NCA

North Central Association
of Colleges and Schools
Commission on Institutions
of Higher Education

1221 University Avenue
Boulder, Colorado 80302
303/449-7110
800/525-0840

820 Davis Street
Evanston, Illinois 60201
312/864-0740
800/323-6528

Boulder - June 24, 1980

Dr. Richard G. Landini
President
Indiana State University
Terre Haute, Indiana 47809

Dear President Landini:

This letter is formal notification of action taken by the Executive Board of the Commission on Institutions of Higher Education at its meeting on June 23, 1980. The following actions were recorded with respect to Indiana State University:

that accreditation be continued at the doctoral degree-granting level;

that a comprehensive evaluation be scheduled in ten years, 1989-90.

The action of the Board was based on the materials provided by the institution, the report and recommendation of the visiting team, and the recommendations of the Review Screening Committee.

On behalf of the Commission I wish to thank you and your colleagues for your cooperation during the evaluation process. If you have questions about this action or about Commission policies, please write or call Dr. Patricia Thrash, Associate Director, the staff person responsible for providing direct assistance to your institution. Dr. Thrash is located in the Evanston office of the Commission.

Yours sincerely,

Thurston E. Manning
Director of the Commission
On Institutions of Higher Education

TEM:gs

CC: Dr. John Kamerick, Team Chairperson
Evaluation team members

Enclosure: General Information for Institutions Following Accreditation Actions

RESPONSE TO EVALUATORS' REPORT

Report of Evaluation Visitation to
Indiana State University
Terre Haute, Indiana
April 9-11, 1980

Presented to the
Review Screening Committee
Commission on Institutions of Higher Education
of the
North Central Association of Colleges and Schools

Prepared by
Richard G. Landini, President
Indiana State University

June 4, 1980

INTRODUCTION

On behalf of Indiana State University I respectfully acknowledge receipt of the report of the visit of the Evaluation Team of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Furthermore, I am pleased with the opportunity afforded to prepare a response to the Evaluators' Report. The faculty, staff, and administration of Indiana State University were indeed impressed by the professional manner in which the visitation was carried out and by the keen perception and the depth of insight of our visitors. An extensive and intensive examination of an Institution such as Indiana State is indeed a challenge when placed within a time restriction of a few days, but we are convinced that the evaluators were not hindered by the time limitation and were able to analyze and study our University with great finesse.

BASIC COMMENTS

The observations made by the NCA Evaluation team appear to coincide with the perceptions held by the majority of the University community. The areas of concern expressed by the team are, in general, areas that we recognize and hope to devote our attention to. The value of a report by an external team is primarily that attention is called to specific items and this, in turn, encourages a prioritization of steps for improvement. We accept the comments and suggestions of the Evaluation Team and pledge our efforts to initiate improvements without undue delay.

We are most gratified and quite satisfied by the observations made by the visitors relative to the progress and improvements that have occurred since the previous evaluation in 1975. The earlier appraisal was most disturbing and disquieting and in the ensuing years we have exerted all efforts toward improvements and strengthening our institution in order to overcome the shortcomings that were cited in 1975. It is heartening to learn that our efforts have been productive and that the progress is readily recognized.

GENERAL REACTIONS

It seems feasible at this point to react in general terms to a number of concerns expressed by the Evaluators and to indicate the proposed remedial steps that appear to be in order.

The report states some concern relative to the lack of a long-range planning document (p. 4). As is indicated such a plan is being developed (by the Academic Planning Council). In addition, the Commission for Higher Education has been directed by the Indiana General Assembly to develop a statewide long-range plan for higher education. Thus the University is moving ahead in this endeavor.

p. 6. No formal system of student evaluation of teaching (or peer evaluation) -- Should we react? (Particularly as this relates to merit)

(p.6 General Education Program)

The concerns expressed relative to the status of General Education seem warranted. However, as is stated, the provisions for built-in assessments of academic programs are already in place. It behooves us to encourage an on-going evaluation by the total university concerning the quality of the general education program.

Reference is made to the rather large number of small departments and administrative units. The University is indeed aware of this situation and a systematic review of the administrative and academic organization is done periodically. It should be noted that considerable consolidation and reorganization has occurred since 1975 and it is anticipated that such activities will be continued in the years ahead.

The School of Education Faculty expressed concerns relative to inadequate travel funds and insufficient operating monies, (p. 11). Perhaps, it should be pointed out that during 1979-80 additional travel funds were made available and plans have been initiated to supplement such budgets in 1980-81. The comment that twenty months may elapse between the initiation of a proposal to change a policy and its eventual adoption (p. 11) is somewhat exaggerated. This is no doubt an exception rather than the general situation.

The condition of facilities and space needs in the School of Health, Physical Education and Recreation, are concerns readily acknowledged by the University. The Review Screening Committee should be informed that these needs have top priority listing in our physical facilities plans.

The situation of the Student Financial Aids Office (pp. 24-25) is one with which we are aware and genuinely concerned. Plans are in the offing to relocate the office to a more secure cite and to take steps to ensure protection of the records.

The concern expressed relative to articulation of the activities of the Student Affairs Division and the Academic Units (p. 25) deserves comment. It should be noted that there are a great number of interactions and interfacings between the Student Affairs Areas and the Instructional Units. However, we certainly acknowledge that a great deal more should be done in this area and we shall initiate plans to enhance the quality of articulation been the Student Affairs Division and the instructional staff.

There is an omission or oversight relative to the staff of the University Library (p. 28). In addition to the professional librarians and the part-time student help, there are also 45 full-time clerical workers allocated to the Library. Also it should be noted that the position of Dean of Library Services has now been filled, effective July 1, 1980.

p. 29 -- Reference to extent of Bonded Indebtedness (I assume Vice President Moulton will provide a response)

CONCLUDING STATEMENT

The institutional strengths set forth by the visiting team will provide a starting place as we devote our attention to the areas of concern enumerated in the Evaluators' Report. It is most gratifying to us that our visitors observed and recognized our many assets and set these forth in the report. You may be assured that we appreciate the candor of the North Central visiting team in specifying the problems that should receive our attention. As noted early in this response, we were aware of some of these concerns and the counsel provided by our "outside" experts will help us develop a plan of action for establishing our priorities for consideration.

The recommendation of the Evaluating Team that continued accreditation at the doctoral degree level be extended for a ten-year period is most welcome and we appreciate this statement of confidence in our behalf. The bases for the recommendation of the Evaluating Team are those we accept and with which we concur.

Again may I express my appreciation for the opportunity extended to respond to the evaluators' report. We are indebted to the visitors for their keen perception and straightforward evaluation. We know that the visitation and subsequent appraisal can only result in a better University. For this we are all pleased and grateful.

REPORT OF A VISIT

TO

INDIANA STATE UNIVERSITY

Terre Haute, Indiana

April 9-11, 1980

for the

Commission on Institutions of Higher Education

of the

North Central Association of Colleges and Schools

EVALUATION TEAM

Richard U. Byerrum, Dean, College of Natural Science, Michigan State University, East Lansing, Michigan 48824
Robert P. Cobb, Dean, College of Liberal Arts, University of Kansas, Lawrence, Kansas 66045
Harold Mayer, Professor of Geography, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201
Donald McCarty, Professor of Educational Administration, University of Wisconsin, Madison, Wisconsin 53706
Barbara H. Mickey, Vice-President for Academic Development and Evaluation, University of Northern Colorado, Greeley, Colorado 80639
Jerry B. Poe, Professor of Finance, Arizona State University, Tempe, Arizona 85281
James J. Rhatigan, Vice-President for Student Affairs, Wichita State University, Wichita, Kansas 67208
John J. Kamerick, President, University of Northern Iowa, Cedar Falls, Iowa 50613 (CHAIRPERSON)

RECEIVED
JUN 5 1980
PRESIDENT'S OFFICE

INTRODUCTION

Indiana State University-Terre Haute began its existence early in January, 1870, in consequence of legislation enacted by the Indiana General Assembly late in 1865 establishing a State Normal School. It remained the only State Normal School in Indiana until 1929 when its eleven-year-old Eastern Division at Muncie was established autonomously as Ball State Teachers College. Following a common pattern of development, the Normal School experienced name changes to Teachers College (1929), State College (1961), and University (1965).

First accredited in 1915 as a teacher training institution, Indiana State was transferred in 1930 to the list of Colleges and Universities after earlier denials. In 1963 accreditation was extended to include 6th year programs in Education. In 1965 the Executive Board of the Commission granted preliminary accreditation for doctoral programs in elementary education and in guidance and psychological services while deferring approval of a doctoral program in Life Sciences. Subsequent actions by the Executive Board of the Commission (1967, 1968, 1975) produced approvals of doctorates in four Education fields, Life Sciences, and Geography. In 1975 the Executive Board approved continued accreditation at the doctoral degree level, scheduled the next evaluation in five years, recommended doctoral-level programs be limited to those presently offered, and stipulated the next evaluation should include continuing focus on the development of doctoral programs.

This 1980 report is comprehensive in scope and evaluates the University for continued accreditation with special attention to the development of doctoral programs. It does not include an evaluation of Indiana State University at Evansville for which the President and Trustees of Indiana State University are also responsible. That institution has been evaluated separately recently.

In general this report follows the organization of the self-study, with rather heavy emphasis on implementation of the university mission and resources to support that implementation. The first part is concerned with advice to the institution. The penultimate section of the report analyzes the university's success in meeting the Association certification statements for accreditation as reflected in the written materials provided and the team members' evaluations. The final section of the report contain the accreditation recommendation and the reasons.

GOVERNANCE

Governance is discussed in considerable detail in Chapter Three of the Self-Study. Immediate control of the university rests with the Indiana State Board of Trustees but since 1971 the Indiana Commission for Higher Education has exercised increasing influence over most aspects of university operations, including degree program approval. A proposed Doctor of Arts in History was rejected by the Commission in December, 1974, and current plans of the Commission would allow only a limited number of doctoral programs at Indiana State according to the Executive officer of the Commission.

Faculty governance is discussed on pages 14ff of the Self-Study. Its essential feature is a faculty senate composed of 40 members elected for two-year terms, with proportional representation from each of the schools. The Senate has some considerable legislative and judicial authority. It meets once a month during the academic year.

Its day-to-day affairs are conducted by an executive committee, composed of nine members (including the three chief officers of the Senate), and supported by an administrative assistant provided by the university. Further, it has nine standing committees, also composed of nine faculty members each, two of whom must be drawn from the forty-member Faculty Senate. Additionally, there are a number of all-university faculty committees, which are appointed for specified purposes and specified periods.

The Senate as. its primary authority for recommending policy pertaining to curriculum, degree requirements, faculty appointments, retention, tenure and promotion, teaching and research, admission and retention, and academic freedom, subject only to approval by the President and the rules and regulations of the Board of Trustees.

Likewise, each of the individual schools have governance systems, which act on those matters falling exclusively within their purview, and which may forward to the Faculty Senate Executive Committee those matters of all-university concern.

Although the faculty, as a whole, believes that the Self-Study overstates the influence of faculty on university policy, they, by and large, agree that the machinery for greater faculty involvement is there waiting to be used. The Senate can (and does) discuss anything, and there are provisions for faculty referenda on most subjects. If there is a cleavage of opinion between the faculty and administration, the President is obligated to communicate to the Board of Trustees what the faculty views are, as well as to represent his own. Encouragingly, a large percentage of the faculty vote in the Senate elections.

The addition of an administrative assistant to the University Senate has greatly accelerated the circulation of minutes and the distribution of information; it may also suggest the determination on the part of the university to encourage the widest possible participation in university government.

Most recently, the Senate Executive Committee has been influential in the determination of the university policy regarding the hiring of temporary faculty, the discussion surrounding early retirement, the maintenance of flexibility in funding of sabbatical leaves, and the evolution of a partial merit system. In sum, faculty governance at the Indiana State University may be said to be a pronounced feature of the institution. Whatever deficiencies it may have are developmental rather than structural.

THE MISSION

The 1975 NCA Evaluators suggested the university's mission statement contained conflicting convictions. In 1979 a revised mission statement was developed, reviewed by appropriate faculty and administrative committees, and approved. It is appropriately described in chapters 4 and 5 of the Self-Study. The basic concepts are familiar, the language traditional, and the objectives laudable -- probably the best that can be done in a multi-purpose university. It is at least consistent internally and appropriate for the university whose mission it describes.

The mission statement has not as yet been followed by a long-range planning document, which would seem to be a logical subsequent step. While one is being developed, it was not available to the team at the time of the site visit.

THE EDUCATIONAL SYSTEM -- THE COLLEGE AND SCHOOLS

The College of Arts and Sciences is composed of twenty-one academic departments, two centers with departmental status, and several additional units: the academic advisement center, an experimental program in university studies, an Honors Program, an International Studies Center, an Urban Regional Studies Center, the General Studies Program, a Women's Studies Program, American Studies, Latin American Studies, and ROTC. Currently, it offers Ph.D.'s in six areas of two disciplines, thirty-nine masters degrees, fifty baccalaureate majors, fifty-one baccalaureate minors, and three associate degrees. Similarly, it contains 53 percent of the faculty of Indiana State University and produces approximately 67 percent of the total student credit hours at the University. It is responsible for providing the fifty-hour general education program for the entire university, approximately 40 percent of the minimum hours required for baccalaureate degrees anywhere within the university. Additionally, it offers academic work leading to degrees in various of the Arts and Sciences, as well as professional and

pre-professional educational experiences for students in other schools of the university. Organizationally, the College is administered by a Dean, two Associate Deans, and one Assistant Dean, as well as appropriate support staff. The Council of Chairpersons is convened twice a month. The faculty council meets once a month to conduct business brought to it by one of its three standing committees -- academic affairs, faculty affairs, and student affairs -- as well as occasional business forwarded to it by an ad-hoc grievance committee or the seasonal recommendations of a nine-member promotions advisory committee, elected by the council from the College Faculty. The latter committee, however, reports directly to the Dean, and sends a summary of its actions to the council.

Given the fact that Indiana State University has evolved primarily from a teacher-training institution, the College of Arts and Sciences is surprisingly strong. One reason for that strength may be that most students who are planning to become teachers take both their academic work and their methods courses through academic departments. There is, likewise, an increasing demand for curricula which are not related to the preparation of teachers. Furthermore, the College of Arts and Sciences has attempted to be increasingly responsive to the demand for new curricula to serve changing societal needs, e.g., social welfare, urban studies, and clinical psychology.

There is some feeling, nevertheless, that the relationship between the College and the professional schools may be strained if the College moves much farther in the direction of vocationalism and the professional schools establish their own academic courses, as both give some evidence of doing.

Students and faculty, at ISU, believe that teaching is important and good teaching is highly valued. There is ample evidence throughout the college that teachers are accessible to their students and that students do not feel inhibited about conferring with their teachers. Most faculty

members have generous office hours, and a large number of students appear to take advantage of the accessibility of the faculty.

In an institution which values teaching, however, there is no formal system of student evaluation of teaching or peer evaluation. Moreover, with the general absence of a merit system, it is difficult for an institution to reward that which it values. There is, however, a modest merit system developing, one which is likely to grow as the money available increases.

The general education program alluded to above is the central feature of the Indiana State University and a central feature of the program of the College . Arts and Sciences. Many faculty members feel, however, that institutionally there is less discussion of its rationale and its features than is warranted. Many express a desire for an all-university forum to discuss, on a regular basis, the progress of general education. The built-in assessments of academic programs now in place at ISU might be extended to provide for an on-going assessment of the quality of the general education program.

Similarly, the institution may wish to give attention to the accelerated development of evaluation systems that recognize merit. If the institution develops an increased emphasis on research, as well as enhanced capabilities of the faculty to carry it out, such evaluations of reward systems seem essential. Indeed, the continued encouragement of good teaching and research will be difficult without such a system.

Many members of the faculty feel that the transition from a teacher-training institution to a comprehensive university can be carried forward, perhaps even accelerated, only by a more rigorous application of standards for both tenure and promotion. Some feel that tenure is too easily acquired; others feel that exceptional performance is not readily recognized.

All are convinced, however, that the ability to effect salutary change is present at ISU, organizationally and emotionally.

There are, apparently, continued discussions about other organizational arrangements in Arts and Sciences; for example, there is an on-going examination of whether or not a new College of Fine Arts should be created, from a sub-set departments and programs in the present College of Arts and Sciences. It might be observed that for an institution the size of Indiana State University and for a College the size of its College of Arts and Sciences, there are a rather large number of small departments and programs, a rather large sum of administrative units. The academic council, its committee on academic affairs, and the chairperson's council may wish to seek early resolution of some of these issues. In addition to questions of critical mass, vulnerability, and discrete objectives, small departments and programs have an enhanced potential to affect the larger body if their objectives and functions are disseminated throughout each of the academic units in the College. There is a pronounced interest in interdisciplinary studies in the College, in Honors, in innovation and experimentations; when such activities are housed in small units, however, their futures are problematic in the light of the vicissitudes that might hit in the 80's.

There can be no question, however, that the general level of education experiences received by students in the College of Arts and Sciences at Indiana State University is high. There is a better feeling among students and faculty now than there was during the previous visit of the North Central Association. There is a general optimism about the future, a conviction that the institution is capable of governing itself; there is a cooperative spirit present throughout the institution. Even the discussions regarding salary schedules at ISU, especially at the professorial level, take place in the context of the recognition of the rather attractive fringe

benefits that faculty members at ISU have. One might conclude that whatever the strength and weaknesses of the institution as a whole may be or whatever those in the College of Arts and Sciences may be the students, faculty, and administrators of Indiana State University are perfectly capable of solving their own problems and building a better future for themselves.

In 1964 the Department of Business at Indiana State University was designated a School of Business. The School has four departments: Accounting, Business-Distributive Education and Office Administration, Management and Finance, and Marketing. At the graduate level the School offers the Master of Business Administration degree. In addition, faculty of the school provide some support to the Ph.D. in Secondary Education (Business Education) in courses and dissertation committee membership and the School offers master degrees in Business Education, Vocational Business Education, and the Educational Specialist degree in Secondary Education (specialization in Business Education).

All two-year programs leading to the Associate of Science ~~including~~ except the one in secretarial science degree are being phased out with no new students being accepted for the associate degree. Students returning for next fall who will complete these programs are estimated to be less than 20. The impact on the school's enrollment will be inconsequential.

The educational climate observed during the NCA visit in the School of Business was a positive one on the part of faculty and students. There appears to be a collegial spirit among the faculty. Students are satisfied, indeed generally pleased, with their educational programs. The teaching function is stressed although no school-wide formalized teaching evaluations based on student evaluations are conducted.

The housing of the School of Business will be greatly improved in the summer of 1980 when the school moves into a completed remodeled high-rise building which was formerly a student housing unit. The NCA team toured

the new facilities and also saw a similarly renovated building which houses the School of Education now. These new facilities will provide an excellent physical plant with more than adequate room for faculty offices, classrooms, and other facilities into the foreseeable future. Because of the configuration of the renovated facilities, there will not be much in the way of extremely large classrooms (with capacities above 70 students), but these facilities are available elsewhere on campus should they be required. The new building will provide additional creative opportunities for meeting and seminar rooms for student groups, study teams, and executive conferences as well as business laboratories. In summary, this will be a fine facility to provide an excellent physical climate for education and facilities for faculty teaching and research.

The school receives approximately 7% of the university budget and generates approximately 10 percent of the student credit hours. Enrollments in the school have been increasing over the past five years and modest growth is anticipated for the future. Administration and faculty are cognizant of faculty recruiting needs and the state of the supply of doctorally qualified faculty in the various fields of study served by the school.

The administration of the school appears to have the confidence of the university administration and of the faculty of the school.

Faculty and administrative persons in the School of Business exhibited an understanding of the role of their school and programs in relation to the university. Cooperation exists on a close basis with the Economics Department and faculty in the College of Arts and Sciences. Students in the School are required to take approximately one-half of their courses outside the School in a balanced fashion throughout the university. Therefore, increasing students in business disciplines will provide demand in other disciplines and courses in the university.

A visitation team from the American Assembly of Collegiate Schools of Business was on the ISU campus in the early part of the spring semester 1980 to report on the School of Business' application for accreditation of their undergraduate programs by that professional accrediting body. This visit was preceded by considerable preparation. The review and accreditation process is still underway by the AACSB, but the School's administration anticipates approval of accreditation at the undergraduate level with application for graduate accreditation being undertaken within 5 years.

In the area of research 50 percent of the full-time faculty of the School report no published research from 1974 to the present. The remainder of reported research is quite variable with a number of the faculty presenting evidence of continuing research programs and development while several report only one publication since 1974.

The School has a reactivated Center for Research and Management Services with a director who is newly appointed in the current academic year. The Center operates on a very modest budget and has the objectives of both providing and stimulating research and sponsoring seminars for the business community in cooperation with the Continuing Education program of the university. Further time will be required to determine whether resources and faculty cooperation will be forthcoming to result in significant outcomes from this endeavor. At the present time there is enthusiasm and the hope for such results.

There is an interest on the part of the faculty in contact with the business community and a number of faculty are active in assisting business in solving problems either on a consulting or community service basis. Such contacts can have positive benefits for students in the school through an integration of theory and business practice results in the classroom.

In the fall of 1977 the School of Education moved into its own building, a fifteen story structure that was remodeled from a high-rise dormitory at a cost in excess of one million dollars. Attractive space is available for offices, laboratories, resource rooms, classrooms, and seminar rooms. Moreover, the Laboratory School is scheduled for refurbishing; this means that the School of Education now has the kind of facilities it needs to mount its programs successfully.

This School of Education has enjoyed over the years an excellent national reputation for its teacher preparation programs. Observation indicates that this reputation is well deserved. The programs appear to be solid, not flashy nor fad oriented, but thoroughly up-to-date.

The normal school heritage of the School has produced many benefits. The faculty members stress good teaching and they value close relationships with their students. Practicum and internship experiences are well developed and carefully supervised. Student morale appears to be good and the graduates have been reasonably well placed in professional positions even in these difficult times.

Research productivity which has been minimal in the past is improving though there still is room for improvement. The reward system may have to be altered; at present, there is little institutional incentive for research since the main thrust appears to be teaching and service.

Even though there have been reductions in faculty positions over the last few years (primarily in the Laboratory School), faculty morale is reasonably good. Concerns are directed mainly toward the inadequate travel funds ($75 per person annually) and insufficient operating expense money. It also seems that it takes too much time to get things done through the cumbersome committee apparatus of the institution. Reputedly, twenty months may elapse between the initiation of a proposal to change a policy and its eventual adoption.

The School of Health, Physical Education and Recreation is divided into four departments: Health and Safety, Recreation and Leisure Studies, Physical Education for Women, and Physical Education for Men. One considerable achievement by the School has been the development of a common curriculum for both men and women, graduate and undergraduate, in Physical Education. This curricular move should no doubt be solidified soon by the merging of the Departments of Physical Education for Men and Physical Education for Women into one Department. Obvious gains in faculty deployment and assignment of teaching and activity space would be forthcoming from such a merger.

Faculty members in the School are primarily devoted to teaching and most have had extensive experience in the public schools. It is not surprising that with this kind of faculty research activity is limited. More grants are needed and more emphasis should be placed on research. Limited funds for travel do not help in this domain.

The School has pioneered some interesting areas such as its well known Athletic Training Program. Community Health, Safety Management, and Environmental Health are lively and dynamic units. An air of flexibility and innovativeness characterizes the School and it has striven to reach out to the community and mount new programs in cooperation with appropriate agencies outside the university.

One grievous need for the School is improved facilities, particularly for Women's Physical Education. The present facility for women is antiquated (built in 1926) and completely inadequate for modern programming. Offices are small, poorly lighted, and provide little privacy. Moreover, laboratory space is needed for Environmental Health, Community Health, and Safety Management. Finally, outdoor physical resources are insufficient. In fact, the facilities of the School are widely scattered around the campus creating some problems of coordination and communication.

The School of Nursing has recently instituted a new, unique curriculum leading to either the Associate Degree in Nursing or the B.S. The first two years of the curriculum are common to both degree programs and contain courses in basic science and general education as well as a clinical experience. After the two year program, the student may receive an A.D. and take the State Nursing Board examination, which if passed, qualifies the student as an R.N. However, if a student is aiming for a B.S. degree before trying to qualify for the R.N., she/he may then receive two more years of course work and clinical experience. Therefore, a single curriculum qualifies students at two levels to become Registered Nurses, both levels of which are in demand in the nursing field.

The School also has a rather extensive continuing education program designed to update practicing nurses in various medical fields. The program does not involve credit courses and, therefore, does not lead to a degree.

The School also has a somewhat unique organization. The Dean's Office provides excellent leadership. The program of each year of the curriculum then has a "level coordinator" whose job is to oversee both the course offerings and clinical experience of that year or level. Each course then has a "course facilitator" who oversees the activities of each nursing course --particularly when more than one faculty member is involved. There are no departments in the School.

The regular faculty of the School now numbers 28, and all have attained the Masters degree. Faculty performance is reviewed by a Faculty Affairs Committee, and recommendations are made by this committee to the Dean with regard to tenure actions and promotions. Teaching loads are now reasonable since the number of students admitted to the School have been limited--a recent development. There was some feeling that the need, at least in the past, for the faculty to teach courses in a variety of nursing areas, may

have placed an unusual burden on the faculty. However, this problem is being corrected. Faculty morale seemed to be good. There is some desire to hire faculty trained at the Doctoral level. If such people are hired, a research effort from the School would be expected. There is little research or scholarly effort at this time.

The School now admits 100 students per year as freshman, 60 in the first semester, and 40 in the second. The students, at least as far as grade point average is concerned, are among the best in the university.

The School is housed in a relatively new, excellent facility which seemed adequate in all respects. Excellent audio-visual equipment is available. The clinical facilities were not inspected but were said to be adequate for the program.

The School of Technology, founded as a formal unit in 1968, trains students for professional positions in a variety of technological fields, both in industry and in teaching.

In some areas, both Associate degrees and Bachelors degrees are awarded; but the majority of students in the school are pursuing the B.S. or the B.A. In addition, there are some Masters programs.

Enrollment in the School has been increasing in every area except those programs leading to teaching positions, even though there is a demand for people trained in these areas. The students who complete a program in the School are easily placed and receive excellent salaries. The quality of the students appears to be good. It is perhaps significant that the curriculum of each student contains a broad offering of general education courses as well as basic courses in science, mathematics, economics, management, etc., as appropriate to the program.

The faculty interviewed seemed to be well trained and were enthusiastic about their teaching.

The equipment available to students seemed to be entirely adequate, and a great emphasis was placed on working with the materials a student would be utilizing in a professional position.

The facilities in some areas were antique or designed for other purposes, although all seemed to be well maintained. However, money has been provided by the State for a new facility for the School which should be under construction later this year.

The Graduate School is well managed and plays a significant role in graduate education at ISU. The policy making body for graduate programs, which also serves as the University Graduate Curriculum Committee, is the Graduate Council consisting of nine faculty members who are appointed by the Faculty Senate on an annual basis. The Dean of the Graduate School works closely with the Graduate Council.

In addition, the Graduate School exerts considerable financial influence on the graduate program because the Dean allocates all graduate teaching assistantships and fellowships.

The university also has a Graduate Faculty. Appointment from the faculty to the Graduate Faculty is contingent on having a terminal degree in a field and having an active program of scholarly work. Continued membership on the Graduate Faculty requires a review of each person every three years to ensure that active scholarly work continues. About two-thirds of the University faculty are also members of the Graduate Faculty.

THE EDUCATIONAL SYSTEM -- THE DOCTORAL PROGRAMS

Geography is one of two disciplines, other than Education, in which doctoral programs are in operation at ISU. The program is one of approximately 60 doctoral programs in the United States. Its reputation among geographers nationally and internationally is good, and several members of the geography faculty are well-known for their publications and for their activities in professional organizations.

The combination of geography and geology in the same department is somewhat unusual, although such combined departments were common three or four decades ago. Contemporary geography has as much in common with the social sciences as with the physical sciences, and an increasing proportion of the universities with graduate geography programs have created separate departments of Geography, or have combined geography with other fields, such as urban and regional planning.

The Department of Geography and Geology at ISU, with the two disciplines under the same umbrella, seems to work reasonably well. The staff consists of 19 faculty, including 14 geographers and 5 geologists. There is some feeling that the minority status of the geology faculty and students results in under-representation of that discipline in departmental and university affairs, but that this is not serious and does not operate to the detriment of the geology program. The geology program operates through the master's degree. The present faculty and facilities are reasonably adequate for the graduate program in geology, and no expansion in geology beyond that level is in prospect.

On the other hand, the presence of a geology program and staff within the department adds considerable strength to the graduate program in physical geography, especially in the overlapping field of geomorphology, in which the department is stronger than many doctoral geography departments in other universities. The same is true in remote sensing, a rapidly-developing field widely applicable to both disciplines.

In research and teaching of remote sensing, as well as in computer cartography with which it is closely related, the department is in advance of most graduate geography departments in other universities. The staff is adequate in these fields, and the department's equipment is excellent. However, because of the rapid advances in technology and methodology, both staff and equipment face rapid and continuous obsolescence, and it is essential,

if the department is to maintain its present leadership, that adequate funds be available continuously for replacement and modernization of the sophisticated equipment and for re-education of the faculty, including attendance and participation in frequent conferences, of the faculty.

In both physical and human geography, the faculty, facilities and programs of the department compare favorably with doctoral programs at many other universities.

The staff is reasonably well balanced with regard to substantive interests within the discipline, and students at all levels through the doctorate can be well served through complimentary and dove-tailing interests of faculty members in several, though not all, sub-disciplines within geography. Because of the nature of geography, no department can be expected to cover the entire field at the doctoral level, and the ISU department has chosen, wisely, to concentrate its program in those aspects in which it has greatest strength. In this respect it is at least as strong as other doctoral geography departments elsewhere.

A potentially serious problem in the long run will arise from the fact that all but one of the present faculty are tenured. With less than normal prospects for eventual tenure, prospective junior faculty may be discouraged from joining the department.

The non-faculty staff is reasonably adequate in numbers. Three secretaries is about average for such departments. The full-time staff cartographer, aided by student assistants, may need to be supplemented if, as desirable, the cartographic service function should be expanded.

The department's space is adequate for present needs. The building is modern and appears to be well equipped for the present programs in both disciplines. The laboratories and instruments are adequate, but because of the rapid changes in technology, budgetary provision for continuous modernization is essential. The map library is especially noteworthy.

It is a repository for U. S. government materials, and other aspects of its coverage are sufficient for present programs.

The permanent assignment of three motor vehicles to the department greatly facilitates field programs and the meeting of transportation needs.

The doctoral programs cover both physical and human geography, and there is good balance between the two. The inclusion of geology in the same department is an asset to the physical geography doctoral program.

A slight disadvantage in some respects may be the absence at ISU of doctoral programs and equally distinguished faculty in some of the cognate disciplines. This is in large measure, but not completely, overcome by easy access to nearby Indiana University at Bloomington, and by proximity to the resources of metropolitan Indianapolis. This is especially important in urban geography, one of the major applications of which is in city and metropolitan planning. Opportunities for graduate student internships and part-time employment in these fields are insufficient - and virtually unavailable - in the immediate region of Terre Haute.

The research output of faculty and doctoral students of the department, in quality and quantity, is at the expected level and constitutes adequate evidence of the success of the doctoral programs to the present time. There is no reason to believe that at least this level of productivity will not be maintained in the future. The department is somewhat unusual in that it produces its own periodical publication containing results of faculty and student research output. This publication is not as well-known among geographers as it could and should be; efforts could well be made to expand the publication and to augment its circulation.

The number of present graduate students is well within the capacity and capability of the department to serve adequately. Their quality and potentials appear to be quite good. About two-thirds are at least partially

supported by teaching and research assistantships within the department. Grant support for support of students is at about the expected level, and the department makes adequate effort to secure research funding, although this is becoming increasingly difficult as research funding generally, and especially from federal government sources, becomes increasingly scarce. On the other hand, the department's specializations at the doctoral level embrace several branches of the discipline which are at the forefront of geography, and which are finding increasingly widespread application. The number of teaching assistantships is, of course, related to undergraduate enrollment in the department. With prospects of general decline in future undergraduate enrollments, the geography department should make continuous effort to attract geography majors by emphasizing the career opportunities outside of academia in applied geography for graduates at all levels.

Based upon discussions with about a dozen present graduate students, it appears that morale is good. There were no major adverse criticisms of the programs, faculty or facilities; all of the students expressed general satisfaction.

Two minor points were emphasized by the students. One is the desire for more informal contact and socializing with faculty members. The other is the apparent need for more advising of students soon after their entrance into the graduate programs. Several students stated that they were not sufficiently acquainted with the interests of individual faculty members until they were well along into their programs.

The present graduate -- including doctoral -- programs in geography at ISU compare favorably with those at other institutions whose programs have been established longer. They are presently adequately staffed, sufficiently intensive, and of high quality. There is good balance between the theoretical and applied sides of the discipline, and the future

of the latter is especially promising. There is no reason why the present programs and direction of the doctoral of the Department should not be continued.

The university has had a Ph.D. program in various life-science disciplines since 1967. Some 28 faculty are members of the department; and of these, about one-fourth have rather extensive research programs, another one-third have moderate research programs, and the remaining faculty have little or no research in progress. The teaching load of the faculty is distributed in such a way that those with the least research do the most teaching.

The training of the faculty seems suitable for carrying on a Ph.D. program. Several faculty members have received grants to support their research programs, but more funds need to be acquired. In many other universities, more support is provided for the graduate/research program by research grants awarded to faculty members than in the case in the Life Science Department. In that regard, the university appears to have been quite generous in providing funds for supplies, equipment, and stipends for graduate students to support the graduate program of the department.

Equipment for research seems to be excellent; and the relative new Science Building, which houses the department, is excellent to support research and teaching--not only at the graduate level but at the undergraduate level as well.

An examination of the admissions data for graduate students in the department for the past several years indicates that the quality of these students is good. There are now 15 graduate students in the Ph.D. program and approximately 22 in a Masters program. Some of the Masters degree candidates plan to continue to a Ph.D. Publications resulting from their work has occurred regularly in refereed journals, and the graduates have been placed in good to excellent positions. Graduate students indicated

they were satisfied with their Ph.D. programs and were particularly impressed with the interaction with faculty they had had, the broad background in biology they had received, and the good financial support they had had for their thesis research. The graduate stipend is now $4500 for two semesters, which is competitive with most other institutions.

Since most students are supported with university funds, some felt that teaching assignments near the end of their Ph.D. degree probably slowed down completion of the degree.

The students also felt that courses in other departments such as Chemistry and Physics were of good quality.

Even though three-fourths of the Ph.D's granted in the university are generated by the School of Education, the Ph.D. programs in education are relatively small; approximately twenty to twenty-five students are graduated annually. The faculty has taken full advantage of this circumstance by conceptualizing strong programs and by maintaining effective quality control mechanisms. Moreover, acceptable placement of the graduates in appropriate positions has been attained. Library facilities are adequate, particularly when access is made to other research libraries nearby such as the University of Indiana at Bloomington.

Graduate students who were interviewed commented favorably on the close student-faculty interaction, on the high quality of teaching received, and on the value of practicums and internships in preparing them for their professional careers. Mild criticisms were levied at the intenseness of proficiency examinations and at the need for greater articulation between scope and sequence in the curriculum.

There are a number of additional strengths worth enumerating. The university has provided the School of Education with a few distinguished chairs and these are filled by nationally known educators. Research role models are therefore available both for students and professors. Student

support monies are sufficient to provide a core of full-time graduate students. A very progressive sabbatical leave policy is in place which gives faculty members the opportunity to engage in full-time scholarly activities at regular intervals. It is also obvious that most faculty members in the graduate programs do considerable research appropriate to their teaching and service mission. It is apparent as well that the institutional press for research productivity is increasing; the presence of a generous number of institutional starter grants is indicative of that trend.

Still, the graduate faculty in education is primarily committed to good teaching and servicing its clients in the field. More emphasis on theory based research is needed and improvement will be difficult since the faculty is heavily tenured. One way to stimulate more research of this kind is to bring in new appointments with the requisite skills.

Teaching loads of nine to twelve hours when coupled with a strong service expectation militates against high research productivity. Professors who work extensively with graduate students should have lighter loads. Finally, the faculty has not been able to attract much outside money in the form of research grants. Admittedly, competition is stiff but encouragement should be given to these endeavors.

In sum, the doctoral programs in education appear to be well conceived, structurally sound, and of good quality.

STUDENTS

The Student Affairs Division operates under the direction of an established professional.

Staff members of the Division appear to be wholly competent, hard-working, and dedicated to the university. Morale is high, with unit leaders feeling a freedom to develop programs as resources permit. A well-

established program of staff development is an effective internal activity, contributing to the professionalism of the entire staff.

Publications of the Division are above average; the university appears to be in compliance with various federal regulations pertaining to students; the rights and responsibilities of students are clearly stated in appropriate publications.

The Division is conventionally organized, with two deans and five separate unit heads reporting to the Vice-President.

The Dean of Student Administrative Services and Registrar is responsible for admissions, orientation, records, research and testing, international/disabled student programs, and activities related to these general areas. These offices appear to be functioning effectively, though a phase-in with the university's expanded CDC Cyber 171 Computer will require considerable time and attention.

The Dean of Student Life has responsibilities for a variety of programs related to the quality of student life on the campus.

The Office of Student Activities plays an effective role in this respect, offering programs in the Union as well as campus-wide.

Student discipline requires significant attention of staff in the office of the Dean of Student Life. The emphasis on discipline is centered on re-education and rehabilitation, and students no doubt benefit from the care in which individual problems are addressed.

Special mention should be made of the residence hall operation, which accommodates some 4,800 students. The residence halls appear to be well-managed, are exceptionally clean, the staff well-trained and accessible to students, all reflected in the positive attitude displayed by student-residents. The room/board rates of these halls are well below the national average, providing a valuable cushion if inflation continues. Rates can be

substantially increased and the operation will still be competitive. The pay of residence hall directors is fairly low, a matter which will need to be reviewed at some point if the university hopes to attract and retain competent staff.

The Student Counseling Center has new leadership and the director appears to be focusing on programs that will make this unit more effective on a campus-wide basis than may have been true before his arrival. The director wants to export the Center's knowledge rather than concentrating on conventional in-house therapeutic approaches to student mental health. While remedial work for students experiencing periodic crises will continue to be available, the emphasis of the Center will move to developmental activities, which should reduce the need for one-to-one counseling. This is a good approach for a program of limited staff size.

The Placement Bureau is a conventional operation, capably led. Relevant information is available to students who need it, the resume-building resources available to students are excellent, and the number of business/industry/education recruiters is adequate. The technology found in some operations of comparable size could be usefully employed at Indiana State, but the director appears to be well-informed of such programs and should offer improvements as resources permit; the new computer, for example, could be of substantial help in the Placement Bureau. It would serve both the Placement Bureau and the campus if the student newspaper would recognize the importance of a regular, dependable listing of pending recruiter visits. It is regrettable that a campus paper would not recognize the importance of the placement function for senior students.

Problems associated with the Division should be viewed in the context of the overall excellence found there. Certainly the Financial Aids Office

is in need of improvement. This is not a negative reflection on the director who fully understands these problems. He should be seen as a positive influence on the campus, who has inherited the problems he now faces. There is some urgency involved in resolving the more serious of these problems. Foremost among them is the physical condition of the office. It is filled with paper records and materials; none of them are protected by fire-resistant cabinets; both active and inactive student folders are vulnerable to fire; no duplicate system of active records exists, at least in any comprehensive or comprehensible form. A plan for disposing of outdated records needs to be prepared.

Awards to students are still processed through manual procedures, extremely laborious for a program as large as the one currently in place. Retrieval of selected information is impossible in any practical sense; it could be done but is so cumbersome and expensive (in terms of time expended) as to require immediate attention.

There are other problems, but the critical ones are those noted above. The energetic director will soon be receiving technical help from the Dean of Student Administrative Services who has been assigned responsibility for the program. The enhanced computer capabilities coming from the CDC Cyber 171 will be of immense help to the Financial Aids Office.

The Vice-President and his staff may also wish to review the quality of articulation the Division has with instructional staff. Several Division staff members reported during interviews that this tended to be a limiting feature of their work. While this was not seen as a critical problem in an immediate sense, it was regarded as one requiring attention. It is reported from the vantage point of those who feel they have something to offer to the wider campus community, and who are looking for improved access.

The decrease in Indiana high school graduates in the next few years may mean that enrollments at Indiana State will also decline. Certainly this concern is common to most institutions. In view of the high level of tenure at the university, any necessary retrenchment may encourage raiding non-instructional staff positions. This group may need assistance from the institution's president, as tenure devices in place (by whatever name) do not appear to give support staff the protection they deserve.

Some concern was raised from student leaders about their influence in the distribution of student fees. While this is not a vital issue at the moment, it could be expected that some emerging student leader might at some point make it an issue. This has been an issue in several states. It would seem that for discretionary items, the student fee allocation might well be discussed more fully with student leaders.

In brief, this Division of the university is performing its several missions capably. Except for the Financial Aids Office, its problems are well within the normal range of those found on every campus.

HUMAN RESOURCES

The faculty of Indiana State University are dedicated to the purposes of the university and are well qualified to meet their various responsibilities. Approximately 65% of them hold doctorates, with some considerable diversity represented among the degree-training institutions. At the department, school, and university level, the institution appears to be well administered, although the large number of administrative units for an institution the size of Indiana State University may suggest that some modest opportunities for administrative economy are possible. It is clear, however, that the faculty are well supported, both in numbers and skills, by the support staff. Indeed, the number of clerical workers that ISU has in relation to the number of faculty is an enviable one.

There is some need for upgrading the capabilities of technical support staff, especially as the institution goes further into professional work or into doctoral programs. In regard to the latter, the institution is determined to move very slowly, as indeed it has done in the past. Most importantly, all individuals associated with Indiana State University, whether faculty or staff, appear to have an abiding commitment to the institution.

The university will need to pay close attention to tenure density and, more importantly, to the increasingly larger portion of its budget devoted to tenured positions. Certain areas of the university are very much over tenured.

Remedial Services to students could be improved. The university may wish to review successful programs on campuses in which assistance is offered in developing reading, writing, math, listening, and study skills.

PHYSICAL AND LEARNING RESOURCES

The general maintenance and appearance of buildings and grounds at ISU is good. There have been some creative renovations in recent years including facilities for the School of Education, School of Business, and the New Theatre which were inspected by the NCA team. A continuing problem is the employee turnover probably caused by low wages compared with pay for similar occupations in private industry. The budget of buildings and grounds maintenance has been squeezed this current year by going to a 7½-hour day from 8 hours for the same wages. While such a move may have increased morale of employees there is no noticeable improvement in productivity with resultant pressure to accomplish necessary custodial and maintenance activities. Despite these problems, the NCA team's observations indicated very satisfactory housekeeping on the campus.

The library building is adequate for growth. Capacity is one million volumes; present collection is 800,000 volumes. Because of technological

changes in information, storage, and retrieval involving physical condensation, it is unlikely that expansion of the building will be required in the foreseeable future. The building houses the complete collection except for the science materials which are located in another building convenient to the departments which are its principal users. The library has adequate modern physical equipment. Shelving is open, and seating is well arranged and adequate. There are carrels for faculty and students which are assigned as needed. The building is located centrally with convenient access from all parts of the campus.

There is a permanent staff of 29 persons, augmented by part-time student help. Staffing appears to be adequate. The top position is vacant at this time.

The escalating cost of acquisitions has made necessary a policy of careful selection and the sharing of materials with other libraries including those of Indiana, Purdue, and Ball State Universities. Inter-library loans are effective, and deliveries are made with reasonable promptness. The library is connected into the OCLC system with computer terminals, and it is also a member of the Midwest Center for Research Libraries. A sampling of the catalog indicates a broad general coverage, and adequate though selective rather than comprehensive coverage of the doctoral fields.

Budget limitations make the policy of selective acquisitions necessary. Within this constraint the budget appears to be adequate.

FISCAL AFFAIRS

The fiscal affairs of Indiana State University appear to be effectively managed with the appropriate controls and organization of the business management of the university quite satisfactory.

The direction of the institution's business affairs are under a seasoned team of administrators who appear to fully understand not only the internal functioning of the institution, but are able to relate effectively the

university's fiscal needs to the appropriate state agencies and legislature.

The office of Vice-President for Business Affairs has the confidence of other elements of the university administration and subordinate units in the business affairs organization of the institution. Top fiscal officers of the institution have a direct involvement in the prudent business management of the institution.

Indiana State University is permitted to carry funds from operations and other accounts from one fiscal year into another if those balances remain at the end of any current fiscal period. This provides some flexibility of financial management and does not penalize the institution when some balances may exist toward the end of a fiscal period. As of June 30, 1979 (the end of the fiscal year), approximately $182,000 remained in the current unrestricted fund balance in unallocated funds. This modest sum amounted to about .5% (½ of 1%) of Current Fund Expenditures excluding Auxiliary Enterprises in fiscal 1979. There is no evidence that current university programs or operations have been squeezed or minimized in order to build up any current unrestricted fund balances for the future.

One area of possible concern, of which the Fiscal Affairs office is well aware, is the approximately $75 million in principal due on bonded indebtedness of the university. Of this amount approximately $64 million relates to the main campus at Terre Haute with the remaining $11 million applying to the Evansville Campus. In addition, the institution is responsible for some $60 million in interest payments which will be due in scheduled amounts through 2012-13. Over the next 10 years the institution is obligated for total (principal and interest) payments approximating $5.4 million annually. About half these payments will be due on dormitory and dining hall revenue bonds with the remaining being on building facilities for academic programs and student service facilities such as the student union.

Given stable (and probably for next year, modestly rising) student enrollments these debt service payments should be handled without difficulty. However, problems could well arise should enrollments in later years decline as has happened at ISU in the past.

Institutional officials point out that the State of Indiana is now appropriating approximately $500,000 annually for debt service on two dormitory buildings which have been turned recently to academic use (for the School of Education and the School of Business). These two buildings were vacant at the time of the last NCA visit and were a source of concern at that time. Also, dormitory room rental fees and meals fees are as low or lower than any of the other Indiana state universities. Therefore, university officials believe these could be raised if necessary to provide required debt servicing. At the present time reserves established for debt service on the school's bonded indebtedness substantially exceed the one year's required reserves stipulated in the indentures associated with the bonds.

The Fiscal Affairs office indicated that undergraduate resident total fees per hour would rise for 1980-81 from $30.00 per semester hour to $32.50 with non-resident fees rising from $65.00 to $72.50 hourly. Graduate resident fees will go up from $32.00 to $35.50 and non-resident graduate fees from $69.00 to $77.50. According to information provided by university officials, this fee structure will result in ISU still having lower undergraduate and graduate fees than Indiana University (Bloomington) and Purdue University and undergraduate fees the same as Ball State University.

PUBLIC AND ACADEMIC SERVICES

The Dean of Academic Services and Special Programs reports to the Vice-President of Academic Affairs and sits with the other Deans on the Academic Council. She is assisted by two Assistant Deans each of whom is responsible for four specific program areas. One area includes Extension

and Outreach, Non-credit programs, the Conference Bureau, and the Independent Study program; the second includes Television Services, the Audio-Visual Center, the Co-op Program, and the Convocation Series. Summer Sessions and the Evening/Saturday Program are also administered by the Dean.

The Extension Program provides both graduate and undergraduate courses at a variety of locations throughout the state. Credits earned through extension courses are counted the same as "on-campus" credit for both program and administrative purposes. Numbers of enrollments have been increasing over the past several years. Courses are taught by ISU regular faculty sometimes as part of load, and sometimes as extra-compensation overload. In either case, the faculty receives mileage, per diem costs, plus ten cents a mile in addition to salary. Salaries vary with the rank of the instructor.

A number of courses are offered in the regular on-campus program in the evenings and Saturdays. Enrollments in these courses make up between 10 and 12 percent of the total student population. Many students are employed adults who seek education at non-traditional times. Courses are taught by regular faculty as part of regular load. Enrollments in the courses averaged between four- and five-thousand per semester in 1978-79. About 1500 of these each semester were students enrolled only in the Evening/ Saturday Program. The remainder were students who also enrolled in courses in the regular day-time program.

Television Services and the Audio-Visual Center provide support to the instructional program. Both are equipped to do production work and in-service for faculty, as well as direct instructional support. Both are reasonably well staffed and budgeted. The Audio-Visual Center has some problem with maintenance and replacement equipment budgets. Faculty are apparently aware of the services and use them effectively.

The Office of Development and Public Affairs is well organized. Each department prepares an annual plan. These are effectively coordinated into a single operation by the Vice-President who reports to the President. Its four departments are ably managed by Directors who report to the Vice-President. They work closely together to support each other's programs. The four departments are: Alumni Affairs; ISU Foundation; University Relations; and Special Projects.

The Alumni Affairs staff includes a director who has been with the program for 15 years. He is assisted by two professionals. They keep Alumni files up-dated, organize and implement regional alumni clubs throughout Indiana and in several other states, operate several fund raising drives including a telethon which reaches approximately 18,000 alumni, and publishes a quarterly and a monthly magazine.

The ISU Foundation is an independently chartered tax-exempt foundation established in 1928. Its 21-member board includes two university employees, the President of the university and the Senior Vice-President and Treasurer, who also serves as the Foundation's fiscal manager. The Foundation currently has assets of approximately three and a half million dollars, and disburses between $600,000 and $800,000 annually to the university for a variety of purposes including scholarships, grants-in-aid, departmental programs, and discretionary funds.

The University Relations office includes two departments. One, in Communication Services, produces news releases for the university and aims at creating a public image of a dynamic, multi-purpose institution. The Director is supported by a staff of four media specialists. The department is providing visibility through national news-magazines and television as well as locally. The Publications Department which has a staff of four professionals including a graphic artist, is responsible for the production and dissemination of all official ISU publications.

The Office of Special Projects provide a variety of services to the Vice-President and to the other three departments in the unit. These include special fund raising campaigns, writing proposals for fund requests, assisting University emeriti clubs, consulting, and handling news releases for the Board of Trustees.

The Development and Public Affairs area is well-organized, coordinated, and staffed, and appropriately funded and supported by the administration.

Certification Statements

I. Clear and Publicly Stated Purposes Appropriate to a Postsecondary Educational Institution

Indiana State University has developed a new mission statement, eliminating some ambiguities from a previous statement. The new statement is a conventional but appropriate description of the purposes of a multi-purpose, post-secondary institution. More specific aims are developed for various Schools and Colleges. There is no question it fulfills the first certification statement requirement of the Association.

II. Conditions and Procedures under which these Purposes can be Realized

From all that has been written prior to the section, it is apparent the evaluation team members believe the university can satisfactorily command and does deploy adequate resources -- Human, Educational, Fiscal, and Physical -- to fulfill its stated purposes. While the institutional processes seem much improved over the last visit -- particularly with respect to Governance and Decision making -- a conviction lingered that Evaluation and Planning could be improved. The same statement could be made about many institutions and its insertion here is not intended as anything more than a reminder to the university. In general the resources and processes are sufficient to accomplish its mission.

III. After Evaluation Appears to be Accomplishing its purposes Substantially

From the previous pages it is apparent the team members believe the university is substantially accomplishing its purposes. The quality of the programs of instruction, the resources supporting them, the blend of programs, all testify to a more than adequate university response to its obligations.

IV. Organized, Staffed and Supported so that it can be Expected to Continue to Accomplish its Purposes

On the basis of evaluation, history, and experience there is every reason to assume the university will continue to do what it says it is doing. Its resources and its processes, for the most part, are designed to assure the continuing accomplishment of its mission.

There is no reason to expect a rapid expansion of the mission of the university, particularly at the Doctoral level. The institutional stance is to proceed slowly and cautiously into additional programs, a judgment with which the evaluation team agrees as does, apparently, the Commission on Higher Education.

V. Meets Criteria for Eligibility for Accreditation and Fulfills the Obligations of Membership

There is adequate information to show the university fully meets the criteria for eligibility for consideration for accreditation and fulfills the obligations of membership in the Association through the Commission.

The five years since the last NCA site visit have been fruitful years for Indiana State. Challenges have been met by thoughtful administrative leadership, faculty cooperation, and trustee enthusiasm. Perhaps in conclusion a word should be said about the Constitution which was a source of contention at the time of the last NCA visit. Given the legal realities, the Constitution provides a mechanism for advisory recommendations to the President and the Board, a useful mechanism as long as its limitations are understood by all. The leadership given by the President has been of crucial importance in developing a smoothly functioning institution.

Recommendation

The Evaluation Team recommends that the accreditation of Indiana State University be continued at the doctoral degree granting level and that a comprehensive evaluation be scheduled in ten years, 1989-90.

Reasons

1. The institution continues to meet the criteria for accreditation.
2. The team believes the institution has in place the resources and processes to meet the challenges of the next decade.

NCA

D
Accreditation

North Central Association
of Colleges and Schools
Commission on Institutions
of Higher Education

1221 University Avenue
Boulder, Colorado 80302
303/449-7110
800/525-0840

820 Davis Street
Evanston, Illinois 60201
312/864-0740
800/323-6528

Boulder - July 25, 1979

Dr. David L. Rice
President
Indiana State University Evansville
Highway 62 West
Evansville, Indiana 47712

Dear President Rice:

This letter is formal notification of action taken by the Executive Board of the Commission on Institutions of Higher Education at its meeting July 22, 1979. At the meeting the following actions were recorded with respect to Indiana State University Evansville:

that accreditation be continued at the bachelor's degree-granting level;

that the next comprehensive evaluation be scheduled in ten years, 1988-89.

The action of the Board was based on the materials provided by the institution, the report and recommendation of the visiting team, and the recommendations of the Review Screening Committee.

On behalf of the Commission I wish to thank you and your colleagues for your cooperation during the evaluation process. If the Commission offices can be of service to you, or if you have questions about this action or about Commission policies, please write or call me at any time. The staff person responsible for providing direct assistance to your institution is Charles M. Cook, Assistant Director of the Commission. Dr. Cook is located in the Evanston office of the Commission.

Yours sincerely,

Thurston E. Manning
Director of the Commission
On Institutions of Higher Education

TEM:mn

CC: Dr. Richard D. Landini
Dr. George A. Gries, Team Chairperson
Evaluation team members

Enclosure

RECEIVED
AUG - 3
PRESIDENT'S OFFICE
INDIANA STATE UNIVERSITY

North Central Association
of Colleges and Schools
Commission on Institutions
of Higher Education

1221 University Avenue
Boulder, Colorado 80302
303/449-7110
800/525-0840

820 Davis Street
Evanston, Illinois 60201
312/864-0740
800/323-6528

Evanston - June 18, 1979

Dr. David L. Rice
President
Indiana State University Evansville
Highway 62 West
Evansville, Indiana 47712

Dear President Rice:

I am happy to confirm that, at its meeting on June 15-16, 1979, the Review Screening Committee of the North Central Association's Commission on Institutions of Higher Education voted to send the recommendation of the evaluation team which visited Indiana State University Evansville directly to the Executive Board for action.

As you know, your election to have the team recommendation sent directly to the Executive Board means that you and the evaluation team chairperson are not scheduled to appear before the Review Committee which meets in Chicago on July 21-22, 1979.

Accrediting action will be taken by the Executive Board of the Commission at its meeting scheduled for July 23, 1979. A letter reporting the action of the Executive Board will be forwarded to you shortly after the meeting.

Sincerely,

Charles M. Cook
Assistant Director
(Evanston)

CMC:mn

CC: Dr. George A. Gries, Team Chairperson
Dr. Richard Landini
Dictated by Dr. Cook
Signed in his absence

RECEIVED
JUN 21 1979
PRESIDENT'S OFFICE
INDIANA STATE UNIVERSITY

see whether such changes have occurred (or are anticipated) that would necessitate a different time for the next evaluation process. Under Commission policies, an evaluation must be conducted at least once every ten years; in practice, many institutions are evaluated at more frequent intervals.

* * * * *

The Commission does not itself disclose the content of the visiting team report. However, each institution may disclose the content of the report provided the entire report is released, or, if excerpts are used, the excerpts are accurate (i.e., verbatim or reasonable paraphrases) and fair (i.e., correctly reflect the entire report in its balance of strengths and concerns). If excerpts are distributed the full report should be available on request. The Commission encourages institutions to distribute the report widely among its constituencies. It should be pointed out that the visiting team report does not constitute a summary of the entire North Central process, but is only the report of the team that visited the institution. Occasionally when the review process has altered the visiting team recommendation misunderstandings have occurred when the preliminary nature of the team report has not been made clear.

* * * * *

Commission procedures allow for a thirty day period following Executive Board action during which the institution may appeal from that action. Actions are therefore not effective until after the appeal period has elapsed. However, any institution not intending to appeal from the decision may freely release the accreditation action immediately.

* * * * *

Questions about Commission policy and procedure, the team report, and the accreditation action should be directed to the Commission staff member who monitored the evaluation process.

July, 1978

NCA

North Central Association
of Colleges and Schools
Commission on Institutions
of Higher Education

1221 University Avenue
Boulder, Colorado 80302
303/449-7110
800/525-0840

820 Davis Street
Evanston, Illinois 60201
312/864-0740
800/323-6528

GENERAL INFORMATION FOR INSTITUTIONS FOLLOWING ACCREDITATION ACTIONS

The Commission recommends the following form for disclosing in catalogs, advertisements, brochures, etc. that the institution is accredited:

> (Name of institution) is accredited by the Commission on Institutions of the North Central Association of Colleges and Schools.

The phrase "fully accredited" should be avoided, since no partial accreditation is possible.

If for reasons of space a shorter form is necessary, the wording can be abbreviated by omitting reference to the Commission:

> (Name of institution) is accredited by the North Central Association of Colleges and Schools.

If the institution is a candidate, the words "accredited by" should be replaced with "a Candidate for Accreditation with".

North Central accreditation has reference to the institution as a whole. Statements like, "this program is accredited by North Central", or "this degree is accredited by North Central" are incorrect.

* * * * *

The North Central Association is a membership organization, the members being the institutions accredited by a commission of the association. Thus "member institution" and "accredited institution" are synonymous (a number of years ago this was not the case). Reference to "membership" must therefore be limited to accredited institutions; candidate institutions and individuals cannot be "members" of North Central, although they can have affiliation with North Central.

* * * * *

The time specified in the accreditation action for the next evaluation is subject to alteration if significant changes occur in the institution. North Central accreditation is not for a specific period of time, but is a continuing relationship between the institution and the Association, subject to reconsideration when necessary. Annual reports from the institutions and other information are regularly examined to

INDIANA STATE UNIVERSITY EVANSVILLE

8600 University Boulevard
EVANSVILLE, INDIANA 47712

INTER-DEPARTMENTAL MEMORANDUM

TO: President Landini

DATE: May 29, 1979

FROM: David Rice

SUBJECT: NCA Evaluation Team Report

Attached is a copy of the NCA Evaluation Team report and team evaluation and the response to Dr. Cook waiving appearing before the Review Committee in July.

We have prepared an informational item for the Board of Trustees meeting, and wonder what your desires are with regard to informational copies for the Board members.

Hope the short vacation was restful!

INDIANA STATE UNIVERSITY EVANSVILLE
8600 University Boulevard
EVANSVILLE, INDIANA 47712

Office of the President
(812) 464-1756

May 30, 1979

Charles M. Cook
North Central Association of
Colleges and Schools
820 Davis Street
Evanston, IL 60201

Dear Dr. Cook:

We have received and reviewed the on-site-evaluation visit report of the evaluation team for the Evansville Campus of Indiana State University.

The evaluation team report reflects a thorough, intensive and extensive examination of the programs and procedures of the campus and accurately conveys the perceptions of campus operations. We concur with the recommendations and report counsel of the evaluation team and, in accord with the new review procedures, request that the report be reviewed by a Review Screening Committee for possible reference to the Executive Board for affirmation.

The new review procedures should conserve professional effort and resources. We appreciate your and the evaluation team's advice and counsel.

Sincerely,

David L. Rice
President of Campus

cc: Dr. Barney
President Chapman
Dean Halloran
Dr. Metha
Dean Gries

REPORT OF A VISIT

TO

INDIANA STATE UNIVERSITY - EVANSVILLE

Evansville, Indiana

March 26-28, 1979

for the

Commission on Institutions of Higher Education

of the

North Central Association of Colleges and Schools

EVALUATION TEAM

Joseph A. Barney, Associate Dean, School of Business Administration, Loyola University, Chicago, IL 60611

James L. Chapman, President, West Liberty State College, West Liberty, WV 26074

William F. Halloran, Dean, College of Letters and Science & Professor of English, University of Wisconsin-Milwaukee, Milwaukee, WI 53201

Arlene Metha, Associate Professor, College of Education, Arizona State University, Tempe, AZ 85281

George A. Gries, Dean, College of Arts and Sciences, Oklahoma State University, Stillwater, OK 74074 (CHAIRPERSON)

I. INTRODUCTION

This is a report of a visit to Indiana State University Evansville (ISUE) for a comprehensive evaluation as a baccalaureate-degree granting institution. ISUE was established in 1965 as a branch of Indiana State University located in Terre Haute, Indiana and had its initial accreditation status under the parent institution. It was granted accreditation as an "operationally separate" baccalaureate degree-granting institution in 1974 with reevaluation scheduled for spring, 1979.

The institution supplied the team submitting this report with copies of its self-study, institutional data, catalogs and supplementary information. Each member of the team was assigned certain topics (disciplinary area or service functions) for special study in advance and for in-depth review at the time of the visit. Several conferences with members of the Faculty Council, Student Council, Board of Trustees, and the President's Planning Group were scheduled in advance, but most visits with individuals were scheduled after arrival. The exit interview at noon on Wednesday was attended by the President and the "Planning Group" (vice-presidents, division directors, and other key administrative and faculty personnel).

This report is organized into five sections: (1) the preceding introductory comments, (2) an analysis of issues bearing directly on the certification criteria, (3) comments and suggestions which may be useful to ISUE, (4) a brief summary of institutional strengths and areas of concern, and (5) the recommendations of the evaluating team.

II. APPLICATION OF THE CERTIFICATION STATEMENTS

The Commission on Institutions of Higher Education has established a series of five criteria known as "Certification Statements" to which each evaluating team is to address itself. These criteria are that the institution: (a) has clear and publicly stated purposes...; (b) has established conditions and procedures under which these purposes can be realized; (c) appears after evaluation...to be accomplishing its mission substantially; (d) is organized, staffed, and supported so that it can be expected to continue to accomplish its purposes; and (e) fully meets the criteria of eligibility for consideration for accreditation...

In this section of the report, ISUE is examined against each criterion.

A. The institution has clear and publicly stated purposes.

ISUE "was established...to provide opportunities in higher education for the residents of the Evansville metropolitan area...(It) considers its mission as primarily instructional, supported and strengthened by research and public service." (Self-study, pg. 1)

In its efforts to fulfill its role, ISUE must operate under certain constraints imposed on it by the University itself and by the presence of both a private university and a public post-secondary vocational school in Evansville. There is also a two-year community college nearby in Henderson, Kentucky, which draws some enrollment from Evansville. ISUE operates a modest liberal arts program with carefully selected professional programs in education, engineering technology, business, and allied health. Expansion into new areas must not only receive formal university and state approval but must be justified on the basis of need within the community. The effective role of the institution within the total complex of the area is stated clearly in the ISUE catalog. The institution is highly regarded within the community largely because of its

responsiveness to local needs.

The team believes that the stated purposes are well understood by the faculty, administration, and the community and that they are adequate for the continued development of meaningful academic programs.

B. The institution has established conditions and procedures under which the purposes can be realized.

Although originally established as a branch campus of ISU at Terre Haute, ISUE now operates with a high degree of autonomy for an institution that is part of a university system. The local administrative structure has been modified in response to the 1974 NCA team's recommendation with the establishment of separate vice-presidencies for academic affairs and administration (including student affairs). The responsibilities of the various administrative offices are clearly understood both by the incumbents and by the faculty. The President has demonstrated imaginative yet realistic leadership in defining and expanding the role ISUE plays in the community.

Fiscal operations conform to the regulations of both the University and the state of Indiana. Funds received are used efficiently. Cash flow moves effectively, and temporary surpluses are managed efficiently.

The Faculty Council serves as an instrument for obtaining faculty input into administrative decisions. It is composed of both members elected to represent the divisions and members elected at-large. A point of concern to some faculty is the membership of several administrators on the Council, even though their status is that of non-voting and ex-officio members. The faculty is represented on most administrative committees.

ISUE has made excellent progress in its faculty development program. Faculty members hired recently have excellent credentials from good graduate programs. The sabbatical leave policy has enabled a number of faculty members to upgrade their areas of expertise. Efforts to recruit members of minority

groups have not been especially successful despite the fact that affirmative action procedures are in place.

Student services are organized well for the functions to be performed. Staff personnel are well prepared and enthusiastic. Student response is highly positive. The diverse multi-cultural composition of student services staff is an important asset to serving student needs.

The physical plant is outstanding in concept, construction and maintenance. Artwork, appropriately placed, adds to the pleasing tone of both the exterior and interior of the buildings. The lack of trash and graffiti attests to the pride the students take in the campus. Special mention should be made of the Student Center. It is a beautiful and functional building and it is well used by students. The food service is excellent. Although the campus buildings were designed and constructed under guidelines for accessability to the handicapped a few needs are unresolved. For example, those confined to wheelchairs find some of the exterior doors difficult to handle.

The concerns of the 1974 team relative to deficiencies in the library collections have been addressed, but there are some remaining deficiencies. The deficiencies are exacerbated by the fact that the library must serve as the primary resource for those Evansville students taking graduate work through ISU-Terre Haute on campus. The library holdings have been enhanced by special Library Improvement Funds and Program Improvement Funds from the state and by an acceptable percentage of annual appropriations which are earmarked for the library. Facilities for the library are excellent even though a relatively large portion of the building is occupied by other units of the institution.

Other learning resources are effectively operated and expanding as space and funds permit. Assistance is being sought from outside agencies to develop a more extensive program of instruction in the basic skills to supplement the English writing laboratory. It is unfortunate that at the present time few of

these supplementary learning resources, along with many other student services, are available at night.

Every academic program reviewed by the team appears to be well conceived and solid. The team was pleased to note that a strong general education component is required of all baccalaureate students. Some programs are growing at such a rapid pace that it has been impossible to develop and maintain appropriate student/faculty ratios. For example, in the Division of Business thirteen full-time and sixteen part-time faculty instruct 841 business students. The lack of full-time faculty does seem to present problems for business students seeking counseling, particularly at the time of registration. The results from recent follow-up surveys of graduates support this conclusion.

A few programs have minimal numbers of majors. It is questionable whether it is feasible to maintain the diversification necessary to maintain majors (or even minors) in some of these low yield programs. This same concern was expressed in the report of the 1974 NCA team. It can be said that all new programs initiated or expanded since that time are thriving.

Indiana State University at Terre Haute offers certain graduate programs, particularly in Education, on the ISUE campus. The visiting team did not evaluate these except as they have a direct bearing on the programs at ISUE.

The graduate courses are taught primarily by faculty members from the Terre Haute campus. On occasion a faculty member at ISUE will be invited to teach a course and is given status as a graduate faculty member at Terre Haute, but only for the semester in which the course is taught.

There appears to be a much greater demand for graduate level public education in the Evansville area, especially in business courses and in public administration, than is presently available. Graduate level institutions of the state do not appear to be highly innovative in finding ways to satisfy this need.

The team is fully satisfied that ISUE has established conditions and procedures under which the purposes of the institution can be realized.

C. The institution appears after evaluation...to be accomplishing its mission substantially.

It is the consensus of the visiting team that ISUE is substantially accomplishing its purposes as stated in the official documents of the institution. All academic programs are of high quality and well monitored internally.

D. The institution is organized, staffed and supported so that it can expect to continue to accomplish its purposes.

Given its status as a campus of a major state institution, the concern and effectiveness of the ISU Board of Trustees, the strength of university and campus administration, faculty, and staff, there is no reason to question the ability of ISUE to continue to accomplish its stated purposes. There is need for effective contingency planning and for addressing the faculty perception that there is room for greater involvement of the ISUE faculty in decision making at the University level.

E. The institution fully meets the criteria of eligibility for consideration for accreditation.

The conditions of this criterion, assumed by the Commission when it established the periodic evaluation, were found by the visiting team to be fully met. Further, ISUE has fulfilled all obligations of membership in the North Central Association and has submitted to periodic examination.

III. ADVICE AND SUGGESTIONS TO ISUE

ISUE is to be complimented on the progress it has made in the five years since it was granted accreditation as a baccalaureate degree-granting institution. Continued development of the physical plant, faculty recruitment, reorganization of certain administrative positions, library development, and clarification of its status as part of the ISU "System" have all been positive responses to the recommendations of the earlier NCA report.

The evaluation team is unanimous in its feeling that the institution is accomplishing its mission of effectively complimenting the other opportunities for post-secondary education available to the Evansville area. The institution is dynamic and the potential for continued service to the region is great. This section of the report will address several issues that are not basic to the accreditation recommendation, but deserve attention or further consideration by the administration and faculty of ISUE. Suggestions are intended to be constructive and helpful to the institution.

ISUE has been responsive to the recommendation of the 1974 team in regard to administrative reorganization. The present team commends ISUE on the clear definition of the role of the several administrative positions and on the effectiveness of the individual administrators. We do believe that it would be desirable to move the Office of the Vice-President for Academic Affiars from the basement of the library to a more visible location on campus in line with its centrality to the University's mission.

In general faculty morale is good. Most faculty members with whom the team visited are loyal and dedicated to the University. Most of their concerns are those of faculty members throughout the country: the economic position of the profession and the perceived erosion of preparedness of undergraduate students. There remain, however, a few issues of concern to the faculty which

might be alleviated by better communication. Although the relationship of ISUE to ISU at Terre Haute appears to be understood and accepted by the administration, many faculty members believe that "big brother" in Terre Haute is not really taking care of ISUE. Several possibilities exist for the resolution of this problem. Are there ways in which the visibility of "The University" can be improved on campus? Could not the President make his annual "State of the University" message concurrently to the ISUE faculty by means of closed circuit television? This, of course, should relate to the University as a whole, including the concerns of and plans for ISUE.

Is there a possibility of joint meetings of the Evansville Faculty Council and Terre Haute Faculty Senate, or at least of their leadership, on matters of faculty concern? It is apparent from the minutes of the Board of Trustees that at least some items of University policy come to the Board having been recommended and approved by the Faculty Senate (i.e. Terre Haute) but not by its counterpart at ISUE. The concept of occasional joint meetings might well be extended to faculty members within the disciplines.

Although affirmative action procedures are followed in the recruitment of faculty and staff, continued effort must be made to attract women and members of minority groups. Even though the institution has made considerable progress in meeting its commitment to achieving sex equity, there still remain some areas of concern. One of the most positive changes since the last NCA visit has been the increased offerings of varsity sports for both men and women as well as increased athletic scholarships for women. There is still a need to review promotions and salary adjustment based on promotions of coaching staff.

The team is pleased to know that changes will soon be introduced in the employment, evaluation and retention of support staff. Divisional chairmen expressed concern about their lack of input into the employment status of these vital persons. Priority should be given to the development of an internal

grievance procedure for classified personnel that includes some form of peer review.

Although the team's general impression of the various student services was very positive, a few problems do exist. The designation of any group as "non-preferential" seems unnecessary. Another term for the irregular student and those who have not yet selected a major would be desirable. Perhaps they could be designated as being in a program of "General Studies" or "Liberal Studies." It is also difficult to understand why these groups come under the administrative egis of Continuing Education. They need the same academic advisement as other regular students, along with supplementary career counseling. Another problem is the lack of availability of certain services to students at night. The English writing laboratory, for example, closes at 3:00 p.m. This makes it inaccessible to those part-time students who work from eight to five.

The high attrition rate among freshmen is of major concern to the administration. Plans to increase the availability of special help in the basic skills are well merited. Advising also appears to be spotty. More attention to the role of the advisor in motivating students, referring them to special services, and helping students improve self-concept is needed. With the increasing numbers of adjunct faculty, the resident full-time faculty at ISUE are faced with heavy teaching loads which leaves little time for the type of advisement that most students need. The administration may want to explore the possibility of extending the proposed Skill Development Center to also include an advisement and counseling component of trained support staff to meet these special needs.

The Continuing Education program is developing well under solid leadership. Its potential is limited only by the imagination of the faculty. Opportunities for public service activities abound. It does appear that some workshops for the faculty on this general topic would probably be useful. Some advantage-

might also result from the establishment of a Citizens Advisory Committee to the Director of Continuing Education. Such a group could provide ideas for service and play a major role in promoting ISUE programs among its various constituents.

There appears to be a lack of formal procedure for conducting follow-up studies of graduates within the various Divisions of the University. Several of the Divisions have done an excellent job of compiling such data while others have been lax in this area. Alumni from the business program responded very positively to a recent survey provided by the Division of Business. Matters relating to job placement, the program, its quality and the faculty, were praised. The visiting team offers similar positive feelings.

The physical plant is excellent, highly functional and beautifully maintained. The presence of artwork and other indications of pride has a positive influence on the faculty, the student body and the community-at-large. The visiting team believes that the decision to build the new physical education center was a wise one and that the facility, when completed, will increase student identification with and presence on the campus.

The team suggests that immediate attention be given to correcting the few remaining problems experienced by handicapped students in gaining access to buildings. Of particular concern is the difficulty experienced by those in wheelchairs to handle the heavy exterior doors to some of the buildings.

Funds to purchase equipment seem to be a continuing concern of the faculty and administration. Although new buildings usually are fully equipped when occupied under Indiana operating policy, obsolescence and heavy usage take their toll. The problem of replacement is exacerbated by inflation. A solution to this problem will take a major effort on the part of the faculty to secure external funds and on the part of the administration to seek further funding from state sources for the purpose of equipment replacements. This

problem might also be a prime concern of the new development officer of the institution.

Another concern of the faculty is what they perceive to be a lack of responsiveness, or delayed responsiveness, on the part of the administration to the formal actions of the Faculty Council. A clearer understanding of the workings of the University, as discussed above, might alleviate this problem. If the faculty understood which matters have to go only to the University President, which to the Board of Trustees, and which to the Coordinating Board, they might be more understanding of time lags. This concern might also be alleviated by opening up additional lines of communication. A report could be made to the Council monthly, for inclusion in the minutes, on the status of pending actions. Greater use could be made of faculty meetings and of "The Shield." The new closed circuit video system could become an important vehicle for better communication within the academic hierarchy.

The visiting team believes the faculty would be well-advised to join with the students to initiate regular and mandatory student evaluation of teachers and courses. Such evaluations would be useful both to faculty for self-improvement, and to students. The present unorganized system will probably drive students to devise their own evaluation system, and it is likely that a student initiated and operated system will not be well-received by the faculty. The faculty members must understand that the shortcomings of student evaluations are well recognized by administrators. They can serve as only one factor in the evaluation of faculty and their results must be interpreted in light of many variables.

Other issues which seem to need clarification in the minds of some faculty are (1) the administration of merit raises, and (2) the differences between ISU's administration of TIAA and that of Indiana University and Purdue University. The latter point is certainly clear and has been explained, but some

members of the faculty seem unconvinced.

The team expresses genuine concern about a number of academic programs in which there is minimal student interest. The institution should reevaluate the advisability of attempting to maintain majors (or even minors) in some of these low yield programs. This same concern was expressed in the report of the 1974 NCA team. There have been discussions within the Division of Business concerning the offering of service courses for other Divisions of the University. This matter should also be reviewed carefully in the light of faculty availability.

There is no question in the minds of the members of the visiting team but what selected faculty members on the ISUE campus could contribute effectively through greater involvement in the graduate programs of the University (i.e. the Terre Haute office). Nevertheless, the team recommends that ISUE should not initiate any graduate level programs on its own. This statement is based on present level of funding, the heavy teaching load of the faculty, their involvement in "overload" teaching (both in credit courses and continuing education) for supplementary pay, their relative lack of involvement in research, the lack of substantial interdisciplinary interface among Divisions, and the limitations of the library as indicated above.

IV. SUMMARY OF STRENGTHS AND AREAS OF CONCERN

Areas of Strength

1. An outstanding physical plant including development plan.
2. An effective administrative and academic organization.
3. Imaginative yet realistic leadership.
4. Judicious fiscal management.
5. Excellent community relations and support.
6. A strong faculty dedicated to the institution.
7. Involvement of students in institutional governance.
8. Sound academic programs at certificate, associate and baccalaureate levels.
9. Good student services sensitive to student needs.

Areas of Concern

1. High attrition rate among freshman students.
2. Lack of developmental services for night students.
3. Library holdings somewhat deficient, especially to support TSU-Terre Haute graduate programs.
4. Need for more effective communication between faculty and administration, especially in relation to constraints under which ISUE operates.
5. Lack of success in affirmative action efforts.

V. RECOMMENDATIONS

The team recommends that Indiana State University Evansville be granted continuing accreditation at the baccalaureate level and placed on a decennial cycle with the next review scheduled in 1988-89.

REASONS FOR RECOMMENDATIONS

Indiana State University Evansville has demonstrated its ability to provide solid, imaginative programs at the certificate, associate, and baccalaureate degree levels within the constraints imposed upon it. It satisfies all the criteria of certification as established by the Commission on Institutions of Higher Education.