



Faculty Senate

Regular Meeting
August 30, 2019

Meeting called to order: 2:30 pm

Attendees

- Charlotte Connerton
- Wes Durham
- Brooke Mathna
- Adrian Gentle
- Andrea Wright
- Chuck Conaway
- Bill Elliott
- Rhonda Wheeler
- Shelly Blunt
- Mohammed Khayum
- Mary Doerner
- Jessica Mason
- Rich Bennett
- Jamie Seitz
- Jenn Horn
- Britney Orth
- Jinsuk Yang
- Bartell Berg
- Al Holen
- Amy Chan-Hilton
- Peter Cashel-Cordo
- Rex Strange
- Emily Hanson

- I. Motion made to move directly to new business to allow Emily Hanson time to speak about the Financial Care Team
 - A. Motion seconded
 - B. Motion passed – unanimous
- II. Emily Hanson – Financial Care Team Presentation
 - A. Goal of the financial care team is to help students find resources that will help them pay for life at college
 - B. Faculty should make referrals to the financial care team to help students they identify as maybe being able to benefit from the service
 1. <https://www.usi.edu/bursar/financial-care-team>
 2. Information is confidential – only shared with Financial Care Team members and the appropriate resource personnel
- III. Approval of May 3, 2019 minutes
 - A. Motion to approve May 3, 2019 minutes
 - B. Motion seconded
 - C. Discussion – no comments made
 - D. Minutes approved
 1. one abstention
- IV. Approval of August 15, 2019 minutes



- A. Motion to approve August 15, 2019 minutes
- B. Motion seconded
- C. Discussion
 - 1. Needed changes discussed and made
- D. Minutes approved unanimously
- V. Chair's Report
 - A. Provost's Council Meeting
 - 1. Met on August 20, 2019
 - 2. Discussed Midwest Student Exchange Program again
 - a. USI may enter the program in 2021
 - b. VP Wright expects IL, MO, and OH to be areas of growth
 - (i) USI has already been recruiting in St. Louis, MO and Cincinnati, OH
 - 3. Preferred Name Policy
 - a. Current policy under discussion that will allow students the ability indicate a preferred name
 - b. Capability is already in Banner, but it is not widely used
 - c. More on this at the next Provost's Council
 - 4. Academic Dismissal Changes
 - a. Changes to this policy are currently under discussion
 - b. Goal is to "tighten" the policy
 - (i) Keeps readmits on academic probation until they get to 1.8 or 2.0 GPA
 - 5. Strategic Plan
 - a. Metrics for the Strategic Plan will be declared at the beginning of the planning stages
 - b. University leadership will guide the process, intent is not to make it a vote
 - c. Not designed to be used as a way to introduce/implement cuts
 - d. Implementation of any strategic plan will be challenging
 - (i) Faculty buy-in will be important
 - (ii) Will require public display of progress
 - B. President's Council
 - 1. Enrollment
 - a. Down 82 freshmen this year (1578 enrolled)
 - b. Local enrollment is up
 - c. Down 79 in out-of-state enrollments
 - d. Transfer students are down 6%
 - e. Continuing students down 5.6% (285 students)
 - f. Overall undergraduate enrollment down 5.2% (391 students)
 - g. Graduate student enrollments are up 72 students (1510 students total)
 - h. The question was raised as to how many graduate students are in the MBA program
 - i. Overall, down 319 students (3.6%), which equals to about 4,337 credit hours (4%)
 - j. Percent of retained students from their first year is below 70%
 - (i) Money is the main issue
 - 2. 5-year Strategic Plan
 - a. Committee will not be large
 - b. Metrics are very important – will be used to focus efforts and resources
 - c. Members will communicate work to the community
 - d. President does not want an empty campus during the summer
 - 3. Academic Partnerships Contract coming up soon
 - a. Considering whether to renew

4. CNHP lost about 90 good students last year
 - a. Could gain about 50 with more space
- C. Meeting with Chairs of Staff Council and Executive Committee of Administrative Senate
 1. Would like to recognize service time of employees
 - a. Convocation recognizes service time of faculty
 - b. No explicit mechanism for recognizing service time
 - c. Unclear for right now what this will become
 2. Town Hall Meetings
 - a. First three will be governing bodies and constituents only
 - b. Current schedule
 - (i) September 9, RL17, 2 pm – 3:30 pm
 - (ii) September 9, RL17, 10 pm – 11:30 pm
 - (iii) September 10, Mitchell Auditorium, 10 am – 11:30 am
 - c. Email announcing events will be sent out on September 3, 2019
 - d. Will serve as an opportunity for constituents to speak to their respective governing bodies
 - e. Steve Bridges will be invited to the next one.
 - f. Rich Bennett will take notes and compile questions at each event
- D. Academic Calendar
 1. Current proposal for the academic calendar is on the president's desk
 2. Assessment Day
 - a. Fall assessment day affects about 2,000 students and costs about \$50,000
 - b. Spring assessment day affects about 700 seniors
 - (i) Colleges would have to manage their major field tests if spring assessment day is not part of the calendar
 3. Proposal include two summer terms
 - a. Summer 3 accounts for only 10% of summer production (about 2,200 credit hours)
- E. Other
 1. Changes were made to capstone requirements for Honors with no consultation with Faculty Senate or the Curriculum Committee
- F. Announcements
 1. CubeSat video at the fall faculty meeting was student work
 2. The chair requested that the data set of anonymous questions and comments received from faculty and the summary written by the chairs of the governance bodies be officially entered into today's minutes
 3. There will be no new business at the next faculty meeting on September 13, 2019.
 - a. The VP of Finance and Administration, Steve Bridges, will be attending to answer our questions
 - (i) He has been told to expect questions like...
 - (1) What expenses and revenue decreases led to the \$1.3 million deficit?
 - (2) What was cut to absorb that deficit?
 - (3) Questions from faculty regarding how funds are being spent, specifically executive salaries, benefits, and expenses
- VI. Provost's Report
 - A. CubeSat
 1. Undergraduate student-led project
 2. Opportunity to show cross-disciplinary engagement
 3. Asks that faculty try to connect their classes to the CubeSat project via...

- a. assignments
 - b. discussions
 - c. creative works
 - d. projects
- B. Commission of Higher Education Initiatives
 1. Trying to establish a database with credentials that all public Indiana universities offer along with outcomes
 2. Working with Transfer Single Articulation Pathways (TSAP)
 - a. Mandated by state legislation
 - b. Requires matriculation agreements with other universities
 3. Enhanced Transcript
 - a. Would include a supplement that shows extracurricular activities
 - b. Preliminary concept at this point in time
 4. Working with OPRA on ICHE initiatives
- C. Faculty Convocation
 1. Planning in progress and ongoing
 2. Invitations will be sent out later
 3. Reception costs will be scaled back by about 50%
 4. Groundwork has already been done
- D. Collaboration between Academics and Enrollment groups at USI
 1. Needed at USI
 2. Adopted a new CRM system to help with recruitment
 3. Need messages and content to send out through the CRM system to possible recruits
 4. Need digital marketing expertise
- E. Discussed detailed data on recruitment
 1. See attached documents
 - a. Top Geomarkets 2019 – Summary
 - b. Competition – Top Competitors in Top Geomarkets 2019
 2. Allow us to see who knows our name and who doesn't
- F. Strategic Plan Planning
 1. Handed out draft of the proposed planning process
 - a. See attached document
 2. Desires feedback on the process
 3. Faculty Senate will be an important part of the process
 4. Need baseline data for measures decided in the planning process
 5. Wants all bodies to be well-informed to the point that we can be confident in our ability to communicate independently about the planning process with our constituents
- G. Spring Meeting
 1. Looking to not have a full-fledged meeting, but rather a professional-development meeting
 2. Should include all employees, not just faculty
 3. Unsure if this will actually happen, but is trying to think about the possibility
- VII. Old Business
 - A. Response to Charge
 1. Discussed document
 2. Motion to accept to report Student Affairs Committee 2019 Response to Charge 2018.21 Student and Faculty Basic Needs—Childcare
 3. Motion amended to forward report to VP of Finance and Administration and have response back by November 22, 2019

4. Discussion
 5. Motion passed – no abstentions or oppositions
- B. Charge 2019.21 Promotion of Instructors
1. Reading and explanation of the charge
 2. Motion to accept charge and send to the Faculty and Academic Affairs for a recommendation by the end of the academic year.
 3. Motion seconded
 4. Motion to amend the charge to also ask the Faculty and Academic Affairs to review process of instructor reappointment
 5. Motion seconded
 6. Motion passed – no abstentions or oppositions
- C. Charge 2019.22 Upper administration benefits
1. Reading and explanation of the charge
 2. Motion to ask Steve Bridges questions regarding this charge at the 9/13 meeting with subsequent charges to follow
 3. Motion seconded
 4. Discussion
 5. Motion passed – no abstentions or oppositions
- D. Charge 2019.23 Promotion Increments Adjustment
1. Reading and explanation of the charge
 2. Motion to send to Economic Benefits for inclusion in their annual report
 3. Motion seconded
 4. Discussion
 5. Motion passed – no abstentions or oppositions
- E. Charge 2019.24 Department Chair Rights and Responsibilities
1. Reading and explanation of the charge
 2. Motion that Chairs of Faculty Senate and Council of Chairs work together to put together a survey to collect pertinent information for the charge with an interim report in December
 3. Motion seconded
 4. Amended motion to ask about the level of support and release time chairs receive as well
 5. Motion seconded
 6. Discussion
 7. Motion passed – no abstentions or oppositions
- F. Charge 2019.25 Faculty Only Email Groups
1. No motion
 2. Chair announced that he is working on this on the side
- G. Charge 2019.26 Faculty Convocation Cancellation
1. Reading and explanation of the charge
 2. Motion to accept the charge and ask administration to cancel faculty convocation
 3. Motion seconded
 4. Discussion
 5. Motion rejected
 - a. Yay – 4
 - b. Nay – 6
 - c. Abstentions – 0
- H. Charge 2019.27 Use of Student Evaluations of Teaching (SETs) in Promotion and Tenure Decisions
1. Motion to table until 9/27 meeting
 2. Motion seconded

3. Discussion

4. Motion passed – no abstentions or oppositions

VIII. Action Items

A. Please read over the Constitution of the Faculty Senate and think of proposed amendments

1. Goal is to have a faculty-wide vote before Spring break

B. Please send Ken Purcell and questions you would like to be asked of Steve Bridges by Friday, September 6, 2019

C. Next Meeting – September 13, 2019, BE3024

Meeting adjourned: 4:45 pm



Summary of questions and comments submitted for the University Meeting

After reviewing the submissions, the chairs of the governing bodies found that a majority (76%) of the questions and comments could be grouped into three categories. They are summarized below.

1) Low morale

- Nearly 40% of the responses received discussed faculty and staff morale. A detailed plan is needed to reverse the increasing sense of job dissatisfaction among employees, explicitly addressing the reduction of wages in real terms. Faculty and staff expressed that they feel unappreciated, that their value (education, experience, and training) has not been acknowledged and their autonomy not respected.

2) Accountability

- Approximately 12% of the responses related to accountability of leadership. Faculty and staff expressed that they do not feel that university leadership is held accountable for job performance and would like to know by what metrics are university leadership evaluated, specifically the Vice President of Enrollment Management and the Vice President of Marketing and Communications.

3) Lack of communicated vision

- A desire for a communicated plan of action and vision accounted for 24% of the responses. Faculty and staff expressed frustration at the lack of transparency of a shared vision or any strategy to overcome our current challenges. University leadership should be communicating to employees their goals, soliciting employee input and providing training to employees on recruitment and retention strategies. Faculty and staff are interested in and need to hear a detailed plan for the future.

Anonymous Faculty Responses to Faculty Survey

Questions for University Leadership – Unedited

- Are there plans to get faculty the cost of living raises they have not received for years? It seems very unfair, especially given the salaries of administrators and the bonuses they have received during this time.
- Faculty and support staff are always held accountable if they underperform on their job duties. Faculty are being let go when they do not meet the promotion and tenure criteria. Why are not administrators being held accountable when they underperform on their job duties? Is there not a single administrator responsible for the poor enrollment numbers? Poor enrollment at USI has resulted in faculty and staff earning less as a result of not adjusting salaries for inflation.
- At President Rochons open session on the budget on March 1, 2019 he said that there was concern about the maintenance cost (electricity, water and custodian staff) for the Stone Center and the new arena. An on going cost for new buildings. The new aquatic center (swimming pool) will soon be another new on going cost. What new construction is next -parking garage or the health services center to be built next the Rec Center how will USI pay for the on going cost for those new buildings.
- With what metrics is the job performance of the VP of Enrollment Management and the VP of Marketing evaluated?
- What was the combined cost of Dr Rochon's salary increase (from that of his female predecessor), inaugural, and office redesign?
- What is the administration's plan to balance the USI budget and ensure that the faculty receive raises in the future?
- Assistant professors need raises. When will those happen?
I'll be on the job market this year BTW because of a lack of raises."
- Why have faculty received no salary raises two years in a row while the current president spends over \$1,000,000 on his inauguration? Regardless of where the funds came from, an effective USI president would think of employees first and him/herself second.
- In the past decade there has been a dramatic increase in the upper level administrative positions (e.g. Vice Presidents, Associate Provosts etc.). Each new appointment brings with it new initiatives that are passed down the line to faculty increasing their workload but any raises/bonus or credit goes to those individuals.
- What efforts are we making to retain our quality faculty in these times of budgetary restraints?
- Why is the president spending so much money on himself (\$1.5 million inauguration, \$300k office remodel, \$50k vehicle, \$300k sign-on bonus, etc.) but refusing to give raises?
I know all the excuses about it being tied to enrollment, but he obviously doesn't care about the financial well-being of the employees or university if he's spending so much money on himself."
- "I would like to know if the administration would consider not using student evaluations of teaching data for promotion and tenure purposes. There is a long history and copious amounts of evidence that completely invalidate their use as any sort of valid assessment of teaching and/or use in personnel decisions (do a Google search). The responses are historically biased against women and minorities, and the University of Southern California stopped using SET data directly for P&T purposes in 2018 (1). The AAUP does not support their use as an evaluative tool (2). Ryerson University was directed by arbitration to stop using SET data for personnel decisions (3). These are just a few supporting points against the use of SETs – not to mention SETs are a 92 year old concept! It is very difficult to find any support for SETs without an asterisk of sorts as a disclaimer for that use.

At USI, the stories of derogatory comments against women, minorities, sexuality, etc. run rampant. Does the administration require that a junior faculty member quit (4) or blow their brains out due to a perceived negative SET (5, 6) killing their chances for success at USI before they will choose to act? Or must faculty seek other measures? What will it take?

<https://www.insidehighered.com/news/2018/05/22/most-institutions-say-they-value-teaching-how-they-assess-it-tells-different-story>

<https://www.aaup.org/article/student-evaluations-teaching-are-not-valid>

<https://www.universityaffairs.ca/news/news-article/arbitration-decision-on-student-evaluations-of-teaching-applauded-by-faculty/>

<https://www.chronicle.com/article/The-Torment-of-Teaching/45129>

<https://www.theguardian.com/higher-education-network/2017/apr/21/depression-mental-illness-student-feedback-processs-evaluation>

<https://www.nytimes.com/2010/11/10/education/10teacher.html>"

- In light of the recent budget shortfall for the University, how does the University Leadership plan to address this for future years?
- If we are expected to perform research as part of our job responsibilities, should the university cover those travel expenses?
- Can we get regular updates on what and how the office of enrollment management is doing since this office helps us keep students?
- What will the new leadership do to improve student recruitment and advertising that better highlights all of the programs at USI, not just the most populated ones?
- Has there been or will there be a set agreement across the university about travel procedures and processes? Is it possible, like many other universities have in place, to have administrative assistance with travel paperwork in order to streamline the process?
- With the financial hurdles faced by the university, toxic cultures might become more prevalent. What are the specific ways the University Leadership are planning on using to prevent it from happening or getting worse?
- How secure should contract faculty feel about the longevity of their positions given the dip in enrollment?
- Why do we say that raises are a priority and then build fancy new buildings that require tons of unfunded upkeep that could have been put to raises? The new buildings we have chosen to build have not helped enrollments. The number of performing arts graduates have declined since the performance center was completed in 2015.
- I've heard adjunct pay is getting cut. Assuming that's true, I'm wondering why some of the most vulnerable members of our community are having their pay cut.
- I would like to know what strategy / specific strategies the administration is planning to implement to begin turning around the drop in enrollment.
- Is there a policy about faculty bringing children to work with them on a regular basis - rather than placing them in child care? It seems unprofessional to have children in the office on a routine basis.
- It has become obvious that the university's approaches to student recruitment and state legislature lobbying efforts to support human capital are not working. In light of these failures, what plans have the president and vice-presidents developed to change the organizational approach in both areas?
- What plan does the President have with regard to bringing faculty salaries in line with comparable institutions?

- What are you going to do about the financial mess that USI is in? What specific and immediate actions are you taking to ensure that USI can provide wage growth above inflation in the coming decade?
- Exactly what plans does the administration have to raise revenues at USI? What creative strategies are planned or in place that will supplement the revenues earned from tuition dollars and the state appropriation? What efforts are being made to reduce the operating budget by securing donated funds or endowments dedicated to cover expenses related to furniture and fixtures, utility expenses, or even faculty salaries?
- How is USI paying for free cars and gas cards for all Vice Presidents, given the current economic decline, and how is that perk being funded? Is it coming from foundation or elsewhere, and using which account?
- What plans are in place to address faculty pay? Specifically the lack of raises year to year, as well as compression pay?
- What is university leadership doing to increase the status and reputation of the university beyond rearranging majors, minors, programs, etc. internally?
- Why can't we advertise our tremendous success in such areas as premed? Year after year USI earns an excellent track record of getting students accepted to MD, DO, PharmD, PA, Dental programs, etc. We should be advertising this fact. For instance, bulletin boards with a photo of an alum physician with "Dr. so-and-so, another USI grad" (or a group of physicians with a similar line). I honestly believe that such a campaign, combined with our affordable tuition, would be a great way to recruit students.
We can do the same for teachers - with the line "so-and-so, USI grad, educating our children".
And our engineers, etc.....
- What strategies is administration considering to raise Faculty and Staff morale?
- What procedures are in place to ensure that University T & P Committee members are qualified to evaluate tenure portfolios for faculty across the curriculum? (do they attend a workshop? how are they groomed to effectively read portfolios for faculty teaching in areas that differ vastly from their own? in other words, what good is the University T & P Committee if they have no understanding of what constitutes top quality research in another discipline?)
- As undergraduate enrollment has declined or held steady, what changes will the university be making in its marketing to reach prospective students?
- For mid-sized, regional universities, a pay freeze is often an early sign that the college is headed towards closure. Is that the case for USI?
- Noting the steep decline in enrollment and credit hour production since 2010-11, how does university leadership plan to correct these shortfalls, increase enrollment and credit hour production, and place the institution on better financial ground (aka, employees actually receive meaningful pay increases)?
- With the growing # of administrators, administrators' pay, and buildings that must be outfitted and run, how do you plan to rectify the gross treatment of faculty salaries over the years? Calling us "family" and "the backbone of this University" now falls on deaf ears when we are continually asked to do more with less. Faculty morale is as low as I have experienced in my years here--to the point of many, including me, looking for alternate employment. If that is your goal, you are succeeding.
- Why is there no performance evaluation system in place for administrators?
- What is the plan for more IT support for students and faculty? Students often complain that the IT Help Desk doesn't have the expertise, especially for Blackboard use questions.

- We are being asked to play a large role in recruitment. A significant part of recruitment is being able to articulate USI's strengths. As faculty, we like to point out strengths like small class sizes, opportunities to do research, and accessible professors. What do you think USI's strengths are, and how do you plan to allow these strengths to persist and continue to be emphasized?
- What is the Vice-President for Recruitment and Retention doing to increase and stabilize enrollment at USI? Other than passing off those duties to faculty members?
- Over the next 3-5 years, do you expect faculty salaries to remain stagnant (no raises)? Our cost of living is continually increasing, but our paychecks are not.
- Given that we have had changes in leadership at the highest levels of the university (president and provost), when will this new leadership begin crafting a strategic plan that will inform the campus community of their short- and long-term goals for the institution?
- Can there be some consistency and transparency in the number of office hours required of full-time faculty? It appears to me that it is set by each department, and that there are a lot of discrepancies between departments.
- I would like to know why the same message is presented in such different ways to different audiences. I ask this because what Faculty Senate is often told about a situation is often very different from what others (namely faculty) are told on the same issue by the same person. Faculty Senate representatives tend to get a more accurate explanation on the state of the institution, while faculty tend to get a more glowing picture (that is often found lacking). This lack of message consistency deteriorates trust as well as transparency.
- With the hiring of Aaron Trump as the Chief Government and Legal Affairs Officer will he work with INDOT on the Lloyd exit to the USI campus. It needs to be a clover leaf exit. It is true that it is not something that USI has any control over but if we are not assertive being a voice for change then nothing will happen.
- Why did university leadership feel it was necessary in a time of austerity to promote Ms. Strupp to a VP role with an accompanying 14.7% increase in salary?
- Now that it has been over a decade since faculty have had a salary "increase" that at least meets or exceeds the yearly inflation rate, what is the strategic plan to reverse this? Surely there is one in place.
- Why is the University regularly agreeing to new construction on campus (which does not come out of the USI budget - I know) when the operating costs of those new buildings come out of the USI budget, meanwhile faculty and staff are regularly facing benefits and pay cuts (we have lost money when inflation is calculated with our "raises")?
- During several consecutive years of declining undergraduate enrollment, why has USI hired more expensive administrators and their accompanying support staff? They have shown themselves incapable of the job for which they were hired.
- How can faculty be more involved in the processes of recruitment and retention of quality students?
- How long will USI be paying 50% of our MBA tuition dollars to our partner in the Strategic Partnership referred to in the President's budget and compensation Email?
- How will the new leadership support faculty efforts at student recruitment, specifically in terms of salary and time? Going to local high schools to recruit for specific programs will take time and gas money, at the very least. We are being pushed to recruit, we should be compensated.
- Why do we continue to field software without testing it with end users? Chrome River joins a growing suite of software that makes it harder for faculty to do our jobs.
- I heard the president (who has been president about eight months) got a pretty nice pay raise, while no one else did. Assuming that's true, I'm wondering what the argument for this is.

- Given the lack of success in increasing enrollment are any changes planned for Enrollment Management?
- It is readily apparent to most faculty, that organizational support for the CAP program in the area is a failure on both pedagogical and financial grounds. Students are typically not prepared for the next level once they enroll and the university loses credit hours and tuition. Given that, why does USI still publicly advertise CAP and use faculty resources for oversight work?
- What was the rationale for approving a \$350,000 renovation to the President's office when faculty and staff were not getting any merit based pay increases?
- What specific and immediate actions are you taking to increase student numbers in the coming years? Firing the VP of Enrollment Management seems like a good start.
- Exactly how far short of projected enrollments or credit hour production did USI fall in the Fall 2019 semester? What are the projected enrollments or expectations for credit hour production in the Spring 2020 semester and the 2020-2021 academic year? More importantly, exactly what effective strategies are being implemented to ensure that USI meets those projections?
- How much has enrollment improved since we hired a Vice President for enrollment management? What are the metrics?
- Department chairs are contracted approximately 28 additional days, yet only receive 1 month (20 days) additional salary. What does the administration plan to do to address this discrepancy?
- What is university leadership doing to increase the amount of resources it receives from the state?
- What strategies is administration considering to retain our Faculty and Staff who seem to be leaving USI for better paying jobs?
- Why are TT faculty in different colleges who teach different workloads--3/3 vs 4/4--held to the same expectations for research and publication?
- USI is unique in that it has many award winning programs combined with a relative low cost. Why does the university not publicly promote the lower cost, especially in an age where student debt is receiving so much attention.
- How are upper-level administrators (VPs and associate provosts) reviewed in respect to their overall effectiveness? For example, in what way, if any, does the shortfall in credit hour production and overall student headcount reflect the effectiveness of the VP for Enrollment Management?
- If the President goes through with the \$300k+ office renovation, how will that be explained considering all of the other needs of the university that are currently not able to be met due to finances?
- Given enrollment declines and static funding, how does the university leadership justify increasing the number of high-ranking administrative positions at USI while paying adjunct instructors and staff so little?
- Since faculty salaries are one of your highest priorities, what is your detailed strategy to (at a minimum) maintain faculty salaries?
- Why does it appear that cuts are regularly made to faculty hires, adjunct hires, and courses being offered, but administrative perks and salaries only seem to increase? Are we even an educational institution anymore?
- What checks and balances do the administrators have to make sure we have a successful university at all levels?
- How will the University Leadership work to improve Faculty morale, especially as we are facing no raises and greater expectations, especially when it comes to recruitment?

- Why do we keep adding Vice Presidents? Do they all get university vehicles?
- Why did the Board of Trustees approve \$300,000 for renovation of the president's suite (wisely not spent) during a year where salaries were to be frozen?
- What actions do the President and Provost plan on taking in order to raise faculty morale and actually treat faculty as if they matter?
- Why should faculty do more than the minimum required to not get fired? With USI's inability to even maintain salaries against inflation, I'm looking at two more decades of declining wages and increasing workloads. Meaningful merit raises don't exist for non-administrative employees. Why should I care about USI at all? The last two presidents have told faculty that if they're unhappy with how things are, they should leave. That's insulting and unhelpful. If senior administrators can't support me, I don't see any reason to support them and their interests. "
- Given USI's mission statement, how will the administration prioritize the needs of offices or units that are supportive of, but indirectly related to the educational process, as compared to the needs of academic units? Students, faculty, and staff are already feeling the pressure of the administration's inability to secure adequate operating funds for 2019-2020 academic year, and the few austerity measures taken over the summer--hiring freezes, increased class sizes, and the elimination of courses--affect our academic units, directly affecting the university's mission and perhaps compromising our students' ability to earn their quality degree of choice. How have these decisions been ranked or compared to the austerity measures, if any, imposed on, say, administrative units?
- What percentage of full time employees hired leave within two years of being hired?
- Faculty morale has been very low for several years, and continues to decrease. What plans are in place to address this? That is, what plans are in place to retain faculty?
- Why aren't TT faculty workloads the same across colleges/the curriculum?
- In times of "belt-tightening" due to low credit hour production and student enrollment, what is the rationale for the continued creation of new, additional upper-level administrators (either through new positions or promotions)? In what ways does the double-promotion of the Director of International Programs to Associate Provost for International Programs better serve the institution? In what ways, if any, does elevating the Associate Provost for Student Affairs to VP for Student Affairs benefit the University? In both of these cases, how did the job responsibilities change based on the elevation of the positions - other than a large salary increase for the individuals in those positions?
- Is the upper administration concerned at all by the low faculty morale and high turn over rate?

Suggestions – Unedited

- It is highly galling that we receive no substantial raises, and yet the university asks us repeatedly for donations and touts the importance of it's faculty.
- While I sincerely appreciate all of the funds the state provides for buildings (\$53M last year, \$48M this year), the lack of any decent salary increases in the last 10 years indicates that the state leadership does not care about its people. USI will continue to lose quality employees if the faculty and staff are not recognized for their efforts.
- Data needs to be shared with faculty so that we may understand the reasoning behind your decisions that effect us, our students and our families.
- Stop saying "doing more with less" - the faculty and staff certainly are but the administration does not seem to be. Its a slap in the face. Instead think about ways of cutting back on faculty workload which has increased exponentially while our pay has been cut in real terms.

- Primarily the current president, but all administrators should closely read Yertle the Turtle by Dr. Seuss. This is not a joke.
- Realize the great wealth of faculty you have on campus and how committed we are to our students. Please find a way to appreciate the faculty for its hard work.
- Prove to the staff and faculty that you value them, and give raises! Stop spending so much money on yourself! So many employees in this university are struggling, working two jobs, etc. because of being underpaid.
- "I am disheartened and angry that the administration has not worked more diligently to properly compensate its faculty and staff. We see state of the art buildings and arenas being built, but the other "pot", the one that supports salaries, never seems to be full or overflowing. I have worked at the university for over 20 years as an instructor. Financial adviser, Dave Ramsey, often talks about expecting your salary to double every 10 years. Even by the time I will retire, my salary will be no where close to doubling. I will retire from USI in a few years, and based on raises over the past 20 years, I have resigned myself to the realization I will never earn \$50,000. The university's administration should be embarrassed by this. Yet, if I complain about my salary, I run the risk of being shown the door. The sentiment is, if you don't like your salary, go somewhere else to work. I am not in a tenure track position so I have NO job security. I love my job. I love working with the USI students and I work with an amazing department. Evansville is where we have raised our family, so moving to search for a better paying job is not in my family's best interest. Consequently, I stew about the situation and confide in a colleague in my department.

I was hired to teach introductory level classes. I do an excellent job! My classes are always among the first to fill up when students register for classes, and I usually carry a high percentage of them to the end of the semester. Because I teach introductory classes, I am on the front line of student retention. I work diligently to encourage and insure my students' success in my class, but more importantly, in the remainder of their college career.

Professors and instructors are the lifeblood of the university...and we are being sucked dry.

I always thought I would work well into my 60's , however, feeling devalued by the university has had me reconsider my retirement date. The sad thing is, the university will not fight to retain my services as an instructor. I am replaceable...just another cog in the wheel.

Even though I am very disillusioned as an employee, I will continue to be a faithful instructor for the sake of my students. I will never short change my students. "

- Stop using SETs as points of evaluation for promotion and tenure decisions. They are highly biased against women and minorities and have been shown to be invalid over and over again essentially since their inception.
- We are going on multiple years in a row with little-to-no pay raises. Last year we were tasked with serving as recruiters in order to help with enrollment, and in fact a number of faculty (my department in particular) spent numerous uncompensated hours going to high schools, holding recruiting events, and contacting and meeting with prospective students (as a department we had faculty members going to recruiting events most weekends). We then learned that in spite of our efforts, we would go another year with inadequate compensation increases (zero this year), which essentially equates to a decrease due to the increase in cost of living. I am quite concerned that this will cause us to not only lose faculty, but also have difficulty filling positions. Feedback from my Department is that folks are very frustrated and do not feel valued, and are far less enthusiastic about volunteering for additional activities such as recruiting.

- Lining us up by rank at the President's Inauguration was not appreciated and was demoralizing/insulting. I understand it was to create order, but faculty are highly educated people and we can organize ourselves, just like we do at every graduation ceremony.
- I would suggest that program assistants be assigned the task of assisting faculty in completing travel approval and reconciliation forms. Other universities have this in place and even school districts have administrative assistance with this. If the university values scholarship and national or international representation by faculty, this is a necessary support system toward that end.
- Share an inspirational story of a USI employee who made an impact on students, or the campus community.
- Think about the faculty. Not just upper administration. How could no one in upper administration see what a bad idea that \$350,000 office renovation was?
- Stop lying to - or trying to spin - the faculty. USI is not my family. I can't do more with less. The State of Indiana is not supportive of higher education. USI does not give merit raises in any meaningful way. Linda Bennett's Presidency was a failure. During the last decade we've seen declining enrollment, new buildings without ongoing support for operating and maintenance costs, and declining employee wages (5% reduction for faculty, in real terms, over the decade of Linda Bennett's presidency).
Instead of lying, try telling the truth. Try admitting that there are problems. Try working on the problems together.
- This process of submitting questions before the fall meeting, rather than opening up the meeting to a productive dialogue, feels like an attempt by the administration to control the narrative and restrain faculty perspectives. I can only imagine that during the meeting the administration will talk at us and tell us what to think. The administration needs to find ways to be more inclusive in order to prevent the creation of an environment where faculty disengage.
- Create a three year plan to address declining salaries and compression pay.
- Given our abundance of acreage, and our current global warming crisis, has university leadership ever considered an organic/green agricultural program? This could also be used to enhance food quality on campus, and could make USI a flagship for a campus with a low carbon footprint!
- It is unwise to spend big piles of money on inauguration and office renovation in the same year that no salary increases are given to faculty. (the shell game argument about money coming from different places does not hold water: admin determines financial adjudication. period)
- Why is there no RSVP set up for this event in order to plan for food and seating? This could save the university money if they only plan for those who know they will attend. It could be a simple qualtrics survey...
- Many faculty view small class size as a strength at USI, yet we are concerned that some recent changes have increased the cap on our classes, effectively making class sizes larger. In our view, this diminishes one of this university's major selling points while also making teaching more difficult, and I hope that efforts are made to keep class sizes low, especially in lab or discussion based classes.
- The department of Online Learning is a powerful resource for improving teaching and learning; everyone I have met who has gone through their Online Course Development Program says that it improved their teaching, both in person and online. You should consider expanding the program and providing stipends for more faculty to participate, especially adjunct faculty who teach such a large number of courses at USI.

- As a strategy to promote USI to prospective students and their parents, return to a basic and simple strength and message. USI provides many features of a private college education (small class sizes, full-time teaching faculty, etc.) at public university prices. Current marketing strategies try to glamorize the university and largely generate false images.
- Be more consistent and transparent with your messages. People can take the truth. But you will lose the ability to control the message, much less build trust, when you fail to demonstrate consistency. This inconsistency also negatively impacts morale.
- Faculty have felt unappreciated and ignored for much of the Bennett administration and yet we are only given one week to submit our questions and concerns for this meeting.
- We are not family, saying we are family opens up opportunities for abusive relationships between the administration and the faculty and staff. Consider instead actively trying to improve faculty morale and working to balance the University budget in favor of education.
- The funds from the salaries of the VP of enrollment management and the VP of Marketing and Communications should be given to the colleges or to third-party vendors which can be evaluated based on the results they generate.
- Suggestions for employee compensation since raises were not given: 1. Fully fund the insurance. 2. Provide a cell phone or electronics allowance since employees always work outside of office hours. 3. Provide a food allowance of \$50-100/month to be used at on-campus restaurants. 4. Provide some benefits for part-time faculty.
- I am tired of being "invited" to mandatory meetings. If there is a meeting I am supposed to attend, announce the meeting as a meeting. If there is a party, send me an invitation.
- One cause of the USI budget shortfall, as I understand it, is the decrease in credit hours taken by students, in spite of flat enrollments, increased tuition, and an increase in state funding. Understanding that this is likely to continue due to the popularity of dual-credit and AP courses and the resulting decrease in credit hours taken per student (as well as a projected decrease in numbers of students graduating from high school), I believe that one way to compensate for this issue would be to go to a semester-based fee system. If we charge each full-time student a flat rate for a range of credits (ie, 12-15) with a per-credit charge below 11 and above 15, then we could begin to compensate for the shortfall.
- The VP for Recruitment and Retention needs to do a better job at communicating evidence-based strategies to individual programs across campus, and providing resources for us to make these strategies happen.
- Make an effort to share with each other stories of kindness that happen on campus every day. There are so many!!
- Stop with the false flattery to staff and faculty. Treat us like we actually matter.
- The faculty watch as senior administrators multiply and promote one another, while faculty salaries have declined. In the last year it seems several new VP positions were created. It's simply outrageous that Kindra Strupp was promoted and given a \$20k pay raise last year to perform the same job, while employees in the trenches got \$500. Clearly a faculty member is only worth about 2.5% of Kindra Strupp. Promotion to full professor brings less than a quarter of the raise given to VP Strupp. Has she even taught a class? Does she know what we do all day? This is not the behavior of a fiscally responsible institution. Raises for senior administrators should be linked to the same average as all other employees, including the President, including bonuses, including "title bumps" and associated raises. Administrative raises more than about 1.5 of the average raise should be publicly declared to Faculty & Administrative Senates and the Staff Council. Likewise, any administrative "promotions" and associated raises should be declared to the same bodies.

If you want employees to trust the administration, to not adopt an "us versus them" mindset, you need to be open, honest, and demonstrate that even the spin doctor in chief understands the terrible PR generated by the celebratory and self-congratulatory behavior of senior administrators. If you need a t-shirt that says "it's not about me", it probably means that you've made it all about you.

- 1) Salary structures at USI, 2) the rapid growth of the administration during a period of time in which enrollments have plummeted, and 3) the treatment of the Faculty Senate as a rubber stamp rather than a body who engages in shared governance are responsible for the creation of an US vs THEM atmosphere on campus. Faculty feel effectively shut out of the decision-making processes at USI. The administration needs to foster 1) an effective decision-making environment that is more inclusive of faculty and 2) an improved salary structure if there is to be anything other than US vs THEM sentiment on campus.
- Create a plan with specific action steps to invest in faculty retention.
- Could we PLEASE become a flagship campus for recycling, green practice, and sustainability? We could partner with Berry Plastics who could also use some improved practices. They could provide recycle bins on campus, and we could celebrate being the 'greenest university in Indiana'!
It is currently a lot of work to find recycle bins especially during large campus events (such as this event) where aluminum cans and plastic cups are in abundance.
It is also questionable that items in the recycle bins that DO exist actually get recycled. "
- We need more paid graduate student assistantships to help our students complete their programs and gain valuable work experience.
- Spending on instruction (as a percentage of the budget) has fallen in recent years. Administrative bloat should fall at the same rate.
- Both the President and Provost have outright said or intimated that if we are not happy at the University we can leave - this is severely damaging to faculty morale. How about trying to actively improve the relationship between the administration and faculty instead of taking a hostile posture if you do not want a relationship of us versus you which is the direction it is heading.
- Tenure track professors are recognized for service and promoted according to University policies. Administrators have a way of being promoted...even if it is just a positional name change and a salary bump. I think the university should recognize milestones of service for all employees at the 10, 15, 20, 25, 30, 35, 40...mile marks. One does not need to be a tenure track professor or administrator to be an integral part of the university. Faithful service should be recognized...whatever the level.
- Recruiting only did so much for our budget this year. I understand that retention will be the next big initiative. Faculty have already been involved in improving retention in the recent past, such as helping with improved advising, establishing FYE courses, repeatedly contacting students not registered, and early alert grading. One of my concerns is that there will be increased demands on faculty time for additional recruiting and retention initiatives. I do not believe that faculty will be as enthusiastic to take on additional demands of their time in light of our current situation.
- The constant turn over in faculty and staff at USI is harmful to everyone. It creates a constant sense of instability. Try caring about those who work at USI and stop treating everyone as if they are disposable commodities.
- "The President needs to change course. Linda Bennett failed, and continuing to act in the same way is simply destructive. If sucking up to the Commission of Higher Ed and the Legislature

made any difference, we wouldn't be the least well-supported four year institution in the state. We wouldn't be one of the few institutions that can't give employees raises (for example, Ivy Tech faculty got 2.5% this year).

The President needs to publicly support the institution, publicly promote the teaching, research and service activities of the employees, and call out legislators that fail to support the work we do. USI provides significant cultural and economic benefits to the State, and it's about time someone who matters stood up and said so. Linda Bennett was too terrified to upset anyone. That approach failed. If we act weak, we'll be treated as a weakling. It's time to show that you actually care about USI faculty."

Administrative offices around campus share little to no information revealing their strengths and weaknesses to the campus community. By what measures can the Office of Enrollment Management or the Marketing and Communications Team be considered a success? If their efforts should result in increasing enrollments, they would appear to be total disasters. The information used to assess these administrative programs/offices should be shared with the faculty and staff so that we have a measured sense of their worth.

- Stop telling faculty how important they are and start showing them how important they are.

DRAFT

Strategic Planning Process

- Is future oriented - it aims to achieve a future state we desire
- Highlights the importance of interdependent and integrated organizational decisions
- Fosters an ongoing process of organizational change
- Is idea driven and based on an analysis of predicted trends, internal, and external data
- Influences all areas of operations and becomes a part of an organization's culture

Glossary

Action Plans: define the steps required to accomplish strategies and strategic objectives. They identify who will do what, when and how. These steps may also incorporate how current issues, emerging trends, and unforeseen contingencies will be addressed.

Benchmarking: an ongoing, systematic process of measuring and comparing an organization's operations, practices, and performance against others within and outside of its industry segment, including evaluating "the best" practices of other organizations.

Core Values: deeply held convictions, priorities, and underlying assumptions that influence attitudes and behaviors in an organization.

Dashboards: information management tools that visually track, analyze and display key performance indicators (KPI), metrics and key data points to monitor an organization's performance.

Environmental Scan: analysis of information about an organization's external environment (economic, social, demographic, political, legal, technological, and international factors), the industry, and internal organizational factors. A SWOT analysis - strengths, weaknesses (internal focus) and opportunities, threats (external focus) – is frequently used to conduct an environmental scan.

Gap Analysis: evaluation of the difference between an organization's current position, and its desired future. Gap analysis influences the development of specific strategies and allocation of resources to close the gap(s).

Goals: are the fundamental issues an organization has to address to achieve its mission and move towards its desired future. They represent meaningful planning challenges and are influenced by previous analyses carried out by an organization.

Guiding Principles: the beliefs and purpose that an organization is truly committed to.

Key Performance Indicators: measurable targets that describe processes or results associated with an objective and specified by a timeline indicating intended achievement.

Mission: an organization's core purpose and focus. It serves as a filter to separate what is important from what is not and communicates a sense of intended direction.

Objectives: milestones an organization aims to achieve that evolve from the strategic goals. They transform strategic goals into specific performance targets and are stated in terms of measurable and verifiable outcomes.

Organizational philosophy: the combination of an organization's values, relationships with stakeholders, policies, culture, and management style into a coherent whole.

Strategies: statements of what must be done to achieve strategic objectives. They are consistent actions and/or behavior that provide purposeful direction.

Strategic Learning: using evaluation to learn quickly from strategic execution and to make adaptations to strategies.

Strategic Thinking: an emphasis on understanding the interdependencies of organizational decisions. It involves looking at the contribution of specific tasks to an organization's outcomes of value.

SWOT Analysis: a technique used to compile an organization's strengths, weaknesses, opportunities and threats. The primary objective is to help an organization develop a full awareness of all the factors involved in making strategic decisions.

Tactics: specific actions used to achieve strategies and implement the strategic plan. They are measurable activities that keep an organization moving toward the achievement of its desired future.

Vision: aspirational, provides a sense of an organization's desired outcome in the long-term.

TOP GEOMARKETS 2019 - SUMMARY

UNIQUE SAT PROSPECTIVE APPLICANTS

Summary information on your top 25 Geomarkets, based on the number of SAT takers sending reports to your institution

RANK	GEOMARKET	SAT	ETHNICITY / RACE											SEX		LOW SES		FIRST GENERATION		
			TOTAL SAT REPORTS	AMERICAN INDIAN / ALASKA NATIVE	ASIAN	BLACK / AFRICAN AMERICAN	HISPANIC / LATINO	HAWAIIAN / PACIFIC ISLANDER	WHITE	OTHER	TWO OR MORE RACES	MALE	FEMALE	LOW SES	NO COLLEGE	SOME COLLEGE	NOT FIRST GEN			
01	IN11	Southwest Indiana My Institution	3,911 1,283	23 7	59 22	175 33	176 53	6 2	3,263 1,102	N/A	173 52	1,799 547	2,111 735	853 275	756 249	1,219 384	1,868 637			
02	IN07	Greater Indianapolis My Institution	10,630 384	28 0	635 25	1,898 98	1,232 41	11 2	6,076 199	N/A	577 18	4,828 143	5,800 241	3,118 145	1,848 71	2,034 90	6,550 213			
03	IN09	South Central Indiana My Institution	4,728 272	13 0	186 6	191 9	283 11	5 0	3,824 239	N/A	175 7	2,159 87	2,569 185	819 60	581 37	1,172 74	2,934 160			
04	IL06	Southern Illinois My Institution	11,635 214	168 1	142 2	1,141 0	550 4	21 0	6,963 189	N/A	406 8	5,885 69	5,739 145	2,446 30	2,090 29	2,962 64	3,855 111			
05	IN08	West Indiana My Institution	1,635 175	9 1	30 2	31 1	47 7	0 0	1,419 158	N/A	70 5	688 62	947 113	507 53	287 31	575 70	745 73			
06	IN12	Southeast Indiana My Institution	2,641 160	6 0	46 2	53 5	117 1	0 0	2,293 148	N/A	88 3	1,099 53	1,542 107	645 35	456 28	860 55	1,295 76			
07	IN05	West Central Indiana My Institution	3,273 123	17 1	111 3	80 1	368 13	0 0	2,564 104	N/A	101 0	1,403 33	1,870 90	769 38	581 25	870 27	1,789 71			
08	IN10	East Indiana My Institution	2,330 86	9 1	23 0	41 0	76 3	0 0	2,044 76	N/A	96 6	967 27	1,352 59	600 25	424 18	746 31	1,099 35			
09	IN06	East Central Indiana My Institution	2,829 85	16 0	75 1	152 14	145 8	3 0	2,270 56	N/A	149 6	1,247 20	1,582 65	822 37	462 14	895 31	1,450 39			
10	IN04	Northeast Indiana My Institution	5,098 58	24 1	207 2	336 6	474 4	6 0	3,730 37	N/A	219 8	2,238 15	2,820 43	1,413 23	932 16	1,437 17	2,585 23			

N/A -- Data Coming Soon

GEOMARKET	TOTAL SAT REPORTS	MEAN TOTAL SCORE	AMERICAN INDIAN / ALASKA NATIVE	ASIAN	BLACK / AFRICAN AMERICAN	HISPANIC / LATINO	HAWAIIAN / PACIFIC ISLANDER	WHITE	OTHER	TWO OR MORE RACES	MALE	FEMALE	LOW SES	NO COLLEGE	SOME COLLEGE	NOT FIRST GEN				
11	IN03	South Bend & Elkhart My Institution	4,908	1079	21	164	294	872	4	3,279	42	N/A	215	4	2,160	2,747	1,592	1,208	1,280	2,322
12	IN01	"The Region" My Institution	4,357	1001	20	73	980	1,283	4	1,737	174	N/A	174	3	1,945	2,405	1,652	1,178	1,420	1,628
13	IN02	Northwest Indiana My Institution	2,644	1083	13	55	148	373	1	1,923	93	N/A	93	1	1,129	1,515	630	490	861	1,260
14	NY27	Manhattan My Institution	27,158	1084	93	3,018	3,181	7,699	22	9,669	881	N/A	881	0	12,220	14,908	9,361	5,554	4,949	14,128
15	IL05	Decatur & Champaign My Institution	8,180	981	104	180	675	660	10	4,935	20	N/A	312	0	4,116	4,062	1,812	1,791	2,242	2,778
16	IL11	City of Chicago My Institution	26,794	956	148	1,382	8,361	12,205	31	2,737	493	N/A	493	0	13,032	13,744	13,689	11,745	6,663	6,135
17	IL01	Rockford My Institution	24,228	1016	219	1,029	1,256	6,216	27	12,688	780	N/A	780	0	12,285	11,900	4,308	6,374	5,766	9,822
18	IL12	Western Suburbs My Institution	20,896	1058	88	1,871	1,564	6,469	14	9,090	633	N/A	633	0	10,566	10,320	3,567	4,835	3,900	10,705
19	IL13	South & Southwest Suburbs My Institution	16,253	983	126	385	4,112	3,929	14	6,163	525	N/A	525	0	8,124	8,122	4,031	4,376	4,779	5,825
20	IL03	Peoria My Institution	7,045	1008	71	169	543	415	5	4,443	237	N/A	237	0	3,622	3,422	973	1,170	1,695	3,003

1 N/A -- Data Coming Soon

COMPETITION - TOP COMPETITORS IN TOP GEOMARKETS 2019

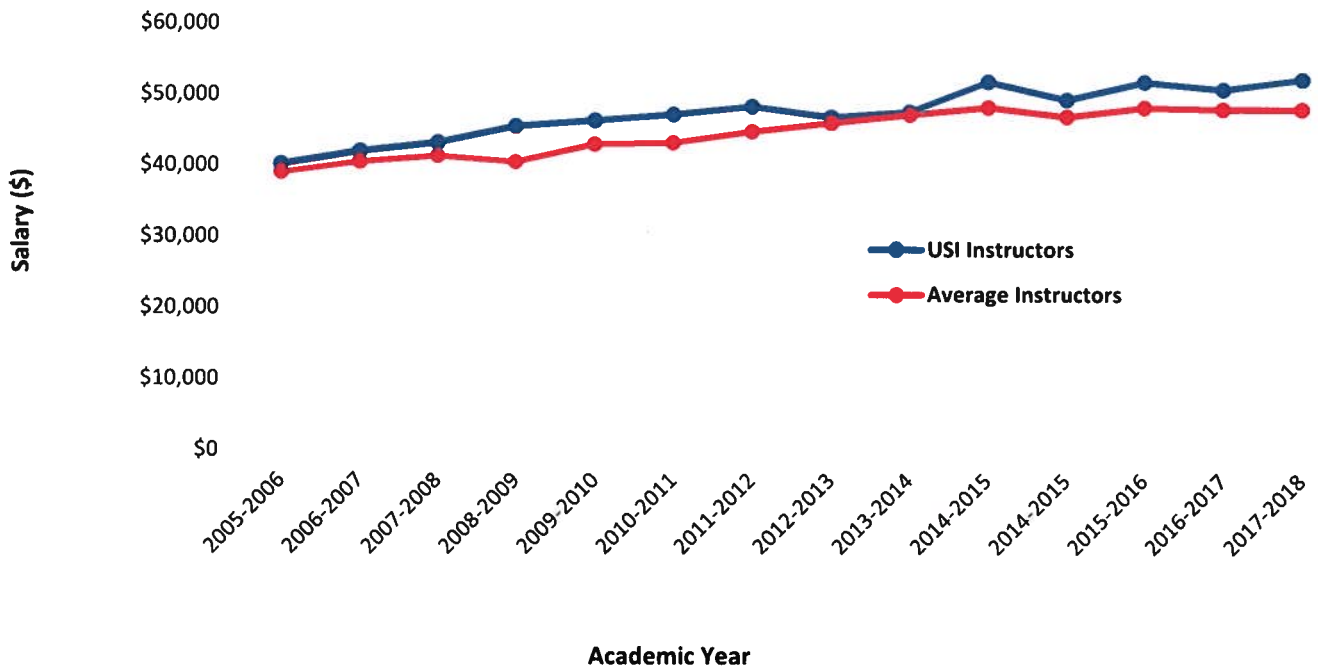
UNIQUE SAT PROSPECTIVE APPLICANTS

Your top EPS geomarkets by colleges with the largest number of SAT reports

RANK	01	02	03	04	05	06	07	08	09	10	TOTAL SAT REPORTS
GEO MARKET	IN11 Southwest Indiana	IN07 Greater Indianapolis	IN09 South Central Indiana	IL06 Southern Illinois	IN08 West Indiana	IN12 Southeast Indiana	IN05 West Central Indiana	IN10 East Indiana	IN06 East Central Indiana	IN04 Northeast Indiana	
TOTAL SAT REPORTS	3,911	10,630	4,728	11,625	1,635	2,641	3,273	2,320	2,829	5,058	
01	2019 EOY	2018 EOY	2019 EOY	2019 EOY	2018 EOY	2019 EOY	2018 EOY	2019 EOY	2018 EOY	2019 EOY	2018 EOY
01	University of Southern Indiana	Indiana University - Bloomington	Indiana University - Bloomington	Southern Illinois University Edw	Indiana State University	Indiana University - Bloomington	Purdue University	Ball State University	Ball State University	Purdue University - Fort Wayne	
TOTAL REPORTS	1,283	4,388	1,879	2,576	533	693	1,221	714	998	1,413	1,431
OVERLAP REPORTS	1,283	1,034	1,034	153	114	53	63	64	51	55	15
02	Indiana University - Bloomington	Indiana University - Purdue Univer	Indiana University - Purdue Univer	Southern Illinois University Car	Indiana University - Bloomington	Indiana University - Southeast	Indiana University - Bloomington	Indiana University - Bloomington	Indiana University - Bloomington	Indiana University - Bloomington	Indiana University - Bloomington
03	University of Evansville	Ball State University	Purdue University	Southwestern Illinois College	Indiana University - Purdue Univer	Ball State University	Ball State University	Indiana University - Purdue Univer	Purdue University	Ball State University	
04	Purdue University	Purdue University	Ball State University	University of Illinois at Urbana	Ball State University	Indiana University - Purdue Univer	Indiana University - Purdue Univer	Purdue University	Indiana University - Purdue Univer	Purdue University	
05	Ball State University	Butler University	Indiana State University	Rend Lake College	Purdue University	Purdue University	Butler University	Indiana University East	Indiana University - Kokomo	Indiana University - Purdue Univer	
	621	587	2,858	2,771	1,120	1,187	1,006	1,027	240	288	437
	233	226	109	73	128	126	31	32	56	57	47
	578	463	1,628	1,407	549	602	729	826	236	288	404
	267	219	54	40	104	110	23	48	42	43	33
											442
											379
											442
											42
											379
											357
											288
											11
											17
											283
											367
											29
											425
											12
											499
											24
											998
											16
											1,084
											6

RANK	YOUR INSTITUTION	YOUR 9 COMPETITORS WITH GREATEST OVERLAP								
	University of Southern Indiana	01 Indiana University Bloomington	02 Ball State University	03 Indiana State University	04 Indiana University- Purdue Univer	05 Purdue University	06 University of Evansville	07 University of Indianapolis	08 Vincennes University	09 Butler University
06	IN12 Southeast Indiana	IN11 Southwest Indiana	IN01 "The Region"	IL05 Decatur & Champagn	IN05 West Central Indiana	IL12 Western Suburbs	IN08 West Indiana	IN01 "The Region"	IN09 South Central Indiana	IN04 Northeast Indiana
TOTAL REPORTS YTD	160	1,123	912	375	648	993	63	205	74	296
OVERLAP REPORTS YTD	508	508	22	6	45	1	18	11	14	4
07	IN05 West Central Indiana	IL12 Western Suburbs	IN05 West Central Indiana	IN05 West Central Indiana	IN10 East Indiana	IN04 Northeast Indiana	IN05 West Central Indiana	IN05 West Central Indiana	IN12 Southeast Indiana	IN01 "The Region"
	123	986	797	342	563	980	57	200	58	287
		2	71	53	37	16	19	22	10	7
08	IN10 East Indiana	IN05 West Central Indiana	IN10 East Indiana	IL13 South & Southwest Suburbs	IN11 Southwest Indiana	IN02 Northwest Indiana	IN03 South Bend & Elkhart	IN12 Southeast Indiana	IN05 West Central Indiana	IL11 City of Chicago
	86	978	715	283	509	654	49	173	54	255
		41	51	0	244	15	5	26	12	1
09	IN06 East Central Indiana	IN02 Northwest Indiana	IN11 Southwest Indiana	IN03 South Bend & Elkhart	IN06 East Central Indiana	IN11 Southwest Indiana	IN04 Northeast Indiana	IN11 Southwest Indiana	IN04 Northeast Indiana	IN02 Northwest Indiana
	85	784	578	282	451	615	43	130	48	228
		14	267	13	32	232	8	63	5	4
10	IN04 Northeast Indiana	IN06 East Central Indiana	IN02 Northwest Indiana	IN04 Northeast Indiana	IN12 Southeast Indiana	MI02 Detroit's Northern Suburbs	IN10 East Indiana	IN06 East Central Indiana	IN03 South Bend & Elkhart	IN11 Southwest Indiana
	55	728	517	255	437	611	41	117	45	213
		40	10	22	47	0	11	14	2	72

Year	USI Instructors	Average Instructors
2005-2006	\$40,200	\$39,000
2006-2007	\$42,000	\$40,500
2007-2008	\$43,200	\$41,300
2008-2009	\$45,500	\$40,500
2009-2010	\$46,300	\$43,000
2010-2011	\$47,200	\$43,200
2011-2012	\$48,300	\$44,800
2012-2013	\$46,800	\$46,000
2013-2014	\$47,600	\$47,200
2014-2015	\$51,800	\$48,200
2014-2015	\$49,300	\$46,900
2015-2016	\$51,800	\$48,200
2016-2017	\$50,800	\$48,000
2017-2018	\$52,200	\$48,000



Sourced from EBC Faculty Salary Standing Charge Reports from 2005-2018