

Minutes of the  
Sixth Regular Meeting of the Thirty-Fourth Senate  
Indiana University-Purdue University Fort Wayne  
February 9, 2015  
12:00 P.M., Kettler G46

Agenda

1. Call to order
2. Approval of the minutes of January 12, 2015
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
  - a. Indiana University – J. Badia
  - b. Purdue University – P. Dragnev
5. Report of the Presiding Officer – A. Downs
6. Committee reports requiring action
  - a. Curriculum Review Subcommittee (Senate Document SD 14-22) – K. Pollock
  - b. Nominations and Elections Committee (Senate Document SD 14-23) – L. Vartanian
  - c. Educational Policy Committee (Senate Document SD 14-24) – C. Gurgur
7. New business
8. Committee reports “for information only”
9. The general good and welfare of the University
10. Adjournment\*

\*The meeting will adjourn or recess by 1:15 p.m.

Presiding Officer: A. Downs  
Parliamentarian: J. Malanson  
Sergeant-at-Arms: G. Steffen  
Secretary: S. Mettert

---

Attachment:

- “Approval of replacement member of the Curriculum Review Subcommittee” (SD 14-22)  
“Amendment to the Bylaws of the Fort Wayne Senate: Nominations and Elections” (SD 14-23)  
“EPC Findings and Recommendations on *includED* Digital Textbook/Course Material Project at IPFW” (SD 14-24)  
“*IncludED* report summary with presentation slides” (Attachment A)  
“University budget timeline” (Attachment B)

Senate Members Present:

T. Adkins, S. Ashur, J. Badia, S. Beckman, E. Blakemore, N. Borbieva, L. Wright-Bower, V. Carwein, J. Casazza, C. Chauhan, C. Chen, B. Dattilo, M. Dixon, P. Dragnev, C. Drummond, C. Duncan, C. Erickson, T. Grove, C. Gurgur, G. Hickey, R. Hile, D. Kaiser, J. Leatherman, M. Lipman, A. Livschiz, G. McClellan, D. Miller, D. Momoh, M. Montesino, J. Niser, R. Pablo, W. Peters, G. Petruska, K. Pollock, R. Rayburn, D. Redett, H. Samavati, G. Schmidt, A. Schwab, M. Sharma, S. Stevenson, H. Sun, B. Valliere, L. Vartanian, N. Virtue, D. Wesse, M. Wolf, L. Wright-Bower, N. Younis

Senate Members Absent:

Q. Dixie, C. Ganz, P. Iadicola, M. Jordan, N.Reimer, H. Tescarollo

Faculty Members Present:

J. Burg, M. Coussement, J. Oxtoby

Visitors Present: None

Acta

1. Call to order: A. Downs called the meeting to order at 12:00 p.m.
2. Approval of the minutes of January 12, 2015: The minutes were approved as distributed.
3. Acceptance of the agenda:

K. Pollock moved to approve the agenda as distributed.

The agenda was approved as distributed.

4. Reports of the Speakers of the Faculties:

a. Indiana University:

J. Badia: I do not have much to report. Most of the business being discussed is at various IU councils, I could say something about the upcoming ICHE agenda, but I want to divert that to the experts in the room who know a whole lot more about it.

b. Purdue University:

P. Dragnev: Ok metropolitan, everyone is excited about this. Andy and I had a very interesting meeting with IFC, about a new promotion and tenure system. We were able to resolve most of the differences as we proceed further, as we use to work. Now the big differences are that all the other campuses use a secret ballot whenever P&T gets voted

upon, and we seem to be the only campus that uses open ballots. That may be changing as we go further.

5. Report of the Presiding Officer – A. Downs:

- A. Downs: First, regarding discussion that Peter and I were on with IFC, Purdue University is looking at reigniting its attempt to make sure the learning outcomes from courses across the system match up. I will find out what that means later on today with a phone conversation.

Second, there was a bill introduced to move IPFW to a metropolitan classification. That is technically an administrative thing, and ICHE could choose to do that by accepting Commission for Higher Education. Indiana Commission for Higher Education has a meeting on February 12. In the working session portion of the meeting they will be discussing that; which means more than likely, no decision will not be made at that time. That would push any decision into March, but just to put the politics into perspective for you. If nothing were to happen with the legislation that was introduced right now by the time ICHE were to meet in March that bill would have failed to have moved to the other chamber because of the deadline. That does not mean that legislation could not be introduced or amended into another bill. It just creates some interesting timing for those of us who like following that kind of stuff.

Third, in terms of a very brief legislation update, the thing most people are looking at other than metropolitan is our budget. We are at one of those points where lots of people talk and nothing happens. So, nothing exciting is happening there.

Finally, Peter mentioned Promotion and Tenure, and as you know there is a Promotion and Tenure Task Force. It will be having everyone vote on it very soon. It will be out for public comment soon, and then come to this body for discussion and approval, I hope. I actually suggest to the speakers to have a special meeting just for the documents, because they tend to generate discussion, and would dominate any agenda they were on.

6. Committee reports requiring action:

- a. Curriculum Review Subcommittee (Senate Document 14-22) – K. Pollock:

K. Pollock moved to approve Senate Document SD 14-22 (Approval of replacement member of the Curriculum Review Subcommittee).

Motion to approve passed by a voice vote.

- b. Nominations and Elections Committee (Senate Document 14-23) – L. Vartanian:

L. Vartanian moved to approve Senate Document SD 14-23 (Amendment to the Bylaws of the Fort Wayne Senate: Nominations and Elections Committee).

Motion to approve passed by a voice vote.

c. Educational Policy Committee (Senate Document 14-24) –C. Gurgur:

C. Gurgur moved to approve Senate Document SD 14-24 (EPC Findings and Recommendations on *includED* Digital Textbook/Course Material Project at IPFW”

Motion to approve passed by a voice vote.

7. New business: There was no new business.
8. Committee reports “for information only”: There were no Committee reports “for information only”
9. The general good and welfare of the University:

C. Drummond: Our beloved presiding officer made a comment about budget process being in the talking stage and not the doing stage. We want to make sure everyone knows what he is referencing the state budget, and not the university budget. The university budget is in the talking and doing stage. I just wanted to clarify that for everyone.

S. Ashur: I want to bring the issue about closing the campus during the snow days. I am really extremely worried about the existing policy. We know there is a storm that is going to last until 7 in the morning. We know our staff and campus cannot clean the campus within one hour. We know that the city cannot clean the highways within one hour. We know some of our students are commuting from long distances. We get an email at 6:02 letting us know the campus is closed. Students were telling me that they start driving to campus before that. One student told me he did not get the message until 9:14 am. I think the existing system is not working, and I think that can expose our students, staff, and faculty to major danger. I brought this issue to your attention, and would like this policy reinstated and to be proactive. If you look around at all the school districts, and my family is from Michigan. University Michigan never closes; it closed that campus Sunday night. I think we need to be proactive in this part to save people’s lives.

D. Wesse: The budget process involves turning the IPFW mission into reality. I invite suggestions or ideas for enhancing our budgeting process. (suggestions and ideas are from the University Budget Timeline handout, see Attachment B).

I also want to indicate that we will be doing a study on the operation of the IPFW Bookstore. The current IPFW Bookstore contract ends in 2017.

J. Badia: Could you clarify the process for identifying potential high impact goal areas.

D. Wesse: Yes, that is input from USAP. As we all agreed there was a scheduling conflict between Budget Process and USAP this year. We did want to give an opportunity for USAP to bring forward any ideas and suggestions they might have though.

M. Wolf: What about rescission the tax situation and the two percent? Are we projecting that we do not have it, or do we not have it until July?

D. Wesse: Our assumption has always been we will get it. It is built in our budget.

A. Downs: For those of you that is not sure what Mike is talking about. You will recall a year ago when revenue was falling short at the state level the Governor said for all educational institutes to throw back one-three percent of your budget. That was then recaptured and put back into the general fund. That is what Mike is talking about.

D. Wesse: It was done kind of under the radar, and not released to the press. We did receive a letter indicating that there was going to be a two percent rescission. Ever since we got the letter we assumed that would be the case. As of now, we are assuming there will be a two percent cut.

N. Virtue: Getting back to Janet's question, wondering a little bit more about the high impact goal areas. If we could have a little more clarity from you or someone from USAP of what that process is going to look like. I am drawing a blank from that report USAP is going to look like.

A. Downs: Given this is good and welfare nobody is obliged to answer a question. This is not question time. We are sort of turning this into question time, and it is a little inappropriate, but given this is the budget it is expected to happen. Rachel you have been asked a question, but you are not obliged to answer at this time since it is good and welfare. If you do have information you are willing to provide that would be great, but if not that is fine too.

R. Hile: The 24 members of USAP are divided into six small groups of four people; each of those groups has 20-23 reports to look at. We meet together and talk, and see if the large group thinks it is a high impact goal, which means something that will be a big impact on the universities goals. So, we are all looking in small groups and larger groups.

C. Drummond: Within the academic budget, which is of primarily interest to this group? There are three major divisions. There is S&E that will remain fixed this year. Then there is an S&E task force that is working on a plan for rebalancing. I do not think we are going to be in a position to exercise that rebalancing this year. So, that part of the budget will stay fixed.

Next, we have Continued Labor that was wildly out of balance before this year. We have made great strides to get a budget reality with expenditures there. We may be a little more optimistic to say that it is fixed, but it is more fixed than it has ever been before.

The third and largest part is the Continuing faculty and staff salaries. For Academic Affairs those budget decisions were made in August and November when we authorized searches. Those larger strategic decisions were made with the recommendations up through the departments, through the deans, and then to me. That really sets 98 percent of the academic

budget for the next year. So, any recommendations that come from USAP will carry a longer term strategic rather than an immediate tactical set of concepts for the 2015-16 budget. I hope that is helpful.

V. Carwein: A couple of things. One there is a number of you that are in this room that were here Saturday morning when the new class of Chapman Scholars, Doermer Scholars, and Wiseman Scholars interviewed. There were over 100 people on campus. That is the biggest group we have had with their parents. All you have to do is talk to them for a little bit, and it comes back as to why we are here and why we do what we do. George, thank you for organizing and being the point on bringing that together. We had a panel of students, and in another week we will know who the new seven are for this coming year.

I also wanted to make a comment about the change in classification for campus. There is going to be a lot more discussion about this, clearly. We are on the radar around the state, not just in Northeast Indiana. You know the change in classification and the change in funding metric those two things the president asked for in the letter. So, he listened to what we had to say. My experience with him is he a pretty day to day driven individual. We were persuasive in bringing him and the Board of Trustees around to making this recommendation. I think it is a great thing. In 50 years of IPFW if we ever had a shot at this, it is now. There are lots of conversations going on behind the scenes to hopefully bring this. We still need more money in our base budget, and continue to advocate for that and stay on point in terms of our legislative agenda. We have meetings set up with our legislators, and the bus trip is coming up in another week or two. ICHE is beginning to talk about it. We have our legislators and our supports in the community. I am cautiously optimistic. I think we have a chance this year to make a statement.

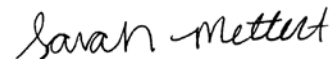
On a side note, I talked to my counterpart at IUPUI, and asked him if he would share any documents that IUPUI has relative to the metropolitan classification they have. I would say they are not too proud to have us join them with that classification. If you take medicine, law, and all those graduate programs away from the campus and compare apples to apples to undergraduates they are bigger than us, in terms of numbers, but perform just like us. The other comment that I have heard around is this classification does not really matter. It does matter. It is going to matter on the money side of things for us, and those things we cannot measure are going to matter. This is going to have people look at us in a different way. Regional campus or metropolitan university, which would you rather be? I think it does matter, and this is huge for us. I am very excited about all this hard work and we have a message already drafted if it comes to ICHE to cast a vote. I think IPFW is in a wonderful spot right now. It still does not mean this is done until it is done, but we are working hard.

G. McClellan: An update on the tip program, which was designed attract students to come back and complete degrees. In the fall we got 104 students to come back and five have already earned degrees. They have about a 76 percent rate into the second semester. Thank all of you that have been involved in mentoring and supporting those students. It is now a program around the state that people indent on replicating.

Also, the food service committee has made a recommendation, which the chancellor has accepted. We will name a vendor as soon as the contract is signed. We are moving forward, and it is our intent to switch the new company over the summer, and open the new school year with the new food service. Generally speaking, I think people will be pleased with the variety, service, and pricing.

A. Downs: The tip program actually generated legislation this session. A legislator liked the sound of it, and drafted something to develop for everyone to follow, and campuses are saying maybe we should be allowed to do our own version of this; instead of you telling us what the only version is.

10. The meeting adjourned at 12:50 p.m.



Sarah Mettert  
Secretary of the Faculty

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Laurie Corbin, Chair  
Curriculum Review Subcommittee

DATE: January 20, 2015

SUBJ: Approval of replacement member of the Curriculum Review Subcommittee

---

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that "... Senate Committees ... shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There is one vacancy on the Curriculum Review Subcommittee with no representation from the Doermer School of Business; and

WHEREAS, The chair of the Curriculum Review Subcommittee has invited Dr. Chenwei Li of the Doermer School of Business to serve as a replacement member for the remainder of the 2014-2015 academic year;

BE IT RESOLVED, That the chair of the Curriculum Review Subcommittee requests the Executive Committee to forward this appointment to the Senate for approval.

Note: Questions concerning this document should be addressed to Laurie Corbin at 481-6631 or [corbin@ipfw.edu](mailto:corbin@ipfw.edu)



Senate Document SD 14-23  
(Approved, 2/9/2015)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Nominations and Elections Committee

DATE: 21 January 2015

SUBJECT: Amendment to the Bylaws of the Fort Wayne Senate: Nominations and Elections

DISPOSITION: Request the Senate vote on the attached amendment to the Senate Bylaws

WHEREAS, technology has changed significantly since the Bylaws of the Senate and the procedures for conducting elections were first written; and

WHEREAS, technology can allow the Nominations and Elections Committee to conduct elections in a more efficient manner;

BE IT RESOLVED, that the Bylaws of the Fort Wayne Senate be amended as indicated below to give the Nominations and Elections Committee greater flexibility in determining the best method of conducting elections (language being replaced is ~~crossed-out~~; new language is in **bold**):

5.1.5 ~~The names of nominees proposed for any Senate committee or subcommittee by the Nominations and Elections Committee shall be circulated with the agenda for the meeting at which their election is to take place; Senators may make additional nominations from the Senate floor.~~ **The Nominations and Elections Committee shall establish the procedure for, and conduct, such votes as are required among the Senators and the Faculty.** The Nominations and Elections Committee shall place at least two names in nomination for each vacancy on the Executive Committee.

<u>Approving</u>	<u>Not Approving</u>	<u>Abstaining</u>	<u>Absent</u>
C. Gurgur			
G. Hickey			
S. Stephenson			
L.R. Vartanian			

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Cigdem Z. Gurgur, Chair  
Educational Policy Committee

DATE: December 10, 2014

SUBJ: EPC Findings and Recommendations on *includedED* Digital Textbook/Course Material Project at IPFW

---

In October 2014, Executive Committee asked EPC to investigate the rationale for the *includedED* Digital Textbook program including the cost-advantages and the link to student success.

EPC investigated this matter by taking input from Samantha Birk, Associate Director for Instructional Technologies at CELT; George McClellan, Vice-Chancellor for Student Affairs and Enrollment Management; as well as Carol Sternberger, Associate Vice-Chancellor for Faculty Affairs and Director of Graduate Studies. The investigation yielded the following results.

The *includedED* program is adopted due to:

- Increasing numbers of students decide not to purchase texts or decide to purchase texts after the first week of class. *IncludedED* insures that students have the opportunity to access their materials on the first day of classes.
- Some students respond to high textbook costs by delaying semester of enrollment or not taking certain courses. The campus bookstore is able to negotiate deep discounts for *includedED* e textbook materials, thereby reducing this stress.
- There is a general publishing and reading trend from printed to electronic media.

- E textbook format allows for delivery of enhanced Adaptive learning/interactive/multi-media materials that improve the learning experience for students.

Beyond the usual problems initiating the program, some issues with the *includedED* program are a little more persistent:

- There is a federal regulation that prohibits us from requiring students to purchase course materials from a single source, unless that is the only outlet for those particular materials.
- Students complain that professors who adopt these e textbooks do not use the Adaptive learning/interactive/multi-media components, which makes it essentially the same as a print textbook which invalidates the rationale for requiring a fee for purchasing all of the texts from a single source.
- Students are accustomed to acquiring cheaper texts from sources other than the campus bookstore.
- Some professors have barred students from picking up the print version (included in the fee or available for an additional fee of ~\$25), while others have neglected to inform students that the book is available. This practice does not facilitate the learning needs of students.
- Students are concerned about the fact that e textbook licenses are limited, and that making them available through blackboard (which makes the task of accessing multiple publisher's materials more uniform for the student) has the effect of shortening this access period even further. This presents difficulties to students who wish to keep the book as a reference for subsequent courses or after graduation.

With the above findings, EPC makes the following recommendations:

- The *IncludED* program has been an opt-in program—it should remain optional for the instructor or department.

- Whether the cost of a printed version of the text is rolled into the *included* fee or the printed version is available at a nominal fee, the option of acquiring a printed version should be made available to students whenever possible, and students should be informed that this option exists.
- If an instructor or department opts to participate in the included program, they should be particularly sensitive to expectation that the book, including the enhanced Adaptive learning/interactive/multi-media materials will be used in the course. If not used for graded assignments, quizzes, or exams, at least the students should be strongly reminded that it is available for their own use as aids to learning.

Approving

Noor Borbieva  
Benjamin Dattilo  
Peter Dragnev  
Cigdem Gurgur  
Jane Leatherman  
Ann Livschiz  
Steven Sarratore

Disapproving

Abstain/Did Not Vote

Non-Voting

Patrick McLaughlin

## *included* Digital Textbook/ Course Materials Project at IPFW

Summary Report for IPFW's Education Policy Committee

Prepared: November 2014  
Submitted by: Samantha S. Birk  
Associate Director for Instructional Technologies, CELT

## Overview

report: page 3

- October, 2011 — IU launched system-wide eText program across the system
- 2011 Educause/New Media Consortium Horizon Report: etextbooks listed as a “near-term” horizon (within the next 12 months) that higher education needed to address
- VCAA appointed initial steering committee

## Characteristics of the program

report: page 4

- Must be a faculty or department *opt-in initiative*, rather than participation being mandated by campus leadership to participate.
- Would *not limit faculty* to any specific publisher or format of digital materials, rather it would continue to support the academic freedom of the faculty to adopt the materials they feel best supported the learning goals of their courses.
- Would *follow the existing process* of notifying the IPFW bookstore of their choice to opt into the program and would specify which digital course materials were being adopted.
- Would have Follett, as the campus's textbook/course materials vendor, negotiate with publishers for *reduced pricing* so that the savings could be passed along to students.
- Would make available to students a comparatively *low-cost, custom physical book* via the bookstore at the faculty's direction.

- Would provide access to any materials delivered via the program would through the Blackboard, thereby *eliminating* the need for a student to have *multiple login accounts*, or the redemption of *access codes*.
- Would eventually receive, first-tier *technical support* from the IPFW Help Desk, so that students and faculty could more quickly receive assistance.
- Would work with the publishers whose products were being used to develop the ability to *quickly escalate* more complicated

## Initial Survey 2012/2013 academic year

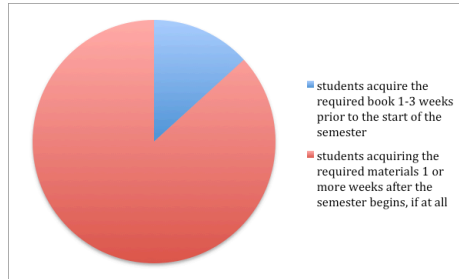
report: page 4  
appendix b: page 23

Student sample size: 432

- **36% of IPFW** students reported that they, at *least once, did not purchase* the required course materials (e.g. textbook).
- National surveys indicate that 1 in 3 students have chosen not to purchase the required textbook.
- **15% of IPFW** students reported that they have *skipped or deferred taking a class* because of the cost of textbooks/course materials.
- National surveys indicate that 1 in 5 students have skipped or deferred classes because of the cost of required course materials.

Faculty sample size: 70

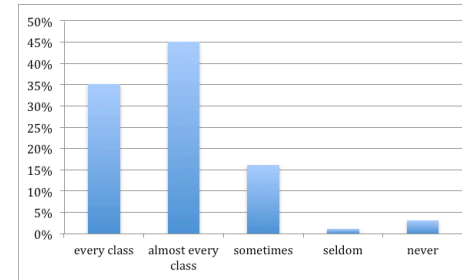
When asked at what point in the semester do the feel students purchase the textbook:



- 11% report that students acquire the required book 1-3 weeks prior to the start of the semester
- **72%** report students acquiring the required materials 1 or more weeks after the semester begins, if at all

Faculty sample size: 70

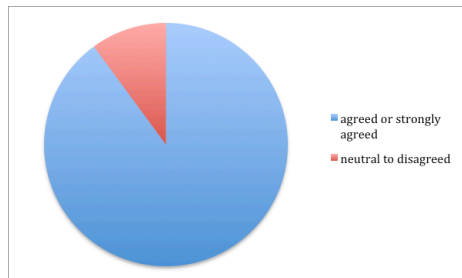
When asked:  
How often do they typically refer or otherwise utilize the required textbook in their class(es):



- 35% reported every class
- 45% reported almost every class
- 16% reported sometimes
- 1% reported seldom
- 3% reported never

Faculty sample size: 70

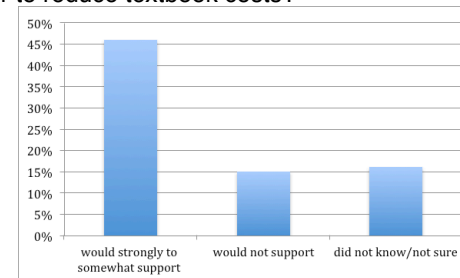
When asked:  
How strongly do you agree with the following statement? "Students who obtain the required course materials do better in my class than those who do not."



- **89%** agreed or strongly agreed
- 10% were neutral to disagreed

Faculty sample size: 70

When asked:  
To what extent would you support having students pay a mandatory course material fee with their tuition that would provide them with eTextbooks and other course materials in order to reduce textbook costs?



- 46% stated they would strongly to somewhat support
- 15% would not support
- 16% did not know/not sure

## Growth of the program

report: page 7

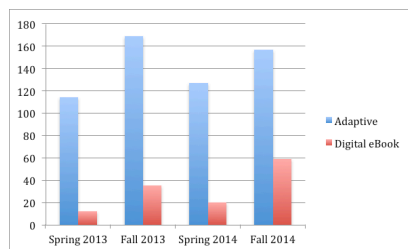
### ebook or digital textbook

- The digital version of a textbook with a similar reading experience as a Kindle, Nook or iBooks

### Adaptive learning/interactive/multi-media

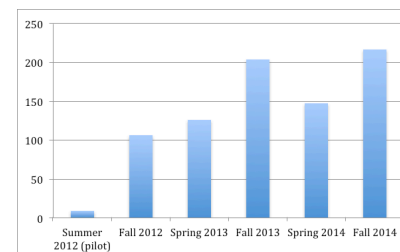
- A digital version of a textbook that has been enhanced with adaptive learning tools, interactive learning activities and/or multi-media, e.g. Pearson's *MyLab/Mastering*, McGraw-Hill's *Connect/SmartBook*, and Cengage's *MindTap*.

### Growth as seen through the use of Adaptive vs. ebooks



COURSE MATERIAL FORMAT	TERM			
	Spring 2013	Fall 2013	Spring 2014	Fall 2014
Adaptive	114	169	127	157
Digital eBook	12	35	20	59
TOTAL	126	204	147	216

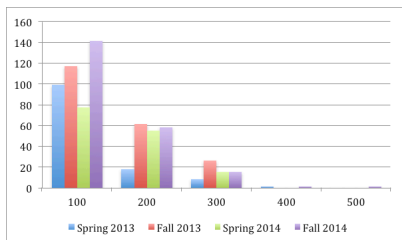
### Growth of the includedED program by semester



TERM	SECTIONS
Summer 2012 (pilot)	9
Fall 2012	106
Spring 2013	126
Fall 2013	204
Spring 2014	147
Fall 2014	216



By course level  
(Spring 2013, Fall 2013, Spring 2014, Fall 2014)



COURSE LEVEL	TERM			
	Spring 2013	Fall 2013	Spring 2014	Fall 2014
100	99	117	77	141
200	18	61	55	58
300	8	26	15	15
400	1	0	0	1
500	0	0	0	1
TOTAL	126	204	147	216

## Course Materials Cost Comparison

report: page 10  
appendix c: page 27

BIOL 11700 – Principles of Ecology & Evolution uses a textbook published by Pearson, and its adaptive learning/interactive content known as Mastering Biology or MyBioLab.

- If a student purchased a new book, bundled with the access code to the interactive content, they would pay: **\$187.00**.
- If a student were to purchase a used textbook, the textbook cost would be: \$120.75, plus the cost of the access code, \$136.00, for a total expense of: **\$256.75**.
- If a student were to rent a used textbook (\$80.50) and purchase the access code (\$136.00), the total expense would be: **\$216.65**.

The included cost for this book is **\$113.14**, which is a savings of:

- **\$73.86** over new bundled with access code
- **\$143.61** over used with separate access code
- **\$103.51** over used, rental with separate access code

The included price is actually **\$22.86 less** than purchasing the access code alone.

COM 11400 – Fundamentals of Speech uses a textbook published by Sage Publishing. It is a simple ebook.

- A new, physical book for this course costs **\$103.50**
- A used textbook costs **\$77.75**, with a rental costing **\$51.75**

The included price for this text is **\$69.33**.

Through the included program students see a cost savings of **\$34.17** over a new textbook, and **\$25.75** over a used book.

## Low-cost print copies and Access

report: page 12  
appendix d: page 30

### **Print copies**

- Since the start of the program, students have had the option to either pick up or purchase a low-cost, print version of the textbook for the majority of the courses that have opted into the program
- For Pearson textbooks, the cost of this custom print version is part of the includED fee through the end of Spring 2014 semester
- For all others, greatly reduced pricing has been negotiated by Follett

### **Access to materials**

- Length of access varies from publisher to publisher
- If a course is part of a sequence (like Spanish S111/S112) students have access to the materials for 12 months
- Many single courses have access for more than 1 semester

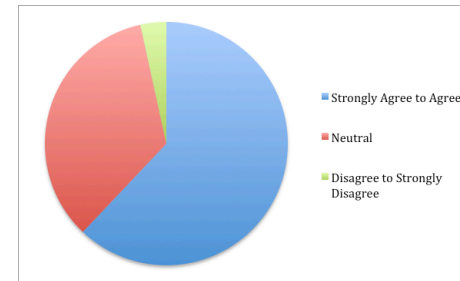
## Evaluation of program

report: page 13  
appendix e: page 33

## Spring 2014 Faculty Survey

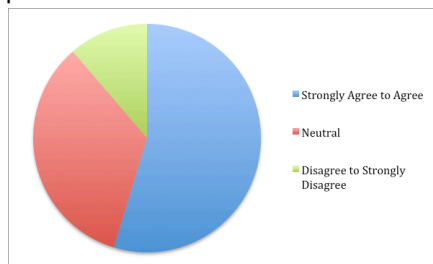
- 109 faculty invited to participate in the survey
- Sample size: 54
- 49% return rate

When asked:  
Students who have access to their course materials on the first day of class are more successful than those who do not.



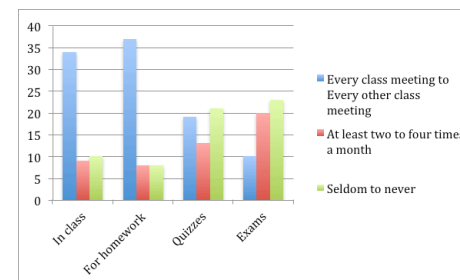
Strongly Agree to Agree	36	68%
Neutral	20	28%
Disagree to Strongly Disagree	2	4%

When asked:  
Students who have had access to their course materials through the *includED* program have had fewer technical issues than prior to the *includED* program, when students were required to redeem access codes.



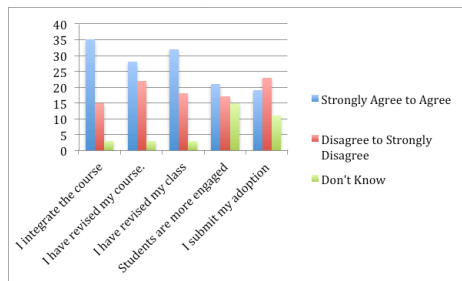
Strongly Agree to Agree	29	55%
Neutral	18	34%
Disagree to Strongly Disagree	6	11%

When asked:  
How often do you refer to or otherwise utilize the required includED course materials?



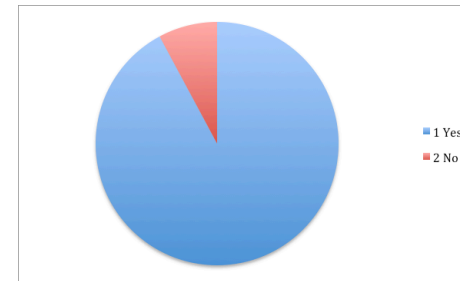
When asked:

Knowing that 100% of your students have the required course material on the first day of class through the *includED* program, to what extent do you agree or disagree with the following statements?



When asked:

Do you plan to continue with the includED program?



Yes	47	92%
No	4	8%

## Comparative Course Mean Grades

- Select courses analyzed
- All taught between Fall 2011 and Summer 2014
- Mean course grades analyzed using a paired t-Test by course and course instructor
- Most differences were not statistically significant ( $p < 0.05$ )
- One comparison mean grades were significantly lower when etextbooks were used
- Eight (8) pairings showed a trend towards improvement
- Five (5) pairings the grades significantly improved

**IPFW  
University Budget Timeline  
For FY 2015-2016**

Date	Action
Monday, February 23, 2015	IPFW Budget instructions sent out to Campus Community
Determined by respective Vice Chancellor's	Budget materials Due to Vice Chancellors
Wednesday, March 25, 2015	Final date for budgets to be submitted to IPFW Budget Office (Proposed final versions that have been reviewed by Vice Chancellors)
Friday, March 27, 2015	Potential High impact Goal Areas presented to UBC
Tuesday, March 31, 2015	Start of Budget Presentations to UBC
Friday, April 10, 2015	End of Budget Presentations to UBC
Friday, April 18, 2015	URPC/Budgetary Affairs Subcommittee input
Monday, April 20, 2015	UBC recommendations to Chancellor and Vice Chancellors
TBD	Final Chancellor / Vice Chancellor Meeting
Friday, May 01, 2015	Budget due to West Lafayette