



indiana state university

Self-Study Report

terre haute, indiana
december, 1979

INDIANA STATE UNIVERSITY
SELF-STUDY REPORT

SUBMITTED TO THE

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
NORTH CENTRAL ASSOCIATION OF COLLEGES & SCHOOLS

FOR
REAFFIRMATION OF ACCREDITATION
THROUGH THE DOCTORAL LEVEL

RICHARD G. LANDINI, PRESIDENT
DECEMBER, 1979

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CHAPTER 1

THE UNIVERSITY'S APPROACH TO SELF-STUDY

Introduction	Indiana State University, in its one hundred and tenth year of service to higher education, approached the North Central Association requirement for an institutional self-study (in preparation for a ten-year reaffirmation of accreditation through the doctoral level) with an awareness of the rich heritage and tradition that undergird it, with an appreciation of the governing bodies, administrators, faculty, students, alumni and friends whose efforts have maintained and enhanced it, and with an eagerness to engage in an analysis designed to contribute to the institution's unending movement toward ever greater excellence.
Assumptions	Basic to the organizational approach developed by the Steering Committee for this self-study were the following assumptions: <ol style="list-style-type: none">(1) While self-studies are continually occurring throughout the University, a comprehensive, uniform review of the entire University can yield important information for institutional enlightenment, planning and growth. Thus the study was undertaken with a sense that the effort to be expended was not just for North Central and the reaccreditation sought, but also for our use as an institution committed to quality.(2) The benefits to the University in terms of quality enhancement which can result from a comprehensive self-study are contingent upon a broad base of involvement in the study. While it is understood that work may be done more efficiently by a few people, Indiana State University's concern that the findings of the study be used by the institution as a whole prompted the development of a plan to involve a large number of individuals campus-wide.(3) All units of the University should engage in self-studies, but the report submitted to the North Central Association should be a concise synthesis of these studies and not a mere compilation of them. With these parameters as its guide, the Steering Committee, consisting of twenty individuals appointed by the major divisions of the University, developed a self-study process unlike any previously used by the institution. This report reflects that process and so is different from other self-study reports submitted by Indiana State University to the North Central Association.
The Organization	In order to develop plans for an institutional self-study, the Steering Committee had to reduce the many components of the institution to a manageable number for data collection and analysis. The University thus was divided into five major units focusing on the institution's mission -- those units being Governance, Students, Educational Systems, Resources, and Public and Academic Services. (See Appendix A) The various facets of the University were then all placed in one of the five units. (See Appendix B)
Steering Committee	On the following pages is a list of those who participated in the self-study as members of the Steering Committee. Included with their names is the area each member represented, his/her University status and the Subcommittee to which each was assigned for data collection and writing.
The Self-Study Plan	To achieve the goals of (1) a broad-based involvement in the self-study process and (2) the preparation of a report that constituted a synthesis rather than compilation of unit studies, a "levels" approach was taken to information acquisition and data processing. (See Appendix C) Under this plan, Level 3 data were most basic, i.e., departmental data, and were prepared by the individual academic and administrative units. Level 2 self-study reports were then prepared by the larger units such as the school and college and were an analysis, synthesis and evaluation of all of the appropriate Level 3 reports. For instance, in the School of Education, the departments of Elementary Education, Secondary Education, Special Education, Graduate Education and the Laboratory School all engaged in Level 3 self-studies. Their reports were then submitted to the Dean of the School of Education whose Level 2 report was a School self-study based on an analysis, synthesis and evaluation of the five departmental reports.

Steering Committee	Representing	Status	Subcommittee Assignment
Dr. Max Bough Professor of Education	School of Education	Faculty	Educational Systems
Dr. Donald Dusanic Professor of Life Sciences	College of Arts & Sciences	Faculty	Educational Systems
Ms. Carolyn Fakouri Instructor in Nursing	School of Nursing	Faculty	Educational Systems
Mr. Donald Hilt Asst. Vice President for Business Affairs & Asst. Treasurer	Business Affairs	Administrator	Resources
Dr. William James Chairperson, Department of Industrial Professional Technology	School of Technology	Faculty	Educational Systems
Dr. Louis Jensen Asst. Dean, Academic Services & Continuing Education	Academic Services	Administrator	Public & Academic Services
Ms. Karen Leets MBA Candidate	Graduate Student Association	Graduate Student	Students
Dr. Richard Melloh Dean of Student Life	Student Affairs	Administrator	Students
Dr. Barbara Minnick Professor of Business	School of Business	Faculty	Educational Systems
Dr. Dale McKee Director of Alumni Affairs	Public Affairs	Administrator	Public & Academic Services
Dr. William Osmon Dean, Student Administrative Services & Registrar	Student Affairs	Administrator	Students
Dr. Herbert Rissler Chairperson, Department of History	Faculty Senate	Faculty	Governance
Mr. David Smith Senior Political Science Major	Student Government Association	Student	Governance
Dr. Richard Stebbins Professor of Physical Education	School of Health, Physical Education, and Recreation	Faculty	Educational Systems
Mr. Earl Tannenbaum Acting Dean, Library Services	Library	Administrator	Resources
Dr. James Thompson Professor of Education	Faculty Senate	Faculty	Governance
Co-coordinators		- Dr. James Rentschler, Assistant Dean, School of Education & Director of Laboratory School	
		Dr. John Oliver, Past Chairperson, Graduate Council & Professor of Geography	
		Dr. Charles Hardaway, Director of Institutional Research & Secretary of the University	
Coordinator		-- Dr. Mary Ann Carroll, Dean of the School of Graduate Studies	

Level 2 reports were submitted to the Steering Committee who, functioning as five subcommittees, wrote chapters 3, 5, 6, 7, 8, 9 and 10 of this document. The subcommittee members' writing resulted from an analysis, synthesis and evaluation of the Level 2 reports they received and thus constituted Level 1 reports (in chapter form). Level 1 documents were then transmitted to the coordinator and co-coordinators who were responsible for bringing continuity and cohesiveness to the total report. This document is, therefore, a refinement of Level 1 reports. Level 3, Level 2, and Level 1 reports will be available for use by the NCA visiting team.

In order to have self-studies that were as uniform as possible, the Steering Committee developed Level 3 and Level 2 questionnaires for use campus-wide. (See Appendix D and Appendix E) In the development of these questionnaires, the coordinator discussed them with and sought input from the Graduate Council, the Curriculum and Academic Affairs Committee, the Faculty Senate, the Administration, the Deans' Council and Dr. Patricia Thrash. The timetable reflecting this activity and other phases of the self-study process is presented in Appendix F.

Limitations The self-study process as described worked well for Indiana State University. It should be noted, however, that because of the breadth of involvement and the requirement for increasing distillation of information, a great deal of time was needed for the total process. Thus data collection had to start in early 1979. In light of the fact that higher education is in a constant state of flux, some changes from the data presented in this report may be evident to the visiting team.

It should be noted also that while uniform Level 3 and Level 2 questionnaires generally presented no problems, in a few instances they were not easily adaptable and a meaningful self-study required deviations from the standard forms. When clearly appropriate, these divergences were encouraged.

Taking into account the limitations of the self-study process used and recognizing on the basis of experience that Level 3 and Level 2 questionnaires could be improved, the University is none-the-less satisfied with this approach to institutional self-study and it is anticipated that it will be used again for future internal review.

Organization of the Self-Study Report In order to understand what the University is like today, one must first know its past. This report, therefore, starts with a chapter devoted to a look backward. The first section traces the institution's development from its beginning to 1975, the time of the last NCA visit. The second section of the chapter deals with the last five years, with particular attention to areas of progress and change.

Realizing that governance, particularly at a state-supported institution, largely determines that institution's mission, Chapter 3 is devoted to the internal and external governance of Indiana State University. Chapter 4 describes the mission which flows from that governance and identifies the way in which the University is structured in order to facilitate the realization of the mission. Subsequent chapters assess the University's success in achieving its mission.

The programs of study are described and evaluated in terms of the mission in Chapters 5 and 6. Particular attention is given to the doctoral programs in Chapter 6.

Chapter 7 contains a description and assessment of our student body and the services and activities provided for them. The resources that support our programs and activities are the focus of Chapters 8, 9, and 10, while our public and academic services are assessed in Chapter 11.

Chapter 12 concludes the report with a summary assessment and our plans for the future.

CHAPTER 2

A HISTORICAL PERSPECTIVE

History to 1975

On December 20, 1865, a special session of the General Assembly of the State of Indiana enacted legislation whereby "there shall be established and maintained . . . a State Normal School . . ." -- the sole purpose of the newly created institution being "the preparation of teachers for teaching in the common schools of Indiana." A four member board of trustees appointed by the Governor, subject to confirmation by the State Senate, and the State Superintendent of Public Instruction, serving as an ex-officio member, were charged with the responsibility of establishing and operating the school. The location of the normal school was stipulated in the enabling legislation to be "at such place as shall obligate itself for the largest donation: *Provided, first*, that said donation shall not be less, in cash value, than fifty thousand dollars; *Second*, that such place shall possess reasonable facilities for the success of said school." The City of Terre Haute, Indiana was the only city to accept the challenge.

The Normal School opened on January 6, 1870, with 21 students in attendance. The faculty consisted of the President and four professors. From this modest beginning, Indiana State has grown and developed into the dynamic and excellent University which is now well-established and widely known across the nation. In the one hundred year period between 1865 and 1965, the institution evolved through successive stages of development from a Normal School to a Teachers College (1929), to a College (1961) and to a University (1965). The granting of University status to the institution by the Indiana General Assembly was official recognition of its development and of the growing public demand for educational programs, services, and opportunities to be provided by the University.

Important elements of this historical perspective include the following:

- * During the first thirty years of its operation, the majority of the students attending Indiana State Normal School were not high school graduates. In 1907, a high school diploma was made a requirement for all teaching certificates in Indiana. Since 1908, graduation from a commissioned high school or the equivalent has been required for admission to Indiana State.
- * In 1907, a college course was established in the Normal School, and the first bachelor's degrees were awarded to five students in 1908. In 1924, all courses in the Normal School, except non-prepared courses, were raised to the college level and were accepted to apply on the bachelor's degree.
- * As a part of the growth of higher education in the State, Indiana State Normal, Eastern Division, was established in 1918 in Muncie. In 1929 the Eastern Division became Ball State Teachers College. After Ball State (now Ball State University) became an autonomous institution, both colleges remained under the jurisdiction of the same Board of Trustees.
- * A "Graduate School" was established in 1927, with courses offered at the master's degree level; the first master's degrees were awarded to five students in 1928. The General Assembly changed the name of the institution to Indiana State Teachers College in 1929. This was in recognition of a program which had been brought about through nearly sixty years of experimentation and gradual development, and reflected the evolving role and growth of the institution. At this time, the Board of Trustees was named the State Teachers College Board. Board membership and the method of appointment remained unchanged from the provisions in the 1865 statute.
- * In 1940, a bachelor's degree was made a requirement for all those entering the teaching profession in Indiana, and with this change the last vestiges of the old normal school program disappeared.
- * Between 1945 and 1970, the curricula were greatly increased and academic programs were developed to provide opportunities in most areas of teacher education, in the arts and sciences, and in the fields of business; nursing;

technology; health, physical education and recreation. Greater emphasis was placed on professional, vocational and technical education.

- * In 1946 the State Teacher Training and Licensing Commission required that elementary and secondary teachers obtain a master's degree within their first ten years of their teaching experience. This regulation made it necessary for specific curricula to be established for elementary and secondary teachers. This was a major influence in the expansion of graduate offerings, both teaching and non-teaching, and since 1946, graduate programs have been extended to include most academic curricula.
- * In 1965 the North Central Association granted approval to the University to offer the Ph.D. degree in selected areas.
- * Since 1960, professional schools have been created in order to facilitate and implement the emerging missions of Indiana State. These professional schools added to the College of Arts and Sciences and the School of Graduate Studies are as follows: School of Business; School of Education; School of Nursing; School of Health, Physical Education, and Recreation; and School of Technology. In addition, a number of centers or bureaus have been established in order to enable the University to carry out its research and public service functions.
- * The school became Indiana State College by an act of the 1961 General Assembly and, for the first time since the creation of Ball State, had a separate Board of Trustees.
- * The 1965 session of the General Assembly changed the name of the School to its present designation -- Indiana State University. The second special session of that Assembly enacted a resolution memorializing Indiana State and the other state higher education institutions to do all things necessary for the creation of a four-year-state-assisted college at Evansville. Indiana State assumed the primary responsibility for this development of the Evansville institution. The 1967 and subsequent General Assemblies have appropriated funds to Indiana State for the continued development of the Evansville campus. The Evansville campus is separately accredited by the North Central Association.

Throughout the growth of Indiana State -- whose centennial of the opening of the school was observed in 1970 -- institutional integrity has been supported by the Indiana General Assembly. In every name change, all powers, rights, duties, and obligations of the preceding Board of Trustees were transferred to its successor. The continuity of the Trustees has been maintained as the presentation of specific duties bestowed by law indicates.

As evidence of the continuing development and strengthening of Indiana State University, the sequence of principal NCA actions is cited as follows:

- 1915 - First accredited as a teacher-training institution.
- 1930 - Transferred to the list of colleges and universities.
- 1938 - Special report on graduate work received; institution continued on college list.
- 1958 - Review visit by Examiner and Commissioners.
- 1963 - Commission on Colleges and Universities granted full accreditation for the sixth-year program leading to advanced degree (Educational Specialist).
- 1965 - Executive Board of the Commission on Colleges and Universities granted preliminary accreditation for doctoral programs in elementary education and in guidance and psychological services.
- 1967 - Executive Board of the Commission on Colleges and Universities voted to extend the accreditation of the University to include preliminary accreditation for the Ph.D. degree in Life Sciences.
- 1968 - The Executive Board of the Commission on Colleges and Universities voted to extend the preliminary accreditation of the University to include the Ph. D. degrees in Secondary Education, Educational Administration and Geography.

1975 - The Executive Board of the Commission on Institutions of Higher Education voted that accreditation be continued at the doctoral degree level, with the next evaluation scheduled in five years, Spring 1980.

The following discussion highlights developments at the University since that last NCA action.

1975-1980: A Period of Progress

In June 1975, Indiana State University received the summary report of the April 14-16, 1975 visit of the Evaluation Team of the North Central Association of Schools and Colleges. The evaluation team recommended "continued accreditation of Indiana State University at the doctoral degree level with the next evaluation scheduled in five years, Spring 1980, after the new administration has settled in and before doctoral programs are expanded." In making its recommendation, the visiting team cited a number of institutional strengths, including but not limited to, (1) the University library and the quality of its holdings, (2) the organization, administration, and range of student activities programs, (3) the distinguished doctoral program in guidance and psychological services, (4) the quality of the programs in the Departments of Life Sciences and Geography and Geology, (5) the availability of generous financial resources, (6) the general quality and experience of the faculty, and (7) a realistic awareness among faculty and staff of the major problems within the University. However, the Evaluation Team found reason for concern, and this Section of the report describes how and in what ways the University has reacted to those concerns.

The criticisms in the 1975 evaluation had a disquieting effect on the academic community. The University administration and faculty began immediately to address and resolve the issues confronting the institution. The newly appointed (May 1975) President in responding to the Evaluators' report made the following statement:

I think it is fair to say that the strengths and weaknesses described by the evaluation team, for the most part, are those that would be identified by the faculty, administration, and staff. The values of an examination by a team of "outsiders," however, are (1) the opportunity provided to focus directly on the areas of concern, and (2) encourages ordering priorities in terms of corrective measures. The Evaluators' Report thus provides an objective format whereby the University can concentrate efforts toward institutional improvement. This we will do in the months ahead.

Despite the disturbing elements of the 1975 report, it was the view of the overwhelming majority of the faculty, staff, and administration that Indiana State University was a strong, dynamic institution, that it was possessed of a long and rich history of important contributions to higher education, and that it looked toward a promising future. Nonetheless, the University community accepted the 1975 report in good faith and steps were initiated immediately to bring about significant progress and institutional change in response to the specific points of concern expressed by the 1975 visiting team.

One of the first steps initiated by the President was the creation of an atmosphere of "institutional" awareness. The 1975 Evaluators' Report was made available to the entire University community, including Trustees, Vice Presidents, Academic Deans, the Faculty Senate, Department Chairpersons, Student Government, and the Faculty at large. The total University had a common foundation upon which to build.

Without citing each and every concern and/or issue set forth by the visiting team in 1975, it is appropriate to summarize the important noteworthy developments that have occurred between 1975 and 1980 -- a period of progress for Indiana State University. (A number of other issues raised in the 1975 report are addressed elsewhere in this self-study.)

* Enrollments: Enrollments have increased steadily, from approximately 10,700 in 1974-75 to 11,500 in 1978-79 and appear to have stabilized. Final enrollment figures for the Fall of 1979 were 12,056 on the Terre Haute campus.

* Administrative Continuity: The President now enters his fifth year in office and this has provided significant stability to the administrative continuity of the University. A permanent dean of the College of Arts and Sciences was appointed in June 1975 and this individual is still in this key position. Two other academic

deans, School of Education and School of Nursing, have been appointed, within the past three years. The new administration has "settled in."

- * School of Education: For the first time in recent history (1950) the faculty of the School of Education, excluding the Laboratory School, is accommodated (offices, classrooms, seminar rooms, and laboratories) in one modern facility, Statesman Towers West.
- * School of Business: Funds (approximately one million dollars) have been appropriated to remodel Statesman Towers East as a facility to accommodate the School of Business.
- * School of Technology: Funding has been authorized to remodel the School of Technology main building and the present School of Business Building and to provide a significant new addition to that facility (approximately \$6 million).
- * AAUP Censure: The University was removed from the AAUP Censure list in late summer, 1975.
- * Faculty Tenure: A faculty-administration position paper on tenure was completed in 1976. As a result, the tenure policy has been revised. The trend toward total tenure, which was of serious concern to the University and to the NCA Evaluators, has undergone a decided shift. In this respect, a revision of the University's Sabbatical Leave Policy has provided further assurance of fresh perspectives and faculty renewal. In addition, a flexible staffing procedure has been initiated which will provide for enrollment contingencies in 1982, or thereafter, without affecting tenured positions.
- * Cultural Opportunities: Significant strides have been made in the last five years relative to increasing and enhancing the cultural opportunities for the faculty, students, and staff of Indiana State. In addition to having access to the Community Theater, the Swope Art Gallery, the Terre Haute Symphony and the historical museums which have long histories of notable offerings, the University has expanded its convocations programs, its schedule of educational and cultural presentations in the Hulman Center, and has recently completed a new theater facility. Current cultural activities are planned and designed to provide for the varying needs and interest of the entire Terre Haute community.
- * Mission: The 1975 NCA visitors suggested that the University's mission statement contained conflicting ideas and that it was subject to critically different interpretations. In 1979, a revised mission statement based on several studies and implemented changes over the previous 4-5 years was developed and reviewed by appropriate faculty and administrative committees. It was also unanimously endorsed by the University's NCA Steering Committee for incorporation in the 1980 self-study.
- * School/College Autonomy: Since 1975 the Academic Deans and their respective faculties have been given increased authority in areas of budgeting, faculty staffing, and curricular development.
- * Faculty morale: The past five years have been marked by improvement in faculty morale. The threats of further decreases in enrollment and faculty retrenchment have eased, and the last few years of stability have engendered increased loyalty to and support for the University. Although salaries have not kept pace with cost of living, marked improvement is clearly evident. The fringe benefit program has been improved remarkably, and not at the expense of the faculty member.
- * Faculty Research: Faculty research and scholarly activities have been encouraged in tangible ways. Soon after his appointment, the President initiated a policy whereby a substantial portion of all subvention monies was returned to the academic units for research support purposes. Funds for summer research activities were increased. The Grants and Contracts Office has been placed under the administration of the Dean of the School of Graduate Studies, and support personnel have been added to enhance research. The production of published scholarship and research (articles, monographs, texts) has increased markedly over the last five years.
- * Maturity and Identity: Since its creation in 1865, the institution has successfully effected several transitions from Normal School to Teachers College to College

and University. Since 1965, and particularly during the last five years, the institution has met and fulfilled its meaning and purpose as a University, in teaching, research, and service. The confidence and integrity of the University have been reinforced by a renewed sense of purpose, unity, and direction. The faculty and administration have cooperatively addressed themselves to the aims, philosophy, and appeal of the modern comprehensive University, and are united in their common efforts to bring even greater dimensions of quality and excellence to undergraduate and graduate programs.

- * Academic Programs: During the 1975-1980 period, characterized by stability, further motivation, and regrouping, the University has concentrated on the strengthening and reinforcement of existing programs. Very few new programs have been initiated. However, graduate degree programs in Education have been renamed and a culmination/integration experience is being built into each master's degree program. The addition of a new central unit has vastly improved computer services and appropriations for books and periodicals acquisitions have been markedly increased.
- * Administrative Restructuring: In 1975, the Evaluation Team indicated that a reexamination of the existing administrative structure was appropriate. A number of important changes have occurred within the past five years. The number of Vice Presidents has been reduced from five to four. The Office of Academic Affairs now has two assistant administrators instead of three. Several of the academic enterprises and programs formerly assigned to Academic Affairs -- grants and contracts administration, International Studies, Non-Preference advisement, for example -- have been assigned to appropriate Schools, the College, and other major units, in the interests of efficiency and decentralization.
- * The Center for Economic Development has been dissolved and its activities distributed to Departments and service units. One position of Assistant Dean in the Office of Academic Services has been eliminated as has the position, Assistant to the President. The Office of Development and Public Affairs has been reorganized, providing additional services and efficiency, without an increase in personnel. The Placement Office has been removed from Development and Public Affairs to Student Affairs, in order to bring it into association with student counseling and testing activities.
- * Academic Advising: The Academic Advisement Center has been placed under the jurisdiction of the Dean of the College of Arts and Sciences. Each of the other major academic units has made significant efforts to improve all facets of advisement. The New Student Orientation and Registration Program has been refined and improved continually since its inception approximately ten years ago. In recent years, this program has revealed outstanding success in the whole area of academic advisement.
- * Graduate Assistantships and Fellowships: Stipends for Graduate Assistants and University Fellows have increased appreciably since 1975. Assistantships now range from \$2800-3300 in comparison to an earlier stipend level of \$1800-2300. Fellowships show a corresponding increase from the earlier \$2200-3500 range to \$3200-4500.
- * Other Developments: A number of other changes which have occurred since 1975 are cited as follows: (1) policies pertaining to off-campus programs (extension classes - Continuing Education) have been revised and stipends improved; (2) contracts for summer appointments have been revised, and (3) joint faculty - administrative efforts have resulted in clarification and working understanding of a number of the policies and procedures cited in the *University Handbook*. Significant in this regard are policies relating to selection of principal administrative officers, role and responsibility of chairpersons, administration of promotion and leave procedures, and access to files.

This portion of the self-study has attempted to summarize a number of major activities and developments during the past five years which are calculated to have strengthened or improved areas of concern cited in 1975. Although little has been said here about the institutional strengths and noteworthy accomplishments that were in evidence in 1975, it should be pointed out that in the ensuing five years, the strengths, as identified by the Evaluators, have served as the starting point as the University

devoted its attention to the areas of concern cited five years ago. Now, as then, we take justifiable pride in our many assets and the quality of our faculty, administration, and staff, and in the achievements of our students. The University's physical environment is continually being improved, and the University's self image and the character it presents to its many publics are strong and enduring. The observations and perceptions of 1975, the straightforward evaluation and appraisal, and the corrective measures that have been taken have combined to bring about a better and more dynamic University. Our State, the Midwest, and the Nation have been the beneficiaries of that betterment.

CHAPTER 3

GOVERNANCE

As stated in Chapter 2, Indiana State University was established in 1865 by statute enacted by the Indiana General Assembly. As an institution created by the State and supported, in the main, by the State, the University operates under the provisions, rules, regulations and/or the direction of a number of State agencies and offices. In addition, a number of decisions and operational procedures are mandated or required by various federal agencies. The immediate control of the University rests with the Indiana State Board of Trustees, although most elements of direct and daily governance are delegated to the President. The policy and decision-making process is influenced by and involves the President's Administrative Council, Faculty Government, Student Government, Deans' Council, and the Academic Planning Council. In this section, the various units, groups and individuals who are involved with the governance of the University are identified and their roles as they relate to the University are described.

External Agencies and Offices

The Governor of the State of Indiana

The Governor, as the Chief Administrative officer of the State, has a significant role in the governance of the University. The Governor appoints the members of the Board of Trustees. In addition, he is in a position to exert considerable influence over the actions of the Indiana General Assembly relative to legislation authorizing operating and capital construction budgets and other key operational matters. He has veto power over statutes enacted by the legislature and gives approval to public institutions for building projects and land acquisitions. Thus, both directly and indirectly, the Governor of the State of Indiana influences the decision-making process and, in turn, the governance of the University.

The Indiana General Assembly

The General Assembly, which created Indiana State University by statute, has delegated certain powers and administrative authority to the University's Board of Trustees. The General Assembly, however, retains the power to rescind, amend, or add to the powers, duties, and functions delegated to the Board of Trustees. These specific duties, responsibilities and functions empowered to the Board by the Indiana General Assembly will be summarized later under the subheading "Indiana State University Board of Trustees." A major function of the Indiana General Assembly, which affects the governance and decision-making process of the University, is the authorization of the biennial operating budget and capital budget for the institution. In addition, the University is subject to a variety of rules, regulations and statutory requirements which have general application to public institutions and corporations.

The Indiana Commission for Higher Education

The 1971 Indiana General Assembly enacted legislation creating a Commission for Higher Education of Indiana. The Commission is responsible for planning and coordinating Indiana's state supported system of post-secondary education; for reviewing appropriation requests and recommending budget authorizations (both operating and capital) to the Governor, State Budget Agency and the General Assembly; for approving new degree programs; for reviewing existing programs in order to make appropriate recommendations; and for performing other functions assigned or authorized by the Governor or the General Assembly. Thus, the Commission since its establishment has exerted considerable influence on the governance of the University.

The State Budget Agency

The State Budget Agency has general supervisory control over the budgets of all state agencies and departments. The biennial request for state appropriations for the operation of the University is filed with the Budget Agency through the Commission for Higher Education. The requests of all state agencies are compiled by the Budget Director; and the Budget Committee, with the approval of the Governor, recommends to the General Assembly the amount to be appropriated for the biennium. Allotments of capital appropriations to various building projects and land purchases, as well as the issuance of bonds and the use of University funds for capital purposes, are subject to approval by the State Budget Agency and the Governor. The University is also required to submit quarterly listings of all applications for educational grants submitted to

federal agencies. The State Budget Agency has authority to disapprove such applications.

**The State Board
of Accounts**

The State Board of Accounts prescribes the basic procedures for financial accounting and budgeting of University funds. Examiners of the State Board of Accounts are responsible for the post-audit of all financial accounts of the University and check financial transactions for conformance to legal requirements and rules and regulations pertaining to the custody, protection and management of public funds.

**The State Board
of Education**

The Teacher Training and Licensing Commission of the State Board of Education prescribes the requirements for all teaching, administrative and school service personnel licenses for the public schools of Indiana. These requirements are the basis for the teacher education programs under the jurisdiction of the School of Education. All courses which may apply on any licenses are subject to the approval of the Commission. Certificates are issued by the Division of Teacher Training and Licensing of the State Department of Public Instruction on the recommendation of the designated Certification Officers of the University.

**State Superintendent
of Public Instruction**

The State Superintendent of Public Instruction is the principal educational officer of the state and is chairperson of the State Board of Education and its various commissions. The Superintendent of Public Instruction has supervisory responsibility for the teacher education programs of all colleges and universities of Indiana and for the enforcement of rules, regulations and requirements pertaining to the qualifications of public school teachers and administrators. Certain state and federal funds, available for specified programs and purposes, are allocated and distributed to the University through the Office of the State Superintendent of Public Instruction.

**State Board of
Vocational and Technical
Education (SBVTE)**

The SBVTE was established in its present form in 1975 by the Indiana General Assembly. Its primary function is to coordinate, approve and evaluate vocational education systems and programs in the state. The SBVTE also conducts needs assessments, receives and distributes federal funds, appoints special committees, develops the State Plan for vocational education, and contracts for special services.

**Administrative
Building Council**

Plans and specifications for the construction of all University buildings are approved by the Director of the Administrative Building Council for conformance to the state building code and for health and safety factors.

Other State Agencies

The State Auditor, the State Treasurer and the Attorney General have responsibility for certain elements of administration which come within the designated functions of their respective offices. The State Fire Marshal periodically inspects the University buildings for conformance to regulations pertaining to fire prevention and safety and approves all new construction and major building renovation. The State Board of Health is concerned with health and sanitation conditions on the campus particularly in the areas of food service and student housing. The State Student Assistance Commission administers the scholarship, educational grant and student loan programs for Indiana students attending public and private post-secondary institutions in the state of Indiana.

**The Federal Government
and Federal Agencies**

Since World War II, the federal government and various federal agencies have exerted increasing control and influence over the operation and administration of institutions of higher education. Beginning with the "G-I Bill," followed after *Sputnik* by funds for various institutes, in the Sciences and Mathematics, there has been an ever-increasing role at the federal level in the area of management at Indiana State University. Compliance with the civil rights legislation and other non-discrimination legislation, such as Title IX, Section 504 of the Rehabilitation Act of 1973, and Section 402 of the Veterans Readjustment Assistance Act of 1974, has exerted considerable influence on decision-making and policy implementation at the University. In addition, compliance with other federal legislation, such as the Family Educational Rights and Privacy Act and the Occupational Safety and Health Act, affects the governance of the institution.

Internal Governance

The Indiana State University Board of Trustees

The legislation creating the institution stipulated that the Governor appoint a Board of Trustees for the purpose of establishing and maintaining the School. As the institution evolved from a state normal school to a state university, and as the membership increased from five members to nine members, the stated function of the Board remained as a governing body "responsible for the establishment and maintenance of the University." Specifically the Indiana State University Board of Trustees is empowered by statute to perform stipulated functions, among which are the following:

- * constitute a perpetual body corporate with power to sue and be sued, and to hold in trust all university funds and property;
- * to prescribe the conditions of admission;
- * to prescribe the tuition and other fees;
- * to employ faculty and administrative and service staff and establish their salaries;
- * to issue and sell bonds for the creation, construction and equipping of all facilities;
- * to accept gifts, bequests and device of real and personal property and to sell or convey any real estate (subject to legal regulations of such sales);
- * to maintain a model or laboratory school or contract for the operation of such school with the local school corporation;
- * to award financial aid and award other scholarships;
- * to prescribe or approve the curricula and courses of study and to define the standards of proficiency within such curricula and courses;
- * to govern by specific regulation and other lawful means the conduct of students, faculty, employees, and others while upon university property;
- * to dismiss, suspend, or otherwise punish any student, faculty member or employee who violates the institution's rules or standards of conduct, after determination of guilt by lawful proceedings.

At the present time the Indiana State University Board of Trustees is composed of nine members, all of whom are appointed by the Governor. Two of the nine are nominated by the University Alumni Council and must have completed a prescribed course of study at Indiana State. The bipartisan Board must have one woman member; one resident of Vigo County; one resident of Vanderburgh County and one student member, nominated by a search and screen committee consisting of one representative of the Governor and at least four students chosen by the elected student government representative, including at least one student from each campus. The student selected as trustee serves a two-year term and may not succeed him/herself. All other trustees are appointed for four-year terms and may be reappointed.

The Board of Trustees is authorized by statute to employ such officers as it may deem necessary or convenient to aid in the formulation and implementation of its policies and to serve as principal executives of the University. To this end it is the policy of the Board to select a President and to work through the Office of the President as the chief administrative officer of the University.

Office of the President

As stated above, the President is the chief educational and administrative officer and is responsible to the Indiana State University Board of Trustees for the execution of the policies of the Board and for the organizational administration, operation, and development of the University.

The President as chief executive officer has organized the operational responsibilities of the University into five major functional areas: academic and instructional services, business management and fiscal services, student personnel services, public and professional services, and the Evansville Campus.

The responsibilities for the administration of each of these five areas are delegated to vice presidents. The President has established an Administrative Council composed of

the vice presidents, of which the President serves as Chairperson. The responsibilities of this Council are: to coordinate and unify administrative policies and procedures, to define and allocate administrative authority and responsibility, to evaluate the general efficiency of operation, and to plan for the overall development of the University. Each of the five major functional areas is organized into related administrative units, departments, or offices, each responsible for its assigned functions.

The agenda of items requiring Board action is prepared by the President with the assistance of the Vice Presidents. The President presents such items to the Board with recommendations for appropriate action. Likewise, actions and recommendations of the Faculty Senate, committees of the faculty, instructional departments and administrative divisions (through the appropriate vice presidents and President of the Evansville Campus) which require approval of the President and the Indiana State University Board of Trustees are transmitted to the Board by the President.

The confidence of the North Central Association in the Board of Trustees and in the President was demonstrated within the last few months with its reaffirmation of accreditation of our Evansville campus for a ten-year period.

The University Vice Presidents

The Vice President for Academic Affairs is responsible to the President for the general administration, organization, and development of all academic programs of the University and related instructional services.

The Vice President for Business Affairs administers all business and financial affairs of the University, including budget control, financial accounting, purchasing, operation and maintenance of the physical plant, management of residence halls, Tirey Memorial Union, Hulman Center, bookstores, personnel administration, rental properties, and supervision of new construction on the campus. As Treasurer for the Board of Trustees, he is responsible for the receipt and custody of all University funds and payment of all claims against the University. He participates in the development of the operating budget of the University, the planning of campus physical facilities, and the long-range planning for the general expansion of the University.

The Vice President for Development and Public Affairs is directly accountable to the President for furthering the goals of the University through a planned, comprehensive, and coordinated program of activities in the area of financial resource development, alumni affairs, and public relations and related activities. He is also responsible for the effective utilization of University resources allocated to the Development Office, the Office of University Relations, Alumni Affairs, and the Indiana State University Foundation. The Vice President is responsible for conducting a University-wide development program and for coordinating the efforts of all units of the institution, academic and non-academic, in raising supplementary support funds. The Vice President also has the responsibility for planning, initiating, and prosecuting activities in all areas of potential support, including alumni, friends, corporations, and private foundations to attract funds for special support clubs, unrestricted gifts, endowments, and other identified needs of the University. The Vice President advises the President and other administrators and faculty on matters of concern to the University.

The Vice President for Student Affairs is responsible for the development, organization and implementation of student personnel and administrative services. The Division of Student Affairs provides programs and functions which seek to facilitate the academic progress of students and to contribute to their personal development. The programs and functions within Student Affairs include student administrative services which handles admissions and high school relations, research and testing, orientation for new students, registration, and special advising for international students and physically disabled students; student life areas related to residence hall life, conduct of students, student government, student activities and organizations, liaison with parents of students, and other educational, social and cultural programs; and consultive services related to the physical health and emotional well-being of students, financial assistance in the form of scholarships, loans, grants and part-time employment, legal counseling, career development and life planning, and placement services.

The Vice President of the University who is President of the Evansville Campus is responsible to the President of the University for the general administration, organization, and development of the Evansville Campus. The operational responsibilities of the Evansville Campus have been organized into three major

functional areas: (1) academic and institutional services, (2) business management and fiscal services, and (3) administrative and student services.

The Academic, Business and Administrative Service areas are under the direction of the appropriate Vice President. Actions and recommendations of the Administrative Council, Academic Planning Council, Faculty Council and Student Government are transmitted to the Office of the President of Campus. The Office of the President of Campus is also responsible for the areas of Development and Informational Services.

The Deans' Council

The Deans' Council at Indiana State University is composed of nine academic deans (Academic Services; Arts and Sciences; Business; Education; Graduate; Health, Physical Education, and Recreation; Library Services; Nursing; Technology). The Council is chaired by the Vice President for Academic Affairs and its purpose is to advise the Vice President for Academic Affairs on matters of importance to the Deans and the Academic Affairs Office. The Council participates in the formulation of policy and the development of procedures to implement policy.

The Academic Planning Council

The Academic Planning Council was created in 1969. However, in 1977, its role and function were revised whereby its express purpose was set forth as being to develop a capability for and experience in mid-range and long-range academic planning. The membership of the council includes the Academic Vice President, representatives of the other Vice Presidents, the Academic Deans and twelve faculty members selected by the Faculty Senate. Reports and actions of the Academic Planning Council carrying recommendations are forwarded to the Faculty Senate and to the President for consideration.

Faculty Government

Faculty Senate

Active and assertive by tradition, faculty government plays a vital role in the governance of the institution. Faculty Senate is composed of forty members elected for two-year terms, replacing the old twelve person Faculty Council as faculty government's final legislative and judicial authority and assuring each school proportional representation. Meeting once a month during the academic year, the Senate is charged with final consideration and disposition of all matters which lie within the primary and advisory jurisdiction of the faculty.

As one of the four groups identified by the 1970 Faculty Constitution as having "separate and distinct" role functions, the faculty accepts primary authority for a wide range of academic, curricular and faculty matters lodged with the faculty government. The faculty's areas of primary faculty authority include the University curriculum, degree requirements, faculty appointments, retention, tenure and promotion, facilitation of teaching and research, standards for student admission and retention and academic freedom. In such matters, while it is understood that final Board of Trustees action is controlling, recommendations will be altered or rejected only for the most compelling reasons. Should the President disagree with faculty recommendations, he is obligated to present the faculty position to the Board within a specified period.

Interaction among Administration, Faculty, Students and the Board of Trustees is facilitated by the appointment of members of each group to the decision-making agencies of the others. As already noted, faculty members advise the administration in a variety of ways and have speaking seats on the Student Senate. In addition, the chairperson of the Faculty Senate meets regularly with the Board of Trustees. Students are represented on administrative committees and have speaking seats on the Faculty Senate and faculty committees, as well as a voting seat on the Board of Trustees. Also, the Administration is represented on the Faculty Senate and faculty and student committees.

The composition of the Faculty Senate includes an Executive Committee, a number of Standing Committees and Special All-University Faculty Committees.

The Executive Committee

The Executive Committee serves a screening, steering and expediting function and is composed of nine members including the three chief officers of the Faculty Senate. It meets at least twice monthly to give preliminary consideration to Senate business, which normally moves forward from the Faculty Standing Committees, and to establish agenda for future Senate meetings.

Faculty Standing Committees

Faculty Standing Committees are as follows: Administrative Affairs, Graduate Council, Faculty Affairs, Curriculum and Academic Affairs, Faculty Economic Benefits, Student Affairs-Academic, Student Affairs-Non-Academic, University Research, and a Hearing Committee for Faculty Dismissals. Except for the latter, all Standing Committees are composed of nine faculty members, two of whom must also be members of the Faculty Senate.

These Standing Committees serve as the first echelon of the legislative business of the Faculty Senate and also serve as judicial bodies to hear grievances in their respective provinces. Standing Committee appointments are recommended annually by a Committee on Committees composed of the incoming and outgoing officers (chairpersons, vice chairpersons, and secretaries) of the Faculty Senate and confirmed by the Senate body. Administrators serve on the Faculty Senate and all Standing Committees as ex-officio members. Along with student members they are allowed to speak and make motions but not to vote. Meetings are normally open to the University community. Although Standing Committees are encouraged to initiate actions, the normal practice is for the Executive Committee to channel matters to them for consideration.

Special All-University Faculty Committees

Special All-University Faculty Committees, appointed by the Faculty Senate, play a central role in promotions, tenure and leaves of absence decisions. Faculty also serve on about twenty regular University committees, which are filled by administrative appointment.

In addition to the regular governance bodies, many of the Schools have established ad hoc and/or advisory committees to promote such community-oriented projects as fund raising and program development. The Futures Forum, organized and directed by a group of interested faculty, is an example of the intellectual ferment on campus directed toward establishment of new priorities and goals for the future.

The Schools and College are autonomous in matters of internal policy. Thus issues which pertain only to these units are normally dealt with by individual subdivisions unless appealed to the Standing Committees of the University Faculty Senate. Should a School or College feel that its autonomy is challenged, it may appeal first to the Senate and ultimately to the University Faculty. Jurisdictional disputes involving the Administration and Faculty have been rare and in those few instances the faculty constitution has provided the means whereby these differences can be heard by the Board of Trustees.

The normal route of faculty legislative action is for an agenda to be considered successively by a Standing Committee, the Executive Committee, and finally by the Senate. At each of the stages of consideration, a decision to reject or alter an agenda is final unless a sponsor appeals the decision to the next higher authority.

Faculty government thus provides input to other University constituencies by giving wide publicity to its deliberations. Because proposals for new programs must be approved by the appropriate committees and legislative assemblies at the college level, they are printed in the University Bulletin to prevent duplication and overlapping. Should these programs have University-wide repercussions, approval of the University Curriculum and Academic Affairs Committee, the Executive Committee and the Faculty Senate is required. Graduate programs must also be approved by the Graduate Council.

An extensive information distribution system facilitated by a full-time secretary and an adequate supplies budget assures that agendas and summarized minutes of the Executive Committee and Faculty Senate are published regularly in the University Bulletin. Also full minutes of Faculty Senate meetings, Executive Committee meetings and all Standing Committee meetings are made available to members of the Faculty Senate, appropriate administrators, department chairpersons and officers of student government.

Shared governance at Indiana State at the present time is characterized by improved efficiency brought about by the decentralization of the decision-making process. An example of this is the expeditious handling of a major teacher certification revision (TEACH) in the 1977-78 academic year.

Decentralization was instituted by the Faculty Constitution of 1970 which further called for better representation for the several academic units and a clear delineation of

'faculty authority. While the faculty's role in the governance of the institution can be viewed as one of response and reaction, rather than initiation, it is nonetheless vital.

Since the Faculty Constitution required that each School or College have a representative assembly, significant strides have been taken by these units in terms of greater identity and maturity. Budgetary concerns expressed by the faculty can be expected to continue. However, a healthy atmosphere of question and challenge fosters the adoption of those ideas which encompass a broad purview of the institution and its mission.

Decentralization of the decision-making process at Indiana State University has achieved encouraging results. At the present time, the transferral of responsibility and authority from University to School or College governance has permitted the Faculty Senate and its committee structure to divest itself of an inordinately heavy workload and concentrate on matters which involve the entire institution.

Student Government

Student Government Association

The Indiana State University Student Government Association was established in order to provide a form of government for the supervision of Student Activities; to provide a forum for the expression of student views and interests; to maintain academic freedom, academic responsibility and student rights; to improve student social, cultural and physical welfare; to develop better educational standards, facilities and teaching methods; to help promote national and international understanding and fellowship at the student level; and to foster recognition of the rights of students at Indiana State University and in the Terre Haute community.

This statement of purpose is in accordance with the Student Affairs Division mission which provides for the integration of in-class learning with out-of-class experiences; student participation; and for broad student participation in the governance of the University.

The primary goals of SGA, in order of priority, are: (1) to serve as the primary voice of the students in the governance of Indiana State University, (2) to provide important and meaningful opportunities for student involvement in the University community, and (3) to offer student activity programs and services through its own office and provide additional student activities through funding and recognition of other student organizations.

Student Government is organized into three branches: Executive Branch, Legislative Branch, and Judicial Branch. The Executive Branch is composed of the President and Vice President of SGA elected annually in a campus-wide election. The President appoints students to serve in the various executive offices which he creates to carry out his programs. He also nominates students to serve on 16 University Committees and seven Faculty Senate Committees. He, himself, sits in on meetings of the Board of Trustees. The Vice President serves as President of the Student Senate and appoints Student Senators to positions in the governance of that branch. The Executive Branch also carries out the task of recognizing student organizations through an annual re-recognition process.

The Legislative Branch is made up of student senators elected by students living in residence halls (one senator each), Fraternity Housing (one senator) or off-campus facilities (a proportional number according to enrollment figures). There are also speaking seats on the Senate allotted to various student interest groups deemed important enough to have a seat by the Senate itself. The Senate proposes and passes bills and resolutions designed to provide for the welfare of students and student organizations. It also approves appointments made by the President of Student Government Association. About one-half (\$17,600 in 1979-80) of the Student Government budget is provided for the Senate to make appropriations to student organizations in need of financial aid. As the body which represents the voice of the students, the Legislative Branch exhibits a great deal of influence during the channeling of its bills and resolutions through the University administrative process.

The Judicial Branch is made up of student justices in the Student Court and the Student Traffic Court. Justices are appointed by the President of Student Government Association with the approval of the Student Senate. In student disciplinary

procedures, a student may choose to have the case heard by the Student Court instead of by a University Administrator. Also, disciplinary actions may be appealed to the All-University Court of Appeals composed of students, faculty and administrators. The Student Traffic Court serves as an appeals court for students wishing to challenge traffic tickets issued by the Office of Safety and Security. The Student Court system is also used to adjudicate disputes based on interpretations of the Student Government Association Constitution.

Membership in Student Government Association includes all currently enrolled undergraduate and graduate students. Approximately 21 percent of this student body participated in the election of SGA officers during the spring semester of 1979. Over all, Student Government Association enjoys widespread support among the students, faculty and staff. It has a reputation for being able to achieve results in correcting problems students face in their day-to-day lives.

CHAPTER 4

THE MISSION AND ITS IMPLEMENTATION

The mission of Indiana State University has evolved with the history of the institution and has been conditioned by the authority and influence of both the external and internal agencies which are involved in the governance of the University. The academic philosophy of the faculty and its responsibility in curricular and other academic matters have also been important factors in the development of the modern day mission of Indiana State.

The University endeavors to provide educational opportunities to all qualified applicants for admission to its several and various undergraduate and graduate programs, in the fulfillment of its role and mission as a general, multi-purpose university. One of the major purposes of the institution is to offer each and every student as broad an opportunity for study and the acquisition of knowledge in the many fields, areas, and disciplines offered by the University as his or her ability, interest, and talent will allow. This purpose includes the imparting to the student of knowledge by an informed, expert faculty and the development of an understanding and appreciation of the role and responsibility of a learned and educated individual in our society. The University serves the academic, intellectual, cultural, and vocational needs of students who are possessed of a wide range of academic preparation, ambitions, goals, and intellectual development.

The mission of the University includes the education of men and women in the meaning and importance to our society of the arts and humanities, the social and behavioral sciences, and the physical and mathematical sciences and their education and training in a particular field of intellectual endeavor. The University encourages and supports through its policies and academic requirements, therefore, broad based, general education as a distinguishable but inseparable correlative to the acquisition of knowledge and training in special and professional fields through concentrated study. The University recognizes that its mission is realized through the recognition of its responsibility in the development of the social competencies, cultural awareness, and recreational interests of its students. Subsumed as major dimensions in the operational definition of the University's mission are instruction, research, and service programs and activities, all of which are designed, organized, and conducted to serve the major aims and purposes of the institution.

Instruction

The instructional mission of Indiana State University has been designed to offer those citizens of the state, nation, and world who can profit from the experiences in a setting which utilizes all possible avenues for academic effectiveness, undergraduate and graduate programs in the liberal arts, and in professional, pre-professional, and vocational-technical studies. The purposes underlying this mission are to provide maximum meaning to learning, to encourage a lifetime commitment to learning, and to maximize opportunities for success in post graduate life. Within this general framework, the academic goals of Indiana State University include:

opportunity to all students who have reasonable chances of success, regardless of race, sex, creed, national origin, physical ability, or economic status;

imparted knowledge and academic experiences which encourage continuing self-education and self-development during his or her subsequent personal and professional life; academic programs which are pertinent to a rapidly changing social order, which relate to the ever changing dimensions of human relations, technology, and the social order, and which present the foundations for a rational, humane, and compassionate world;

programs which recognize the individuality and uniqueness of each student and which thereby improve the quality of their cultural, social, and intellectual lives in contemporary society;

opportunity for each undergraduate or graduate student to pursue an area or areas of specialization compatible with his or her interest, aptitudes, and personal goals;

graduate programs designed for continued learning, professionalization, specialization, thus enabling students to keep abreast of advances in their academic disciplines; and

opportunities for adult and continuing education in its endeavor to encourage individuals to adapt to evolving social, technological, economic, and environmental developments in our society.

Research, Scholarship and Creative Activity

Indiana State University has long recognized that research, scholarship and creative activity are essential to its mission. The University's mission in these areas is informed by --

- the analysis, organization, and syntheses of the known and the sharing and dissemination of what is known or knowable within society;
- the search for new knowledge and the integration of new knowledge within and to the benefit of society; and
- the creation of recognized works in the performing, literary and visual arts.

Public Service

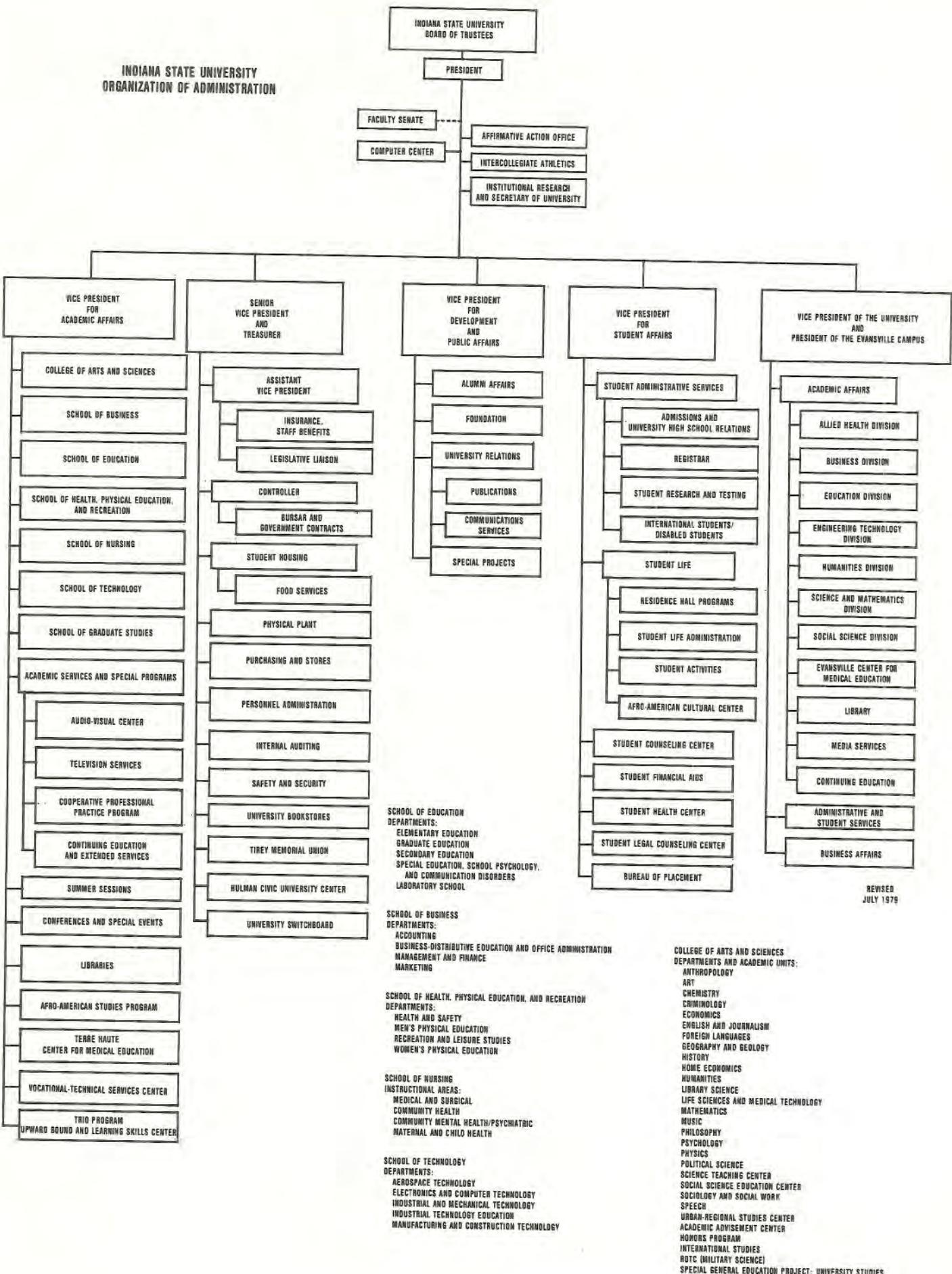
A public, tax-assisted institution of higher learning is charged with the special mission to provide services and expert counsel to many publics. This important dimension of University activity is designed to assist business, industry, education, social and health agencies, and many other discrete units of society to achieve higher levels of efficiency, thereby bringing improved services to the community, the State, and the region.

The University attempts to meet its public service responsibilities in several ways:

- by developing educational curricula and programs which prepare persons to assume productive roles in cultural, economic, and public affairs of society; by encouraging faculty, students, and citizens to become involved in the intellectual life of the community, and by responding appropriately to the call for assistance in addressing social problems; and
- by providing means whereby each person can continue throughout his or her lifetime to develop talents in the arts, in the sciences, in the occupations and in the professions.

The University seeks to implement this mission through its educational programs and activities, its student, alumni and public services, and its contributions to knowledge. These programs, activities, services and contributions as well as the resources which make them possible are described in subsequent chapters.

The following diagram displays Indiana State University's organization for the implementation of its mission.



CHAPTER 5

THE EDUCATIONAL SYSTEM I -- THE COLLEGE AND SCHOOLS

While every unit of the University has been designed for and is contributing to the realization of the institution's mission, the educational programs best reflect the University's efforts to fulfill that mission.

The varied undergraduate academic programs of Indiana State University are taught by the faculties of departments in the College of Arts and Sciences, the School of Business, the School of Education, the School of Health, Physical Education and Recreation, the School of Nursing and the School of Technology. Graduate programs, while taught by the faculties of the College and most of the Schools, are administered by the School of Graduate Studies. The Vice President for Academic Affairs is the chief administrative official representing and coordinating these units in concert with the respective academic deans. The missions of the College and each of the Schools complement and conform to that of the University (see Level 2 reports). Although the modes of implementation of these missions differ by virtue of the different programs involved, each of the academic units employs regular self-evaluation and assessment of program viability and success.

The College of Arts and Sciences

The College of Arts and Sciences is the largest academic unit and a microcosm of the University, embracing all those departments which represent the traditional disciplines of the liberal arts. It serves as the prime locus of the University in both transmitting knowledge and in performing its mission: to provide a liberal education for the entire university body; major degree programs that are well grounded in academic disciplines yet keen to the demands of the future; research and scholarship which does not weary of the struggle against ignorance; and public service which is alive to the needs of the community in relation to the resources of the University.

The College accomplishes this mission by serving as the academic foundation upon which rest all majors in liberal, vocational and professional arts. The fifty-hour general education program of the University resides largely in this unit, representing 40 percent of the minimum hours required for all baccalaureate degrees. The College thus provides substantial requisites in written and oral expression, philosophy, arts and letters, physical and natural sciences, mathematics, and social and behavioral sciences for the total University.

The College also encompasses and supports a number of interdisciplinary programs and encourages less formal cross-disciplinary arrangements, as well as incorporating a wide range of degree programs in liberal arts and professional or preprofessional curricula. These include doctoral programs in life sciences and geography; liberal arts curricula in all of the traditional disciplines; preprofessional programs in law, medicine and health related areas; and professional degrees in medical technology, music, journalism, art, social work, chemistry, home economics and others.

In fulfilling its mission, the College of Arts and Sciences is committed to the preservation and enhancement of quality -- both in its own enterprise and in the students whom it serves. It believes that any true College of Arts and Sciences must not only disseminate knowledge but create knowledge as well. Thus one of the College's essential functions is to provide an environment in which scholarly work is conducted. This work may range from artistic and literary creativity to analytical and critical studies. A College which fails to encourage this research and scholarly role rapidly becomes a specialized institution whose sole function is transmitting a history of work done elsewhere and earlier.

Development

The College of Arts and Sciences was established as a separate unit of the University in 1962, even though some current individual departments or their forerunners existed as early as 1910. In 1962, the College had eleven departments and two departmental clusters known as the Division of Science and the Division of Social Sciences. Since that time the unit has evolved to include twenty-one departments, two centers with

departmental status, and several additional units: Academic Advisement Center (1976), Experimental Program in General Education-University Studies (1978), Honors Program (1977), International Studies Center (1978), Urban-Regional Studies Center (1978), General Studies Program (1976), Women's Studies Program (1975), American Studies, Latin American Studies and ROTC. The Afro-American Studies Program, which currently is administered by the Academic Vice President, will soon become a unit of the College.

Organization

The administration of the College is carried on by the Dean, two Associate Deans, one Assistant Dean (added in 1976) and a support staff made up of one administrative assistant and six secretaries.

The two associate deans oversee various sub-units on behalf of the Dean. One Associate Dean works primarily with Anthropology, Art, Criminology, Economics, English/Journalism, Foreign Languages, History, Humanities, Music, Philosophy, Political Science, the Social Science Education Center, Sociology/Social Work, and Speech. The other oversees Chemistry, Geography/Geology, Home Economics, Library Science, Life Sciences, Mathematics, Physics, Psychology, the Science Teaching Center, and ROTC.

The Assistant Dean reports to the Dean on the student segment of the College. His duties include sitting with the all-University Committee of Advisement Coordinators, acting on admissions and readmissions, certifying students for graduation, administering the Talent Grant program for the College, helping with recruitment, and providing the College with statistics on degrees and grades. He also is responsible for the special programs of the College, the directors and coordinators of which report directly to him.

Dynamics

The College of Arts and Sciences has several committees and review bodies to insure appropriate policy formulation and implementation for its wide-ranging programs. The Council of Chairpersons and Directors, chaired by the Dean, convenes at least twice each month to discuss policies and the administration of the College, serving in an advisory capacity to the Dean. This body is responsible for administrative action at the departmental level.

Faculty governance in the College is handled through the Faculty Council, which has just completed its fifth year of operation. The Council is composed of one elected representative from each of the 23 departments and centers having faculty. Council members serve staggered two-year terms, meeting at least once a month during the school year. The elected chairperson, vice chairperson and secretary act as the executive committee of the Council, while the Dean and Associate and Assistant Deans sit with the Council and on its committees as ex-officio members without voting privileges. The Council's three standing committees -- Academic Affairs, Faculty Affairs, and Student Affairs -- are selected annually by the outgoing and incoming officers of the Faculty Council from a volunteer list of faculty members. The Committees recommend to the Council which in turn recommends to the Dean on matters within its purview. Faculty grievances are reviewed by committees whose names are drawn from a pool made up each year of faculty members nominated by their departments. Academic student grievances which cannot be settled informally are referred to the Student Affairs Committee.

A nine-member Promotions Advisory Committee is elected by the Council with three members from the Humanities departments, three from the science departments, and three from the social science departments, each to serve staggered three-year terms. Each year one new representative from each cluster of departments is elected. Unlike the standing committees, the Promotions Advisory Committee makes recommendations directly to the Dean and reports a summary of its actions to the Council.

Ad hoc committees may be established at any time for specific purposes. By constitutional provision one meeting of the College faculty is held in the spring and in the fall.

The philosophy of decision-making in the unit is one of broad consultation and recommendation. In matters of curriculum, the faculty has primary authority, while in most other matters its function is advisory in nature. The unit is largely self-governing with the responsibility for leading the drive for quality of performance and the facilitating of effort residing in the office of the Dean. The delicate balance of faculty

involvement, chairperson involvement, and decanal involvement in the decision-making process is carefully monitored by the Dean's office.

Planning and change within the College receive their primary impulse or encouragement from either the office of the Dean or from the departments. University-wide academic planning and policy changes usually start with the Dean's Council, presided over by the Vice President for Academic Affairs, or with the Academic Planning Council, then to be channeled through the deans to their respective units for action or reaction and possible implementation. Planning and change within the College originate either from the office of the Dean or from the departments. Charges to study problems may be given to ad hoc committees for advice and the results channeled through the chairpersons for advice and information, thence to the Faculty Council for action. At whatever level changes are initiated, consultation and wide involvement are always evident.

A self-study of all departments and programs initiated by the Academic Vice President in 1976 served as a focused impetus for the College's departments to evaluate their programs and procedures. As a regular practice, the College has undergone periodic revision of curricular offerings as a result of systematic reviews of majors, enrollment patterns, and grading practices. Each semester departmental chairpersons are requested to evaluate their enrollment patterns, scheduling practices, assignment of teaching loads, grading policies as well as the reasons for changes in any of these. Such practices continue as well as program reviews by outside consultants and by national accrediting agencies.

The College operation has grown in responsibility, stability and effectiveness during the past five years. The growing confidence and maturity of the Faculty Council make planning and decision-making an orderly and efficient process involving the office of the dean, the Council of Chairpersons, and the Faculty Council.

Programs

The programs of the College of Arts and Sciences include doctoral degrees in six areas of two disciplines, 39 master's degrees, 50 baccalaureate majors, 51 baccalaureate minors, and three associate degrees. The College also offers other programs which do not lead to academic degrees such as the General Honors Program, the University Studies Program and International Studies.

These programs, classified by department, appear as follows:

1. *Anthropology* offers a baccalaureate major and minor.
2. *Art* offers the Master of Fine Arts as well as M.A., M.S., A.B., B.S., and Bachelor of Fine Arts degrees.
3. *Chemistry* offers master's and baccalaureate programs in Chemistry and Forensic Chemistry. The baccalaureate is certified by the American Chemical Society.
4. *Criminology* offers master's, baccalaureate, and associate degrees.
5. *Economics* offers master's and baccalaureate degrees.
6. *English* offers master's and baccalaureate degrees in English and a baccalaureate in Journalism. Creative Writing, Folklore, and Linguistics are available as minors.
7. *Foreign Languages* offers the M.A. in French, Latin, and Spanish; and the A.B. degree in French, German, Latin, Russian, and Spanish.
8. *Geography and Geology* offer the Ph.D. in Physical and Economic Geography; the M.A. in Geography, Geology, and Earth Science; and baccalaureate degrees in Geography and Geology. A minor in Conservation is also available.
9. *History* offers master's and baccalaureate degrees.
10. *Home Economics* offers master's and baccalaureate degrees in General Home Economics, Child Development and Family Life, Family Economics and Home Management, Food and Nutrition, Interior Design and Housing, and Textiles and Clothing. A two-year certificate in Food Management is also available.
11. *Humanities* offers the A.B. in Interdisciplinary Studies, Art History, and Study of Religion. General Humanities is offered in the M.A. program. A baccalaureate program in American Studies is offered in cooperation with several other departments.

12. *Library Science* offers the Master of Library Science Degree and a baccalaureate in School Media Services. A Public Librarian minor is also available.

13. *Life Sciences* offers the Ph.D. in four areas: Ecology, Micro-biology, Physiology, and Systematics. Master's and baccalaureate degrees are offered in Life Sciences and Medical Technology. A minor is also available in Conservation.

14. *Mathematics* offers master's and baccalaureate degrees. A minor is available in Computer Science.

15. *Music* offers master's and baccalaureate degrees in Performance, Theory and Composition, and Theory and History. The Bachelor of Music degree is offered in Performance.

16. *Philosophy* offers M.A. and A.B. degrees.

17. *Physics* offers master's and baccalaureate degrees.

18. *Political Science* offers master's and baccalaureate degrees, including a Master of Public Administration. A minor is also available in Public Administration. Political Journalism is offered as a baccalaureate degree, in cooperation with several related departments of the College.

19. *Psychology* offers an M.S. in Clinical Psychology and M.A. and M.S. in General Psychology. Baccalaureate programs are offered in General Psychology and Psychological Applications.

20. The *Science Teaching Center* offers master's and baccalaureate degrees in Science Teaching.

21. The *Social Science Education Center* offers master's and baccalaureate degrees in Social Science Teaching. A minor in Ethnic and Cultural Studies is also available.

22. *Sociology and Social Work* offers master's and baccalaureate degrees in Sociology and the baccalaureate in Social Work. The master's level includes specializations in General Sociology, Gerontology, and Organizational Systems.

23. *Speech* offers master's and baccalaureate degrees in Speech Communication, as well as a baccalaureate degree in Broadcasting and Theatre. Specializations in the baccalaureate Speech Communications major include Theory, Public Relations, and Oral Interpretation.

24. The *Center for Urban-Regional Studies* offers the baccalaureate degree and concentrations in seven related master's level degrees in the University, including Criminology, Economics, Geography, History, Political Science, and Sociology.

25. The College also offers, through the cooperative efforts of several departments, a number of interdisciplinary major and minor programs. Included here are a baccalaureate major in Latin American Studies, which involves the departments of Anthropology, Geography, History, Political Science, and Spanish; a minor in Women's Studies, in which presently eleven departments participate; and the Associate of Arts degree program in General Studies, which may include a concentration of courses from any one of the departments of the University.

Students The College of Arts and Sciences has undergone several changes in numbers and qualifications of students, faculty, and administrators between 1974 and 1979. In terms of student credit hour production, between Fall 1974 and Fall 1979, the College increased from 86,572 (5,830.5 FTE) to 98,786 (6,663.2 FTE) or 14.1 percent. The number of full-time undergraduate majors in the College rose from 2,573 to 2,865 while full-time graduate degree candidates declined from 303 to 258 in the same five-year period. These numbers exclude part-time undergraduates and graduates.

The total number of baccalaureate degrees granted in the College from December 1974 through May 1979 is 4,200, 41 percent of them to students who also took courses required to certify for public school teaching positions. The trend away from teaching degrees continues to accelerate. In 1969, 88 percent of the baccalaureates awarded in the College went to such students. In 1973-74, 51 percent of the baccalaureates were earned by students on teaching curricula; by 1977-78 only 25.5 percent of the baccalaureates in the College were awarded to students involved in teacher

preparation. The movement toward diversification has been steady and consistent over the past five years. More College graduates are preparing to enter more professions than in 1975. These statistics provide evidence of the College's and University's movement toward greater program differentiation and curricular diversity.

Data on graduates over the past five years in a unit as large as the College of Arts and Sciences are predictably incomplete, but a review of the detailed departmental exhibits prepared for this accreditation review (see Level 3 reports) reveals that recipients of baccalaureate, master's, and (in Geography and Life Sciences) doctoral degrees, have been placed in a broad range of industrial, mercantile, governmental, and educational positions.

Faculty/Administration

Full-time faculty positions declined in the College of Arts and Sciences between 1974 and 1979 from 385 to 373, or 3.1 percent, even as student credit hour production increased by approximately 14 percent. The current faculty is well qualified and broadly experienced with 69 percent holding earned doctoral degrees, and 40 percent having the rank of professor. The tenure rate is 81 percent.

The Faculty is the major strength of the College contributing to the institution's missions of instruction, research and service. The College climate lacks the disparateness of five years ago and is characterized by a greater sense of collegiality in 1979 than in 1975. This atmosphere has deliberately been effected by a number of efforts: the conscious and close communication between the Dean's Office and the academic chairpersons and directors, the more substantial experience of self-governance manifested in the activities of the Faculty Council of the College of Arts and Sciences, and the adoption of regularized procedures for promotion and tenure, and the establishment of clear schedules of deadline dates.

The quality of faculty teaching, research, and service in the College has improved since 1974. In the Science-Math departments, 82 of the 132 faculty members or 62 percent of that population published 469 items, including research papers, articles, monographs, technical reports and books from January 1975 through May 1979. Faculty members in the departments comprising the Arts and Social Sciences, over the five-year period, published 38 books and monographs and 414 articles, exclusive of over 100 reviews and reports. The total of 921 publications is strong evidence of scholarly activity.

Increased faculty interest in preparing proposals for consideration by extramural foundations and agencies indicates a growing research focus. In 1975 faculty of the Science-Math group of departments received 39 grants and contracts comprising \$809,455 in total direct costs. During the period of Spring 1977 to Spring 1979, the same group of departments prepared 111 proposals for a total direct budget of \$3,734,440. Of these, 46 were awarded for a total of \$1,149,798. In the Arts and Social Sciences departments some 139 grants, including 56 ISU research grants, are reported as having been received for the five-year period with total direct costs of at least \$885,558.

Many faculty members have received NEH fellowships and Fulbright study grants, and the frequency and quality of the art exhibits, programs, showings, and performances by the Art, Music, Theater, and Film and Television faculties have intensified. Editorships of several journals and an international bibliography currently reside on our campus. Consultancies, listings in *Directory of American Scholars*, *Who's Who in the Midwest*, *Who's Who in America*, *Who's Who of American Women*, and many Caleb Mills Teaching Awards are other evidence of faculty achievements in the College.

Scholarly activities of administrators in the College parallel those of the faculty. Not only did over half of the chairpersons publish articles or books from 1974 through Spring of 1979, but several also wrote a number of grant proposals, as did some directors. Achievements such as campus-wide conferences on energy, the production of plays, the production of several art works and the Aaron Copland Festival can be directly attributed to their efforts.

Resources

The physical resources of the College of Arts and Sciences include full or partial use of over fifteen buildings on the central campus. A new Fine Arts Building would enhance the Music and Art programs, but for the most part the classrooms, offices, and equipment are considered to be adequate. Although the percentage of the total University budget which has come to the College of Arts and Sciences for operating

budgets during the past four or five years has declined approximately one percent per year, the total operating budgets for the College from 1974 to 1979, exclusive of faculty salaries, library, travel, honoraria, assistantships and fellowships, and telephone and telegraph charges have increased: 1974-75, \$740,365; 1975-76, \$847,052; 1976-77, \$845,680; 1977-78, \$884,733; and 1978-79, \$933,185.

The College budget for assistantships and fellowships has changed from \$420,000 in 1974-75 to \$400,000 for the years 1978-79. The honorarium budgets for the College have remained at approximately \$6,500. Faculty travel allocations were \$17,000 in the College in 1974-75 and \$20,000 in 1978-79. In 1974-75 the total library budget for the College was \$154,207.08, in 1978-79, \$220,080. The dollar amount has increased but at a rate below that necessary to compensate for inflation. This situation is typical among universities and other non-profit institutions. Some subvention money has been allocated to the Dean each year for discretionary use for faculty development.

Learning resources include those distributed throughout the campus and those housed in the Geography and Life Sciences departments to support the College's doctoral programs. A primary resource for the entire University is the University Library, which is regarded as adequate and effectively utilized. Of particular significance also is the University's new Cyber-171 computer, which will include a fast central processing unit surrounded by ten peripheral processors.

Other support elements include the Audio-Visual Center, Closed Circuit Television, the Teaching Materials Center, CCTV, WISU-FM, the TV Studio, the Sycamore Playhouse, the Listeners' Theater, the "New Theater," the Speech Media Laboratory, the Communications Research Laboratory, the Foreign Language Laboratory, the Psychology Laboratory, the Center for Governmental Services, the Archeological Laboratory, the Language and Folklore Archive, the Humanities Department Slide Collection of 75,000 items, the Center for Family Finance and Consumer Education, galleries, computers and classrooms. Extensive bituminous coal mining sites close to the University provide unusually good resources for studies in economic geography.

Doctoral programs have their own specialized resources for research and training in the application of theories to the solution of problems. The Department of Life Sciences has a movable equipment inventory valued at \$784,711, exclusive of electron microscopes, refrigerated room, warm room, greenhouse and shop. The Radiation Laboratory houses a 10,000 curie Cobalt-60 source, the largest such facility in the Midwest. Additional support for research in Life Sciences is provided by the Center for Medical Education, operated by Indiana University School of Medicine. Cooperative arrangements also augment the doctoral program in Life Sciences by increasing the opportunities for research and the inventory of scientific equipment.

In the department of Geography-Geology, graduate students and graduate faculty have resources such as the Laboratory for the Application of Remote Sensing (LARS) and an extensive map library. Facilities in the map library include a Kelsh plotter, a zoom transfer scope, a Neumonic digitizer for cartographic area measurement and a photographic laboratory with a Goodwin copy camera and associated automatic processing equipment.

The Future

Since neither the College of Arts and Sciences nor the University exists in isolation, concern for the future and strategies for reaching new goals must be placed against a backdrop of changes in the national scene. The 80's will bring an increasing awareness of the depletion of fossil fuel and a variety of social and economic problems. The College of Arts and Sciences should have many opportunities against this frame of reference to contribute to society's needs. Many of its students are involved in studies and field work associated with such significant fields as psychology, gerontology, social work, mining, manufacturing and transportation.

In anticipating the future, the College is concerned about past staffing losses and concomitant loss of courses, the effects of inflation and rising costs on operating budgets, the uncertain undergraduate and graduate enrollment predictions in the decade ahead, maintenance of quality of the liberal education offered to our students, and the turnover of chairpersons.

Enrollments in the University seem to have reached equilibrium, even while increasing slightly in the College. Nonetheless, the need to adapt programs to the changing needs of students remains a widely recognized concern. New majors will be rare. Old ones

must be closely scrutinized and adjusted to fit new as well as traditional needs. The first-year attrition rate continues to be a problem to be addressed by improved advisement and personalized instruction. Other possible adjustments are under study. An examination of the structure of the College may call for realignment or combining of small departments and pursuit of the establishment of a School of Fine and Performing Arts. Also, as the College continues to strive for excellence in teaching, research and service, it will attempt to attract more students of high caliber and retain them through graduation.

The College currently is studying its general education patterns. A projected three-track system -- traditional distributive pattern, University Studies with emphasis on contemporary systems and values, and the proposed Common Heritage track -- makes the offerings viable and potentially unique throughout the country, according to an external consultant.

The College of Arts and Sciences views the 80's as a time of change that will require the College not only to sustain and support its traditional roles of creating new knowledge and disseminating the cultural, scientific, and social heritage of our civilization but also to meet the challenges of new economic and demographic realities. With confidence in its identity and flexibility, the College welcomes the challenges.

School of Business

The School of Business is committed to quality teaching within a curricular framework of professional education for business, administration and business education. Concomitant to this instructional objective and pursued *pari passu* are the very important objectives of (1) quality research and scholarship and (2) leadership in providing professional services to various publics internal and external to the University. These objectives apply equally to graduate and undergraduate programs as reflected in various policies and procedures in the School.

Development	The School of Business had its beginnings in the establishment of a Commerce Department of Indiana State Normal School approved by the Board of Trustees on July 13, 1918. The first graduates of that Department were conferred Bachelor of Science degrees in 1923. Graduate work in the Commerce area was first offered in 1948 followed by the development of a business administration curriculum in 1952. The Department of Business was officially designated the School of Business in 1964 by action of the Board of Trustees.
Organization	Administered by a dean, associate dean and the chairpersons of its four departmental units, the School of Business is organized into: the Department of Accounting, the Department of Business-Distributive Education and Office Administration, the Department of Management-Finance and the Department of Marketing. The School also includes a Center for Research and Management Services and an office for the Master of Business Administration (MBA) program, with directors of each. An additional administrative post is held by the Coordinator of Advising.
Dynamics	The policies and programs of the School of Business are formulated and implemented through its governance structure. A 1971 faculty constitution guarantees a representative form of government within the School and authorizes the Chairperson, Vice Chairperson and Secretary of the Faculty (elected by the faculty) to coordinate the efforts of four committees. The four committees -- Curricular and Academic Affairs, Graduate, Faculty Affairs and Student Affairs -- have voting members elected by various departments of the School. Policy recommendations are made from these committees through the chairperson of the faculty to the faculty of the School. This form of representative government maximizes the opportunities for faculty input and fosters close interaction between faculty and administration. Another governance structure of the School is the Dean's Advisory Committee. This committee advises the Dean on all matters concerning the School's needs and is composed of the department chairpersons, the MBA director, the Director of the Center for Research and Management Services, the Chairperson of the School of Business faculty and the Associate Dean.

Data collection, problem identification and the analysis of alternative courses of action occur within the various departments, the School's standing committees and its administrative offices. Curriculum development remains a major responsibility of each department and new course petitions or changes in existing courses are initiated at this level. A petition review is then conducted by the Curricular and Academic Affairs Committee which makes its recommendations to the Dean. Upon approval of the petition by the Dean, the document is sent to the Vice President for Academic Affairs for publication in the University Bulletin so that ample opportunity is given for objection by any University faculty member. If no objections are lodged by the time the petition is published twice, the petition stands approved.

Self-study activities are also constant and on-going in the School. Data from various sources such as the University Academic Planning Council, the Placement Bureau, Institutional Research and other units on campus are regularly compiled and analyzed in order to identify appropriate program and other strategies for the School. Annually, the goals and objectives of the School are communicated to the standing committees for verification, modification and implementation. Departmental and/or major goals and objectives are also formulated by individual units.

Programs

The School of Business offers the associate degree in one area, the baccalaureate in 8 fields and the master's degree in two distinct majors. In addition, the School supports the Ed.S. and Ph.D. degree programs in Secondary Education by offering a specialization in Business Education.

A breakdown of the programs is as follows:

Associate of Science -- Secretarial Science.

Bachelor of Science -- Accounting, Business Administration, Business Education-Basic Business and Bookkeeping/Accounting, Business Education-Clerical, Business Education-Secretarial, Distributive Education, Finance, Management, Marketing, and Office Administration.

Master's Degrees -- Master of Business Administration, Master of Science and Master of Arts-Business Administration, and Master of Science and Master of Arts-Business and Distributive Education.

Basic to all four-year non-teaching programs in the School of Business is a 45 semester hour block of courses referred to as the common body of knowledge in business. All four-year teaching programs also include a very similar block of courses with a slight modification due to constraints placed upon these majors by state certification requirements. The block of courses for both the non-teaching and teaching programs encompasses all functional areas of business as well as mathematics and economics. Within this common body of knowledge is an integrating experience for all School of Business majors. A required course in business policy provides the integrative experience for the non-teaching programs and the required student teaching courses provide the integrative experience for the undergraduate teaching programs. MBA students are required to take a similar course at the graduate level and a comprehensive examination, and an integrative experience for master's students on the teaching programs is being developed.

Within this 45-hour block of courses is a set of prerequisites for all business courses which enhances the quality of degree programs by assuring an adequate level of student preparation in each higher level course. Also contributing to the strength of the programs in the School of Business is the requirement that all undergraduate business majors must take at least forty percent of their degree requirements outside the School of Business.

The following facts can be taken as evidence of the School's program linkages with and concern for other units of the University: (1) The Department of Mathematics recognizes the computer course taught in the School of Business as a substitute for its introductory course while the School of Business reciprocates by accepting the mathematics introductory course; (2) The close working relationship between the School of Business and the Economics Department has produced a graduate level survey course in economics which recognizes the mutual interdependency of the two disciplines; (3) The Music Department and the Marketing Department have entered into an agreement whereby a student majoring in music can specialize in the retailing

part of the music industry; and (4) The School of Business has developed and is offering courses specifically for non-School of Business majors since these students will not be able to take all of the critical tools prerequisites necessary for enrollment in the courses developed to meet AACSB standards. This action allows students in other majors to continue taking business courses required on their programs.

Students

School of Business enrollments have increased from 1,037 full-time students in the fall of 1974 to 1,567 in the fall of 1978. A 1977-78 Annual Report from the Bureau of Placement also indicated that of 182 recent Business School graduates who responded to a questionnaire, 89 percent had entered full-time positions consistent with their academic training and the starting salaries were high when compared to the salaries of graduates of other schools.

Achievements of School of Business students are many and varied: (1) A student team in the Small Business Institute program was recently honored by winning the state competition for presentation of the best case of the year. The team went on to win Region V honors and is now in competition for national honors. (2) A 1978 graduate of the accounting program achieved the highest score on the State of Indiana's Certified Public Accountants examination for that year. Also in 1975, three other students passed all four parts of the CPA examination in the first sitting. (3) During the past year, the American Production and Inventory Control Society gave first place state honors to an undergraduate research term paper written by a School of Business student. This student went on to achieve first place in the midwestern region and third place in national competition. (4) During the past year, a secretarial student won both the state and Great Lakes District award of the National Secretaries Association and is currently a finalist for national honors. (5) Three of the last five Summa Cum Laude graduates of the University were students majoring in the School of Business.

Faculty

The School of Business is served by a highly qualified and dedicated faculty. The number of full-time positions has increased from 43 in the fall of 1974 to 48 in the fall of 1978, with the number of full-time administrators remaining constant at two. A study of departmental reports shows that 46 of the staff actively participate in professional organizations; that they made 64 regional and 27 national program presentations at professional meetings; that they published 18 books, 28 articles in refereed and 26 in other journals; and that 23 are engaged in professional consulting.

Presently the morale of the School of Business faculty is bolstered by the expectation of accreditation by the American Assembly of Collegiate Schools of Business. Smaller classes at the upper levels tend to increase healthy interactions between faculty and students and participation in student organizations also provide faculty with an additional vehicle in which interactions may occur.

Resources

The physical resources of the School include office space allocated to staff members, classroom facilities, and computer facilities. Office space is excellent as each full-time staff member has a private office. Classroom facilities are by and large adequate to meet basic needs. However, the general design of most classrooms is not conducive to specific needs such as appropriate space for small group discussions, case discussions and student/instructor interactions. This situation will improve when the School moves to Statesman Towers East next year. Computer facilities have not been adequate, but the installation of a new Cyber 171 CDC Computer has improved the services offered.

Financial data are, of course, difficult to interpret. Specific comparisons of the School of Business budget and the University budget, however, reveal an increase for the School over the last three years, both in amount and percent of the total University budget. In 1974-75 the School budget was \$1,132,152 or 6.9 percent of the University budget; an allocation in 1978-79 of \$1,413,761 represented 7.1 percent of the total budget.

Learning resources are quite varied. In addition to equipment owned by the School of Business, a Center for Research and Management Services participates in faculty research and student research activities and acts as a resource for classroom activities. The Cunningham Memorial Library is also an excellent learning resource for the School. According to a School of Business faculty survey taken during the May 1977-April 1978 school year, the Library's book collection was rated as very adequate or adequate by 87 percent of the faculty; 82 percent gave such ratings to the periodicals collection. A student survey of library adequacy for the same time period revealed the following data from student respondents: 80 percent felt they were able to find the materials

they needed to complete business assignments, 12 percent felt they were not able to do so, and 8 percent had no response to the question.

The Future

The School of Business looks optimistically to the future. Its primary strengths lie in its well-qualified faculty who embrace the objectives of the School and in its student body of generally serious and capable students. An increasingly active School alumni are a source of pride and strength, while the School's good relationship with the local business community is a significant asset to its programs.

The greatest concern of the School is and will likely continue to be the adequacy of its overall resources to meet the demands and challenges of an increasing student body and a more professionally active faculty. While the School has received modest increases in faculty positions and operating funds, they have been diminished by inflation and the tight recruiting markets for business faculty remain an issue.

In the years ahead, the School will be challenged by broad-based changes in the external environment. The means for adjusting to the following trends are, for the most part, in place in the School.

1. Significant interrelationships between business and its total environment are bringing fundamental changes in the role of business in society and the way in which managers must function. This fact will mean that schools of management must instill in their students a deeper understanding of the impact of these societal changes on management decisions.

2. A large and growing need exists for qualified managers in what has come to be called the not-for-profit sector. Schools of management will have to react to this trend by getting more involved in educating managers for the not-for-profit sector. In order to meet this need new studies will have to be introduced and old courses modified.

3. Greater pressures are being felt by Schools of Business to train problem finders as well as problem solvers. This will necessitate curriculum changes to provide skills for dealing with broad, unstructured problems.

4. Different approaches to management theory and practice, such as the operational, organizational, behavioral and quantitative, will be needed for increasing interdisciplinary focuses.

5. A new emphasis and thrust on strategy will appear.

6. A trend toward introducing small business entrepreneurship studies in the curricula of schools of management should continue.

7. New research findings and schools of thought will necessitate changes in the subject matter of current curricula. These changes might include some consolidation and shifted emphases in the functional business area.

The School of Business has the resources in place or available to deal with these future trends by utilizing existing administrative committees and procedures. Thus the School stands ready and responsive to the important program thrusts which will serve society's needs in the years ahead.

School of Education

The main mission of Indiana State University since its inception in 1865 has been the preparation of teachers. For almost one hundred years of its existence this purpose was reflected in its names: Indiana State Normal School and Indiana State Teachers College. Although the institution has moved from an almost exclusive teacher training focus to a broad-based university focus on academics and service, a continuing commitment to its early beginnings highlights the importance and success of its current education programs.

The School of Education, through its programs and leadership, carries on a tradition for excellence in teacher preparation. This administrative unit assumed responsibility for professional education in 1965, the year Indiana State acquired university status. Prior to that time the responsibility was borne by the entire institution. Statements in the University handbook and by the President of the University emphasize the School's charge in relation to teacher education. Designated as the "official teacher education

agency of the University" by the Faculty Handbook, the School of Education is given further support in that capacity from the Indiana Department of Public Instruction through the State Teacher Training and Licensing Commission and the National Council for the Accreditation of Teacher Education.

Current data indicate that teacher education programs remain a primary academic area. As recently as fifteen years ago the overwhelming majority of Indiana State University's graduates (80 percent) were in teacher education programs. Currently some 33 percent of all undergraduate degree recipients, all Educational Specialist degree recipients and the overwhelming majority of Ph.D. recipients completed their programs in the School of Education.

During the 1978-79 academic year, the School of Education revised its mission statement to reflect the changing focus of its programs and services. This mission statement, the product of a faculty and administrative committee that included representatives from each of the academic units of the School, identifies the following goals: the preparation of quality teachers both at the undergraduate and graduate levels; preparation of school service personnel and administrators; preparation of educational personnel for non-school settings; research and scholarship leading to contributions in the field of education and related areas; preparation of graduate students for roles in research and scholarship; provision of continuing, inservice education for educational personnel; and cooperation with school systems, professional organizations and other agencies in seeking solutions to problems which will improve education.

In a move just being initiated, the School of Education is seeking resources to expand its programs and philosophies to include the preparation of human service professionals. This new focus would be added to that already maintained for the preparation of teachers, administrators and counselors for public school settings. In order to emphasize this new service area, the School of Education Congress has recommended to the Dean of the School of Education that the name of the School of Education be changed to the School of Education and Human Services or the School of Education and Human Development.

Organization	Farsighted leadership and the usefulness of the present structure of the School of Education have assisted immeasurably in the development of the School to its present stature. In 1971 the School of Education was at its maximum strength of 178 faculty members. Currently, there are 126 faculty members and approximately ten administrators and directors. The School is organized into four departments and the Laboratory School which consists of nursery through ninth grade. The four departments are Graduate Education, with its five divisions: Guidance and Counseling, School Administration, Educational Psychology, Foundations and Educational Media; Special Education, School Psychology and Communication Disorders with three divisions under the three names in the title; Elementary Education which encompasses early childhood education; and Secondary Education which encompasses the middle school program. The School of Education also houses a center for advisement and certification which has to be considered a major unit of the School. In addition, the School has many clinics and laboratories necessary to a modern and functioning School of Education. Four assistant deans, one for each area, are responsible for Undergraduate Teacher Education, Graduate Education, Research and Services and the Laboratory School.
Dynamics	The School relies on many committees and review bodies to insure its responsiveness to academic and social change and the proper implementation of its programs. As the head of the University's Teacher Education Program, the Dean of the School of Education meets biweekly with the Administrative Council of the School of Education. This council is composed of department chairpersons, deans and directors, and faculty representatives from the School of Education Congress. The Administrative Council deals with administrative and policy matters and forwards to the Congress those policy matters in which the Congress has an interest and direct involvement, according to its constitution. The School of Education Congress is the main governing body of the School, meeting bimonthly during the academic year and remaining on call during the summer months. The Congress has student (graduate and undergraduate), alumni and faculty involved

in teacher education outside the School of Education, as well as faculty and administrative representation through elected membership. The Dean of the School of Education serves as an ex-officio member. School of Education activities within the purview of the Congress are: admission standards, promotion, curriculum, teaching, etc. Participatory decision-making thus guides the School and occurs in open Congress meetings.

A Teacher Education Committee for the University has been proposed by the School of Education. This committee, chaired by the Dean of the School of Education, would include representatives from each School and College of the University interested in Teacher Education. Its primary responsibilities would involve monitoring proposed changes in the teacher education program and initiating such changes when necessary.

The School of Education has a clear focus on where it has been, where it is now, and where it plans to be in the future. These insights came about through the completion of a 150 page program review report in the fall of 1978 at the direction of the Academic Vice President.

Through its day-to-day activities, the School has seen that its missions can be accomplished under the present organizational structure. In fact, the plan has worked well and the feeling prevails that individuals are more important than structures in achieving program success. Nevertheless, the School will address itself to the question of possible reorganization in order to explore better and more efficient ways to provide for the needs of its many clientele. In achieving this evaluation, the School will utilize the following four steps: (1) Assess the climate of the organization; (2) Assess the needs of the organization; (3) Propose solutions; and (4) Act on solutions by Congress and the School in the Spring of 1981.

Plans for future program development by the School of Education center around three basic assumptions concerning the needs of the student body and the changing nature of the School's sphere of service: (1) Existing programs need to be strengthened in order to make them more attractive to the traditional student; (2) New constituencies such as students preparing for educational but non-school roles must be better identified and served; and (3) More field experiences and off-campus opportunities need to be provided for the further development of post-master's personnel.

Programs

The range and variety of options in the education programs defy any efforts at brief description. During 1978-79 four volumes (500 pages each) were prepared describing these programs which were later distilled into one 500 page volume presently on file in the Dean's office.

The following program explanation is, therefore, a correct but oversimplified picture of the School's many program options. An example of its range is found in the Department of Special Education. A Special Education major has 28 undergraduate programs from which to choose; if he/she selects All Grade Special Education, twenty program options are available, each leading to a State of Indiana standard license in two areas of exceptionality.

A breakdown of the School of Education's program areas appears as follows:

Associate Degree -- Child Development and Early Childhood Education.

Bachelor's Degree--Elementary Education, Early Childhood Education, Kindergarten-Primary, Kindergarten, Reading Education-Elementary, Junior High/Middle School-Secondary, Reading Education-Secondary, School Media Services, AV Services Education Audiologist, Speech, Language, and Hearing, Special Education, Special Education-EMR, Special Education-ED, Special Education-LD, Special Education-PH, Special Education-TMR, Hearing Impaired.

Master of Education - Classroom Teacher Programs -- Elementary Education, Elementary: Kindergarten/Primary, Elementary: Early Childhood, Early Childhood Education, Reading Education (Elementary), Reading Education (Secondary), Junior High/Middle School, Secondary Education, All Grade Education.

Master of Arts/Science -- Agency Counseling, College Student Personnel Work, Educational Media, Educational Psychology, Audiology, Special Education (General), Speech Pathology, School Services Personnel Programs: Educational Audiologist, Speech, Language and Hearing.

Master of Education - School Services Personnel Programs -- Director of Special Education, Elementary School Administration, Secondary School Administration, School Counselor, School Psychometrist.

Educational Specialist -- Curriculum and Instruction: Elementary Education, Early Childhood Education, Reading, Secondary Education, General Supervision and Curriculum, Special Education; Supervisor of Industrial Arts, Guidance, School Administration, School Psychology.

Non-Degree School Services Personnel Programs -- Director of Special Education, Elementary School Administration and Supervision, Secondary School Administration and Supervision, Director of Reading, School Counselor, School Psychometrist, Director of Vocational Education, Instructional Supervision.

Non-Degree, Non-Certification -- Education, Educational Psychology, Special Education.

Doctor of Philosophy -- Educational Administration; Elementary Education with areas of specialization in Child Psychology and Early Childhood Education, Elementary Administration, Reading/Language Arts, Mathematics, Science, Social Studies, Special Education; Guidance and Psychological Services with areas of specialization in School Counseling, School Psychology, Student Personnel Work in Higher Education; Secondary Education with areas of specialization in Business, Secondary Education General, and Industrial Arts Education.

Faculty	<p>The School of Education is proud of its dedicated and experienced faculty. Only ten of the current 126 faculty positions are held by individuals not already tenured by the institution. In the departments of elementary, graduate, secondary and special education as a whole, 93 percent of the faculty members hold the doctorate, with the same percentage ranking at the associate or full professor level.</p> <p>The School maintains an impressive record of teaching excellence and research and publication. In 1978 three of the University's four Caleb Mills Distinguished Teaching Awards went to faculty members in the School of Education, with two additional awards earned in 1979.</p> <p>A perusal of faculty vitae (see Level 3 reports) indicates not only strong and dedicated commitment to teaching, but to that of research and service as well. The Department of Graduate Education alone completed the following research and scholarly activities during the past three years: 34 research studies, 7 books and 69 expository articles. In addition, 16 members of the School of Education report research in progress.</p> <p>Editorships of journals, wide-ranging consulting activities and national offices reflect the full range of professional activities engaged in by faculty members. School of Education faculty also seek research grants, present papers and speeches, and conduct seminars for various audiences.</p> <p>The loss of faculty positions at the University and in the School of Education has been minimal over the last four years. A loss of 20 positions in the Laboratory School was due to the planned phasing out of the high school portion of the school. Of the eight positions lost in academic departments, the largest number came from Elementary Education.</p> <p>There has been some concern expressed over the small number of faculty in special education and in guidance and counseling. To combat this, a number of positive steps have been taken by the School. While additional faculty has not been added to the School since 1975, reassignment of positions to the Special Education area has taken place. In 1978-79 two new faculty positions were created in Special Education and additional positions in audiology and speech pathology filled in 1979-80.</p> <p>Several steps taken in regard to the Guidance and Psychological Services area will improve faculty numbers. In anticipation of the APA accreditation of its doctoral program in School Psychology, the Department has utilized the services of a consultant. While his recommendations are being monitored for future use, the current shortage of faculty positions in School Psychology is being compensated for through the use of faculty from both educational and counseling psychology.</p> <p>The institutional plan of reducing faculty positions by the number of retirements</p>
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occurring annually has resulted in the loss of one faculty position in the School of Education. A special exception to this institutional plan will be requested by the School of Education when retirements are in critical and/or growth areas.

Students

The School of Education has produced a number of excellent graduates from its teacher education programs. It is not unusual for a graduate from the School to be chosen Indiana Teacher of the Year, Principal of the Year, or a Distinguished Alumni of the University. All three such awards came to graduates of the School of Education in 1978-79, with all five Distinguished Alumni honored by the University also from this area.

The School holds an outstanding record of placement for its graduates. Even in times of great teacher shortages, no more than 50 percent of a typical graduating class would go into teaching. However, Indiana State placed 70 percent of its undergraduate teaching degree recipients in teaching positions in 1979. This accomplishment was the highest placement percentage for the University since 1971 and one of the higher placement rates in the nation.

The placements taken by School of Education graduates show them to be in responsible positions in public schools of Indiana and the nation, in higher education institutions, and in human services and helping professions areas. Both undergraduate and graduate placements reflect well on the job the School of Education is doing.

While the percentage of undergraduate degree recipients in teacher education at Indiana State University has gone down steadily for the past eight years, these figures are a reflection of broader national trends. Nevertheless, the School of Education finds hopeful signs that enrollments in teacher education at Indiana State have bottomed out. In addition, a number of factors will keep the education programs in a major role for the institution. New TEACH requirements will increase the credit hours generated, making new options more attractive and focusing attention on education programs. Also changes in TEP will assist in advisement and retention and high placement rates will remain a definite plus.

The overwhelming majority of doctoral degrees are still granted in the areas served by the School of Education: 82 percent in 1974-75; 88 percent in 1975-76; 76 percent in 1977-78. All of the institution's specialist degrees are granted from the School of Education. The School also granted 589 master's degrees in 1974-75 and 476 in 1977-78, while many teachers completed master's in the College of Arts and Sciences. Thus the School of Education maintains an important role which started with the University's beginnings as an institution for higher education.

Resources

The School of Education has excellent facilities due to its move to Statesman Towers West, a 15 story dormitory structure remodeled for the School at a cost in excess of one million dollars, in 1977. Its 386 spaces currently house 130 faculty and staff and provide for 20 classrooms, ten seminar rooms, several laboratories, clinics and a number of administrative and service offices. A current plan is underway to refurbish the Laboratory School at a cost in excess of \$600,000. When this project is completed, the School of Education will enjoy the best physical condition and space in its history.

Faculty-student ratio continues as a definite plus for the School. Its ratio in Spring 1978 was 11.3 to 1, well under the 14.3 to 1 of the total institution and entirely appropriate for a unit involved in the training of doctoral students.

As with all units of the University, financial resources for the School of Education are of crucial concern. The library budget increased from \$21,112 in 1974-75 to \$33,475 in 1979-80. However, the total school budget has declined somewhat from the \$275,664 in 1974-75 to \$233,120 in 1979-80. The School of Education was accorded an additional \$7,500 in the 1979-80 budget for specific use related to equipment and staff development in the Laboratory School and the Department of Special Education. Also, the honorarium budget increased \$3,000 from the \$500 allocated in 1975-76; although the institution has allowed individual schools the flexibility to allocate funds to areas of greatest need and priority, travel budgets are still inadequate.

Graduate Assistantship and Fellowship funds allocated to the School in 1979-80 were \$225,000. This represents a significant, needed and appreciated increase over previous years.

Concerns	Faculty and administrators of the School of Education have several concerns centered outside the institution itself. These concerns relate to the future of Indiana State University as viewed by the Legislature and the Indiana Commission on Higher Education. Internally, the School wants more emphasis put on adequate budgets for travel, equipment and supplies. Also, the School is concerned about the future of teacher education and graduate programs.
The Future	In looking to the future, the School believes that with a minimum of added resources it can broaden its focus to provide for unmet needs while achieving quality enrollments. A number of activities are being undertaken to achieve those ends: a climate study for possible School reorganization; the development and submission of plans for new programs in rehabilitation counseling, special education, and middle school areas; advancement toward APA accreditation of certain doctoral programs; and the study and proposition of several non-teaching minors. The School of Education is confident as it prepares for the future that it not only has the human, financial, and physical resources to maintain its quality programs, but also the resources to develop new ones which are innovative, exemplary and responsive to society's changing needs.

The School of Health, Physical Education and Recreation

As one of the major academic units of the University, the School of Health, Physical Education and Recreation reinforces the philosophy and objectives of the institution's instruction, research and service areas. Its own particular goals are to provide students with opportunities to (1) train for specific occupations, (2) learn about those occupations through practical work experiences, and (3) gain a more universal knowledge of society. Students are served in these areas through the School's General Education offerings and major areas of study, and the utilization of a humanistic learning approach which helps them appreciate the diversities that exist among people.

Organization	Established in 1965 by action of the Board of Trustees, the School of Health, Physical Education and Recreation is administered by a Dean, an Associate Dean, a Coordinator of Graduate Studies and four department chairpersons. The School is divided into the following departments: Health and Safety, Recreation and Leisure Studies, Physical Education for Women and Physical Education for Men. Each department offers undergraduate majors and a variety of teacher education and professional courses of study. In addition, programs leading to the Master of Science and Master of Arts degrees are offered in all areas.
Dynamics	<p>The School values the input from faculty in all areas of its responsibility. Thus each faculty member of the School participates in all decision-making matters whether these decisions are within its primary or advisory responsibility. A 1973 faculty-adopted constitution delineated the areas of primary authority for the faculty to be: curriculum, graduation requirements and admission standards.</p> <p>A faculty-generated decision to change the constitution so as to achieve greater flexibility and reduce the time needed for concerns related to academic programs led to the appointment of a constitutional review committee in 1977-78. As a result of its findings, a revised constitution was adopted and approved by the University faculty and administration in 1978. It became effective for the School during the fall semester of 1979.</p> <p>The governance structure provided by the new constitution calls for two standing faculty committees: an executive committee with representation from each department, and a faculty and student affairs committee with representation from selected students and tenured faculty.</p> <p>The Dean of the School maintains an advisory council whose members include the department chairpersons, the Associate Dean, and the graduate studies coordinator. This council is an administrative committee appointed by the Dean and functions under his authority.</p> <p>Thus the School has a governance structure sufficient to deal with the need for procedural changes as they arise. Identification of problems within the School comes from departmental faculty and administrative members. The faculty may approach the</p>

committee structure of the faculty governance system and the advisory council of the School when problems arise. Good faculty morale indicates an acceptance of these processes and a willingness to use them when necessary.

Internal review is constantly used by departments within the School for curricular and procedural changes. Evidence of this may be found in the acceptance of new undergraduate and graduate physical education curricula and a new undergraduate recreation curriculum.

Self-study has also resulted in major changes in curricula such as physical education's adoption of a common curriculum for both graduate and undergraduate men and women. This change created a more flexible program with more emphasis on the basic sciences of physical education. Athletic training has also undergone programmatic changes reflecting the need for more practical application of theory to the actual processes, while the environmental health program was altered to meet the ever-changing demands of the profession.

Self-study is required as part of the evaluation process for various accreditation agencies. As a result of preparing for such visitation teams, the School of Health, Physical Education and Recreation conducts constant examinations and makes many program decisions. During the past five years accreditation teams from various professional agencies have approved the School's programs in environmental health and athletic training. A visitation team will evaluate the recreation program in the Fall of 1979.

Programs

Departments of the School offer programs leading to Bachelor of Science and Bachelor of Arts degrees. Health and Safety includes program options for school positions, health agency positions, industrial positions and governmental positions at various levels; while programs in recreation are chiefly designed for individuals interested in becoming recreation leaders, program supervisors, and therapeutic specialists. Programs in physical education for men and women are primarily oriented to positions in schools and colleges.

Graduate programs in the School are designed to permit indepth study, research opportunities, laboratory experiences and the acquisition of administrative techniques.

A number of programs in the School have been accredited or are in the process of being accredited by professional associations. The Environmental Health Association has evaluated the curriculum in Environmental Health and Sanitary Science. In addition, the graduate level curriculum in athletic training, a specialization which is part of the Master of Science degree in physical education, is one of only several programs to be authorized by the National Athletic Trainer Association.

Resources

The faculty of the School utilizes many specialized resources which contribute to the success of its instructional programs. A Field Campus south of Brazil, Indiana provides classroom facilities and areas for swimming, boating and canoeing which complement the training of the professional recreation student. During the summer months, this facility is used extensively for graduate level recreation workshops. In addition, the Health and Safety Department has available the Driver and Traffic Safety Instructional Demonstration Center located on the Vigo County fairgrounds. Recognized as one of the finest such facilities in the United States, the Center is equipped with simulators and all types of audio-visual and electronic media equipment for the preparation of the driver education teacher.

The faculty also takes advantage of the University's many excellent general support facilities. Through improvement in its health, physical education and recreation holdings over the past four years, the Library now provides adequate book and periodical resources for the faculty and students of the School. The Hulman Civic University Center, one of the newest facilities on campus, provides functional space which serves both the University (the Schools and the College) and the community.

The Audio-Visual Center has also been cooperative in helping the faculty develop audio-visual tools for use in classroom instruction. A pertinent film library has been developed for the School by the Center which makes films available within twenty-four hours of notification. The recent purchase of a high speed camera by the Center is used by the School for videotape analysis of individual performance activities. The biomechanics faculty has also received assistance from the Audio-Visual Center in developing several programs for storage in the University computer.

Students	<p>Student credit hours in the School of Health, Physical Education and Recreation have increased from 5,273 in 1974 to 6,091 in 1978. The faculty takes a strong interest in the advisement process and the School maintains a central advisement office for all major and minor students. An intensive orientation program conducted by the Associate Dean prepares individual faculty members to better assume their advisement assignments.</p> <p>Reports from the University Placement Office show that a high percentage of the School's graduates are placed in jobs consistent with their areas of interest. Although teaching education majors in the School have shifted somewhat to those interested in non-teaching professions, 75 percent of the men and 65 percent of the women Physical Education Teaching major graduates have been placed in the past three years. Lack of geographic mobility and lack of a second teaching area or endorsement were two factors which contributed to the non-employment of such graduates.</p> <p>In the non-teaching areas, placement statistics have been equally impressive. Environmental Health, Safety Management, Community Health Education and Recreation placed 94 percent, 98 percent, 80 percent and 75 percent of its graduates respectively. The high percentage of placements in Safety Management and Environmental Health might be a reflection of the strong internship programs within those curricula.</p> <p>The School administers an extensive intramural program which serves all students of the University. In 1978-79, 101,013 hours of student participation were recorded in this area. The School also offers programs in Women's Competitive Sports, Men's Competitive Sports, Coed Competitive Sports and Supervised Informal Recreation.</p>
Faculty	<p>The faculty of the School of Health, Physical Education and Recreation meets all of the standards for faculty status found in the administrative code of the University. Faculty load is determined by University policy with exceptions determined by the specific assignment of the faculty members. Such exceptions are found in the assignment of faculty who have athletic coaching obligations. An attempt has been made to determine released time allocations for those coaching assignments. Other deviations from the University standard of faculty load are a result of considerations given for activity course assignments, administrative assignments, research activities and supervisory responsibilities for student practicums.</p> <p>The academic ranks of the School show 17 professors, 18 associate professors, 13 assistant professors and two instructors, with four vacancies to be filled. Of these 54 faculty members, five are not tenured. However, all full-time members have achieved degrees at the master's level or above, with 26 holding terminal degrees in their field of study and three having achieved the sixth year or director's degree.</p> <p>As documented in vitae in Level 3 reports, activities of the faculty show a commitment to research and service. Approximately 94 percent of the faculty annually attend one or more professional conferences, while 20 members hold state offices, 12 members hold regional offices and seven are officers in national organizations. Faculty interest in research is evidenced by 18 completed research projects and seven studies in progress. In addition to research, 18 faculty members are engaged in professional consulting activities. Publications of the School include three books, seven articles in national journals and ten articles in state publications.</p> <p>Faculty also participate actively in community projects and are involved with organizations such as the Red Cross, the American Cancer Society, the United Way and many other social service agencies. Of particular interest to the School is the establishment of an emergency medical treatment communications network for the region by interested physicians and hospitals. Major planning for this effort was aided by members of the School's faculty.</p> <p>The School considers one of its greatest strengths to be faculty involvement in the teaching process. Constant efforts by faculty members to improve their competencies strengthen the learning process for students. Strong faculty interest in the educational development of its students creates good faculty-student relationships. This faculty interest usually goes beyond the required participation in academic counseling and the prescribed hours assigned for teaching.</p>
Concerns	Although the physical facilities of the School have been improved dramatically, further

progress is needed in those areas requiring laboratory space. Enrollments in specific courses requiring specialized faculty have also indicated a need for some faculty retraining or staff additions. Other concerns relate to the need for renovation and construction of present outdoor academic and recreational activity space and the examination of physical education facilities for possible changes in order to facilitate implementation of concepts found in the Equal Opportunity Amendments Act.

The Future The School has been preparing for its future needs and concerns through constant evaluation and study. Alternative delivery systems, alternative programs and methods are available for implementation when necessary. A very high priority has been established for the acquisition of additional laboratory space. Proposals are presently being considered for the expansion of such space for Environmental Health, Community Health and Safety Management.

The faculty of the School will be further encouraged to participate in inservice training that will broaden its abilities to teach in areas of indicated interest. This positive step coupled with continued departmental planning are in response to predicted student enrollment drops which will necessitate innovative programs and techniques to attract new students and other changes to better serve those already in School programs.

Finally, the School of Health, Physical Education and Recreation will seek to encourage and support increased faculty participation in the basic research process. The assumption of this obligation and the sharing of results with colleagues in the profession added to other plans already mentioned should provide the proper climate and expertise for the School to meet the challenges of the 80's.

School of Nursing

The School of Nursing has as its overall mission the preparation of educated, productive, competent and responsible practitioners of nursing. The programs used to implement this mission -- Lower Division Associate Degree Nursing, Upper Division Baccalaureate Degree Nursing for Registered Nurses and a Continuing Education Program -- each has its own separate purpose.

The Lower Division Associate Degree Nursing Program is intended to prepare graduates for the application of the nursing process in secondary settings through the teaching of basic knowledge from the physical and behavioral sciences as well as the humanities. The graduate of this program is capable of giving safe, effective client-centered care in secondary settings to one or a group of clients with common well-defined problems. The graduate also has the theoretical and clinical foundation necessary for entry into the Upper Division program.

The Upper Division Baccalaureate Degree Nursing Program for Registered Nurses prepares graduates for application of the nursing process to complex health situations in primary, secondary, and beginning tertiary care settings through the teaching of concepts from the physical and behavioral sciences and the humanities. The graduate of this program is a professional nurse generalist who has beginning leadership and management skills as well as some ability to analyze clinical problems and test approaches to nursing care. The program provides the student with the necessary foundation for graduate study in nursing.

The Continuing Education program seeks to increase and maintain nursing knowledge and skills for graduates of the School and other nurses. Although primary responsibility for maintaining and developing competencies in nursing practice rests with the individual, the School of Nursing through its continuing education program feels obligated to contribute to this on-going process. Continuing education in nursing provides vital opportunities which facilitate the learner's movement toward self-actualization and career satisfaction.

Development The generic baccalaureate degree nursing program admitted its first students in 1963, and a Continuing Education program was approved in 1970 which presently serves as the Regional Center (Regions VII and X) of the Indiana Statewide Program for Continuing Education in Nursing.

The expression of a community need for an associate degree program led to the necessary University and state approvals in 1972. The fall of 1977 and the fall of 1979

saw the first classes admitted to the Lower Division Associate Degree Nursing Program and the Upper Division Baccalaureate Degree Nursing Programs respectively. Also, in December 1978 the National League for Nursing Baccalaureate and Higher Degree Programs Board of Review reaffirmed the accreditation of the Baccalaureate program.

Organization	<p>The School of Nursing is headed administratively by an Academic Dean, appointed in May 1978 after a one-year term as interim dean, and by an Assistant Dean.</p> <p>The Nursing Council is the legislative body of the School and all Nursing faculty are members of this body.</p> <p>An Advisory Committee on the Organization of the Structure of the School was established in 1978 to study reorganization as an aid to the faculty's development and implementation of the revised undergraduate nursing curriculum.</p>
Dynamics	<p>The planning and implementation of needed change result from committee action, whose authority for decision-making is defined in the <i>School of Nursing Statutes</i> approved by the faculty in 1971. All faculty members of academic rank are voting members of the Nursing Council and have a major responsibility to formulate policy recommendations in all academic matters. The Nursing Council exercises its legislative responsibilities through its elected executive committees and three standing committees -- Curriculum and Academic Affairs, Faculty Affairs and Student Affairs. The standing committees make recommendations to the Executive Committee, which in turn, has all actions approved by the Nursing Council before any policy is implemented. The Dean serves as an ex-officio member of each of these bodies.</p> <p>Although the <i>Statutes</i> have served adequately to facilitate the realization of the School of Nursing's mission, the faculty feels there is room for improvement in the School's organization of faculty governance. This conclusion is drawn from past experiences in facilitating documents such as the NCA self-study process and comes about as a result of the larger number of faculty in the School to be served by the governance structure. An ad hoc committee to plan for a revision of the <i>Statutes</i> was appointed in 1977.</p> <p>Self-study is a familiar process to the School of Nursing. The School follows a master plan which calls for annual and biennial evaluations of its philosophy, faculty, students, graduates and their performance, curriculum, continuing education programs and resources. In addition, self-study reports have been submitted to the Board of Review for Baccalaureate and Higher Degree Programs (fall 1978), to the Council of Associate Degree Programs of the National League for Nursing (September 1979), the Indiana State Board of Vocational and Technical Education, the Higher Education Commission of Indiana, and the Indiana State Board of Nurses' Registration and Nursing Education. All of these self-reviews reflect total faculty participation in self-study processes, with sufficient input from students and alumni.</p>
Programs	<p>The School of Nursing presently offers the generic baccalaureate degree in nursing, a Lower Division Associate Degree Nursing Program, an Upper Division Baccalaureate Degree Nursing Program for Registered Nurses articulated with the lower division program, and a Continuing Education Program. The Continuing Education Program was granted the four-year period of accreditation by the North Central Regional Accrediting Committee of the American Nurses' Association as a Provider for Continuing Education in Nursing in March of 1977.</p> <p>The undergraduate nursing curriculum is based upon the organizational theme of adaptation with core concepts of man, environment, health, health care delivery, nursing and teaching/learning. These concepts are developed in sequence from Level I (year one) to Level IV (year four). (See chart on next page).</p>
Students	<p>Although the number of students admitted is limited by size of faculty and facilities utilized for clinical experiences, the School of Nursing nonetheless has a strong program. Graduates ranged from 73 in 1976 to 82 in 1979. Admissions to the freshman year of the generic baccalaureate nursing program were 201 in 1975. In the deliberate planning of the phasing out of the generic program and the admission of the first associate degree class in fall of 1977 the faculty determined to limit the first class to 30 students. Forty-five students were admitted in 1978, 60 in the fall of 1979 and 40 in the</p>

spring of 1980. There are currently 75 students in the senior class of the last year of the generic program.

Accomplishments of School of Nursing students speak well for the faculty-student ratios. Average SAT scores for nursing students were 493 in Math and 473 on the Verbal section. In addition, nursing students claimed the highest grade point average (3.09) of all undergraduates (2.66) in the University in the spring of 1978.

Nursing School graduates (525 since the school began) have performed well on State Board Test Examinations and have had excellent placement records. Many hold leadership positions in administration and nursing education; some have pursued master's degrees; others have published in professional journals.

Student morale appears high. Besides enjoying a 1:10 - 1:6 ratio with faculty in a clinical setting, students participate on School committees, have a voice in planning and make contributions to the community through the nursing honorary and course projects. Student participation in the Student Nurses' Association is supported on the local, state and national levels.

Faculty The School of Nursing faculty is active in its profession and pursues constant inservice training through attendance at appropriate workshops and continuing education courses. Faculty vitae also give ample evidence of staff involvement in the community and in professional activities related to health care improvement on the local, state and national levels. Leadership positions and professional publications are also apparent.

Seven of the 31 faculty members in the School of Nursing are tenured. They hold ranks as follows: one professor, four associate professors, 14 assistant professors, four instructors and eight clinical instructors.

Resources The School of Nursing Building on the main campus and the Clinical Education Building adjacent to Union Hospital are excellent facilities which meet the needs of the Nursing Program.

In general, the School has received adequate funding for its quality generic baccalaureate nursing program as well as increased funds to plan and implement an excellent revised undergraduate curriculum and expanded activities in the continuing education area. The major source of support for the School is state legislative appropriations to the University. However, the School has received some funding from capitation programs and the State Board of Vocational-Technical Education.

Concerns Faculty and administration recognize that recruitment of faculty with graduate degrees in nursing is one of the crucial needs of the School. Considerable progress has been made in this area and efforts will continue in this direction. Twenty-six of the thirty-one positions in the School of Nursing are now regular faculty appointments. At this time a search committee for an Assistant Dean is seeking an applicant qualified for and interested in developing a master's program in nursing. The School also recognizes the need to increase the number of continuing education offerings by providing additional staffing.

The Future With all these concerns in mind and the vehicles in place to begin implementation for change, the School faces the future with optimism. It enjoys good relationships with the many clinical agencies in the community and has the well-qualified and dedicated staff to carry out its program thrusts.

A current career mobility program developed through staff efforts is in such demand that it receives more applicants than there are spaces for admission. This program is meeting the needs of students and community health care employers alike. After many years of curriculum planning with a small faculty, the School presently enjoys adequate staffing for its present number of students and is implementing the kind of quality revised curriculum which can assure its programs of viability and success in the decade ahead.

**LOWER DIVISION
ASSOCIATE DEGREE
NURSING PROGRAM**

**UPPER DIVISION BACCALAUREATE
DEGREE NURSING PROGRAM
FOR REGISTERED NURSES**

Concept	Level I	Level II	Level III	Level IV
Man Life Span	Individual Growth & Development	Family Growth & Development	Community Developmental Process	Society Community Development
Environment Open System Culture	Homeostasis Cultural- Ethnic Identity	Organization Sociali- zation	Structure Cultural Diversity	Ecological System Multi- Cultural Adaptation
Health Dimension of Health Care	Cure, Restore Maintain Common, Well- defined chronic	Promote, Prevent, Cure, Restore, Reha- bilitate Maintain Common, Well- Defined, Acute, & Chronic	Promote, Prevent, Cure, Restore, Main- tain, Reha- bilitate, Complex Acute, & Chronic	Promote, Prevent, Cure, Restore, Main- tain, Reha- bilitate, Complex, Abstract
Health Care Delivery	Secondary Care	Secondary Care	Primary Advanced Secondary	Primary Advanced Secondary Beginning Tertiary
Nursing Communication Roles	Effective Provider of Care Nursing Team Member	Effective Provider of Care Client Teacher Manager of Client Care Health Team Member Research Consumer	Therapeutic Provider of Care Health Educator Counselor Coordinator Client Advocate Research Consumer Interdisci- plinary Health Team	Therapeutic Emerging Roles Leader/Manager Client Advocate Research Participant/ Consumer Multi- Discipline Team
Teaching/ Learning	Principles	Client Teaching	Health Education	Health Education

**CORRELATION OF MAJOR CURRICULUM CONCEPTS WITH ASSOCIATE DEGREE NURSING
PROGRAM AND BACCALAUREATE DEGREE NURSING PROGRAM**

School of Technology

The School of Technology has as its primary mission the preparation of professional personnel for careers in industry and education. This mission is accomplished by providing students with the skills to translate the common body of knowledge inherent to the industrial-technological segment of society into improvements in the quality of life which deal with the delimited areas of industrial production, construction and technical services.

Development

The School of Technology began as a department of manual training in 1905 when the institution was known as Indiana State Normal School. Starting as one small basement classroom, the program had expanded to four classrooms by the second year and was soon to establish itself as the major department of the Normal School.

Progress through the years has been marked by a broadening scope of service, the development of graduate programs of study, the design and construction of a special building to house the programs and the subsequent remodeling and expansion of that facility.

Organization

The School of Technology is administered by a Dean and Assistant Dean, who also teach part-time in their respective departments.

The School was organized in 1969 with four departments -- Industrial Technology, Industrial Professional Technology, Industrial Arts Education, and Vocational Technical Education -- the fifth department of Aerospace Technology being added in Spring 1971. The variable growth patterns in the School over the next ten years caused its structure to create an imbalance between faculty and students in the respective departments and raised questions of program autonomy.

To alleviate these problems the School has thus achieved reorganization of its departmental structure after several years of careful study. Its new structure became operational with the fall semester of 1979-80, having been finalized in formal action by the School of Technology Faculty Government, the Executive Committee, the University Faculty Senate, the University Administration and by the Board of Trustees.

The new structure combines the two education departments of Industrial Arts and Vocational-Technical into the Industrial Technology Education Department; creates a new department of Electronics and Computer Technology; leaves the Aerospace Technology Department unchanged; and splits programs formerly in the Industrial Professional Technology Department into the Industrial and Mechanical Technology and the Manufacturing and Construction Technology Departments.

Dynamics

Decision-making in the School of Technology is democratic and participatory in nature. Decisions are guided by the School of Technology Handbook, which is developmental and changing as a result of policy development activity by faculty government.

Faculty of the School operate by an approved Constitution which requires a standing committee structure and includes Academic Affairs, Faculty Affairs, Student Affairs and External Affairs. School level administrative decisions are made through action by the School of Technology Executive Committee which is composed of department chairpersons, the assistant dean, and a representative faculty member from the Faculty Council. The Executive Committee recommends and the Dean appoints administrative standing committees. Administrative and Faculty government ad hoc committees are also frequently appointed for specific task assignments.

Basically, faculty government operates toward policy development and monitors for policy gaps and policy infractions. The School of Technology's governing structure has made good progress in separating policy administration from policymaking by having proposals originate from individuals, departments and committees with the Executive Committee serving an advisory function to the Dean in the administration of policies.

The School of Technology and its departments routinely use a total planning system called the Annual Academic Plan approved by each department. This plan incorporates quality improvement objectives, research objectives and service objectives for existing programs. It also helps prioritize potential new programs for development purposes. A Program-of-work is also prepared annually to support the Academic Plan. Program areas utilize advisory committees to provide input regarding needed change.

All units assess the achievements of the year as set forth in the Academic Plan and Program-of-work through the preparation of annual reports. Additionally, a variety of partial and total reviews are carried out to satisfy external and internal agents. Self-study reports were prepared for NCATE accreditation (circa 1977) and State Board for Vocational-Technical Education evaluation of two year programs and will be completed for the National Association of Industrial Technology Accreditation in 1979-80.

Programs	<p>An inventory of programs provided by the School of Technology would include four associate degree programs, thirteen baccalaureate majors and five master's degree programs. Associate degrees are offered in Architectural Technology; Drafting Technology-Industrial; Electronics (two options) and Packaging. The thirteen undergraduate major areas include: Aviation Administration; Professional Pilot; Industrial Arts Area; Vocational T & I Area; Automotive Technology; Construction Technology; Electronics Technology; Manufacturing Technology; General Industrial Supervision; General Industrial Technology; Mechanical Technology; Graphic Arts Management; and Packaging Technology. Master of Arts and Master of Science degrees are offered in Industrial Arts Education and Vocational T & I Education and a Master of Science degree in Industrial Professional Technology.</p> <p>Areas of specialization in Industrial Arts Education are offered for non-degree, School Services Personnel programs in instructional supervision and the Ph.D. degree program in Secondary Education. The School also cooperates with the School of Education in the implementation of the Ed.S. degree program, Supervisor of Industrial Arts, and the non-degree Director of Vocational Education program.</p> <p>The departments of the School of Technology have a long history of extensive evening programs for working students in addition to regular on-campus day offerings. Merrillville, Indianapolis, Evansville, Vincennes, Bedford, Versailles, Connersville, and New Albany are some of the centers spread throughout the state where off-campus Technology programs are offered. These programs primarily involve teacher education but some experimentation is attempted with other programs.</p> <p>All programs of the School are experience-based and rely on laboratory practice for integration of theory and knowledge. Also all undergraduate degree programs require the same general education component required of all Indiana State University bachelor's degree recipients.</p>
Students	<p>Graduates of the School of Technology programs command salaries which are consistently among the highest of all university graduates. Graduates also receive excellent placement opportunities and rapid advancement and promotions although these facts are not consistently recorded.</p> <p>The School has every reason to be proud of the quality of its students. These students regularly appear on the University's Distinguished Honor Roll and Honor Roll and in the past two years fourteen of them have graduated with honors. Additionally, they obtain leadership experiences through ten student organizations either of an honorary nature or affiliated with senior professional organizations.</p> <p>Although graduate majors decreased from 82 in 1974 to 66 in 1978, the number of undergraduate majors has significantly increased from 672 in 1974 to 1,068 in the fall of 1978. These figures illustrate the School's growing reputation throughout the nation. In recent years this reputation has even extended to many nations of the free world.</p>
Faculty	<p>Faculty in the School of Technology have an excellent combination of industrial experience and educational preparation which serves them well in their consulting and professional activities with national, state, and area industrial and educational organizations. While faculty and administration have been burdened by heavy teaching and administrative loads as a consequence of the School's rapid growth, the number of faculty has still risen from 36 to 38 since 1974.</p> <p>Faculty qualifications for the School specify practical experience in the respective instructional areas and a minimum of the master's degree. All of the present regular faculty members have advanced beyond the master's degree in academic preparation, with 24 of the 36 possessing doctoral degrees. Their expertise is reflected in a meritorious record of published books and articles, service on accreditation evaluation</p>

teams and leadership positions in professional organizations as well as grants-seeking activities.

Resources The School of Technology will soon achieve adequate resources through the 1979 State Legislature's approved construction of a new building and the remodeling of the existing Main Technology building. The new structure will replace the expansion of 1960's and 70's programs into commercial buildings which were minimally remodeled at that time to accommodate instruction.

Although financial restraints have been noticeable in the areas of salary increases, faculty allocations and equipment replacements, the current School budget has been adjusted upward to offset inflation and stands at approximately one quarter million dollars, exclusive of faculty and administrative salaries.

Learning resources are quite adequate as the School has purchased three minicomputers and several microcomputers. It also has three operating terminals to the University main computer and is looking forward to utilizing the expanded computer services next year which come about through the installation of the University's new computer system.

Concerns Several concerns of the School relate to its present growth. Adequate faculty allocations are needed to meet increased student enrollments and to provide sabbatical leave and other opportunities for professional growth and development. Faculty salaries are also an important concern in attracting and holding qualified faculty.

The Future By relying upon its dedicated teaching faculty, its close faculty-student and faculty-administration relationships, an excellent placement record and the publicized success of its graduates, the School of Technology looks forward to the 80's. It is encouraged by the fact that reorganization has been achieved and the realization that the new building additions, remodeling efforts and equipment replacements are in the foreseeable future.

The School has a well-conceived plan for its future role. Efforts will be made toward expansion of foundation development investments and gifts and endowments to support professional chairs and distinguished professors. High priority plans are also underway for a new B.S. degree program in Computer Technology and further development of graduate programs in Aerospace Education, Technology Teaching and Vocational Education.

School of Graduate Studies

While graduate education at Indiana State University is provided by the faculties of the College of Arts and Sciences, School of Business, School of Education, School of Health, Physical Education and Recreation, and the School of Technology, these units function under the auspices of the School of Graduate Studies.

Thus the School has an integral institutional role which is guided by the belief that graduate education and research for the advancement of knowledge are at the heart of all efforts to preserve and enhance the quality of life. The School further believes that it is these two functions which set a university apart from all other institutions.

Directed by such a philosophy, the School of Graduate Studies seeks to: (1) prepare post-baccalaureate and pre-doctoral students for advanced study leading to personal and professional goals; (2) prepare scholars, researchers and skilled professionals who can apply, discover and disseminate knowledge in order to solve human problems and to advance human understanding; (3) provide intellectual stimulation for capable post-baccalaureate students seeking advanced study for personal enrichment; (4) facilitate and stimulate research and creative activity; and (5) contribute to what is known.

Development Indiana State University has been providing graduate education since 1927 when programs were developed to meet the needs of school administrators and teachers. Later, the Master of Arts and Master of Science Degree programs were added in the various departments and professional degree programs such as the Master of Library Science, the Master of Business Administration, the Master of Fine Arts, the Master of Education, and the Master of Public Administration were developed.

In 1947, a sixth year curriculum was established for those working toward a school superintendent's certificate. In 1948, a cooperative program with Indiana University was approved which permitted students to earn the Doctor of Education degree, with the Educational Specialist degree program being made available in 1958.

Study leading to the Doctor of Philosophy degree was initiated in September, 1965 with the first programs being offered in Elementary Education and in Guidance and Psychological Services. In 1968, Ph.D. programs in Secondary Education and Educational Administration were added. The Ph.D. degree program in Life Sciences was approved in 1967 and the program in Geography in 1968.

In July, 1976, responsibility for the administration of the grants and contracts activities of the University was transferred to the School of Graduate Studies. With this assignment came University-wide recognition that research and graduate education were inseparable.

Dynamics

The School of Graduate Studies is administered by the dean and associate dean with the assistance of a technical writer and five clerical staff personnel. Its programs and policies are established by the Graduate Council with the approval of the Faculty Senate.

The Graduate Council consists of nine faculty members appointed annually by the Faculty Senate. In all its deliberations, the Council assumes that policies and programs should be consistent with the recommendations of the graduate community at large and that maximum University input is essential in policy considerations. The Graduate Council appoints four committees to enhance Council efficiency. The Graduate Faculty Committee is charged with the responsibility of ensuring that those who teach graduate courses are at the forefront of their respective disciplines and are actively engaged in research and creative endeavors and/or in professional activities. The Program Development Committee is charged with the responsibility of maintaining the quality and integrity of all graduate degree programs. It regularly reviews all existing degree programs and serves as the initial review body of the Graduate Council for all new degree programs. The Executive Committee is a hearing body charged with the responsibility of considering graduate student requests for exceptions to established policies or for the reversal of decisions. The Graduate Assistantship/Fellowship Committee deals with issues relating to graduate assistants and university fellows.

Graduate Council governance utilizes the following process: when a suggestion for action or change is submitted to the Graduate Council, it forwards this to the appropriate committee for indepth study. The committee returns its findings and recommendations to the Graduate Council. Council actions involving policy changes and new degree programs are then subject to Faculty Senate and, in some cases, Board and Commission approval.

The existence of a Graduate Student Association assures constant graduate student input into the deliberations of the Graduate Council and its Committees. This Association also facilitates the dissemination of information to graduate students and enhances communication among graduate students and between graduate students and the graduate dean.

Planning for the School of Graduate Studies is conducted in many sectors and on several levels of the University simultaneously. Program planning is done within the departments and the schools or college with frequent consultation and input by the graduate dean. Planning which affects the entire Graduate School is the responsibility of the graduate dean, associate dean and the Graduate Council.

Review and evaluation are constantly occurring in the School of Graduate Studies. For instance: consultants are regularly invited to campus to participate in analyses of programs; every three years there is a review of the Graduate Faculty; graduate degree programs are examined on a five-year cycle; annually the School itself schedules a review of some aspect of its responsibilities; the grants and contracts activities of the University are constantly monitored and annual reports are made. In addition some departments engage in a yearly self-study (i.e. Special Education) while other units participate in extensive and on-going reviews in order to maintain and/or secure professional accreditation (i.e. Library Science, Business Administration, Education).

Programs

While the bulk of graduate study at Indiana State University occurs at the master's

degree level, and to a limited amount at the Educational Specialist degree level, the University's life, vitality and vigor are inexorably tied to its doctoral programs. Although the Ph.D. degree is offered in only six areas, the entire University contributes to, makes possible, and benefits from the doctoral programs.

The Master of Arts and Master of Science degree are available in 45 areas and the Master of Education in 11 fields. Programs are also available leading to the Master of Library Science, the Master of Business Administration, the Master of Public Administration, and the Master of Fine Arts. There are five Educational Specialist degree programs. Indiana University and Indiana State University cooperate in granting a Doctor of Education degree.

The Doctor of Philosophy degree is available in Educational Administration, Elementary Education, Geography, Guidance and Psychological Services, Life Sciences and Secondary Education. The Ph.D. degree is conferred only upon those students who have completed with high distinction a period of intensive study in a selected field. Candidates must have gained a thorough knowledge of the materials in the field and demonstrated this in comprehensive written and oral examinations. They must also have mastered the method of advanced study and demonstrated this mastery through a dissertation. The dissertation must be the result of original research which makes a contribution to knowledge in the field.

Non-degree programs are also available to qualified students seeking administrative certificates or teaching endorsements. Furthermore, graduate study may be pursued on a non-degree, non-certificate basis.

All graduate degree programs require a research component, a major and some study outside the major. Internships and practicum experiences are available in many fields so that, under supervision, students have the opportunity to integrate theory and practice. Master's degree programs not currently requiring a final culminating, unifying experience will have one in place by the fall, 1981.

Students

Graduate programs at Indiana State University which once served only the teachers and school administrators in Indiana are now attracting applicants from every state in the nation and 43 countries of the world.

Enrollment in the School of Graduate Studies during the 1974-79 period peaked in 1976. The decline in numbers which has occurred since that time has been among master's degree and non-degree students. Enrollments at the Educational Specialist degree level have increased while the number of doctoral students increased markedly during the first year of the five year period and has remained stable since then. About 100 students per semester have enrolled in Ph.D. degree programs since 1976.

Data relative to students on master's degree programs show that, in the review period, the average undergraduate index has increased from 2.73 to 3.07, the average GRE verbal score has moved from 436 to 463 and the average GRE quantitative score from 451 to 496. The average graduate grade average has increased only slightly.

Similar data on Ph.D. degree students show an increase in undergraduate GPA from 2.77 to 2.99 and an increase in the average GRE verbal score from 512 to 544. The average graduate index and the average GRE quantitative score have remained constant.

A review of graduation statistics shows that from May 1975 through May 1979 the University has conferred 3,782 Master's degrees, 75 Educational Specialist degrees and 108 Ph.D. degrees. Departmental studies show that recipients of graduate degrees are securing appropriate positions or admissions to advanced graduate study.

Of particular interest are the data on Ph.D. degree recipients. These data show our graduates in post-doctoral positions at the University of Chicago, the University of Cincinnati School of Medicine, the University of Pennsylvania Medical School; in faculty/staff positions at institutions such as Columbia University, Michigan State University, University of Maryland, Temple University, University of North Carolina, Indiana University, SUNY at Geneseo, Catholic University of Quito, Ecuador, Eastern Illinois University, University of Northern Iowa, University of Illinois, and Auburn University; in counseling positions with social agencies; in administrative positions in public schools; and working for organizations such as AMAX, Argonne, Texas Instruments and N.A.S.A.

Faculty	<p>Responsible to a very great extent for the growing state, national and international recognition of Indiana State University's graduate programs are the members of the Graduate Faculty. Most of these individuals hold the terminal degree appropriate to their fields and departmental self-studies document their engagement in research, creative enterprises and/or professional activity. At the present time there are 425 members of the Graduate Faculty and 82 members of the Provisional Graduate Faculty.</p> <p>To facilitate faculty research and creative activity the School of Graduate Studies daily sends to interested faculty appropriate information on sources of financial support, assists in funding searches, helps with proposal development and periodically brings to campus representatives from federal and state funding agencies. Since these activities were initiated in 1977 there has been an increase in the number of faculty members submitting proposals for external funding and an increase in the number and dollar amounts of proposals funded.</p> <p>Particular attention should be called to the scholarly activities of the faculty in the departments offering doctoral degrees. While these are cited in the following chapter it might be noted here that when comparing the 1975 scholarly endeavors with those of 1978, an NCA consultant, Dr. Donald Robinson who visited the School of Education reported an increase in faculty scholarly output; an NCA consultant, Dr. Guido Wiegend who visited the Department of Geography stated, "... there has been significant improvement in both number of faculty and scholarship in the department"; an NCA consultant, Dr. Wayne J. McIlrath, who visited the Department of Life Sciences said, "On the whole, the research productivity of the faculty was at a very acceptable level."</p>
Resources	<p>Of critical importance to the School of Graduate Studies are the funds allocated to it for graduate assistantships and fellowships. Institutional support of assistants and fellows has increased during the review period as seen from the 1975 budget of \$740,000 and the 1979 allocation of \$802,000. Stipend levels for assistants have also increased during the period from \$1,800-2,300 to \$2,800-3,300 while fellowship stipends have increased from \$2,200-3,500 to \$3,200-4,500. By appointing a number of assistants on a part-time basis it has been possible to employ about 320 assistants and fellows for the 1979-80 year.</p> <p>The Graduate Office budget for supplies and equipment and for the School's grants and contracts responsibilities have increased from \$8,450 in 1975-76 to \$16,753 in 1979-80. This must be viewed in light of inflation and the fact that new duties were assigned to the office (the grants and contracts operation) in 1976.</p>
The Future	<p>The School of Graduate Studies faces the uncertain aspects of the future with considerable confidence. This confidence is generated by an awareness of the strength that comes from the outstanding cooperation and support the School enjoys from throughout the University. It comes from the knowledge that at Indiana State there is a dedication to academics and a strong interest in the individual which combine to create a learning environment of which we are proud. It comes from knowing that we have the talented faculty and the learning resources necessary for quality graduate study.</p> <p>With such confidence the School is addressing its concerns. The Graduate Council has appointed an ad hoc committee to develop extensive plans for the recruitment of more qualified students. Work is underway to assess the educational needs and interests of older, employed baccalaureate degree holders. The University as a whole recognizes that the assistantship/fellowship funds must be significantly increased in order to sustain graduate programs. The School has proposed plans to help a largely stable faculty interact with colleagues outside the University and to remain actively contributing scholars throughout their professional lives.</p> <p>The 80's will be challenging years for society. Graduate education with its focus on advanced study and the advancement of knowledge will have a crucial role to play in that decade.</p>

CHAPTER 6

THE EDUCATIONAL SYSTEM II -- THE DOCTORAL PROGRAMS

While neither numerous nor large, the doctoral programs at Indiana State University are essential to the vitality of this institution and its ability to fulfill its mission.

The Ph.D. degree programs reflect the nature of our beginnings and the nature of the institution now. The four programs based in the School of Education have their roots in our past and capitalize on an historic strength of the University. The two programs in the College of Arts and Sciences demonstrate our change in focus and the quality that accompanied that change.

With nearly fifteen years of experience in graduate education at the doctoral level we understand the financial and human commitments such an enterprise requires. By virtue of the success of our graduates we have come to know also that our programs have worth.

Indiana State University is prepared to sustain these programs and feels it is now ready to develop a limited number of additional doctoral programs that would complement those already in existence and capitalize further on our faculty and facility strengths.

Ph.D. Degree Programs in Geography

As an integral part of the College of Arts and Sciences the mission of the Department of Geography and Geology is keyed to the stated mission of the College; as a Department that offers a program through the Ph.D. degree level, its formal goals are also integrated to those of the School of Graduate Studies. Within the rubric of these missions, the aims of the Department are to: (1) provide excellence in teaching; (2) promulgate and complete meaningful research; and (3) provide services based upon the professional competence of its faculty. Such a three-fold mission is traditional in higher education, and the Department prides itself upon the maintenance of the classic approach within a modern dynamic framework.

Mission Implementation

That this mission is reflected in the day-to-day departmental activities is well demonstrated by example. Appropriate program and course offerings for the development of subject matter are required in order to achieve this success in teaching and the dissemination of knowledge. For these reasons the department offers M.A. degrees in both geology and geography at the graduate level which provide a wide range of courses reflecting modern trends in the disciplines.

The departmental faculty recognizes learning in depth rather than in breadth as the mark of true scholarship. In this respect, the doctoral program in geography is necessarily distinct in its objectives. The basic philosophy of the program is that students must experience faculty openness to innovative ideas and methods as they formulate their themes and projects. The curriculum encourages a diversity of ideas which can be expanded within the framework of spatial order and organization. The graduate faculty has developed the program in such a way that graduate students may exercise their initiative in developing research and may utilize training essential or appropriate to carry on research by seeking assistance from the departmental faculty or resources in the institution. The Ph.D. program involves specialization in either physical or economic geography. Students are encouraged to develop programs in the applied aspects of geography, using the techniques of either field.

In general terms, two broad types of research activity are encouraged. Pure research, representing a contribution to the academic discipline, is inherently necessary in a doctoral program. Applied research, dealing with current societal problems, while less traditional, is becoming a recognized contribution of the discipline. The output of both types of research is substantial within the department and constantly monitored so that this level can be sustained.

Service activities have represented a major departmental contribution to the broad society outside the local academic environment and, in turn, have generated substantial funds for the University. It is thus a clear departmental goal to encourage continued faculty participation in such activities. As with research, these contributions can only be generated in an environment where incentives and facilities encourage such efforts.

Decision-Making

The department has been able to carry out its essential activities through efficient unit policies and procedures. The department's committee structure invites participation by election or selection. Committees recommend policy and problem solutions to the chair which utilizes several major approaches to administration. Reasonable and logical responses mark the results in the majority of cases.

In a second stage of decision-making activity, the staff is asked and expected to pursue its academic work using a self-goal attaining concept. Each is encouraged to indicate what he or she hopes to do in the academic year and is asked to measure the results. Obviously there are individual differences, but enough discussion prevails to show that the goals would be of interest and value to the students, to the program and to the staff. In the third stage of activity, each member of the department is asked to consider problems requested by the administration or chair. These requests are considered in an obligatory manner and conclusions are made by the appropriate committee and eventually the department as a whole. The committee often presents findings, but in policymaking decisions or curriculum problems the entire department votes.

The Department considers self-evaluation an ongoing process. A good part of the time spent in faculty and faculty subcommittee meetings deals specifically with any problems that arise relating to the current program and attainment of goals. Evaluation by outside agencies and consultants is considered a significant component of this ongoing evaluation. In addressing any concern expressed, the Department first considers the efficacy of the concern, and, if it is deemed valid, then attempts in various ways to deal with the issue. As an example, a recently established Student-Faculty ad hoc committee has appraised the nature of advising activities, preliminary examinations and auxiliary field requirements. Some of the findings of that committee have already been acted upon.

Development

Movement toward the current focus and organization just described has occurred over several decades. Although geography and geology have been part of the curriculum since the University had its beginning as a teacher training institution, major developments began in the late 1950's. By the fall of 1961, five staff were in residence. Subsequently in a series of closely interlocking events the institution became a University, acquired a large increase in enrollment, established a department of Geography and Geology and increased rapidly in size. By 1963 plans for an M.A. in the field of geography were completed. Although earlier staff had been identified as geographers, geologists or natural scientists, from 1939 to 1962 geology was taught by the geographers of the staff. In 1962 the first full-time permanent geologist was added to the staff. Currently there are five geologists and 13 geographers in the department. In 1967 plans were developed to offer a curriculum leading to the Ph.D. degree. Following approval of the program in the spring of 1968, 12 doctoral students were admitted for the fall of that year. In 1975 the Master of Arts in Geology was approved.

Programs

A complexity of geology, geography, and earth science areas of concentration enables students to select a variety of areas of interest. Students at the baccalaureate level have choices as follows: Geology major, Geology minor, Earth Science major, Earth Science minor, Geography major, Geography minor, Conservation minor, Urban-Regional Studies major, Urban-Regional Studies minor. In addition, the department offers work in oceanography and astronomy.

At the graduate level for the M.A. degree, the major may be completed in any area of interest represented by a faculty member on the graduate faculty list. This gives a graduate student in geology an opportunity to stress economic geology, paleontology, photo-geology, petroleum geology, and any number of other areas. In the M.A. program in geography, the student usually selects one of the many areas of interest provided by a staff member. The individual, when seeking approval of a major at the graduate level, does so with the understanding that individual research courses and the thesis will be in the major area of interest.

The Ph.D. Degree Programs

The doctoral program grants degrees in two areas of specialization, physical geography and economic geography. Before embarking upon a dissertation, the Ph.D. candidate is required to demonstrate fundamental knowledge of the field of study at an advanced level. Course papers, seminar presentations and written tests are central to determining the candidate's adequacy for the advanced degree. Concurrently, the candidate is expected to develop a research competency and the ability to carry out independent original research which leads to new knowledge.

Admission to Ph.D. candidacy rests with satisfactory completion of Ph.D. preliminary examinations. These consist of written examinations in five or six areas of specialization with emphasis on physical or economic geography, depending upon the candidate's goals. If these tests prove acceptable, the candidate is then given a three-hour oral examination in the sub-topics elected. At the time of the oral examination, the candidate is expected to present a preliminary proposal of the selected dissertation topic.

The Ph.D. dissertation, which must be the outcome of the student's own research and writing, is expected to be of a quality that could provide the basis for published work in scholarly refereed journals. Its acceptance is determined by a faculty committee, including at least one external examiner, in an oral examination. Final acceptance of the dissertation rests with the School of Graduate Studies.

Students

The Department of Geography and Geology serves about 2,000 students each semester. Of these, about 35 are graduate majors including approximately 13 doctoral students.

The Department stresses interaction between graduate students and faculty as a meaningful part of graduate education. Consequently, advanced graduate courses are kept small, an average of six to eight participants, in order to permit meaningful discussion between staff and students.

Staff and students convene frequently and exchanges occur in the popular Wednesday noon "Brown-Bag," a meeting for informal talks by staff, graduate students or visitors. There is also a visiting scientist program which started when the doctoral program was initiated. Nearly all officers of the A.A.G. have come, as well as many of the better known geographers and geologists. The departmental committee consisting of three staff and two students organizes this program and selects the speakers, with any student or staff member encouraged to make suggestions.

Graduate students are regular members on many departmental committees, while informal interaction between faculty and students occurs at a number of social events. The departmental "open door" policy further assures students of immediate access to faculty.

Students as well as staff are encouraged to attend professional conventions. Transportation is provided in departmental vans when meetings are within reasonable distance, with Salt Lake City being the farthest distance traveled to date. Graduate students presenting papers at National meetings are given support funds. Currently four doctoral students are receiving transportation and \$100 for giving papers at the Association of American Geographers meeting in Philadelphia.

Ph.D. Graduates

The department is proud of the many achievements of its graduates and considers these a major reflection of its graduate programs. Graduates are employed in many areas, reflecting the diversity of training and guidance available. The following list provides specific information concerning the Ph.D. recipients.

Carl Dinga	1971	University of North Carolina
James Norwine	1971	Texas Instruments Research Associate
Peter Sakalowsky	1972	Southern Connecticut State University
Lois Fleming	1972	Northwestern Louisiana State University
Thomas Stevens	1972	Location Analyst, Federal Express, Memphis, TN
Neil Weber	1972	Indiana University, South Bend, IN
Joseph Gardner	1973	Remote Sensing Specialist, Mars Co., Phoenix, AZ
Dale Monsebroten	1973	Eastern Kentucky University
Roger Barry	1974	Dean, Lakeland College, IL
William Jencks	1974	St. Anselm's College, NH

Gary Johnson	1974	University of North Dakota
James LaFevres	1974	Argonne National Laboratory
William Templer	1974	San Francisco State College
James Kellogg	1975	Transportation Planner, State Highway Dept., KS
Thomas Kind	1976	Murray State College
Oscar Rucker II	1976	Publisher, Berea, KY
James Good	1978	University of Central Arkansas
Woodrow Pitre	1978	Indiana State Board of Health
John McClain	1978	Vice Pres., Herron Assoc., Inc., Indianapolis, IN
Steven Stadler	1979	Michigan State University
Samuel Coward	1979	Columbia University
Lewis Wixon	1979	Chairperson, St. Cloud State University, MN

Faculty The Department's 19 faculty members are well-qualified to institute its graduate program. They have Ph.D. degrees and are active in research and writing. A survey of faculty vitae shows that published work is found in an amazing variety of journals while applied research reports and textbooks have also been produced. Innovative work, and developmental foresight, can be seen in the ongoing activities of the Remote Sensing Laboratory and the Applied (Tax Mapping) Complex.

It is, perhaps, worth noting that in any large department at a state university the research output of faculty members will be highly variable. Some faculty, largely those in the graduate faculty, will be productive. Others will spend much more time teaching, advising and participating in student activities. In spite of this variability, faculty vitae indicate that in the period 1974-1979 the publication list of faculty members is greater than in the period 1970-1974. This has occurred at a time when active publication in national and international journals is becoming increasingly more competitive. Although quantity is not in itself a useful measure of academic output, the recent publications are seen to be of high quality. From the Spring, 1975 to the Spring, 1979 the faculty was responsible for 100 publications, excluding papers read at meetings, multiple editions of books, critical comments or book reviews and articles in publications produced by Indiana State University. Furthermore, in the last two years, faculty grant and contract proposals have brought approximately a quarter of a million dollars to the University. It is also significant that a study of the faculty publications will show a balance between those that might be considered "pure" research and those categorized as "applied." The departmental viewpoint in this regard is that as academics we must initiate theoretical work. At the same time, we must not overlook the fact that geographers are environmental problem-solvers. Thus our expertise should be made available to the public through consulting and contract work.

In a department with three major foci (economic geography, physical geography, and geology), "intellectual excitement" and "esprit de corps" tend to be developed in groups within the department. Each group has its shared interests and each tends to develop its own focus. But there are no barriers between the groups. Research projects involving both geologists and geographers as well as diverse types of geographers are common within the department. Further, geographers and geologists characteristically serve on student committees of those in the opposite field; thus, the department still functions as a unit despite its academic diversity. The result is a stimulating scholarly environment, particularly in opportunities for research, that would be difficult to duplicate elsewhere.

Resources The Department of Geography and Geology is housed in a contemporary building with other science departments. Adequate space for research and laboratory service is available. Within the Department complex is a cartographic laboratory which includes a Kelsh Plotter and complete dark room facilities; an x-ray laboratory with Norelco diffractometers; a petrology laboratory with equipment for rock cutting and thin section preparation; a sedimentation laboratory which includes a large stream table and a Franz Magnetic Separator; and a quantitative facilities center which houses a Wang Computer and a number of electronic calculators. Three microbuses are available for field trips. A map library contains 260,000 items and is a depository for U.S.G.S. topographic sheets. A well-equipped observatory serves astronomy students and is a popular visitation spot for the general public.

A branch of the main library is maintained in the Science Building which houses the Department. This library contains a large collection of science books and journals.

There is also a Departmental reading room with numerous items of specific interest to geographers and geologists. Research facilities consisting of Computers, Cyber-171, Full O.S. system, digitizer, keypunches, and plotters are available to all students and faculty.

The Indiana State University Remote Sensing Laboratory, Department of Geography and Geology, has a remote terminal of the Laboratory for Application of Remote Sensing (LARS/Purdue University) that gives students and faculty access to very sophisticated remote sensing techniques. These techniques focus on machine processing of multispectral data obtained from LANDSAT, Skylab, and aircraft scanners. Standard photo interpretation materials are also available in the remote sensing laboratory area. A recent departmental addition is a facility to receive weather satellite images from GOES.

The 80's

While well satisfied with its present and past achievements, the department has an eye to the future. Primary among its concerns for the next decade are the maintenance of financial support for library acquisitions and reevaluation of teaching loads and methods to improve interdepartmental involvement using the resources of areas related to the subject matter of the discipline. Beyond these concerns, the overriding departmental goals must be directed toward maintaining the Ph.D. programs in economic and physical geography. Not only is the academic "health" of the department based on these programs, but much of our excellence in the undergraduate and master's degree programs is derived from the presence of faculty engaged in advanced teaching and research. To enhance the doctoral programs the department will: (1) expand student recruiting efforts in order to further improve the quality of the departmental students; (2) expand efforts to continue high level placement of our students in both applied and academic positions; (3) increase the basic research of the department; (4) encourage efforts in applied research; and (5) increase the integration of remote sensing into the doctoral program.

Both collectively and individually the Department's faculty strives for quality and prominence in its work in order to achieve a posture of regional and national significance among its peers and peer departments. At the same time, the department knows that each and every University works toward excellence in its total impact with its peer competitors. Some schools achieve prominence in one sport or another; other schools achieve excellence and notable significance in selected academic areas. This is and always has been a mark of higher education institutions. The Department of Geography and Geology perceives itself as one of the bright stars in the array of academic departments at Indiana State University and it will strive to maintain that status.

Ph.D. Degree Programs in Life Sciences

With its base in the College of Arts and Sciences, the Department of Life Sciences fulfills a mission which complements that of the College and the University. The department has a strong commitment to teaching, is among the most active of departments in regard to basic and applied research, and provides service, counsel and assistance to public and private agencies and organizations in the community, the state, and the region.

Development

Having first offered graduate work in 1961, the Life Sciences Department was declared a separate instructional entity in 1964. In the fall of 1967 the doctoral program was established, culminating a five year period of self-study and preparation. By 1970 the Department had been greatly strengthened through the acquisition of additional space, much new equipment and the addition of several new faculty with research as well as teaching orientations. Since that time the Department has flourished and has continued to gain strength at a steady pace.

Dynamics

The growing vigor of the Department is occurring in part because of involvement of faculty in the day-to-day operations of the unit. Every effort is made to obtain faculty participation in teaching decisions that concern the department. A number of elected standing committees review recurring matters and make recommendations concerning appropriate actions. These areas of responsibility include: admission and advisement of graduate students, curriculum, budget, salary and increments, and personnel. Ad hoc committees are formed through appointments by the chairperson to deal with matters

that are of a non-recurring nature. Faculty meetings are held at least once a month in order to provide opportunities for the faculty to receive verbal reports from the committees and from the chairperson. In general, matters are brought before the faculty for discussion, and most decisions and recommendations are based on majority votes.

Another source of strength is the faculty's commitment to introspection. Self-review has been performed by the curriculum, personnel and salary and increments committees and findings submitted to the faculty. Early in the last academic year a new approach to faculty organization was introduced that shows considerable promise. The faculty was organized into three sub-units according to the interests and specialities of the members. The sub-units (or areas) are: (1) ecology and systematics, (2) physiology, and (3) cellular and molecular studies. Faculty members in each of these areas have engaged in long-range planning for curriculum and staffing needs and procurement of facilities and equipment and have achieved major curriculum revisions, self-evaluations and other changes.

Programs Effective departmental organization and procedures are essential to quality programs. The undergraduate and graduate programs offered by the Life Sciences Department consist of a number of overlapping curricula. Each curriculum consists of appropriately sequenced lecture and laboratory experiences tailored to the particular needs of students. The undergraduate programs are designed to insure that students are knowledgeable in the basic disciplines of biology including morphology, taxonomy, ecology, physiology, genetics, development, microbiology and evolution. The graduate programs are determined by the student's background and interests and departmental determinations of the requisites for careers in teaching and/or research in colleges and universities, industry and government.

The department offers work leading to the baccalaureate degree with a major or minor in life sciences or with a major in Medical Technology. Preprofessional curricula are also available.

Master's degree programs are available for secondary school teachers, for students who want to be professional biologists and for medical technologists.

The Ph.D. Degree Programs

When the Ph.D. degree programs in Life Sciences were initiated in 1967, Indiana State University committed itself financially and philosophically to make the changes necessary in the department to build a doctoral program of the highest possible quality. Research-oriented faculty members, some at the full professor level, were hired by 1972. In addition, one Associate Dean of the College of Arts and Sciences was appointed and given academic rank in the department. Coincidental with these personnel additions to bolster the program, Indiana State University was designated as one of the seven centers in the state to teach Basic Medical Sciences as part of the Indiana University School of Medicine. To implement the Medical Education program, additional faculty were hired and given joint appointments in the Department of Life Sciences and membership on the Graduate Faculty at Indiana State University. It should be noted that the faculty with appointments primarily in the Department of Life Sciences are housed in the Science Building and the faculty with appointments primarily in the Terre Haute Center for Medical Education are located in an adjacent building. There are now eight faculty who hold joint appointments in the Department of Life Sciences, seven of whom are affiliated with the Terre Haute Center for Medical Education and one with the Physics Department at Indiana State. The doctoral program and other graduate programs have been considerably strengthened by the Terre Haute Center for Medical Education as a high degree of scientific interchange and instructional interaction have occurred.

In order to attract senior faculty of the calibre who would initiate active research programs involving graduate students at the doctoral level, extensive remodeling of departmental space was undertaken. A careful study of space utilization allowed the remodeling of areas previously used for undergraduate teaching and other purposes into modern, well-equipped laboratories without sacrifice to the existing undergraduate teaching program. This remodeling and equipping of research laboratories and hiring of new faculty members was part of the University's commitment to support the doctoral program.

The doctoral programs in Life Sciences require a minimum of 83 hours of graduate credit, at least one year of full-time study, competency in two research tools, evidence of a broad knowledge of biology and indepth current knowledge in one or more areas of biology as demonstrated on preliminary examinations, and the ability to conduct independent, original research as demonstrated in a dissertation.

Students The department is proud of its graduate students who number about 35 a semester and of whom approximately half are on doctoral programs. These students come to the department from a number of different undergraduate institutions and from most sections of the country. While pursuing their degrees, graduate students regularly present papers at professional meetings and publish in reputable journals. By serving on a number of the department's standing committees they are further assured of involvement in the total academic scene.

Ph.D. Graduates The Department is particularly pleased with the success its Ph.D. degree recipients have had in professional placement. The present positions of the graduates are shown in the following list.

David Rubin	1969	Prof., Central State University
Robert Benda	1971	Assoc. Prof., South Dakota State University
Dennis Clark	1973	Indiana Game and Wildlife Commission
Edward Donovan	1973	Asst. Prof., Alton College
David Straley	1973	Teaching, University of Dubuque
Joyce Cadwallader	1974	Asst. Prof., St. Mary-of-the-Woods College
Adolph Faller	1974	Teaching at college level
Wayne Houtcooper	1975	Teaching, Aquinas College
Raymond Schlueter	1975	Asst. Prof., University of Tampa
Jeffrey Harker	1976	Student, IU School of Medicine
P. V. Cherian	1977	Post-doctoral, Univ. of Penn. Medical School
Wayne Klohs	1977	Asst. Prof., SUNY Medical School at Buffalo
Dennis Lambert	1977	Post-doctoral, Univ. of Cincinnati Medical School
Robert Polzin	1977	Asst. Prof., college in Texas
Gary Tieben	1977	Asst. Prof., St. Francis College
Carlos Soria	1977	Asst. Prof., Catholic University, Quito
David Welch	1977	Post-doctoral, Univ. of Utah Medical School
Edwin Spicka	1977	Asst. Prof., SUNY Geneseo
Julia Albright	1978	Adjunct Prof. of Life Sciences, Indiana State
Sandra Morzorati	1978	Research Assoc., Dept. of Psychiatry, IU School of Medicine
D. David Pascal	1979	Asst. Prof., Southwestern Massachusetts Univ.
Gary Long	1979	Post-doctoral, University of Chicago

Faculty The Department of Life Sciences is staffed by 28 faculty members, 24 of whom hold the Ph.D. degree. Also, twenty-four members are tenured and 16 hold the rank of professor. Seven faculty members are on half-time research and nine are on one-third time research assignments.

The recent granting of a number of competitive and sizable research awards to the Life Sciences Department from various agencies is evidence of the faculty's research orientation. These awards came from such organizations as the National Institutes of Health, Office of Naval Research, American Medical Association, National Science Foundation, Eagles' Max Baer Heart Fund, Monsanto Company, etc. Grant support has had a significant role in strengthening the doctoral program in several ways: stipend support to students, additional supplies and equipment, and an environment conducive to the conduct of high quality research applicable to doctoral dissertations. It is encouraging to note that the number of grant applications submitted by the Department has been increasing. This research activity is paralleled by a large number of presentations at professional meetings and by active publication. That portion of the faculty who engage in research has published an average of 12.6 papers since 1974.

International recognition has also been gained by some members as evidenced by invitations to foreign countries to attend meetings and/or conduct research. Several faculty members serve on editorial boards or review panels of state, national and international journals and agencies.

Resources	<p>The Department of Life Sciences is housed in the Science Building, a modern facility completed in 1967. This facility contains all of the resources and equipment of a well-established modern research-oriented biology department. Unique terrestrial and aquatic ecosystem sites are provided which are loaned, leased or owned by the University for graduate study. Extensive laboratory facilities and collections of plant and animal specimens are also available. Computer processing of data and theoretical modeling are supported by the Indiana State computer center.</p> <p>The Life Sciences library holdings are housed in the Science Library in the basement of the Science Building. The Terre Haute Center for Medical Education also purchases library material useful to many Life Sciences personnel.</p> <p>The University has attempted to the best of its ability to provide the Department with a budget that is adequate to support the Department's programs. Also, within the last year, a greater and more realistic commitment has been made for graduate assistantships and fellowships.</p>
The 80's	<p>The faculty of the Life Sciences Department approaches the next decade with the realization that it is and will remain for some time in a no-growth era in terms of numbers of students. Thus, the Department will focus on quality programs while maintaining current numbers. Areas of emphasis within the present programs may be adjusted with changing societal needs and circumstances. Concurrently, the department will seek to increase its number of research-oriented faculty and will pursue with even greater vigor external funding for research projects. The department looks to the University for needed support of publication costs, attendance at scientific meetings and the Life Sciences seminar series. These are crucial activities for a faculty seeking to disseminate the results of its research, to gain recognition, to compete for grants, and to develop and stimulate the minds of its talented graduate students.</p>

Ph.D. Degree Programs in Elementary Education and Secondary Education

The Departments of Elementary Education and Secondary Education, though separately organized, function jointly in pursuit of a singular mission of quality teacher education. Accomplishment of the mission is dependent upon three supporting and integral components of activity: (1) program development and delivery; (2) research reflective of, and relevant to, the primary mission; (3) service which involves faculty in leadership roles extending beyond the University community.

Mission Implementation	<p>Program development and delivery are ongoing concerns which are monitored through curricular committees and instructional evaluations.</p> <p>Research involvement is achieved from three perspectives: (1) keeping current about the research which adds to the body of knowledge dealt with in graduate course offerings; (2) directing doctoral students in their individual research endeavors; (3) engaging in research efforts, often recognized through funded support, which serve as contributions to accumulated knowledge.</p> <p>Service activities, beyond those normally associated with the University itself, are of three principal types: (1) leadership in community groups; (2) involvement in consultancies and workshops designed to aid inservice personnel in updating and enhancing teacher effectiveness; (3) active, responsible membership in professional organizations which often involves service in official capacities at local, state, and national levels.</p>
Dynamics	<p>The Elementary and Secondary Education departments operate as distinct entities in matters of their own concerns and cooperatively when concerns are shared. Through elected committees, items for consideration and committee recommendations are directed to the full department membership for action. For the most part, decision-making is a collective process. Even in those areas of decision-making which are the province of the chairperson, it is the established practice for the chair and any involved persons to confer before the decision is made.</p>

Development

Teacher education is as old at Indiana State University as the institution itself. When Indiana State University (then the Indiana State Normal School) was created, its primary purpose was to be teacher preparation.

Since that time (1865), program development and expansion have manifested themselves in movement from the many years of "preparing" teachers without the granting of degrees, to the present situation where initial certification requires the baccalaureate degree, and professionalization of that certification requires at least the master's degree. In both the Department of Elementary Education and the Department of Secondary Education, the need to offer teachers opportunities for continued learning has led to advanced certification and degree programs.

Advanced Degree Programs

The master's degree in Elementary Education or Secondary Education, while providing for study in cognate areas, is designed for teachers who wish to focus their graduate study on teaching skills.

A sixth-year program, culminating in the Educational Specialist degree, is offered in Curriculum and Instruction with areas of specialization which include Elementary Education and Secondary Education. This practitioner's degree is designed to facilitate development of those skills and competencies which will make the student a more effective teacher, administrator, or service specialist in school situations.

The Ph.D. Degree Programs

The graduate programs leading to the Doctor of Philosophy degree in Elementary Education and Secondary Education are designed to prepare selected persons for positions of leadership and research in public schools, colleges and universities and government agencies. Although research is not the primary mission of the two departments, it is recognized by both as a primary focus and orientation of the doctoral programs. Contributions to teaching and learning theory resulting from such research are further acknowledged as ways for the School of Education to fulfill part of its main mission.

To insure acquisition of basic knowledge and research competency, a minimum of 72 semester hours of approved course work beyond the bachelor's degree is required. In both Elementary Education and Secondary Education, the minimum course work is divided among educational foundations, cognate subjects, curriculum and instruction, and an area of specialization. In Secondary Education, areas of specialization are Business Education, Secondary Education (general), and Industrial Arts Education. In Elementary Education, the areas of specialization are: Early Childhood and Child Psychology, Educational Administration, Reading and Language Arts, Mathematics, Science, Social Studies, and Special Education.

An important component of both programs is seminar study. A prime objective of the doctoral seminars is the development of research competency and the ability to carry out independent original research which leads to new knowledge. Prior to admission to Ph.D. candidacy the student must (1) satisfactorily pass both written and oral examinations over his or her fields of study and (2) demonstrate proficiency in the use of two research tools.

It is expected that the Ph.D. dissertation will (1) focus upon questions which are significant in teacher education; (2) be a product of the student's own research and writing; (3) be an original investigation which makes a contribution to knowledge of sufficient significance to justify its publication. Members of the student's doctoral committee work closely with the student during all stages of his or her research. This committee must approve and conduct an oral defense of the dissertation. Final acceptance of the dissertation rests with the School of Graduate Studies.

Students

A decline since 1975 in graduate study enrollments in the Departments of Elementary and Secondary Education has paralleled trends nationwide. The decline at Indiana State, which has been at the master's degree level, appears to have ended as the 1979 graduate enrollments in these two areas are 14 percent higher than they were a year ago.

The number of students actively pursuing the Ed.S. degree with majors in Elementary or Secondary Education has varied considerably over the review period but the average fall enrollment has been 35.

Prior to 1975, a total of 75 students had been admitted to Ph.D. degree programs in the

two fields. From 1975 to the present, an additional 38 have been admitted. Doctoral student enrollments have remained quite constant since 1975 with about 16 students enrolled each semester.

Ph.D. Graduates

During the past five years, thirteen students have completed the Ph.D. degree program in Elementary or in Secondary Education. Placement of these Ph.D. graduates has been total (100 percent). Placement data for all graduates of the programs are presented in the following list.

Donald Alexander (Elem)	1967	Assoc. Prof., Penn. State University
Vanita Gibbs (Elem)	1967	Prof., Indiana State University
Jerry Jenkins (Elem)	1967	Dir., West Suburban Campus, National College of Education
Mildred Wills (Elem)	1969	Prof. & Chair, DePauw University
Rose Williams (Elem)	1970	Dir., Learning-Living Center, Ball State University
John Burd (Sec)	1971	Chair, Lincolnwood College, MO
Fred Cook (Elem)	1971	Unknown
Harold Haughee (Elem)	1971	Asst. Prof., Florida Technological Institute
Martha Hedley (Sec)	1971	Assoc. Prof., Univ. of Alabama at Birmingham
Theodore Kowalski (Sec)	1971	Prof. & Chair, St. Louis University
Robert Stevens (Elem)	1971	Asst. Prof., University of Arkansas
John Wright (Sec)	1971	Assoc. Prof., Greenville College, IL
William Berlin (Elem)	1972	Assoc. Prof., Southwestern State College, OK
David Kelsey (Sec)	1972	Asst. Chair, SUNY Oswego
Rita Calloway (Sec)	1973	Dir., Student Teaching, Purdue, Calumet
Raymond Cusic (Sec)	1973	Asst. Supt., Tri-Creek School Corp., IN
Vicki DeMaio (Elem)	1973	Curriculum Consultant, Richmond Public Schools
Jessie DuBois (Elem)	1973	Systems Analyst, General Motors, IN
Bruce Mills (Sec)	1973	Computer Science Consultant, Anaconda
Thomas Pitts (Elem)	1973	Assoc. Prof., Indiana State University
Milton Sankar (Elem)	1973	Dir., Learning Skills Center, Eastern Michigan University
Charlyn Fox (Sec)	1974	Asst. Prof., College of Dupage
Barbara Hagerman (Elem)	1974	Unknown
Marvin Kelly (Sec)	1974	Supervisor of Middle Schools, Citrus County, FL
Patroba Ondiek (Sec)	1974	Prof., Kenyatta University, Kenya
L. Eugene Jones (Sec)	1975	Assoc. Prof., Northeast Louisiana University
Anthony Schwaller (Sec)	1976	Asst. Prof., St. Cloud State University, MN
Millie Vaughn (Elem)	1976	Dir., Title I Programs, Vigo County Schools, Terre Haute
Marilyn Faris (Elem)	1976	Asst. Prof., Eastern Illinois University
Robert Morris (Sec)	1977	Asst. Prof., Auburn University
John Schmeling (Sec)	1977	Dir., Division of Social Sciences, Vincennes University, IN
Ngoba Maloba (Sec)	1977	Engineer, Hyster Company, IL
Farouk Saad (Sec)	1977	Instr., University of Illinois
Tony Cork (Sec)	1978	Teacher, Robinson High School, IL
LaSheila Drake (Elem)	1978	Asst. Prof., Kansas Wesleyan University
Ambrocio Lopez (Elem)	1978	Asst. Prof., Ball State University
Gloria Kirkland (Elem)	1978	Asst. Prof., University of Northern Iowa
Choosak Plienpoo (Sec)	1979	Electronics Instructor, King Mongkut's Institute of Technology, Bangkok

Special attention should be called to three of the recent graduates for their outstanding achievements.

* In 1975, L. Eugene Jones received the Robert E. Slaughter Award for his dissertation. This was national recognition that his dissertation was an

outstanding contribution to the advancement of business and office education through research.

- * In 1978, Ambrocio Lopez received approval of a \$100,000 five-year renewal grant for the preparation of bilingual/bicultural teachers in Hobart Township Community Schools, Hobart, Indiana.
- * In 1978, Marilyn Faris was honored by The Illinois Association for Children with Learning Disabilities for her involvement with university students in activities which went beyond the scope of their regular course work into volunteer services with learning disabled youngsters.

Faculty	<p>For graduate students, "the faculty" are individuals from the Departments of Elementary Education, Secondary Education, Graduate Studies, and, on occasion, persons from outside the School of Education as such students are involved in cognate areas and proficiencies. Examination of faculty vitae shows the publications of members of these departments are extensive. Each year the Center for Educational Research of the School of Education publishes abstracts of the research studies of the faculty. Perusal of these bulletins also indicates the extensive nature of the faculty's research activity. Each member of the Graduate Faculty holds the terminal degree and teaches in areas of professional preparation.</p> <p>A few faculty members have achieved national recognition. Marvin Henry was the 1977-78 President of the Association of Teacher Educators. William (Bill) Van Til is a national figure in the field of curriculum. Janet McCarthy is currently President of the National Association for the Education of Young Children. A review of faculty exhibits indicates the leadership roles of many who have achieved positions of responsibility at state and regional levels.</p> <p>The faculty exhibits a wide spectrum of educational experience prior to university teaching. These experiences extend from nursery school teaching through all types of administrative positions in public schools.</p>
Resources	<p>Since 1977, the staffs of the Departments of Elementary Education and Secondary Education have been housed on the seventh, eighth, ninth and tenth floors of Statesman Towers West. Each department area includes a central office suite for the Chairperson, the Director of Field Experiences, and the secretarial staff. There are offices for professors and doctoral fellows, two small conference rooms, and a number of storage rooms. The Elementary Education Department also has a Reading/Language Arts Curriculum Laboratory, a videotaping area, and individual rooms for the use of practicum students in tutorial activities.</p> <p>The building complex contains an Instructional Resource Center which supplements the library resources and is convenient for students and staff. Various types of equipment including film and overhead projectors permit the easy production and visualization of learning resources. Thus the learning resources seem adequate.</p> <p>Financial resources for instruction are also adequate; the institution has been able to meet the requests of professors for instructional materials and equipment. However, the budget for faculty travel to professional meetings remains minimal.</p>
Climate	<p>Faculty morale within the departments is high. Inflation is a gnawing concern but has not tended to be a demoralizing force. Individual professors are task oriented and complete their assignments without complaint. When problems exist, the staff works together for solutions, although there may be openly expressed differences on some issues.</p> <p>Faculty-student relations seem to be excellent. In fact, there are frequent unsolicited comments made by students concerning the skills of the professors and the individual interest they display in students.</p> <p>Enrollments in the doctoral programs are not large, thus allowing for a high degree of individualization. Both students and professors view this as a laudatory aspect of the academic environment. The capability this smallness provides for shared professor-student planning, learning, and professional growth is a significant feature of the total learning environment. A by-product of this environment is a rather generous amount of one-to-one conversation between professors and students. The move to new facilities</p>

appears to have resulted in renewed intellectual vigor and excitement not readily apparent prior to that time.

The 80's

The Departments of Elementary and Secondary Education anticipate the 80's with some relief. For the past four years, teacher education programs leading to certification have been undergoing significant changes in Indiana. The departments have been largely involved in program developments and are currently in the throes of new program implementation. The tasks have been of no little difficulty with both time and energy being consumed to the extent that the departments now look forward to the release from those demands. They hope that the efforts which, of necessity, were diverted to those tasks may now be directed toward research and publication.

During the next decade the departments will seek to implement their new teacher education programs, increase slightly the number of students in their Ph.D. degree programs through recruitment efforts designed to enlarge the area from which students come, and explore new avenues of service to broaden the scope of activity in human endeavors beyond the traditional limits of teacher education. The success or failure of the departments to achieve these ends will be determined, to a large extent, by the adequacy of their staffs. The possibility of personnel decreases is a deep concern shared by both departments.

Ph.D. Degree Program in Educational Administration

Department of Graduate Education

The Department of Graduate Education is a unit in the School of Education which encompasses five divisions: Guidance and Counseling, Educational Administration, Educational Foundations, Educational Psychology and Educational Media. The department offers graduate programs leading to the master's, the Educational Specialist and the Doctor of Philosophy degrees. Ph.D. degree programs are available in Guidance and Psychological Services and in Educational Administration. The chairperson of the department is also the Assistant Dean for Graduate Studies of the School of Education.

The goals of the graduate programs of the Department of Graduate Education fall within the mission of the School of Education and that of the School of Graduate Studies. Specifically, the aims of the Department of Graduate Education include: (1) the generation and encouragement of excellence in teaching; (2) the establishment and encouragement of excellence in educational leadership; (3) the generation and encouragement of research including basic research and research that is pertinent to ongoing programs of education at all levels; and (4) the provision of support services to public schools, other institutions of higher education, and other educational agencies.

Division of Educational Administration

Within that context, the Division of Educational Administration has as its primary mission the enhancement of educational leadership in public schools. The faculty in the division is cognizant of the fact that careful attention to instruction, research and service are required to achieve this end. The Bureau of School Services and the Evaluation Assistance Center support the division in these three areas. Both provide graduate students with the opportunity to gain first hand knowledge relative to research and services commonly found as an integral part of providing leadership in public school organizations.

In addition to providing regular classroom activities which are part of every graduate student's experience, the division meets its instructional goals to a very great extent through its internship programs. These programs provide students with individual attention and opportunities to interact with all professional staff in the division and range from master's level to Ph.D. level experiences of a "hands on" nature. It is not unusual for advanced graduate students to be working hand-in-hand with faculty in efforts to improve the instructional program, to develop professional publications, to provide support services to public schools and other educational agencies, and to help generate and disseminate research knowledge.

Recognizing that it is impractical to try to provide internship experience for all graduate students in Educational Administration, the faculty of the unit has developed simulation programs focusing upon the roles of elementary and secondary administrators. Thus, students enrolling in the division are provided an option of either simulation or actual internship experiences. These practical academic endeavors are

integrated with courses which focus upon specific responsibilities within the realm of educational administrative effort.

Research generated by the Division of Educational Administration tends to fall into two categories: that which is theoretical in nature; and, that which might be classified as action research designed for immediate utility. The faculty in the division strives to involve advanced graduate students in both types of research efforts. The results of these research activities are documented in *Studies in Education*, a publication of Indiana State University's Curriculum Research and Development Center.

Service efforts are verified in another publication of the Curriculum Research and Development Center entitled, *Curricular Trends in Indiana Public Schools*. In addition, other service efforts are documented in school surveys (including community factors, enrollment projections, school plant planning and financial resources) which have been conducted by the division's faculty.

Dynamics The Division of Educational Administration is administered through the services of a director, who solicits the input of faculty on matters to be decided within the division. Early each year the formation of necessary committees and the organization of other non-instructional endeavors are discussed with the faculty. The director appoints faculty to assume specific non-instructional responsibilities after all have had the opportunity to discuss important matters and have reached mutual understanding of the work to be accomplished. Agreements pertaining to the selection of faculty for particular instructional responsibilities are reached in much the same way. Frequent meetings occur, always in an atmosphere that is open, where the sharing of ideas and the conceptualization and the thinking of all are enhanced.

Development Graduate study in educational administration has been a part of the graduate program at Indiana State University since graduate work was first offered. In fact, one of the purposes of initiating graduate study at this institution was to serve the professional needs of administrators. Development in this area has been steady with a major impetus coming with the approval of the doctoral program in 1968. The internship focus was introduced to the Educational Administration program in 1969.

Programs The division makes graduate programs available at the master's and Ed.S. levels as well as the Ph.D. degree level. Non-degree certification programs are also offered.

In general, the work of the master's degree and post-master's certification programs has served as a feeder system for the more challenging Ed.S. degree program. The Ed.S. degree program consequently has served as a feeder system for the Ph.D. degree program for those students found to have high potential for leadership and research.

The Ph.D. Degree Program The Ph.D. degree in Educational Administration is designed to prepare persons for: (1) administrative positions in public schools and organizations associated with public schools (local, state, and national); (2) administrative positions in colleges and universities; (3) teaching and research positions in colleges and universities; and (4) positions associated with industry or government requiring competencies relevant to educational administration and research. Students preparing for such positions may select one particular area of educational administration or pursue the division's general program. Ph.D. degree students are required to pass two research tool proficiencies selected from the following four areas: (1) statistics; (2) computer science; (3) historiography; and (4) foreign language. Following the proficiencies and prior to developing a dissertation proposal, students must pass an examination in the foundation areas and in educational administration. The written examinations are followed by an oral examination which provides students with the opportunity to clarify their knowledge relative to all areas of their academic preparation.

After a student is admitted to candidacy, he/she is expected to present a dissertation proposal to his/her dissertation committee which provides a carefully conceived original research plan and reflects an understanding of the problems of the field. The acceptance of the dissertation proposal rests with the committee which must include at least one faculty member outside the division. The final acceptance of the dissertation rests with the School of Graduate Studies.

Students Students seeking graduate degrees or certification in educational administration have

numbered about 80 each semester in the last five years. Enrollments have been increasing in the last two years, however, as over 100 are now registering in the division. An average of 13 doctoral students are enrolling each semester, with 15 such students enrolled in the fall 1979.

The division strives to maintain interaction with its students. Each Monday, during the academic year, faculty and students meet in an informal manner to interact and discuss items of common interest. These meetings have enhanced the identification of students with all members of the faculty and have provided a vehicle for the free exchange of ideas.

The faculty also seeks input and continued contact with former students. School surveys, efforts of the Evaluation Assistance Center, and inservice activities have afforded the faculty an opportunity to gain feedback from graduates who are in a position to offer constructive programmatic criticism and suggestions. For instance, faculty have queried past students regarding proficiency and preliminary examinations. The usual response has been, "these examinations were tough at the time but they are an important part of the program."

Ph.D. Graduates

Graduates of the Ph.D. degree program have made noteworthy contributions in terms of publications; e.g., *Indiana Secondary School Principals*, *Indiana Elementary School Principal*, *Indiana State Curriculum Research Development Center* and *Phi Delta Kappan*. As verified in the following list, graduates of the program have assumed leadership positions in public schools, parochial schools and in other educational agencies.

Jerry Hathaway	1970	Supt., Pike County Schools, IN
Sr. Joanne Golding	1971	Consultant, Computer Programming firm, Chicago, IL
John Himmelheber	1971	Dir. of Education, Indiana Boys School
Harold Sharpe	1971	Supt. of Schools, Zionsville, IN
Tracy Dust	1972	Supt. of Schools, Martinsville, IN
Michael Green	1972	Supt., Chrisman-Scotland Schools, IL
Lawrence Callan	1974	High School Principal, Gurnee, IL
Jerre Cline	1975	Dir. of Special Education, Rockville, IN
David Hales	1975	High School Principal, Rochester, IN
William Hasselbrinck	1975	Prof., Oakland City College
George Vrabel	1975	Dir. of Elementary Ed., Mishawaka Public Schools, IN
Michael Benway	1976	Asst. Supt., Tippecanoe School Corp., IN
Michael Kozubal	1976	Dir. of Computer Services, Vigo County Schools, IN
Gary Clinkenbeard	1977	Asst. High School Principal, Terre Haute, IN
David Dickson	1977	Supt., Hobart Township Public Schools, IN
Thomas Knarr	1977	Asst. Supt., Hobart Township Public Schools, IN
William Knoester	1977	Administrator, Grand Rapids, MI
Edmond Lahai	1977	Administrator, Hyster Company, IL
Stephen Snider	1977	High School Principal, Mishawaka, IN
Arthur Carey	1978	Asst. Middle School Principal, Hammond, IN
Maggie Carey	1978	Elementary Principal, Gary, IN
Andrew Day	1978	Asst. High School Principal, Rensselaer, IN
Kenneth Murray	1978	Asst. High School Principal, Fountain City, IN
Keith Perry	1978	Asst. High School Principal, Albion, IN
Raymond Pregl	1978	Chairman of Social Studies Dept., Longlake, MN
Lloyd Bodie	1979	High School Principal, Brownsburg, IN
Joseph Ridgley	1979	Supt., Kewanna Public Schools, IN
Thomas Rohr	1979	High School Principal, Bicknell, IN
Joyce Snyder	1979	Elementary Principal, Terre Haute, IN

Faculty

Nine faculty members serve the Division of Educational Administration. Eight hold the rank of professor and one the rank of associate professor. All have had administrative experience in the public schools and three have had administrative experience in higher education. The faculty received its doctoral degrees from six different institutions of higher education located in six different states.

Faculty members maintain high levels of interest in publication and research. Each has accrued a very respectable list of publications; with two having authored one or more textbooks. Research interests reflect a broad scope of endeavors with the most recent

being the establishment of Indiana State University's Evaluation Assistance Center, a project funded by Lilly Endowment, Inc. The EAC has an inherent objective of conducting research and offering service to participating schools. Much research has focused upon the concerns of the public schools as identified through surveys conducted by the Bureau of School Services. In addition, the faculty has conducted inservice programs for educators in the Indiana State University Educational Development Council and has utilized limited instructional funds to carry out research projects pertaining to team administration and administrative involvement in the improvement of reading programs in elementary schools.

Resources	<p>The Division of Educational Administration shares in the budget allocation of the Department of Graduate Education. To date, it has been possible to offer all doctoral students a fellowship for the academic year and for two, five-week Summer terms. Funds have also been available for most items, materials, and supplies requested by faculty to carry out the instructional mission of the division. However, travel allocations have been extremely limited. Because of travel limitations, faculty members have found it possible to participate in only one national professional association meeting each year. By using their own funds, they have managed to attend nearly all pertinent in-state professional meetings.</p> <p>In 1977, the division was relocated on the 12th floor of Statesman Towers West. This facility has enhanced the interaction which faculty have been able to maintain with students and colleagues. The physical facility provides ample space to facilitate the ongoing program of instruction and the conduct of related research and services.</p> <p>The faculty in the Division of Educational Administration draws heavily on resource assistance from the University Library, Audio-Visual Center, and Television Services Center. Library assistance is in the form of instructional materials and research aid and is available upon request. The Audio-Visual Center has offered extensive services to the faculty in the development of simulation materials. Beginning in fall 1979, the Television Services Center began assisting faculty in the development of closed circuit television for the general administration course currently being sent to five widely scattered viewing stations.</p>
The 80's	<p>The faculty in the Division of Educational Administration is aware of the dynamic environment of education and the intervening variables such as the tax revolt, inflation, placement opportunities and attitudes of the population in general which have a direct effect on the successful preparation and placement of its graduates. The anticipated changes within the society are, to some degree, reflected by the goals of the division which include: (1) the recruitment of students from a broader geographic base not only within the United States but throughout the world; (2) the placement of greater emphases upon providing leadership not only in education directly but in related agencies, political positions, and business and industry; (3) the expansion of efforts toward more adequate budget allocations for faculty development and necessary travel funds for such development; (4) greater attention to the needs of practitioners through the development of inservice programs directed toward enhancement of educational leadership; (5) greater emphases on providing field services pertinent to dilemmas facing educational administrators such as the closing of buildings, construction of new facilities, and energy conservation; and (6) continuance of research efforts. The faculty of the Division of Educational Administration is committed to the pursuit of these goals and to the maintenance of quality programs.</p>

Ph.D. Degree Program in Guidance and Psychological Services

The Ph.D. degree program in Guidance and Psychological Services offers the student the opportunity of specializing in one of three areas: Counseling, Student Personnel Services in Higher Education, and School Psychology. The specializations in Counseling and Student Personnel Work in Higher Education are offered by the faculty of the Division of Guidance and Counseling, a sub-unit of the Department of Graduate Education; the specialization in School Psychology is offered by the faculty of the Department of Special Education.

Both units have as their specific goals, in concert with the objectives of the School of Education, the preparation of counselors, counselor educators, administrators of guidance programs, school psychologists, and researchers and scholars in the field. Toward these ends the division offers programs leading to the master's degree, the Educational Specialist degree, and the Doctor of Philosophy degree.

The Ph.D. Degree Program

The graduate program leading to the Doctor of Philosophy degree in Guidance and Psychological Services is designed to prepare selected persons for positions of leadership in research, teaching, counseling, pupil personnel services and school psychology. The program attracts more students than any other Ph.D. degree program at Indiana State University.

Admission requirements for the program, which are described in the School of Education's brochure and readily available to all who inquire about graduate study, include the following minimum standards: a 2.50 undergraduate grade point average (on a 4.00 scale), 3.50 graduate grade point average, and a mean score of 500 on the Aptitude Tests of the Graduate Record Examinations.

Criteria also include endorsements from five persons who know the prospective student well enough to make judgments as to the professionalism and potential for doctoral study of the candidate. Application credentials are screened with arrangements made for those who survive this process to be given a campus interview. Appraisal of interpersonal skills, assessment of professional skills, review of professional goals, examination of the rationale for seeking the Ph.D. and evaluation of commitment to completion of goals are all achieved through the interview process.

The course work of the Ph.D. degree program is divided into three areas: educational foundations (a minimum of 15 semester hours), behavioral science core (a minimum of 20 semester hours), and area of specialization (30-40 hours). In addition to these course requirements the student must meet the residency requirements of two consecutive semesters, must demonstrate proficiency in two research tools, and must pass a preliminary examination in order to qualify as a candidate for the degree.

The program for each candidate is planned jointly by the student, the adviser, and the doctoral committee in terms of each candidate's needs, interests, professional goals, and previous training and experience. Upon admission to candidacy, the student must prepare and have accepted a proposal for a dissertation, complete the study, and have a final oral examination in which the dissertation is defended.

Most new students who apply for admission to the Ph.D. program have completed a master's degree, have held responsible positions, and usually are quite mature. They represent a broad national sample as 44 of the 83 students admitted since 1974 have come from outside Indiana.

The eight to ten new students chosen each year for the Ph.D. program represent about half of those who apply. Of the 83 admitted since 1974, eight either withdrew from the program or were dropped.

Although reviews of students' progress occur from time to time, the staff is presently convinced of the necessity for more systematic review in order to practice selective admission-retention more effectively. Each December, the staff will have a special evaluation for every new student admitted during the calendar year and will review every student's progress at the end of each academic year.

Students

During the five year review period, an average of about 100 students have enrolled each semester on graduate degree or counseling certification programs in the Division of Guidance and Counseling; about 30, on programs in School Psychology. The number of Ph.D. degree students has remained quite constant throughout the period at about 50. Nearly half of the current candidates are women and six blacks have earned Ph.D. degrees during the last five years.

There are exceptionally positive student-teacher relationships. Students often express their gratitude that faculty genuinely care about them and their progress. Teachers are available to students, are genuine in their desire to help them and are able to simultaneously insist upon a high level of achievement.

Ph.D. Graduates

That Ph.D. graduates in Guidance and Psychological Services attain high levels of

achievement is evidenced by their employment in a diversity of settings. The qualifications needed to assume these roles reflect the breadth of preparation provided by the division. Placement data for Ph.D. recipients follow.

Robert Cowgill (Sch Psych)	1967 Dir. of Grad. Studies, Florida Technical University
Frederick Gross (Sch Psych)	1968 Clinical Dir., MH Unit, Palmade General Hospital, CA
Paul Wittmer (Couns)	1968 Prof. & Chair, University of Florida
Alan Atha (Sch Psych)	1969 Senior Consultant, Rohrer, Hibler, & Replogle, Chicago
Samuel Mayhugh (Couns)	1969 Private Practice, Arcadia, CA
Thomas Risch (Sch Psych)	1969 Dean of Students, Southeastern Missouri State College
Lucky Abernathy (St Pers)	1970 Educational Testing Service, Evanston
Jerry Coffey (Sch Psych)	1970 Dir. of Child Services, Smokey Mountain MH Center, NC
Jess Lucas (Couns)	1970 Dean of Students, Rose-Hulman Institute
Barbara Putnins (Sch Psych)	1970 Sch. Psych., Jackson Public Schools, MI
William Brown (Couns)	1971 Counselor, Washington State University
John Bush (St Pers)	1971 Dir. of Student Research, Indiana State University
Steven Dingfelter (Sch Psych)	1971 Community Faculty Adviser, University of Minnesota
Robert Friedman (Sch Psych)	1971 Private Practice, Joliet, IL
Philip Hayes (St Pers)	1971 Dean of Students, Northwest Missouri State College
Norman Hunt (St Pers)	1971 Dir., Reception-Diagnostic Center, Dept. of Corrections, IN
Kelland Livesay (Sch Psych)	1971 Dir. of Psy. Services, Dept. of Ed., Orange County, FL
Carroll Shaver (Couns)	1971 Dean of Student Services, IV Tech, Terre Haute
Donald Shiek (Sch Psych)	1971 Psych. Coor., Smokey Mountain MH Center, NC
Walter Bartell (Couns)	1972 Deceased
Robert Curtis (Couns)	1972 Dir. of Guidance, South Bend, IN
Stuart Hart (Sch Psych)	1972 Div. of Pediatrical-Neurological Learning Disabilities, Riley Hospital, Indianapolis
Thomas Henderson (Couns)	1972 Dir. & Senior Psychologist, Katherine Hamilton MH Center, Brazil
Alan Johnson (Couns)	1972 Chair, Behavioral Science, Medical University of South Carolina
Francis LaFave (St Pers)	1972 Counselor, Illinois State University
Thomas Mehaffey (Couns)	1972 Private Practice, Evanston
Harold Salmon (Couns)	1972 Coor., Programs for Agency CEMREM, St. Louis
Shirley Salmon (Couns)	1972 Dir. of Guidance, Chesterfield Public Schools, MO
Lynn Watjen (St Pers)	1972 Assoc. Dean of Students, Western Connecticut State College
Catherine Webb (Couns)	1972 Asst. Prof., SUNY, Brockton
Alice Cox (Sch Psych)	1973 Unknown
Philip Helner (Couns)	1973 Couns., Southfield Public Schools, MI
Paul Hill (Couns)	1973 Univ. Advocate & Prof., Governor's State University
Phillip Summers (St Pers)	1973 Dir., Community Services, Vincennes Univ.
Walter Abendroth (Couns)	1974 Dir., Counseling Center, Vincennes Univ.
Sharon Alger (Couns)	1974 Chair & Prof., Greenville College
David Barnett (Sch Psych)	1974 Asst. Prof., University of Cincinnati
Jesse DeEsch (Couns)	1974 Asst. Prof., Rider College
Katherine Decker (Sch Psych)	1974 Indiana Dept. of Public Instruction
Arthur Dougherty (Couns)	1974 Asst. Prof., Univ. of Western North Carolina
Richard James (Couns)	1974 Asst. Prof., Memphis State University

Sally Kockendofer (Couns)	1974 Assoc. Prof., University of North Carolina at Charlotte
John Mayer (Sch Psych)	1974 Dir. of Psych. Services, Special Education Center, Evansville
Harold Taylor (Couns)	1974 Pastor, Episcopalian Church, Bean Blossom, IN
Joan Truitt (Couns)	1974 Dir., Community Services, Katherine Hamilton MH Center, Terre Haute
Carol Wagner (Couns)	1974 Assoc. Prof., Temple University
Philip Carithers (St Pers)	1975 Prof., Radford College
Allen Ferreira (Couns)	1975 Training Spec., Indiana Dept. of Health
Linda Ferreira (Couns)	1975 Marriage & Family Couns., Pastoral Care Center, Indianapolis
James Hilke (Couns)	1975 Dir. of Psych. Services, Fed. Prison, NC
Portia Hunt (Couns)	1975 Assoc. Prof., Temple University
Aaron Stills (St Pers)	1975 Asst. Prof., Howard University
Ralph Templeton (St Pers)	1975 Asst. Prof., University of Evansville
Thomas Cahill (Couns)	1976 Private Practice, Chicago
Michael Carrubba (Sch Psych)	1976 Asst. Prof., SUNY, Cortland
Marsha Dumas (Sch Psych)	1976 Psychologist, MH Center, Spencer, IN
Charles Fanning (Couns)	1976 Adjunct, Stetson University
Charles Lawe (Couns)	1976 Asst. Prof., Montana State University
Johnny Matson (Couns)	1976 Asst. Prof., School of Medicine, University of Pittsburgh
James McLallen (Sch Psych)	1976 Psychologist, Clinton Service Center, IA
Emanuel Newsome (St Pers)	1976 Dir., Student Activities, Univ. of Toledo
David Prasse (Sch Psych)	1976 Asst. Prof., Univ. of Wisconsin, Milwaukee
Mark Treegoob (Sch Psych)	1976 Psychologist, Gompers Rehabilitation Center, Phoenix
Barbara Weinbaum (Couns)	1976 Program Dir., Katherine Hamilton MH Center, Terre Haute
Jerry Whiteman (Sch Psych)	1976 Sup., Psychological Services, Indiana Dept. of Public Instruction
Cynthia Wilhelm (Couns)	1976 Asst. Prof., Univ. of North Carolina
Judith Anderson (Couns)	1977 Dir., Curr. Resource Center, Florida State University
Robert Bailey (Sch Psych)	1977 Psychologist, Community MH Center, Lawrenceburg, IN
Richard Beach (Couns)	1977 Dir., Continuing Ed., Katherine Hamilton MH Center, Terre Haute
Thomas Dougherty (Sch Psych)	1977 School Psychologist, Kendallville, IN
Margaret Duray (Couns)	1977 Principal, St. Patrick's School, Terre Haute
Bruce Kristol (Couns)	1977 Couns., Jacksonville Schools, FL
Danny Linkenhoker (Couns)	1977 Clinical Psychologist, Vincennes MH Center
David Madsen (Couns)	1977 Consultant, Institute of Personality and Ability Testing, Champaign
Timothy North (Couns)	1977 Couns., Indiana State University
Duane Ollendick (Couns)	1977 Couns., Zumbro Valley MH Center, Rochester, MN
Nancy Smith (Sch Psych)	1977 Vocational Psychologist, Indiana School for the Deaf
Donald Wilmes (Couns)	1977 Couns., University of Maryland
Robert Dyer (Sch Psych)	1978 Psychologist, Katherine Hamilton MH Center, Terre Haute
Elizabeth Engeran (Couns)	1978 Dir. of Women's Program, Shreveport, LA
Edward Galluzzi (Sch Psych)	1978 School Psychologist, Crawfordsville, IN
Patrick Murphy (Couns)	1978 Asst. Prof., St. Joseph College
Michael Ard (Couns)	1979 Asst. Prof., Texas Southern University
John Carnes (Couns)	1979 Dir., Behavioral Science Family Practice Center, Union Hospital, Terre Haute
Andrew Fitch (Couns)	1979 Asst. Supt., Lawrence County Schools, IL
Evelyn Johnson (Couns)	1979 Asst. Prof., Texas Southern University

Charisa Kirchner (Sch Psych)	1979 School Psychologist, Jacksonville, IL
Erica Labrentz (Sch Psych)	1979 Psychologist, Katherine Hamilton MH Center, Terre Haute
Dennis Meers (Couns)	1979 Counseling Psychologist, Fort Wayne Community Health Center, Fort Wayne, IN
Laura Meers (Couns)	1979 Counseling Psychologist, Community MH Center, Warsaw, IN
Robert Myers (Couns)	1979 Guidance Coord., Brook Park Public Schools, OH

Faculty	Undoubtedly the greatest strength of the program lies in its outstanding faculty. The Division of Guidance and Counseling consists of six faculty members including the University's Holmstedt Distinguished Professor; there are seven faculty who are responsible for the School Psychology specialization. These individuals are active in professional associations and are frequent presenters at state and national conventions. A survey of faculty vitae indicates involvement in associations as office holders and members of editorial boards.
	The faculty also engages in extensive consulting activities and has received research grants from organizations such as L.E.A.A., the National Institute of Mental Health and the University Research Committee. As a whole, the group has published a total of three books and 99 journal articles during the five year review period. There have also been 13 funded projects during the period.
Resources	Statesman Towers West, the new home of the School of Education, provides an excellent environment in which to meet programmatic needs. Resources of the Statesman Towers facility especially utilized by the faculty are available on several floors with ample space and equipment. The Counseling and Human Relations Laboratory located on the 14th floor has seven individual counseling rooms, four observation rooms, three offices, two seminar rooms and a group counseling room. Each counseling room is adjacent to an observation facility and equipment includes two transportable videotape units with cameras for videotaping of counseling activities. Also on the 14th floor is equipment housed in a laboratory space. This includes recently acquired biofeedback equipment consisting of two Model 55W EMCs, a Model T067W Thermal, a Model R-71W Skin Conductance, and accompanying components. The Porter School Psychology Center, located on the sixth floor, provides the facilities for observations, practicums, and internships for those pursuing the School Psychology Specialization. A Statistics Laboratory located on the 13th floor contains, in addition to the conventional calculators, a computer terminal which enjoys extensive use by faculty and doctoral students.
	Ample office space is provided. Each faculty member is assigned to a private office with an additional work-room if needed. In addition to faculty offices there are those provided for doctoral students, each shared by two to three doctoral fellows.
	Library support for the program remains at a high level. A thorough evaluation of library holdings pertinent to School of Education programs was completed in March 1978 by the Library Representative of the School of Education and was found to be favorable in every detail.
The 80's	For nearly fifteen years the School of Education has been providing high quality doctoral work in Guidance and Psychological Services. Its confidence in the merit of its programs is reflected in the activity currently underway to secure APA accreditation of the School Psychology specialization. Hopefully this will be achieved in the early 80's. The faculty has only recently undertaken recruitment efforts which will receive increased attention in the decade ahead. The Division of Guidance and Counseling is also interested in the possibility of adding another area of specialization such as counseling psychology. Discussions on the merits, problems and needs for this addition are currently underway. In general, the faculty sees no major problems ahead for its strong and healthy Ph.D. program in Guidance and Psychological Services, providing it suffers no staff or budget losses.

CHAPTER 7

STUDENTS

The central concern of Indiana State University through its long and distinguished history has been to meet the academic, personal, social and cultural needs of its students. At one time this aspiration meant providing almost exclusively for the educational needs of the State's residents since almost all of the students were from Indiana. However, over the past five years Indiana State University has witnessed some significant change in the nature of its student population.

While most of its 12,000 students still come primarily from Indiana, the number of out-of-state students has increased by 12 percent since 1975 and the number of foreign students has doubled. Such trends indicate that Indiana State University is becoming more widely known outside the state and has successfully moved from an emphasis on teacher-training only to the academics and services of a multi-purpose institution.

The University continues to serve large numbers of "first generation" students. Demographic data show, however, that during the five-year review period there has been a noticeable increase in the level of education attained by the parents of our students. It is interesting to note too that today fewer of our students are commuters than was the case in 1975. At that time 33 percent were commuting students. Today that percent is 23.

Freshmen who come to Indiana State are now more likely to have been involved in high school activities including being class officers, members of special interest groups and participants in intramurals and music than was true in the past. This may indicate the University is attracting a more assertive, active high school student.

The institution's programs are attracting consistently better qualified students. Records of high school achievement, admission test scores, and numbers of National Merit scholars all indicate that the quality of new freshmen entering Indiana State University is holding constant or increasing. In direct opposition to national trends, the University's incoming freshmen have slightly increased their average scores on the Verbal and Quantitative sections of the Scholastic Aptitude Test (SAT) since 1975. Data for graduate students show similar increases in quality indicators. Since 1975, those students enrolling for advanced study have evidenced improvements in undergraduate grade point averages and scores on the Graduate Record Examinations.

In response to these changing demographic characteristics of its student enrollment, Indiana State University has worked to adapt and expand general services and activities so that they are equally accessible and useful to undergraduate and graduate students alike. At the same time, many specific activities have been designed with the particular needs of undergraduate students in mind. All such services and activities are discussed in the following pages, with specific note made of some additional graduate services which may not fall under the auspices of the University units described herein.

Student Affairs

The Office of the Vice President for Student Affairs is responsible for enhancing the development of students and meeting their overall needs through the development, organization and implementation of student personnel and administrative services. These objectives are accomplished by the provision of a wide range of services and activities through its two main areas: Student Administrative Services and Student Life, and five smaller units.

These areas support the following general goals:

- (1) To promote and enhance the academic mission of Indiana State University.
- (2) To provide services of a remedial and/or developmental nature at critical moments during a student's enrollment.
- (3) To stimulate students' integration of learning in the classroom with out-of-class experiences which help them develop maximally as individuals and as members and/or leaders of groups.

(4) To provide opportunities for broad student participation in the governance of the University in certain areas.

(5) To establish a climate in which each student may be challenged to higher levels of intellectual, personal and social growth.

Student Administrative Services

The Student Administrative Services area includes such programs and services as admissions and high school relations, research and testing, orientation for new students, and registration and special advising for international students and physically disabled students. Personnel and resources for achieving these student services are provided by the following departments:

The *Registrar's Office* is responsible for the maintenance of all official academic records and the provision of statistical reports to educational, governmental and industrial agencies. It also produces the Schedule of Classes, as well as supervising a New Student Orientation/Registration Program.

The *Office of Admissions and University High School Relations* is responsible for coordination of the dissemination of information about the University and its programs to prospective undergraduate students and their parents. This function includes coordinating written communication from academic departments, organizing programs for on-campus visits, visiting high schools throughout the country, and developing channels of communication between the University and secondary schools. It also is responsible for the admission of all undergraduate students and the establishment of official University records for them.

Admissions and University High School Relations will be challenged during the 1980's by a decline in numbers of high school graduates, a condition which will alter the Office's pattern of steadily increasing University enrollment since 1974. The unit anticipates meeting this challenge through the development of a comprehensive student recruitment plan.

Student Research and Testing Office. The student research aspect of the Student Research and Testing Office has two purposes: to conduct research related to students and to help design, implement and maintain a computer-based Student Research Information System. This System contains a file of relevant demographic, psychometric, academic and other selected data on each University student and is coordinated by the Dean of Student Administrative Services.

This valuable resource eliminates costly duplication of space and effort by other areas of the University. The Student Research Information System is currently being transferred to the University's new, larger computer with greatly increased remote terminal capability. Such an adaptation, while presently disruptive, will ultimately facilitate optimal use of statistical analyses by academic departments and aid in the development of a wide-ranging student recruitment plan.

In the testing area, one-day turn around in providing test score services for faculty will offer an additional challenge during the change-over period since demand for such services continues to rise.

International/Disabled Student Advisor. As a direct result of the changing nature of Indiana State University's student population, the Office of International/Disabled Student Advisor has responsibility for coordinating various campus activities relating to physically handicapped students and foreign students. Admission counseling and advisement for international students are integral functions of the Office with the advisor serving as the liaison between the University and appropriate regional, national and international organizations.

Foreign students on campus primarily represent the Middle Eastern countries, with numbers from Far Eastern countries increasing, and more active recruitment in West Central Europe desired. Much individual attention resulting in close personal relationships is viewed as the major strength of the unit. A major concern is the need for more efficient processing of foreign applications.

Student Life

The second major area of Student Affairs is Student Life. This unit has five departments under its auspices which focus on student life areas related to residence hall life, conduct of students, student government and other educational, social and cultural

programs. It also functions as a service agency for students, parents, faculty and other administrative officials.

The strength of the Student Life area lies in a nucleus of capable, experienced and dedicated staff. Of major concern to the Office is the challenge of offering quality services to facilitate student recruitment and retention while at the same time dealing effectively with problems of declining enrollment and financial support.

Rapid turnover of residence hall directors coupled with their lack of experience have created concerns which have not yielded to intensive recruitment efforts. Innovations which meet changing student needs and afford opportunities for increased staff development will continue to be tested while some restructuring and/or reorganization is being considered.

Following is a description and analysis of Student Life's five service areas:

The *Office of Student Life Administration* is responsible for the maintenance of a central file system on students, the handling of all routine reference checks, excessive absences of freshmen, withdrawals, administration of student conduct policies and regulations, coordination of the student court system with Student Government Association and the operation of the Information and Rumor Center.

A reduction of staff in the unit has forced elimination of non-essential services and development of more abbreviated procedures. One major concern is the depressing effect that constant involvement in the student conduct process has on staff members. Efforts will be continued to provide relief from this situation through reorganization or other means.

The *Office of Student Activities* has responsibility for providing advisement in four major University areas: (1) Student Government Association and all campus organizations; (2) Fraternities; (3) Sororities; and (4) Tirey Memorial Union Board. In addition, the staff advises and provides services to many other campus activities, which include Blue Berets, Center for Voluntary Services, Transportation Assistance Center, Homecoming, Songfest, Campus Revue and Student Leadership.

Competent staff members, all of whom are involved in the activities of national organizations, are attempting to maintain the same or increasing services with diminished numbers of people. Their concerns focus on the need for more outdoor recreational opportunities and additional accessibility to portions of the Union building by disabled students.

The *Office of Residence Hall Programs* is charged with the responsibility to staff, program and administer the residence halls. Opportunities are provided to students for social and recreational activities, involvement in campus and community activities, study skills improvement, decision-making and governmental processes; and individuals are provided information and guidance by the staff on a very personal basis.

While there is no University housing specifically set aside for graduate students, most such students who choose to live on-campus reside in the hall occupied by students who are 21 years of age or older, Lincoln Quadrangle's resident suites or the University apartments for married students.

In 1978 an annual survey of student responses to 84 questions covering six broad areas of residence hall living was initiated. Ninety percent of the students in a random sample of 20 percent of the residents responded. Eighty-three percent of these students reported that living in a residence hall had been a positive experience, while 23 percent enjoyed the food. Because the responses can be considered by hall, floor and service units, the survey has potential to affect future policies, procedures and staff training.

The *Afro-American Cultural Center* is responsible for developing and providing opportunities for Afro-American students to involve themselves in creating and designing cultural programs relevant to them. It is further responsible for promoting positive identification, association, and relationships with Afro-American historical and contemporary cultures. The Afro-American Cultural Center creates a learning environment conducive for students, administrators, faculty members, and citizens of the Terre Haute community to recognize, understand and appreciate the contributions made by Afro-American people. The Afro-American Cultural Center coordinates efforts with existing programs and departments; it provides an atmosphere

designed to meet the psychological and social needs of Afro-American students; it provides educational experiences in the areas of Afro-American history and culture, problems of Afro-American development and general issues of race relations; it provides the opportunities for the development of decision-making ability and potential talents of students who have been neglected. It provides direct services to persons and groups with the goal to make society aware of the need for racial justice. The strength of the Center is the range and quality of the programming which it offers. Concern focuses upon increased retention of Afro-American students.

The *Women's Resource Center*, created in 1977, is a central information and communication center concerning programs, functions and services for and about women. The Center houses a collection of resource materials related to women's interests and serves as a gathering place for members of the University community to join in discussion of topics of mutual interest and concern to women. While the Center appears to be meeting the needs of a segment of the University community, an evaluation is scheduled for the current year which will result in recommendations for the future.

Other Student Services

The Division of Student Affairs also has five smaller units which provide services related to the physical health and emotional well-being of students; financial assistance in the form of scholarships, loans, grants and part-time employment; legal counseling; and services related to career development and placement.

The *Student Counseling Center*, staffed by four counseling psychologists and two to four doctoral students, offers direct service to students through individual, couple and group counseling; social skills groups, career exploration groups, and behavioral groups (relaxation training, eating behavior, management, assertiveness training). In addition, counselors are available to the staff and faculty for consultation regarding students and concerns that involve students. The orientation of the Center is as much toward the personal, educational and career development of college students as it is toward adjustment and crisis situations.

The primary purpose of counseling services is to assist students to become more aware of themselves and of their environment and to integrate their increased understanding into decision-making and rewarding behavior. Psychological testing is available in the area of interests, aptitudes, and personal characteristics. In addition, a library of current career and Educational information is maintained. Counselors do not provide academic advisement but do assist students in choosing or changing their majors as part of their life planning process.

The strengths of the Center are found in its accountability procedures, diverse programs and increased professionalism and community participation. Goals for the 1980's are to formalize relationships with the graduate program in counseling psychology and to establish a campus-wide Career Development Program.

The goal of the *Student Health Center* is to maintain a state of optimum physical and emotional health for the student so that the opportunities for education may be efficiently utilized. The basic objectives of the center are: to maintain and protect the student body against contagious and preventable diseases; to provide diagnostic procedures for screening serious conditions; to furnish out-patient and in-patient treatment for less serious illnesses and injuries; and to offer first-aid care and referral for cases of an acute or critical nature. The major overall responsibility of the Health Center is to keep the student in the classroom.

A staff of registered nurses and several physicians are available during regular out-patient clinic hours. In addition, when school is in session there is a registered nurse on duty and a physician on call twenty-four hours a day, seven days a week.

The Health Center's strengths are its excellent facility and its capable and dedicated staff. The staff's primary concern is to be able to continue to offer services which protect the welfare of students and enable them to pursue their studies as quickly and as ably as possible.

The *Office of Student Financial Aids* provides general and specific information, financial advisement, and assistance to students planning to enter and remain in the University. Financial assistance which is handled by this unit is in the form of National Direct Student Loans, Supplementary Educational Opportunity Grants, Basic Educational

Opportunity Grants, College Work-Study, Indiana State University Academic Scholarships, State Scholarships and Grant Programs, Indiana State University Freshman Talent Grants, Federally Insured Bank Loans, Indiana State University Short-Term Loans, and Part-Time Employment on and off campus. Graduate Assistantships and Fellowships are handled through the School of Graduate Studies and are not under the jurisdiction of this office. Major concerns of the Office of Student Financial Aids are the replacement of the Director and meeting the needs of the increased number of students eligible for financial assistance and the demands imposed by governmental regulations in the absence of electronic data processing systems.

The *Student Legal Counseling Center* is a department within Student Affairs responsible to the Vice President for Student Affairs. The Center makes available to Indiana State University students enrolled for seven or more credit hours the services of an attorney for legal counseling on any legal problem. These services include counseling on landlord-tenant problems, automobile accidents, and criminal problems as well as University-related concerns. The Center does not provide representation for any student in a court or in any other legal relationship.

The *Bureau of Placement* is a centralized placement service to assist underclassmen, graduating seniors, graduate students and alumni in establishing themselves in suitable occupations or careers. Placement is also a vital function that complements and supplements the curricular programs of the University by helping Indiana State University graduates fully accomplish their educational objectives.

Vocational consultation and occupational information are available through a staff of placement consultants. A placement library contains occupational information, specific employer information, industrial and school directories and related literature to assist students and alumni in determining career objectives.

Annually, thousands of interviews are arranged and held for the benefit of the University's students and alumni. Representatives from agriculture, business and industry, education and government services (federal and state) visit the campus or list vacancies in search of the new and emerging talent as well as experienced personnel.

A capable, harmonious staff that offers personal service to individual students is regarded as the strength of the Bureau. There is some concern about meeting the increasing costs involved in providing this free service. Goals for the 80's include continued high levels of placement of graduates, improved communication with employers and with students, better service to liberal arts graduates and better placement efforts in government agencies. Restructuring aimed at the last two goals is anticipated, while shifting demands will likely require further changes in staff assignments. Better and earlier dissemination of career and job information will also be attempted through academic advisers.

Clearly the Student Affairs Division is doing its job in providing for student needs and interests. Subjective criteria indicate that the numbers of students and the quality of their participation in extracurricular activities are increasing. More importantly the percentage of recently graduated seniors who report being unemployed or in temporary employment has declined since 1974-75 for all Schools and the College.

The division's greatest strength has been the professionalism, competence and dedication of its staff. The organizational structure has also fared well in serving emerging needs and having the flexibility to change as new needs arose. Division concerns are related to anticipated enrollment declines which will necessitate working toward increased student retention and recruitment while striving to continue quality services supportive of academic and developmental goals.

Recreational and Spectator Activities

Student services are an integral part of the University's structure and reveal the institution's ever-present emphasis on the needs and interests of the individual. In addition to the many services provided by the Division of Student Affairs, the following recreational and spectator activities are also available to students.

The *Office of Intramural Activities* is under the administrative control of the Dean of the School of Health, Physical Education, and Recreation. A Director and an Assistant Director aided by approximately 150 student hourly workers provide an intramural activities program which is designed to serve the recreational needs and interests of students, faculty, staff and their families. Priorities in programming 25 competitive

sports for women, men, coed and faculty-staff favor students as do the priorities for use of facilities for supervised informal recreation. In 1975 responsibility for programming women's competitive intramural sports was shifted from the Department of Physical Education for Women to the Office of Intramural Activities.

The strength of the program is evident from its popularity. Combined attendance at both competitive and informal activities for the 1978-79 year exceeded 100,000. Additional funding and facilities are needed to meet demand and efforts are now underway to secure both.

All men's and women's home intercollegiate athletic contests sponsored by the Athletic Department are free to the student body.

The Women's Intercollegiate Athletic program is administered through the auspices of the Women's Physical Education Department. During the past five years participation in intercollegiate competition has increased to include 13 sports, two of which are coeducational. The budget for women's sports has increased ten-fold since 1974-75. Facilities adequate for a rapidly expanding program are a major concern of the area. The program is proud of achievements in state, regional and national competition by both teams and individuals representing the University in a variety of sports.

The Department of Intercollegiate Athletics for Men is responsible directly to the President of the University. Indiana State University was granted Division I status in the N.C.A.A. in 1974 and became a member of the Missouri Valley Conference in 1976. The basketball program is conducted in a new 10,000 seat facility on campus, while football games are played on astroturf in a 20,000 seat stadium. A new baseball diamond located just beyond the edge of the existing campus was first used in 1978. Home golf matches are conducted on a recently constructed multi-million dollar municipal facility, and home track meets on a newly resurfaced track with seating capacity of two thousand. Eight new courts provide facility for home tennis contests.

The University is proud of the achievements of its students in intercollegiate competition. Particular mention must be made of the gymnastics and basketball teams' successes and the achievements of individual members, Kurt Thomas and Larry Bird, who in 1978-79 provoked high levels of interest and support from students, faculty-staff, alumni, the community and the State. Their performances brought national attention to the University.

The activities and services for students discussed in this chapter when taken as a whole imbue the community and the student body with the loyalty, spirit and vitality which contribute to the life of the institution. They also create an academic community environment conducive to the intellectual, personal, social and cultural experiences which offer students maximum opportunities for academic progress and personal development.

CHAPTER 8

HUMAN RESOURCES

The Faculty

The strength, vitality, and dynamics of an institution of higher learning rest heavily and primarily upon its faculty, and Indiana State University possesses an instructional staff which is exceptionally well-qualified through training and experience to accomplish the mission of the University. The faculty is well prepared, highly effective in teaching and dedicated to the highest professional ideals. Elsewhere in this report (or available in the Level 3 and Level 2 documents) are specific data pertaining to the faculty and its accomplishments at the departmental and College or School level. Thus, in this section of the self-study only an overview and summary of the characteristics of the total Faculty are presented.

Since 1975 the number of full-time faculty has remained relatively stable, at approximately 670. This number excludes the 25 professional librarians, who are considered faculty but do not have teaching responsibilities, and the clinical instructors in the School of Nursing. However, the 670 does include 40 Laboratory School faculty who, with a few exceptions, do not have direct instructional responsibilities with University students.

At the beginning of the 1979-80 academic year there were 673 budgeted full-time faculty positions. As of October 1, 1979, these positions were filled by 665 full-time faculty and 58 part-time or temporary faculty, equated to approximately 22 FTE positions. Five hundred fourteen or 77.3 percent of the 665 full-time faculty are tenured. In the fall of 1975, following the NCA Evaluation, there were 674 full-time faculty, 80 percent of whom were tenured.

The quality of the professional training of the faculty is revealed to some extent by the degrees attained and the institutions from which the degrees were earned. Of the total 665 full-time faculty, 415, or 62.4 percent hold doctorate degrees, representing 97 different institutions of higher education. If the Laboratory School faculty is excluded, then 66.3 percent of the faculty hold the doctorate. It seems justifiable that the Laboratory School faculty not be included, inasmuch as the doctorate is not considered the terminal degree for this group. Likewise, the doctorate is not considered the terminal degree in certain areas such as art. A more meaningful statistic is the number of doctorate-holding faculty in the departments offering the Ph.D. degree. At Indiana State University these data are as follows:

Department	No. of Faculty	No. Holding Doctorate	Percent Holding Doctorate
Geography	19	17	89.5
Life Sciences (excluding Med. Tech.)	25	23	92.0
Elementary Education	20	18	90.0
Graduate Education	32	31	96.9
Secondary Education	17	16	94.1
Special Education, School Psychology and Communication Disorders	17	14	82.4

Involvement in research, creative activity, and professional leadership, coupled with commitment to effective instruction further demonstrates the presence of a qualified faculty at Indiana State University. The activities and responsibilities of University faculty extend far beyond the confines of the classroom. This includes activities within an identifiable discipline which make direct use of the individual's professional expertise, service to the University in administrative and committee assignments, and service to one's profession.

The achievements of University faculty include a number of publications in the form of research papers, articles, monographs, technical reports, and books. Many of these publications represent contributions to the scholarly literature communicated in nationally and internationally circulated journals. It is interesting to note too that those faculty members primarily involved in doctoral programs -- those in Elementary

Education, Secondary Education, Graduate Education, Special Education, Geography and Life Sciences -- have been responsible for about 1,000 published items since 1975. This is an average of about 7.6 publications per faculty member. Also these faculty researchers have approximately 260 unpublished research projects in the process of completion.

In addition to publications, faculty are increasingly engaging in creative activities which result in showings, exhibits and performances. They also hold editorships, serve on accreditation teams, hold national offices in professional associations and are recognized in national and international directories.

A review of Indiana State University's external funding record for research and innovative projects over the past five years illustrates the growing importance of research to the institution's mission. Faculty interest and participation in seeking outside grant support have been on the increase since 1975. At that time 108 proposals were submitted to state and governmental agencies, private foundations and other sources. In fiscal year 1979, proposal submissions reached a record high of 142.

The success of the faculty in obtaining research awards clearly shows the expertise and professional reputation of the institution's scholars and researchers. Over a five-year period, grants-seekers have been funded for approximately half of the proposals they have submitted. These awards have been received from HEW, NSF, NIH, PHS, USOE, the U.S. Department of Justice, the U.S. Army and the Lilly Endowment to name a few. Of the 315 awards made to the University since 1975, approximately 60 percent have come from federal and state agencies as opposed to local or regional industrial and educational sources.

The six doctoral areas reveal particularly encouraging evidence of research and scholarly activity on the part of the faculty. These areas account for 20 percent of the awards granted to the institution since 1975, and 24 percent of proposal submissions over this same period. The doctoral areas were responsible for 66 awards, with Geography and Life Sciences receiving 33 and 15 grants respectively.

In the School of Education consulting, lecturing, and publishing activities make up a large part of its academic contributions. These numerous outside commitments constitute creative activity of equal value with research in fostering the University's local, regional, and national reputation for excellence.

In profiling the University's research activities, one must also take into account that the figures cited reveal only external grants activity. Faculty members are involved additionally in research and creative endeavors funded on a smaller scale by departmental grants and the Indiana State University Research Committee.

University policy encourages consulting activities by permitting up to 20 percent of a faculty member's time per regular work week for such activities. Thus, considerable consulting work is done by University faculty in service to area organizations. Evidence of this exists in the School of Business, whose staff is an integral part of the Terre Haute community. Since 1977, 23 of the 49 faculty members have participated in professional consulting activities in such areas as: leadership development, small business management, income tax return preparation, inventory control, and sales to name a few. The faculty in departments with doctoral programs are involved in consultation activities with over 450 different organizations. Types of organizations which have requested consultation include both private and public organizations such as school systems, government agencies, hospitals, and industries, on a local, state, regional, national, and sometimes international level.

The research and publication activities of the faculty, as well as the professional development and growth of the faculty, are encouraged and enhanced by the sabbatical leave policies of the University. A faculty member is eligible for sabbatical leave following completion of 12 semesters of full-time service. The stipulated purposes of such leaves include advanced study, research, travel, restoration of health and vigor, professional writing and/or other activity that will enable the faculty member to serve the institution more effectively. The numbers of faculty granted sabbatical leaves for the 1979-80 academic year are: First Semester, 22; Second Semester, 37; and Academic Year, 7. This number (66) represents 9.9 percent of the total full-time faculty.

Faculty at Indiana State University also participate in many aspects of the internal management of the University, especially through much committee involvement on

the University, school, and departmental levels. Faculty membership and participation in professional organizations is high. Doctoral department faculty are involved in many professional organizations of which approximately two thirds are national, one fourth state, and the rest local. Many of those faculty have held offices in these organizations over the past five years. Professional lectures and speeches, and program presentations by the faculty are often given at professional functions.

**Administrative,
Non-Teaching
Professional and
Administrative
Technical Staff**

The instructional mission of an institution of higher education can only be attained if there is strong, supportive, dedicated and well-qualified administrative staff. The Level 2 reports from the four basic administrative units of the University (Academic Affairs, Business Affairs, Student Affairs, and Public Affairs) contain detailed information on the qualifications and activities of the administrative personnel in these respective areas. A summary report of this element of the human resources is in order at this point.

The principal administrative officers include the President, the Vice Presidents, the Academic Deans, Assistant and/or Associate Vice Presidents, Assistant and/or Associate Deans and Directors of major Administrative Offices. Directors, Associate/Assistant Directors, Supervisors and Superintendents are at a secondary level of the administrative structure. Thus in these two levels there are 144 persons, which is a ratio of one to five in relation to full-time faculty and professional librarians. The top-level administrative group is extremely well-qualified in terms of training and experience. Forty-eight hold the doctorate degree and five hold first professional degrees. Thirty-two of this group are also tenured faculty members who have moved into administrative positions. This has resulted in stability, continuity and dedication and support of the academic mission.

The administrative professional and technical service personnel are support staff for the various administrative officers. Although not responsible for directing or supervising a particular unit, these individuals contribute significantly to the attainment of the institutional objectives. Such personnel are located in the Computer Center, the Audio-Visual Center, the Closed Circuit Television Office, Business Office, the Student Affairs Office, and the Public Affairs Office. Currently there are 67 assigned to this category. Of this number, three hold the doctorate degree, and twenty have baccalaureate degrees. Their service to the mission of the University is most essential and invaluable.

**Non-Academic
Support Personnel**

The final category of human resources at Indiana State University is considered the non-academic support and service personnel. At the beginning of the 1979-80 fiscal year, 1,060 line positions were considered to be in this category. The classification of individuals assigned to the support and service areas include Clerical and Office, Data Processing, Administration and Records, Food Service, Laboratory and Technicians, Library (non-professional), Maintenance -- custodial, grounds, services, mechanical and structural, medical, mail, printing and publications, safety and security, stores -- operations and keeping, and miscellaneous. The non-academic support personnel are a loyal and dedicated group and contribute immeasurably to the operation and efficiency of the University.

Summary

Indiana State University is indeed fortunate to have the human resources of the number and quality as described herein. In summary the personnel are as follows:

Full-time faculty:	665
Part-time faculty:	49
Clinical Instructors:	9 (full-time and part-time)
Professional Librarians:	25
Administrators:	144
Professional and Technical:	67
Non-Academic Support Personnel:	1,060
TOTAL:	2,019

Certainly the human resources cannot be considered in excess relative to the 12,000 students enrolled for the 1979 Fall Semester. The balance among faculty, administration and support personnel is most satisfactory and the objectives and goals of the University are being attained through the common efforts and dedication of these human resources.

CHAPTER 9

PHYSICAL AND LEARNING RESOURCES

The Physical Environment

Indiana State University has many significant resources, not the least of which is its geographical location. The University adjoins the central business district of Terre Haute, a city with a population of over 70,000, located on the famous banks of the Wabash. Its campus fosters the warm and friendly personal atmosphere associated with a small community environment. Although situated as an urban campus, the University has not had the problems and inherent disadvantages usually associated with such a location. The many opportunities and offerings of the city and its environs have contributed significantly to the academic, social, cultural and economic aspects and objectives of the institution.

Its Major Elements

The City of Terre Haute covers an area of 26.4 square miles while Vigo County encompasses 410 square miles. Within this area, Indiana State University stretches over 91 acres (main campus) adjoining the north side of Terre Haute's downtown business district and has land sites in many additional regions. The South Campus, a 15-acre site less than one mile from the main campus, is occupied by four married student apartment buildings.

The East Campus, a 51.6 acre site, was leased from local area governmental units in 1966 for 99 years and is the location of the University's 20,500 seat Memorial Stadium and a nine-hole golf course. The 95-acre River Campus north of the main campus is currently under development for future use. At this time, a modern baseball field constructed in 1978 utilizes a portion of the river campus area. It is expected the region will eventually be used for expanded intramural athletic activities.

Indiana State University students and faculty have available to them a number of physical facilities in Terre Haute and the surrounding area owned or leased by the institution for instructional and other purposes. These include: the University Lodge on a ten-acre site in suburban Allendale; the University's Clinical Nursing Education Building near Terre Haute's Union Hospital; the Driver and Traffic Safety Instructional Demonstration Center on a leased six-acre site at the Vigo County Fairgrounds; a 28-acre Life Sciences research area in rural northern Vigo County; a 66-acre Science Research and Recreation Area in rural Clay County; a leased 78-acre Life Sciences Research and Field Study area in nearby Fontanet, Indiana; a 50-acre site for life sciences, geography and geology research in northwest Vigo County; and a six-acre plot of original prairie north of Terre Haute known as the "Little Blue Stem Prairie."

Indiana State University is also in close proximity to three other institutions of higher education: Rose Hulman Institute of Technology, St. Mary-of-the-Woods College and Indiana Vocational Technical College. The cooperative endeavors carried out among these institutions in terms of shared resources and learning experiences enrich the community and the faculty, staff and students of the institutions involved.

Community Resources

A number of community resources work in conjunction with University resources to enhance and fulfill the needs of higher education while reciprocally serving the community's need for cultural, social, recreational and intellectual stimulation. Perhaps the most significant resources in the Terre Haute and Vigo County area as far as the University is involved are the many instructional programs developed between the University and various agencies and units. Agreements have been arranged with the hospitals, public schools, social welfare agencies and other public and private organizations whereby Indiana State University students obtain laboratory, clinical and other practical educational experiences. In particular, students in medical technology, nursing, business, education, home economics and dietetics, social work and health and safety are directly involved in various community agencies.

By providing the vehicle for such learning situations, the community plays a role in the educational, technical, social and aesthetic contributions that students make as they participate in theatrical productions, artistic exhibitions, internships, practicums and

clinical experiences. In the same sense, the community reaps the benefits of these teaching, research and service endeavors. Without these resources the total education of Indiana State students would be incomplete.

Terre Haute also provides a long and rich historical tradition which can be traced through a number of historical attractions and museums: the Eugene V. Debs home, the Early Wheels Museum, the Vigo County Historical Museum and the restored Paul Dresser house. These cultural institutions instill in students and the community a strong sense of man's heritage.

As befits a regional entertainment and cultural center, Terre Haute also possesses the Swope Art Gallery, one of the finest art museums in the Midwest; several excellent theater groups, including the Community Theater and the University's new experimental theater; a symphony orchestra; the University's Hulman Civic University Center; a chorus and a new public library. City and county parks and recreation departments provide nearly 2,000 acres of parklands and there are numerous athletic facilities.

Terre Haute and Vigo County's educational system provide outstanding resources for contributing to the overall growth and development of University students. Two new high schools, three new elementary schools, two new vocational buildings and a number of parochial schools provide University students with the educational environments in which to practice the applied skills that they have learned. Indiana State University's Laboratory School is also an important facility for observation, participation and practicum experiences for those students on teaching programs.

Thus, all in all, the University's external physical resources are many and varied to provide optimum learning experiences for its students. Complementary to these resources are the internal learning resources which are such an integral part of the institution.

Essential to Indiana State University's learning resources are the University Library, the Computer Center, the Audio-Visual Center, Television Services and a variety of specialized departmental facilities.

Library

The basic goals of the University Library are (1) to serve the instructional programs of the University by acquiring and maintaining a collection of resources essential to instruction and research and (2) to provide ready access to the collection and to resources housed elsewhere through the maintenance of a well-qualified staff located in physical facilities conducive to study and research.

The library is organized into public and technical services administered under the auspices of the Dean of Library Services who reports to the Vice President for Academic Affairs. The Library Faculty Assembly, Library Staff Association and numerous library committees, both standing and ad hoc, provide information and recommendations to Library department heads, directors and the Dean. Department heads are responsible for operations in their areas and report to their respective directors. The University librarians have faculty status and participate in faculty government by having two elected representatives on the University Faculty Senate and by serving on other University committees.

Library Use and Quality Indicators

Attendance and circulation statistics are clear indicators of the importance of the Library as a learning resource. Library use has increased steadily each year since 1974-75, the period of the last accreditation report. Circulation of books and other materials has increased from 224,294 in 1974-75 to 272,869 in 1978-79. The count of books and materials used within the library shows a corresponding increase and substantiate the circulation figures. Main library attendance rose from 483,736 in 1974-75 to 534,457 in 1978-79, holding at an average of 525,000 for each year from 1976 through 1978.

In order to meet the diversified needs of library users and to continue to improve the quality and the quantity of the services it provides, the University Library has adopted some new policies and procedures. Besides remaining open 97 hours each week, the Library has made substantial progress in building its collection. New technology has also been integrated into the library system in order to take advantage of its potential for better, more efficient and faster service.

Notable successes in this area include the OCLC terminals in operation since 1976 which offer a national computerized on-line file of bibliographical information. In addition to the terminals located in the technical services area, one terminal is available in the public services area for student and faculty use. This public service represents an innovation not yet available in other university libraries in the State. The Library also has an automated circulation system for book checkout and an allocation control system in the acquisitions department.

Another library strength is its emphasis on outreach programs. A new orientation librarian has developed a versatile program of interpretation and instruction relating to library utilization. This program is carried out both within the Cunningham Memorial Library building and elsewhere on campus, encompassing more than 200 lectures, tours and group presentations in 1978-79 and reaching approximately 6,000 library users.

The Cunningham Memorial Library welcomes community participation and actively seeks to make its resources available to the larger community of which it is a part--the city, the county, and the State. The newly established Information Center for the Terre Haute Medical Education Foundation is housed in the Library and is the major provider of materials on a resource-sharing basis to three area hospitals. Local professional people are also encouraged to use the Library's specialized resources as are local residents and students from Rose-Hulman Institute and St. Mary-of-the-Woods College (reciprocal borrowing privileges). Thus the University Library not only is the major intellectual resource for the University, but also serves as a valuable learning resource for the local community, the region and the State.

By participating in local, regional and national library networks and other cooperative ventures, the Library is able to extend its services and provide access to resources located elsewhere. In addition to membership in the Center for Research Libraries, which makes available for research through interlibrary loan the three million volumes of specialized materials located at the Center, the University Library participates in the Four-State Universities Cooperative Library Project and the Collegiate Consortium of Western Indiana. Membership in the Ohio College Library Center provides bibliographic information on-line for cataloging and interlibrary loan from the largest computer data base of its kind. Sponsored weekly bus service to Indiana University's Lilly Library also makes that vast collection readily accessible to Indiana State University students and staff.

The Library Collection

The Cunningham Memorial Library's collection of 801,220 volumes of books, 388,049 microforms and audio-visual materials and 4,667 periodicals (as of June 30, 1979) is arranged almost entirely in a single Library of Congress classification and housed in a modern five-level building designed for comfort and utility. The collection is complemented by more than 156,000 U.S. and other government documents which the Library maintains because of its status as a U.S. Government Depository.

The Library's holdings in addition to a general collection are divided into the following discrete units: the Reference Department (including the Documents unit); the Interlibrary Loan Office, which lends materials to other libraries as well as borrows material for University patrons; Special Services, which incorporates the listening center, the microform collection and the photocopy services of the Library; the Teaching Materials Center, a specialized collection of materials supporting the University's programs in Education; Rare Books and Special Collections; and the Science Library, which maintains a collection of science literature in the Science Building.

Growth of The Library

The 1975 NCA report pointed out that although the Library possessed a good undergraduate collection and was satisfactory for master's programs, it was inadequate for a general doctoral program. It was postulated, however, that the collection might meet the needs of doctoral programs if it continued to grow with adjustments for inflation.

Recent budget increases have enabled the Library to strengthen its research collection in order to support the University's graduate programs. The Library's resources development philosophy is to build "a collection which includes the major source materials required for dissertations and independent research." It has made substantial progress in developing the depth and breadth in its collection necessary to support the institution's doctoral programs. In addition, expanded interlibrary loan capabilities

made possible through a vast network of shared resources allow the Library to provide easy access to specialized seldom-used materials for graduate research without the unnecessary expense of duplicating such resources.

In another respect, the Library already possesses some unique resources conducive to research and high level study. The Department of Rare Books and Special Collections houses the outstanding Cordell Collection of rare and early dictionaries -- one of the finest early dictionary collections in the world. The National Endowment for the Humanities awarded the institution a grant to assist in developing and maintaining this valuable resource.

The Library also has the Eugene V. Debs Collection of papers and documents dealing with the American labor movement. At the present time, a faculty member is utilizing these primary documents for a multi-year project to collect the writings and papers of this early labor leader.

Budget Adequacy

The University Library has been more fortunate than most academic libraries while operating in a climate where there is less money available for collection development and greatly reduced purchasing power. Since the 1975 NCA report, which it should be noted culminated a three-year period of almost static book budgets, the Library's expenditures on books and other items have increased significantly. This increase comes at a time when most large university libraries report that their budget increases fail to keep pace with price increases for periodicals and inflation rate for monographs.

The University's expenditures for books and periodicals (excluding binding) have progressed from \$336,373 in 1975-76 to \$516,243 in fiscal year 1978-79. This 1979 figure represents a total cumulative gain of \$149,870 over the three-year period for an increase of 41 percent, an amount that exceeds losses due to inflation during the period.

Data on the library budget show that the University administration has given high priority to materials budget increments for the facility since 1975. Therefore, the prospects are good that the Cunningham Memorial Library can continue to build, develop and maintain a library collection essential to the maintenance of academic integrity and quality instructional and research programs.

Computer Center

The Computer Center is a vital resource utilized by administrative and academic areas alike. It is administered by a Director who reports directly to the President and three Associate Directors who head the various units. These units are: Production Systems which is responsible for computer operations, maintenance programming, maintaining existing administrative systems and staff training; Systems Development which devises new administrative systems; and Technical Support and User Services which is responsible for systems programming, academic consulting, data entry and user services.

As a consequence of the installation of a new CDC Cyber 171 computer to replace the functions of the IBM 360/50, the Computer Center is in a transitional stage in its organizational structure. Full administrative systems will be operative in 1980 when the University is completely converted to the new computer system.

The Center has a total staff of 37, including four senior administrators, 11 programmers or systems analysts and 22 other personnel. Major policy decisions involving more than one unit are made by the Director, after discussion with the Associate Directors.

Computer Use

Computer Center facilities available to support the academic areas responsible for teaching and research include the IBM 360/50 (scheduled for removal in 1980) and the Cyber 171. The Cyber 171 is equipped with 98K 60-bit words, 480 million characters of on-line disk space, two tape drives, a card reader and a line printer. At the time of the conversion the Cyber will be upgraded to a dual processor 171-2 with 131 K words, 1800 million character on-line disk space, four tape drives, a 1200-line/minute printer and card reader and punch. This new central processor will allow the Computer Center to provide better and more expanded computer services for the University.

An important feature of the new computer installation is the supplementing of the main unit with a network of communications lines and terminals. Forty INFOTRON 101

CRT's will be located in academic clusters and 20 CRT's in individual departments. Also 300-line/minute printers will be placed at the academic clusters supplemented by ten Teletype 33 or 43 terminals. By installing CRT's throughout academic departments and in strategic locations on campus, many students will be able to benefit instructionally and in their research from the enlarged computer services program. In addition to the aforementioned devices, portable terminals, a correspondence-type terminal and graphic devices will be made available.

The instructional resources of the Computer Center include occasional short courses in computer operations offered to University faculty by Center personnel. Most assistance provided by the Computer Center, however, involves informal consultation with the computer technical staff, especially those in user services.

Administrative operations of the University are supported by Computer Center production systems through a wide range of computer tasks: student records, admissions, alumni information, payroll, inventory, encumbrances, library circulation and book acquisition, student placement and student loan accounting. Other services developed independently in separate departments of the Computer Center include data entry, tab equipment operation, maintenance of mailing lists, programming, systems analysis, systems programming and consulting on a wide range of computer-related topics.

Adequacy

The new equipment and staff reorganization in 1979 are designed to meet past deficiencies in handling heavy computer demands. The new equipment makes available the benefits of modern computing to the institution in general and the academic community in particular. These benefits are necessary if the University is to realize its mission in instructional, research and service programs and is to meet the contingencies of an uncertain future.

Despite a dedicated staff, computer operations in past years were hard pressed to overcome the deficiencies resulting from the lack of modern computer technology. Such an improvement is a positive factor in strengthening the University's ability to respond to change and adapt to new opportunities. A major investment of its own resources and a long-term commitment to support computer operations show the University's dedication to quality in its programs and services.

Other Resource Facilities

Audio-Visual Center

As an academic and administrative support unit, the Audio-Visual Center provides a broad range of educational media, services and resources to the faculty and administration to assist them in effectively using the communication process. The primary commitment is to support and improve the quality of instruction by providing audio-visual equipment, materials and services to facilitate the educational process and assist the faculty in its instructional role. A secondary responsibility is to provide supportive services to the various administrative units of the University.

Both Audio-Visual and Television Services resources and equipment are maintained and produced as a part of the service mission of Academic Services and Special Programs. Administratively both units function under an Assistant Dean for Academic Services and Special Programs who in turn reports to the Dean of that unit. Both have a full-time Director responsible for decisions regarding his/her program.

Television Services

Television Services is Indiana State University's link with the Indiana Higher Education Telecommunication System which through its services offers staff and students educational opportunities that would not otherwise be available. Despite limitations in physical and financial resources shared with the Audio-Visual Center, requests for Television Services have increased significantly over the past four years. The staff of Television Services serves as consultants to University instructors preparing television courses. In addition, the unit is engaged in the production of credit and non-credit courses distributed through local and regional commercial stations and cable distribution systems.

The unit also provides on-campus service for television course production and distribution, facilitates distribution of supplementary materials for courses being offered

in traditional teaching methods, and produces videotapes distributed off-campus to inform the general public of programs and services available through Indiana State University.

Specialized Resource Facilities

Specialized learning resources are provided by various programs or departments in separate locations to facilitate intensive study and practical application inherent to particular disciplines and interests. These facilities include among others: The Geography-Geology Map library and photographic laboratory, Continuing Education Library, the Center for Medical Education, Sycamore Playhouse, Closed Circuit Television and TV studio, Speech Media Laboratory, Communications Research Laboratory, Foreign Language Laboratory, Language and Folklore Archive, Department of Library Science library, Archeological Laboratory, the collection of 75,000 slides in the Humanities Department and the Center for Family Finance and Consumer Education.

Several specialized departmental facilities serve as important learning resources which strengthen doctoral level study and investigation. Of notable mention in this regard is the Indiana State University Remote Sensing Laboratory housed in the Science Building. This facility, a remote terminal of the Laboratory for Applications of Remote Sensing (LARS/Purdue), is used for machine processing of multi-spectral data primarily obtained from LANDSAT, SKYLAB and airborne optical mechanical scanners. The Indiana State University Remote Sensing Laboratory is one of only five terminals in the nation linked to LARS and was toured by a delegation from the People's Republic of China this past year. A rich learning resource, it is utilized for faculty research and instructional purposes as well as for independent investigations by doctoral and other students in Geography and Physics.

The Radiation Laboratory is a nuclear laboratory equipped with a cave-type 10,000 curie Cobalt-60 irradiation source, remote handling facilities and instrumentation for measuring radiation dosimetry. This specialized facility allows for independent research related to the Physics and Life Sciences fields.

The Department of Life Sciences possesses many good facilities for graduate training. There are numerous instructional laboratories, classrooms, and research laboratories in addition to two modern transmission electron microscopes available for research and student instruction. A modern laboratory animal facility and a greenhouse are also available. Research instruments include various centrifuges, spectrophotometers, scintillation counters, environmental rooms and rooms for tissue culture.

The Counseling Laboratory serves as an essential support facility for doctoral programs in Education. The Laboratory helps the University remain at the forefront of new knowledge in Guidance and Psychological Services and provides opportunities for practical counseling experiences in one of the most modern and well-equipped facilities in the country.

Thus the University possesses many quality external and internal physical and learning resources. These facilities support the academic programs from undergraduate to doctoral level. They help the institution maintain a quality reputation related to its missions of instruction, research and service for a large and varied public.

CHAPTER 10

FINANCIAL RESOURCES

The mission of the Business Affairs area has developed through an evolutionary process related to the growth of the institution. As student enrollments have increased and as institutional programs have progressed to those designed for a multi-purpose university, Business Affairs has departmentalized the various business functions in order to meet the needs of students and to provide support services to other sectors of the University.

More than any other area of the institution, Business Affairs is governed and limited by Federal and State statutes, State agency rules and regulations and duly-approved University policies and procedures. However, the current departmental structure has been in place for a number of years and has proved remarkably viable through periods of expansion, retrenchment and change. Current enrollment projections do not forecast a need for any major reorganization of the structure in the foreseeable future.

General responsibility for administering the business and financial affairs of the University thus resides with the Business Affairs Office. These responsibilities are: (1) to coordinate the preparation of a biennial legislative budget request and administer an internal budget after funds are appropriated by the Indiana General Assembly; (2) to maintain the fiscal records in accordance with procedures prescribed by Federal and State agencies; (3) to handle management responsibilities such as budget control, financial accounting, system design, internal auditing, operation of the physical plant, purchasing and safety and security, and administration of non-academic staff; and (4) to administer certain auxiliary enterprises which are the responsibility of the office such as the Bookstores, Hulman Civic University Center, Tirey Memorial Student Union Building and Student Residence Halls and Married Student Apartments.

Legislative Budget

The financial resources to fulfill these responsibilities come in part through legislative request. The Postsecondary System of Higher Education in Indiana is composed of Ball State University, Indiana State University (two campuses), Indiana Vocational Technical College (thirteen regional campuses), Indiana University (seven campuses), Purdue University (four campuses) and Vincennes University (two campuses). In the case of Indiana State and all other of the institutions except IV Tech, the Indiana General Assembly makes operating appropriations for each campus. Each institution is responsible to a separate Board of Trustees for the management of its internal affairs.

The Commission for Higher Education and the State Board of Vocational and Technical Education are the two coordinating agencies involved in university budget requests to the Legislature. The four basic responsibilities of the Commission for Higher Education include: statewide planning; budget review and recommendation of a funding level for legislative consideration; approval and disapproval of new degree programs, colleges, schools or campuses; and review of existing degree programs and recommendations relative to their continuation. The review and approval of all associate degree programs is the domain of the State Board of Vocational and Technical Education. Although there is some overlap in responsibility, the two agencies work effectively to coordinate their efforts.

Each institution does develop its own legislative request using the last year of the biennium as a budget base. The budget preparation process for Indiana State University begins with the President who requests information on budget issues from each vice president of the University. The Vice President for Academic Affairs allows the Deans of the College and six Schools the opportunity to review enrollment projections for their respective Schools and College. He then works with them regarding their needs for funds to implement new programs during the biennium and to achieve quality or program improvement.

Although requests from the various areas of the University far exceed amounts reasonably available from the Legislature, the President must make the final administrative decision relative to the content of the legislative budget request and the percent of expenditure he feels is essential and should be accepted by the Commission for Higher Education and the Legislature. In arriving at this decision, the general inflation

factor for supplies and expenses is determined in concert with the other universities based on economic studies. Indiana State University's request is submitted to the Board of Trustees for its review and approval prior to its submission to external agencies.

The biennial budget is then presented simultaneously to the Commission for Higher Education, the State Board of Vocational and Technical Education, the State Budget Agency, the Legislative Council and the House Ways and Means and Senate Finance committees of the Legislature. In the budget are requests for additional funds related to increased enrollment, salaries, inflation (including unavoidable expense increases for utilities, social security, fringe benefits, and plant expansion), new programs, and quality or program improvement.

The Commission for Higher Education in coordination with the State Board of Vocational and Technical Education makes comprehensive reviews of the budget request (consulting extensively with University officials prior to making a recommendation to the State Budget Agency) and presents recommendations concerning the additional funds requested in the five areas. These recommendations may or may not agree with the institution's request and may include adjustment for such items as: enrollment changes in the prior biennium, enrollment adjustments for the request years, excessive fee rate increases and income projections.

Traditionally, the Presidents of the Universities and their representatives work with legislative leadership and committee members to encourage favorable appropriation recommendations. The Commission for Higher Education functions as a resource facility and an advocate for the total funding of Higher Education based on its own analysis. Rarely does it recommend the same level of salary increase requested by the University or determined by the basic inflation factor for supplies and expense items.

The State Budget Agency, in consultation with the State Budget Committee, makes its recommendation to the Indiana General Assembly for not only higher education, but also for all other state agencies. This budget recommendation becomes the Governor's budget recommendation to the Indiana General Assembly. Normally the recommendation of the Commission for Higher Education is reduced by the Budget Committee.

The appropriation made to Indiana State University comes in lump sum rather than in line item form. Thus administrative flexibility is built into the appropriation by allowing the allocation of funds where most needed.

Internal Budget

The University's internal budget represents a completely separate process from that of the legislative budget. However, the legislative appropriation does establish the parameters within which the internal budget must be accomplished. For example, it is understood that the University's sources of funds for operating purposes are limited basically to state appropriations, student fees, miscellaneous income and the use of accumulated fund balance. The latter source is not a viable option because utilizing fund balances for recurring expenses represents unsound financial planning. In the same sense, the Legislature and the University have a natural reluctance to increase student fees. Thus there is little flexibility in the internal budget process.

The overall salary policy of the University is determined by the President after consultation and discussion with the various segments of the University. Salary recommendations are made by each vice president for his respective area. The Vice President for Academic Affairs receives recommendations for the academic community through the various deans and directors who report to his office. Again there is limited flexibility in this area since legislative appropriations are based on a given percent of increase for each campus. Only through internal reallocations due to retirement, deaths and personnel turnover is the University normally able to allocate from one half to one percent more for compensation increases than the percentage used by the Legislature in making its final appropriations.

The budget base for supplies, equipment and student wages, plus the inflation factor used in determining these legislative appropriations, are distributed to each of the vice presidents for allocation to departments within their respective areas. The Vice President for Academic Affairs makes allocations to the Deans who in turn make allocations to each academic unit in their jurisdictions. Each Dean is provided with explanatory material related to the total dollars allocated and information regarding new student wage increases, if any.

The University is thus a labor-intensive organization; salaries, fringe benefits, and the cost of the physical plant operation represent 86.4 percent of the total budget, leaving only 13.6 percent for equipment, supplies, maintenance and other expense items. Salaries and fringe benefits are the largest single major budget category at 72.9 percent. When additional discretionary funds are desired during any budget cycle, the primary source for such funds is in the salaries and fringe benefits spending area. The limited sources of funds, inflation and high energy costs leave very few discretionary dollars available for any budget cycle.

Financial Resources

Despite these factors the University has a strong, healthy base and a history of financial stability. The report of the 1975 NCA visiting team states in part: "The State of Indiana, though there were some cutbacks in recent years, has continued to be relatively generous in its appropriations to Indiana State." This statement still holds true as the University continues to receive favorable treatment.

A comparison of Indiana State's appropriations with other Indiana institutions bears out this point. The average appropriation increase for the four main University campuses at Ball State, Indiana State, Indiana University and Purdue University from 1974-75 through 1979-80 is 51.54 percent; Indiana State's increase is 52.30 percent. In the same respect, the total system increase for Postsecondary education in 1979-80 is 8.37 percent while Indiana State's increase is 9.38 percent.

The following resources and expenditures chart for the fiscal years ending 1974 and 1978 shows the major increases in revenue sources and the decreases, as well as the University's use of these sources for increased support of departmental and instructional areas related to research, teaching and service. The funds are restricted, unrestricted and those used for auxiliary enterprises. It should also be noted that the increased expenditures for the operation of the physical plant are primarily due to the inflated cost of energy.

INDIANA STATE UNIVERSITY Resources and Expenditures		
Resources by Source	Fiscal Year 1974	Fiscal Year 1978
Governmental Appropriations	51.1%	52.3%
Student Fees	12.7%	12.3%
Grants, Contracts and Gifts	8.3%	10.1%
Sales and Services of Educational Activities and Other Sources	4.0%	2.3%
Auxiliary Enterprises	<u>23.9%</u>	<u>23.0%</u>
	100.0%	100.0%
 Expenditures by Activities		
	Fiscal Year 1974	Fiscal Year 1978
Instruction and Departmental		
Research Activities	38.0%	38.4%
Instructional Support	9.1%	6.5%
Sponsored Research and Programs	3.2%	2.8%
Student Services	5.6%	4.4%
Administration	5.1%	4.0%
Student Aid	5.3%	9.3%
Operation and Maintenance of Plant	10.2%	12.8%
Auxiliary Enterprises	<u>23.5%</u>	<u>21.8%</u>
	100.0%	100.0%

A breakdown of expenditures by object class appears in the following chart. This schedule further demonstrates that a major portion of the University's increased resources have had to be committed to energy and student aid, rather than to salaries and fringe benefits as a percent of total unrestricted fund expenditures. Despite this fact, fringe benefits from 1974 through 1978 have increased by 75 percent.

**INDIANA STATE UNIVERSITY
Expenditures by Object Class**

	Fiscal Year 1974	Percent	Fiscal Year 1978	Percent
Unrestricted-Salary &				
Wages	\$19,888,393	50.0	\$24,672,455	47.2
Fringe Benefits	1,036,354	2.6	1,817,851	3.5
Other Expense	5,915,128	14.8	9,375,323	17.9
	<u>\$26,839,875</u>	<u>67.4</u>	<u>\$35,865,629</u>	<u>68.6</u>
Restricted-Salary &				
Wages	\$ 1,096,383	2.8	\$ 1,272,549	2.4
Fringe Benefits	55,448	.1	56,336	.1
Other Expense	2,447,844	6.2	3,659,737	7.0
	<u>\$ 3,599,675</u>	<u>9.1</u>	<u>\$ 4,988,622</u>	<u>9.5</u>
Auxiliary-Salary &				
Wages	\$ 2,797,827	7.0	\$ 3,470,221	6.6
Fringe Benefits	123,005	.3	203,378	.4
*Other Expense	6,447,068	16.2	7,734,814	14.9
	<u>\$ 9,367,900</u>	<u>23.5</u>	<u>\$11,408,413</u>	<u>21.9</u>
Total Current Funds Expenditures	<u>\$39,807,450</u>	<u>100.0</u>	<u>\$52,262,664</u>	<u>100.0</u>

*Does not include debt service.

In other income areas, there are encouraging signs. The Indiana State University Foundation and the Development Office have been successful in attracting additional funds from private sources to assist the University in fulfilling its mission. Foundation assets have increased from \$11,226 in 1963 to \$2,948,545 at the end of 1978. Additionally, annual gifts increased from \$29,588 in 1968 to \$731,165 in 1978.

Physical Resources

The University has received a significant amount of funding in the last three biennia for capital projects -- a total of \$12,524,957. This funding level evidences a continuing State interest in the needs of the University. Those capital projects are described as follows:

1. The State of Indiana appropriated \$1,210,000 for the conversion of Statesman Towers West to a new facility for the School of Education. This building has been occupied since the Fall of 1977.

The amounts of \$600,000 plus \$380,000 received from the sale of the Conference Center (formerly the Deming Hotel) have been approved for the conversion of Statesman Towers East for use by the School of Business. The building is expected to be available for occupancy in the Fall of 1980.

The Legislature has appropriated funds in the amount of approximately \$485,000 per annum to pay the debt service for these two former residence halls. Since 1974-75 the funds for debt service for these buildings have been appropriated the same as for buildings which were constructed pursuant to the Academic Facilities Bonding Authority of 1965.

2. The General Assembly has appropriated the sum of \$4,387,957 for the general repair and rehabilitation of other campus facilities. A large portion of these appropriations was used to air condition academic buildings and for the conversion of an old garage into a very modern experimental theatre building.

3. The University has received an authorization to issue bonds in the amount of \$4,727,000 for the construction of an addition to the School of Technology building. The authorization included \$800,000 for equipment.

The Legislature has also appropriated funds in the amount of \$1,350,000 to renovate portions of the present School of Business building and the present School of Technology building for use by the School of Technology. This will permit the removal of the old commercial buildings which now house Technology programs.

4. The Legislature has appropriated the amount of \$250,000 for the purchase of the former Penn Central right-of-way which bisects the North part of the campus.

Two projects included in the 1979-81 Legislative Capital Request were an addition to the Health, Physical Education, and Recreation Building (1981-83) and the construction of a Performing Arts Center (1983-85).

The State Legislature, through recommendation of the Commission for Higher Education, has approved additional funds for general repair and rehabilitation on a formula basis rather than on a project-by-project basis in each of the last two biennia. The University expects to see continued refinement in the formula concept and improved funding by the State. This relatively new concept has been helpful to the Indiana State University campus which has many buildings which are more than 20 years old. Only a few old residence and commercial buildings in the main campus core remain to be purchased over the next few years.

Adequacy

The University will continue to meet its financial needs due to many strength areas, a proven organizational structure and a staff experienced in dealing with emergency situations and uncertain future trends. Fifty-five professional administrators are employed throughout the nine current operating and four auxiliary enterprise departments which compose Business Affairs. They average ten years of service at Indiana State University and have a low staff turnover rate. The close liaison and cooperation between administration and department heads emphasizes the cohesive organization achieved by the various departments in serving a wide segment of the University. This nucleus thus provides the stability and continuity necessary to administering carefully-planned and documented University policies.

The removal of the debt service for Statesman Towers from the Residence Hall program has strengthened the financial base of this program considerably. The occupancy rate of the residence halls has been on a steady increase since 1974-75 and there is every reason to believe this trend will continue. Inflationary cost increases for food and housing and limited availability of off-campus housing have increased student desire to live in residence halls. A rate of 91.87 percent occupancy in 1974-75 has grown to an overflow capacity in the fall of 1979.

The University has made long-range contingency plans for the Residence Halls program so that enrollment expected in the middle 80's is not anticipated to cause as serious a problem as that in the early and middle 70's. Increased funds are now available to deal with the problems as a result of Statesman Towers debt service being taken over by State appropriation when the Towers was converted to academic use. Also, single room contracts were not made available in the fall of 1979 because of the current demand for Residence Hall Housing. Single room contracts represented 13 percent of the occupancy in the fall of 1975. The higher cost of single room housing will serve to offset any reduction in the rental of double-occupancy rooms resulting from this situation.

Another evidence of the University's responsiveness to financial needs is the installation of an Energy Management System. The explosion of energy costs in recent years has reduced the resources that are available from the other areas of the University. However, the new system, in time, should help recover some lost resources and provide a tool for better energy management in the future.

Although financially sound, the University has several concerns related to its fiscal operation. The many demands placed on the University by regulatory agencies of the State and Federal government consume considerable staff time which could be used to meet other University needs. Also due to inflation, appropriations from the State have not kept pace with inflationary cost increases and do not seem likely to be adequate in the future.

A long range concern deals with the impact student enrollment decreases will have on fiscal policies and the extent to which the University will experience a downturn. Of particular concern also are the operation of the Physical Plant and Student Residence Halls. An enrollment reduction will reduce student fee revenues and perhaps have a bearing on state appropriations. Should this happen, physical facilities must be maintained, thus possibly affecting the quality of service provided.

The Future

In order to accomplish the mission of the University in terms of short and long-term goals, financial stability and health must be maintained. While it is clear that inflation will continue into the 80's, Indiana State has the human and financial resources to deal

with whatever problems present themselves. Improved legislative and public understanding of the universities and their needs, most particularly during a period of declining enrollment, are issues the institution will continue to work towards resolving.

The Residence Halls program is currently experiencing a satisfactory financial operation and the future outlook suggests that residence hall living will remain popular.

In terms of building construction and capital expenses, the University's long-range needs will be met by replacing present space which is inadequate for present needs and too expensive to rehabilitate, rather than by adding space. The net assignable square feet for academic administrative facilities at the end of the present biennium is expected to be approximately 1,335,000. This net square footage is adequate for enrollment projections through the 80's.

Perhaps most important to the overall mission of the University, short and long-term goals are beginning to be clearly understood by those within and outside of the University. This campaign is an essential one as prioritization of goals becomes necessary when funds are not available for across-the-board improvement of all University programs.

The Business Affairs area is fortunate in having a professional staff willing and able to cope with the financial uncertainties facing higher education. Staff members have experienced the enrollment downturns faced in the early 1970's. Thus the survival techniques they learned during a prior enrollment reduction era will help carry Indiana State University through the uncertainties of the decade ahead.

CHAPTER 11

PUBLIC AND ACADEMIC SERVICES

Indiana State University relates to its many publics through all its units but prime among these are two cooperatively related, but functionally distinct areas of the University. The Office of Vice President for Development and Public Affairs is directly accountable to the President for financial development through the private sector, community relations, alumni affairs, relation with the news media, and production of printed materials. The Office of the Dean for Academic Services and Special Programs is responsible to the Vice President for Academic Affairs for extending the instructional and support services of the University to a diverse and non-traditional population.

Office of Vice President for Development and Public Affairs

The Office of Development and Public Affairs was established in 1966 in order to provide overall management for and direction to the University offices of Alumni Affairs, University Relations, Communication Services, Publications and the Indiana State University Foundation. In recent years it has contributed to effective media services, a viable university relations program, attractive and informative publications, well organized alumni programs, traditionally effective stewardship of private funding, and several singularly effective special projects. Accomplishments in these areas help fulfill the University's service mission and enhance the reputation and recruiting prospects of the institution while also contributing to its financial base.

A major recognized strength of the units reporting to the Vice President for Development and Public Affairs has been a dedicated and cohesive staff of professionals and support personnel. Through the efforts of a reorganized and revitalized Communication Services Office, the public is more aware of the University in 1979 than it was five years ago. More responsibility and accountability for the community relations and general public relations of the University have resulted in significantly increased news media coverage for the institution in the central Indiana area and in several national publications.

Activities associated with the basketball and gymnastic teams' successes in 1978-79 gained national exposure for Indiana State University unlike any achieved in the past history of the institution. A number of the University's basketball games were televised for the first time, providing the Development Office with the opportunity to produce 21 television features for use as half-time segments. Several of these features were used to highlight Indiana State University's doctoral programs.

In the areas of fund-raising and university relations, the Office showed a marked increase in activity and some substantial gains. It served as a fund raising counsel to organizations allied to the University such as Indiana Special Olympics and Indiana Political Education. The Office also supervised and directed personal visits to private foundations and corporations such as Kellogg, Kresge and CBS Musical Instruments. Development efforts resulted in an increase in alumni funds from 3,417 gifts totalling \$104,728 in 1974 to 5,361 gifts totalling \$175,140 in 1978. Total assets from the University Foundation also increased from \$1,378,508 in 1974 to \$3,234,748 in 1979.

The Office of University Relations conducted several activities worthy of special mention. It was responsible for arranging a White House visit with President Carter for Indiana State University gymnast Kurt Thomas. The Office also coordinated the arrangements for a visit by the Egyptian Ambassador to the University campus in order that he might speak to the Student Model United Nations Assembly.

National publicity efforts focused on our instructional and athletic programs were worked out with the *Wall Street Journal*, *Family Weekly*, *Newsweek*, *Time* and other national publications. Also, a Paul Harvey News Feature and numerous local, state and regional newspaper releases were part of University Relations' shared effort with the Office of Communication Services.

The Publications Office has prepared a number of attractive and informative brochures over the past few years to boost the University's publicity and communication effort. Every school and college as well as almost every administrative unit of the University have been assisted in the preparation of pamphlets, brochures, catalogs and other

promotional materials. The Office has also been responsible for the publication of important departmentally developed academic journals such as the *English Journal* and *Geography Journal*.

Based upon attendance at alumni events and circulation of alumni publications, it is fair to say that an increased number of alumni are involved and interested in the life of the University. As another unit of Development and Public Affairs, the Office of Alumni Affairs has implemented a number of programs and activities instrumental in achieving this increased alumni participation in University activities.

Through regional alumni clubs, constituent society programs and special activities the Alumni Office staff was involved in scheduling and staffing 67 events in 1978-79 which attracted more than 6,000 alumni and friends. As evidence of increased alumni interest, attendance at class reunions increased 20 percent for 1978 as compared to 1975.

Alumni Office publications include the *Alumni Magazine* with a circulation of more than 5,000 (mailed to all contributors to the ISU Fund) and the *ISU Quarterly* mailed to over 45,000 alumni, parents of undergraduates, newly admitted students and other persons and institutions during 1978-79. Approximately 700,000 pieces were mailed in 1978-79 to alumni in all 50 states and several foreign countries.

The Office of Special Projects has also made its contributions to efforts to further public interest in Indiana State University -- its programs and activities. In order to facilitate an informed public awareness of the institution's missions and accomplishments, the Office prepares news releases on all meetings of the University's Board of Trustees. Among its many other duties, it also prepares and distributes to emeriti and selected Indiana State officials and offices issues of *The Torch*, a newsletter for retired staff and former trustees.

All in all, the Office for Development and Public Affairs has moved forward in increasing the communication exchange between Indiana State University and its many publics. Progress has been shown in several areas which is directly attributable to a dedicated staff and an improved planning and development effort. One of the major accomplishments of the Office during the past two years has been the writing of a University-wide Development Plan. The forming of organizations such as the President's Associates, the Century Club and the Loyalty Club has been part of that Development Plan.

Concerns	However, in looking to improve upon accomplishments and to expand Office functions, several concerns arise. These concerns focus on an increased need for professional staff members and support personnel. Other concerns include directing more attention to assessing needs and executing plans for attracting increased funding from external private sources, as well as improving techniques related to preparation of University publications.
Future Goals	In realizing its mission of service, the Office of Development and Public Affairs supports the overall mission of the University. Its activities involve thousands of students and alumni, hundreds of faculty, and any number of community citizens and public officials during the course of an academic year. Therefore, the objectives it sets for itself and the image it projects have far-reaching consequences. Future goals include among others continued improvement of the University Relations program in order to build much greater public understanding and support for the University. Existing programs will continue to be evaluated and improved in order to sustain the loyal support and financial backing which the institution merits and which it will find essential for the challenges that lie ahead.
Academic Services and Special Programs	In response to the 1975 NCA Visiting Team's concerns about its diffuse organizational structure, Academic Services and Special Programs brought a number of separate units of the University into a cohesive administrative unit on July 1, 1976. This reorganization has resulted in increased efficiency and effectiveness of the services provided to the community and numerous non-traditional clientele. Its service and instruction missions have been implemented by the offering of a wide variety of learning experiences and educational innovations. Academic Services and Special Programs serves in excess of 40,000 non-traditional students annually through

non-credit classes, credit instruction off-campus and by Correspondence Study (over 80 correspondence courses) through the Office of Continuing Education, and credit instruction on-campus by means of its Evening/Saturday program and Summer Sessions.

Flexible scheduling and courses offered in a wide variety of sites help school teachers and school systems, businesses, industries and governmental agencies take advantage of off-campus learning opportunities. Extension classes are offered throughout northwestern, west central and southwestern Indiana at many times and on many dates. The use of regular faculty and the existence of a Continuing Education Library facility help insure the same quality of resources and excellence of instruction in off-campus courses as those provided on-campus.

Unique programs of the Academic Services unit include a Husband/Wife Program in which spouses of full-time students may enroll for three semester hours of undergraduate work during a semester or summer term at a reduced rate; Academic Services for Women which provides counsel to mature women returning to school; Radio-Television classes which allow students home study through radio or television broadcasts; and a program for retired citizens designed to encourage class enrollment for intellectual stimulation by offering course work at reduced fees.

Also under the unit's direction is a Cooperative Professional Practice Program which offers an opportunity for students to obtain career-related work experience as an integral part of their degree programs. Students who take part in the program benefit in both professional and personal development and gain valuable insight into applying classroom knowledge directly to paid work situations.

In addition to its instructional programs, Academic Services offers a variety of special services to the University faculty and community through an Audio-Visual Center, a Television Services Center, and a Convocation series. Both Audio-Visual and Television Services have significantly expanded and increased their services in the past three years.

The services of the Conference Bureau, added to Non-Credit, Independent Study and Off-Campus offerings involved 179 individual faculty members in 236 such learning experiences from July 1 through December 30, 1978. This activity is evidence of the need for such services and the growth in these areas. Conservative estimates would show that over 50 percent of Indiana State University's faculty are involved in some activity offered by or through Academic Services and Special Programs (when such statistics include faculty participating in the teaching of Evening/Saturday classes and Summer Sessions and serving on the unit's special committees). In addition, the Vice President, Dean and many staff members in the Academic Services area promote goodwill and extend the service of the University through membership and active participation on various community boards, councils and committees.

Concerns Despite its growth and successes, Academic Services has some concerns related to its facilities. Physical expansion and improvement are deemed necessary in Television Services, Audio-Visual Services and Conferences and Special Events if the quality of services offered is to continue to steadily increase. Another concern of Academic Services is the limited number of staff positions available to fulfill the many necessary job requirements. This void is particularly felt in the areas of off-campus classes, independent study and student advising.

Off-campus programs and independent study have only one professional staff person to deal with program development, expansion and administration. The area for advising non-traditional students who enter the Evening/Saturday program or are counseled through Academic Services for Women has no special professional staff person. Advising is currently handled by regular staff and faculty. Thus Academic Services will continue to work for properly staffed programs and financial resources to improve upon its program offerings and services.

Future Goals Enrollment figures in non-credit classes, off-campus classes, summer sessions and independent study by correspondence at Indiana State University show steady or slightly increasing trends. Therefore, non-traditional programs in post-secondary higher education are of growing importance. As diminishing numbers of high school students become available for college entrance in the 1980's, higher education institutions will

have to turn more and more to the non-traditional student as a major source of student enrollment.

Academic Services and Special Programs plans to be prepared for this eventuality. The unit is committed to developing additional educational programs which recognize the changing nature of the demographics of potential college populations and improving the programs and services presently offered through its auspices. Future plans include the possible appointment of a "blue ribbon" committee to study the success of Indiana State in serving its non-traditional audiences.

This committee would be charged with the responsibility of not only determining the status of current programs, but also assessing future societal trends and ascertaining the types of programs and services Indiana State could most logically offer in the years ahead. This evaluation would be arrived at by the special committee but also approved by the various faculties of the University.

While at times, certain units and individuals within Academic Services and Special Programs may have momentary frustrations and disappointments, the attitude of the staff continues on a high level. Programmatic successes occur almost daily in the various areas of Academic Services and these successes along with slightly increasing enrollments each year, continue the optimism that is apparent. Morale is high, and this atmosphere encourages creative and innovative approaches to problems and opportunities.

Through its Public and Academic Services programs, the University has made great strides in recent years in extending its exposure beyond state and regional audiences to the national public. As a consequence of opportunities to provide wide-ranging services and to highlight its quality programs through various media, Indiana State University is becoming more widely known as a dynamic and progressive higher education institution.

CHAPTER 12

SUMMARY ASSESSMENT AND THE FUTURE

- Summary** Indiana State University has evolved in name, in mission and in contribution from a Normal School to a University. The institution's nature is apparent from its multipurpose undergraduate programs, built on a strong general education foundation; from its involvement in advanced study and research; and from its public service activities. The University's traditional concern for the individual and for quality instruction have remained unchanged.
- The University is in a period of enrollment growth, a fact clearly evident by enrollments of both traditional and less traditional students. While continuing to serve primarily residents of Indiana, the institution is increasingly attracting students from throughout the nation and the world. Physical and learning resources which now exist coupled with the breadth of activities and services available provide students with an environment conducive to the education of the whole person.
- The greatest strength of Indiana State University lies in its highly competent, dedicated and experienced faculty and administration. Together these individuals have developed organizational and governance systems which allow the institution to function effectively in providing and maintaining quality and relevant programs of study. Of particular note among these are the six doctoral programs offered by the University. Program components, qualifications of the faculty and placement data on degree recipients demonstrate the strength of these programs.
- The financial base of the institution is solid. The State of Indiana provides more than half of the funds needed to operate the University. These monies are supplemented by student fees, auxiliary enterprises and increasingly by grants, contracts and gifts. The growth in funds from the latter sources are due primarily to increased institutional commitment to and expertise in public relations and grants and contracts administration.
- The institution's self-study revealed a generally positive state-of-affairs. At the same time, certain issues surfaced which will demand the University's attention in the coming decade. These issues essentially have at their roots projections of decreasing enrollment, inflation, the general state of the economy, and increasing faculty stability. The University looks to the future mindful of its strengths and these universal concerns.
- The Future** Because meditations on the future of the University are largely predicated on premises and presumptions, they are ultimately tested and, in some cases, severely tried by the realities of events as they unfold each semester and each year of the next decade. Planning for the future tempts the imagination, requires a full understanding of past events and developments, and invites careful consideration and evaluation of present strengths and ambitions.
- The University is widely engaged in planning for the years ahead. Several campus committees and offices are involved in that planning, under the leadership of the Vice President for Academic Affairs and the several academic deans and within the framework of obligations imposed by off-campus coordinating agencies -- the Indiana Commission for Higher Education and the State Budget Agency, for example. It is the University's position that among several important considerations two are essential to the planning enterprise. First, because some events develop rapidly and without forewarning, a University must maintain and strengthen its ability to react dynamically and resourcefully to changing circumstances. Second, to sustain its essential integrity a University requires means and resources, human and physical, to identify its strengths and its areas of concern such that it is able to build upon its strengths and cope efficiently with its concerns.
- The substantive evidence provided in this report, the result of careful and candid self-analysis and evaluation, reveals that Indiana State University has the capability and the determination to deal with the future and its expected and unexpected events. Unforeseen issues are certain to occur in the future. The history of the University, particularly over the last five years, reveals that the institution has the capacity to deal

with them effectively and efficiently. Recent events, such as unanticipated student enrollments, sudden changes of student interest in academic areas, and changes in the policies and procedures of extramural regulatory and coordinating State and federal agencies, provide adequate examples of the flexibility and adaptability of the University. The immediate past history provides a good basis for our assumption that unanticipated problems can be equally well handled in the future.

An additional aspect of the years ahead centers on the adequacy of the University to meet and deal with identified and identifiable areas of concern. Throughout the pages of this report much attention has been given to the goals, strengths, and comparative weaknesses of components within the University. Statements and documentation provided by academic departments point up many apt examples of future planning. Our institutional preparedness in this regard is evidenced in a departmental report which states, "The Department considers self-evaluation an ongoing process and a good part of the time spent in faculty and faculty subcommittee meetings deals specifically with any problems that arise relating to the current program and attainment of goals."

Although inappropriate at this point to recapitulate the individual school and department goals for the future, some major institutional goals and plans to be dealt with during the next ten years should be identified. Such goals and plans are integral elements of the primary role of the University: to provide learning in a learning environment, by which men and women can be supplied with rich and varied intellectual and cultural experiences which will help to qualify them to lead effective and happy lives as responsible, participating citizens in a free society. All goals, aims, ambitions and plans are coincident to that role, mission, and purpose.

During the next decade, among the many and diverse interests which will occupy the mind, talent, energy, and interest of the University community, the following subjects will receive especial attention.

- * The careful study and evaluation of enrollment projections, to the end that the University maintains suitable student/faculty ratios while sustaining high quality instruction;
- * The strengthening of graduate study through the Ph.D. degree program, by providing necessary support and organization to enable completion of meaningful research, and the improvement of financial resources and facilities for research;
- * The constant monitoring, evaluation, and, where necessary, the improvement of academic programs and their support systems;
- * The maintenance and improvement of the physical facilities and resources necessary in an optimum environment for instruction and scholarship;
- * The recruitment of so-called non-traditional students so that the widest range of citizens can be motivated toward seeking full educational opportunities;
- * The renewal of the institution's determination toward affirmative action in its efforts to recruit actively minority candidates for faculty and staff positions in every sector of the University;
- * The ways and means toward the most efficient use of the University's financial, physical, and facilities resources, and the efficient streamlining of decision-making processes; and
- * The enhancement of faculty strength through support for professional travel, visiting lecturers and consultants, and the significant improvement of faculty and staff compensation.

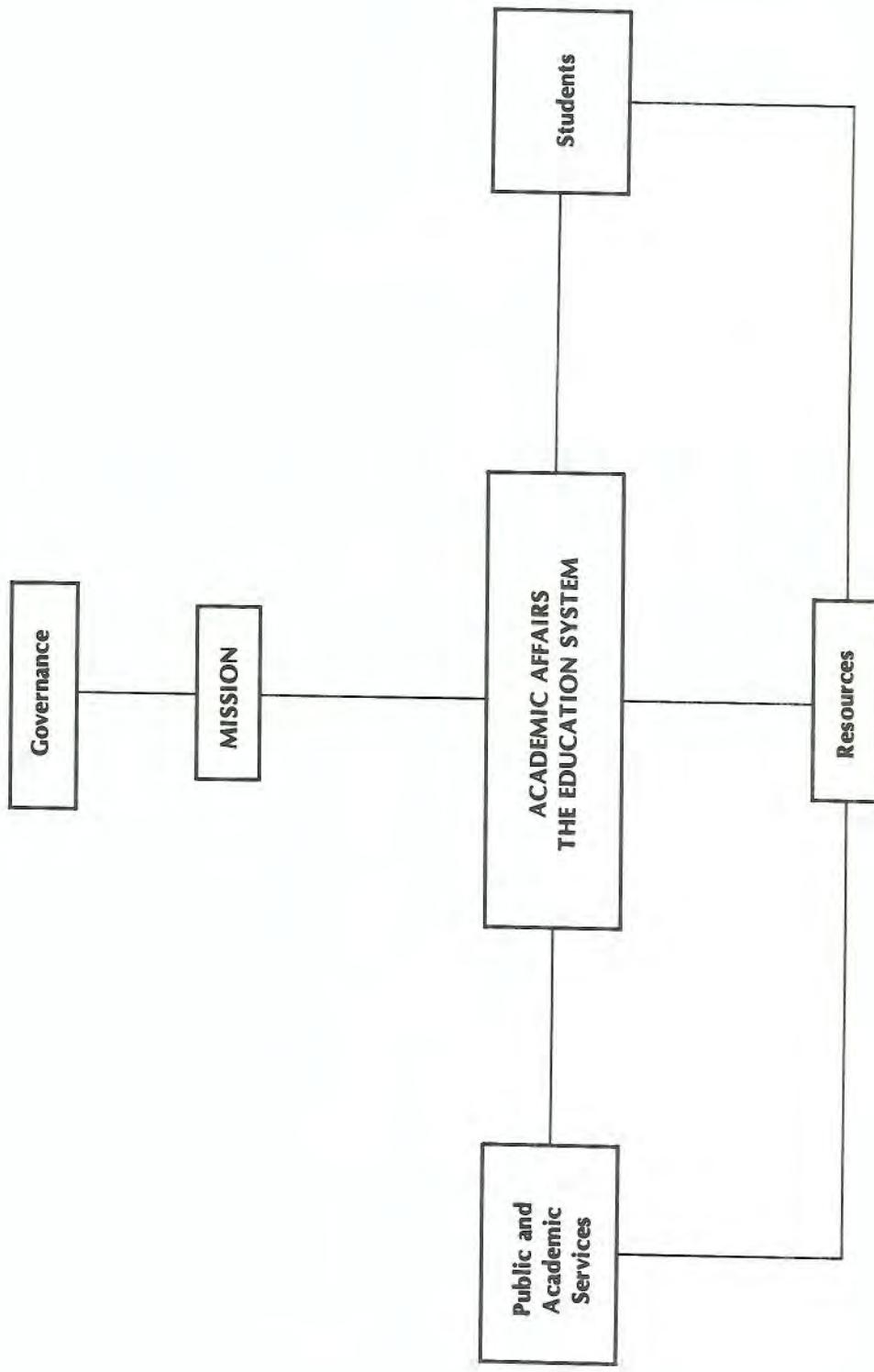
Added to these basic goals are a great many specific plans that range from the construction of buildings for specific use and the improvement of the physical environment to the development of graduate faculty contributions to the University's Evansville campus. It is our perception that plans for the next ten years are in keeping with the exciting developments that are occurring both within the University and in the larger community of the State and nation.

Though the prospects before the University are favorable and promising in many

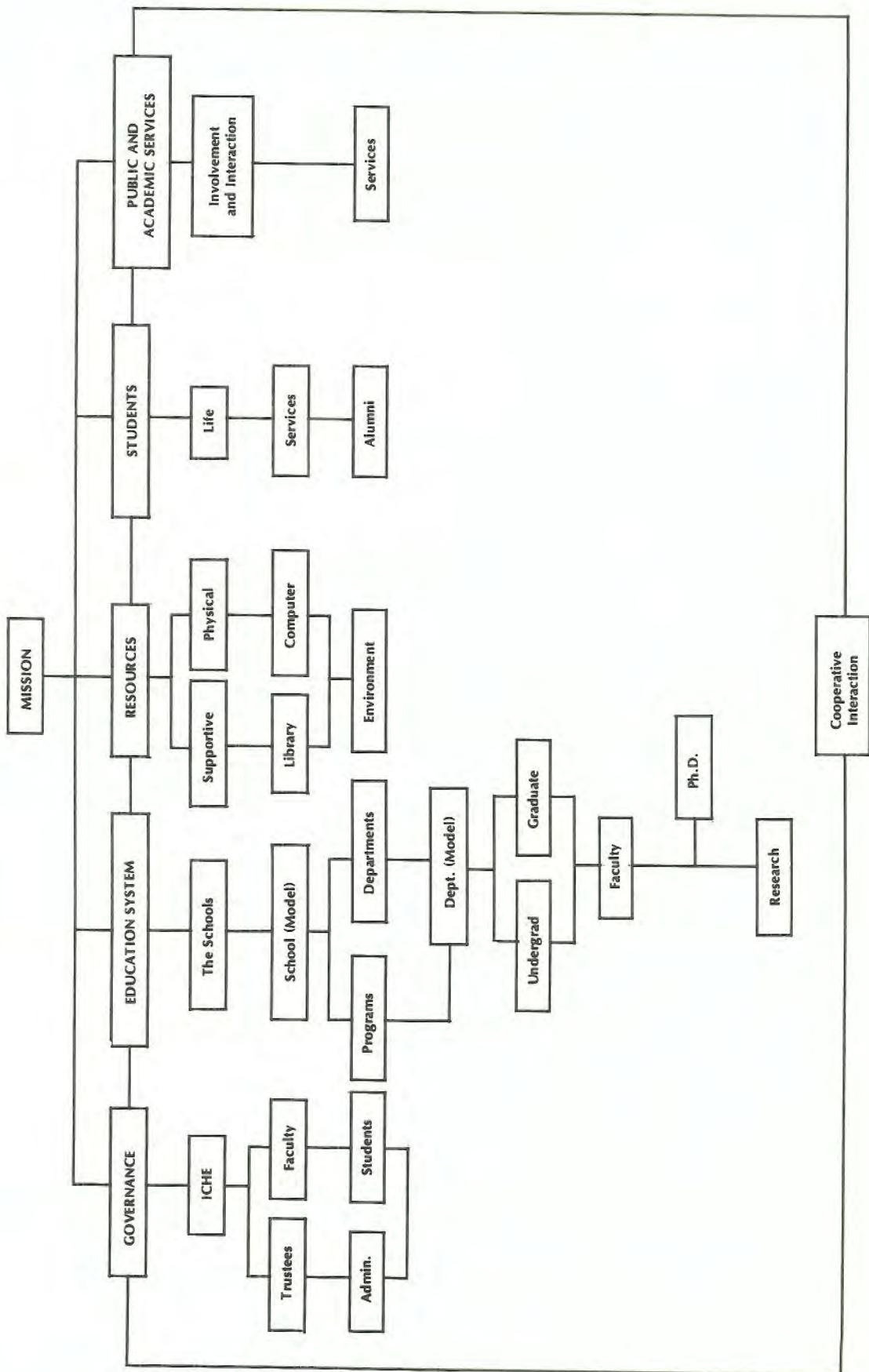
important ways, the fact need be faced that not all of the problems in the future, such as they may be, can be met and resolved within or solely by the University. The diminishing number in the national pool of students, the plans and goals of the State's Legislature, and the severity of State budgetary restraints are externalities that must be anticipated. Even so, the University's organization and will are such that it can deal effectively with events, including many beyond its immediate control. The future of Indiana State University is, in sum, one of great promise, and we look forward to the next decade with confidence and pride.

APPENDIXES

APPENDIX A:
Basic Organizational Units
and Their Interconnectivity



APPENDIX B:
Preliminary Organizational Scheme



APPENDIX C:

Information Acquisition:

The “Levels Approach”

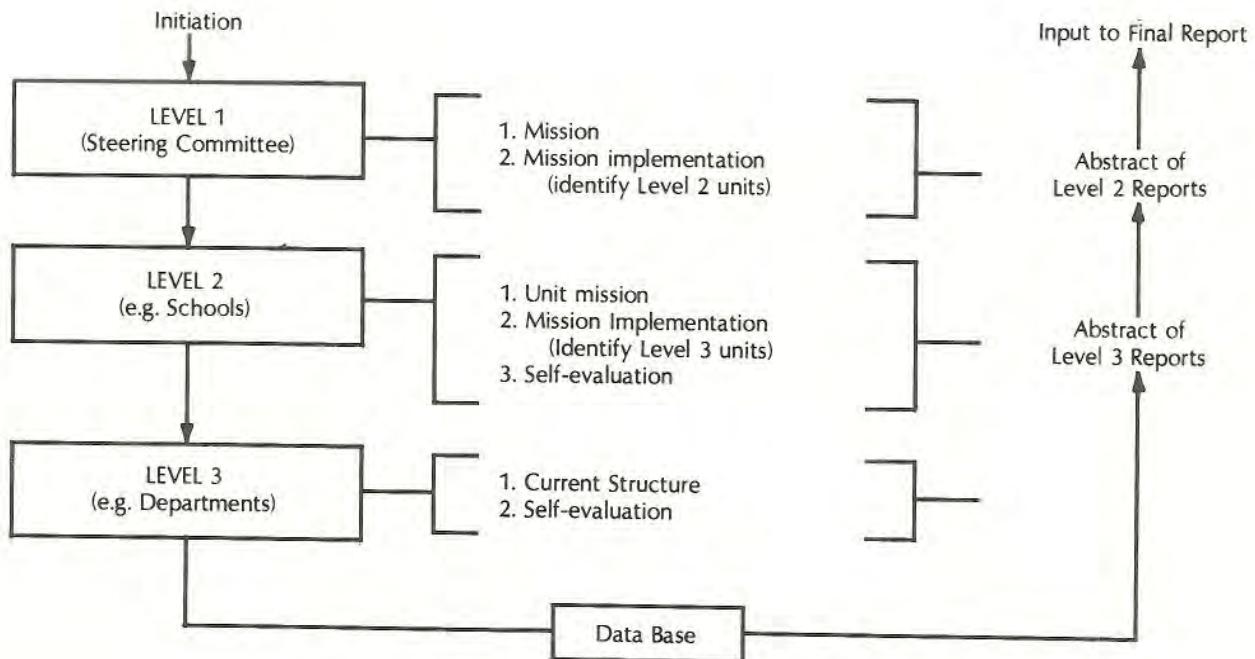


Figure 3. Information Acquisition: The “Levels Approach”

APPENDIX D

NORTH CENTRAL ASSOCIATION 1979

DEPARTMENT/DIVISION SELF-STUDY QUESTIONS

Level 3

Directions: Each department/division of the University is engaging in a self-study in preparation for the 1980 North Central Association reaffirmation of accreditation. Responses to the items on this three page questionnaire will reflect that self-study.

Please prepare your responses in such a way that they may be presented - on request - to the 1980 NCA on-site team and so they can provide data for synthesis and evaluation by the unit to which you report.

In preparing your report, please indicate the item number and repeat the heading or question prior to the presentation of each response. Provide a response for each item on the questionnaire using "N/A" if the item is not applicable to your department/division. Responses should be typed, single spaced, and written in paragraph form. A margin of 1½" on the left should be provided.

Please remember that the greater the faculty/staff/student/alumni participation in this self-study, the more useful and successful it will be.

The unit to which you report will need your responses by May 1, 1979.

I. Statement of Mission

Statement should show how the department/division's mission fits into the unit's mission. Priorities should be identified. Statement should be appropriate to the clientele served and to the resources available. It should reflect both undergraduate and graduate goals.

Include evidence that this mission statement reflects department/division consensus.

II. Implementation of the Mission (Organization)

Briefly describe the development of the department/division.

Describe the department/division's philosophy re decision-making and describe the decision-making process.

Describe the procedures for planning and for implementing needed change.

Describe the self-review mechanisms of the department/division on a year-to-year basis and those used for this study.

Include evidence that the organizational approach is/is not working to facilitate the realization of the mission. If evidence indicates organizational changes are needed, describe how these will be made.

III. Programs of the Department/Division

Describe the full range of the programs of the department/division. Describe the delivery systems (i.e., IHETS, Extension, etc.). Describe program continuity, sequence, and integration.*

Underline programs the department/division feels should be highlighted.

IV. Faculty/Staff

Describe in summary form the faculty/staff of the unit in terms of number, preparation, experience, rank, tenure, scholarly and professional activities, etc.

Attach a complete resume for each faculty/staff member.

V. Self-Study of Department/Division 1975 - 1979

(Departments/Divisions of the Educational Systems should submit separate data for two year programs, for bachelor's degree programs, for master's degree programs, for Ed.S. degree programs, and for Ph.D. degree programs).

	1975	1976	1977	1978	1979
--	------	------	------	------	------

A. Admissions, number.

Full-time students, number.
(12 hrs. or more-undergrad.)

9 hrs. or more-graduate)

Part-time students, number.

Graduates, number.

SAT or GRE average.

Undergraduate GPA average.

Graduate GPA average.

Other (to be determined by
department/division).

B. History of program, need for it and how it contributes to department's mission.

*From NCA *Handbook on Accreditation*, page 65. "Continuity pertains to the need for repetition of significant central concepts throughout the program to ensure student comprehension and assimilation of the concepts. Sequence refers to the progression of learning experiences in order that the student may develop a deeper understanding of more complex and abstract ideas. Integration involves the promotion of unity among learning experiences, that is, the interrelatedness of concepts and methods learned in one discipline with those applicable to another discipline."

C. Achievements of graduates and placement data (i.e., initial placements, admissions to graduate schools, etc.).

D. Resources -- physical, financial, learning.

E. Learning environment/climate of department or division. (Climate refers to such things as faculty morale, "esprit d'corps", faculty-student relationships, intellectual excitement, etc.).

F. How department/division has addressed concerns of NCA 1975 report.

G. Strengths.

H. Areas of concern.

I. Goals for the 80's and plans for achieving them.

Underline data department/division feels are most significant.

VI. *Highlight* the evidence that demonstrates the department/division is fulfilling its mission.

Indiana State University
NCA Self-Study: Professional Staff Report Form*
Fall, 1974 to Present

Directions: The information requested in the 18 items below is needed as a part of the institution's self-study in preparation for the 1980 reaffirmation of Indiana State's accreditation by the North Central Association. You are asked to respond to each item, in order, using as many pages in doing so as you need. The first page should be headed as shown above and each subsequent page should bear your name and a page number. Please type all item numbers and the headings as given in capital letters. If a section is inappropriate or you have nothing to report about it, simply type n/a or "none" after that item heading. All reports must be typed; to insure quality and uniformity of appearance, it is recommended that the unit's secretarial staff prepare the final copies.

1. NAME
2. DEPARTMENT
3. RANK AND/OR TITLE
4. YEARS AT ISU
5. EDUCATION

INSTITUTION AREA OF SPECIALIZATION DEGREE YEAR EARNED

6. PREVIOUS PROFESSIONAL EXPERIENCE
FIRM/INSTITUTION POSITION/TITLE DATES
7. PUBLICATIONS FROM 1974 (Please give complete citations. Include comparable work such as art exhibits and recitals. Please list chronologically from 1974 forward.)
8. UNPUBLISHED RESEARCH COMPLETED OR IN PROGRESS
9. GRANTS FROM 1974 (Please list all grants whether from within the university or from outside agencies. Cite title, funding agency and amount of funding. List chronologically from 1974 forward.)
10. CONSULTING ACTIVITIES FROM 1974 (Please give complete details as to location and type of consultation. List from 1974 forward.)
11. PROFESSIONAL ACTIVITIES FROM 1974 (Please list professional memberships, offices held, papers read, program participation, and attendance at state, district, regional, or national meetings. Please list in chronological order.)
12. HONORS AND RECOGNITION FROM 1974 (Please list any awards, honors, honorary degrees, and special recognition received since 1974.)
13. UNIVERSITY COMMITTEE ASSIGNMENTS FROM 1974 (Please list in chronological order only university-wide committees on which you have served or are serving presently.)
14. COLLEGE/SCHOOL OR UNIT COMMITTEE ASSIGNMENTS FROM 1974 (Please list in chronological order only those committees which served or are serving the unit in which your department/division reports.)
15. DEPARTMENT/DIVISION COMMITTEE ASSIGNMENTS FROM 1974 (Please list in chronological order all committees within your department/division on which you have served or are serving.)
16. MASTERS AND DOCTORAL COMMITTEE ASSIGNMENTS FROM 1974
INDICATE THOSE YOU HAVE CHAIRED.
NUMBER OF MASTER'S COMMITTEES NUMBER OF DOCTORAL
COMMITTEES
17. a. ACADEMIC RESPONSIBILITIES: COURSES REGULARLY TAUGHT (Please list the title and course number of those courses which you teach regularly.)
b. ADMINISTRATIVE/TECHNICAL RESPONSIBILITIES (Describe)
c. PUBLIC SERVICE (Describe)
18. TIME ALLOCATION (Please give the estimated percentage of your professional time spent in each of the following categories: Teaching; Research; Administration; Public Service; Other. Administration includes committee assignments.)

*to be completed by part-time as well as full-time professional staff

APPENDIX E

NORTH CENTRAL ASSOCIATION 1979

UNIT SELF-STUDY QUESTIONS

Level 2

Directions: Each unit of the University is engaging in a self-study in preparation for the 1980 North Central Association reaffirmation of accreditation. Responses to the items on this two page questionnaire will reflect that self-study.

Please prepare your responses in such a way that they may be presented -- on request -- to the 1980 NCA on-site team and so they can provide data for synthesis and evaluation by the Steering Committee.

In preparing your report, please indicate the item number and repeat the heading or question prior to the presentation of each response. Provide a response for each item on the questionnaire using "N/A" if the item is not applicable to your department/division. Responses should be typed, single spaced and written in paragraph form. A margin of 1½" on the left should be provided.

Please remember that the greater the faculty/staff/student/alumni participation in this self-study, the more useful and successful it will be.

The Steering Committee will need your report by *July 31, 1979*.

I. Statement of Mission

Statement should show how unit's mission fits into the University's mission. Priorities should be identified. Statement should be appropriate to the clientele served and to the resources available. It should reflect both undergraduate and graduate goals.

Include evidence that this mission statement reflects unit consensus.

Underline aspects of the mission statement that you feel are unique to your unit.

II. Implementation of the Mission (Organization)

Describe the development of the unit.

Describe the organization of the unit.

Describe the unit's philosophy re decision-making and describe the decision-making process.

Describe the procedures for planning and for implementing needed change.

Describe the self-review mechanisms of the unit on a year-to-year basis and those used for this study.

Include evidence that the organizational approach is/is not working to facilitate the realization of the mission. If evidence indicates organizational changes are needed, describe how these will be made.

III. Programs of the Unit. *Summary Data*

Describe the full range of programs of the unit. Describe the delivery systems (i.e. IHETS, Extension, etc.). Describe program continuity, sequence and integration.*

Underline programs the unit feels should be highlighted.

IV. Self-Study of Unit, 1974-1979. *Summary Data*

- A. Number of students, faculty, administrators served/involved in the unit.
- B. Achievements of students, faculty, administrators.
- C. Quality indicators of personnel (students/staff).
- D. Resources - physical, financial, learning.
- E. Climate of the unit. (Climate refers to such things as faculty morale, "esprit d'corps", faculty-student relationships, intellectual excitement, etc.).
- F. Contributions the unit is making toward the development of culturally alive, self-reliant, responsible citizens.
- G. How unit has addressed concerns of NCA 1975 report.
- H. Strengths.
- I. Areas of Concern.
- J. Goals for the 80's and plans for achieving them.

Underline data unit feels are most significant.

V. *Highlight* the evidence that demonstrates the unit is fulfilling its mission.

*From NCA *Handbook on Accreditation*, page 65. "Continuity pertains to the need for repetition of significant central concepts throughout the program to ensure student comprehension and assimilation of the concepts. Sequence refers to the progression of learning experiences in order that the student may develop a deeper understanding of more complex and abstract ideas. Integration involves the promotion of unity among learning experiences, that is, the interrelatedness of concepts and methods learned in one discipline with those applicable to another discipline."

APPENDIX F

SELF-STUDY TIMETABLE

March, 1978	Notification from NCA Office of need for Self-Study and institutional appointment of coordinator.
April, 1978	Coordinator selects co-Coordinators. Coordinators attend NCA Self-Study meeting in Chicago.
May-September, 1978	Coordinator and Co-coordinators preliminary planning sessions re budget needs, steering committee, mission statement, and timetable and organizational chart.
October-December, 1978	Weekly meetings of the Steering Committee to develop self-study procedures, questionnaires, etc.
January, 1979	Coordinator and Co-coordinators to Chicago to discuss steering committee self-study process and procedures with Dr. Patricia Thrash. Discussion of tentative plans with Graduate Council, CAAC, Faculty Senate, Administration, Deans' Council.
February, 1979	Level 3 self-study committees initiate activity.
March, 1979	Dr. Patricia Thrash to campus to review process.
May 1, 1979	Level 3 self-study reports to Level 2 units.
July 31, 1979	Level 2 reports to Steering Committee.
August 1-31, 1979	Level 3 and Level 2 materials reviewed by Coordinator and prepared for use by visiting team. Level 2 materials prepared for Steering Committee.
September 6-28, 1979	Steering Committee sub-groups write their chapters.
October 1, 1979	<i>Deadline</i> for receipt of draft chapters by Coordinator.
October 1-19, 1979	Coordinator and Co-Coordinators prepare draft of final report from chapter drafts.
October 20-21, 1979	Typing of draft report.
October 22-25, 1979	Opportunity for Steering Committee, President Landini, vice presidents and deans to comment on draft report.
October 26-31, 1979	Coordinator and Co-coordinators revise draft.
November 1, 1979	Report to Dr. Thrash for suggestions.
November 8-9, 1979	Coordinator and Co-coordinators write final report.
November 10-11, 1979	Typing of final report.
November 12, 1979	Report to the printer.
November 30, 1979	Self-Study report flown to Chicago.