

**Minutes**  
**Senate Meeting**  
**October 15, 2004 NS 158**

**Present:** Aghimien, Peter; Barrau, Oscar; Blodgett, James; Blodgett, Linda; Bushnell, Peter; Bushong, John; Chaney, Joseph; Chase, Aurora; Clark, Karen, Colborn, J. Randall; Collins, Louise; Cook, Richard; Cordell, Rosanne; Davis, John; DeGuzman, Melchor; Dobrzykowski, Teresa; Egerton, Katherine; Elliott, Julie; Fassett, David; Fenner, E.J.; Fisher, Linda; Fleming, Diana; Fong-Morgan, Bridget; Fritschner, Linda; Fujita, Frank; Gottwald, Judith; Grens, Ann; Guillaume, Jr., Alfred; Hadley, Gail; Hakimzadeh, Hossein; Hall, Janet; Hall, Leda McIntyre; Herr, John; Huitink, Geraldine; Karakatsanis, Neovi; Klein, Jennifer; Levine, Ilan; Lewis, John; Lidinsky, April; Lynker, Monika; McIntosh, John; McLister, James; McMillen, Douglas; Meyer, Suzanne; Mishler, Paul; Naffziger, Frederick; Norton, Steve; Opasik, Scott; O'Connor, Isabel; Reck, Una Mae; Regan-Kubinski, Mary Jo; Roth, Elaine; Russo, Michele; Schwartz, Ruth; Scott, Henry; Shafii-Mousavi, Morteza; Shlapentokh, Dmitry; Shrader, Warren; Shrofel, Salina; Smart, Kevin; Smith, Kenneth; Sofhauser, Cynthia; Song, Yu; Sovereign, Nancy Rae; Sylvester, Rachel; Tetzlaff, Monica; Thomas, Susan; Vernon, Desrene; Vollrath, David; Walker, Lesley; Walters, Isaac; White, Christine; Williams, Lynn; Yokom, Nanci; Zechowski, Sharon

I. The meeting was called to order by President David Vollrath at 10:00 am.

II. David Vollrath presented a motion to suspend the rules.

David Vollrath: Entertain a motion to suspend the rules so we can have the Chancellor report as the first item on the agenda so that she can leave to meet with the legislators down state. Is there a second? (Second was made) Thank you. This is not a debatable motion. It does need a two-thirds majority so we'll do that by a show of hands. Would all those in favor of suspending the rules as stated please raise your hand? (Majority raised their hands) And those opposed? (No hands). Thank you.

Chancellor Reck: Good Morning and thank you for accommodating me. I will be meeting with Senator Luke Henley who is the chair of the education committee and he is a contender for the chair of the finance committee after the election. And if that name sounds familiar to you, Luke Henley is the person who did try to introduce a bill with regard to capping tuition for higher education, 4%. And I also will be meeting with -- Simpson. She's a member of the senate budget committee and if you recall she was on our campus my first year here when she announced her candidacy for Governorship but then withdrew that. I have three topics that I want to address today, briefly. The first one is mission differentiation. You know that we have been going through a process this semester and that I mentioned at the last meeting that we were going to be conducting a forum on October the 6<sup>th</sup>. And we did do that. And it was very successful. We had over 80 people attend, which was great comprised of faculty, staff, administrators, students and advisory board members. Six questions guided the discussion on that day. Basically they were - one was on admission policies and practices. A second was on the mix of degrees on our campus--remedial course offerings. Fourth, relationship between research and scholarship. Fifth, what are the factors that tie all IU campuses together? And last, should IU campuses have different missions? For instance, should campuses other than IUB and IUPUI have statewide missions? We got great input for over four hours and the

results will be a written response to the six questions submitted by our campus. Once the written response is developed and completed it will be posted on the web-site for our campus for everyone to review. The next step in this process is that we are now looking at additionally beyond the narrative for the six questions, we are looking at our mission statement and that will be revised and we'll be coming before the academic senate next month, November. And I think I mentioned that last month to prepare you for that. I am very pleased with the leadership that has been participating and I thank again David and Eileen Bender in the cabinet for taking this very important task on. Just so you know my general feelings about the process on October the 6<sup>th</sup> was very, very positive. And very competent responses from faculty and all participants with regard to our campus. And the IU personnel received it very positively also. So we're hopeful in the look for the future for this campus. We have to remember also to try and remind people that we are looking more beyond five or ten years. This is really a defining moment for our campus. I don't know how frequently IU reviews missions for campuses but typically systems don't review them very frequently. So we have to think beyond our tenure, my tenure, the cabinet's tenure-beyond that. We are setting the future for this campus.

The second topic I want to mention is with regard to the summer school task force. It has been completed. I have received it. I have reviewed it and it has been distributed to the Dean's. The five main areas in the report are: enhance recruitment and retention of students, implement structural changes in summer school, revise budget allocations, enhancement, recruitment, retention of quality faculty for the summer school, and expansion of the summer session. I feel very favorable and positive about the report. I will be discussing it in more detail with the Vice Chancellor of Academic Affairs on Monday. And I certainly want to thank his leadership for taking this on and for the task force help. And especially I understand Leda Hall was a great wordsmith that got everything pulled together in the narrative. So I am positive that we will make efforts and progress toward our summer school. As you know that is one of the areas that was down in credit hours and numbers this past summer. So it looks like we are on a positive road and we have great hope that we will increase our summer school offerings and meet the needs of our community. The third topic is parking. As you know we did grow and we are very pleased we did grow. We grow the most of any of the IU campuses. And we have continually grown over the past five years. But this year it seems to be even more of a crunch because I think we're beginning, and we might have all ready have, reached a certain threshold. And so parking in my opinion will not go away. It's sort of gone up and down even though you notice at the end of the semester we can feel a little better, looser, in the terms of parking. Spring semester is little bit lighter. I don't think we can now think of it that way at all. We're really experiencing more of a consistent crunch in parking. It caught us a little bit off guard to be honest because we were watching the numbers so closely it looked like we were going to have stable enrollment and not this big surge of over 200 new students. But that's how it ended up, and the cabinet since that has happened since the first week of classes we've been working on different ideas with regard to satellite parking for short term solutions. Next week I will be issuing a formal statement about how we will be addressing this. It looks like right now that the Landing Restaurant, we're going to work out a deal with them. We also have over 30 parking spaces on the 26 acres across the river. So how do we get the people across though,

without the bridge?? So maybe this topic and concern will urge with regard to the pedestrian bridge and we need it now even though we don't have the student housing yet. So, maybe it's a blessing in disguise type of thing. We will then be investing money in a couple of vans and running a shuttle is what we will be doing. And this is our short-term solution. I will be meeting with the South Bend Tribune editorial board a week from today and one of the topics will be parking because a lot of good suggestions have come through the newspaper and also I have received e-mails from students and faculty. And we've looked at all of your suggestions. And if you're wondering about the current garage whether we can go higher, we can't. It never was constructed that way. So that is not available. Long-term we will be looking at other satellite parking availability and I guess the possibility. I guess, of another garage if this continues. The other thing is, I did mention I'm pretty sure last month here that we will be looking at the schedule of classes, if we can spread the schedules more evenly across the work week there. But that's again long-term. So with the Landing and with the current spaces we have we would gain, I think, 150 spaces. But that's again short term. I mentioned I was going to be talking with Simpson and Luke Henley and the reason I am meeting with them, and I'm sure you understand, is with regard to the Associates Building that is on capital projects list for IU. I have been getting fairly positive responses. We are having our legislative luncheon on November the 9<sup>th</sup>. And we're inviting everybody I am meeting with and who are on these key committees so we're hoping to have a good turnout so that they can actually see the project if they are not familiar with the Associates Building. Are there any questions or comments? O.K. Well, thank you very much.

## II. Grade Replacement Policy

Dave Vollrath: The next item on the agenda is an item of old business from last April. The Academic Affairs Committee has been working on a grade replacement policy and I would like to call on Isaac Walter to introduce the topic.

Isaac Walter: Good Morning. The group was developed in conjunction with the academic renewal policy that was developed and approved by the Senate last spring. And I just want to basically take you through the history a little bit and some of the thoughts behind it and then we'll turn it over to Dave for a point by point discussion of the actual policy. Basically what we are trying to do is we're trying to expand the current FX policy which allows students to replace grades where they received an F by retaking the course and then the former F no longer counts in the calculation of the GPA. In our view the current FX policy is a bit restrictive and arbitrary and in some cases the grade of a D- or even a C can effect students possibilities of academic advancement even as much as an F would. So we would like to expand the current FX policy to include some of those grades as well. And we also believe that other grades than an F may actually reflect that they haven't learned the material and they don't have the technical expertise that a higher grade might. So than by giving them the opportunity to actually replace those grades with a higher grade they might actually learn the material and actually gain more from their education as part of the process. Some of the members of the committee who worked on this last year – Terry D. from Nursing, N from Political Science, Michael A from the School of the Arts, yes, I am not going to try her last name, Mary from Biology,

myself from the school of the Arts, Mike Washburn from Philosophy and Brenda Knowles who is our chair. We also want to thank Mike Carroll from the registrars' office who helped us with that and you are welcome to direct any questions to any member of the committee. Some of the general considerations that you have begin on that yellow sheet that you have will be broadening the replacement option to include any grade rather than only the grade of F. And the purpose of this is to expand to allow any IUSB student who has done poorly in a course, excuse me, not any IUSB student, any undergraduate IUSB student, even if he or she has not failed the course, to repeat the course and remove the weight of the earlier grade from students cum GPA. This grade replacement policy only applies to courses taken on the IUSB campus. Courses taken on other IU campuses can still be replaced but only under the old system. That is if the original grades in those courses were F's. This grade replacement policy follows the IU system's general rule that a student can replace, i.e. the FX, a maximum of three courses or a maximum of 10 credit hours whichever comes first. Any course FX'ed prior to the fall of 2004 are included in the 10 credit maximum. A student can repeat a course for which grade replacement is sought only once.

Question from audience.

Answer: If the course was taken from another campus the system-wide policy would come into effect because we have no authority in determining a system-wide policy.

Question from audience.

Answer: Well, I think if the grade was issued by our campus, then our campus policy would come into affect. We would only be able to apply the policy if the grade was issued by a different campus.

A student can repeat a course for which a grade replacement is sought only once. Any student who wishes to apply the policy needs to obtain the approval of their unit. Some IUSB academic units may not honor the GRP when they consider, for example, admission to the academic unit, the granting of honors and academic distinction and other matters. Therefore, they need to be checking with their unit to make sure that it applies to them. They also need to recognize that some institutions of higher education may not honor the grade replacement policy either. Some particularly competitive undergraduate programs and most graduate level programs in medicine, law, and other fields may use the original grades for the purpose of determining the GPA required foe admission. So those are the general considerations. Are there any other questions that I can answer before I turn you over??

Question from audience.

Answer: I think it would be determined by the department, because I know for us in the School of the Arts, those things are dealt with on a school level. But in LAS, it may be that it's done on a department by department basis. But it would be up to whoever is in charge of determining the grades on that level.

Question from audience.

Answer: Yes. They would show up. They would still show up on the original transcript with a notation saying that they are not being considered for the calculation of the GPA. But they are still there, just as the FX was.

Question from audience.

Answer: It is limited to 3 courses or 10 credit hours, whichever comes first. A lot of the rationale is similar to what is happening with the Academic Renewal Policy where we are trying to provide students who have had a difficult time in the past, who are trying to rehabilitate themselves, that they may not necessarily be penalized by past bad behavior but as they show a continued state of improvement, they can actually rehabilitate not only their behavior but their grades themselves.

I will turn the time over now to David.

David Vollrath: Based on our experience at the April meeting I would like to entertain a motion to limit debate to thirty minutes. Is there a second? Again, we'll need two-thirds on this. So please, by a show of hands if you agree with the motion to limit the debate to thirty minutes please raise your hand. If you disagree please raise your hand. (motion was approved) O.K. We'll proceed then, item by item.

So, let's take a look at number one. Is there any discussion on item number one under the specifics of the policy? It reads, "The IUSB GRP applies to undergraduate courses taken by a student who has not yet completed a Bachelor's degree. If a Bachelor's degree has been awarded, in no case may a grade be replaced for a class taken prior the awarding of that degree". Seeing no comment, let's go to number two.

Under this a policy, a student can replace a grade for any courses taken at IUSB except courses for which the student received the grades of W, I, or NC. However, courses taken at any other IU campuses can be replaced only if a student received a grade of F. Is there any discussion of that question?

Question from audience.

Discussion.

Is there another question or comment on this point?? Let's go to number three.

A student may exercise the grade replacement policy for a maximum of three courses or a maximum of ten credit hours, whichever comes first. The ten credit hour limit includes any courses previously replaced under the FX policy prior to 2004 and any previously FX'ed that have been approved for academic renewal. A student may exercise the grade

replacement policy only once for a single course. Is there any discussion of this item?  
(No one responded)

Number four. Grade replacement under this policy is ordinarily available for undergraduate courses with fixed credits and fixed topics. The course in which the student re-enrolls should be the same course for which the grade replacement is being sought. Grades in courses that have different titles or variable topics may be replaced only if the content in both courses is the same. In such cases a student may petition to replace the grade in a course with a grade earned in another course provided the two courses are equivalent. To determine equivalence, a comparison of course descriptions alone is not adequate in making this determination. The faculty shall apply the same criteria as used when evaluating courses for transfer purposes. Is there any discussion of this point??

Question from audience.

Discussion.

Is there any other discussion on point four?? Let's go to point five.

Once invoked a student may not subsequently request reversal of the grade replacement granted to a particular course. Any discussion of this item??

Discussion.

Yes, it was my error. It is on the hard copy here. So, once invoked a student may not subsequently request reversal of the grade replacement granted as to a particular course.

Discussion.

O.K. So the suggestion is we strike both the first two words and the comma and just begin with "A". Is that a friendly amendment?? Does the committee consider it friendly?  
O.K. Other comments on point five??

Point six. Subject to the restrictions set out in earlier paragraphs, a student's receipt of academic renewal does not preclude the use of grade replacement for work taken subsequent to the granting of academic renewal. Comments?

Discussion.

I think that the discussion is moving toward the general policy. I'd like us to focus on this point which is about the articulation of the renewal policy and the replacement policies and if you have a concern that rises to the level of making a motion that would help us proceed.

Discussion.

We need to, first of all agree on what the wording is and see if the committee considers it a friendly amendment. A student who has received academic renewal remains eligible for the use of grade replacement. Is that the gist of it?

Discussion.

Does the committee consider that a friendly amendment? O.K. Are there any other questions or comments in respect to point six?

O.K. Number seven. Grade replacement does not happen automatically. A student who wishes to repeat a course in order to replace the grade must obtain the approval of his or her academic unit prior to repeating the course. This is the student's responsibility to notify the academic, it is the students responsibility to notify the academic unit if the course has been taken a second time and that the student wishes to exercise the grade replacement option. After the final grades for the semester have been processed, the student must request that the academic unit submit the appropriate paperwork to the IUSB registrar for processing.

Discussion.

O.K we are now discussing an amendment. Well, is that considered friendly by the committee?? We would be deleting the second sentence that reads," A student who wishes prior to repeating a course.....

Discussion.

So, it seems that we should consider this an amendment made in second and now we'll discuss the amendment to strike the second sentence.

Discussion.

O.K. So we have modified the amendment to replace wording in the second sentence that now reads, "must obtain approval of" replaced with the words "should consult with". So, it would read, "A student who wishes to repeat a course in order to replace a grade should consult with his or her academic unit prior to repeating of the course". Does that work OK.? So that seems to be the existing state of the amendment. Further comments??

Discussion.

O.K. we are at the end of our time so I will entertain a motion to limit debate for an additional fifteen minutes. Is there a second? O.K. Again, please by a show of hands if you want to extend the debate for fifteen minutes raise your hand. Those opposed to extending debate raise your hand. (Motion was carried) All right. We will proceed for another fifteen minutes.

We have this amendment to point seven. . A student who wishes to repeat a course in order to replace a grade should consult with his or her academic unit prior to repeating the course. Discussion on this amendment?

Discussion.

So say you all??

Then, other comments on the amended point seven??

Discussion.

So is that in a form of a motion??

I think we better treat it as an amendment. Grade replacement does not happen automatically. A student who wishes to repeat a course in order to replace a grade should consult their academic unit for its policies. Is there a second to that motion? Discussion on this amendment would then change point seven to read “grade replacement does not happen automatically. It is the responsibility of a student who wishes to repeat a course in order to replace a grade to consult their academic unit regarding its policies”. Other discussion on this amendment? So it would delete “prior to completing the course”. So we voting on changing point seven. The first sentence remains the same. The second sentence is, “it is the responsibility of a student who wishes to repeat a course in order to replace a grade to consult with his or her academic unit regarding its policies”. And the rest is deleted? O.K. All those in favor of this amendment signify by saying “aye”. “Aye”. All those opposed “nay”. The amendment passes. Is there further discussion on point seven as amended? I think everything is gone but the first two sentences. Other discussion of point seven? Let’s proceed. Point eight. This policy merely excludes certain grades from the calculation of the cumulative grade point average, GPA. All grades will remain a part of the students’ academic record. A notation on the transcript will indicate if a grade is not included in the GPA calculation. In determining admission, the granting of honors, and academic distinction and other matters, each academic unit may use a GPA calculation that does not honor grade replacement as spelled out in this policy. The GPA earned after grade replacement has occurred will be subject to each academic units rules regarding academic probation and dismissal. In short, each academic unit retains the right to consider for internal purposes a students’ complete academic record. Discussion?

We’re out of time. So, lets try ten minutes. I am willing to entertain a motion to limit debate for an additional ten. Second? By show of hands. All those in favor of another ten minutes? Any opposed? (*Motion carried*)Go. Comments??

So if we inserted the words “receipt of degree” before the word “and” and other matters would that meet what you are saying? So we’ll insert the words “meeting degree requirements” before the “and other matters”. Does the committee concur? Yes. Other comments on this as amended??



O.K. I hear a proposal, a suggestion to add this to the end of number one. Is that considered friendly by the committee?

I don't think so because for us I think it was two separate issues.

O.K. Would the earlier suggestion to make it number two be friendly?

O.K. So the committee would allow us to insert the present eight as the new two? Is there any further discussion of the new two, or the old eight? Seeing none let's proceed to number nine, the old number nine. Enforcement of the grade replacement policy shall be the responsibility of the academic unit that certifies the student's fulfillment of degree requirements. Problems related to the policy shall be referred to the academic units dean or the administrator fulfilling the equivalent responsibility on campus. Is there any discussion of this item? Seeing none.

Number ten. IUSB joins all other campuses in honoring the principle that the grade policy on the degree granting campus is applicable to each student. Hence, if an IUSB student transfers to another campus with a different grade replacement policy, IUSB will honor requests from that campus on behalf of the student to replace a grade earned at IUSB. Were the student to return to IUSB for graduation, however, such a course exclusion may not apply.

Discussion.

All in favor of ending debate? Raise your hand. O.K. We have then the policy as we have changed it before you. All those in favor of adopting this policy as changed and amended here please signify by saying, "aye". "Aye". All those opposed, "nay". "Nay". All right. It is adopted.

The next item on our agenda is a report from the budget committee. Paul Herr.

Paul Herr: I'll stand down here since I want to use the overhead. There's also a handout in the back that has all of the things on it that I will be putting up here on the overhead. Let me start by thanking Vice Chancellor O'Donnell for his help in putting a lot of the information together. At our committee meeting on Friday Bill brought us up to date on where the campus stands and I think I can speak for the committee in saying we have probably a clearer understanding of our financial position than we've had in quite a while. So we appreciate his clarity in explaining the budget situation. The purpose of this is to sort of update you on what happened, particularly with the budget process in the spring. What we do is meet in the middle of the year starting maybe in December and continuing until February or something like that. We participate in budget hearings and make recommendations to the Vice Chancellor for academic affairs and sometimes to the Chancellor regarding priorities of the budget committee and it's the intention of the budget committee in the fall to inform you what happened in that particular process. In the spring when the budget was finally approved that ends up happening sometime in June after we have all left campus. So we want to sort of highlight what has happened in

the succeeding, since we've met in the spring. In addition to that we want to take the opportunity to highlight a couple budget issues and just do a little bit of education on the budget process. Let me put some things up here that will help to show you where the money came from. And here again let me refer you to the handout that is at the back of the room. I hope you can see this. For those of you that can't you might refer to your handouts. What we have been trying to do over the last couple of years is develop a five-year running summary of where the money in this case comes from and also where it goes to. And you'll see over here on the right hand side we'll start with the year 2000-2001 and we're up through 2004-2005. We show the amount of money in this case that was received from state appropriations, student fees, other income and then there is a percentage-change figure in there. In the handouts it's highlighted in bold. So you can see here that we have been getting relatively small increments from the state over the years. There was one back there between 2001 and 2002 where there was a somewhat larger increase. But for the most part we haven't been getting a lot of additional money from the state and even some of the money which has been coming has been designated for specific programs so it's not all money that is free to be used for general budgetary purposes. The student fee income you can see here has been probably increasing as a percentage of all of the revenue that we get. We're getting somewhere, not quite up to 50% yet, but we're getting up I think well over 40% in terms of the amount of money that comes from student fees. The amount that comes from the state as a percentage has been going down. Let me put up here some general, uh, this is the expenditure budget -- in other words, where the money goes. And again what we have is a five-year running summary of that and highlighted in bold again are the percentage changes. This one is the RC, the responsibility center. In other words this one is by academic unit where other responsibilities center on campus. There is another way of looking at it that we will look at in a moment. So you can see that LAS, Nursing, Business, Education, SPEA, Social Work, Arts, other academics, Academic Support, Computer Services etc... are all listed down the left hand side. I would urge you not to put too much in the percentage changes in any one year because those changes may reflect the retirement of faculty and replacement with faculty members who earn a lower salary, etc.... One of the reasons we are putting together the five-year total is to sort of give you a long-term picture of what has been happening with the campus allocation of funds. So again, don't make too much of what you see for any one year because it could be a bit misleading. Any questions? This down here under library is not stud services, that's meant to be student services. Any questions?

Question from the audience:

Answer: Interest income. I think that would be the largest portion of it at this point.

O.K. Any other questions?

O.K. Here is another look at the same thing. It is the same money but a different kind of portrait of where the money is going and this one is breaking it down by category. For example we see salaries, total compensation, etc... Again, don't make too much of the percentages there because for example if you didn't get a 4.5% increase in your wages or

salary it's not because everybody else was. There were also additional faculty positions, etc... that are reflected that caused that increase to be what it is. So again, what we want you to be able to look at is what has been happening over some period of time, in this case about five years, to get some idea of where the campuses money is actually being spent. You can go down here, for example, one of the things I might point out, correct me if I am wrong about this Bill. Under energy and utilities, there is a slight decrease showing there. One of the things is that we're tied into a long-term contract in terms of our energy. Am I right on that, Bill?? I think I said that last year and I am not sure what the duration of that contract is. But, at some point, we might expect to see a substantial jump in that given what's happened with energy prices, so we need to be aware of things like that.

This is just a continuation of the same thing. Where it says 'Debt Service', that's money that basically just passes through. We get given each year from the state legislature fee replacement money. That goes to that debt retirement. They allocate that much to us and it goes directly to debt replacement. We have no say in that. That's not at our discretion. How we use that is not at our discretion. Note our total budget is 53 million dollars. Any questions about any of that??

Bill, do you know where the library material would fall. In the other budget you could see where library falls.

Discussion.

One of the things that I want to re-emphasize is that the budget committee does not get involved in specific approving or giving recommendations on specific positions or very specific items. We try to establish some broad priorities. For example, over the last number of years, one of the things we've been saying in a variety of ways is that rather than give our approval to a lot of expanded programs, we have been urging the more complete support for existing programs. We have been saying more money needs to go into travel, S and E, and some in cases to particular program areas. For example, last year when we looked at the various requests that came, the School of Education had asked for some faculty positions. We did indeed suggest that those be funded because they have some critical needs that are coming up on their reaccreditation. It's absolutely critical that they get some additional support and so our role is to sort of establish those broad priorities. Now we may endorse specific things but they fit within those broad priorities so we may support positions, for example, because we thought support has not been sufficient in a number of areas or whatever. But we don't typically get into deciding that this position should be funded and not this one, etc..... That's not the primary focus. And I might say, occasionally people ask me did you approve this or that, again, we're establishing broad priorities. Neither do we disburse any money. I had a request this week from somebody who said, "There's money in the budget in a budgetary category down state. Can we get some of it??" And I sent back, "You need to talk to Alfred about what the criteria are for that and it is indeed approved down state. We have nothing to do about that. We can tell you it's there but we have no ability to disburse money from any account. So, keep that in mind. We made recommendations in the

Spring. We recognized that there was not much money to go around so there was not a lot that could be funded in the Spring. The other thing that I might point out if we can refer back to the increase in student fee income. There are two components to that if you will. One is a broad percentage increase in all student fees which we can then use for general budgetary purposes or general revenue purposes. Then there is also what is called the commitment to excellence money which is the increase added on last year and again this year to new students and follows them as they go through their career. That money we need to put in proposals for how we are going to use that. That can't be used for just general budgetary purposes. Sometimes there's some substitutability there but that money is generally not available and that limits even further where we stand in terms of spending money. This year you may have heard on a number of occasions that there was an enrollment increase of approximately 4%. There is about a \$200,000 bonus each time our enrollment goes up for each percentage point increase in student credit hours, essentially. So since we were up by about 4%, this year we will have this year we will have an additional \$800,000, approximately, to spend. I would urge you not to go into a feeding frenzy over this. There a number of things that I want to mention that will probably have to happen before new programs and new positions can be funded. One of those is that we have a lot of commitments that are not currently covered by our budget. We have a lot of positions, and you may recall over the last several years there were a lot of positions listed that weren't on budget line. Those have now been built into the budget. That doesn't necessarily mean they're all funded. We don't have the money for them and so, without going into details of this, what we are doing is using what's called salary savings, unfilled faculty lines, to fund a whole lot of things that are currently in the budget. And we used to take that money and use it for equipment, library, books things like that. At the present time, we're using a great deal of that to cover these unfunded lines that over the years have been built in or have been added to our obligations if you will. So one of the things we have to do is put the money into the budget to actually fund a lot of those positions and so that will take up a good part of that \$800,000. The other is the things that we probably need to be back filling. There's still a lot of support positions out there. The Arts have been asking for some support for a long time. Our new Associate Vice Chancellor for Research and the Graduate Programs needs a support person, etc... so there are a lot of things like that that probably need to be funded before we go and expand a lot of programs and new faculty positions. So, just be aware that when we get new money there's a lot of things we need to do with some of that.

Another item I want to talk about, and this is where Bill was really helpful at our meeting on Friday, is just to give a picture of where the campus stands. Over the last five years or more we've had constant reminders that we are in a budget crisis. Sometimes it wasn't always clear exactly how serious that was or whatever and Bill probably gave us a better picture of that on Friday than I have seen in quite a while. We ended up the year with a nice fund balance and somebody might look at that and say, "Hey, we're in great financial shape. There's about 5 million dollars in that account". We would all like to finish up with the balance at the end of the year but there are a number of things that come out of that. For one we have to keep in reserve. At this point it's something a little in excess of 1.6 million dollars that we are obligated to keep in reserve. I think it's by the trustees. That goes up as our budget goes up so there's 1.6 million that has to ? that right

off the top. We can only spend that in an extreme emergency. There's another about 1.9 million that I think I mentioned a year or so ago, when the state got into some financial difficulty, one of the ways they tries to balance the state budget was to defer paying us for one month. In other words, we were given eleven months operating money in a particular fiscal year rather than twelve. The promise that we were gonna get that back sometime down the road and I think that when that happened we said we have to be careful about counting on that. Well, the University, I think, wisely has said we need to set aside one months state appropriation for the possibility that that won't be forth coming and it doesn't appear like its going to be forth coming so there is 1.9 million dollars in that reserve for that. Then there are a whole series of other things. There are some old strategic initiative money in there that a couple of you have asked me about or I have heard reference to recently. There is some CTE money in there, Commitment to Excellence money, that's being held in reserve. The other thing that happens is that there is money in everyone's budget and you have the authority to spend that perhaps beyond your budget year and so there are commitments that allow you to spend that money sometime into the future. Sometimes that money is encumbered. Some of it is. Some of it's not encumbered but nevertheless it might be like equipment money that you don't spend all this year but you have the ability to spend when you need a large piece of equipment, let's say. If all of those commitments were made we would actually end up about \$800,000 short for last year. Now, no one expects that all of that is going to be spent so we ended up the year with money in the bank, so to speak, but there are obligations out there that take up all of that money and a little bit more. So, we're not in great financial health as you might suspect because we haven't got much from the state. We've been limited in fee income increases, etc..... so just be aware of all of that. The other thing which ought to give us a bit of a pause is that the University has been approving some R and R projects , meaning rehab and whatever. And we've incurred, I think, a couple hundred thousand dollars in costs and there's been an expectation that the state would also give us money for that. That isn't clear either. So there's some obligations out there. I guess we've been borrowing money from the University's kitty and that may not be forthcoming from the state either, given that the state's financial position is still not great. So we have a number of concerns out there. I think we're solvent. We're in reasonably good health but there are some things we need to be aware of that will require some money.

And then lastly, I might mention that was it two years ago, I believe it was, in the report in the spring that the budget committee made to this group, we highlighted all of the auxiliary budgets and what they were either contributing to the general fund budget or to the degree that they were being subsidized. Some of those things are being addressed. A couple of those budgets account managers have been told that they have to balance their budget so there are some steps being taken on some of those. I guess the two areas where there some moves in that direction is in Food Service and in the Continuing Education budget. Any questions on any of that?

David Vollrath: In view of the other things we have and the time we have left I think I'll just ask any of you who have questions to contact Paul or members of the budget committee. Thank you for that information which many of us are very interested in.

#### IV. Report of the Associate Vice Chancellor for Research

These are not all notes for what I going to say. I brought my whole packet up. Can you all hear me?? First, I'd just like to begin by saying how nice it is to be here. And even here at the end of a very long senate meeting. I want all of you to know that I am becoming acclimated to IUSB. I am meeting people and I am beginning to feel very comfortable and at home and I thank all of you for that. And I am quite pleased to be here on this campus doing this work with you. And now I am sure you all wondering - what's my work? Who is this person? Why is she here? I have been trying to work on those particular questions myself. My charge is this – working with the graduate counsel and the University community, which is you. My job is four-fold I think. It will probably become six-fold but at the moment four-fold. And here they are.

The first – I'm expected to work with graduate counsel and the University community to expand and enhance the graduate program offerings within the mission of the University – whatever that will turn out to be – and to meet the needs of the Northern Indiana area. Also, to expand and enhance research and sponsored research and sponsored programs within the vision and mission within a comprehensive University. Third, to ensure quality and effectiveness in productivity of graduate offerings and of the graduate efforts on campus. And then fourth, to raise the profile of graduate programs and faculty/student research. That's a big task made manageable by the existence of a graduate counsel which at the moment is most unofficial and almost invisible because it has yet to come before senate to be created as part as the University governance. Had there been time at this meeting I think it would have been on the agenda. I am counting on it being on the next agenda. I feel elicit every time we hold a meeting because we're not really a part of the government system and yet we're making decisions. It's a very funny position to be in. However, I don't want to hold up the work while we wait for that to happen and if we have to go back and undo things well so be it. I've spent the last six weeks or so becoming acquainted with this campus, trying to determine, and I think managing to determine the scope and depth of faculty research and graduate programming and working with the elicit graduate counsel to create an agenda for our work for this year and I'm quite pleased at the agenda we've determined. Early in the new year I will complete a three year plan for research and Graduate students at IUSB, which will become a discussion document, first for the graduate counsel, if it's legal by then, and then for the administration and faculty. At the same time as I'm doing that and getting started, I am beginning to work with individual faculty members as they pursue their research interests. I have determined where some of those interests are. Some people have come to me. I very much see my role as working with individuals as well as in a whole campus environment. I have begun with those faculty who in the past three years have applied for external funding and I made a point of getting out and about to meet those people. I've certainly phoned every one of them and made appointments to see about 95%. 5% of the people, even after numerous phone calls we just couldn't seem to arrange a time and I gave up. However, I will very soon be branching out to all those others who, for whatever reason, have not applied for external funding and try to find ways the office of research can work with them. I am not sure what that will be. Not

everyone needs external funding for their research but there may be other support they need here on campus and I need to learn about that. You will be pleased to know that I am delighted with what I found as I went around campus. I found many pockets of research excellence. I found hidden research going on everywhere on campus. This is a very, very productive and competent faculty in the area of research. With the graduate programs I find a great deal of energy. People willing to add graduate studies to an already very, very heavy load. And you're all to be congratulated for that. My job will be to figure out ways that we can support you better. So that's who I am. That's what I think I'm doing. And I look forward to your support and I look forward to meeting all of you individually. Thank you.

David Vollrath: I think I will dispense with the President and UFC report, we are doing things trust me, but nothing is at a crisis stage. Nancy wanted to make an announcement then we will have any other announcements before we adjourn.

Is there a motion to adjourn?? Second?? All in favor... Thank you.

V. Adjournment: Meeting adjourned at 12:05 pm.