

- **[Slide 1] Thanks for scheduling consideration. Introduce Board members.**
  
- **[Slide 2] USI is the youngest institution among the public residential universities, founded in 1965 as a branch campus of Indiana State. Gained recognition as an independent public university in 1985.**
  - **Wisdom of this move evident in the rapid enrollment growth for the young university.**
  
  - **Strong support in region for USI because of our commitments:**
    - **To make college education accessible and affordable;**
    - **While providing a high quality academic experience**
    - **Our focus is on teaching and service, including applied research, in the region and state.**
    - **We are unique in our external focus which guides our engagement with the region, and the creation of new academic programs to serve the region and state.**
  
- **[Slide 3] When I emphasize our focus on teaching, I believe this is a defining characteristic of USI in the Indiana network of public higher education. Our faculty have a teaching load of 12 semester hours each semester – which translates roughly into four 3 semester hour courses each semester. Never mind lab hours and clinical hours, which add to the load. This is a unique and challenging feature for USI: our faculty have the heaviest teaching load among public residential universities.**
  - **Scholarship is supported and encouraged, with strong encouragement for scholarship related to our**

**engagement mission. It allows faculty and students to work closely together in applying knowledge to problems, issues in our region.**

- **Class of 2011 – Almost 70% of our graduates had some kind of experiential learning (service learning, study abroad, internship, co-op).**
- **One quarter of our students are what is called non-traditional, 25 years old or older. These students come to us with great experiences, some from being a full time mother, others from serving our country in the military, still others reconnecting with college after having dropped out years earlier or having lost a job.**
- **Most of our students are Hoosiers, 85%.**
- **With enrollment increases that accelerated quickly after our independence in 1985, we now have more than 32,000 alumni, 74% of whom stay in Indiana (with many - 80% - staying in southern Indiana).**
- **Out-of-state students?**

● **[Slide 4] Our strategic plan and our focused efforts arising from that plan are well aligned with the CHE's Reaching Higher, Achieving More plan.**

- **Productivity – We like to say we are lean and it shows in analyses of our campus population.**
  - **In 2010, the Commission contracted with NCHEMS (National Center for Higher Education Management Systems) for a study of Indiana's public colleges and universities.**
  - **Peer institutions were selected for the institutions.**

- **When compared to its peers, USI had the highest student/faculty ratio (28:1) compared to the average of 22:1**
  - **Our faculty spend many hours outside of classroom time with their students.**
- **Last year, 36% of faculty in SE&E were teaching more than the standard load. 28% of Nursing and Health Professions faculty were in overload. 11% of Liberal Arts faculty were teaching more than the standard load.**
- **[Slide 5] FT/PT comparison across universities**
  - **We are more reliant than any other residential public university on part-time faculty.**
    - **There are fields wherein it is almost impossible to find pt faculty with the appropriate credentials (example: sciences, which is why their teaching overload rate is high)**
    - **PT faculty can be a wonderful addition to a program, particularly when they bring current expertise to the classroom, but over-reliance on pt faculty does not offer students the level of support they need (advising, follow-on classes).**
    - **That overload pattern is creating strain for our faculty – Faculty senate survey tapping faculty morale**
- **[Slide 6] Completion – Faculty always want to see their students walk across that platform to receive their degree. We have taken active steps in the last few years to help our students achieve their dream of a college degree.**
  - **Admission requirements – Four years ago around 7-8% of our freshman class would have been admitted “conditionally” with requirements for significant**

**remedial work to begin college-level work. This fall that number was at 1% with the concept of “conditional admit” being redefined to focus on the non-traditional student needing support on entry.**

- **This move has been important in our K-12 partnerships with many high school guidance counselors saying that it supports their message to students to work harder in high school classes.**
- **Faculty took the leadership in revising our Core Curriculum from 50 hours to 39. Our faculty are working on the Commission work group to harmonize our new Core with what the Commission seeks to achieve with a statewide core.**
- **Research echoes the importance of advising, particularly in the first year and in Fall 2012 we unveiled an initiative to locate professional staff in two of our four colleges to help first year students to develop clear plans for achieving their degrees. We hope to open advising centers in the other two colleges in fall 2013.**
- **Online education – 41% increase in our undergraduates taking distance education courses in past 3 years. We have online programs and look to increase those in the future. Our core curriculum is almost entirely available online.**
- **Increased Dual Credit Enrollment – 46% increase in enrollment in past 3 years. On-time graduate rates for these students is 20+ percentage points higher than for other graduates. (53% to 32%)**

**● [Slide 7] USI Degrees Conferred**

- **This graphic is important because it underscores the importance of the performance funding formula to recognize the number of degrees granted. With a large non-traditional student population, 20% part-time population, stop-out patterns, transfer in and transfer out patterns, this metric captures the success of all students.**
- **34% increase in degree production in past decade.**
- **{Enrollment increase of 12%, 9,675 to 10,820}**
- **Last year there were almost as many degrees granted as new entering freshmen.**

**● [Slide 8] Quality**

- **Long tradition of assessment practices – One day in fall, one in spring dedicated to assessment**
- **Early adopter of VSA**
- **Academic Program Review – on 5 year cycle**
- **Task Force on Workforce and Economic Development – getting ready to gear up again**
- **Commitment to region and state:**
  - **I-69 is more than hope for a faster drive to Indy**
  - **Innovation Corridor – USI is the lead convener for political and business leaders to discuss how to shape development along the corridor.**

- **Technology Transfer efforts have already begun with USI faculty/students working with patents developed by Crane NWC scientists**
  - **Faculty in SE&E and Business are leading the way in this effort, along with the skills of our staff in Outreach and Engagement.**
  - **Significant implications for the development in the region and creating new business ventures and jobs for our future.**
- **[Slide 9] Affordability – Another unique characteristic of USI – we embrace it and we have been committed to the concept of affordability.**
- **We are the most affordable baccalaureate degree granting institution in the state of Indiana.**
    - **In fact, we are the most affordable 4 year institution in a 7 state region.**
  - **We have had a history of maintaining access and affordability**
    - **USI is 34% less than average of other 4 yr public residential institutions in the state**
    - **25% less than the average for all 4 year public institutions.**
  - **When focus is on the percent increase for tuition, the actual dollars generated gets lost in the discussion.**
  - **That said, I am concerned about the burden on students and their families because even USI's tuition is out of reach for some.**

- **[Slide 10] Actual 2012-2013 Tuition and Fees institutional comparisons**
  - **We are 25% less than the state average.**
  
- **[Slide 11] State Appropriations**
  - **Incredibly important to an institution like USI because we have few revenue streams: tuition + state appropriates = 97% of operating funds.**
  
  - **We embrace the move to performance funding formulae, but we are so far behind in the funding mix that the pattern of deductions from our already low operating base presents us with real challenges. We applaud the proposal from the Commission to put new state monies in the mix. Without new monies, USI is facing a serious challenge in the near future.**
  
- **[Slide 12] 4 year Public Institutions funding/ Hoosier FTE**
  - **The Commission urges attending to funding/FTE and we echo their message.**
  
  - **38% below the state average in funding.**
  
  - **For USI, combine the impact of our lower tuition with this level of funding, and the impact for the 2012-2013 year was that we were the only public institution in Indiana that could not afford to give a permanent salary increase to our faculty and staff.**
    - **Impact on morale – Faculty Senate survey where the strain from the teaching overloads and frozen salaries shows most plainly.**
  
    - **Implications for recruitment of new faculty & staff, not to mention retention.**

- **[Slide 13] CHE Recommended Performance Funding Impact**
  - **Note funding for all formulae that apply to USI**
  - **I would note that we offer an engineering degree – the only public university other than Purdue to do so. I understand the reasoning for applying the STEM degree incentive for the research institutions, but if STEM is important to our state, perhaps all degrees should be recognized? [Since 2006 we have graduated 144 engineers with another 25 ready to complete in May.]**
- **[Slide 14] At the end of the two year period, the increase to USI's operating appropriation base is just over \$2m. Given the realities of the costs that confront all institutions and businesses, that increase will not help us to move forward.**
- **[Slide 15] CHE Recommendations**
  - **For the reasons I've just presented, USI strongly supports CHE's recommendation to invest new dollars to fund the PFF**
  - **Given where USI stands in funding, we also strongly support CHE's recommendation to pay attention to funding/FTE and to increase operating appropriations.**
- **[Slide 16] Unique Challenges for USI**
  - **If you have been on USI's campus, you know the beauty that state support has built. If you have not visited our campus, please do not wait until I-69 is complete. Come and let me show you how important**
  -

**your support has been to the development of our young campus.**

- **We are playing catch-up, but we have great spirit and we believe in our mission to educate future Hoosier citizens and to serve our region and state.**
  
- **Even though we are successful under the Performance Funding Formulae, those formulae do not address what has become a large gap in funding for our students compared to other Indiana institutions. That gap, along with our significantly lower operating appropriation, is now having a profound impact on our ability to operate and to maintain an affordable option for Hoosier students.**
  
- **The state of Indiana has made a significant investment in USI. I say to you that the return on that investment is significant and is helping to build a stronger community, region, and state.**

● **[Slide 17] Appropriation Adjustment**

- **Because the PFF does not help to address what has become a persistent wide gap in funding for USI when compared to any other Indiana residential institution, we request an equity adjustment in our appropriation for the 2013-2015 biennium of \$5m for each of the two years.**
  
- **This would still leave us with the lowest funding/FTE, but it would help USI to strengthen support for students, for faculty and staff, and for the development of programs**

**● [Slide 18] Funding Priorities**

- **Increase in full time faculty - Recall our reliance on part-time faculty, we would be able to ease overloads across the colleges.**
- **Address compensation to maintain recruitment and retention of faculty and staff.**
- **Strengthen programs linked to student success (notably, the need to develop first year student Advising Centers in two colleges).**
- **Accelerate growth in graduate programs that are in demand.**

**● [Slide 19] Capital Budget Request**

- **Grateful for the support of the Commission in recommending R&R funding for three facilities on our campus.**
  - **Oldest – Science Center (Biology + labs, hi traffic space) – Built in 1969**
  - **Technology Building (1976) – with the move of Engineering, reconfiguring space to ease overcrowding in Liberal Arts Center**
  - **PAC (1979) – Athletic courts and academic space for programs in physical education, kinesiology, and exercise sciences.**