the building. This will ensure that this tribute to Mr. Brown will outlast the current structure housing the Center.

Recommendation: Name the African-American Cultural Center the "Charles E. Brown African-American Cultural Center."

4j Naming of the John W. Moore Welcome Center

Dr. John W. Moore served as the ninth president of Indiana State University from 1992 through 2000.

During his tenure at Indiana State, emphasis was given to enhancing the quality of teaching and learning and to improving services for students. Under President Moore's leadership, the Student Academic Services Center, the Center for Teaching and Learning, the Lily First-Year Experience Program, the reading and math centers, the Student Ombudsperson Program, the Course Transformation Academy and the President's Scholars program were initiated. The division of Enrollment Services also was created to further improve service for students.

During his administration, ISU formed numerous partnerships across the state to extend the University's service to Hoosiers, including: the Degree Link partnership with Vincennes University and Ivy Tech State College, the Professional Development Schools Program, the Wabash Valley Educational Alliance, the South-Central Education Alliance and the Southeast College Cooperative. The Joint BA/MD degree program with the IU School of Medicine and the consortium-based PhD in technology management also were established.

President Moore led a transformation of the ISU Foundation to encourage private support for ISU. As a result, the university received the largest gift from a single donor at that time to create the Gongaware Center for Insurance Management Development. Dr. Moore also inaugurated ISU's first comprehensive marketing program and the University magazine to promote ISU's public image.

Progress on the campus Master Plan also continued under President Moore with the construction of the Student Computing Complex, the Center for Performing and Fine Arts, the John T. Myers Technology Center, and Oakley Place at the southwest entrance to campus.

A priority during his tenure was the expansion of opportunities for women and minorities as evidenced by the establishment of President's Commission for Ethnic diversity, as well as the appointment of women and minorities to key leadership positions within the administration and faculty.

Prior to coming to Terre Haute, Dr. Moore served as president of California State University-Stanislaus, and at the vice presidential level at both the University of Vermont and Old Dominion University, Norfolk, Virginia. He also served as a faculty member and administrator at Monmouth College, Rutgers University, and Pennsylvania State University.

Born August 1, 1939, in Bayonne, New Jersey, Dr. Moore earned degrees from Rutgers University, Indiana University, and Pennsylvania State University.

Given his emphasis on improving services to students and providing a welcoming environment for visitors to our campus, it is recommended that the University recognize John W. Moore's numerous contributions to the university by naming the new welcome center the John W. Moore Welcome Center. A dedication of the facility is being planned during the first week of fall classes in August 2012.

Recommendation: Name the welcome center the "John W. Moore Welcome Center."

4k Honorary Degree Recipients

The following individuals are recommended for conferral of honorary degrees as indicated during the May 5, 2012, Commencement ceremony.

Donald W. Buttrey Attorney Indianapolis	Doctor of Laws
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Karen Lake Buttrey Philanthropist (Posthumous Award)	Doctor of Humanities
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Randall T. Shepard Chief Justice, Indiana Supreme Court Indianapolis	Doctor of Laws
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Recommendation: Approval of the honorary degree recipients for the degrees indicated.

4l Amendment of Non-Discrimination Statement in the Affirmative Action Policy

Several years ago, the Indiana State University Board of Trustees amended the non-discrimination statement of the Affirmative Action policy to include sexual orientation. However, as the concept of diversity evolves, it has become apparent that more inclusive language is needed to encompass gender identity issues. Therefore, a proposed further amendment is presented to you below, that broadens ISU's non-discrimination statement to include gender identity and expression.

Recommendation: Approve the amended language in the non-discrimination statement of the Affirmative Action policy at 920.1 as indicated below.

920.1 Non-Discrimination. Indiana State University does not discriminate on the basis of sex, race, age, national origin, sexual orientation, **including gender identity or expression**, religion, disability, or veteran status. In line with its commitment to equal opportunity, the University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications meeting established criteria.

4m Leap Summer Bridge Program

As part of Indiana State's commitment to improving student success, the LEAP summer bridge program was developed and initially implemented in summer, 2011. The LEAP program is designed to prepare incoming freshmen for a successful transition to college. The 3-week residential program includes an academic course in writing, academic skills building, seminars on student success topics, and supportive interactions from peers and program staff. The University believes that this program will positively impact students and lead to increases in student retention and graduation rates.

Students are invited to participate in LEAP if they meet specific academic criteria. Beginning in 2011, successful completion of the summer program became a requirement for fall enrollment for a subset of conditionally admitted students.

The LEAP program offers students many items that bear a cost to the University. For example, room and board is provided for the three week experience; a 3-credit hour course is provided; and staff are hired to organize and facilitate the program. If a student was to pay for each of these items, their approximate cost would be \$2000. Most institutions that offer residential bridge programs charge students a fee to participate in the program, on average ranging from \$1000 to \$2000 for five-week programs. We desire to keep our fee manageable for students due to the high number of Pell-funded students who attend our institution.

Recommendation: Students who attend the LEAP program beginning with summer, 2012, will pay a fee of \$360.00. A deposit of \$100.00 will be required by June 15 and will be refundable until June 15. The remainder of \$260.00 will be required by July 22 and will be refundable until July 22.

4n Testing Fee

There is a growing number of individuals who live locally and are taking distance courses through other institutions. These students often need to take proctored examinations locally. ISU's Testing Office can provide these individuals proctored examinations.

It is proposed that University Testing implements a \$25.00 fee for the following populations each time an exam is proctored.

- Students who are non-ISU students, using our proctoring services for exams in courses at different institutions.
- ISU students taking distance courses through other institutions who need to take proctored examinations.
- Students (ISU and non-ISU) who are taking CLEP or DANTES.

Recommendation: Authorization to assess the above referenced fee effective with the 2012 fiscal year.

4o Oil and Gas Lease

The University has been in discussion with Pioneer Oil Company regarding an oil and gas lease for University owned property. The lease would allow Pioneer to investigate, explore, drill (horizontally, vertically, or directionally), develop, operate, produce, market, and transport any oil and gas resources on Indiana State University property

located in Terre Haute, Indiana. To this end, the University and Pioneer Oil Company have reached agreement on certain substantive terms of a lease that would remain in force for 730 days from the effective date of the agreement and as long thereafter as oil or gas is produced or is being developed or operated. Pioneer will provide an upfront location fee to be negotiated. For all oil products that are produced from the leased property, the University would receive royalty payments of not less than fifteen percent (15%). At the conclusion of the lease term, Pioneer would be responsible to remove all materials, machinery, and installations associated with any drilling and oil production operation including plugging of any well in accordance with applicable statutes and regulations. The University will control the location of any equipment and drilling to ensure the integrity of the main campus is preserved.

Recommendation: Approval of the substantive provisions indicated above and direct and approve the ISU Vice President for Business Affairs and Treasurer to negotiate and execute a contract with Pioneer that is reflective of these substantive terms.

4p Amendment of the Faculty Grievance Policy: The Faculty Senate has put forth the suggested changes indicated below and both the Provost and Vice President for Academic Affairs, Dr. Maynard, and the President, Dr. Bradley, approve of the changes. Additions are underlined and italics are deletions.

Recommendation: Approve the changes indicated below to Policy Section 246.14.

246.14.4.6 Mediation Process. The Chairperson of the University Faculty Affairs Committee shall seek to arrange for resolving the conflict through mediation.

246.14.4.6.1 Process of Mediation. The process of mediation shall be voluntary, private, and confidential, led by an impartial third faculty member who has had mediation training supported by the Office of the Provost and Vice President for Academic Affairs.

246.14.4.6.2 Grievance Pool. In practice, this individual could be selected from the existing Grievance Pool, since all members of the Grievance Pool will have received training.

246.14.5.1 Grievance Committee Pool Members. Every three years, beginning in Fall 2011, the Faculty Affairs Committee will establish and maintain a new pool of twenty (20) or more tenured faculty to serve 3-year, 4-year, or 5-year terms as Grievance Pool members. Members of the pool will be selected from volunteers to represent every college (except the College of Graduate and Professional Studies) and the Library, and include some department chairpersons and some staggered three-year terms as Grievance Committee members. Members of the pool will be selected by a stratified random sample based on proportion from the tenured faculty, including department chairpersons, in proportion to numbers in rank. The pool should be

representative of the University faculty and include members of federally defined protected classes.

246.14.5.1.1 Composition Review. FAC is charged with reviewing the composition of the pool each year to ensure compliance with the this Policy, namely regarding the required presence of some chairpersons and some members of federally defined protected classes.

246.14.5.2 Training. The Provost and Vice President for Academic Affairs, in cooperation with the Executive Committee Chairperson, every three years, beginning in Fall 2011, will provide *for annual formal training in mediation and grievance procedures* of the *Grievance Committee Pool* members.

246.14.5.2.1 Required. All persons elected to serve as Grievance Pool members in a given cycle must participate in Training unless they have no more than one year left in their term.

4q Amendment of Vacation Policy to Move Procedures. The President, Dr. Bradley, has tasked the General Counsel and Secretary of the University, Ms. Sacopulos, with accumulating all university procedures in one place, for easy reference. Many of our policies have procedures imbedded in them, and the Vacation policy is an example. The Trustees will see more of these amendments as the procedures project continues. Additions are underlined and italics are deletions.

Recommendation: Approve removal of the procedures contained in the Vacation Policy so that the procedures can be maintained separately from the policy.

515.1 Exempt Staff.

515.1.1 Level 29 or Higher. Exempt Staff classified pay level 29 or higher earn 20 days of vacation per year.

515.1.2 Level 28 and Below. Exempt Staff classified pay level 28 and below earn vacation based upon 15 days of vacation during years one through four and 20 days during years five and above.

515.1.3 Employees Not Covered. Regular Faculty and Instructors (except librarians) are not covered by the vacation policy.

515.1.4 Coaching Staff. Any vacation allowances for eligible coaching staff will be administered by the Athletic Director's Office.

515.1.5 **Librarians.** Librarians earn 20 working days vacation per year.

515.1.6 **Non-Exempt Staff.** All full-time Non-Exempt Staff earn vacation based on the following schedule:

<u>Vacation Earned During</u>	<u>Days</u>
Year 1 through 3	10
Year 4 through 6	12
Year 7 through 10	15
Year 11 and above	20

515.4 Administration: Vacation Policy Guidelines.

515.4.1 **Accrual of Vacation.** *Vacation will be earned each pay period based upon the number of hours in a regular pay status. Regular pay status time includes scheduled regular work hours, paid sick leave, paid vacation, convenience day, paid holidays and other approved paid absences. Overtime and special payments shall be excluded.*

515.4.2 **No Vacation Paid during First 3 Months.** *Vacation time will not be paid and may not be utilized during the initial three (3) months of employment. Should an employee resign or be terminated within the introductory period (first three months), vacation accumulated will not be paid.*

515.4.3 **Approval Required.** *Vacation periods should be arranged in advance with the approval of the appropriate supervisor.*

515.4.4 **Cap on Accruals.** *The maximum accrual at any time shall be twice the annual maximum allowance. Vacation time will not carry over beyond the two-year maximum accumulation. After the maximum vacation allowance has been reached, no further vacation accumulation will occur until vacation time is used.*

515.4.5 **Unused Vacation Cashed Out.** *At the time of separation from the University, unused vacation time will be paid in a lump sum at the employee's current rate of pay not to exceed the allowable maximum. The last day worked shall be the last day for which vacation leave is earned. Vacation days may not be used to extend the termination date. Employees leaving employment during the initial three (3) months will not have a vacation payoff.*

515.4.6 **No Pay in Lieu.** *No employee will be granted extra pay in lieu of vacation.*

515.4.7 **Vacation Valued at Time Used.** *Vacation allowance will be paid at the salary or wage rate which the employee is receiving at the time vacation is taken. Pay will not be advanced for the vacation period.*

- 515.4.8 **Rules for Fiscal Year Faculty.** *Fiscal year faculty appointments are subject to the same working day calendar as regular monthly staff appointments. Therefore, the vacation allowance will be applied during the periods when classes are not in session; vacation time may not be taken during the teaching days of the academic year or the summer sessions.*
- 515.4.9 **Benefits-Eligible Employees Only.** *Vacation allowance will be granted to benefits-eligible employees only.*
- 515.4.10 **No Accrual during Leave.** *Vacation does not accrue during a leave of absence with pay.*
- 515.4.11 **Grant-Funded Employees.** *Employees paid from grant funds must generally utilize vacation prior to the expiration of the grant. Any questions concerning use of vacation or final payment of vacation should be directed to the grant administrator.*
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4r Criminal Background Policy: The President, Dr. Bradley, has tasked the General Counsel and Secretary of the University, Ms. Sacopulos, with accumulating all university procedures in one place, for easy reference. Many of our policies have procedures imbedded in them, and the Staff Criminal Background Check Policy is an example. The Trustees will see more of these amendments as the procedures project continues. Additions are underlined and italics are deletions.

Recommendation: Approve removal of the procedures contained in the Staff Criminal Background Policy so that the procedures can be maintained separately from the policy.

511.1 Policy. Effective July 1, 2007, criminal background checks will be performed on all new Staff, and student employees working in financial areas or areas with access to sensitive electronic information.

511.1.1 Procedures. *Specific procedures regarding criminal background checks for faculty are being developed jointly with academic administration and Faculty Senate representatives. The policy and procedure will be presented to the University Faculty Senate for action in the fall and it is anticipated that a policy governing faculty hiring can be in place for the spring 2008 hiring process.*

511.2 Timing of Criminal Background Check. When practical, the criminal background check will be performed before an offer of employment is made. In cases where the hiring department needs immediate employment, a conditional offer of employment will be made pending satisfactory results on the background check. It is expected that results of such checks will be available within five (5) working days.

511.3 Criminal Convictions Disclosed on Applications for Employment. If a criminal history check reveals convictions which the applicant disclosed on the application for employment, a panel of individuals will evaluate each conviction(s), including any additional information the individual provides, before the offer of employment is either confirmed or withdrawn. Relevant

considerations will include, but are not limited to, the nature and number of the convictions, their dates, and the relationship that a conviction has to the duties and responsibilities of the position. Any decision to accept or reject an individual with a conviction is solely at the discretion of Indiana State University. (All related information will be treated as confidential, and protected as such.)

511.4 Failure to Report Criminal Conviction. If unreported convictions are revealed in the criminal history check, the offer of employment will be withdrawn and, if employed, the individual will be separated from employment, unless the individual can show that the report is in error. The decision to reject or terminate an individual with an unreported conviction is solely at the discretion of Indiana State University.

4s Academic Department Chairpersons: The Policy governing Faculty chairperson responsibilities has been amended substantially to provide clarity about steps department chairpersons are expected to take with regard to faculty discipline. Additions are underlined and italics are deletions.

Recommendation: Approve changes in Policy Section 350.2.2 governing Faculty chairperson responsibilities.

350.2.2 Faculty Personnel Decisions. The chairperson should lead his/her department through difficult and critical decisions involving faculty appointments, non-renewals, promotion and tenure decisions, awards for meritorious activities, regular evaluations, and compliance with faculty performance expectations as outlined in Section 301 (Faculty Duties and Responsibilities), Section 500 (Employment), and Section 570 (Personnel Files) of this Handbook.

350.2.2 Responsibilities of the Departmental Chairperson. It is the responsibility of the departmental chairperson to lead his/her department through difficult and critical decisions involving faculty appointments, non-renewals, promotion and tenure decisions, awards for meritorious activities, regular evaluations, and compliance with faculty performance expectations as outlined in Section 310 (Faculty Duties and Responsibilities), Section 500 (Employment), and Section 570 (Personnel Files) of this Handbook.

350.2.2.1 Communication of Faculty Duties and Responsibilities. Each departmental chairperson believes that a faculty member of the chairperson's faculty the duties and responsibilities of employment at Indiana State University that are expected of each such faculty.

350.2.2.2. Notification and Consultation – Deficient Performance. In the event that a departmental chairperson believes that a faculty member is performing deficiently his or her duties and responsibilities of employment, then such chairperson shall notify the faculty member in writing and request to know whether the faculty member would prefer for the chairperson to consult with the departmental personnel committee about the matter, or not.

350.2.2.2.1. Time for Response. The faculty member shall either respond to the chairperson in writing to indicate his or her preference within five (5) business days, or the chairperson shall proceed to notify and consult with the departmental personnel committee.

350.2.2.2.2 Faculty Desire for Consultation. If the faculty member responds with a preference for consultation, then the departmental chairperson shall notify the departmental personnel committee of the nature of the deficient performance and consult with the personnel committee regarding the same.

350.2.2.2.3. Faculty Desire for No Consultation. If the faculty member responds that he or she would prefer that no consultation with the departmental personnel committee occur, then there shall be no consultation about the matter.

350.2.2.3. Notice to Faculty Member. After consideration of the matter and/or consultation with the departmental committee discussed above, the chairperson shall provide to the subject faculty member notice of the deficient performance.

350.2.2.4. Continued Deficient Performance. If the subject faculty member continues to perform deficiently, then the chairperson shall meet with the departmental personnel committee to notify this committee of the continued deficient performance and to consult with the committee regarding the same.

350.2.2.4.1. Written Admonishment. After consultation about the continued deficient performance, the chairperson shall provide the faculty member with a written admonishment that sets forth the deficiency of performance, actions the faculty member can take to cure the deficiency, and a date by which the deficiency must be cured.

350.2.2.4.2. Continued Uncured Deficient Performance. If the deficient performance continues uncured, then the chairperson shall notify the appropriate dean of the continued deficient performance so that further action can be determined.

350.2.2.5. Personnel Committee. If the faculty member in issue normally sits on the departmental committee that addresses personnel matters, then the subject faculty member shall be disqualified from this committee for purposes of consideration of the issues addressed in this Section 350.2.2.

350.2.2.5.1 Notices and Responses. The subject faculty member shall be entitled to submit a written response to all written notices and admonishments. All notices and admonishments shall be retained in the official personnel file of the subject faculty member.

4t Faculty Awards: The Faculty Senate has put forth the following recommended amendments to Policy Sections 380.1 et. seq., 380.2 et. seq., and 380.3 et. seq., dealing with distinguished teaching awards, research and creativity awards, and Faculty distinguished service awards, respectively. Both the Provost and Vice President for Academic Affairs, Dr. Maynard, and the President, Dr. Bradley, approve of these changes.

Recommendation: Approve changes in Policy Section 380.1, 380.2, and 380.3.

380.1 Distinguished Teaching Awards. The Indiana State University Board of Trustees has provided for the recognition of outstanding teaching through the creation of the Caleb Mills Distinguished Teaching Award. Excellence in teaching shall be the sole criterion in making the awards.

380.1.1 Number. A maximum of four (4) annual awards may be given, each with a stipend of an appropriate amount and an appropriate tangible symbol to be retained by the recipient.

380.1.2 Requirements. Any tenured faculty member teaching a minimum of 15 semester hours or 24 contact hours at Indiana State University during the current or previous calendar year is eligible for consideration.

380.1.3 Selection. Final selection is made by a committee appointed by the University President, and chaired by the non-voting Provost and Vice President for Academic Affairs.

380.1.3.1 This committee is to be composed of six (6) tenured full-time faculty members, including some past recipients of the award.

380.1.3.2 *At least four (4) schools* All of the colleges (except the College of Graduate and Professional Studies) and the ranks of *assistant associate* professor and professor shall be represented.

380.1.3.3 Five (5) outstanding students also serve: two (2) graduates and three (3) undergraduates.

380.1.3.4 Committee members may not submit nominations nor be eligible for the award during their years of service on the committee. Members are appointed to staggered two-year terms.

380.1.4 Nomination. Nomination is by letter from any full-time faculty member, student, alumnus/a, or administrator at the University. The Committee solicits further evidence of excellent teaching from the nominees' students, chairpersons of the nominees' departments, nominees' vitae and faculty reports of professional activities. The Committee may elect to narrow the field of nominees before soliciting this additional information.

380.2 Research/Creativity Awards. The Indiana State University Board of Trustees has established the Theodore Dreiser Distinguished Research/Creativity Award at Indiana State University for faculty members who have made outstanding contributions to the advancement of knowledge. Funds are made available so that a minimum of two (2) and a maximum of four (4) awards, each with a stipend and a plaque certifying this special achievement, may be presented at spring commencement. In each year at least one (1) award should be given in each of the two (2) categories — research and creativity.

380.2.1 Requirements. Candidates for the award must be regular, full-time members of the Indiana State University faculty. In addition, their work must meet the following requirements:

- 380.2.1.1 Research/creativity other than that completed to satisfy advanced degree requirements.
- 380.2.1.2 Research/creativity substantially completed while the candidate was a regular full-time member of the Indiana State University faculty.
- 380.2.1.3 Research/creativity representing a single major contribution completed within the four (4) years immediately prior to application, or outstanding contributions that have characterized one's professional life.
- 380.2.1.4 Research/creativity which represents a contribution of national significance to a candidate's field of specialization.
- 380.2.2 **Nomination Process.** Forms may be obtained from the *School College* of Graduate and Professional Studies. Any regular, full-time faculty member may nominate himself/herself. Faculty, department chairpersons, and deans are encouraged to nominate faculty colleagues. Faculty members who have received an award will be ineligible for consideration again for a four-year period. Nomination forms must be submitted to the *School College* of Graduate and Professional Studies by January 20 of each year.
- 380.2.3 **Supporting Data.** The Dean of the *School College* of Graduate and Professional Studies will collect the supporting data relative to the nominees, and the selection committee will be responsible for any outside correspondence with experts in a candidate's area of expertise. This correspondence will document the significance of the research/creativity.
- 380.2.4 **Theodore Dreiser Distinguished Research/Creativity Award Committee.** Final selection is by the Theodore Dreiser Distinguished Research/Creativity Award Committee. The Dean of the *School College* of Graduate and Professional Studies will serve as chairperson and nonvoting member of the selection cCommittee.
- 380.2.4.1 **Membership.** The *twelve (12) nine (9)* voting members will be selected and appointed before January 15 and will include one (1) representative selected by the Graduate Council, one (1) representative selected by the University Research Committee, one (1) representative selected by the University Arts Endowment Committee, and *seven (7) four (4)* other faculty members *with proven research/creativity expertise whom will be appointed by the University President, one (1) graduate student, and two (2) one (1) undergraduate students.*
- 380.2.4.2 **Faculty Appointments Made by the President.** During the fall semester the University Faculty Senate will recommend *fourteen twelve (12)* faculty nominees – two (2) nominees from each *school, the college*(except the College of Graduate and Professional Studies) and the library. From the list of twelve (12), the University President will appoint the *seven (7) four (4)* faculty members to serve on the Theodore Dreiser Distinguished Research/Creativity Award Committee. It will be the goal of this committee, across its four (4) voting faculty members to show representation from each of the colleges and the library. One (1) from each of the units while maintaining appropriate balance between faculty with expertise in research and creativity.

380.2.4.3 Student Nomination and Appointment. The two (2) student members with voting privileges will be selected from two (2) undergraduate nominees chosen by the Dean of the *School College* of Graduate and Professional Studies and two (2) graduate nominees chosen by the graduate student organization. From the four (4) nominees, the University President will select an undergraduate and a graduate student to serve on the Committee.

380.2.4.4 Limitation on Committee Service. An individual who is a candidate for a Theodore Dreiser Distinguished Research/Creativity Award in any given year may not serve on the *review selection* committee. *Review Selection* committee members may serve only one (1) of any three (3) consecutive years.

380.3 Faculty Distinguished Service Awards. The Indiana State University Board of Trustees has provided for the recognition of outstanding service through the creation of the Faculty Distinguished Service Award. Excellence in, intensity of, long-term commitment to, and tangible evidence of the impact of service are the criteria which shall be considered in making the awards. A maximum of two (2) annual awards may be given with a stipend and an appropriate tangible symbol to be retained by the recipient.

380.3.1 Requirements. Eligible faculty members are those who are tenured and have demonstrated service while at Indiana State University in the form of membership in faculty governance at the *school college* or University level; membership on committees within the University; service to student organizations; service to professional organizations; and/or service to community groups.

380.3.2 Selection. Final selection is by a committee appointed by the University President and chaired by the Provost and Vice President for Academic Affairs.

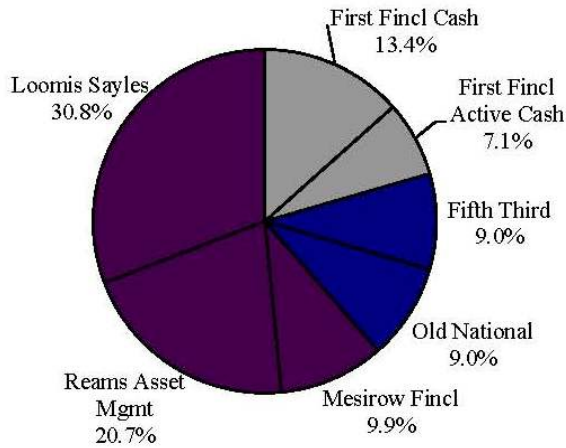
380.3.3 Nomination. Nomination is by letter from any full-time faculty member, student, alumnus/a, University staff member, or citizen of the Wabash Valley. The committee solicits further evidence of outstanding service from chairs, deans, students, faculty, and organizations.

5a UNIVERSITY INVESTMENTS

In accordance with the Board of Trustees approved investment policy, the University Treasurer is responsible for management and oversight of all investments. The University Treasurer is to provide a quarterly investment performance review of all funds to the Board. Below is the quarterly report for the period ending December 31, 2011.

Indiana State University Operating Funds Plan Summary Period Ended December 31, 2011

Actual Allocation



<u>Manager</u>	<u>Market Value</u>
ISU-First Financial Cash	\$18,183,231
ISU-First Fincl. Active Cash	\$9,623,910
ISU-Fifth Third	\$12,206,533
ISU-Old National	\$12,231,277
ISU-Mesirow Fincl.	\$13,400,833
ISU-Reams Asset Mgmt.	\$27,944,728
ISU-Loomis Sayles	\$41,717,750
ISU-Total Fund	\$135,308,262

December 31, 2011			
	Market Value	% of Total Assets	Strategic Allocation
Tier 1			
First Financial Cash	\$18,183,231	13.4%	9.5%
First Financial Active Cash	\$9,623,910	7.1%	9.5%
	\$27,807,142	20.6%	19.0%
Tier 2			
Fifth Third 1-3 Year Govt/Credit	\$12,206,533	9.0%	9.5%
Old National Intermediate	\$12,231,277	9.0%	9.5%
	\$24,437,810	18.1%	19.0%
Tier 3			
Mesirow Core Total Return	\$13,400,833	9.9%	10.0%
Reams Asset Management Core	\$27,944,728	20.7%	21.0%
Loomis Sayles Core Plus	\$41,717,750	30.8%	31.0%
	\$83,063,311	61.4%	62.0%
	\$135,308,262	100.0%	100.0%

QUARTERLY CHANGE IN MARKET VALUE BY INVESTMENT MANAGER

PERIOD ENDED DECEMBER 31, 2011

	Beginning Market Value	Deposits/ Withdrawals	Investment Gain/Loss	Ending Market Value
ISU-First Financial Cash	\$28,181,128	(\$10,010,378)	\$12,481	\$18,183,231
ISU-First Fincl. Active Cash	\$9,614,517	(\$3,914)	\$13,307	\$9,623,910
ISU-Fifth Third	\$10,834,444	\$1,331,374	\$40,714	\$12,206,533
ISU-Old National	\$11,089,182	\$1,106,690	\$35,405	\$12,231,277
ISU-Mesirow Fincl.	\$12,762,880	\$504,317	\$133,636	\$13,400,833
ISU-Reams Asset Mgmt.	\$26,701,027	\$722,704	\$520,997	\$27,944,728
ISU-Loomis Sayles	\$39,383,882	\$1,251,822	\$1,082,046	\$41,717,750
ISU-Total Fund	\$138,567,060	(\$5,097,385)	\$1,838,587	\$135,308,262

INVESTMENT MANAGER RETURNS

The table below details the rates of return for the investment managers over various time periods. Negative returns are shown in red, positive returns in black. Returns for one year or greater are annualized.

Returns for Periods Ended December 31, 2011

	Last Quarter	Last Year	Last 3 Years	Last 5 Years
ISU-First Financial Cash	0.06	0.22	--	--
90 Day T-Bill	0.00	0.10	0.15	1.48
ISU-First Fincl. Active Cash	0.15	0.85	--	--
Citi:Treas 1 Yr	0.10	0.63	0.75	2.53
ISU-Fifth Third	0.36	1.86	--	--
Fifth Third:1-3 Yr G/C Comp	0.27	1.66	4.63	4.05
BC:Gov/Credit 1-3	0.25	1.59	2.74	3.99
ISU-Old National	0.30	5.41	--	--
Old Nat'l: Interm Comp	0.57	5.38	5.58	5.89
BC:Gov/Credit Inter	0.84	5.80	5.65	5.88
ISU-Mesirow Fincl.	1.14	7.15	--	--
Mesirow:Core Comp	1.25	7.42	8.89	7.22
BC:Aggr Bd	1.12	7.84	6.77	6.50
ISU-Reams Asset Mgmt.	2.28	7.72	--	--
Reams:Core Comp	2.05	7.85	13.18	8.15
BC:Aggr Bd	1.12	7.84	6.77	6.50
ISU-Loomis Sayles	2.68	8.56	--	--
Loomis:Core Plus Comp	2.74	8.17	12.55	9.17
BC:Aggr Bd	1.12	7.84	6.77	6.50

INDIANA STATE UNIVERSITY
CURRENT OPERATING EXPENSE SUMMARY
For the Quarter Ending December 31, 2011

	Budget through 12/31/11	Actual through 12/31/11*	Percent of Budget	Budget through 12/31/10	Actual through 12/31/10*	Percent of Budget
Salaries and Wages	\$ 72,635,292	\$ 37,039,126	51.0%	\$ 73,542,290	\$ 36,744,208	50.0%
Fringe Benefits	26,608,138	12,838,062	48.2%	26,218,082	12,836,775	49.0%
Student Wages	3,349,075	1,690,070	50.5%	3,071,773	1,559,475	50.8%
Utilities	9,826,856	6,728,756	68.5%	9,563,536	6,439,212	67.3%
Training, Representation, and Travel	1,454,176	1,157,840	79.6%	1,365,142	1,045,290	76.6%
Student Aid	13,542,468	12,179,876	89.9%	12,857,334	11,801,349	91.8%
Bond and Interest	531,017	-	0.0%	553,820	527,106	95.2%
Supplies and Expense	29,502,959	11,842,061	40.1%	28,234,914	13,752,436	48.7%
Repairs and Maintenance	2,551,615	2,529,983	99.2%	2,749,186	3,163,041	115.1%
Capital Equipment	5,216,146	958,831	18.4%	7,202,264	1,634,532	22.7%
Total Expenditures	\$ 165,217,742	\$ 86,964,605	52.6%	\$ 165,358,341	\$ 89,503,424	54.1%
*Includes encumbrances and open commitments						

5b PURCHASING REPORT

INDIANA STATE UNIVERSITY						
CURRENT OPERATING REVENUE SUMMARY						
For the Quarter Ending December 31, 2011						
	Budget through 12/31/11	Actual through 12/31/11	Percent of Budget	Budget through 12/31/10	Actual through 12/31/10	Percent of Budget
Revenues						
State of Indiana						
Operational	\$ 67,854,483	\$ 33,927,246	50.0%	\$ 71,776,249	\$ 35,888,124	50.0%
Fee Replacement	8,887,196	6,874,208	77.3%	8,889,341	7,497,755	84.3%
DegreeLink	460,245	230,124	50.0%	460,245	115,062	25.0%
Gross Student Fees	64,026,116	35,033,503	54.7%	60,350,847	31,975,576	53.0%
Enrollment Reserve*	(350,000)	-	0.0%	(350,000)	-	0.0%
Other Fees and Charges	1,469,837	1,044,103	71.0%	1,346,621	970,106	72.0%
Sales and Services	707,238	255,156	36.1%	928,765	313,780	33.8%
Rent, Interest, Dividends, and Gifts	953,657	469,548	49.2%	1,981,000	990,930	50.0%
Miscellaneous Income	<u>3,782,580</u>	<u>3,396,826</u>	89.8%	<u>2,230,544</u>	<u>1,831,290</u>	82.1%
Total Budgeted Revenue	\$ 147,791,352	\$ 81,230,714		\$ 147,613,612	\$ 79,582,623	
Encumbrances and Carryforward	11,371,181	11,371,181		8,733,301	8,733,301	
Reimbursements and Income Reappropriated From Other Sources	<u>6,055,209</u>	<u>6,055,209</u>		<u>9,011,428</u>	<u>9,011,428</u>	
Total Revenues	<u>\$ 165,217,742</u>	<u>\$ 98,657,104</u>	59.7%	<u>\$ 165,358,341</u>	<u>\$ 97,327,352</u>	58.9%
*The \$350,000 Enrollment Reserve is used to cover tuition shortfalls						

Revenues

Student Fees

Through December 31st, total Student Fee revenues are above last year's amount by \$3,057,927.

Summer II tuition and Fall tuition are above budget by \$56,397 and \$4,550,385. This is due to an increase in enrollment and tuition. The University's operating budget has been adjusted by \$3,192,750 to accommodate this increased enrollment including \$890,000 for additional scholarships, \$647,750 for additional student wages, \$1,000,000 for capital improvements, and \$655,000 for university initiatives.

Other Fees and Charges

Other Fees and Charges are above last year's totals by \$73,977. This is due to increases in credit/exam life experience fees and deferment fees, while College Challenge revenues are down due to State mandated caps of dual credit fees.

Sales and Services

Sales and Services are below last year's amount by \$58,624 as work order labor charge back is being accounted for in a different method in 2012.

Rent, Interest, Dividends, and Gifts

Rent and Interest income is down from last year's amount by \$521,382 as interest income budgeted for 2012 was reduced by \$1,037,343.

Miscellaneous Income

Miscellaneous Income shows an increase of \$1,565,536 over last year, which reflects the addition of \$600,000 of utility reimbursement from Residential Life, as well as a \$1,000,000 transfer from the medical benefit reserve to cover contributions to the VEBA fund.

Expenses

Salaries and Wages

Salaries and wages are above last year's levels by \$294,918. This reflects increased instructional salaries of \$751,949 and administrative and support increases of \$120,731 and \$103,302. Retirement incentive payouts were below last year's amount by \$648,964.

Fringe Benefits

Fringe benefits show a slight increase of \$1,287 from the previous year. This reflects increases in both active and retiree medical expenses, while FICA was reduced due to less retiree payouts.

Student Wages

Student wages are \$130,595 above last year's level. This reflects the additional support allocated from fall tuition.

Utilities

Utilities expenses are above last year's totals by \$289,544, as electricity and natural gas costs have risen. Water and sewage usage are below last year's amounts.

Training, Representation and Travel

Training, Representation, and Travel expenses are up by \$112,550.

Student Aid

Student Institutional Aid is above last year's expenditures by \$378,527. An additional \$890,000 of budget from excess fall tuition was allocated to cover laptop scholarships as well as other miscellaneous scholarships.

Supplies and Expense/Transfers

Supplies and Expense is \$1,910,375 lower than last year due to the timing of transfers out. The budget includes \$7,475,999 of carry-forward budget from fiscal year 2011 to be spent in 2012.

Repairs and Maintenance

Repairs and maintenance expenses show a decline of \$633,058 and is the result of a reduction of open commitments in Facility Management. Many of the purchases are being processed on the procurement card.

Capital Equipment

Capital equipment expenses show a reduction of expense of \$675,701. This reflects a reduction of computer purchases of \$552,987 for the year.

Purchases Over \$50,000			
Sole Source			
Art Spaces Inc.	P0070850	Holmstedt Hall Plaza Sculpture Project	\$57,320.00
Cornerstone Controls	P0070857	Power Plant Controls	\$59,657.00
One Bid Received, Three Bids Solicited			
A C Equipment Representatives	P0070792	Instruments, Chilled Water Plant	\$65,032.00
Sole Source, Addition To And Compatible With Existing Equipment			
A Markey's Video Imaging Co.	P0070874	A/V Medical Training Aids	\$97,559.00
One Bid Received, Nine Bids Solicited			
Laerdal Medical Corporation	P0070846	A/V Medical Training Aids	\$180,698.25
One Bid Received, Nine Bids Solicited			
HEF Services Inc.	P0070816	Technology Package, Scott College Of Business	\$1,140,615.00

5c VENDOR REPORT

The following vendors have accumulated purchases from the University for the time period July 1, 2011, through January 31, 2012 (Fiscal Year) in excess of \$250,000:		
<u>Vendors with Purchases Exceeding \$250,000 December 1, 2011 through January 31, 2012</u>		
Associated Roofing	\$ 250,538	Re-Roof Art Annex and HMSU Standing Seam Metal Roof
US Postmaster	\$ 257,534	Postage Purchases
Perceptive Software	\$ 266,560	ImageNow License Software for Scan Image System
Schmidt Associates Inc	\$ 287,371	Scott College of Business Phase 3 Renovation
ST Construction Inc	\$ 303,189	Relocation of Main Power System at Bob Warn Field and Miscellaneous Concrete Work
City of Terre Haute	\$ 340,206	Student Bus Service and Fire Protection Services
ReliaStar Life Insurance Company	\$ 348,767	Life Insurance Premiums
<u>Previously Reported Vendors with Purchases Exceeding \$250,000</u>		
Plant Brothers Excavating and Construction Co	\$ 338,222	Chestnut Street Pedestrian Walkway Renovation
Earl Rodgers and Associates	\$ 361,721	Arena Corridor, Hulman Memorial Student Union 1st Floor Lounge, and Tirey Restroom Renovation
Staples Business Advantage	\$ 369,662	Office Supplies and Equipment Purchases
Old National Insurance	\$ 380,352	Commercial Property Policy
Candlewood Suites	\$ 444,417	Temporary Student Housing
Hannig Construction Inc	\$ 535,077	Student Services Building Athletic Training Area, UAP Renovation, and Science Labs Renovation
Delta Dental Plan of Indiana	\$ 590,753	Dental Claim Reimbursements
Indiana-American Water Company	\$ 641,222	Water and Sewage Utility Payments
C H Garmong and Son Inc	\$ 973,776	Rankin Patio, Arena Dietetics, and Fairbanks Hall Renovations
First Financial Bank	\$ 1,190,000	VEBA Contributions
Medco Health Solutions	\$ 1,335,934	Prescriptions Drug Coverage
Nebco/AmWins Group Benefits	\$ 1,452,545	Retiree Insurance
Public Employees Retirement Fund	\$ 1,465,223	Employee Retirement Payments
Indiana Department of Corrections	\$ 1,477,518	Academic Courses
Energy USA-TPC	\$ 1,645,278	Natural Gas Purchases
Dell Marketing LP	\$ 1,756,561	Faculty and Student Laptops, Miscellaneous Computer Equipment, and Supplies Purchases
CDI Inc	\$ 2,851,811	Pickerl Hall, Technology 2nd and 3rd Floor, NSF Lab, Welcome Center, and College of Nursing, Health and Human Services Renovations
Duke Energy	\$ 3,516,487	Electricity Utility Payments
Shiel Sexton Co Inc	\$ 5,521,189	Federal Building Renovation
Sodexo Inc and Affiliates	\$ 5,632,998	Dining and Catering Services
CIGNA Health Care	\$ 6,978,010	Medical Claim Payments

5d FACULTY PERSONNEL

Appointments

(Effective August 1, 2011, unless otherwise stated)

David L. Cross; Assistant Professor of Physical Therapy, Department of Applied Medicine and Rehabilitation; Ed.D., Indiana University; salary \$90,000 per fiscal year, prorated from the effective date of January 1, 2012.

Alvaro Gurovich; Assistant Professor of Physical Therapy, Department of Applied Medicine and Rehabilitation; Ph.D., University of Florida; salary \$90,000 per fiscal year, prorated from the effective date of January 1, 2012.

Tiffany J. Idlewine; Assistant Professor of Physical Therapy, Department of Applied Medicine and Rehabilitation; Ph.D., Bellarmine University; salary \$80,000 per fiscal year, prorated from the effective date of January 1, 2012.

Erik Southard; Assistant Professor, Department of Advanced Practice Nursing; D.N.P., Johns Hopkins Hospital; salary \$85,000 per fiscal year, prorated from the effective date of January 1, 2012.

Carolina Valencia; Assistant Professor of Physical Therapy, Department of Applied Medicine and Rehabilitation; Ph.D., University of Florida; salary \$82,000 per fiscal year, prorated from the effective date of January 1, 2012.

Regular and Full-Time Temporary Faculty Appointments---2012 Spring Semester

(Effective August 1, 2011, unless otherwise indicated)

Nicole Hall; Full-Time Instructor, Department of Baccalaureate Nursing; M.S., Indiana State University; fifteen hours; salary \$47,000 per academic year, prorated from the effective date of January 1, 2012.

Temporary Faculty Full-Time Appointments—2012 Spring Semester

(Effective January 1, 2012, unless otherwise indicated)

Rush Davis; Full-Time Lecturer, Department of Mathematics and Computer Science; M.Ed., Indiana State University; fifteen hours; salary \$15,000.

Joseph Francis; Full-Time Lecturer, School of Music; M.M., Georgia State University; fifteen hours; salary \$15,000.

Eloise Pitt; Full time Lecturer, Department of Criminology and Criminal Justice; M.P.H., Kentucky State University; fifteen hours; salary \$15,000.

Jason Robaudo, Full time Lecturer, Department of Mathematics and Computer Science; M.A., University of Southern Florida; fifteen hours; salary \$15,000.

Chad Roseland; Full-Time Lecturer, School of Music; M.M., University of Arizona; 16.74 hours; salary \$16,740.

James Sanchez; Full-Time Lecturer, Department of Mathematics and Computer Science; M.S., Indiana State University; fifteen hours; salary \$15,000.

Eugenia Saylor; Full-Time Lecturer, Department of Languages, Literatures, and Linguistics; M.A., Indiana State University; fifteen hours; salary \$15,000.

Donald Shorter; Full-Time Lecturer, Department of Languages, Literatures, and Linguistics and University Honors Program; Doctor of Religion, Indiana Christian University; 15 hours; salary \$15,000.

Temporary Faculty Part-Time Appointments—2012 Spring Semester
(Effective January 1, 2012, unless otherwise indicated)

Meredith Addison; Part-Time Lecturer, Department of Baccalaureate Nursing; M.S., Indiana State University; six hours; salary \$8,214.

Alejandra Alvarado-Brizuela; Part-Time Lecturer, Department of Languages, Literatures and Linguistics; M.A., Indiana State University; nine hours; salary \$9,000.

David Amlung; Part-Time Lecturer, School of Music; M.M., Mannes College; one hour; salary \$1,000.

James Archer; Part-Time Lecturer, Department of Criminology and Criminal Justice; M.S., Indiana State University; six hours; salary \$6,000.

Diane Bailey; Part-Time Lecturer, Department of Advanced Practice Nursing; M.S., Indiana State University; 1.5 hours; salary \$3,000.

James Ball; Part-Time Lecturer, Department of Mathematics and Computer Science; M.S., Indiana State University; twelve hours; salary \$18,036.

Gina Beguhn-Madeska; Part-Time Lecturer, Department of Psychology; M.S., Indiana State University; three hours; salary \$3,000.

Jeremy Bennett; Part-Time Lecturer, Department of Political Science; M.B.A., Stillman School of Business; three hours; salary \$3,000.

Todd Bess; Part-Time Lecturer, Department of Educational Leadership; Ph.D., Indiana State University; three hours; salary \$3,000.

Martin Blank; Part-Time Lecturer, Department of Management, Information Systems and Business Education; M.A., University of Missouri-Columbia; three hours; salary \$3,000.

David Bolk; Part-Time Lecturer, Department of Political Science; J.D., Indiana University; three hours; salary \$3,417.

William Brett; Professor Emeritus, Department of Biology; Ph.D., Northwestern University; three hours; salary \$3,000.

Charles Bridges; Part-Time Lecturer, Department of Criminology and Criminal Justice; J.D., Indiana University; six hours; \$6,000.

Errett Bozarth; Part-Time Lecturer, Department of Aviation Technology; B.S., U.S. Naval Academy (special credentials on file); three hours; \$3,000.

Lynette Brown; Part-Time Lecturer, School of Music; D.M.A., University of Miami; twelve hours; salary \$15,926.

Nathan Brown; Part-Time Lecturer, Department of Kinesiology Recreation and Sport; M.A., Indiana State University; three hours; salary \$3,000.

Timothy Brunner; Part-Time Lecturer, Department of Marketing and Operations; M.B.A., Indiana State University; three hours; salary \$3,000.

Robert Burton; Full time Lecturer, Education Student Services; M.S., Indiana State University; supervise fifteen student teachers plus one student teacher for half a semester; salary \$9,300.

Bridget K. Butwin; Part-Time Lecturer, Department of Political Science; J.D., DePaul University; six hours; salary \$6,000.

Sara Byczek; Part-Time Lecturer, Interdisciplinary Programs; M.S., Illinois State University; three hours; salary \$3,000.

Marilyn Byrd; Part-Time Lecturer, Department of Baccalaureate Nursing; M.S., Indiana State University; 6.6 hours; salary \$8,778.

Cassandra Caruso-Woolard; Part-Time Lecturer, Department of Curriculum, Instruction, and Media Technology; M.A., Indiana State University; three hours; salary \$3,000.

Newell Chiesl; Professor Emeritus, Department of Marketing and Operations; Ph.D., North Texas State University; three hours; salary \$5,000.

Nicole Christlieb; Part-Time Lecturer, Department of Political Science; B.S., Indiana State University; three hours; salary \$3,000.

Ellen Clark; Student Teacher Supervisor, Education Student Services; M.S., Indiana University; supervise two student teachers; salary \$865.

Mark Clauss; Part-Time Lecturer, Department of Applied Engineering and Technology Management; M.S., Indiana State University; three hours; salary \$3,600.

Kara Claybrook; Part-Time Lecturer, School of Music; M.M., Illinois State University; 6.67 hours; salary \$6,670.

Daniel Cleveland; Part-Time Lecturer, Department of Psychology; Pharm.D., Purdue University; three hours; salary \$3,000.

Denise Conrady; Part-Time Lecturer, Department of Built Environment; B.A., Rice University (special credentials on file); six hours; salary \$7,200.

Joyce Cox; Part-Time Lecturer, Baccalaureate Nursing; M.S., Indiana State University; three hours; salary \$3,990.

Gene Crume; Affiliate Faculty, Department of Communication; Ph.D., University of Virginia; three hours; salary \$3,000.

Mary Davidson; Part-Time Lecturer, Department of Baccalaureate Nursing Completion; M.S.N., Indiana Wesleyan University; six hours; salary \$ 12,000.

Sally Davies; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.E., Indiana State University; three hours; salary \$3,000.

Irma Davis; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.S., Indiana State University; 1.5 hours; salary \$1,500.

Katrina Davis; Part-Time Lecturer, Department of Economics; M.S., Pursue University; three hours; salary \$3,000.

Candace deCourville; Part-Time Lecturer, Department of Baccalaureate Nursing Completion; M.S., Indiana State University; five hours; salary \$10,000.

Michael Diaz; Part-Time Lecturer, Department of History; M.A., University at Albany, SUNY; six hours; salary \$6,000.

Douglas Dillion; Part-Time Lecturer, Department of Applied Engineering and Technology Management; M.Ed., Indiana State University; three hours; salary \$3,600.

Glen Dimick; Part-Time Lecturer, School of Music; M.M., DePaul University; 4.33 hours; salary \$4,330.

Kylie Douglas; Part-Time Lecturer, Department of Economics; M.B.A., Indiana State University; three hours; salary \$3,000.

Jessica Durbin; Part-Time Lecturer, Department of Advanced Practice Nursing; M.S., Indiana University; 1.5 hours; salary \$3,000.

Julie Edwards; Part-Time Lecturer, School of Music; M.M., University of North Carolina; thirteen hours; salary \$13,000.

Michael Elmore; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; Ph.D., Indiana State University; three hours; salary \$3,000.

Margaret Erthal; Part-Time Lecturer, Department of Management, Information Systems and Business Education; Ph.D., Southern Illinois University; three hours; salary \$3,000.

Ruth Fairbanks; Part-Time Lecturer, Interdisciplinary Programs; A.M., University of Illinois; six hours; salary \$6,000.

Beth Fields; Part-Time Lecturer, Department of Baccalaureate Nursing Completion and Department of Advanced Practice Nursing; M.S., Indiana State University; 7.5 hours; salary \$15,000.

Jessica Fields; Part-Time Lecturer, Department of History; M.A., Indiana State University; three hours; salary \$3,000.

JoAnne Fiscus; Part-Time Lecturer, Department of Art; M.S., Indiana State University; seven hours; salary \$7,000.

Deborah Flurkey; Part-Time Lecturer, Department of Elementary, Early, and Special Education; M.Ed., Clemson University; three hours; salary \$3,000.

Mark Fraley; Part-Time Lecturer, Department of Political Science; M.P.A., University of Washington; three hours; salary \$3,000.

Ivan Furre; Part-Time Lecturer, Department of Psychology; M.A., Indiana University; six hours; salary \$6,000.

Anita Gabbard; Part-Time Lecturer, Department of Human Resource Development and Performance Technologies; Master of Leadership, St. Mary-of-the-Woods; six hours; salary \$6,000.

Todd Gallagher; Part-Time Lecturer, School of Music; M.M., Indiana State University; 6.67 hours; salary \$6,670.

Larry Gambaiani; Part-Time Lecturer, Department of Educational Leadership; Ed.D., Indiana University; six hours; salary \$6,000.

Pamela Gibboney; Student Teacher Supervisor, Education Student Services; M.S., Indiana University; supervise one student teacher; salary \$305.

Cynthia Gloye; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.Ed., Indiana State University; three hours; salary \$3,000.

Tracy Goff; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.S., Indiana State University; three hours; salary \$4,500.

Edmund Grosskopf; Assistant Professor Emeritus, Department of Criminology and Criminal Justice; Ed.D., Indiana University; three hours; salary \$3,000.

Colleen Haas; Part-Time Lecturer, Department of History; Ph.D., Indiana University; nine hours; salary \$9,000.

Alexander Hagedorn; Part-Time Lecturer, Department of Applied Engineering and Technology Management; M.S., Indiana State University; three hours; salary \$3,600.

Issac Hamed; Part-Time Lecturer, Department of Baccalaureate Nursing; M.S., Indiana State University; nine hours; salary \$11,970.

Uwe Hansen; Professor Emeritus, Department of Mathematics and Computer Science; Ph.D., Brigham Young University; nine hours; salary \$9,000.

Denise Harden; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; Ph.D., Indiana State University; three hours; salary \$3,000.

David Harris; Student Teacher Supervisor, Education Student Services; M.S., Indiana State University; supervise twelve student teachers; salary \$7,200.

Michael Harrold; Part-Time Lecturer, Department of English; M.A., Indiana State University; twelve hours; salary \$13,572.

Gary Hartsock; Part-Time Lecturer, Department of Criminology and Criminal Justice; M.S., Indiana State University; three hours; \$3,000.

Rebecca Harvey; Part-Time Lecturer, Department of Baccalaureate Nursing and Department of Baccalaureate Nursing Completion; B.S., Indiana State University (special credentials on file); six hours; salary \$9,990.

Jenna Hasenour; Part-Time Lecturer, Department of Baccalaureate Nursing; M.S., Indiana State University; 7.5 hours; salary \$10,268.

Angela Hayes; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.S., Indiana State University; 1.5 hours; salary \$1,500.

Mara Hayne; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.S., Indiana State University; three hours; salary \$4,500.

Randy Hillenburg; Part-Time Lecturer, Department of Aviation Technology; Master of Aeronautical Science, Embry-Riddles University; three hours; salary \$3,000.

Susan Hoffman; Part-Time Lecturer, Department of English; M.A., Indiana State University; nine hours; salary \$10,179.

Joseph Houghtelin; Student Teacher Supervisor, Education Student Services; M.S., Indiana State University; supervise six student teachers; salary \$4,200.

Kayoko Inoue-Inserra; Part-Time Lecturer, Department of Languages Literatures and Linguistics; M.A., Indiana state University; six hours; salary \$6,000.

Rebecca Jackson; Part-Time Lecturer, Department of Baccalaureate Nursing; M.S., Indiana State University; 6.75 hours; salary \$9,241.

Edward Jenison; Part-Time Lecturer, Department of Communication; B.S., Indiana state University (special credentials on file); six hours; salary \$6,000.

Amy Joy; Part-Time Lecturer, Department of Baccalaureate Nursing and Department of Advanced Practice Nursing; M.S., Indiana State University; 10.5 hours; salary \$21,000.

Paul Kaiser; Part-Time Lecturer, Department of Educational Leadership; Ph.D., Indiana state University; three hours; salary \$3,000.

Saundra Kassis; Student Teacher Supervisor, Education Student Services; M.S., Indiana State University; supervise eighteen student teachers; salary \$10,800.

Thomas Keeley; Part-Time Lecturer, Department of Educational Leadership; Ph.D., Indiana State University; three hours; salary \$3,000.

David Kelty; Part-Time Lecturer, Department of English; M.Ed., Indiana State University; twelve hours; salary \$12,786.

Kara Kish; Part-Time Lecturer, Department of Kinesiology, Recreation, and Sport; B.S., Indiana State University (special credentials on file); three hours; salary \$3,000.

Craig Koch; Part-Time Lecturer, Department of Built Environment; M.B.A., Indiana University; three hours; salary \$3,600.

Kristal Lagro; Part-Time Lecturer, Department of Baccalaureate Nursing; M.P.C.N., Indiana Wesleyan University; three hours; salary \$3,990.

Leigh Ann Lawson; Part-Time Lecturer, Department of Earth and Environmental Systems; M.S., Indiana State University; three hours; salary \$3,000.

Kristina Lawyer; Part-Time Lecturer, Department of Applied Engineering and Technology Management; M.S., Mechanical Engineering; three hours; salary \$3,600.

David Lisman; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.Ed., Indiana State University; 1.5 hours; salary \$1,500.

Daniel Lucky; Part-Time Lecturer, Department of Baccalaureate Nursing Completion; M.S.N., University of Southern Indiana; twelve hours; salary \$24,000.

Lee Anne Luttrell; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.S., Indiana State University; six hours; salary \$7,500.

Michael Madriaga; Student Teacher Supervisor, Education Student Services; M.S., Indiana State University; supervise two student teachers; salary \$1,120.

David Mannell; Part-Time Lecturer, School of Music; M.S., Indiana State University; 9.34 hours; salary \$9,340.

Marthann Markle; Assistant Professor Emerita, Department of Kinesiology, Recreation, and Sport; M.S., Indiana State University; two hours; salary \$2,000.

Florence Mathieu-Conner; Part-Time Lecturer, Department of Languages Literatures and Linguistics; M.A., University of Illinois; six hours; salary \$6,000.

David McCarter; Part-Time Lecturer, Department of History; Ph.D., University of Iowa; nine hours; salary \$9,000.

David McMannus; Part-Time Lecturer, Department of Kinesiology, Recreation, and Sport; M.S., Indiana State University; two hours; salary \$2,000.

Floyd McWilliams; Part-Time Lecturer, Department of Mathematics and Computer Science; Ph.D., Indiana State University; twelve hours; salary \$12,000.

Barbara McDaniel; Student Teacher Supervisor, Education Student Services; B.S., Indiana University (special credentials on file); supervise one student teacher; salary \$560.

Brent McPike; Part-Time Lecturer, School of Music; M.M., Indiana University; six hours; salary \$6,000.

Kathy Miley; Part-Time Lecturer, Department of Advanced Practice Nursing; M.S., Indiana State University; three hours; salary \$6,000.

Sherryn Miley; Student Teacher Supervisor, Education Student Services; M.S., Indiana University; supervise seven student teachers; salary \$3,688.

Brian Miller; Part-Time Lecturer, Department of Psychology; Ph.D., Oklahoma State University; three hours; salary \$3,000.

Mark Miller; Student Teacher Supervisor, Education Student Services; M.S., Indiana State University; supervise eleven students teachers; salary \$5,673.

Dorothy Mimms; Part-Time Lecturer, Department of Baccalaureate Nursing Completion; M.S., Indiana State University; 6.6 hours; salary \$13,398.

Linda Minty; Part-Time Lecturer, Department of English; M.A., Indiana State University; six hours; salary \$6,000.

Stephen Moore; Student Teacher Supervisor, Education Student Services; M.S., Indiana State University; supervise three student teachers; salary \$1,170.

Michelle Morahn; Part-Time Lecturer, Department of History; M.A., Indiana State University; six hours; salary \$6,000.

Matthew Morgan; Part-Time Lecturer, Department of Criminology and Criminal Justice; M.S., Indiana State University; three hours; salary \$3,000.

Edward Motley; Part-Time Lecturer, Department of Criminology and Criminal Justice; M.S., Salve Regina University-Newport; three hours; salary \$3,000.

Victoria Mulandi; Part-Time Lecturer, Department of Baccalaureate Nursing; M.S., Indiana State University; three hours; salary \$3,990.

Sarah Mullican; Visiting Associate Professor, Department of Political Science; J.D., Valparaiso University School of Law; three hours; salary \$3,417.

Tammy Mundy; Part-Time Lecturer, Department of Baccalaureate Nursing Completion; M.S., Indiana State University; nine hours; salary \$18,000.

Rebecca Murray; Part-Time Lecturer, Department of Criminology and Criminal Justice and Department of Psychology; Ph.D., Georgia State University; four hours; salary \$4,000.

Kelley Niyama; Part-Time Lecturer, School of Music; M.M., Indiana University; 11.4 hours; salary \$11,400.

Allison Parks; Part-Time Lecturer, Department of Human Resource Development and Performance Technologies; M.S., Indiana State University; three hours; salary \$3,000.

Timothy Payne; Student Teach Supervisor, Education Student Services; M.S., Indiana State University; supervise three student teachers; salary \$1,170.

Leonard Peacefull; Part-Time Lecturer, Department of Earth & Environmental Systems; Ph.D., Indiana State University; three hours; salary \$3,000.

Diana Peebles; Part-Time Lecturer, Department of Baccalaureate Nursing Completion; M.S.N., Indiana Wesleyan University; thirteen hours; salary \$26,000.

Ken Pell; Part-Time Lecturer, Department of English; M.A., Indiana State University; six hours; salary \$6,000.

Curtis Pennigton; Part-Time Lecturer, School of Music; M.M., Indiana State University; seven hours; salary \$7,000.

Judith Perrin; Part-Time Lecturer, Department of Theater; M.A., University of Illinois-Champaign; six hours; salary \$6,000.

Eric Petenbrink; Part-Time Lecturer, Department of History; M.A., Indiana University; six hours; salary \$6,000.

Karen Phillips; Part-Time Lecturer, Department of Baccalaureate Nursing; M.S.N., Indiana State University; .75 hours; salary \$1,027.

Kathleen Pickrell; Associate Professor Emerita, Department of Baccalaureate Nursing and Department of Baccalaureate Nursing Completion; M.S.N., IUPUI; 3.75 hours; salary \$7,027.

Katherine Pine; Part-Time Lecturer, Department of Communication; M.S., Indiana State University; twelve hours; salary \$12,000.

Patricia Polastri; Part-Time Lecturer, Department of Human Resource Development and Performance Technologies; M.B.A., Central Missouri State University; six hours; salary \$6,000.

Jeanne Potts; Part-Time Lecturer, Department of Baccalaureate Nursing Completion; M.S.N., IUPUI; nine hours; salary \$18,000.

Scott Powell; Part-Time Lecturer, Department of Psychology; Ph.D., Ohio University; three hours; salary \$3,000.

Daniel Powers; Part-Time Lecturer, School of Music; M.M., Indiana University; 8.33 hours; salary \$8,330.

Monty Records; Part-Time Lecturer, Department of English; M.A., Indiana State University; twelve hours; salary \$13,572.

Donald Reuland; Professor Emeritus, Department of Chemistry and Physics; Ph.D., Carnegie-Mellon University; three hours; salary \$3,000.

Dottie Rigsby; Part-Time Lecturer, Department of Criminology and Criminal Justice; M.S., Indiana State University; six hours; salary \$6,000.

Sarah Robinson; Part-Time Lecturer, School of Music; M.M., Northwestern University; eight hours; salary \$8,000.

Michael Romanov; Part-Time Lecturer, Department of Biology; Ph.D., Kharkiv National University, Kharkiv, Ukraine; four hours; salary \$4,000.

Bonnie Saucier; Part-Time Lecturer, Department of Advanced Practice Nursing; Ph.D., Texas Woman's University; six hours; salary \$12,000.

Francis Saxman; Student Teacher Supervisor, Education Student Services; Ed.D., Ball State University; supervise six student teachers; salary \$3,105.

Harold Schipp; Student Teacher Supervisor, Education Student Services; Ed.S., Indiana State University; supervise two student teachers; salary \$1,120.

Kristyn Schlimgen; Part-Time Lecturer, Department of Criminology and Criminal Justice; M.A., Indiana State University; three hours; salary \$3,000.

Carly Schmitt; Part-Time Lecturer, Department of Political Science; M.A., Southern Illinois University-Carbondale; three hours; salary \$3,000.

Jeffrey Schrink; Professor Emeritus, Department of Criminology and Criminal Justice; Ed.D., Indiana University; nine hours; salary \$9,000.

Michael Sheridan; Student Teacher Supervisor, Education Student Services; M.A.E., Ball State University; supervise two student teachers; salary \$865.

Glenna Simons; Part-Time Lecturer, Department of Psychology; J.D., Loyola University School of Law; six hours; salary \$6,000.

Neil Singleton; Part-Time Lecturer, Department of Communication; M.S., Indiana State University; twelve hours; salary \$12,000.

Carolyn Sinnott; Student Teacher Supervisor, Education Student Services; M.S., Indiana University; supervise seven student teachers; salary \$3,665.

Antonio Sistelos; Part-Time Lecturer, Department of Mathematics and Computer Science; Ph.D., Indiana State University; twelve hours; salary \$12,000.

Stacey Smith; Part-Time Lecturer, Department of Advanced Practice Nursing; M.S., University of South Florida; three hours; salary \$6,000.

Douglas Sperry; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.A., Catholic University of America; three hours; salary \$3,000.

Sharilyn Spicknall; Part-Time Lecturer, School of Music; M.S., Indiana State University; 1.67 hours; salary \$1,670.

Felicia Stewart; Part-Time Lecturer, Department of Baccalaureate Nursing Completion; M.S., Indiana State University; nine hours; salary \$18,000.

Logan Strawn; Part-Time Lecturer, School of Music; M.M., Indiana University; 4.33 hours; salary \$4,330.

Jonathon Swaner; Part-Time Lecturer, Department of Communication; B.S., Indiana State University (special credentials on file); three hours; salary \$3,000.

James Tanoos; Part-Time Lecturer, Department of Management, Information Systems, and Business Education; M.B.A., IUPUI; three hours; salary \$3,000.

Nicholas Taylor; Part-Time Lecturer, School of Music; B.M., Indiana University (special credentials on file); 3.4 hours; salary \$3,400.

Joseph Tenerelli; Professor Emeritus, Department of Communication; Ph.D., University of Iowa; three hours; salary \$3,000.

Monica Tener-Smith; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.Ed., Indiana State University; 1.5 hours; salary \$1,500.

Suzanne Theisz; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.E., Indiana state University; three hours; salary \$3,000.

Glenna Timmons; Part-Time Lecturer, Department of Elementary, Early, and Special Education; M.Ed., Indiana State University; three hours; salary \$3,999.

Lisa Tincher; Part-Time Lecturer, Department of Advanced Practice Nursing and Department of Baccalaureate Nursing Completion; M.S., Indiana State University; 10.5 hours; salary \$21,000.

Marsha Turner-Shear; Student Teacher Supervisor, Education Student Services; Ph.D., Indiana University; supervise four student teachers; salary \$1,985.

Millie Vaughan; Student Teacher Supervisor, Education Student Services; Ph.D., Indiana State University; supervise six student teachers; salary \$3,105.

Amanda Ward; Part-Time Lecturer, Department of Baccalaureate Nursing; B.S., Ball State University (special credentials on file); twelve hours; salary \$15,960.

Molly Wasson; Part-Time Lecturer, Department of Advanced Practice Nursing; M.S., Indiana State University; 1.5 hours; salary \$3,000.

Sharron Watkins; Student Teacher Supervisor, Education Student Services; M.A., Evansville College; supervise ten student teachers; salary \$6,000.

Kelly Watts; Part-Time Lecturer, Department of Advanced Practice Nursing and Department of Baccalaureate Nursing; M.S., Indiana State University; six hours; salary \$12,000.

James Waugh; Student Teacher Supervisor, Education Student Services; M.S., Indiana State University; supervise seven student teachers; salary \$4,900.

Tom Weller; Part-Time Lecturer, Department of English; M.A., Indiana State University; three hours; salary \$3,000.

Wanda Wilkey; Part-Time Lecturer, Department of Art; M.F.A., Indiana State University; three hours; salary \$3,000.

Elizabeth Wilkinson; Part-Time Lecturer, Department of Built Environment; M.S., University of California-San Diego; three hours; salary \$3,600.

Jeffrey Wireman; Part-Time Lecturer, Department of English; M.A., University of Wyoming; six hours; salary \$6,000.

Amy Wollowski; Part-Time Lecturer, Department of Communication Disorders and Counseling, School, and Educational Psychology; M.S., Indiana State University; three hours; salary \$3,000.

Shannon Wood; Student Teacher Supervisor, Education Student Services; M.S., Indiana state University; supervise three student teachers; salary \$1,425.

Rebecca Wray; Part-Time Lecturer, Department of Management, Information Systems, and Business Education.; M.B.A., Indiana State University; one hr; salary \$1,000.

Ahmad Zaher; Part-Time Lecturer, Department of Biology; M.D., Alfateh University, Libya; nine hours; salary \$9,000.

Katherine Zimmer; Part-Time Lecturer, Department of Languages, Literatures, and Linguistics; M.A., Indiana State University; twelve hours; salary \$12,000.

Randi Zwerner; Part-Time Lecturer, Department of Advanced Practice Nursing; B.S.N., Millikin University (special credentials on file); 1.5 hours; salary \$3,000.

Change of Status and/or Pay Rate

Esther L. Acree; Associate Professor, Department of Baccalaureate Nursing Completion; end stipend of \$4,000 for additional duties for the fall semester of the 2011-2012 academic year, effective October 31, 2011; begin new stipend of \$8,000 for additional duties as Acting Chairperson; effective November 1, 2011 through June 30, 2012.

Eliezer Bermudez; Associate Professor, Department of Applied Health Sciences; supplemental instructional stipend of \$3,000 for teaching three additional hours; for the spring semester of the 2011-2012 academic year.

A. Alden Cavanaugh; from Chairperson and Associate Professor, Department of Art to Associate Professor, Department of Art; surrenders chair supplement of \$8,000; salary \$64,323 per academic year; effective December 21, 2011.

Herschel N. Chait; Associate Professor, Department of Management, Information Systems, and Business Education; stipend of \$3,500 for additional duties as Interim Chairperson; effective January 1, 2012 through May 31, 2012.

Robert G. Clouse; Professor Emeritus, Department of History; stipend of \$1,500 as Senior Researcher, College of Arts and Sciences; for the spring semester of the 2011-2012 academic year.

Nancy P. Cummins; Instructor, Department of Kinesiology, Recreation, and Sport; stipend of \$2,000 for additional duties; effective August 1, 2011 through May 31, 2012.

Robert E. English; from Associate Dean, College of Technology and Professor, Department of Electronics and Computer Engineering Technology to Associate Dean, College of Technology, Interim Chairperson, Department of Built Environment and Professor, Department of Electronics and Computer Engineering Technology; no change in salary; effective December 2, 2011 through June 30, 2012.

Anne L. Foster; Associate Professor, Department of History; stipend of \$2,500 for additional duties as Acting Director, Interdisciplinary Programs; effective for the spring semester of the 2011-2012 academic year.

Harry E. Gallatin; Instructor, Department of Accounting, Finance, Insurance, and Risk Management; supplemental instructional stipend of \$3,000 for teaching three additional hours; for the spring semester of the 2011-2012 academic year.

Tim R. Gritten; Assistant Librarian, Library Services; stipend of \$20,000 for additional duties as Interim Associate Dean, prorated from the effective date of January 1, 2012 through January 31, 2012.

Robert C. Guell; Professor, Department of Economics; supplemental instructional stipend of \$4,000 for teaching three additional hours; for the spring semester of the 2011-2012 academic year.

Darlene M. Hantzis; Professor, Department of Communication; stipend of \$4,000 for additional duties as Acting Chairperson; effective January 1, 2012 through May 31, 2012.

Kara S. Harris; Director, Academic Student Services, College of Technology and Assistant Professor, Department of Applied Engineering and Technology Management; stipend of \$3,750 for additional administrative duties; for the spring semester of the 2011-2012 academic year.

Maureen K. Johnson; Assistant Professor, Department of Applied Health Sciences; supplemental instructional stipend of \$3,000 for teaching three additional hours; for the spring semester of the 2011-2012 academic year.

Kenneth C. Jones; Instructor, Department of Marketing and Operations; stipend of \$10,000 for additional duties as Assistant Director of the Professional MBA Program for the 2011-2012 academic year, prorated from the effective date of November 7, 2011.

Jennifer A. Mullen; Instructor, Department of Communication; supplemental instructional stipend of \$3,000 for teaching three additional hours; for the fall semester of the 2011-2012 academic year.

Donald E. Shorter; Full-Time Lecturer, Department of Languages, Literatures, and Linguistics and University Honors Program; supplemental instructional stipend of \$3,000 for teaching three additional hours; for the spring semester of the 2011-2012 academic year.

Della K. Thacker; Associate Professor, Department of Curriculum, Instruction, and Media Technology; supplemental instructional stipend of \$3,000 for teaching three additional hours; for the spring semester of the 2011-2012 academic year.

Dale L. Varble; Professor, Department of Marketing and Operations; stipend of \$3,000 for additional duties as Acting MBA Director; effective for the fall semester of the 2011-2012 academic year.

Bradford B. Venable; Associate Professor, Department of Art; stipend of \$4,000 for additional duties as Acting Chairperson; effective January 1, 2012 through May 31, 2012.

D. Carole Yaw; Associate Professor, Department of Human Resource Development and Performance Technologies; stipend of \$3,750 for additional administrative duties; for the spring semester of the 2011-2012 academic year.

Leaves of Absence With Pay

James J. Ball; Part-Time Lecturer, Department of Mathematics & Computer Science; leave with pay effective January 21, 2012 through May 31, 2012.

Matthew C. Brennan; Professor, Department of English; for the spring semester of the 2011-2012 academic year.

Mark S. Hamm; Professor, Department of Criminology and Criminal Justice; for the spring semester of the 2011-2012 academic year.

Jennifer C. Latimer; Associate Professor, Department of Earth and Environmental Systems; for the spring semester of the 2011-2012 academic year.

Richard S. Schneirov; Professor, Department of History; for the spring semester of the 2011-2012 academic year.

Mark A. Stimley; Professor, Department of Communication Disorders and Counseling, School, and Educational Psychology; for the spring semester of the 2011-2012 academic year.

Dale L. Varble; Professor, Department of Marketing and Operations; for the spring semester of the 2011-2012 academic year.

James F. Wurtz; Associate Professor, Department of English; for the spring semester of the 2011-2012 academic year.

Bassam Y. Yousif; Associate Professor, Department of Economics; for the spring semester of the 2011-2012 academic year.

Keri Berg Yousif; Director, Interdisciplinary Programs and Associate Professor, Department of Languages, Literatures, and Linguistics; for the spring semester of the 2011-2012 academic year.

Leaves of Absence with 60% Pay for the 2012 Calendar Year

Barbara J. Skinner; Associate Professor, Department of History; effective January 1, 2012 through December 31, 2012.

Retirements

Paul D. Hightower; Professor, Department of Communication; effective December 31, 2011.

Separations

Damon Krug; Assistant Professor, Department of Communication Disorders and Counseling, School, and Educational Psychology; effective May 31, 2013.

Swati Raychowdhury; Assistant Professor, Department of Applied Health Sciences; effective December 31, 2011.

Ming Zhou; Professor, Department of Applied Engineering and Technology Management; effective December 31, 2011.

5e OTHER PERSONNEL NON-EXEMPT PERSONNEL

Appointments

Mary Champion; Student Services Assistant I, Admissions and High School Relations; \$11.89/hr; effective January 9, 2012.

Mary Chestnut; Administrative Assistant II, Office of Student Conduct & Integrity; \$12.98/hr; effective December 19, 2011.

Joelle Downs; Student Services Assistant III, Student Counseling Center; \$14.24/hr; effective January 20, 2012.

Denise Kassis; Administrative Assistant I, Kinesiology, Recreation & Sport; \$11.89/hr; effective December 6, 2011.

Jenifer Pollom; Administrative Assistant I, Center for Student Research & Creativity; \$11.89/hr; effective January 3, 2012.

George Schatz; Maintenance Mechanic, Sandison Housing; \$12.98/hr; effective January 3, 2012.

Jacqueline Stepp; Child Care Center Teacher, Early Childhood Education Center; \$12.98/hr; effective February 13, 2012.

Brooks Wilson; Events Setup Technician I, Hulman Memorial Student Union; \$9.60/hr; effective January 4, 2012.

Separations

Darla Gordon; Child Care Center Teacher's Aide, Early Childhood Education Center; effective January 3, 2012.

Angela Hobough; Student Services Assistant I, Admissions and High School Relations; effective January 18, 2012.

Deborah Norton; Custodian I, Sycamore Housing; effective January 13, 2012.

Brooks Wilson; Events Setup Technician I; Hulman Memorial Student Union; effective January 30, 2012.

Change in Status and/or Pay Rate

Promotion

Carolyn Greenwalt; from Student Services Assistant II, College of Graduate & Professional Studies; \$16.93/hr to Dean's Assistant, College of Graduate & Professional Studies; \$18.62/hr; effective January 17, 2012.

Robert Jackson; from Groundskeeper, Facilities Management; \$12.11/hr to Grounds Equipment Operator, Facilities Management; \$12.63/hr, effective December 26, 2011.

Jayne Payne; from Administrative Assistant I, Curriculum, Instruction & Media Technology; \$12.89/hr to Student Services Assistant II, College of Graduate & Professional Studies; \$14.52/hr; effective February 6, 2012.

Reclassification

Rebecca Kinney; from Administrative Assistant I, ISU/Wabash Valley Small Business Development Center; \$12.33/hr to ISBDC Specialist, ISU/Wabash Valley Small Business Development Center; \$13.96/hr; effective December 10, 2011.

EXEMPT PERSONNEL

Appointments

Carrie L. Anderson; Rehabilitation Specialist, Athletic Training Clinical; M.S., University of Tennessee at Chattanooga; FTE 0.80; salary \$33,600 per fiscal year; effective February 1, 2012.

Lisa Hughes; Instructional Design Specialist, Extended Learning; M.A.T., IUPUI; salary \$48,145 per fiscal year; effective February 20, 2012.

Marie Humpolick; Admissions Counselor, Admissions and High School Relations; B.S., Manchester College; salary \$30,000 per fiscal year; effective January 9, 2012.

J. Brooks Moore; Associate Dean of Students for Student Engagement & Leadership Development, Dean of Students; M.S., Florida State University; salary \$72,000 per fiscal year, effective January 09, 2012.

Angela C. McKinney; Project Coordinator, Blumberg Center; Ph.D., Indiana State University; salary \$63,500 per fiscal year; effective January 17, 2012.

Nicole M. Woodard; Rehabilitation Specialist, Athletic Training Clinical; Ph.D., University of Evansville; FTE 0.80; salary \$46,800 per fiscal year; effective February 1, 2012.

Temporary Appointments

Michelle R. Bennett; Program Coordinator, Extended Learning; B.A., Indiana State University; salary \$39,292 per fiscal year; effective January 1, 2012 through June 30, 2012.

Bridget K. Butwin; Temporary Director, McNair Program; J.D., DePaul University; salary \$55,000 per fiscal year; effective January 6, 2012 through September 30, 2012.

Jerald T. Monds; Information Center Consultant, Office of Information Technology; salary \$36,050 per fiscal year; effective January 1, 2012 through June 30, 2012.

Monique Parks; Interim Assistant Director for Leadership Development, Student Activities & Organizations; M.S., Indiana State University; salary \$35,000 per fiscal year, effective date of January 17, 2012.

John A. Tatom; Research Scholar, Networks Financial Institute; Ph.D., Texas A&M; salary \$30,000 per the appointment period; effective January 1, 2012 through March 31, 2012.

Change of Status and/or Pay Rate

Jennifer M. Christian; from Housing Officer II, Sandison Housing, to Americorps Program Coordinator, Center for Community Engagement; salary \$32,000 per fiscal year, prorated from the effective date of February 1, 2012.

Rebecca S. Stinnett; from non-exempt position as Dean's Assistant, College of Graduate and Professional Studies, to exempt staff position as Graduate Education Systems Specialist, College of Graduate and Professional Studies; salary \$34,500 per fiscal year; prorated from the effective date of December 19, 2011.

Terrie E. Troxel; Interim Executive Director, Networks Financial Institute; stipend of \$45,000 for the appointment period of January 1, 2012 through June 30, 2012.

Separations

Amanda R. Bremmer; Temporary Employee, Center for Community Engagement; effective December 22, 2011.

Mary Ferguson; University Diversity Officer, Office of Diversity; effective November 2, 2011.

Brian Hasler; Special Assistant to the President External Relations, External Relations; effective December 19, 2011.

Matthew Pearcey; Director, McNair Programs; effective January 2, 2012.

Stephane Squires; Americorps Program Director, Center for Community Engagement; effective December 9, 2011.

John A. Tatom; Research Director, Networks Financial Institute; effective December 31, 2011.

Joe N. Zachery; Operations Manager, Networks Financial Institute; effective December 31, 2011.

Aiping Zhang; Budget Specialist, IU School of Medicine – Terre Haute; effective January 4, 2012.

ATHLETICS

Appointments

Tina Dechausay; Media Relations Coordinator; B.S., Bradley University; salary \$33,774 per employment period starting December 12, 2011.

Nicole Wilson; Assistant Volleyball Coach; B.S., University of Missouri; salary \$31,802 prorated per employment period of January 30, 2012 through December 31, 2012.

Reappointments

Gregory Barrett; Assistant Football Coach; annual salary \$58,710 per employment period January 1, 2012 through December 31, 2012.

Traci Dahl; Head Volleyball Coach; annual salary \$58,947 per employment period January 1, 2012 through December 31, 2012.

Harold Etheridge; Assistant Football Coach; annual salary \$72,100 per employment period January 1, 2012 through December 31, 2012.

Shannon Jackson; Assistant Football Coach; annual salary \$61,800 per employment period January 1, 2012 through December 31, 2012.

Trent Miles; Head Football Coach; annual salary \$171,846 per employment period January 1, 2012 through December 31, 2012.

Jesse Minter; Assistant Football Coach; annual salary \$65,620 per employment period January 1, 2012 through December 31, 2012.

Turner Pugh; Part-Time Assistant Football Coach; annual salary \$16,364 prorated per employment period January 1, 2012 through January 31, 2012.

Justin Ruetz; Assistant Women's Soccer Coach; annual salary \$31,802 per employment period January 1, 2012 through December 31, 2012.

Daniel Sabock; Part-Time Assistant Football Coach; annual salary \$17,455 prorated per employment period January 1, 2012 through May 31, 2012.

Raymond Smith; Part-Time Assistant Football Coach; annual salary \$17,455 prorated per employment period January 1, 2012 through January 31, 2012.

David Telford; Assistant Football Coach; annual salary \$60,000 per employment period January 1, 2012 through December 31, 2012.

Erika True; Head Women's Soccer Coach; annual salary \$52,865 per employment period January 1, 2012 through December 31, 2012.

Paul Volker; Assistant Football Coach; annual salary \$38,110 per employment period January 1, 2012 through December 31, 2012.

Change in Status and/or Pay Rate

Geoffrey Wayton; change from Part-Time Assistant Coach - Track & Field to Assistant Track/Cross Country Coach; effective February 1, 2012, annual salary \$25,750 prorated per employment period February 1, 2012 through June 30, 2012.

Separations

Camille Gutierrez; Assistant Volleyball Coach; non-renewal effective December 31, 2011.

Turner Pugh; Part-Time Assistant Football Coach; non-renewal effective January 31, 2012.

Raymond Smith, Part-Time Assistant Football Coach, non-renewal effective January 31, 2012.

5f GRANTS AND CONTRACTS

- The City of Terre Haute, Fund No. 548706, Proposal No. 12-017

Additional appropriations in the amount of \$511.00 have been received from The City of Terre Haute for the project entitled, "Recovery Work Plan for Historic Cemetery CR-84-129, City of Terre Haute Archaeological Site #12 Vi976, Stage One: Salvage Disturbed Burials and GRP Study," under the direction of Shawn Phillips, Department of Earth and Environmental Science, for the period of August 29, 2011 through September 28, 2011.

- Indiana Academy of Science, Fund No. 548722, Proposal No. 12-031

An agreement in the amount of \$2,958.00 has been received from Indiana Academy of Science for the project entitled, "Behavior of Microglia Under in Vitro Simulated Oxygen Conditions such as Present during Traumatic Brain Injury and its Treatment," under the direction of Henry Owegi, Department of Biology/ IU School of Medicine, for the period December 1, 2011 through December 1, 2012.

- Lilly Endowment, Inc., Fund No. 548733, Proposal No. 12-040

An agreement in the amount of \$109,275.00 has been received from Lilly Endowment, Inc. for the project entitled, "Extending Teacher Creativity 2012: A Summer Workshop for Teacher Creativity Fellows," under the direction of Susan Powers, Department of Academic Affairs, for the period December 1, 2011 through August 31, 2013.

- Department of Natural Resources, Fund No. 548717, Proposal No. 12-045

An agreement in the amount of \$7,425.00 has been received from the Indiana Department of Natural Resources for the project entitled, "Bat Utilization of Abandoned Coal Mines in Southwestern Indiana," under the direction of John Whitaker, Department of Biology, for the period January 15, 2012 through January 14, 2015.

- Arts Illiana, Fund No. 548709, Proposal No. 11-131

An agreement in the amount of \$1,977.00 has been received from Arts Illiana for the project entitled, "Peter Pan," under the direction of Sherry McFadden, Department of Theater, for the period July 1, 2011 through June 30, 2012.

- Arts Illiana, Fund No. 548702, Proposal No. 11-133

An agreement in the amount of \$1,924.00 has been received from Arts Illiana for the project entitled, "University Art Gallery at Indiana State University," under the direction of Barbara Racker, Department of Art, for the period July 1, 2011 through June 30, 2012.

- Arts Illiana, Fund No. 548700, Proposal No. 11-132

An agreement in the amount of \$2,122.00 has been received from Arts Illiana for the project entitled, "45th Annual Contemporary Music Festival," under the direction of Kurt Fowler, School of Music, for the period July 1, 2011 through June 30, 2012.

- Indiana Campus Compact, Fund No. 548731, Proposal No. 12-006

An agreement in the amount of \$425.00 has been received from Indiana Campus Compact for the project entitled, "Fall Donaghy Day," under the direction of Elizabeth Coley, Center for Community Engagement, for the period August 23, 2011 through August 23, 2011.

- Indiana Commission for Higher Education, Fund No. 548734, Proposal No. 12-082

An agreement in the amount of \$214,390.00 has been received from Indiana Commission of Higher Education for the project entitled, "Writing Through the Text," under the direction of Lisa Cutter, Department of Elementary, Early and Special Education, for the period January 1, 2012 through December 31, 2012.

- The Trustees of Indiana University, Fund No. 548708, Proposal No. 11-171

A sub agreement under the Department of Health and Human Services Health Resources and Services Administration in the amount of \$79,974.00 has been received from The Trustees of Indiana University for the project entitled, "Indiana Area Health Education Point of Service Maintenance and Enhancement Network," under the direction of Richard Williams, Dean's Office College of Nursing, Health, and Human Services, for the period of September 1, 2011 through August 31, 2012.

- The Trustees of Indiana University, Fund No. 548736, Proposal No. 12-075

A sub agreement under the Indiana Department of Education in the amount of \$10,968.00 has been received from The Trustees of Indiana University for the project entitled, "HANDS in Autism Model: Training for Success in the Education Setting," under the direction of Leah Nellis, Blumberg Center, for the period of March 8, 2010 through September 30, 2012.

- Arts Illiana, Fund No. 548735, Proposal No. 12-047

An agreement in the amount of \$3,250.00 has been received from Arts Illiana for the project entitled, "Outreach Performances of Peter Pan Adaptation," under the direction of Sherry McFadden, Department of Theater, for the period July 1, 2011 through June 30, 2012.

- Indiana Academy of Science, Fund No. 548723, Proposal No. 12-030

An agreement in the amount of \$3,000.00 has been received from Indiana Academy of Science for the project entitled, "Role of Matrix Gla Protein (MGP) on Angiogenic Activity of Endothelial Cells," under the direction of Bikram Sharma, Department of Biology, for the period October 31, 2011 through October 30, 2012.

- National Science Foundation, Fund No. 548641, Proposal No. 12-088

Additional appropriations in the amount of \$158,000.00 have been received from The National Science Foundation for the project entitled, "Collaborative Research: Causes and Consequences of Signal Evolution," under the direction of Diana Hews, Department of Biology, for the period of February 1, 2011 through February 28, 2015.

- National Council for Eurasian and East European Research, Fund No. 548737, Proposal No. 12-074

An agreement in the amount of \$6,500.00 has been received from The National Council for Eurasian and East European Research for the project entitled, "Russian Orthodoxy Triumphant? Mass Conversion and Cultural Responses in Belarus and Ukraine, 1796-1855," under the direction of Barbara Skinner, Department of History, for the period October 1, 2011 through September 30, 2012.

5g INTERNSHIP RELATIONSHIPS

Nursing Internships

Agreements have been reached with the following facilities to provide internships for nursing students.

Affiliated Community Medical Centers, P.A., Willmar, MN
Central Vermont Medical Center, Barre, VT
Cherry Creek Nursing Center, Sykesville, MD
Cobb Public Health, Marietta, GA
Crawford County Health Department, Robinson, IL
Cumberland County Health Department, Fayetteville, NC
Department of Army-Bayne-Jones Army Community Hospital, Fort Polk, LA
Friendship Home, Lincoln, NE
Greene Memorial Hospital, Xenia, OH
Harrison County Hospital, Corydon, IN
Jefferson County Public Health, Golden, CO
Kettering Medical Center, Kettering, OH
Kinston Community Health, Kinston, NC
LaCrosse County Health Department, LaCrosse, WI
Lane County Health and Human Services, Eugene, OR
Lifecircles, Muskegon, MI
Loudon Elementary School, Loudon, NH
Metropolitan School District, Indianapolis, IN
Mid Coast Senior Health Center, Brunswick, Maine
Monsignor Slade Catholic School, Glen Burnie, MD
Mountain States Health Alliance, Johnson City, TN
Ottumwa Regional Health, Ottumwa, IA
Ozarks Medical Center, West Plains, MO
Pace Community Action, Agency, Vincennes, IN
PeaceHealth St. Joseph Medical Center, Bellingham, WA
Peninsula Regional Medical Center, Salisbury, MD
Pinckneyville Community Hospital, Pinckneyville, IL
Pro Health Physicians, Inc., Farmington, CT
Providence Health and Services, Portland, OR
Richmond Public Schools, Richmond, VA
Santa Monica-Malibu Unified School District, Santa Monica, CA
St. Joseph's Hospital, Highland, IL
University of Wisconsin Hospital and Clinics, Madison, WI
Virginia Mason Medical Center, Seattle, WA
Wellmont Health System, Kingsport, TN
Wellstar Health System, Atlanta, GA

VA Northern Indiana Health Care System, Marion and Fort Wayne, IN

The purpose of this agreement is to provide internships for students in the Recreation and Sport Management program.

Speech Pathology Internships

Agreements have been reached with the following facilities to provide internships for students in the Speech Pathology Program in the Department of Communication Disorders.

Franciscan St. Elizabeth Health, Lafayette, IN
Indiana University Health, Inc., Indianapolis, IN
Johnson Memorial Hospital, Franklin, IN
Marietta Memorial Hospital, Marietta, OH
Marion General Hospital, Inc., Marion, IN

AMR Internships

Agreements have been reached with the following facilities to provide internships for students in the Department of Applied Medicine and Rehabilitation.

Columbus Regional Hospital, Columbus, IN
Community Health Network, Indianapolis, IN
DuPage Medical Group, LLC, Downers Grove, IL
Fairbanks, Indianapolis, IN
IU Health North, Bloomington, IN
Meridian Surgical Group, Carmel, IN
Rush University Medical Center, Chicago, IL
Southern Illinois Healthcare Foundation, Sauget, IL
St. Mary's Health System of America, Evansville, IN
St. Vincent Carmel, Carmel, IN
St. Vincent Hospital and Health Care Center, Inc., Carmel, IN
The Brigham and Women's Hospital, Boston, MA

ISU Psychology Clinic

The purpose of the following agreements is for credentialing and enrollment updates for the ISU Psychology Clinic Faculty Practice Services Plan.

Indiana Traditional/Hoosier HealthWise –Healthy Indiana (Medicaid)
NGS-National Government Services Medicare-IN

Sagamore Health Network
(Group enrollment for the ISU Psychology Clinic Faculty Practice Services Plan)

5h EVENTS OF INTEREST

Board Representation at University Events

Thursday, April 12	3rd Annual Strategic Planning Stakeholders Conference Heritage Lounge and Ballroom, Tirey Hall 8:30 a.m. Breakfast 9 a.m. Plenary Address by Trustee Michael Alley 10 a.m. to 3:30 p.m. Progress Reports on Goal Areas
Saturday, April 14	Campaign Celebration and Philanthropy Celebration 6:30 p.m. New Banquet Hall, HMSU Post-dinner reception, Normal Hall
Friday, April 20 Fine Arts	Dedication of Richard G. Landini Center for Performing and Fine Arts Noon Private Luncheon in Heritage Lounge 1:30 p.m. Tree planting (in conjunction with Donaghy Day) 2 p.m. Dedication Ceremony, Landini Center Recital Hall
Saturday, April 21 Center	Dedication of Charles Brown African-American Cultural Center Details to be determined
Saturday, April 28	President's Scholars Banquet 6:30 p.m. Dinner, HMSU Dede III
Friday, May 4	Board of Trustees Meeting
Friday, May 4	Commencement Dinner honoring Don Buttrey 6 p.m. Ninth floor, HMSU
Saturday, May 5	Spring Commencement 9:30 a.m. Brunch at Condit House 11 a.m. Robing, main floor of Hulman Center Noon Commencement Ceremony
Friday, July 13	Annual Organizational Meeting, Board of Trustees

Selected events of interest, attendance welcome but optional:

Friday, February 17	Reception for Music Donors 6 p.m. President's Concert 7 p.m. Recital Hall, Landini Center for Performing and Fine Arts
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5i MEMORIAL RESOLUTIONS

IN MEMORIAM: Dennis Orenchick

WHEREAS, Dennis Orenchick, Construction Manager Emeritus of Facilities Management of Indiana State University, died on the ninth day of December, two thousand and eleven; and

WHEREAS, Dennis Orenchick had given loyal and devoted service to Indiana State University for twenty years and had gained the respect of students and colleagues who knew him;

THEREFORE, BE IT RESOLVED, that the Indiana State University Board of Trustees by this Resolution expresses to his family deep sympathy and condolence and further expresses gratitude and respect for the dedicated service which he gave to the University; and

BE IT FURTHER RESOLVED, that this Resolution be spread on the records of the minutes of the Indiana State University Board of Trustees, and that a copy thereof be duly executed and transmitted to his family.

IN MEMORIAM: Dr. Howard Ishisaka

WHEREAS, Dr. Howard Ishisaka, Professor Emeritus of Health and Safety (retired), of Indiana State University, died on the twenty-fifth day of November, two thousand and eleven; and

WHEREAS, Dr. Howard Ishisaka had given loyal and devoted service to Indiana State University for twenty-eight years and had gained the respect of students and colleagues who knew him as a scholar, teacher and friend;

THEREFORE, BE IT RESOLVED, that the Indiana State University Board of Trustees by this Resolution expresses to his family deep sympathy and condolence and further expresses gratitude and respect for the dedicated service which he gave to the University; and

BE IT FURTHER RESOLVED, that this Resolution be spread on the records of the minutes of the Indiana State University Board of Trustees, and that a copy thereof be duly executed and transmitted to his family.

IN MEMORIAM: Dr. Walter Bass

WHEREAS, Dr. Walter Bass, Professor Emeritus of Philosophy (retired), of Indiana State University, died on the twenty-seventh day of September, two thousand and eleven; and

WHEREAS, Dr. Walter Bass had given loyal and devoted service to Indiana State University for twenty-seven years and had gained the respect of students and colleagues who knew him as a scholar, teacher and friend;

THEREFORE, BE IT RESOLVED, that the Indiana State University Board of Trustees by this Resolution expresses to his family deep sympathy and condolence and further expresses gratitude and respect for the dedicated service which he gave to the University; and

BE IT FURTHER RESOLVED, that this Resolution be spread on the records of the minutes of the Indiana State University Board of Trustees, and that a copy thereof be duly executed and transmitted to his family.

IN MEMORIAM: Mark E. Cantin

WHEREAS, Mark E. Cantin, Senior Laboratory Research Coordinator of the Archaeology and Quaternary Research Laboratory of Anthropology of Indiana State University, died on the nineteenth day of January, two thousand and twelve; and

WHEREAS, Mark E. Cantin had given loyal and devoted service to Indiana State University for twenty-three years and had gained the respect of students and colleagues who knew him;

THEREFORE, BE IT RESOLVED, that the Indiana State University Board of Trustees by this Resolution expresses to his family deep sympathy and condolence and further expresses gratitude and respect for the dedicated service which he gave to the University; and

BE IT FURTHER RESOLVED, that this Resolution be spread on the records of the minutes of the Indiana State University Board of Trustees, and that a copy thereof be duly executed and transmitted to his family.

IN MEMORIAM: Marzella Mitchell

WHEREAS, Marzella Mitchell, Non-Exempt Cook I in Sycamore Dining Services (retired), died on the fourth day of January, two thousand and twelve and

WHEREAS, Marzella Mitchell had given loyal and devoted service to Indiana State University for twelve years and had gained the respect and affection of those who knew her as a co-worker and friend; and

THEREFORE, BE IT RESOLVED, that the Indiana State University Board of Trustees by this Resolution expresses to her family deep sympathy and condolence and further expresses gratitude and respect for the service which she gave to the University; and

BE IT FURTHER RESOLVED, that this Resolution be spread on the records of the minutes of the Indiana State University Board of Trustees, and that a copy thereof be duly executed and transmitted to her family.

IN MEMORIAM: Frank Clift

WHEREAS, Frank Clift, Assistant Director Emeritus(retired) of the Brazil Field Campus of Indiana State University, died on the second day of December, two thousand and eleven; and

WHEREAS, Frank Clift had given loyal and devoted service to Indiana State University for twenty-eight years and had gained the respect of students and colleagues who knew him;

THEREFORE, BE IT RESOLVED, that the Indiana State University Board of Trustees by this Resolution expresses to his family deep sympathy and condolence and further expresses gratitude and respect for the dedicated service which he gave to the University; and

BE IT FURTHER RESOLVED, that this Resolution be spread on the records of the minutes of the Indiana State University Board of Trustees, and that a copy thereof be duly executed and transmitted to his family.

5j Report of the Textbooks and Supplies Subcommittee of the Affordability Taskforce

Subcommittee Members

Brian Coldren, Office of Registration and Records

Raeanne Florek, SGA

Robert Guell, Department of Economics

Jeff Harper, Department of Management, Information Systems, and Business Education

Derrick Holbert, Barnes and Noble

Fran Lattanzio, Department of Art

Marsha Miller, Library

Rachel Mundell, Barnes and Noble

Domenic Nepote, Office of the Controller

Gloria Plascak, Department of Nursing

Steven Pontius, Department of Environmental Studies

Charlene Shivers, Financial Aid

Beth Whitaker, Department of Elementary Education

Others Participating

Kim Donat, Director of Financial Aid

April Hay, Registrar

Jeff Jasco, Office of the Controller

Diana McCleary, Office of Institutional Technology (Blackboard)

Kevin Smith, Office of Institutional Technology (Banner)

Executive Summary

The Books and Supplies subcommittee of the Affordability Taskforce was created in response to President Bradley's charge that ISU explore ways to constrain tuition increases to CPI and to explore ways in which students could save further on their non-tuition expenses. The subcommittee met weekly from November 1 to the end of the semester, deciding early to subdivide into five smaller groups (which had as their respective foci: creating a student survey, creating a faculty survey, investigating faculty policies, piloting a course fee for ebooks, and "everything other than books"). This report constitutes the conclusions of the thirteen member committee. It is divided into four main sections (Findings, Areas for Immediate Action, Areas for Intermediate Action, and Areas for Long Run Investigation).

Under Findings the subcommittee noted that the market for textbooks has changed dramatically over the course of the last five years. There are opportunities for textbook rental and the availability of electronic books giving students options for savings money. At the same time textbook bundling practices, including with software login keys, are dramatically reducing the buy-back possibilities for students. In the last 15 years the prevalence of course fees has escalated even more dramatically. While at one time ISU covered course-idiosyncratic expenses through tuition-driven budgets, that is no longer the case with the current expectation being that course fees would cover these expenses. In addition, the need to track educational outcomes in Nursing and Education has led to increased student costs for the software that enables students to input and faculty to extract data. The largest of the fees not billed by the University was and continues to be the flight-school expenses for students in the Professional Aviation program. In response to these rapidly increasing book, supply, and service costs, students have increasingly sought cost-reducing options (such as rentals, or internet searches for older textbook editions) or have engaged in educationally-compromising behaviors such as choosing to not purchase required texts. Faculty have also responded, mostly positively, by including the costs of textbooks as one of their considerations when choosing texts and by providing substitute materials on their Blackboard sites. The university imperative to increase class sizes has led some faculty to require software packages within these larger courses which has enabled publishers to profit from (and for students to pay the price for) the bundling practices described above. This university cost-saving imperative has also manifested itself in the increased frequency of courses moving from being offered every semester to being offered only once a year. This practice has also significantly reduced the buy-back value of textbooks.

Under Areas for Immediate Action the subcommittee noted that there is not universal understanding among students or faculty of a variety of issues affecting the costs of textbooks. Faculty, for instance, are generally unaware of the stipulations in the ISU-Barnes and Noble contract that gives the latter an "exclusive" status (rather than the previously existing "preferred" status) as the book and supply provider to ISU students. While faculty understand that they must provide their book order information to the ISU Barnes and Noble store, they do not know that suggesting alternative outlets is a violation of that contract provision. While most faculty understand, at least conceptually, that ordering their books on time saves students money, at least a quarter of them do not understand the full magnitude of the effect on both the outgoing and incoming students in their courses. Overwhelmingly, faculty are willing to learn how their practices affect students and this is an area that the subcommittee believes should be exploited with an immediate effort to produce informational pieces aimed at faculty education. Similarly, students are also engaging in practices that are either fiscally or educationally unwise. The subcommittee believes these should also be addressed immediately with informational pieces. The final area of immediate action involves education of Chairpersons and how their actions impact the cost to students. In particular, their scheduling practices can have an impact on student expenses. When a department does not elect to use a common text for lower-level undergraduate courses and the faculty teaching those courses consider them to be less desirable assignments, Chairpersons frequently rotate the assignment and

thereby increase the cost to students of the textbook purchases by reducing the buy-back potential for one set of books while decreasing the availability of used books for the others.

Under Areas for Intermediate Term Action the subcommittee believes that there are three avenues for savings that should be explored. The first of these is to work with the governance structure to change the language of the University Handbook regarding textbooks. The current language is worse than vague with regard to textbook selection in multi-section courses. There is also no language to prevent or even discourage faculty from profiting from their selection of texts. The second of these recommendations is that Business Affairs and Barnes and Noble negotiate a mechanism which results in an increase in the buy-back price of books that are used in courses only offered on a once-a-year basis. While the particulars of that negotiation are likely to be complicated, the result could save juniors and seniors significant sums relative to the current system. The third intermediate term recommendation is that the University engage in an experiment to determine whether the course-fee model employed at other institutions could result in significant net savings to students. This approach has the university billing every student enrolled in the course a fee in an amount sufficient to provide electronic access to the text. Though required by contract to flow through Barnes and Noble, though ISU would have to absorb risks and administrative costs in executing this experiment, and though the educational impact on the experiment is theoretically ambiguous (with every student having access competing against the possibility that knowledge could be undermined by having access be electronic), this course-fee and ebook approach has the potential to save students as much as 30% on their textbook costs. The course-fee model would be conducted in the Fall 2012 semester with a five to eight courses that utilize McGraw-Hill books.

Under Areas for Long-Term Action the subcommittee believes that, subject to being proven effective in the Fall 2012 semester, the course fee model could be expanded to cover more courses and more publishers. If the experiment works educationally, saves students money, is found to be implementable in the context of the Fall experiment, the long-term approach would require a significant analysis of the costs of scaling it up. There are technical issues regarding Financial Aid (Pell eligible students must be allowed to opt out of a university's textbook purchasing method), Registration (the current thinking is there is no way to automate having section-specific course fees, there are only imperfect mechanisms to inform students as to which sections involve course fees and ebooks, and there are impediments created by this approach for rolling out new schedules), and billing. Resource requirements, and needs for new policies and procedures for selecting texts in a timely fashion, for dealing with disabled students, and for myriad other issues not yet imagined would have to be tackled. As such there is no possibility that a multi-publisher system could be in place any earlier than Fall 2014.

Findings

For a complete understanding of the textbook and supply landscape, it is necessary to have an understanding of the terms and practices that exist. To have that understanding one must know how books and supplies are purchased, how they are returned, how much they garner when they are returned, how faculty and students are navigating this landscape, how non-book fees are being imposed (both through the ISU billing system and outside it), and what the ISU Handbook says (and what AAUP's national office says) regarding textbook and supply selection practices. This section provides this basic understanding and much of what follows in terms of recommendations for action is predicated on the reader having a complete understanding of this aspect of the educational expenses to students.

The Basics

Though the term "textbook" is generally understood, in practice, the same book can cost a student a very different amount. For instance, a book that is new and purchased that way could cost \$150, while a book that is purchased as a used one could be \$112, and a book that is rented or sold to the student in an ebook form could be \$75. Because the first two forms can be returned for some value that depends on institution, course, and institution-specific idiosyncrasies and the latter two forms cannot, that leads to a need to understand the effective price of textbooks, that is, their acquisition price minus their return value. Similarly, some supplies are provided by the university as part of the tuition paid by all students, some supplies are provided by the university as part of a course fee paid by students enrolled in the course, some are purchased by the students themselves on a one-time basis, while others are purchased by the students and depend on the instructor's syllabus.

Books

A new book is any textbook that a student must purchase that is not available in the used book market. These are typically purchased by the bookstore directly from the publisher. Because they are subject to a restocking fee, if the bookstore purchases more new books than it sells, it can return them to the publisher but receive only 90% of what they paid. Bookstores will typically markup the textbooks they purchase from publishers by 25%.

A used book is one that has been purchased by the bookstore from individuals or warehouse operations. It is typical that a used book be sold for 75% of the new book price. The markups for used books are such that while they are the most lucrative for the bookstore, they are also the most risky. A book that was sold for \$150 new (and is not bundled with software or other consumable), will be purchased by the bookstore for \$75 when it is going to be used the next semester on the ISU campus. They will then sell that book for \$112 in its used form. When that book is returned, it will garner its buyer \$55 and once again the bookstore will sell it for \$112. That increased markup is partially explained by the risk that the bookstore faces in overstocking a used book that cannot be returned to the book's publisher. Under the circumstances where a faculty member changes their book choice between the time when they place an order and when those used books are sold, the bookstore could be stuck with a large inventory of nearly valueless texts. When the text is not going to be used on the ISU campus during the next semester but there is a national market for the book, such that another Barnes and Noble outlet has a standing order for the text, ISU's bookstore will pay between 20% and 30% as the buyback price and ship those texts to its used book sorting warehouse.¹ It is worth noting that the improvement in information regarding used textbook demand because of the ubiquitous nature of the internet when coupled with easily available

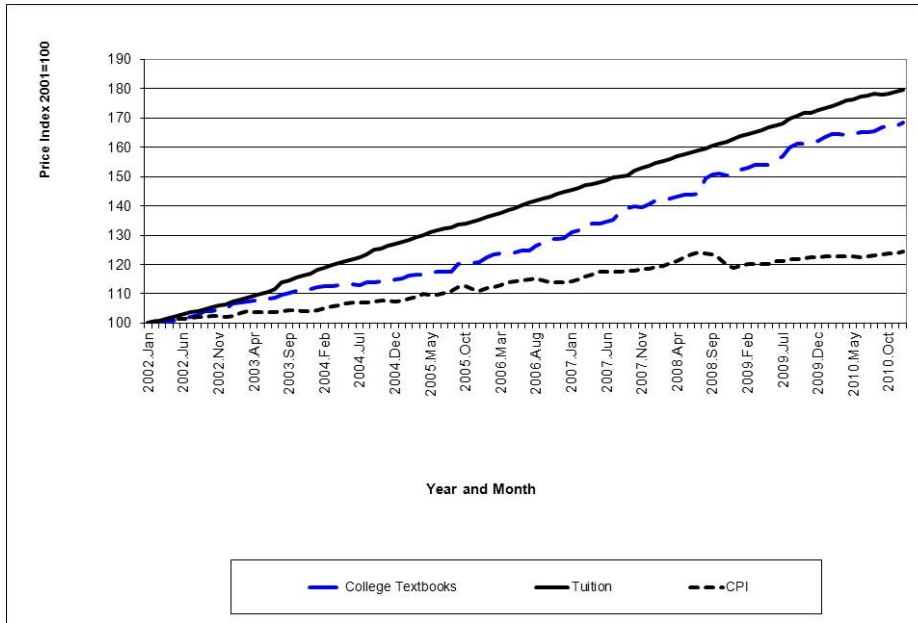
¹ While many internet operations will purchase used books regardless of their source, the ISU Barnes and Noble outlet does not.

overnight shipping has solved one of the more vexing issues in the used book market: the December-January problem. The used book market had long ago dealt with larger universities' demands for used books during the three week time between the end of fall semesters and the beginning of Spring semesters. The internet and overnight shipping simply solved the problem for all colleges and universities. What this meant was that the revenue publishers had garnered by selling more new copies than perfectly-informed demand would have enabled, was eliminated. This left publishers scrambling for a response.

There are many reasons why books will have nearly no buy-back value. The first, and most obvious reason, is that the textbook has been revised and the faculty member has ordered the new edition. Though this reason is old, its importance has increased as publishers have increased the frequency of new edition production as a mechanism to react to lost revenues from increased used book market efficiency. The second, like the first, has been around a while and it stems from the fact that in this market some titles' sales are on the rise and some moving in the other direction. Titles of the latter variety are ones for which there is a glut of used copies available. These will have little to no buy-back value if there is no local need. The third reason students are likely to face no buy-back value is explained by another publishers' response to their decreased revenues owing to greater efficiency in the used book market. That is books are sold now as bundles with software or with workbooks. Because the publishers' pricing structure charges a very high price for the consumables when sold as individual elements, there is no value to the core textbook in the used form.² The fourth reason for textbooks having diminished buy-back value is that faculty are responding to higher new book prices by going to two cheaper forms- custom-published books and loose-leaf books- which in most cases, reduces the likelihood that the book can be sold as a used book. This is sold to faculty as a method of reducing the price to students, which it generally is because they are only using a portion of a textbook and they can have just that portion of the book published separately for use at that school. In this form, these texts have no national market and therefore no buyback value. In loose leaf form, the book also has no buy-back value because bookstores do not have the time to check each page. Publishers encourage this as it creates greater long term publisher revenue by eliminating the used book market in the areas it is employed.

A student and bookstore response to this back-and-forth has been to create a new mechanism for dealing with high book prices: textbook rental. Whether through the ISU Barnes and Noble outlet or through a national textbook renting operation (Chegg), students can typically acquire most of their books by paying approximately half the new book price to rent a text. The ISU Barnes and Noble bookstore makes approximately 75% of its offerings available through this mechanism. For rental operations to be profitable, the books must be able to be rented three or more times during its lifespan.

² Consider the following example. A core text is sold for alone for \$140, while the software is sold alone for \$100, but when they are bundled they are sold for \$150. The bookstore cannot use its usual pricing structure to match a used book matched with a new software subscription for anything less than \$170. It therefore buys no books back. The publisher, because it has a monopoly on both products, effectively inhibits the used book market from working. With larger class sizes faculty are using homework management software more frequently, are sold on it because it adds only \$10 to the price of the new book, but in so doing are gaining new sales each semester.



eBooks

An ebook is an electronically available version of a textbook. Most ebooks are purchased directly from the publisher. The ISU Barnes and Noble outlet sold fewer than 300 total ebook units in the Fall 2011 semester.³

Effective Price

The effective price of a book is the acquisition price of a book minus its return value. The effective price, therefore, depends greatly on the return value. Because traditional physical books have an end to their useful life, at some point, there will be no return value. As such the publication cycle, that is whether the book is on a two-year or three-year cycle, significantly impacts its effective price. Because loose-leaf, custom, rental, and electronic books typically have no return value, their effective price is their acquisition price.

A survey of Barnes and Noble buy-back rates for books priced between \$100 and \$150 shows that 97 of 234 titles had no buyback value. Of those 97, 40 were because the book was going out of edition, 16 were because the book was bundled with software, and 8 resulted from one of the reasons a text becomes unique to ISU (“loose leaf” or “custom publication”).

To compare alternative modalities, therefore, it is vitally important to understand the publication cycle of the texts in question and the principal form of the book faculty order (traditional, loose-leaf, custom, or bundled). Table 1 lays out the effective price of a hypothetical \$150 book when sold in these forms.

³ This excludes the several hundred units of the ebooks associated with the developmental math courses that are tied to Pearson’s MyMathlab product.

Table 1
Effective Textbook Prices
Under Alternative Assumptions and Modalities

Term		Traditional				Loose-leaf/ Custom*			
		2 year cycle		3 year cycle		Whole Book	Third of Book	Half of Book	Three Quarters of book
		Ordered Every Semester	Ordered Once Per Year	Ordered Every Semester	Ordered Once Per Year				
1	Initial Purchase	150	150	150	150	75	35	43	53
	Initial Return	75	30	75	30				
	Effective Price	75	120	75	120	75	35	43	53
2	Purchase	113		113		75	35	43	53
	Return	56		56					
	Effective Price	56		56		75	35	43	53
3	Purchase	113		113	150	75	35	43	53
	Return	56		56	30				
	Effective Price	56		56	120	75	35	43	53
4	Purchase			113		75	35	43	53
	Return			56					
	Effective Price			56		75	35	43	53
5	Purchase			113		75	35	43	53
	Return			56					
	Effective Price			56		75	35	43	53
Final	Purchase	113	150	113	150	75	35	43	53
	Return	0	0	0	0				
	Effective Price	113	150	113	150	75	35	43	53
	Average Effective Price	75	135	69	130	75	35	43	53

*generated using McGraw-Hill "create" on Issues in Economics Today 6e (retail \$150)

<http://www2.ed.gov/about/bdscomm/list/acsfa/turnthepage.pdf>

<http://create.mcgraw-hill.com/createonline/index.html>

Table 2 lays out the typical costs for selected Foundational Studies and early major-based courses. As is clear, the cost of the required books varies widely from course to course, some titles do not have used options (for a combination of reasons outlined above), and rental texts are not always an option. It is also important to understand that in certain highly sequenced courses there are multi-semester books.

Table 2
Prices for Commonly Taken Courses
Spring 2012

Course	FS vs. Major	New	Used	Supply	Rental	Multi-Semester	
Comm 101	FS-Comm	132.45	*		No		
Eng 101	FS-Comp	146.15	109.60		No	Yes	
Psy 101	FS-SBS	145.00	*	45.35	Yes		
Econ 100	FS-SBS	142.65	**		Yes		
Bio 112	FS-Sci	178.55	133.90		Yes		
Chem 100	FS-Sci	177.15	*	45.35	No		
Hist 201	FS-Hist	81.30	60.95		Yes		
Hlth 111	FS-H&W	94.65	71.00		No		
PE 101	FS-H&W	37.35	**	45.35	No		
Math 102	FS-QL	175.00	131.25		No		
Econ 101	FS-QL	Materials provided entirely on Blackboard					
Fin 108	FS-QL	164.30	*		No		
Crim 200	Major	77.35	**		Yes		
Bus 201	Major	270.00	*		No	Yes	
CIMT 200	Major	109.35	82.00		Yes		
PSCI 201	Major	65.15	48.85		Yes		
Bio 231	Major	131.95	*		No		
Chem 105	Major	291.45	*		No	Yes	
Math 131	Major	214.00	160.50		Yes	Yes	

*For these texts, there are no used books available because of the access code issue.

**For these texts, a new edition came out in Spring 2012

A first semester student taking a typical slate of courses should anticipate spending between \$500 and \$900 on textbooks with a buy-back value that could be as little as \$150 or as much as \$300. That means the effective costs could be as low as \$250 for a semester or as high as \$750. The range on both is so wide because some requirements can be met for nearly no cost while others are much more expensive, some options have few options with buy-backs while others have more. For instance, a student can meet the quantitative literacy requirement by taking Math 102, Econ 101, or Fin 108. The effective price of Math 102's books is between \$88 and \$66, while it is \$164 for Fin 108 (because there is no buy-back due to the access code) and free for Econ 101.

As students progress into the major, the costs of textbooks are similarly varied. A second semester junior studying Psychology can anticipate upfront costs of \$600 (For four upper division major-based courses and one upper-division integrative elective) and effective costs of \$400 (if one of the books goes out of edition by the end of the semester.) A second semester Nursing major can expect to pay nearly \$1,000 for the books for three major-based courses, one upper-division integrative elective, and Eng 305, with only \$200 in return value.

Supplies

Though supplies are technically also subject to the exclusivity clause of the contract between ISU and Barnes and Noble, with the exception of "clickers," supplies are rarely purchased through the ISU bookstore. More frequently students are either billed for bulk supplies by the university through course fees or they are required to buy them individually through whatever outlet is available. The

issues associated with supply costs are most easily discussed by separating them by course-fee purchases and non-course-fee purchases.

Course-fee Supplies

There are three types of course-fees: supplies, equipment, and software.⁴ Table 3 summarizes these fees. There is an ISU committee that includes members of the faculty as well as those in the administration that examine course fees and approve any increase in them.

Table 3
Summary of Undergraduate Course Fees

Department/Program	Description	Courses with fees	Range	Median
Art/Studio Art	Bulk Supplies	120	\$4-\$36	\$30
Applied Medicine/ Athletic Training	Bulk Supplies	13	\$20-\$300	\$40
Aviation Technology	Equipment		0-\$350	50
Biology	Supplies		5	5
Built Environment	Supplies		0-\$50	0
Chemistry & Physics	Supplies		5-\$50	3
EPSY/ UG	Software		00	00
ENVI	Supplies		0-\$50	0
KRS	Supplies		0-\$100	4
Theater	Supplies		5-\$60	5
Math	Software		5	5

Non-Course-Fee Supplies, Software and Services

There are significant costs of attendance that do not show up in course fees. The Nursing and the Professional Pilot programs are the most expensive of these. The Professional Pilot major should anticipate spending more than \$50,000 to complete the flight lessons. The Nursing major should anticipate spending more than \$1,500 upon admission to the program. The studio art and interior design programs are examples of programs where it is expected that supplies will be purchased by students either in addition to or as a replacement for textbooks. Some programs have the non-course fee expenses incurred at a fixed point in time while others bill them at the time of particular course enrollment.

Policies Handbook

There is no statement of any kind on faculty using or profiting from the use of their own text. Chairpersons must “approve” text choices though under the current apparatus of web ordering, there is no provision for enforcing this. Multi-section course common texts are encouraged, but text choices are to be made by “each faculty.” The language is a clumsy compromise.

⁴ There is one other type of course fee and that is for exceptional instruction expenses (which exist in graduate programs in the College of Nursing, Health and Human Services, the College of Education’s student teaching courses, and the College of Business and the undergraduate and graduate programs in the School of Music.)

310.1.12 Textbooks. Textbooks for particular courses are selected by each faculty member and approved by the department chairperson. In a course with multiple sections, it is generally desirable that all sections use the same basic texts. Textbook requests are coordinated by the academic department offices. The University Bookstore will order and will make available for sale textbooks required in all University courses.

It should be noted that the national AAUP considers the inclusion of any approval process that allows an administrator the ability to nullify a faculty member's choice to be a violation of academic freedom. However, they do not find it a violation of academic freedom for departments to require common tests for courses.⁵

ISU-Barnes and Noble Relationship

As discussed above, ISU and Barnes and Noble have contracted with one another for more than 20 years. The relationship has provided ISU with a stable textbook partner without the administrative issue of staffing and stocking a bookstore. Barnes and Noble has benefited from, at first, a "preferred" status and currently an "exclusive" status. This status change was negotiated as part of the agreement for Barnes and Noble to build its current location. This contract is not set to expire for 14 more years.

Faculty Behavior

There are faculty behaviors that have contributed to increased costs to students and there are faculty behaviors that have mitigated them. The two financially most significant things that faculty have

⁵ From the Association's statement on *Academic Freedom in the Medical School*

The freedom to teach includes the right of the faculty to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which faculty members are individually responsible, without having their decisions subject to the veto of a department chair, dean, or other administrative officer. Teaching duties in medical schools that are commonly shared among a number of faculty members require a significant amount of coordination and the imposition of a certain degree of structure, and often involve a need for agreement on such matters as general course content, syllabi, and examinations. Often, under these circumstances, the decisions of the group may prevail over the dissenting position of a particular individual.

From an email to AAUP member R. Lotspeich from Gregory F. Scholtz AAUP Director of the Department of Academic Freedom, Tenure, and Governance

"In a multi-section course taught by several faculty members, however, responsibility is shared among the instructors for identifying the text(s) to be assigned to students. Common course syllabi and examinations are also typical. The shared responsibility bespeaks a shared freedom, which trumps the freedom of an individual faculty member to assign a textbook that he or she alone considers satisfactory. Your freedom in other respects, however, is undiluted. You should be able to assign supplementary materials to deal with subjects that you believe are inadequately treated in the required textbook. You also have the right to discuss in the classroom what you see as deficiencies in the textbook; doing so could turn out to be as effective in engaging the students as requiring them to use an alternate textbook that you favor. Of course, the department should have a process for periodically reviewing decisions on textbooks for multi-section courses and altering them based on a consensus of the appropriate teaching faculty."

done to contribute to the rise in the cost of textbooks are many have waited too long (fortunately, a decreasing percentage) to get their book orders in and they have included software access with their orders. The two most financially significant things faculty have done to mitigate those rising costs have been to get more of their orders in on time and chosen custom or loose-leaf options or developed materials for students to use freely through Blackboard.

Of the faculty responding to a survey conducted for this report (145 of 390), surveyed 11% noted that they had ordered books bundled with materials they did not use, 7% noted they repeatedly switch texts, and 10% noted that they waited until the last minute to order at least some of their texts. These practices have reduced the buy-back value to students in their current classes and they have perhaps made it more difficult for their incoming students to access used books. Of those responding to the survey, 40% did not fully understand the impact of ordering on time on both the buy-back potential for their current students and the availability of used books for their next-semester students.

It is not the purpose of this report to question the academic need for homework-management software, however, it is the purpose of this report to note the consequence of that software. When faculty are told by publisher's representatives that the homework management software only adds a small amount to the total cost of the book, that is partially true and totally misleading. A core text that costs \$150 new may only have that cost increase by \$10 when bundled with the core text, but it has the effect of rendering all buy-backs worthless. Of the 18 courses surveyed for Table 2, 7 had their buy-back value reduced to zero as a result of the software bundled with them. Faculty that use the software to significantly enhance their course should not be questioned about the legitimacy of the practice, but faculty who have been misled as to its true marginal cost to students, should at least re-think their decision to agree to the bundle.

On the other side of the ledger, faculty have been doing their part to control these costs as well. Ninety percent indicated they knew and considered the price of the textbooks when placing their orders, 80% indicated they knew of cost-reducing options they could choose instead of traditional texts, and 84% indicated they got their book orders in on time to maximize buy-back potential. Several had engaged in one or more of the cost-reducing practices named in the survey with 26% having chosen a custom text that included only selected materials from the text, 32% suggesting ebooks to their students, 44% having intentionally chosen an older edition (than the most recently published one), 36% having made their textbook available on reserve at the library, 4% having chosen a public domain (Flatworld) text, and 9% having chosen a loose leaf option for their text. Of those that have chosen a cost-reducing option, only 5% indicated it degraded the learning experience of students, though 60% indicated that it added to their own workload to add these options.

In answering questions about practices that raise the effective price of textbooks to their students, faculty were split right down the middle on issues relating to the Handbook language on textbook choice. Exactly half indicated that they would consider a limit of the ability to use and profit from the use of their own text in their own sections as a violation of their academic freedom and exactly half indicated that they would consider a departmentally imposed common text in a multi-section course to be a violation of their academic freedom. (See AAUP statement above.)

In written responses, faculty who themselves are authors of textbooks, offered opinions on the first practice, mostly noting their own deep desire to continue to use their own texts, that publisher royalty policies and practices make it nearly impossible to know exactly how much they receive from any one campus, let alone any one course, and that faculty should be allowed to use their own classes to develop texts and other materials. They also noted, almost universally, that they make a concerted effort to estimate profits resulting from sales to their own students and donate those

profits. There are, though, anecdotes from students and faculty alike that some faculty have profited significantly from students using their texts. The subcommittee was troubled by these reports.

Student Behavior

Students are responding to escalating costs in a number of ways. A third of non-freshmen reported, in a stratified sample of 1,250 students made up of equal parts Freshmen, Sophomores, Juniors, Seniors, and graduate students for which there were a combined 232 responses, that they do not purchase all of their required texts. Nearly a quarter of freshmen, at a stage too early to make effective strategic choices, report the same behavior. This is perhaps understandable given that unlike in times past when students could rely on their parents to purchase their books for them, only 15% indicate that their parents are footing this particular bill with the remainder coming from students' earnings, savings, scholarships, or loans. A significant number, 20%, report waiting to buy their books to see how much they will ultimately use them. On the other side, more than one-third of non-freshmen students buy new textbooks even when used ones are available. When looking to save money, 95% of students will try to buy used, 49% will rent, with ebooks garnering less interest in non-freshmen students than purchasing an older edition of a physical book. When asked to rank their preferred means by which to acquire books, buying used is the most preferred option, renting is the second-most preferred option, with ebooks and sharing are the least preferred option. While 63% of non-freshmen students report garnering at least some of their books through the ISU bookstore, this is hardly their only outlet. Two-thirds indicate they use other physical or internet bookstores, 21% buy/rent directly from other students, 5% buy/rent directly from publishers, and 18% use some other mechanism.

The negative consequence of not buying books is also apparent with somewhat less than half of students who have tried to do without texts report that their performance was affected in some way. The Fall GPA for students who took the survey and reported making a habit out of buying all of their books averaged 3.31. For those in the survey who only purchased books for their major-based courses, their Fall GPA averaged 3.09. For those who noted a strategy of waiting to determine the usage of the book, their Fall GPA averaged 2.98. For those who rarely or never purchase books, the Fall GPA averaged 2.68.

Perhaps as disturbing, 55% of students purchased a book that they never used, but should have, and 69% of students have purchased a book that was never used or referred to by the faculty member.

In terms of their buying habits, 89% have purchased a used book, 44% have rented a textbook, while only 14% have purchased an ebook. Somewhat encouraging for the coming course-fee-ebook experiment, freshmen are more inclined to be interested in ebooks than non-freshmen with 65% either agreeing with the premise of the experiment or expressing a willingness to be convinced that ebooks could save them money. Only 55% of non-freshmen take the same view.

Areas for Immediate Action

There is not much that can be done immediately to impact textbook costs in a dramatic fashion.

However, since this report will be made public at about the time fall book orders are due, there is the opportunity to have a modest impact with informational items. Faculty are generally unaware of the stipulations in the ISU-Barnes and Noble contract that gives the latter an "exclusive" status (rather than the previously existing "preferred" status) as the book and supply provider to ISU students. While faculty understand that they must provide their book order information to the ISU Barnes and Noble store, they do not know that suggesting alternative outlets to be a violation of that contract provision. While most faculty understand, at least conceptually, that ordering their

books on time saves students money, at least a quarter of them do not understand the full magnitude of the effect on both the outgoing and incoming students in their courses. Overwhelmingly, though, faculty are willing to learn how their practices affect students and this is an area that the subcommittee believes should be exploited with an immediate effort to produce informational pieces aimed at faculty education. Similarly, students are also engaging in practices that are either fiscally or educationally unwise. The subcommittee believes these should also be addressed immediately with informational pieces. The final area of immediate action involves education of Chairpersons and how their actions impact the cost to students. In particular, their scheduling practices can have an impact on student expenses. When a department does not elect to use a common text for lower-level undergraduate courses and the faculty teaching those courses consider them to be less desirable assignments, Chairpersons frequently rotate the assignment and thereby increase the cost to students of the textbook purchases by reducing the buy-back potential for one set of books while decreasing the availability of used books for the others.

Faculty Education

The subcommittee believes that the Center for Instruction, Research, and Technology, should produce educational materials that inform the faculty of areas of potential savings for their students and to use this section of this report to back up those materials with persuasive illustrations. In particular, every major publisher allows for custom publications of their textbooks. Most publishers make their titles available in electronic form. With a long enough lead time, the ISU Barnes and Noble bookstore can locate out of edition texts. There is a growing list of areas where textbooks are available in the public domain or with publishers that allow for free access to online readers and for greatly reduced print costs. In sum, besides educating faculty about on-time ordering, there are many options that fully-informed faculty can utilize that ill-informed faculty may not know exist.

Loose-leaf and Custom Publications

Every major publisher makes available to faculty a custom publication division. Using the same process that garners faculty access to desk copies of textbooks, faculty can go online and pull together the materials required for their course. All faculty have to do is select the chapters that they want and a running counter tells them what the price would be (prior to the Barnes and Noble markup.) For McGraw-Hill the pricing practice is such that if you select an entire book (essentially making it a custom publication of the entire book in loose leaf or bound form) the price is about half the price of the whole text. Why would a publisher do this? Because it renders that text unsellable in the used market and since the costs of publication are so small, the profits to the publisher are actually greater than when books are sold in the traditional fashion. The real value for students in this approach comes when faculty know they are going to use only a small portion of a book. While it should be remembered that custom texts are usually valueless at buy-back time, the effective price of the loose-leaf or custom option is typically much lower than traditional purchase or rental options. Table 4 provides the web addresses for the custom publication sites of the major publishers.

Table 4
Custom Publication Web Addresses

Publisher	Custom Publication Web Address
McGraw-Hill	http://create.mcgraw-hill.com/
Cengage	http://www.textchoice.com
Wiley	http://customselect.wiley.com/
Pearson	http://www.pearsoncustomlibrary.com/

e-books

Most publishers make electronically accessible books available for most of their titles. For a subset of those titles, the publishers make the title available to Barnes and Noble at a price such that after the Barnes and Noble markup, the direct price from the publisher and the Barnes and Noble ebook price are essentially equal. Not all publishers and not all titles work this way so that there are titles that are cheaper when purchased directly from the publisher. If faculty request an ebook option from Barnes and Noble, one is made available for students through Barnes and Noble, though the price may be higher than the direct price from the publisher.

Out of Edition Texts

While clever students have been buying books that are out of edition for quite some time, what many faculty do not know is that with sufficient lead time, it is possible for the ISU Barnes and Noble bookstore to find enough copies of the out-of-edition text so that everyone in the class can purchase it. This reduces the price of these books by a nearly two-thirds because though the location costs of these books can be significant, when they are found they are usually available for less than 10% of the newer edition's retail price.

Public Domain or Open-Source Texts

It has long been the case that public domain books are exceedingly inexpensive. Professors of history, literature, and others have frequently found that they can have students read the “classics” for much less than they can have their students read more modern writings. Something new though is the availability of open-source texts from publishers like Flat-World Knowledge. These texts are generally written by scholars who were either motivated to produce books for students out of a sense of duty to the academic mission, or were they were motivated by money but failed to find publishers willing to sign them to contracts. Regardless of the reason these books are available, they are available. Students can read them online for nothing and can pay a very low price for a simple black-and-white copy of them. The major providers of open source textbooks and their web addresses are noted in Table 5

Table 5
Open Source Text Providers

Company	Address
Flat-World Knowledge	http://www.flatworldknowledge.com/
Connexions	http://www.cnx.org
MERLOT	http://www.merlot.org/
MIT Open Courseware	http://ocw.mit.edu/index.htm

Timely Book Orders

When a book order is made in a timely fashion, the ISU Barnes and Noble bookstore will look at their purchase history for that course for the following semester, ensure that the text is not moving to an updated edition, and then estimate the number of books that they can buy from students. As long as there is no bundled software, they will typically offer students who are first to sell theirs back to the bookstore an amount equal to 50% of the students' purchase price.⁶ When they meet that quota, they will then drop their buy-back price to the level (typically 20%) associated with shipping the text to their own or some other wholesaler. When they do not get an order, they are compelled to assume that the faculty member will be doing something else with their course. That means that the most they will buy is what the wholesaler is looking to buy and even then it is at the lower buy-back level. As such, a failure to place a timely order costs current students 30% of the retail price of the books they purchased in terms of lost opportunities for buy-back. On the other end, when the bookstore does get the order, books must be ordered. Because profits are greatest to bookstores when they buy already used books and sell those back, other bookstores around the country have already bought up most (if not all) of the used books for that title and our bookstore must purchase new books from the publisher. That cost is passed directly to the student in the form of students having to pay 100% of retail for the new book rather than 75% for the used book. Timely orders on books save students significant money.

Avoid Unnecessary Bundles

As previously mentioned, when faculty are told that they can add on a software subscription (typically a homework management software) for a small amount, they typically do not understand the implications for buy-back. These can render a \$150 book, whose buy-back value could have been \$75, essentially worthless. In so doing, the effective price of the book doubles which is not at all a "small amount." In the survey of students, 71% of non-freshmen students reported buying a bundle, not using an element of the bundle, and having their book rendered valueless at buy-back.

Avoid Switching Books Frequently

When faculty switch texts frequently, and 10% of faculty surveyed admitted that they do, they make it much less likely that their current students will get the most buy-back value available, and expose their new students to a much higher likelihood of having to pay the higher new-book price. Simply waiting until the current book is moving to a new edition before switching would save students significant money. This is not to say that a faculty member should stay with a textbook that is poor or does not meet the needs of ISU students. Rather it is to say that faculty should consider student costs when making the decision to switch texts and to consider the impact of the timing of that switch.

Student Education

The survey of students clearly shows that experienced students understand that there are alternative means to acquire books and supplies while freshmen tend to take the path of least resistance and buy everything assigned to them through Barnes and Noble. Because the contract between ISU and Barnes and Noble contains an exclusivity clause, we cannot suggest other outlets for items that Barnes and Noble sells, but that does not necessarily mean that we cannot offer information regarding alternative items that are free or are not sold by Barnes and Noble.

⁶ Bookstores will market texts in such a way that it is permanent and apparent whether the student purchased it new or purchased it used.

As such we cannot recommend that students garner access to their ebooks directly from the publisher when Barnes and Noble sells an ebook in that title. It is an open question (that ought to be settled by the University Attorney) if ISU can suggest such a purchase when the ISU bookstore does not make ebooks available in that title. Similarly, there are texts for courses from Table 2 above that are available for rent on other rental outlets (such as Chegg) that are not available through Barnes and Noble and so there is an open question as to whether ISU can suggest that students check other outlets for their rental options. Finally, there are options for students who are adventurous to purchase (typically on a peer to peer basis) international editions or out-of-edition copies of their texts.

Pending approval of the university attorney, ISU's Center for Instruction, Research, and Technology, should be charged with designing appropriate information items for students. It should also include information about the consequences of going without a text.

Chairperson Education

When faculty teaching schedules are made, chairpersons are frequently balancing many competing issues. One of those issues is the degree to which a course, though offered every term, is rotated around the faculty because it is either a very-desired course to teach or conversely, a burdensome and undesirable course to teach. The consequence of that rotation (when faculty select different texts) is to raise the effective price of textbooks. The returned books are less valuable and the purchased books are more likely to have to be augmented by new ones.

When enrollment demand is such that a course cannot be offered every term, it is intuitive, reasonable, and tempting to simply offer the course every fall or every spring. The same effect occurs. Chairpersons should consider, when developing their multi-year scheduling plan whether it is possible or wise to schedule such course for both fall and spring of one academic year and then not at all the next academic year. Under the right circumstances, this scheduling pattern would lower the effective price of books for their students.

Through meetings organized for chairpersons, a session should be offered in which they are encouraged to understand and consider the impact of their scheduling decisions on the affordability of textbooks.

Supply Cost Transparency

A final area that can be implemented quickly is for the Provost to direct Deans and Chairpersons to ensure that all the programs under them prominently feature a statement laying out realistic program costs. Similarly, department chairpersons over programs that include courses requiring supplies should be asked to have the faculty teaching them to estimate the costs of course-specific supplies, for those cost estimates to be included in those course syllabi, and for departments to work with Academic Affairs to include those estimates in the course catalog.

Areas for Intermediate Action

There are three avenues for savings that should be explored during the 2012 calendar year. The first of these is to work with the governance structure to change the language of the University Handbook regarding textbooks. The current language is worse than vague with regard to textbook selection in multi-section courses. There is also no language to prevent or even discourage faculty from profiting from their selection of texts. The second of these recommendations is that Business Affairs and Barnes and Noble negotiate a mechanism which results in an increase in the buy-back price of relative to the current system. The third intermediate term recommendation is that the University engage in an experiment to determine whether the course-fee model employed at other institutions

could result in significant net savings to students. This approach has the university billing every student enrolled in the course a fee in an amount sufficient to provide electronic access to the text. Though required by contract to flow through Barnes and Noble, though ISU would have to absorb risks and administrative costs in executing this experiment, and though the educational impact on the experiment is theoretically ambiguous (with every student having access competing against the possibility that knowledge could be undermined by have access be electronic), this course-fee and ebook approach has the potential to save students as much as 30% on their textbook costs. The course-fee model would be conducted in the Fall 2012 semester with books that are used in courses only offered on a once-a-year basis. While the particulars of that negotiation are likely to be complicated, the result could save juniors and seniors significant sums a five to eight courses that utilize McGraw-Hill books.

Recommended Changes to the Handbook

The subcommittee suggests that the President and Provost ask the Faculty Senate Executive Committee to charge the Faculty Affairs Committee of the Faculty Senate with studying the language on textbook choices.

310.1.12 Textbooks. Textbooks for particular courses are selected by each faculty member and approved by the department chairperson. In a course with multiple sections, it is generally desirable that all sections use the same basic texts. Textbook requests are coordinated by the academic department offices. The University Bookstore will order and will make available for sale textbooks required in all University courses.

The subcommittee notes that the first clause of the first sentence gives the right of textbook selection to the individual faculty member but the second clause, in violation of AAUP standards on academic freedom, gives the chairperson the right to strike that choice. The subcommittee notes that replacing the oversight function with language allowing a chairperson to request that a departmental committee review the matter would meet AAUP standards.

The subcommittee struggled with two other issues regarding Handbook language that more directly affect affordability. The first was the issue of faculty profiting from the use of their own books in their own sections with its ancillary problem of faculty (sometimes chairpersons or Directors) choosing texts for multi-section, adjunct-taught courses for which the textbook decider has a financial interest. The second issue was the question of whether departments could choose a common text for multi-section courses and whether that violated the academic freedom of individual instructors.

The issues are for FAC to decide, but in so doing the subcommittee wishes to place before it the issues with which it struggled. On the subject of faculty members profiting from the sale of their own texts, there are several faculty who have potential conflicts of interest. Some of the texts in question are nationally adopted while others are used at ISU only. Because there is no reporting requirement for these books, there is no way of guaranteeing or even knowing whether the profits are kept by the authors or donated and there is no way of knowing whether they are donated to a Foundation account for which the author has some control, or donated to accounts for which the author has no control. The subcommittee, using other institutions' policies as a guide, believed that national use should be an important standard in considering whether and by how much faculty could profit from the use of such texts in the classes for which they taught or selected the books. A group of faculty on the subcommittee suggested language for the Handbook which read:

“Faculty members may select texts for which they are the author, as long as the royalty income for the sections they teach does not exceed \$500 per academic year. If a faculty member wishes to use a

textbook under these circumstances, he or she may collect the royalty not to exceed \$500 per academic year, if the text has become independently accepted in the field and has received permission from the President in writing through the Provost.”

The faculty survey revealed that half of faculty considered this language to be a violation of their academic freedom. It is unclear on what basis they made that judgment, but there are at least four issues that the faculty could have been objecting to and that FAC should consider:

- 1) Should faculty be able to profit, by how much, and how to enforce such a rule when authors have no control over the price or knowledge of the source of sales?
- 2) Should there be a requirement that the text be independently accepted in the field and what body should be charged with rendering a decision on the independence standard?
- 3) How should textbook development be handled? Can a book be used in the developmental stage? Can the author’s costs of production be considered as costs worthy of being recouped through sales at this stage?
- 4) Who or what group should be charged with settling textbook issues?

FAC may wish to leave the issue to the independent judgment of the faculty themselves and adopt Handbook language this effect:

“Faculty are entitled to use materials they generate themselves but are discouraged from profiting from the sale of those materials in sections of courses they are teaching or for which they select materials. Faculty using their own texts are encouraged to estimate the royalties attributable to these sales and to donate this amount to student scholarship funds of their choosing.”

On the subject of common textbooks in multi-section classes, the faculty were once again split down the middle. Of those faculty who chose to comment directly on issues raised in the survey, this issue generated the greatest angst among some faculty. That is, while the national AAUP would view the following language to not be a violation of academic freedom, many ISU faculty would.

A department may elect to enact policies that require a common core textbook across sections. The selection of common textbooks for multi-section courses must be made by a departmental committee that, at least, includes the tenured or tenure-track faculty teaching the course. Faculty are allowed to choose whatever supplements to the core text they wish and are free to note to students when they disagree with the text’s presentation.

The benefits of common-texts are many. They allow texts to be ordered in sufficient quantity and with enough lead time to ensure that used texts, when available, are available. They allow Barnes and Noble to rely only upon the Chairperson rather than having to track down individual faculty for their orders. They maximize buy-back potential and minimize the occurrence of having to fill in with more-expensive new texts for the following semester. In the case where a common text is used across sequenced courses, they allow students to avoid the problem of purchasing two books for multi-semester courses which can be taught from the same text.

The drawbacks to common texts are also many. There is value in getting differing perspectives on the same material and to the degree that the common core text creates a misimpression that there is only one perspective to a discipline (even at the earliest levels) this could be viewed as being problematic. While that may not be an issue in some disciplines, like calculus, it is clearly the case in the social sciences. Compelling faculty to teach something they do not believe to be true, compromises the educational effectiveness of the faculty.

Like the faculty as a whole, the faculty on the subcommittee are split on this issue. Nevertheless, FAC should be asked to clarify the Handbook language on the matter.

Negotiating a Solution to the Once-Per-Year Offering Issue

Because the ranks of the tenured and tenure-track faculty, those most able to teach upper-division courses, have contracted so dramatically in the last twenty years, and because the University has sought savings in the instructional area, it is now relatively rare for a junior or senior level major elective course to be taught every semester. It is also the case that the texts for such courses are more expensive than those for freshmen and sophomore level courses. While this latter fact increases the cost of textbooks in an obvious way, the former has a similar effect with a similar magnitude and the subcommittee is hopeful that a negotiated solution can be found.

Consider, as a hypothetical example, the costs of a junior's textbooks. Such a student might be in five, three-hour courses with new book prices averaging \$175 per course (with used-book alternatives being \$131.) The buy-back rate for these courses would be 50% if the texts were nationally common and were it not for the fact that the course is offered only once a year. Because they are offered just once a year, those texts are bought back by Barnes and Noble for around 20% of their new book price and shipped to its (or another) wholesale used book sorting facility for distribution of schools using that book the following semester. For each course for which this is the case, students lose 30% of that book's new book price, or \$53. In addition, there is the possibility that insufficient quantities of used books will be available the next time the course is offered thereby causing that group of students to have to pay new book prices rather than used book prices. The effective price students pay for junior and senior level books that they have no intention of keeping, is raised dramatically (30%) by the practice of alternating semesters in which a course is taught. ISU's Barnes and Noble has no ability (no profit-motivated interest) in purchasing a large number of books that it would have to store and then run the risk of the course not being offered, the faculty member choosing another text, or a different faculty member teaching the course from another text.

These are all problems a negotiated solution could, at least potentially, address. To understand how, consider a course such as Health Economics. It is a Foundational Studies Upper Division Integrative Elective course for which there is only one instructor. Going forward, the course is likely to be offered every fall semester and because the instructor has invested considerable time in developing materials around the text, the instructor has no interest in changing the text. The book costs more than \$200 as a new book (\$155 used). The course fills to capacity (35) when offered.) Each student taking the course could save as much as \$60 were ISU and Barnes and Noble to be able to arrange a solution to the storage issue. The Economics department would have to agree to offer the course the following fall with its instructor agreeing to use the text the following fall. ISU would have to store and secure the books and twice a year the inventory of these books would have to be swapped from the store to and from the storage facility. Other issues would have to be negotiated with regard to transportation, security, spoilage, and consequences for renegeing on the agreement to teach the course with the book on the delineated schedule.

In aggregate, with nearly 4000 juniors and seniors taking ten courses each per year, spending \$1500 per year on books, a 30% savings would be dramatic. If half of those books fall into this scenario, and every affected course and faculty member agreed to the stipulations, the savings to ISU students would total nearly \$1 million. Realistically, the effect is unlikely to be that large, however, the potential savings are far too large to ignore. The subcommittee recommends that Business Affairs engaged Barnes and Noble in a negotiation.

A Textbooks-On-Reserve Experiment

The subcommittee suggests that the library conduct a Fall 2012 experiment in which it solicits reserve-copy textbooks for selected large-enrollment, multi-section, introductory courses. The goal of this experiment would be to determine the costs and benefits of a potential Textbooks-on-Reserve program. If it were determined that the costs are relatively low and the benefits relatively high, the experiment could and should be expanded in future semesters to include more courses.

A Course-Fee Experiment

In a course-fee model all students in a course would have access to an ebook that would be available to them beginning 15 days prior to the beginning of the semester (or upon their enrollment whichever is later) and lasting 165 days from beginning of the semester. That availability would be determined through the publisher. The publisher and the university would agree on an auditable counting process that would establish the basis for the bill the publisher would submit to Barnes and Noble. Barnes and Noble and the publisher would agree on a price, Barnes and Noble would markup that price, and the university would mark up that by an amount to account for bad debt and other administrative costs. The publisher would make the book available to students either through the web or as a download to a device (or devices) that could be either proprietary to Barnes and Noble (such as the Nook) or general such as a tablet. The publisher and Barnes and Noble would negotiate a print price on the books that would allow students unable or unwilling to read an electronic book to be able to read a physical book. Students would be able to print the book from their computers or devices. Both Barnes and Noble and the publisher would have to agree to maintain technical support operations sufficient to meet demand.

Overview of the Experiment

In the Fall 2012 semester, with one publisher, McGraw-Hill, and five to eight courses taught using McGraw-Hill texts, ISU would apply course fees equal to the marked-up negotiated price. The courses would be Economics 100, Political Science 107, Health 111, and History 201 and perhaps Psychology 101. In those courses for which there are multiple sections, instructors would be given an option whether or not to participate. These sections would have to be known by February 1, 2012. The President would seek Board of Trustees approval for a variable course fee for these sections of these courses asking for sufficient latitude in the application of those fees to conduct the experiment.

Potential Benefits of Such a System

Given that the actual median ratio of buy-back offering to retail price is 20% and that rentals are only available for slightly more than half of the large enrollment courses listed in Table 2, the potential benefits to students of a course-fee model are significant. At Indiana University, where the buy-back model was piloted in the Fall 2011 semester, the price students paid for these books was 35% of the new book retail price. If that is the outcome of the Barnes and Noble – McGraw Hill negotiation, if Barnes and Noble engage their 25% mark up and ISU engages a 10% mark up on top of that, the course fee will be 48% of the new book price. While that is not a large savings on the effective price in the optimal scenario where the effective price is 50% of the new book price and is not a significant savings over the rental price, that is not the metric that is important. The metric that is important is the savings over the actual effective price paid by students. The median buy-back rate is 20% and rentals are not available for nearly half of freshmen level courses. Given that, the more realistic savings from this model are closer to 20% to 25% of new book prices.

Details and Administrative Concerns of Such a System

The subcommittee, in discussing this experiment and the possibility for wider adoption, sought the implementation advice of ISU's offices of Financial Aid, Registration and Records, Business Affairs, and Information Technology. Each brought issues to the table that must be addressed.

From the perspective of the Office of Financial Aid, there are two, seemingly contradictory edicts associated with the application of Title IV funding for course fees in this area. The first is that for Title IV funding to be able to cover course fees, every student in the course must be charged the fee. At an extreme level that would mean that every section of every course would have to have the same course fee which would effectively mean that every section would have to use the same book. Alternatively, if the interpretation is that every student in a particular section would have to be charged the fee, that is in the model in the first place. However, against that there is the requirement that Pell students be able to opt out of the mechanism by which a University provides books to students. If allowing Pell students to get a forgiveness or refund of their course fee is viewed by the Department of Education as violating the previously described requirement that every student be charged the same fee, then there is no way out of that particular loop and the experiment cannot be conducted. The only alternative is to offer the course fee model for courses for which there are multiple sections, to have enough sections and seats where there is no course fee such that the "opt-out" can be operationalized by section. However, doing so would close out the most obvious savings situation to students, those single-section courses in the junior and senior year. The Office of Financial Aid will have to make that determination in consultation with the Department of Education and the University Attorney.

From the perspective of Registration and Records, there are myriad issues that must be tackled. Some of these can, under an experiment, be dealt with on an exceptional or manual basis. However, as a pilot for an intended university-wide option, the issues must be dealt with in an administratively-feasible fashion. From putting on the fees, to checking to ensure the fees are accurate, to rolling out new schedules, how those fees would be made known to students, especially since they would be on a section-specific basis would, at this moment, be entirely a manual process requiring significant resources in terms of personnel. There are concerns over incompletes (which often have as much as a year to complete a course), over interdepartmental transfers (which could potentially result in the double-counting of students in courses), and over students gaming the system (by registering for an ebook section, getting access to the cheaper print book, dropping it and enrolling in the traditional section where that book is used.)

From the perspective of Business Affairs there are counting, auditing, and billing issues to be worked out that are also likely to be labor and resource intensive. These range from an inability to explain (precisely) a fee to a student when asked about it. The billing codes would be established for each publisher, not for each course, and so a code might tell a Business Affairs employee that it was a course fee for a textbook access, but it would not be more descriptive than that. Given that students that drop a course are allowed a refund of fees on a sliding scale, it is important that Blackboard have the drop date included as part of the information that passes from Banner to Blackboard. Even if that were in place such that ISU and McGraw-Hill could establish a process for counting (such as what is currently imagined where, on October 1 the whole number of students enrolled all semester to that point would be added to .75 times students enrolled only through week 2 plus .5 times students enrolled only through week 3 plus .25 times student enrolled only through week 4 minus with an adjustment for departmental transfers) there is still the issue of late drops and withdrawals that are frequently post-dated. Though McGraw-Hill has pledged flexibility on this issue, there would still be the potential for an extensive and time-consuming audit. Even then, when Barnes and Noble is billed for an agreed upon number by McGraw-Hill and Barnes and

Noble passes that bill on to ISU with their markup attached, Indiana State Board of Accounts will need to see detail (how many of each book at each price etc.) with appropriate checks and balances. Procedures would have to be developed on all sides to provide that auditable detail.

From the perspective of Information Technology because McGraw-Hill will make the text available to students through Blackboard, and because McGraw-Hill will only know to turn off a student's access through Blackboard when the student drops, IT will need to create and maintain an understanding of what McGraw-Hill is doing and looking for within Blackboard and will have to pass an indicator for students dropping a course to Blackboard from Banner. When faculty add non-students to the Blackboard site, such as supplemental instructors, their chairpersons, and others, there will need to be a way of educating faculty how to accomplish this without causing another text to be billed.

From the perspective of the Barnes and Noble bookstore book scholarships (which are managed by them) will need to be considered given that some book costs will no longer be collected by them. In addition, discussions regarding the use of Blackboard by the publisher will need to include the General Manager of the Bookstore to ensure Barnes & Noble's satisfaction with the process, in conjunction with the exclusivity afforded them in their contract with ISU. Of particular note is concern about the publisher's interest in accessing Blackboard through their own "building block." Additional purchases made through Blackboard, such as an extension of an e-textbook access, or the subsequent purchase of a paper text, must be processed through the Bookstore.

The Assessment Plan for the Experiment

To determine whether the course-fee experiment was a success or not several steps will have to be taken. An examination of the enrollment patterns will be necessary to determine whether students are interested in the savings these sections offer, are sought after or whether students wish to avoid them. Once students are in them, perceptions of those students in terms of ease of access, readability, portability, overall satisfaction will need to be gauged. Faculty perceptions will also be important to gauge in terms of their impact on the classroom experience, their impact on learning, and their perception of student reading comprehension. It may be useful during that semester to ask participant faculty to test reading comprehension directly. For multi-section classes, a carefully conducted study of education outcomes (including but not limited to grades) comparing traditional and ebook sections should be conducted. The administrative offices involved in implementing this experiment should be asked to carefully document their processes, procedures, and work hours devoted to this task so that its success in saving students money can be weighed against those higher costs.

Need for an Experiment Leader

The subcommittee recommends that to properly conduct this experiment there needs to be an appointee of the President (or Provost) present at all meetings related to the conduct of this course-fee model experiment. There are many inter-related facets of this proposal touching several offices and areas of responsibility. Any one of those areas may posit solutions to their concerns that jeopardize the viability of the entire experiment, would inhibit another office's ability to meet its obligations, or would strain the resources within an office. A single leader should be charged by the administration with being the experiment's coordinator and advocate.

Program (Non-Book) Costs

There are several courses for which there are course fees. Some of these course fees include costs that are borne once early in a program (TK20 in the educator-preparation programs are incurred in EPSY 202 and the software used throughout the student's career.) There are other costs to students that are borne on a semesterly basis but are not billed as course fees. These include those in studio art courses (where students are required to purchase their own supplies); those in the professional pilot program students are required to acquire a pilot's license and flight hours at the own expense through an independently operated flight school. There are programs where these expenses are incurred on an upfront basis. The Nursing program has such fees where students must purchase a package of clothing, a software package, and equipment during their sophomore year.

The determination of whether these expenses should be upfront or on a semesterly basis should be made by the department after considering the price-break associated with upfront costs, the retention rate and graduation rate in the program, as well as the administrative costs associated with each option.

Areas for Long Term Investigation

The subcommittee believes that, subject to being proven effective in the Fall 2012 semester, the course fee model could be expanded to cover more courses and more publishers. If the experiment works educationally, saves students money, is found to be implementable in the context of the Fall experiment, the long-term approach would require a significant analysis of the costs of scaling it up. The technical issues regarding Financial Aid, Registration, and billing would have to be worked out completely. Resource requirements, and needs for new policies and procedures for selecting texts in a timely fashion, for dealing with disabled students, and for myriad other issues not yet imagined would have to be tackled. As such there is no possibility that a multi-publisher system could be in place any earlier than Fall 2014.

Timeline for Analysis and Full Implementation

As the Fall 2012 semester is coming to a close, a team made up of the instructors involved in the experiment, the leaders (or designees) of the administrative offices, the Faculty Senate, Student Government, and the Provost's office should be created to fully understand the results of the experiment. If the initial impressions are that the experiment succeeded in meeting its primary objective, saving students money, and succeeded without undo costs of implementation, the experiment should be replicated in terms of the same size and scope with the primary objective of the Fall 2013 being the development of processes and procedures which could be executed in multi-publisher full implementation.

If the conclusion of the assessment report on the Fall 2012 experiment is positive and the President agrees that full implementation of the course-fee model is appropriate, the Provost and Vice President for Business Affairs should appoint a small team to negotiate the expansion of the model to other publishers (Cengage, Wiley, and Pearson).

As year-round scheduling is one of the recommendations of the Taskforce on the Barriers to Graduation, and because book orders for Fall 2014 would have to be in place by October of 2013, significant work would have to be done, likely through the Center for Instruction, Research and Technology, in educating faculty about the experiment, its results, and the implications for faculty book orders.

5k INDIANA STATE UNIVERSITY TASK FORCE ON AFFORDABILITY— FACILITIES SUBCOMMITTEE RECOMMENDATIONS

Overview

Indiana State has a long history of undertaking various cost reduction initiatives related to campus facilities and administrative functions since the early 1990's. These efforts have saved the University literally millions of dollars particularly in utility, operations and maintenance of physical plant costs. Some of these initiatives include:

- Implementation of a campus recycling program to reduce or eliminate trips to the landfill and cost of dumping fees.
- Participation in the mid 1990's in a Green Lights program offered by Duke Energy (then Public Service of Indiana) to replace existing lighting with more energy efficient systems.
- Construction of a new natural gas fired steam plant in 2001 and the purchase of long-term natural gas hedge contracts to control heating costs.
- Installation of a condensing heat exchanger at the Central Heating Plant to preheat combustion air and capture condensate returned to the boilers to improve boiler efficiency and reduce natural gas cost.
- Outsourcing in 2009 of the motor pool rental fleet to Enterprise.
- Installation of deep wells throughout campus to provide water for irrigation thus reducing the cost of water purchased from Indiana American.

In addition to the above there are many other initiatives that have also reduced the total greenhouse emissions of the University from electricity, on-campus stationary sources, and solid waste in CO₂ equivalents from 137,820 in 1990 to 72,403 in 2009, according to the most recent carbon footprint analysis.

The Facilities Subcommittee was charged to explore ideas to further reduce the cost of utilities and operation and maintenance of the physical plant as well as other administrative cost saving initiatives including how best to optimize the utilization of campus space. Recommendations are divided into three categories; those recommended for immediate implementation, those of a long-term nature, and finally recommendations needing further exploration.

Utility Utilization and Cost

The cost of utilities not only includes the rates charged by utility providers but just as importantly is based on the utilization of these resources by the campus community. Other factors impacting cost include weather and utility rate setting structures, neither of which the University can exert any control. The addition of new or renovated facilities, such as the Student Recreation Center, also adds to the energy load and the overall cost of campus utilities.

Items recommended for immediate implementation include:

- Reactivation of the "Be Energy Aware" campaign recommended in 2006 to educate faculty/staff and students on ways to reduce energy utilization, particularly electrical consumption.
- Move smaller buildings not connected to the Central Heating Plant from Rate 220 to Rate 225 resulting in savings of \$40,000 to \$50,000 per year.

- Continue insulation of steam pipes and valves in utility tunnels.
- Ensure all new purchased equipment is Energy Star rated.
- Encourage faculty and staff to turn off all personal computers, printers, and copiers at night, weekends, and during holiday breaks.
 - According to the US Department of Energy electronic devices are the second largest users of electricity in an office next to lighting.
 - The US Department Of Energy offers the following Guidelines:
 - Personnel Computers systems should be completely powered off any time they are not going to be used for more than 2 hours.
 - Monitors should be programmed to revert to the sleep mode after 10-15 minutes of inactivity. We recommend 5 minutes to obtain the maximum electrical consumption reduction.
 - Printers (especially Laser printers) should be programmed to revert to the sleep mode after 30 minutes.
 - Office copiers should be programmed to revert to the sleep mode after 30 minutes.
 - It should be noted however, that any electronic equipment consumes some electricity even in the power off mode. The only way to completely stop electrical consumption is to un-plug the device.
 - Example of savings on PC electrical operating costs.
 - Average cost to run a PC and Monitor is \$91.98 annually if a PC's is running continuously 24/7/365. (based on the average electrical cost of \$.0619 per KWH)
 - Allowing the monitor to revert to the sleep mode after 5 minutes and turning off during off hours (nights/weekends/holidays) will reduce that annual cost to \$65.95; a 29% reduction.
 - Turning off the PC during off hours will further reduce the annual operating cost down to \$11.51; a total reduction of 87.5%.
- Installation of UV-C lights on fan coils and drain pans to keep coils cleaner thereby improving efficiency.
- Use of air filters with a higher MERV (Minimum Efficiency Reporting Value).
- Continue lighting conservation efforts to include CFL and LED installations and encourage the use of task lighting, where appropriate.

Recommended long-term initiatives to reduce utility consumption and contain cost include:

- Utilization of motion sensors in all new building construction and major renovation design to be installed in offices, restrooms, and corridors where funding permits.
 - At current electric rates the calculated payback period to install motion sensors in classrooms and offices is 6.2 to 8.5 years with maintenance costs included.
 - Manual lighting control could be accomplished in existing classrooms by simply posting the classroom schedule and making it the responsibility of the instructor or professor to turn out lights after the last class of the day.
- Implement a campus-wide self-audit of departmental lighting to reduce/eliminate unnecessary or excessive lighting.

- Conduct an internal/external audit of all laboratory bio-safety cabinets to ensure efficient filtration and energy conservation measures are in place.
- Meter campus buildings to determine benchmarks and track effectiveness of energy saving projects. Average cost to install is approximately \$36,000 per building.

Other initiatives worthy of further review and consideration include:

- Institute a ten year plan to phase all University owned vehicles to alternative fuel sources where feasible to reduce energy consumption by half in 2021.
- Creation of a “Building Dashboard Web Site” where students and staff can track energy consumption with real time data on energy used for electricity, heating and cooling in an effort to create an eco-minded campus community.
- Retrofit of heating and air controls in campus buildings to effectively utilize energy and improve indoor air quality.

Another initiative recommended that does not necessarily reduce utility cost but creates a more sustainable campus is to remove all campus rooftop drainage from the current combination sewer system and utilize “green methods” such as rain gardens.

Operations and Maintenance of Physical Plant

From 1989-90 to 2011-12 total staffing levels in Facilities Management decreased by 38 percent from 243 employees to 150, a loss of 93 positions. During this same time period custodians responsible for the cleaning of 43 buildings have decreased by 47 percent. The current 63 custodians are charged with cleaning 35,861 square feet on a daily basis or the equivalent of 20 typical residences. Reductions in Facilities Management staff have impacted service quality resulting in longer response times, dirtier academic/administrative buildings, and unkempt planting beds and lawn areas. The operations and maintenance budget for Facilities Management has increased only 11.5 percent from 2001-02 to 2010-11 while during this same time period the fiscal year CPI has increased 24.1 percent. In 2011-12 the operations and maintenance budget decreased an additional 3.3 percent. Clearly there are few, if any, further staff reductions that can be undertaken without eroding an already reduced level of service and cleanliness.

However, the subcommittee did evaluate initiatives that may result in cost containment without further eroding service levels. Recommendations for review and consideration include:

- Expand use of student employment in grounds and custodial areas, where feasible. This past fall Facilities initiated a pilot project employing four students as custodians. The pilot was successful and it is recommended to be expanded into the grounds maintenance area.
- Existing maintenance contracts with outside vendors are reviewed annually. It is recommended this practice be continued and changes made wherever cost savings may exist.
- Evaluate the use of alternative fuel sources for grounds maintenance equipment, particularly mowers. For example, Bowling Green State University recently converted mowers to run on filtered vegetable oil. Funding for the project was provided by the Ohio Department of Natural Resources.
- Investigate external funding opportunities to fund conversion of maintenance equipment to alternative sources of power.

Space Utilization

Indiana State has long experienced an abundance of space to provide storage, offices for emeriti faculty, graduate assistants, adjunct faculty and others. With the repurpose of University Hall to house the Bayh College of Education, the conversion of Erikson Hall to student housing, and the planned demolition of Statesman Towers, space is now at a premium. The addition of new academic programs has also added to space demands.

Items recommended for immediate implementation include:

- Development of guidelines for assignment of space to emeriti, adjunct faculty, and graduate assistants.

Long-term initiatives include the evaluation of classroom utilization to ensure the most effective use of general classroom space.

Administrative Cost Savings

Increasing concern nationwide about the growth of administration relative to faculty has challenged universities to evaluate how administrative staff is deployed. According to the Chronicle of Higher Education in a August 2010 article, the number of administrators for every 100 college students increased by 39 percent from 1993 to 2007, while the number of professors and researchers rose by 18 percent during that same period. Some of the reasons for this growth relate to increased use of technology on college campuses, regulatory mandates, and reliance on professional academic advisors or other positions whose tasks may formerly have been handled by faculty. Expenditures of supplies, equipment, and reinvestment in infrastructure have also contributed to administrative costs.

As with utility utilization and cost, Indiana State has undertaken initiatives to outsource functions formerly provided by ISU employees starting with the operation of the campus bookstore and food service. Both were transferred to Barnes & Noble and Sodexo in 1989 and 1990, respectively. Since that time other functions have also been evaluated and where appropriate transferred to a private provider. Most recently in 2010 the delivery of student health services was transferred to UAP Clinic resulting in a savings in excess of \$600,000 annually. Likewise, administration of workers compensation is now managed by JWF where previously two University employees staffed this function.

The Facilities Subcommittee discussed various methods to evaluate administrative costs at Indiana State, similar to a review of academic programs undertaken in previous years. During the 2007-08 year both the divisions of Student Affairs and Business Affairs evaluated all or a portion of the departments within each respective area. We recommend for further study a review of best practices at other universities to determine an appropriate process to evaluate operational departmental efficiencies. As a starting point for this study the following may be referenced to provide a framework for this discussion:

- Delta Cost Project: www.deltacostproject.org
- Center for College Affordability: <http://centerforcollegeaffordability.org/blog>
- Other readings include:

- The Innovative University
- Saving Higher Education

Cost saving measures under evaluation by the Office of Information Technology that may result in operational savings include:

- Exploring collaborative arrangements with other Indiana higher education institutions to share computing resources.
- Expanding the imaging project to improve usage of space and create operational efficiencies.

Because of the limited timeframe to explore potential administrative cost reduction efforts for this report, the subcommittee cannot recommend specific administrative reductions at this time. However, it is important to note that in many cases the University is required by state or federal mandates to have certain administrative functions in place. While some of these could perhaps be outsourced it may result in little if any cost savings to do so.

Conclusion

The subcommittee identified several cost saving initiatives, particularly dealing with energy consumption and related cost that should be undertaken immediately. There are also other initiatives recommended for further exploration and review. This report is respectfully submitted to President Bradley and the Task Force on Affordability by the following Facilities Subcommittee members.

Bob Barley – OIT
 John Conant – Department Chair, Economics/Faculty Senate
 Mark Green – Assoc. VP, Academic Affairs
 Samuel Lewis – Student Government
 Judy Price – Hulman Center
 Kevin Runion – Assoc. VP, Facilities Management
 Lori Vancza – Office of Environmental Safety/Staff Council
 Diann McKee – VP Business Affairs, Subcommittee Chair

51 Task Force on Affordability A Final Report including Recommendations Housing and Dining Subcommittee January, 2012

Task Force on Affordability

- Task force will consider any possible means by which housing and dining costs can be contained for students while offering quality accommodations and service.
- Special focus will be on long-term systemic issues that can have a positive impact on affordability for students.
- It is anticipated that some of the results of this work will become embedded in the Strategic Plan while additional aspects may require further study before potential implementation.

Housing and Dining Subcommittee:

- Appointed Members:
 - SGA: Morgan Barbour, Student
 - Faculty Senate: Joe Sanders, Professor
 - Staff Council: Marilyn Heaton
 - Chair: John Beacon
- At-large members appointed by the chair:
 - Nancy Rogers: Associate VP Public Service / Comm. Engagement
 - Rich Toomey: Assistant VP Enrollment Management
 - Greg Bierly: Professor and Director of Honors Program
 - Regina Atkins: Admissions Counselor
 - Kevin Smith: Applications Systems Manager, OIT
- Ad hoc members of the committee bring their experience and knowledge to the task and will provide committee members with both historic and current operational information about key areas:
 - Susan Sluyter: District Manager ISU Dining Services
 - Rex Kendall: Director Residential Life
 - Chip Rogers: Assistant. VP Business Affairs Director Budget and Payroll
 - Bryan Duncan: Director Construction/improvement facilities management

Purpose:

Housing and Dining – This subcommittee was charged with critically examining the costs students incur when using the services of campus housing and dining. The objective was to determine whether the costs for these services could be made more affordable. In the course of the review, the subcommittee reviewed 10 years of data to observe how costs have changed over time and in relation to the consumer price index. The analysis included the examination of annual maintenance and operating costs, the debt service, reserve levels held in anticipation of unexpected expenses, the cost of current and projected utility expenses along with the practicality of using alternative natural heating resources, staffing levels for both support staff and professional salaries, and the feasibility and value of outsourcing existing services. Finally, the committee considered both proposed and approved scheduled building and renovation projects spanning the next decade and the impact these projects will have on current reserves along with the debt service ratio for bond issuance purposes.

Challenges:

The University's ability to offer affordable and attractive campus housing alongside convenient and efficient dining units serving a variety of entrees is critical to our University's mission, the quality of the educational experience we offer, and our ability to compete effectively for enrollment with peer institutions. Over the past decade, modest changes have been made to campus housing and dining services in the form of renovations or new construction. The last totally new housing building project was begun nearly 40 years ago. Consequently, the University finds itself playing catch up with peer institutions who for at least the past decade have been modernizing existing units and adding new housing facilities to their campuses. These new facilities have been in response to their students' needs and changing lifestyles. Until recently, our campus has offered mostly traditional housing that has been the standard on most residential campuses for decades. In an effort to match what our competition is offering their students, plans are now underway and in various stages of planning and development for as many as five housing and dining construction/renovation projects on the ISU campus, all to be completed over the next 10 years, with total projected cost estimates to range between \$100 and \$113 million. These projects are expected to consume the majority of housing reserves that have been amassed over the past several years.

Review of campus housing and dining operations:

- **History**
 - Over the past 10 years, the room and board rate has increased nearly 68 percent while the consumer price index has grown by approximately 26 percent
 - With only Burford (in 2005), Sandison (in 2009-10), and Pickerl Hall (in 2010) being renovated in the past seven years, a substantial reserve accumulated that initially was thought could be used to provide a housing cost containment resource.

- **Planning for new construction and renovation projects—next decade**
 - Erickson renovation (235 beds): Target opening Fall 2013
 - In-fill housing project south of Lincoln Quad (350 beds): Open Fall 2013
 - Downtown project (200 beds)—lease agreement/retail space on first floor, open as early as Fall 2013
 - Lincoln Quad renovation: A current study is underway to determine future plans
 - Sycamore Towers: Will likely be scheduled as a renovation project
 - While conversion of existing buildings and new construction proposals appear to add to the current bed count on campus, upgrades to existing facilities will see a reduction in the total current bed count resulting in approximately the same 3,600 beds that currently exist.

- **Financial**
 - Current housing and dining operating expenses approach \$28 million annually. At this time, there are unrestricted asset holdings in housing and dining approaching \$23 million, of which approximately \$3 million is held as an operating reserve in the event occupancy were to unexpectedly decline. When considering five renovation/construction projects with costs projected to exceed \$100 million over 10 years, with an increase in the annual debt service from \$1.9 million to nearly \$8 million by 2021, and with the need for a new million dollar electrical system in University Apartments as well as renovations to Sycamore dining areas and food preparation spaces, current reserves will likely be totally consumed over the next few years.

- **Utilities:**
 - Utilities consume a significant portion of current operating expenses. Prior to 2000-01, the University's general operating budget absorbed all campus utilities costs. After 2001, the University began to transfer the utility costs associated with campus housing to Residence Life. For the current fiscal year, utility costs transferred from Facilities to Residential Life amount to \$1.8 million, with a projected increase of \$800,000 for a total of \$2.6 million by the 2012-13 fiscal year. The electricity rate charged the University by public utilities for next year has been estimated to increase by as much as 16 percent; if accurate; utilities will likely continue to increase annually by a greater percent than has been the trend in past years. There is some potential for energy savings through the use of alternative power sources such as solar power collection cells and wind turbines. Work is currently underway to test with these resources through a \$25,000 institutional grant. To date, the grant has proven inadequate to cover the purchase of all necessary equipment for a pilot project, which has resulted in the University submitting a new grant proposal that would double the funding of the original award. While alternative power sources are very likely to be used in the future, the transition over to more efficient heating and cooling systems will likely be slow and initially expensive, resulting in little if any immediate savings.

- **Salaries and staff:**
 - Three years ago, Capstone, a consulting firm based in Birmingham, Alabama, was contracted by the University to review and make recommendations related to the operation of campus residence facilities and staffing. At the time of their final report, the quantity of full-time administrative staff compared favorably with national standards; however, our custodial and maintenance staff counts exceeded national standards. In 2009 when the University underwent a \$10 million budget reduction venture, some reduction in force occurred, primarily through retirements resulting in leaving these positions vacant, thus leaving the University in close alignment with national staffing levels for campuses of our ilk.

- **APA:**
 - Beginning in Fall 2011 and in an effort to retain more students, the role of the Academic Program Assistants (APA) changed dramatically from that of mainly floor supervisors to peer advisors as they have now been trained to actively engage first-time new students living in campus housing across a broad spectrum of issues. These 35 APAs are mostly upper division students and are compensated in exchange for their work by being provided campus housing and dining. This compensation plan is a shift from being paid a minimum wage for their services in prior years. The full impact of their work and the results of their efforts won't be fully realized for at least another year. APAs displace 35 paying students at a cost of approximately \$280,000 annually.

- **Dining Services:**
 - For many years, ISU has had a prosperous and collaborative partnership with SODEXO, our dining and catering food service provider. The University's partnership with SODEXO serves as a model for how outsourcing contractual service agreements can work effectively and provide both efficiency and cost savings. SODEXO's price increases for meal plans are negotiated annually with the University. The amount to which pricing has been agreed has been held to approximately 2 percent annually. Minimal increases in dining services have helped keep our room and board charges competitive. Increased enrollments the past two years, have placed an added strain on providing efficient dining services in Sycamore Towers, particularly around peak dining periods. By monitoring traffic flow and considering menu choice alternatives, SODEXO is looking critically at current operations and exploring change to traffic flow in serving lines as well as seating arrangements in Sycamore Towers dining. Additionally, SODEXO and the University are facing

the need to replace 30 year old kitchen equipment, an adjustment that will result in more efficient handling and washing of dishes and reduce both hot water and electricity costs to operate this equipment. All of these essential improvements will make further cost containment in the near future a challenge.

- Currently, departments using catering costs are charged only a portion of the actual costs of using these services. Possible modest savings to housing and dining charges could be realized by assigning departments a greater portion of catering costs.

Summary Observations:

- Over the past decade, little renovation or new construction has occurred to campus residence halls leaving us with fewer appealing housing choices than the competition, particularly for many students who have grown up in homes with their own bedrooms and semi-private baths.
- The University now finds itself playing catch up with peer institutions in Indiana who for the past decade have been building and renovating their campus housing facilities in response to their students' needs and changing lifestyles.
- ISU building projects over the next decade could involve as many as six construction projects and cost in excess of \$100 million. These projects could easily consume nearly all of the reserves we have fortunately been able to amass over the last decade.
- While the housing debt service is currently a manageable at approximately \$2 million annually, it will likely increase significantly and could easily exceed \$8 million annually over the next decade as our campus housing facilities are renovated and new facilities are brought on line.
- Utility costs are predicted to increase by as much as 16% next year alone, resulting in little opportunity for conventional utility cost saving now or probably in the foreseeable future as costs are likely to continue to increase over time. Use of alternative resources like wind turbines and solar power cells are being explored through a grant to the University, but savings won't likely be realized for years because of the costs associated with purchasing and installing needed equipment.
- Dining services will need to upgrade aging kitchen equipment, provide better air circulation in the kitchen for cooking staff, and remodel existing high traffic and high volume dining spaces resulting in little margin for cost containment. Departments could face paying a greater share of catering costs.
- The role of Academic Program Assistants (APA) has changed dramatically since last year, as this year APAs have been trained on MAP-Works to be more engaged in working individually with students to help improve first-year retention. Determining the future of the APA program (would impact 35 students who receive room and board in exchange for work) should be postponed for at least a year to measure their success in helping retain more first-year students who live in campus residence halls.

- Budget reductions have reduced maintenance staffs, leaving little room for further reductions without impacting core services to residence hall facilities.

Recommendations

- Initiatives that have the potential to make housing more affordable:
 - Indirect savings from reserves:
 - Having reserves of approximately \$23 million from which the University plans to draw at least 20% of the total cost of housing construction projects, will mean the University will need to borrow less than they would without a reserve. Indirectly, students will benefit because these savings can be passed on to students in the form of modest annual room and board increases.
 - Co-op housing:
 - This pilot will be initiated with a mix of lower and upper division students living in the same residence hall
 - Two floors in Mills Hall could serve as a potential test site for this initiative
 - By working a set number of hours each week, students would be provided housing and/or meal discounts, thus making housing more affordable.
 - Work could involve helping to clean and maintain the portion of Mills Hall in which they live
 - Cost adjustments to housing options:
 - This initiative would review the costs associated with the current living options: basic, enhanced, and premium
 - By adding amenities to the premium option and providing only the most basic essentials in the basic option, some savings could be realized for those who select the basic option, thus making housing for them more affordable.
 - Students living in basic housing could realize greater savings by working in dining services
 - A donor naming gift to offset the construction of in-fill housing could result in building project savings.
 - Modest savings could also be realized by charging departments a larger share of catering costs.
 - Alternative resources like wind turbines and solar power have the potential to reduce utilities costs, but because of the initial investment in equipment, sustainable savings would probably not be realized immediately.
 - The outsourcing of maintenance services in residence halls could provide some modest savings from not paying staff benefits (30% of wages). There are advantages and disadvantages to this option that would need to be explored further.

Conclusion:

When we began our work, given the amount of unrestricted reserves that have been allowed to accumulate over the past several years, we were encouraged to think we could easily find ways to contain campus housing and dining costs by tapping into these reserves. Indeed, cost savings could be realized almost immediately by reducing our reserve holdings, were we not undertaking necessary but major construction and renovation projects over the next decade. Realizing that the scope of building projects will quickly consume the majority of reserves, having a buildup in reserves should over time reduce the amount of money the University will need to borrow for construction, and thus indirectly, there can be cost containment for students through holding down future annual increases to room and board rates. In addition to using reserves to contain future housing increases, there remain a collective handful of ways to more immediately contain costs, the most encouraging of which are (1) to offer co-op housing and (2) provide a greater range of campus housing options with corresponding housing rates.

Beacon: 1/9/2012 (final)

5m Final Report: Affordability Task Force for Instruction

Task Force Members: Greg Bierly, Darlene Hantzis, Christine Knight, Linda Maule, Lezlie Mazlanka, John Murray (Chair), Samantha Penney, Susan Powers, Kelly Wilkinson

I. Executive Summary

We investigated potential strategies or practices that would lower the cost of instruction for undergraduate students, either directly or indirectly. We looked at savings that could be realized at the course/classroom level, the academic programmatic level, and then by the creation of new policies at the university level. At the level of the course, both cost savings and increased student learning (the latter more often than the former) have been demonstrated in some settings when large-enrollment, lecture-based courses have been transformed from a strictly lecture-based format to mixed models (involving lecture, breakout sections (with TAs), blended delivery, and on-line assessment). At the program level, we proposed strategies that would reduce students' total time spent at the university. These included reducing the minimum credit hour requirements for graduation and setting maximum credit hour limits for majors, increasing course flexibility within programs, and allowing 8-week courses to be taken within a semester. We also generated a list of potential university-level policy changes that would expedite student progress, which include improving the ease with which students transfer from Ivy Tech, creating financial incentives for progressing quickly (via reduced tuition, increased scholarships), reducing the number of times students can drop courses mid-semester or re-take courses for a better grade, and via a number of strategies, improving the ways students are placed into courses and, generally, advised. We summarize all strategies in the Appendix, where they are grouped into categories of those that can be implemented relatively quickly, with moderate development, and with long-term planning.

II. Prefatory Comments

The charge to the task force was to investigate practices or strategies that would increase the affordability of instruction for students. Through readings, discussion, and brainstorming, we reasoned that increases in affordability would come through both direct and indirect means. Students can save money directly by spending less time at the university. Therefore, any strategies that would result in reduced time should, in theory, increase affordability. We proposed a number of strategies that will reduce the number of programmatic requirements as well as a number of policies that would result in students spending less time at the university. Indirect savings to students comes through more efficient deployment of faculty and instructional personnel. The two strategies that pertain to classroom practices involve deploying faculty in ways that may save resources.

Within our discussions, three general principles emerged that influenced many of the strategies listed below: 1) It is no longer the case that academic programs carrying high credit hour requirements can go unnoticed. The Commission of Higher Education, as supported by the governor of Indiana, has made clear a strong commitment to eliminate "curriculum creep," and thereby reduce the average credit hour requirements of our academic programs. If we are striving to increase affordability of instruction in higher education, we must look at the credit hour requirements of academic programs with a critical eye; 2) increased affordability must result from true cost reduction rather than transference of costs to some other aspect of the institution. We strove to generate solutions that led to truly reducing costs with the hope that these reductions would lead to greater affordability for students; and 3) more generally, if we are to take seriously the issue of increasing affordability of instruction in higher education, then we must be able to review, rethink,

and refocus our efforts of its delivery. Some of the strategies listed below represent radical departures from the way instruction is currently delivered. True innovation requires risk and out-of-the-box thinking. We have attempted to do this, in the short amount of time devoted to this charge. Accompanying each strategy we have listed what additional data or information would be necessary to gather in order to confidently pursue the strategy.

III. Classroom Practices

The following are proposed practices implementable at the level of the course, which would potentially make course delivery more efficient. The courses targeted for this intervention are generally large-enrollment, lecture-based Foundational Studies courses (e.g., History, Psychology, Economics) “Efficiency” in the case is typically defined by teaching more students with fewer full-time faculty. However, it is important to point out that we gain nothing by merely increasing class sizes with no improvement in pedagogy. The models proposed below represent a shift in mindset, where attention to students typically comes from graduate teaching assistants (who run small, discussion groups) or technology-based paradigms. Consequently, these strategies may not save money per se (i.e., may not increase affordability to students). However, if learning is increased and costs remain the same, then one may argue that we have gained efficiency. One-time money has been made available to pilot test these efforts.

Strategy 1: Alternative classroom structure models.

This strategy proposes utilizing new models of teaching that allow for greater efficiency (e.g., a “Starburst,” “Inversion,” or “hub-and-spoke” model, where centralized lecture has a number of spin-off discussion groups taught by graduate assistants). One weakness with this idea is that it is Graduate Assistant–intensive (we currently do not have the large number of graduate assistants that would be needed to make this work).

Strategy 2: General □ course redesign/transformation.

Transform massively-scheduled basic studies courses for large lecture section+ intensive, high impact, time-on-task sections to reduce the number of sections and paid instructors. These changes should improve student learning through closer mentoring and monitoring, as well as application of basic studies skills to Foundational Studies content. This strategy follows the work of Carol Twigg and her colleagues, where she has demonstrated limited success (lower cost; improved learning) in some high enrollment basic studies courses. To pursue this strategy, we would need to study the success of similarly structured courses at other institutions and obtain faculty buy-in for radical transformation of these courses.

Strategy 3: □ Audit of efficiency of course fees.

A number of courses may have course fees that are unnecessarily high and can be reduced. Furthermore, the current process by which course fees are audited annually could be changed to better calibrate course fee necessity with fee requirement.

III. Programmatic Practices

The following strategies apply to specific academic programs or to the completion of an academic program. The majority pertains to the number of requirements (courses/credits) of academic programs or how/when courses are offered. Thus, these strategies will increase affordability by reducing requirements or by increasing the eases with which the requirements can be met.

Strategy 4: Reduction in the minimum number of credits required to graduate (divisible by 3).

By reducing the minimum number of credits to graduate (from 124 to, say, 120) students would experience direct savings on tuition costs and additional costs for books and room and board (if they spent one less semester or term in session). Disadvantages to this strategy would include students potentially missing some key component of their university education. Also, programs would be forced to down-size to enable students to take advantage this degree size. To pursue this strategy, we would need to examine the prevalence of institutions nationally and among peers that require fewer than 124 credits.

Strategy 5: Reduction in the number of credits of 3/400 level classes in each major from 50 credits to 45.

With this strategy, students wouldn't struggle as much to locate classes satisfying this criterion in FS or in summer session, which would enhance their opportunity to complete their degree early and not defer requirements. Like Strategy 4, a potential disadvantage is that students may fail to experience some key component of university education. We would need to know the prevalence of the upper level class requirement nationally and among peers in order to pursue.

Strategy 6: Establish maximum number of hours per major limit for baccalaureate programs.

Implementing this strategy would be a significant (and potentially controversial) move that would lead to fewer students exceeding the number of total hours required for a degree (currently 124). Currently, we have many programs requiring a large number of credit hours for many reasons (i.e., including accreditation, licensure). To pursue this option, we would need extensive data on average major size for programs nationally (by peer institution). Also, we would need to take a very hard look at the requirements of every academic program and compare these requirements to similar programs. We would also need to take a deep look at the necessity of accreditation for each program, weighing its need for licensure and job placement).

Strategy 7: Increase number of options by which students may satisfy a requirement in each major.

This strategy involves faculty carefully reviewing academic programs to see if the number of electives and required courses are appropriate for today's market and a contemporary education. Also, faculty should look across programs (i.e., outside of departments) to see if courses can be shared, so that enrollments in upper division courses are maximized. This kind of review allows for the emergence of collaborative courses that fit across disciplines (involving possible team teaching, greater interdisciplinarity) and increases the number of potential electives outside of a department.

Strategy 8: Increase number of courses offered in summer.

By increasing the number of courses offered in the summer, especially online courses and Foundational Studies courses, students can potentially accelerate 4 years of a curriculum into 3 calendar years, and thereby save money. Currently, summer course offerings emerge from past schedules and not from potentially better, more efficient scheduling models.

Strategy 9: Develop summer session to the stature of a regular semester.

This strategy involves reconceptualizing the summer session from an extra, “catch-up” term to one of a regular semester. Such a model would involve expanding the diversity and frequency of available classes, adjusting costs to students, and redefining the concept of the 9-month faculty workload. If this strategy were implemented, students could complete their degrees more quickly, reducing costs of room and board, and by retaking courses required for graduation in a more timely fashion. To make this work, departments would need to do a global analysis of course rotations and faculty schedules. Furthermore, the viability of this strategy could only be determined after computing the cost associated with delivering summer courses in their current set up. Also, we would need to determine the feasibility of offering a robust summer term (given faculty availability).

Strategy 10: Treat summer like a third semester in terms of tuition.

If students are taking a number of courses in the summer, then there may be savings for them by charging a similar rate of tuition for summer as they pay for fall and spring semesters. The viability of this strategy would need to be determined by the Budget Office, and the number of affected systems (e.g., financial aid) would have to be examined.

Strategy 11: Create a robust inventory of 3-credit, 8 week courses (in fall and spring).

This strategy would allow students to have the option to take some courses across an intensive 8-week term as opposed to only in a standard, 16-week semester. Such an arrangement would, for example, permit a student to drop a course in which he was doing poorly at the beginning of a semester and then pick it up again at the beginning of the 2nd 8-week point, thus complete the requirement by the end of the semester (and not be behind). Depending upon the number of courses available, there would be less re-work (students dropping re-taking courses for better grades) and a greater probability of students graduating in less than 4 years. A disadvantage of this strategy is that courses would have to be re-designed for the shorter, more intensive term. Before implementing, we would need to: a) explore the financial aid implications to assure all federal compliance is met; b) know the success rate of similar practices at the national level and at peer institutions; and c) investigate other programmatic and system requirements before piloting.

Strategy 12: Intentionally address the problem of the high DWF rates in 100- and 200-level courses.

ISU struggles like many other institutions, with courses where high percentages of students who take those courses drop and withdraw early, and earn grades of D or F. There are a number of ways that colleges and departments can intervene in this issue in addition to putting the best teachers in critical, confidence-building early major courses (those courses allegedly where failing might cause a student to leave the university permanently). These other interventions include: helping faculty by providing infrastructure for informing students about expectations of each course, so they are prepared for the workload when they begin the course; creating a scheduling structure that would open courses on a timed schedule, so that classes would fill evenly creating a pedagogical evaluation instrument designed for all faculty reviews (tenure and non-tenure) that would help point out the extent to which poor instruction is the basis for high DWF percentages and assist in improvement; encouraging departments to discuss reasonable expectations for student grade performance.

IV. **General Policy change proposals: (e.g., Rework/Remediation)**

The following list are proposed strategies that involve the creation of general, university-level policies that would directly or indirectly result in lower costs for students. The policies range from transferring from Ivy Tech to incentivizing students' retention and progression through the university to academic advising practices. If we improve transfer practices, students will need to take fewer courses at ISU. If we create policies that lead students to be motivated to stay enrolled and progress faster through the university, then they will complete their programs more quickly. Similarly, if we create structures (e.g., having to do with advising) that help students make better decisions about their major or coursework, then students will spend their time here more efficiently, thus save money.

Strategy 13: Implement a more aggressive, seamless transfer system between Ivy Tech and ISU.

Because of the large number of students who complete a substantial number of Foundational Studies (General Education) courses at Ivy Tech and then transfer to ISU, we propose a policy that would allow for students completing the Ivy Tech General Education program (i.e., those earning the Ivy Gen Ed Certificate) to satisfy all ISU Foundational Studies requirements, with the exceptions of Junior Composition, courses associated with the Ethics and Social Responsibility requirement and the Upper Division Integrated Electives. This strategy would allow transferring students to do so with greater ease, would eliminate the need for these students to take redundant courses, and would ultimately lead to faster graduation from ISU. It would be important to consult the data contained in Ivy Tech's proposal to the Commission on Higher Education for additional information.

Strategy 14: Better manage remedial courses-a: Establish sub-contract plan with Ivy Tech.

Currently, Indiana State teaches all remedial courses (i.e., those courses that do not "count" towards graduation but some students need to gain admission to 100-level courses). By subcontracting these courses (primarily Mathematics) to Ivy Tech, these courses could be taught on ISU's campus (and thereby be convenient for students taking non-remedial ISU courses) but not be taught by ISU faculty. This would reduce costs for instruction (although, ISU would lose tuition dollars). To further explore this option, a more detailed cost-benefit analysis is necessary.

Strategy 15: Better manage remedial courses-b: Assign remedial courses delivery to a centralized all-university unit.

An alternative to Strategy 14 is to keep all remedial courses in-house but to deliver them outside the context of the relevant academic department. The unit delivering remedial courses would be a large, all-inclusive unit that would be devoted to serving all incoming students and would focus on evaluating and diagnosing incoming students and appropriately placing them in initial course work. Having such a unit on campus has the potential of more efficiently and personally placing students in coursework thus increasing the probability of success, which should result in less rework and faster graduation. This strategy would require the creation of a centralized academic unit, which is a large comprehensive undertaking. Before embarking, we would need to do a thorough analysis of current diagnostic and testing processes used with incoming students to make sure this proposed unit would be viable.

Strategy 16: □ Summer Financial Incentives for students who demonstrate a willingness to stay at ISU:

Related to strategies 8-10, this strategy involves using financial incentives, probably in the form of scholarship dollars, to motivate students to take summer courses. Providing financial assistance to students to complete summer courses will help increase summer enrollment, thus move the university toward the establishment of a more regular semester-style summer semester (see Strategy 9). This strategy will also increase student retention (there is some research to suggest that year-round enrollment positively impacts retention). By funding students in the summers, students will ultimately spend less money on non-tuition costs (residence hall fees, meal plan) associated with additional semester on campus past four years. An increase in summer enrollment will most likely lead to a higher number of on-line courses, where delivery costs may be less than face-to-face courses. A disadvantage of this strategy is the costs of the incentives themselves, although unused academic year scholarship funds could be used. Before implementing the strategy, we would need to be familiar with the relation between summer attendance and fall retention and student success, along with estimates on how many students would be affected by this strategy and how much it would cost. We would also need to investigate an aggressive summer employment program for students.

Strategy 17: Distribute per-year scholarship awards to incentivize progression

This strategy involves the use of four-year scholarship values and redistributing the per-year award to the sophomore year and beyond. This plan would presumably incentivize performance and retention beyond the freshman year. In other words, students will be awarded more scholarship money as they progress towards completion, which would encourage graduation in four years. A disadvantage of this strategy would be that first-year awards could potentially be reduced and thereby affect ISU's ability to compete for students. To investigate the viability of this proposal, it would be important to view the prevalence of comparable scholarships nationally and at peer institutions.

Strategy 18: Financial incentives for student who transition from Freshman to Sophomore by the end of first summer semester.

Essentially, this strategy incentivizes freshmen to return to ISU in the fall, followed by some sort of university recognition of that progress. Savings to students would be in the form of reduced costs of books, meal plan (or whatever the financial incentive may be) as well as in the savings from graduating in a timely manner. This strategy has the added benefit of meeting the 30-hour progression benchmark set by the Indiana Commission for Higher Education. Disadvantages would be the cost to the institution. We would want to see if other institutions nationally or at peers have successfully implemented such a strategy. (A version of this strategy may have been implemented in the past; we would want to review the results of this prior effort before repeating).

Strategy 19: Reduce student tuition nominal for each semester that they complete with a least a 15 hour load in good standing

Incentivizing student progress, through reduced tuition, is one way to help students move through the university. Many students will enroll for fewer than 15 credit hours, often for reasonable reasons (e.g., working to pay tuition). However, progression through the university is difficult and slow when taking less than 15 hours. This strategy would encourage students to complete a semester in good standing with at least a 15 hour load. Ultimately, students will complete their program more quickly. Similar to Strategy 18, this strategy has the added advantage of assisting ISU in meeting the 30 and 60 hour progression benchmarks. Disadvantages of this strategy are the costs associated with the incentive. We would need to see if this model has been tested elsewhere. Also important would be to investigate the impact and personnel demand on administrative offices that might have to implement a fee calculation differential.

Strategy 20: □ Admission policy based changes

Many students enter ISU with strong and specific career expectations. Occasionally, the coursework is too difficult or student's performance is not at a level that will lead to success in that particular profession (e.g., entrance into medical school). When this happens, students will "change majors," often late in the game and may require more than eight semesters to complete a degree. This strategy is to revisit admission practices and advising for specific majors. If incoming students are provided with clear information about academic programs at admission (or administered diagnostic tools that clarify aptitude), then academic advisors can continue to provide this information during the freshman year. This strategy may lead to faster graduation. Potential disadvantages to this strategy is that it will require a strong coordinated effort between the office of admission and academic affairs, leading to a potentially centralized advising model (see Strategy 24).

Strategy 21: Creating policies that reduce rework (withdraws, drops, course repeats, etc.)

This strategy is to create a policy (or policies) that limit the number of times students withdraw* from courses, drop courses, or re-take a course. Reducing the number of repeated attempts to complete the same course would speed up graduation. For this report, we collected self-reported data from 174 undergraduates about their course repeat and drop practices. Twenty-eight percent of the students reported that they repeated at least one course, and 50% of the occurrences were *to improve their former grade*. About 50% of students reported dropping courses after the initial drop/add period, and 34% of those students did so because they were *not earning the grade they had set out to earn*; 47% did so because they simply *did not like the course*. These data suggest that it is appropriate to counsel students that minimal grade improvement, dissatisfaction with a grade in progress, or dislike of a course may not be sufficient as reasons to incur the costs of "rework."

Implementing policies that help discourage routine repeating and dropping of courses could help change the culture. Limiting rework would help students move through their academic programs more quickly, thus eventually spend less time at the university (and thus, spend fewer tuition and living dollars). Disadvantages associated with creating policies like these would be providing the appropriate, clear information to students so they would be able to make solid decisions before enrolling.

***Note:** We recommend removing the grade of WF from the G.P.A. calculation, as the basis for including it is unclear and the repercussions disproportionately severe (i.e., students must not only retake the course but also recover from the failing grade).

Strategy 22: Modifying Reclassification and the Registration Process.

Revise the definition of class standing to match a 120 hour degree and to reflect the fact that a 15 credit hour term is common. Students would be defined as sophomores when they have earned 30 credit hours, juniors at 60, and seniors at 90. This reclassification will allow for more efficient link to registration. Also, by allowing freshmen to register either before or at the same time as seniors, then freshmen will have a greater opportunity to gain admission to the courses they need (and department chairs will have an easier time arranging for the necessary sections). In addition, freshman registration could be facilitated by developing a secondary orientation session (sponsored by the university but run by each college), where students are reminded about connecting with their advisor and the mechanics of the registration process.

Strategy 23: General Changes in Academic Advising, including Centralized Advising

Providing high quality academic advising for all students is a challenge for most institutions. Students, especially new students, are faced with many issues and faculty are often put in a position of having to be familiar with a host of technical and logistical requirements that go beyond their own academic programs. A system which may increase retention would be to have professional advisors reach out to first year students in a centralized setting, and then have faculty engage in departmental advising for more advanced students. The savings associated with this model for students may come in the reduction of rework and delayed decision making. Disadvantages are that first year students do not get exposed to faculty advisors in their first year. This strategy requires the university to invest in professional advisors.

Strategy 24: Increased early feedback to students in Foundational Studies courses

For students to progress, students must successfully navigate through critical Foundational Studies courses. Currently, faculty members have limited tools at their disposal to provide feedback to students about their performance (other than grades). This strategy proposes to help students make better, earlier and more informed decisions about course progress as well as help students own their own performance. To that end, we recommend implementing mechanisms by which students in FS courses will receive course grades earlier in the term. Mechanisms could include FS programming, targeted use of Mapworks, and a quarterly grade report. Disadvantages to this strategy are minimal, but one might include the programming and administrative work to create an official quarterly grading system, if the desire is to have this collected officially through the portal/Banner. Creating a mechanism and timeline for recording and submission of midterm grades would also be necessary. Faculty buy-in would be critical.

Strategy 25: Creation of a University College

A recommendation held by the majority of the task force, but not all members, is to create a “university college,” a large-scale, academic unit that would admit and process all incoming freshmen. The UC would house a centralized advising department and would be an incubator for collaborative interdisciplinary courses as well as activities that would support co-curricular engagement. The savings to students would come from more focused university attention on students’ first year which may lead to better student decision making (thus less rework) as well as potential improvement to retention, progression, and graduation. See final report from the Task Force on the First Year (TAFY), which addresses this strategy in greater detail, <http://irt2.indstate.edu/nca2010/assets/pdf/C3/final-report.pdf>.

Strategy 26: Take advantage of College Challenge

College Challenge and other high school programs identify and direct students to Indiana State. College Challenge saves students money by allowing students to earn credit for college courses for very little cost while they are still in high school. By using students enrolled in our College Challenge courses, we can direct these students to appropriate coursework and potential academic majors and advisors prior to their arrival on campus; the same goes for programs like the International Baccalaureate. By linking students with majors and faculty earlier, progression through the university is likely to be faster. To our knowledge, there are no disadvantages to this strategy.. To implement, we would need to work early with high school counselors to correctly align student College Challenge/AP credit with their target institution, which hopefully would be ISU.

Grouping	Ease of Implementation (*would require faculty governance approval)	Proposed Strategy or Practice
Course /Classroom Practices		
	Easy	Different teaching platforms (1)
	Moderate	Course redesign (2)
	Moderate	Audit course fees (3)
Programmatic Practices		
	Easy	Increase number of courses offered in the summer (8)
	Easy-Moderate	Intentionally address the problem of high DWF rates (to increase student success) (12)
	Moderate	Reduction in number of upper division courses in each major (5)
	*Moderate	Develop summer session to the stature of a regular semester (9)
	Moderate	Treat summer like a third semester in terms of tuition, thus reducing the cost of summer courses (10)
	Moderate-High	Create a library of 3-week 8-credit courses to be offered in fall and spring (11)
	*High	Reduction in the number of credits to graduate (4)
	*High	Establish a maximum number of hours for each baccalaureate major (6)
	*High	Increase number of options by which students can satisfy requirements in each major (7)
General Policy Changes		
	Easy	Subcontract remedial courses to Ivy Tech (14)
	Easy	Create financial incentives for students completing faster (19, 16)
	Easy, Moderate, High	Create a seamless transfer policy with Ivy Tech (ease depends on what state does) (13)
	Easy, Moderate, High	Tie financial incentives to retention,

		progression, and not dropping courses (18)
	Easy (to decide) High (to implement)	Increase scholarship dollars as students progress towards degree completion (17)
	Easy (to decide) High (to implement)	Changes in student performance feedback in FS courses (24)
	Moderate	Policies that reduce rework (i.e., re-taking courses for better grades) (21)
	Moderate	Improve academic advisement, where professional advisors are used (23)
	Moderate	Create a University College (25)
	Moderate	Utilize College Challenge and other high school programs (IB) to identify and direct students to appropriate programs and coursework (26)
	*High	Subcontract remedial courses to a centralized advisement unit (15)
	High	Hone admissions placements, so that students get placed into programs where success is most likely (20)
	*High	Change nomenclature of freshmen, sophomore, junior, senior to first-year, second-year, third-year, fourth-year (22)

6 Old Business

7 Adjournment