



Toward the Enhancement of the Academic,

Intellectual, and Social Climate of

Indiana State University

Self-Study Report:

A Comprehensive Evaluation with Special Emphases,
prepared for the North Central Association Commission
on Institutions of Higher Education

Fall 1989

**TOWARD THE ENHANCEMENT OF THE ACADEMIC,
INTELLECTUAL, AND SOCIAL CLIMATE
OF INDIANA STATE UNIVERSITY**

FOCUS ON STUDENT DEVELOPMENT

FOCUS ON FACULTY AND STAFF DEVELOPMENT

FOCUS ON RESEARCH, SCHOLARSHIP, AND CREATIVE EXPRESSION

SELF-STUDY REPORT WITH SPECIAL EMPHASIS

SUBMITTED TO THE

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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CHAPTER I

THE INSTITUTIONAL SELF-STUDY: INTRODUCTION

A quarter of a century (1965-1990) has passed since the Indiana General Assembly enacted a change in the mission, status, and name of its third oldest public institution of higher education. What had been Indiana State College, an institution dedicated almost exclusively throughout its prior history to the preparation of teachers and professionals in the State's and nation's schools, became Indiana State University, a multipurpose, doctoral degree granting institution. With that change came a renewed commitment to excellence in teaching, new commitments to scholarly research and publication and artistic expression, and a strengthened commitment to new forms and expanded dimensions of public service.

The transition from single-purpose college to multipurpose university was neither instantaneous nor complete with the name change. Much of the last twenty-five years has been devoted to the achievement of institutional maturity as a university. In that span of time, the University has examined, tested, modified, and examined once again the range and definition of its educational purposes and goals. The present scope of the University's undergraduate and graduate degree programs, its raised standards in student admission, retention, and graduation policies, and its demonstrable improvement in the volume and quality of its scholarship and research attest to an intellectually vibrant and academically self-confident university.

The necessary foundations are firmly in place for the University's next quarter-century of educational and cultural service to its students and its many publics.

Self-analysis and self-evaluation are ongoing, unending activities at Indiana State University. Incorporated into institutional management are, among many endeavors, annual reviews of faculty and staff salaries, assessments of faculty, staff, and student performance, reviews and revisions of program objectives, analyses of student profile data for use in recruitment and retention practices, surveys of alumni perceptions of their educational preparation for careers, evaluations of the correlation between general education courses and program goals, periodic review of all academic degree programs, encouragement of interdisciplinary studies and research, and applications of new technologies to instruction, research, and administration.

The University's self-study in preparation for the 1990 accreditation review by the North Central Association fits neatly into existing institutional self-evaluation policies and procedures.

Plans for formal self-study had already begun when the North Central Association Commission extended an invitation to the University to identify for special emphasis certain areas of interest which offered potential for institutional development and improvement. Faculty and administrators charged with the preparation of the self-study proposed as the general theme of the review the enhancement of the academic, intellectual, and social climate of the University. With the adoption of that theme, the University's administrative leadership fixed its attention on three correlated subjects for special emphasis:

the improvement of the quality of student life through the enrichment of the academic, intellectual, and social climate of the institution;

the enhancement of the quality of the academic and intellectual climate of the institution through encouragement and support for faculty research, scholarship, and creative expression; and

the identification and application of ways to strengthen and facilitate opportunities for the professional advancement of faculty and staff, as ends in themselves and as means toward the enrichment of the academic, intellectual, and social climate of the University.

Each of these three subjects was assigned to a subcommittee of the self-study group. Each group was charged with the responsibility to address itself to a thorough examination of the subject within its purview. The consequent reports, observations, and recommendations of each subcommittee or group have been integrated with pro forma self-study procedures. The result, then, is the Indiana State University Self-Study Report.

ORGANIZATION OF THE SELF-STUDY

An institutional Self-Study Steering Committee was appointed by the President. The membership of the Committee was designed to reflect the diversity of the University community. The twenty-five members were nominated by the Vice Presidents, by the University Faculty Senate, and by the Student Government Association. The nominations of the Vice President for Academic Affairs were drawn from the nominations of the faculty and staff by the academic deans. The Vice President appointed the Coordinator and four Associate Coordinators to plan and direct the Self-Study.

Steering Committee Membership

Coordinator:

A. Toy Caldwell-Colbert
Assistant Vice President for Academic Affairs and Associate Professor of Psychology

Associate Coordinators:

Mary Ann Carroll
Dean, School of Graduate Studies, Director of Research, and Professor of Educational and School Psychology

Don A. Nelson
Professor, Department of Psychology

James E. Rentschler
Associate Dean, School of Education, and Professor of Educational Administration

Howard D. Richardson,
Professor, Department of Recreation and Leisure Studies

Steering Committee Members:

Betty Bartlett Davis, Associate Dean, Library Services
John W. Cooley, Associate Dean, School of Business, and Associate Professor of Accounting
Sheron J. Dailey, Professor of Communication
Philip DiLavore, Professor of Physics
Donald Dusanic, Professor of Life Sciences
Robert W. Elsey, Dean, Student Life
Paula Etchison, Undergraduate Student
Teresa Exline, Coordinator of Public Affairs
Linda Ferguson, Associate Registrar
Dennis C. Graham, Vice President for Business Affairs
Karen Hartman, Associate Professor of Undergraduate Nursing Studies
John C. Jessell, Professor of Counseling Psychology
Robert B. Lawson, Assistant Dean, School of Technology, and Professor of Manufacturing Technology
Mildred G. Lemen, Professor of Physical Education
Joel C. Lonergan, Director of University Relations
William P. Maxam, Assistant to the President, State Government Relations, and Professor of Political Science
Brooks Morris, Graduate Student
Donald C. Rininger, Director of Off-Campus Programs
Richard D. Spear, Professor of Health and Safety
Lisa Witt, Graduate Student

SELECTION OF A SELF-STUDY PLAN

The Coordinator and Associate Coordinators, in October 1988, developed mechanisms 1) to inform the University community of the special emphasis approach to the Self-Study, 2) to solicit suggestions for the topics of the special emphasis, and 3) to organize the preparation of the standard review and the special emphasis reports.

Campus discussions of the nature and purpose of the special emphases began with a presentation of the idea by the North Central Association's institutional liaison, Gerald Patton, to the Steering Committee. Committee members then held discussions with academic and administrative units, the Executive Committee of the Faculty Senate, and the Deans' Council. From those discussions emerged proposals of topics of special emphases. The three topics chosen were then presented to the Vice President for Academic Affairs and the President for further consideration and approval. A prospectus on the purposes and organization of the Self-Study was presented to the campus community in University Notes. Following acceptance by the North Central Association liaison in December, the three special emphasis subcommittees and the standard review subcommittee were appointed, tasks were assigned, and the work was underway.

Over the next nine months, the several subcommittees gave periodic progress reports to the Coordinator and the Steering Committee. Those academic and administrative units charged with the development of materials for the standard institutional review were asked to address the contributions of their enterprises to the special emphasis theme and to their studies of unit mission, organization, organizational structure, available resources, student characteristics, and plans for future development.

SELF-STUDY TIMETABLE

March 1988	Identification and appointment of <u>pro tem</u> coordinator, James A. Schellenberg, Assistant Vice President for Academic Affairs.
April 1988	Dr. Schellenberg's attendance at the North Central Association meeting for Self-Study Coordinators.
August 1988	Appointment of A. Toy Caldwell-Colbert, Assistant Vice President for Academic Affairs, as Coordinator, and of four Associate Coordinators.

September 1988	Appointment of Steering Committee.
October 1988	Visit of North Central Association liaison, Gerald Patton, to the University to discuss process and procedures for a self-study with special emphasis.
October - December 1988	Development of areas of special emphasis, appointment of special emphasis sub-committees, and establishment of Self-Study timetable.
December 1988	Presentation of institutional plans to the North Central Association and acceptance of the plans.
January - February 1989	Special emphasis subcommittees begin work and present progress reports to the Steering Committee.
February - April 1989	Special emphasis studies developed and completed for presentation to the Steering Committee; standard review reports prepared by major administrative units.
May - August 1989	Subcommittee reports drafted, edited, completed and presented to Coordinator.
September - October 1989	Draft outline of Self-Study prepared by Coordinator, reviewed by Associate Coordinators, Academic Vice President, and President.
October - November 1989	Self-Study revised, edited, and approved by Coordinator, Academic Vice President, and President.
November 1989	Final draft report sent to Dr. Patton for review and suggestions.
December 1, 1989	Coordinator and Associate Coordinators meet with Dr. Patton for critique of report.
December 1989	Final revisions of Self-Study by Coordinator and review by Associate Coordinators. Final report printed.
January 1990	Final report sent to North Central Association.
April 2-5, 1990	On-site visit by North Central Association team.

ORGANIZATION OF THE SELF-STUDY REPORT

The Self-Study Report is designed to serve as a work of reference for site-team consultation and evaluation and to provide the University community the substantive matter for an agenda, which may serve to guide the University in the next decade. Several chapters of the Report include the identification of institutional progress and advances since the last accreditation visit, in 1980, and presents current efforts and enterprises which contribute to the University's quality and distinction. The chapters on the special emphases include recommendations and a possible agenda for future consideration.

Chapters I and II of the Report address the organization and structure of the Self-Study and of the Report and institutional history, respectively.

Chapter III addresses the contemporary mission of the University and reviews the present correlation of available resources and institutional mission and responsibility. Special attention is given in this chapter to recent changes in governance and administration, to the separation of the Evansville campus from the statutory authority of Indiana State University, and to the reorganization of governing bodies in the College of Arts and Sciences and the University's five professional schools. The chapter also includes a discussion of the Campus Master Plan for physical facilities, adopted in 1987.

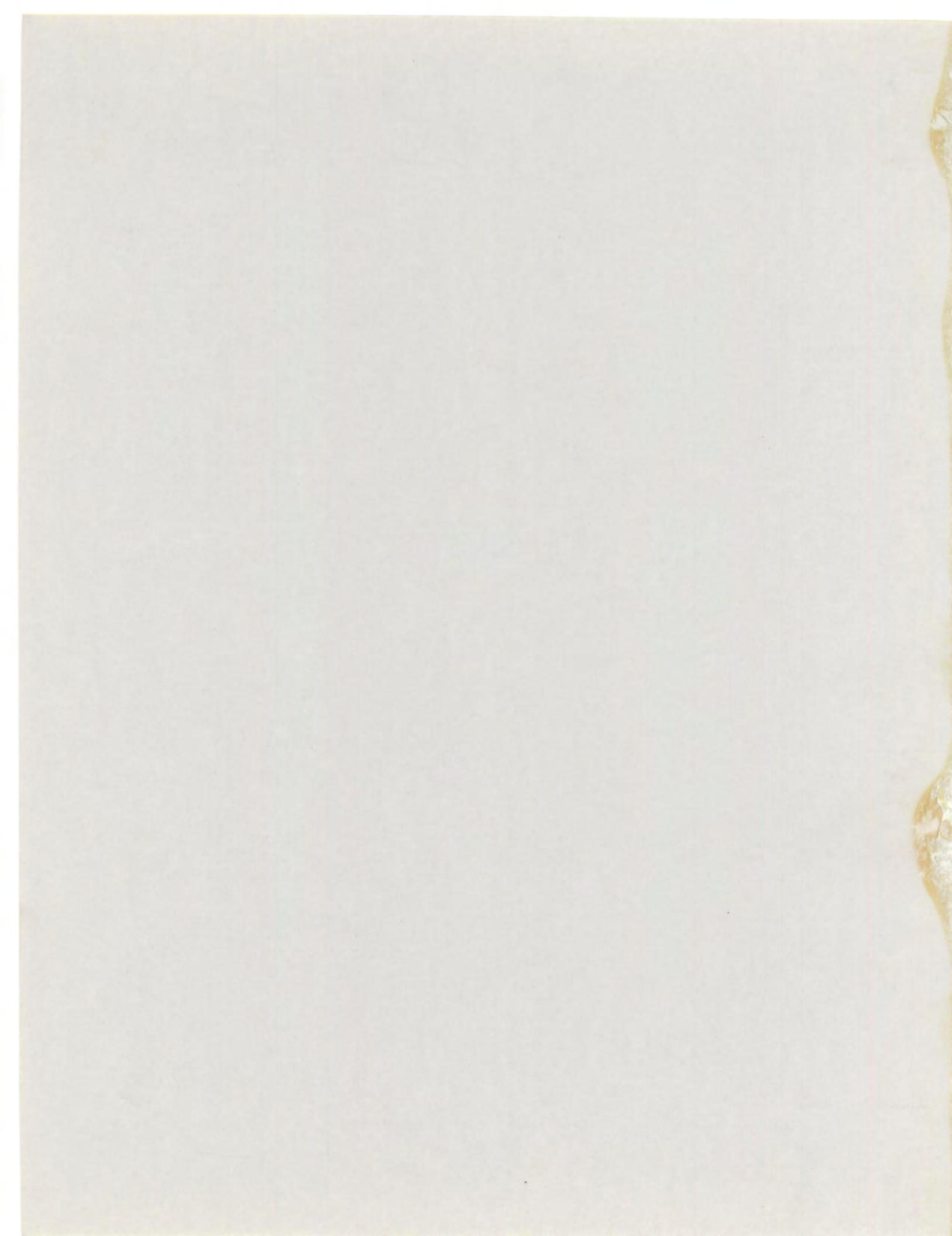
Chapter IV addresses each of the major educational units and their respective program developments during the past decade. The contributions of these units to the enhancement of the academic, intellectual, and social climate of the University are presented in the citation of unit objectives and planning initiatives--those that are underway and those proposed--for the next decade.

Chapter V describes institutional support services and programs available and in operation.

Chapters VI through VIII present the special emphases and their importance to the enhancement of the academic, intellectual, and social climate of the University. Recommendations for review, institutional consideration, and possible action are featured in each category of emphasis.

Chapter IX reviews the statements, plans, and reports which guide institutional development, describes the current initiatives which are calculated to advance development, and presents a review process which is designed to build an institutional agenda for the future. The appendices, basic institutional data forms, and index complete the Report.

CHAPTER II



THE UNIVERSITY IN HISTORICAL PERSPECTIVE

On December 20, 1865, in special session, the General Assembly of the State of Indiana enacted legislation establishing a State Normal School for "the preparation of teachers for the common schools of Indiana." A four-member board of trustees appointed by the Governor was charged with the responsibility of establishing and operating the School. The location of the School, as stipulated in the enabling legislation, was to be "at such place as shall obligate itself for the largest donation...." Terre Haute accepted the challenge and opportunity and made the largest donation.

The Normal School admitted its first students on January 6, 1870. Twenty-one students were enrolled. The faculty consisted of the President and four professors. From this modest beginning the institution has grown and developed into Indiana State University. 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).

Several important stages in the development of the University help to explain its history.

Throughout the first thirty years of institutional history, the majority of the students were not high school graduates. Since 1908, graduation from a commissioned high school has been a requirement for admission to the institution.

The first bachelor's degrees were awarded to five students in 1908.

In 1918, Indiana State Normal established a branch campus in Muncie--the Eastern Division. In 1929, the Eastern Division became Ball State Teachers College, an autonomous institution.

Courses leading to the master's degree were first offered in 1927. 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.

In 1940, a bachelor's degree was made a requirement for all those entering the teaching profession in Indiana. With this statewide change, the last vestiges of the old normal school program at the Teachers College disappeared.

Between 1925 and 1970, the curriculum was greatly expanded to provide opportunities in almost all fields of teacher education, in the arts and sciences, and in business, nursing, technology, health, and physical education.

In 1965, the North Central Association granted approval to offer Ph.D. degree programs in selected fields.

Since 1960, academic departments have been organized into the College of Arts and Sciences and into the professional Schools of Business; Education; Nursing; Technology; and Health, Physical Education, and Recreation. The School of Graduate Studies was created in 1960.

The institution became Indiana State College by an act of the Indiana General Assembly, in 1961.

In 1965, the General Assembly changed the name of the College to Indiana State University. A special session of that Assembly enacted a resolution memorializing the University and the other state higher education institutions to do all things necessary for the creation of a four-year, State-assisted college at Evansville. The University assumed the primary responsibility for the development of the Evansville campus.

In 1985, the Evansville campus was separated from the authority of the Indiana State University Board of Trustees and was redesignated as the University of Southern Indiana.

Throughout the history of the institution, institutional integrity has been supported by the Indiana General Assembly. In every legislative act of consequence to the institution, all powers, rights, duties, and obligations of the Board of Trustees have been honored and preserved.

ACCREDITATION HISTORY OF THE UNIVERSITY

- | | |
|------|---|
| 1915 | Accreditation as a teacher training institution. |
| 1930 | Listed among the accredited colleges and universities in the North Central States. |
| 1963 | Accreditation of the Educational Specialist degree. |
| 1965 | Preliminary accreditation of doctoral degree programs in Elementary Education and in Guidance and Psychological Services. |

- 1967 Extension of the preliminary accreditation of the University to include preliminary accreditation of the Ph.D. program in Life Sciences.
- 1968 Extension of the preliminary accreditation of the University to include the Ph.D. degree programs in Secondary Education, Educational Administration, and Geography.
- 1975 Continued accreditation at the doctoral level.
- 1980 Continued accreditation at the doctoral level with evaluation scheduled in the spring of 1990.

PROGRAM ACCREDITATION

Indiana State University is accredited by the National Council for Accreditation of Teacher Education and by the State of Indiana to offer curricula for elementary teachers, secondary teachers, and school services personnel at the bachelor's and master's degree levels and to offer the Educational Specialist degree and the Ph.D. degree.

The Speech-Language Pathology programs are accredited by the Educational Training Board of the American Board of Examiners in Speech Pathology and Audiology of the American Speech-Language-Hearing Association. The Master of Science degree program in Marriage and Family Therapy is accredited by the American Association for Marriage and Family Therapy.

The Doctor of Psychology program in Clinical Psychology and the Ph.D. degree program in Guidance and Psychological Services, with specializations in School Psychology and Counseling Psychology, are accredited by the American Psychological Association.

Programs in the College of Arts and Sciences have received the recognition of the American Chemical Society, the Committee on Allied Health Education and Accreditation of the American Medical Association, the National Association of Schools of Arts and Design, the National Association of Schools of Music, the American Dietetics Association, and the American Home Economics Association.

The undergraduate programs and the Master of Business Administration degree program of the School of Business are accredited by the American Assembly of Collegiate Schools of Business.

The School of Nursing is accredited by the Indiana State Board of Nursing. The associate, baccalaureate, and master's degree programs in Nursing are accredited by the appropriate

boards of review of the National League for Nursing. The Continuing Education Program is accredited by the American Nurses Association.

The Athletic Training program in the School of Health, Physical Education, and Recreation is accredited by the National Athletic Trainers Association. The Environmental Health Science program is accredited by the National Environmental Health Association. The Safety Management program is accredited by the National Association of Safety Engineers. The School's programs in Recreation are accredited by the National Parks and Recreation Association.

Seven of the baccalaureate programs in the School of Technology are accredited by the National Association of Industrial Technology. The programs include Manufacturing Technology, Electronics and Computer Technology, Computer Integrated Manufacturing, Graphic Arts Management, Packaging Technology, Mechanical Technology, and Industrial Automotive Technology.

Indiana State University holds memberships in the American Association of Colleges for Teacher Education, the American Association of University Women, the American Council on Education, the Midwestern Association of Graduate Schools, the Council of Graduate Schools in the United States, the American Association of State Colleges and the Universities, the College Entrance Examination Board, the American Association of Collegiate Registrars and Admission Officers, the Association of College Admissions Counselors, and the National Association for Foreign Student Affairs, among other organizations. The University is entered on the approved list of institutions by the Association of American Universities.

THE 1980 NORTH CENTRAL ASSOCIATION ACCREDITATION REVIEW

The site-visit report submitted to the North Central Association by the 1980 visiting team included constructive criticism, helpful suggestions, encouragement, support, and favorable recommendations. A summary of institutional developments over the decade which address specific issues mentioned in the 1980 report are presented in the following paragraphs.

Research

The ambiguities of an institution recently emerged as a comprehensive university were still evident in 1980. The report cited a need for the encouragement, promotion, and support of research and scholarship throughout the University.

Since that time, major improvements in research productivity are in evidence, reflecting a wide range of effective institutional initiatives. A research/creativity award recognizing faculty achievement has been established. Administrative responsibility for the advancement of research has been assigned to the Dean of the School of Graduate Studies and to deans of academic units. Grant-writing incentives have been developed by the School of Graduate Studies. A Faculty Report of Professional Activities form has been developed as a means of identifying annually the research productivity of all faculty. A brochure designed to publicize the research and scholarship of the faculty, Select List of Professional Activities, is published each year by the Office of the Vice President for Academic Affairs. Departmental articulation of standards for evaluation of faculty performance and productivity, which is being developed in the context of institutional academic initiatives, will give appropriate emphasis to research, scholarship, and creative expression. Revisions in the University's sabbatical leaves policy give increased attention to research projects. Research centers have been established throughout the University to promote and support faculty research activities.

The importance of research to the University in the next decade dictated its identification as one of the topics for special emphasis in the Self-Study.

Facilities and Resources

The 1980 report describes a physical plant in need of immediate attention. Although some academic units, such as Business and Education, had been located in newly remodeled facilities, the report noted pressing needs in Health, Physical Education, and Recreation, in several departments of Technology, and in the offices of Student Financial Aid and the School of Graduate Studies.

Since that time, an integrated campus master plan has reshaped the campus' physical environment. Among the many improvements in facilities are the construction of a new building for the Departments of Physical Education, Health and Safety, and Recreation and Leisure Studies; a new School of Technology building and the renovation of two other buildings for use by the School; new offices for Student Financial Aid and the School of Graduate Studies; the acquisition and renovation of a building to accommodate art studios; a new academic building for seven departments and units of the College of Arts and Sciences; and improved recreation facilities.

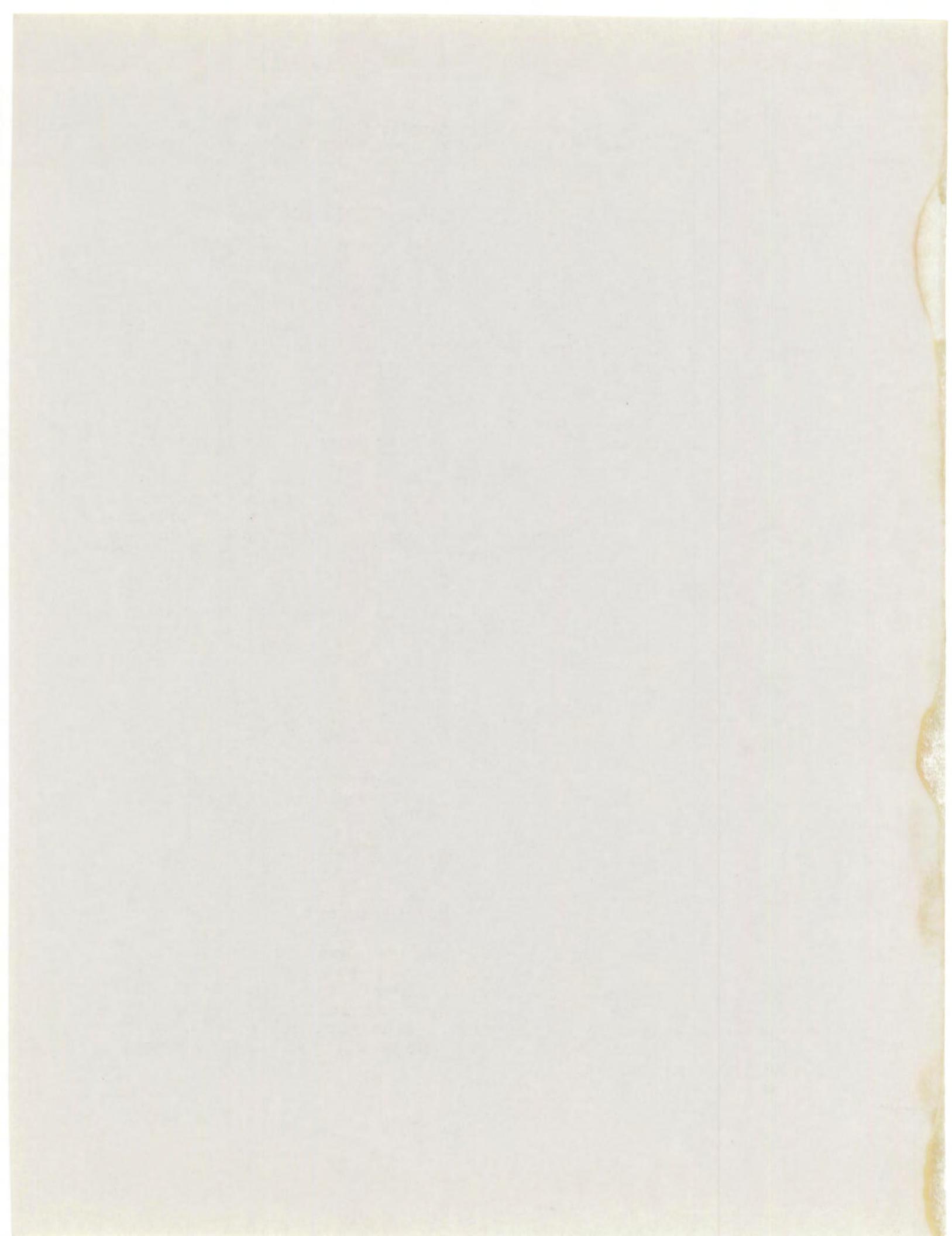
Administrative Organization

Among the administrative issues mentioned in the 1980 report were the need for better planning mechanisms, an improvement in

Campus communications, administrative record-keeping, and computing have been significantly upgraded in the last decade: a new telecommunications system was installed in 1984; the Information Associates software records system was introduced in 1985; the University's automation of Library materials purchasing, cataloging, and circulation preceded similar efforts at other public university libraries in Indiana; and electronic linkage with four other college libraries and with a number of electronic databases has recently been completed. Instructional and research computing has experienced major improvement in recent years.

The University has undergone substantial change, improvement, and development in the decade since the last accreditation visit in 1980.

CHAPTER III



INSTITUTIONAL OVERVIEW

THE EDUCATIONAL MISSION OF INDIANA STATE UNIVERSITY

Indiana State University is a comprehensive, State-assisted institution of higher education. The University serves the educational and cultural needs of undergraduate and graduate students through a broad range of programs and courses leading to baccalaureate, master's, and doctor's degrees.

The University is committed to the advancement of knowledge and to the cultural improvement of society through the production of research and scholarship and the presentation of creative work in the arts.

The University offers a comprehensive array of undergraduate degree programs. Fundamental to the University's undergraduate curriculum is a General Education Program required of all students who seek baccalaureate degrees. The Program constitutes approximately 40 percent of the course work required for a bachelor's degree. Graduate studies include a wide range of master's degree programs, the Educational Specialist degree, a limited number of programs leading to Ph.D. degrees in several fields of Education, in Geography, and in Life Sciences, and the Doctor of Psychology degree.

The University offers the majority of its programs and courses leading to degrees on its campus at Terre Haute. Many courses and several degree programs are offered at other locations throughout the State. Some programs and courses are offered in cooperation with other higher education institutions. The University also offers many service-oriented, non-credit courses.

The University seeks to maintain its ethnic and cultural diversity. Undergraduate and graduate students represent all of the State's ninety-two counties, all of the nation's fifty states, and approximately seventy foreign nations.

The University's undergraduate and graduate degree programs are designed to serve the needs of full-time students. The University also serves and seeks to expand its educational and cultural services to part-time students in Terre Haute and throughout the State. The University gives especial attention to the educational needs of students who reside in west central Indiana and to minorities.

The University subscribes to a philosophy of selective admission of students. The practice of that philosophy is designed to ensure reasonable opportunity for the academic success of students. The University's standards of degree program admission, retention, and graduation reveal an institutional commitment to high academic performance.

The University's educational philosophy and concomitant practices are manifest in modest student-to-faculty ratios. Members of the University's faculty are assigned to all levels of course work, freshman through graduate. Courses at the undergraduate level are designed to limit class size, encouraging and facilitating thereby faculty-student interaction. The employment of graduate teaching assistants in classrooms and laboratories is restricted to a few, multiple-section introductory courses, and their work is closely supervised and monitored by senior members of the faculty.

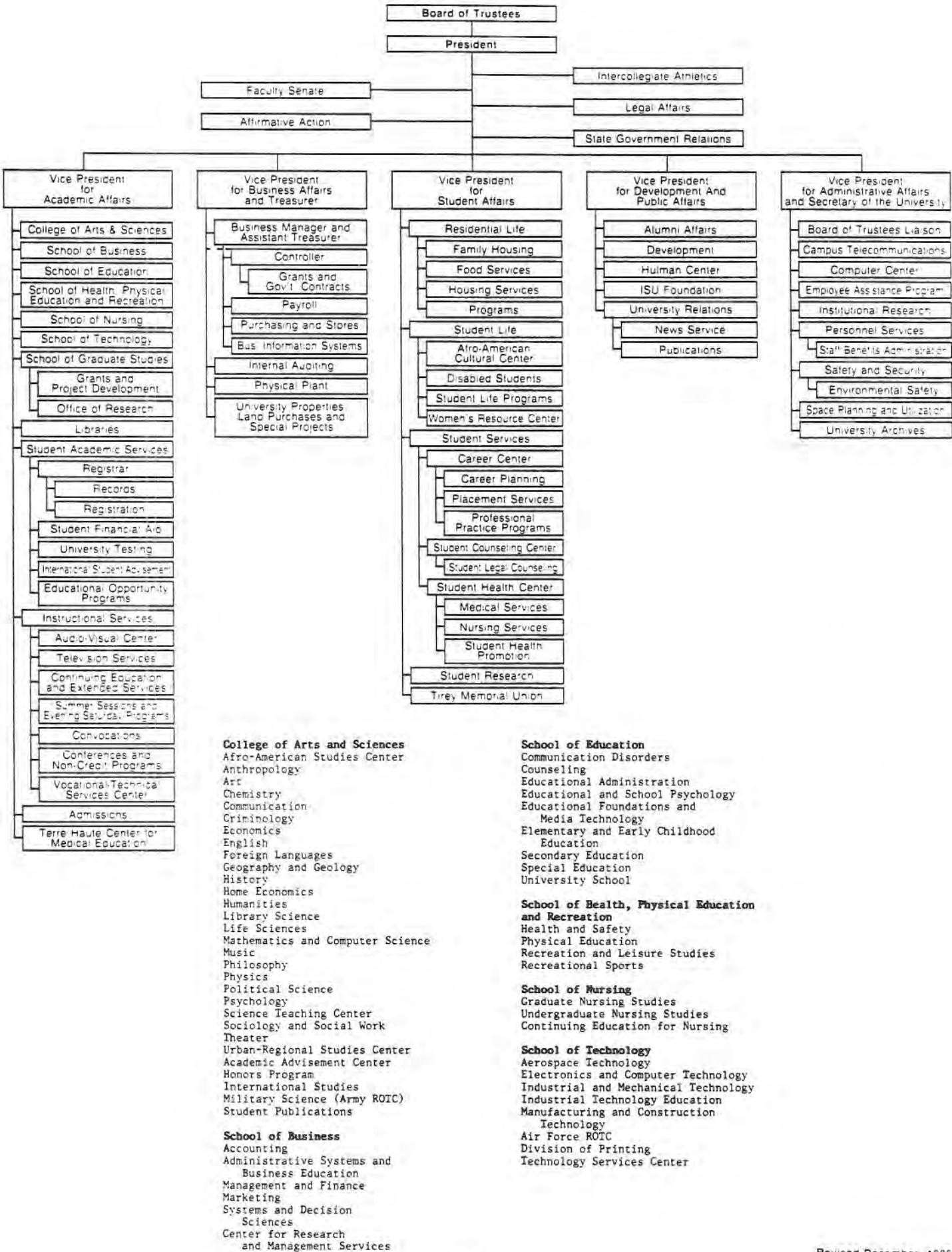
Research and scholarship are characteristic of the faculty in all of the University's academic departments, including those units engaged exclusively or primarily in undergraduate instruction. Published research and scholarship and public exhibitions of creative work in the arts are expected of faculty in departments and units offering advanced and graduate programs of study.

As a State-assisted institution, the University annually dedicates a substantial part of its affairs and activities to public service. The University is especially involved in local, State, and national economic development enterprises and cooperates with State and national agencies in the advancement of programs designed to improve the public welfare.

It is also the mission of Indiana State University to remain a center of academic, intellectual, creative, and cultural activities in the State and Midwest, and to educate its students with a global perspective that will enable them to function effectively in today's world.

ADMINISTRATIVE ORGANIZATION

The following chart outlines the present organization of the University.



UNIVERSITY OFFICERS

Board of Trustees

Robert D. Green, President

Bill C. Anthis, Vice President

Donald E. Smith, Secretary

Timothy J. O'Neill, Jr., Assistant Secretary

Rex E. Breeden

S. Craig Pemberton

John Stelle

Dan R. Winchell

Charlotte Zietlow

Administration Officers

Richard G. Landini, President

Richard M. Clokey, Vice President for Academic Affairs

Orin L. Dahl, Vice President for Public Affairs

Paul T. Edgerton, Vice President for Student Affairs

Dennis C. Graham, Vice President for Business Affairs
and Treasurer, Board of Trustees

Robert E. Schafer, Vice President for Administrative Affairs

GOVERNANCE

Board of Trustees

The University's Board of Trustees is composed of nine members, all of whom must be Indiana residents, appointed by the Governor. Two of the nine are nominated by the University Alumni Council. One is a student member, who may serve one two-year term. All of the other Trustees are appointed for four-year terms, and they may be reappointed.

Indiana General Assembly

The Indiana General Assembly has delegated certain powers and authority to the University's Board of Trustees. The General Assembly retains the power to rescind, amend, or add to the powers, duties, and functions delegated to the Board of Trustees. The General Assembly appropriates the biennial operating and capital budgets of the institution. The University is subject to rules, regulations, and statutory requirements enacted by the General Assembly.

Indiana Commission for Higher Education

In 1971, the Indiana General Assembly enacted legislation creating a Commission for Higher Education. The Commission has authority in the planning and coordination of Indiana's State-supported postsecondary institutions of higher education, in the review of appropriation requests, and in the recommendation of budget authorizations (both operating and capital) to the Governor, State Budget Agency, and the General Assembly, in the approval of new degree programs, in the review of existing programs, and in the performance of other functions assigned or authorized by the Governor.

Office of the President

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

Acting under authority granted by the Board of Trustees, the President has organized the operational responsibilities of the University into five major areas: academic and instructional services, business management and fiscal services, student personnel services, public and professional services, and administrative services.

Duties and responsibilities for the conduct and administration of each of these five areas are delegated to a vice president. The President has established an Administrative Services and Planning Council, chaired by the President and composed of the Vice Presidents. The duties 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 areas is organized into related administrative units, departments, and offices, each responsible for assigned functions.

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, rental properties, and supervision of new construction on the campus.

The Vice President for Development and Public Affairs is responsible to the President for the advancement of the goals of the University through a planned, comprehensive, and coordinated program of activities in financial resource development, alumni affairs, public relations, and related activities.

The Vice President for Student Affairs is responsible to the President for the development, organization, and implementation of student personnel and administrative services. The Office of Student Affairs provides programs and functions which seek to facilitate the academic progress of students, to contribute to their personal development, and to enhance the social and cultural climate in which they live and study.

The Vice President for Administrative Affairs serves as Secretary of the University and also is responsible for assigned administrative and personnel services designed to support and enhance the academic, intellectual, cultural, and social programs of the University.

Council of Deans

The Council of Deans is composed of ten academic deans (Arts and Sciences; Business; Education; Graduate Studies; Health, Physical Education, and Recreation; Instructional Services; Library Services; Nursing; Student Academic Services; and Technology). The Council is chaired by the Vice President for Aca-

demic Affairs, and its purpose is to advise the Vice President on matters of importance to the deans in the fulfillment of their duties and responsibilities. The Council participates in the formulation of academic policy and the development of procedures to implement policy.

Faculty Senate

Active by tradition and practice in the shared management of the University, faculty government plays an important role in the governance of the institution. The Faculty Senate is composed of forty members elected for two-year terms, assuring each school proportional representation. Meeting once each month during the academic year, the Senate is charged with the review, consideration, and disposition of all matters which lie within the primary and advisory jurisdiction of the faculty as defined in the Faculty Constitution.

The Standing Committees of the Faculty Senate are Administrative Affairs, Arts Endowment, Curriculum and Academic Affairs, Graduate Council, Faculty Affairs, Faculty Economic Benefits, Student Affairs, University Research, and a Hearing Committee on Faculty Dismissal. Except for the latter, all Standing Committees are composed of nine faculty members, two of whom must also be members of the Faculty Senate.

Special All-University faculty committees, appointed by the Faculty Senate, play a central role in promotions, faculty awards, and leaves of absence decisions. Faculty also serve on some twenty additional University committees, the members of which are appointed by the President.

College and School Governance

The University's schools and the College of Arts and Sciences are self-governing in matters of each unit's internal policy. Issues which pertain only to single units are normally addressed within the school or college, unless appealed to the Standing Committees of the University Faculty Senate. Should a school or the College feel that its governance authority is challenged, it may appeal first to the Senate and ultimately to the entire University faculty. Jurisdictional disputes involving the administration and faculty have been rare, and in the few instances the Faculty Constitution has provided the means whereby the differences were heard by the Board of Trustees.

Decentralization of many of the decision-making processes at Indiana State University in the last decade has produced encouraging results. The transfer of responsibility and authority from University to school or college governance has permitted the Faculty Senate and its committee structure to concentrate on matters which involve the entire institution.

Student Governance

The Student Government Association (SGA), of which every student is a member, is the self-governing body for all University students. The purposes of SGA are 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 the University and in the community. In addition to student governance through the executive, legislative, and judicial branches of SGA, students are selected by the president of SGA to serve on various University committees that deal with administrative policies pertaining to various activities, programs, and services. The activities of the Student Government Association and student representation on University committees help to ensure a student role in the governance of the institution.

HUMAN RESOURCES

The Faculty

The members of the faculty of Indiana State University are well-qualified through training and experience to fulfill their academic duties and responsibilities. In the 1989-90 year the University has 646 full-time and 149 part-time faculty members. Four hundred and fifty-one, or 70 percent, of the full-time faculty hold doctoral or terminal degrees from 171 institutions. Four hundred forty-four members of the faculty, or 68.7 percent, are tenured.

The faculty is, of course, the major intellectual and academic strength of the University. The members' diverse backgrounds, training, and experience are appropriate to the University's educational mission.

The development of the University's faculty over the past ten years is comparable to that of other American universities. As the institution moves into its second generation as a university, newly-appointed faculty will be expected to possess a mastery of their fields, demonstrated competence in teaching, and the ability to contribute to the published research in their field, to submit proposals to granting agencies, to participate in professional organizations, and to provide expert services to society.

In an effort to enhance faculty excellence, the University introduced new academic initiatives in 1987. Recognizing the diversity among departments, each department was asked to develop new or modify specific criteria for faculty evaluation, for identifying expectations of new faculty, for standards of performance for reappointments of probationary faculty, for recommendations of tenure and promotion to each of the ranks, for graduate faculty status, for above-standard salary increases, and for priority sabbatical leaves of absence. Each department was asked to establish a system of peer review in all faculty evaluations and develop mechanisms to measure teaching effectiveness. A new report form of professional activity was developed, to be submitted annually to department chairs and deans by all faculty. School and college expectations for faculty performance were identified by the deans, who also reviewed and approved departmental criteria and developed programs to support faculty growth.

The University has several faculty development programs in place. Professional growth is enhanced by an excellent sabbatical leave program. During 1989-90, 64 faculty members are on one-semester or academic-year leave, a total representing 14 percent of the full-time complement.

University policy permits faculty to use up to 20 percent of a work week for consulting activities, thus enabling faculty to utilize their expertise in applied contexts and to gain new experiences in their disciplines.

Faculty are substantially involved in institutional decision-making at the University level, through the Faculty Senate and its standing committees, and at the school/college level, through the respective governance structures.

Students

In the Fall semester of 1989 the University enrolled 12,005 students. Of these, 10,501 were undergraduate and 1,504 were graduate students, comprising a total FTE enrollment of 9,875. The University enrolls students from every county in Indiana, from every state in the nation, and from seventy foreign countries.

Eighty-five percent of all students enrolled in Fall 1989 were Indiana residents; nine percent were from other states; and the remainder were international students. Nearly half of the out-of-state students were from Illinois. Qualified students from three Illinois counties contiguous to Vigo county are treated as Indiana residents. One in three of all students is a resident of Vigo County or one of its four contiguous counties. The University enrolls eighty percent of all high school graduates in the five-county area who attend public higher education institutions.

Fifty-one percent of all students enrolled in the Fall 1989 semester were women, and 8.4 percent were minority students. Twenty-two percent of the undergraduate students were over the age of 22 and half of the graduate students were over the age of 30. Approximately thirty-five percent of all students live in residence halls. Approximately sixty-five percent of all students rely on some form of financial aid to supplement personal and family resources.

A typical Indiana State University student can perhaps best be described in terms of responses to the Student Information Questionnaire (SIQ) administered to incoming freshmen during the New Student Orientation Program. In Fall 1989, 2,246 new Fall freshmen answered the SIQ. Responses revealed that the typical Fall 1989 freshman is from a city of 10,000 or less. More than half of those responding live within 100 miles of Indiana State University. Median annual parental family income was \$30,000. Many are first-generation college students; only 38 percent of the respondents have parents with college degrees, though the parents of sixty-three percent of the students have at least partial college training. The SIQ asks students to rate a variety of factors affecting choice of college to identify the reasons students select Indiana State University. The major factors influencing students' decisions to attend Indiana State University in descending order of the percentage of students who rated the factors as Essential or Very Important are: strength in major field, academic reputation of major department, low cost, quality of faculty, job placement of graduates, available financial aid, and size of campus. Seventy-two percent of the respondents plan to live in residence halls. Three of five plan to work during the school year.

Scholastic Aptitude Test scores and high school academic records reveal the preparation level of incoming freshmen. In Fall 1989, twelve percent of unconditionally admitted freshmen were ranked in the top ten percent of their high school class. Three in eight ranked in the top twenty-five percent. The average SAT Verbal and Math scores of Fall 1989 unconditionally admitted students were 394 and 437, respectively.

An important element in the students' college experience is participation in student organizations and activities. The University provides opportunities for participation in over 200 organizations and special interest groups including social fraternities and sororities, honorary and professional fraternities, music organizations, religious organizations, service and special interest groups, departmental organizations, and the intramural sports program.

Administrative Professional/Technical Staff

The invaluable contributions of administrative staff in professional and technical positions are significant factors in

the successful fulfillment of the University's mission. In addition to the typical administrative positions of president, vice presidents, associate vice presidents, deans, directors, and supervisors, there are many other professional and technical personnel who serve the University in Student Affairs, Public Affairs, the Computer Center, the Audio-Visual Center, the Business Office, and the Physical Plant. There are 264 administrative and technical staff members whose work is essential to the operation and efficiency of the University.

Support Staff

Support and service personnel make up the final category of human resources. At the start of the 1988-89 academic year, there were 968 staff members in data processing, clerical, food service, custodial, grounds, printing, safety and security, and library positions. Their service contributes to the fulfillment of the institutional mission.

PHYSICAL RESOURCES

Indiana State University's physical facilities include 89 buildings situated on 135 acres. The total physical plant investment of \$229.5 million has a current replacement value of \$441 million. Major remodeling, renovation, and replacement projects in the last ten years have been designed to provide and maintain modern instructional and research facilities.

The University owns an additional 110 acres of land near the campus, which is used for academic support activities. Research, recreation, and nature/wildlife study facilities totaling 190 acres have been donated to Indiana State University. At some distance from the main campus, these facilities provide natural laboratory settings.

The Campus Master Plan for physical facilities and resource development was adopted by the University Board of Trustees in June 1986. The plan evolved from an extensive study by University personnel and the analysis of the accumulated data in consultation with an off-campus professional firm. Several major objectives emerged from the process which have been used to guide future facilities development for both the intermediate and long term. An objective of the Campus Master Plan is the establishment of natural building groupings, which will provide coherence to the campus. The pedestrian-oriented campus of the near future will be defined by concentrations of academic, residential, and recreational functions.

A State commitment to the principles of the Campus Master Plan has encouraged the institution to request financial support for the construction of new facilities, the remodeling of some

buildings, and the demolition of obsolete structures. State approval and support takes the form of Fee Replacement Appropriations, which replace student fees dedicated to pay the debt service on the bonds issued to finance construction and remodeling projects.

Innovative financing, bonding, and refunding techniques undertaken three years ago have enabled the administration to lower the outstanding bonded indebtedness from \$65.3 million on June 30, 1979, to \$57.8 million on June 30, 1989, despite the fact that approximately \$29 million in new and remodeled facilities has been added since 1983.

The Campus Master Plan should position the University to meet the needs of the students of the twenty-first century, while allowing the flexibility to modify and incorporate unanticipated program needs and requirements.

The State has appropriated \$13.6 million in general repair and replacement funds in the last five biennial sessions, through a State-wide, formula-driven equation based on type of structure, age, and last major refurbishment. The University has \$3.3 million in general repair and rehabilitation funds appropriated for the 1989-91 biennium.

A new University-wide telecommunications system was installed during the 1984-85 fiscal year. This system provides normal telecommunications and departmental linkage to the Computer Center and to satellite computer facilities. These user-oriented systems provide the latest data management techniques to educational and support programs.

FINANCIAL RESOURCES

The University receives financial support from four main sources: 1) State appropriations, 2) student fees, 3) gifts and grants, 4) income from sales and services. These projected sources of revenue are used as the basis for compiling the University's annual operating budgets.

The General Assembly funds all State agencies on a biennial basis. Each institution develops its own legislative request, using the internal budget for the last year of the preceding biennium as its base. The biennial request is comprised of five divisions, each of which is developed under different State guidelines: 1) increased enrollment; 2) salaries; 3) inflation on unavoidables, fringe benefits, and general supplies and expenses; 4) new academic programs; 5) quality or program improvements.

After the biennial request is reviewed and approved by the University Board of Trustees, it is submitted to four State agencies and two legislative committees for review and recommendations. These organizations consult extensively with University officials prior to formulating a final appropriation recommendation. At the end of the biennial legislative session, the University receives a summary appropriation by category: 1) current operating, 2) fee replacement, 3) capital repair and replacement, 4) bonding authority. The budgeting process is developmentally driven by the application of a common inflation factor to the base budget. Each institution receives budget adjustments for enrollment changes, new programs, and program improvement and a legislative statement of assumption about student fee increases for the biennium.

Although it does not provide all of the needs of higher education in Indiana, the General Assembly has been generous in its support of major goals and objectives. The biennial budgeting process has attempted to keep pace using a common inflationary factor while providing additional funds for high priority items by each campus. Indiana State University's operating appropriation has increased 100 percent, from \$28.6 million to \$57.2 million, for the period of 1978-79 to 1988-89. Fee replacement appropriations to support debt service on capital projects have risen 258 percent from \$809,000 to \$2.9 million during the same period.

The University develops its annual operating budgets within the basic constraints set forth in the legislative appropriation process and in accord with revenues from other sources. The budgets are submitted to the University Board of Trustees for final approval.

The total of all budgets for the 1989-90 year is \$106.3 million. The Current Operating Budget is considered the educational budget for the University and totals \$84.5 million. The Current Operating Budget for 1989-90 is funded by the following sources: 1) State appropriation - 74 percent, 2) student fees - 20 percent, 3) other sales and services - 6 percent.

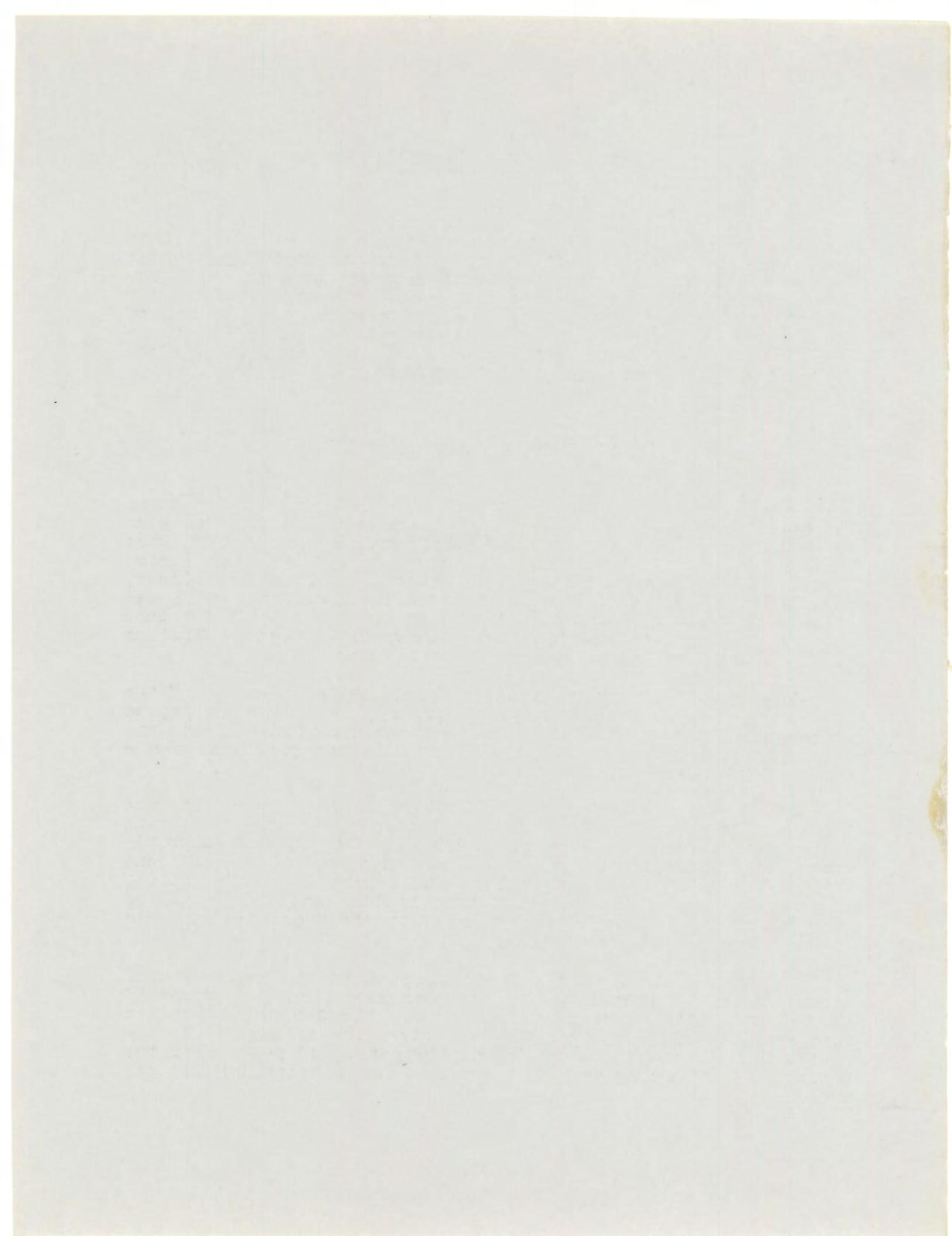
The labor intensive nature of higher education produces a high proportion (74 percent) of the University's budget dedicated to salary, wages, and fringe benefits. The functional classification of expenses reveals the following allocation of dollars:

Instruction and Academic Support	60%
Student Services	3%
Institutional Services	16%
Operation of Plant	16%
Student Aid	5%

Despite the fact that the University has reallocated funds from internal resources to augment the salary increases appropriated by the State in each of the last ten years, the result has been salary levels inadequate to successfully sustain efforts to retain all recent appointees or attract new faculty in several areas of high demand. Anticipating a shortage of qualified faculty members in several fields--the result of a growing demand for replacements of retiring faculty nationwide during the next few years--the University is convinced that enhancement of faculty salaries is central to the maintenance of existing institutional quality and requisite for its advancement.

Since the Legislature regularly anticipates a student fee increase in its appropriation decisions, the University regrettably has found it necessary to comply with legislative action. The University also has found, on occasion, the need to levy an increase in student fees even larger than that assumed in the legislative appropriation. These increases have not interfered with recruiting competitiveness. Indiana State University student fees remain slightly lower than those at the other public, residential universities in the State.

CHAPTER IV



EDUCATIONAL UNITS

The University's educational programs are offered within seven major educational units, each of which is administered by a dean and subdivided into academic departments and centers. The seven educational units are 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, the School of Technology, and the School of Graduate Studies (which interfaces with all the other six units).

COLLEGE OF ARTS AND SCIENCES

Twenty-two academic departments and three academic centers comprise the College of Arts and Sciences. The College also houses the University's Academic Advisement Center, the University's General Education Program, the University Honors Program, a Center for Governmental Services, an Interdisciplinary Center for Cell Products and Technologies, an Urban Regional Studies Center, an International Studies Center, a Latin American Studies Program, a Women's Studies Program, a General Studies Program, and a Military Science (ROTC) Program.

The College offers Ph.D. degree programs in six areas of two disciplines (Life Sciences and Geography), 43 master's degree programs, 63 baccalaureate majors and concentrations, 62 minors, 9 preprofessional programs, 3 associate degree programs, and a variety of certificate programs.

Since the last North Central Association site visit, the College of Arts and Sciences has developed a doctoral degree program in clinical psychology (Psy.D.), which has earned provisional accreditation from the American Psychological Association; a Ph.D. degree program in English Curriculum and Instruction, offered jointly by the Department of English and the School of Education; and a "sixth-year" post-master's degree program in English language and literature.

Arts and Sciences employs 54 percent of the tenure-track faculty of the University. It produces more than 69 percent of the University's student credit hours. The General Education Program, which is largely a College enterprise conducted for the entire University, accounts for approximately 40 percent of the minimum of 124 semester hours required for a baccalaureate degree.

In 1986, the Office of the Dean of the College of Arts and Sciences was reorganized into three major functional units--curricular development, budget and personnel, and student affairs. Each of these areas is administered by an associate dean.

The College is served by a Council of Chairpersons and Directors, a Faculty Council, and a Student Advisory Council. Chairpersons and directors in Arts and Sciences meet weekly to advise the Dean on policy matters and issues facing the College.

The Faculty Council is composed of a representative from each of the College's academic departments/centers. It meets monthly to conduct business brought before it by one of its standing committees--Academic Affairs, Faculty Affairs, Administrative Affairs, Student Affairs, and Promotion and Tenure--and to address occasional business forwarded to it by ad hoc committees.

The Student Advisory Council, formed in 1987, is comprised of undergraduate and graduate student representatives from each of the academic departments/centers. Its purpose is to conduct business brought to it by the Office of the Dean or by one of its subcommittees. The Council has recently taken on the subjects of academic advisement in departments, policies for physically handicapped students, and ways to orient currently enrolled students to the new General Education Program.

In the Fall 1989 semester, 3,177 enrolled students had declared a first major in one of the 57 baccalaureate degree programs in Arts and Sciences, a figure which represents nearly 37 percent of the declared majors in the University. An additional 95 students had declared a second major in the College, and 448 had declared minors. Of the graduate students actively pursuing an advanced degree in the University, 475, or 37 percent, are in Arts and Sciences disciplines.

The demographic profile of a typical Arts and Sciences major closely parallels that of the typical Indiana State University student. Over the past decade, the departments with the largest numbers of majors have been Communication, Criminology, Life Sciences, Mathematics and Computer Science, Music, and Psychology.

Reliable data are not yet available regarding the levels of retention of students majoring or minoring in College departments or the placement of baccalaureate graduates of the College programs. An accurate count of majors is difficult to obtain because many students long remain undecided about a major, do not declare one until late in their course of study, transfer to other institutions without leaving a paper trail, and/or drop out of school for a semester or more, returning sometime later. Such students are difficult to track systematically. Departments in the College are currently seeking methods for maintaining accurate records and for tracking such students more effectively.

In August 1988, the College of Arts and Sciences had 344 full-time faculty, of whom 245 (71.2%) were tenured; 76 (22.1%) were in the pre-tenure probationary period; and 23 (6.7%) were temporary. An additional 50.41 FTE faculty positions were filled by adjunct faculty and graduate teaching assistants.

Among the tenured and tenure-track faculty, 274 of 321 (85%) hold the highest earned degree in the discipline. In 1979 those comparable figures were 253 of 373 (68%). The change reflects both the increasing standards of professional competence to which College faculty are held and the intensity of the efforts of the College to attract and retain excellent faculty. In its recruitment efforts, the College office works directly with departmental search committees, conducting seminars which address such topics as appropriate advertising, assessment of professional credentials, interviewing strategies, Affirmative Action interests, and other issues related to effective recruiting.

The scholarly and creative efforts of the faculty have been extensive. Although figures are not readily available for each of the ten years since the last North Central Association site visit, cumulative reports of faculty activities for the past few years are available and suggest a high level of productivity and quality performance by the faculty in the College. During 1987 and 1988, College faculty members amassed more than 2,500 publications, presentations of learned papers, and creative exhibitions and performances. Grant support from such agencies as the Lilly Endowment, National Endowment for the Arts, National Institute of Health, and National Science Foundation are amply evident. The College's increased emphasis on scholarly and creative excellence emerges from a new and a renewed sense of the University's goals and mission.

Arts and Sciences students and faculty come together in what will be in 1995 almost totally new or renovated structures. A brief description of recent and forthcoming changes in the College's physical facilities includes the following elements.

The interior of one of the city's landmark structures, Fairbanks Hall, was thoroughly redesigned in 1985 to accommodate the two-dimensional areas in the Department of Art.

The Department of Home Economics was consolidated in one building, following extensive renovation, in the fall of 1988.

Root Hall, which opened in 1989, will house six College departments and approximately 30 percent of its faculty, along with the offices of the University's Honors Program. Among the wide variety of its newly equipped facilities are the University Writing Center, a 29-station computer Writing Classroom, a Foreign Language Laboratory with the capacity for interactive video instruction, a Computer Science Micro-computer Cluster, and the Psychology Clinic.

Holmstedt Hall is being renovated in the spring of 1990 and will house four social science departments--Criminology, Economics, Political Science, and Sociology and Social Work--as well as the Center for Governmental Services, the Social Science Education Center, Geography/Geology graduate student offices, and offices for the Coordinator of General Education and the Director of International Studies.

The Department of Communication, whose faculty and facilities are currently spread across campus, will be consolidated in two adjacent buildings in the years immediately following.

Extensive renovations and substantial new construction to improve facilities for the Department of Music, as well as more modest renovations of the Science Building and the Fine Arts Building, are scheduled for the early 1990's.

The Department of Anthropology is to move from an inadequate building on the fringe of campus to a renovated facility at its center.

These changes, taken as a whole, are dramatic in their potential for improving the instructional and research capabilities of the College.

Since the last North Central Association review in 1980, the College of Arts and Sciences has made several significant curricular advances:

A new General Education Program went into effect in the Fall 1989 semester.

A doctorate in clinical psychology has been added to the inventory of degree programs in the College of Arts and Sciences and has achieved provisional APA accreditation.

The Department of English developed a "sixth-year" post-master's degree program in the early 1980's, and, in cooperation with the School of Education, added a jointly sponsored Ph.D. in English Curriculum and Instruction in 1988.

Theater has become a separate department and, as such, flourished in student recruitment and campus visibility.

The Department of Mathematics added a Computer Science component to its offerings in 1980 and has produced more than 540 baccalaureate majors since that time.

With respect to its professional programs, the College has focused its attention on enhancing the quality of its existing programs rather than on expanding the number of its program offerings. The current College administration

believes that professional programs in the College must be well-staffed, well-supported, and professionally current in order to meet students' needs. Recent curricular revisions in Criminology, Journalism, Public Administration, Public Relations, and several Home Economics areas evince this trend. The current balance between liberal arts and professional areas in the College is both stable and healthy.

The Department of Art has received accreditation from the National Association of Schools of Art and Design (NASAD).

Arts and Sciences faculty are being encouraged, in tangible ways, to devote their energies to enhancing interdisciplinary teaching and research. Among the factors that have contributed significantly to development in this area are two administrative initiatives. A number of Arts and Sciences faculty have been funded through an annual competition sponsored by the School of Graduate Studies for research support for interdisciplinary projects. This initiative has led to the establishment of an Interdisciplinary Center for Cell Products and Technologies and provided the seed money for the Group on Regulation of Immune Function, a research team that recently received substantial funding from the National Science Foundation. Second, in the fall of 1988, the Dean of the College established a specific program to enhance interdisciplinary team teaching.

The College of Arts and Sciences has demonstrated a vitality in curriculum development and professional productivity to accompany the major improvements in its facilities in the last few years.

SCHOOL OF BUSINESS

Instruction in Business disciplines was initiated at the University in 1918, with the establishment of a Commerce Department. Undergraduate degrees were first awarded in 1923, and a master's degree in commerce was first awarded in 1950.

The School of Business was established in 1964. It is presently organized into five departments: Accounting, Administrative Systems and Business Education, Management and Finance, Marketing, and Systems and Decision Sciences.

The Master of Business Administration degree program was introduced in 1969.

The School of Business is fully accredited by the American Assembly of Collegiate Schools of Business. Accreditation of its undergraduate programs was granted in 1980 and of its Master of

Business Administration program in 1983. A full review of undergraduate and graduate programs in 1989 resulted in continuing accreditation of the School through 1998.

Business degree programs at Indiana State University reflect the national commitment of schools of business to provide a strong liberal arts foundation for undergraduate Business majors. The University General Education Program is vigorously supported by the faculty of the School of Business.

Transfer students from junior and community colleges and other four-year institutions make up some 7 percent of the Business undergraduate majors, a percentage which has increased slightly in recent years. The School continuously monitors articulation arrangements with other institutions in Indiana and Illinois to ensure adequate academic preparation of students transferring into Business degree programs.

International students comprise some 15 percent of Business undergraduate and graduate majors. As economic conditions and educational policies of other nations change, the national origin of these students varies. Until recently, for example, most of the School's international students in the MBA program were from Malaysia. The trend now is a decline in the number of Malaysian students and an increase in students from India. The School has been attentive to the academic preparation of international applicants for admission to its programs and has required suitable evidence of English language proficiency.

Average SAT scores of Business majors has steadily increased in recent years. Within the University, Business majors have moved from below the average in SAT in 1983 to above the average in 1987. New standards for admission to the School were introduced in 1987 with the expectation that retention and graduations will improve and that graduates from Business programs will find broader employment opportunities both nationally and internationally.

All academic programs in the School of Business provide instruction designed primarily to meet the needs of three groups of students: 1) students preparing for occupations in business, industry, government service, and public affairs; 2) students preparing to become business and marketing education teachers; and 3) students desiring business information which will serve them both professionally and personally.

The several curricula of the School provide 1) a sound foundation in the arts and sciences, 2) breadth of preparation in Business subject areas, and 3) selection among the wide variety of professional courses leading to the development of specialized competencies. All programs of study place emphasis on preparing the student for responsible citizenship and potential leadership roles in business and administration. Programs

also seek to develop in their graduates the necessary intellectual skills and adaptability to cope with complex organizations in a dynamic society.

The administrative organization of the School of Business is not dissimilar to other academic units in the University. The Associate Dean of the School also serves as director of the MBA program. The Center for Research and Management Services contracts with business firms for the performance of research projects, provides consultation on management problems, and houses the Small Business Development Center, which provides services to small firms. The Student Services Office provides academic advisement and monitors enforcement of School policies during the first 60 hours of the student's degree program. The Dean meets regularly in an administrative council with the Associate Dean and the department chairpersons.

The School of Business faculty committees formulate academic policies, evaluate candidates for tenure and promotion, and bear principal responsibility for the curricular development of the School.

In response to recommendations of the accrediting team during the reaccreditation review of the School by the American Assembly of Collegiate Schools of Business, a long-range planning document was developed and adopted in 1988. It identifies goals and strategies for the next five years, with a schedule for implementation for each year, beginning with the 1989-90 academic year.

Formal evaluations of faculty teaching competence are now in place in each of the departments in the School. Student surveys of course instruction are commonly employed. Some departments employ peer review of assigned readings, course syllabi, course content, and subject matter presentation. The faculty in the School is actively engaged in the improvement of instruction throughout the curriculum.

SCHOOL OF EDUCATION

The primary mission of the School of Education is the preparation of personnel for the public schools and other educational institutions. The School offers programs from associate and baccalaureate degree levels through the Ph.D. to students seeking to be teachers, school administrators, media specialists, counselors, school psychologists, and college professors. Its graduates hold positions throughout the State, region, nation, and world.

In the past three years, the School has maintained a Partners for Educational Progress program in which faculty members work collaboratively with public school personnel on school improvement projects. At present, under auspices of this program, 19 projects are being carried on in 14 school corporations, and \$293,000 has been raised from external sources to maintain them.

The teaching, research, and service missions of the School are complementary. Working collaboratively with public school personnel, for example, has generated relevant research questions and has also informed revisions in teacher preparation programs so that graduates might perform their responsibilities more capably. Emphasizing the complementarity of these three missions, the School continues its efforts to align itself more closely and relevantly to the domain of practice which it ultimately services.

The School of Education comprises nine units: the Departments of Communication Disorders, Counseling, Educational Administration, Educational and School Psychology, Elementary and Early Childhood Education, Foundations and Media Technology, Secondary Education, and Special Education, and the University School. Each is administered by a department chairperson or, in the case of the University School, a director, all of whom report to the Dean. Also reporting to the Dean are two associate deans, the Director of the Advisement and Certification Office, and the Coordinator of the Instructional Resources Center. The chairperson and administrators of the school meet twice monthly as the Administrative Council. The Dean, in turn, reports to the Vice President for Academic Affairs.

Significant revision of three major undergraduate teacher preparation programs has recently occurred. Redesigned programs in elementary, secondary, and special education were approved by University faculty government during the Spring 1989 semester. With the approval of the Commission on Teacher Training and Licensing of the Indiana State Board of Education, program implementation is scheduled to begin during the 1989-90 academic year. Program development at the graduate levels has generally been geared toward providing more program flexibility for students. Another trend is the design of programs between and among departments to enable students to acquire education specific to their professional goals.

In the Fall 1989 semester, 882 students with majors in early childhood, elementary, kindergarten-primary, speech-language pathology, school media services, and the baccalaureate and associate degree programs in child development and early childhood education were administratively served in the School of Education. A comparable number (818) of students was enrolled in secondary education programs and administratively assigned to the school or college of the teaching major. These students have a joint relationship with the School of Education.

In 1983, the standards for admission to and graduation from the Teacher Education Program were raised from a 2.0 to a 2.2 cumulative and major grade point average. In 1986, the standard was raised to 2.5. Also in 1986, the School of Education raised admission standards for new freshmen coming into the School of Education. New students must have a predicted first semester grade point average of 2.4 based on high school percentile rank and SAT scores. Those students not meeting the standard have been able to enroll as education-nondesignated students until such time that they achieve a 2.5 grade point average or transfer to another program. New transfer students must have a 2.5 grade point average.

Undergraduates in the School of Education are assigned to faculty advisors from the major department. Those students in the education-nondesignated category are advised in the Advisement and Certification Office. Undergraduates in secondary education programs follow the advisement procedures of the school or college of their teaching major. By the junior year all students are advised by faculty from the major department.

The School of Education is housed in two buildings, Statesmen Towers West and the University School. The faculty moved into the Education Tower in 1977, an excellent fifteen-story building. Classrooms are located on the lower three levels, with faculty offices, laboratories, and seminar rooms on the remaining floors. Each faculty member has a private office, and graduate students are also assigned an office space with one or two colleagues. Emeriti faculty are assigned office space if desired. Laboratory and clinical spaces include the Speech and Hearing Clinic, the Porter Psychology Center, Reading Clinic, Early Childhood Lab, Audiology Clinic, Speech Therapy Lab, and a lab used by the students and faculty in Counseling.

The University School, built in 1939, is a three-story building located a block away from the Tower. It houses programs from nursery school through the ninth grade and also serves as a laboratory for faculty and students in the Education departments. The facility is in need of significant renovation and landscaping. These projects have been studied and recognized by the administration and will be accomplished as soon as funds become available.

An integral part of recent initiatives of the University has been a renewed focus on teaching excellence and expanded General Education requirements. The University's participation in Project 30, a national coalition sponsored by the Carnegie Corporation of 30 universities housing both units of arts and sciences and education, also has emphasized teaching and general education. One result of Project 30 was a forum on university teaching, featuring three Indiana State University professors from varied disciplines discussing their teaching methods. The event was co-sponsored by the School of Education and the College of Arts and Sciences. The forum attracted more than 50 faculty

members from diverse fields across the campus who came together to talk about teaching. Another result of Project 30 is the strengthening of relationships between Education faculty and colleagues in Arts and Sciences and other academic units on campus.

The demographics of students enrolling in the University are predicted to change. The pool of high school students from which Indiana State University traditionally has drawn is anticipated to begin shrinking as Indiana high schools graduate fewer students than ten years ago. However, enrollments in the School of Education have been increasing in recent years, part of a trend occurring nationwide. Non-traditional students have been a visible and welcome cohort of our student population for some time, and that trend continues. Minority students are urgently needed in education. To attract minorities, in 1988 the State of Indiana initiated a minority fellowship program which provides \$1,000 per year to qualified undergraduates in teacher education. A small but significant group of minority students participated in the program during the initial year and applications have increased for the 1989-90 academic year. The School of Education faculty has worked successfully to retain these minority students by organizing a faculty mentor group to provide support. Recruitment and retention of minorities will continue to be a high priority in the School.

The culture of the University and of the School is changing with respect to the place of research as a professional obligation. It is increasingly recognized that scholarship is the bedrock of the professoriate's claim to expertise. This factor is now more commonly taken into consideration in hiring, mentoring, advancing, and rewarding faculty members. Efforts will continue to be made to encourage instructors to be persistent inquirers and to convert the results of their inquiry into published statements and presentations before their peers in professional associations.

SCHOOL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

The School of Health, Physical Education, and Recreation was established in September 1965. The School began with four departments: Health and Safety, Physical Education for Men, Physical Education for Women, and Recreation. The current configuration of departments is described below.

With a strong commitment to liberal education, the School of Health, Physical Education, and Recreation prepares students for a wide range of advanced educational programs and careers in studying, educating, and actively promoting human health, fitness, and well-being.

The School also serves as one of the focal points on campus and in the region for credit and non-credit programs in the areas of human health, fitness, and well-being and provides organized and informal recreational opportunities. The academic programs have a responsibility both to prepare students for national and international career opportunities and to support specialists in health, fitness, and well-being in the society.

The School is organized along traditional administrative lines. The School has a Faculty Executive Committee, concerned primarily with matters affecting faculty. The Executive Committee has one standing committee, the School Faculty Affairs Committee. Through chairpersons and School and department committees, the School operates on the principle of participatory management. All departments and the School have constitutions.

The Department of Health and Safety was established in 1964. At that time School Health was the only major. During the years 1966-79, five academic programs were added: Community Health Education, Environmental Health Sciences, Safety Management, Master of Arts and Master of Science in Health and Safety, and the Driver and Traffic Safety Education minor.

Since the last North Central Association review, academic program development has included a new undergraduate minor in Industrial Hygiene, the addition of an Occupational Health and Safety minor, and a revision of the Health and Safety master's degree program. In 1988, the Indiana Higher Education Commission approved the delivery of the master's degree program by means of the Indiana Higher Education Telecommunication System.

The Department of Physical Training was established in 1897. In 1912, the name of the department was changed to Physical Education, and in 1917 two separate departments were formed. An undergraduate major in Physical Education was approved in 1924 and the master's degree in 1955. In 1974, the two departments of men's physical education and women's physical education combined their master's degree programs into one curriculum, and in 1978 their undergraduate teaching programs into one. The two departments merged in 1981. The Sports Studies major (non-teaching) was approved in 1981.

The Department of Recreation became a department in 1965 at the time of the establishment of the School. An undergraduate major in Recreation was begun at this time and the master's degree program was approved in 1966. The Department of Recreation became the Department of Recreation and Leisure Studies in 1978.

The Office of Recreational Sports evolved from the traditional intramural sports programs for women and men. In 1972, men's intramurals became an independent unit under the Dean of the School. In 1975 the women's intramural program was trans-

ferred to the Recreational Sports unit. Currently, the programs have expanded to include competitive, informal, instructional, and special projects recreation for the entire campus community.

At the beginning of the 1980's, enrollments in most School programs began to experience declines, a pattern which continued until 1985. Sharpest declines occurred in Physical Education and in Safety Management. An encouraging growth in student majors since then was reinforced by a 17 percent increase in admissions to the School for the Fall 1989 semester. Departmental programs are open to all freshmen who have qualified for regular admission to the University. Several programs have retention criteria higher than the University minimum.

Although completion of the new section of the School of Health, Physical Education, and Recreation building preceded the approval of the Campus Master Plan, that structure gave important impetus to campus facilities development. When the Student Union is completed, the central focus of the campus will be much closer to the School's facility. Since the opening of the new wing in January 1988, the housing of the School's entire faculty in one building has facilitated academic interaction and improved student service. The total environment is calculated to enhance the teaching-learning process. The building is a major asset to the University and the community. In it, the Physical Fitness Center includes a jogging track, weight room, sauna, and swimming pool. The building also houses a multipurpose room providing an indoor track, six tennis courts and six basketball courts, and a gymnasium which offers three basketball courts, services the skill classes, and provides space for the recreational sports program and intercollegiate athletics. There are also ten racquetball courts adjacent to the large multipurpose room.

The facility's five new laboratories for Biomechanics, Health and Safety, Human Performance/Physiology of Exercise, Sports Injury/Athletic Training, and Motor Learning offer state-of-the-art equipment to enhance student and faculty research. Among the pieces of specialized equipment available are a diagnostic machine for identifying and rehabilitating muscle trauma, a force platform for analyzing body movement, and a hydrostatic (body fat measurement) weighing tank.

Prior to the 1988-89 academic year, planning in the School was centered upon standard University program reviews and upon program accreditation or certification requirements. In the fall of 1988, the School embarked on a comprehensive, integrated process to review existing programs and develop new ones. Program planning groups have since been formed, a planning manual has been adopted, and a timeline for completion of the process has been established. Launched in the spring of 1989, the planning efforts are scheduled to be completed by the conclusion of the 1989-90 academic year.

SCHOOL OF NURSING

Created in 1963, the School of Nursing initially offered a generic baccalaureate degree program only. The undergraduate curriculum was revised in 1976 to include an associate degree program, which provided greater educational mobility for students. The National League for Nursing granted the Associate Degree program initial accreditation in January 1980 and a full eight-year continuing accreditation in January 1988.

The revised baccalaureate nursing program received accreditation in January 1982 and was reviewed for continuing accreditation in November 1989. The first two years of the curriculum are identical in both undergraduate degree nursing programs. The programs contain general education and nursing courses. A student may leave the program with an associate degree and seek state certification as a licensed nurse or may elect to continue for the baccalaureate degree.

In January 1984, a project director was appointed to begin development of a graduate curriculum leading to a Master of Science degree in Nursing. The master's degree program was initiated in January 1986. Its first accreditation visit occurred in November 1989.

The administrative structure of the School of Nursing includes a Department of Undergraduate Nursing Studies, a Department of Graduate Nursing Studies, and a continuing education unit. The associate degree program is housed within the undergraduate department. The Dean is the chief administrator of the School of Nursing and is supported by an assistant dean and the Director of Continuing Education.

Faculty participate in the governance of the School of Nursing through department committees, three School committees, and the School Council.

The School has 29 regular faculty members, all of whom have attained master's degrees. Six faculty and the Dean have earned doctoral degrees, one faculty member is completing her doctoral dissertation, and three additional faculty members have been admitted to doctoral programs. Strong administrative support has been given to faculty to complete their doctoral degrees, through sabbatical leaves and flexible course scheduling.

During the past ten years, there have been three significant areas of program development. The addition of the master's degree program has provided the opportunity for nurses in the area to pursue an advanced degree without disrupting their professional careers and family life. Many in the master's degree program are part-time students and full-time employed nurses.

A second major program development is the Sycamore Nursing Center, which is a nurse-managed nursing center within the School of Nursing. The Sycamore Center, established in 1981 and a charter member of the National League for Nursing Council of Nursing Centers, receives referrals from various community clinics and conducts screening clinics which are open to the public. The center serves more than 600 clients yearly and provides clinical experiences for students in four nursing courses. The Sycamore Center also provides the opportunity for faculty practice and research.

In the 1988-1989 academic year, the undergraduate department added an orientation program for students. All students entering the School of Nursing for the first time are expected to attend orientation sessions which are designed to prepare incoming students for their academic experience, to begin the socialization process into the profession, and to support retention in the profession. Initial evaluation of the programs has identified a significant improvement in student attitudes and preparation for work.

The School admits students to the undergraduate programs every semester. In an effort to respond to the nursing shortage, the School accepts all qualified students into the program and will continue to do so to the limits of the School's resources and facilities. Enrollments in each of the degree programs have increased in most semesters since the fall of 1987 without the lowering of admission standards.

The School of Nursing has very specific criteria for program admission, progression, and graduation. State and professional accreditation standards require students to be assessed before, during, and at the conclusion of every course and at the end of the second year, prior to sitting for the licensing examination. These assessments assure the State that the graduate has completed all academic and clinical requirements and is qualified to practice.

There are several areas in which the School plans to make improvements for the future. Faculty preparation and qualifications will continue to be strengthened through recruitment of doctorally prepared faculty and through ongoing efforts of current faculty to obtain their doctoral degrees. The School will continue to explore creative ways to meet the growing demand for nurses during the next decade. Enhanced program and scheduling flexibility, which may include evening and weekend programs, are currently being studied for feasibility. The School is developing a comprehensive plan to upgrade computer competencies for faculty and students. And the School's evaluation plan, developed for multiple accrediting and licensing agencies, will undergo review to streamline its procedures while maintaining its viability.

SCHOOL OF TECHNOLOGY

The School of Technology, created in 1967, is presently organized into five academic departments: Aerospace Technology, Electronics and Computer Technology, Industrial and Mechanical Technology, Industrial Technology Education, and Manufacturing and Construction Technology. Two other academically oriented units, Air Force ROTC Detachment 215 and the Technology Services Center, are a part of the School of Technology organization structure. Faculty governance responsibilities are carried out by the Faculty Council of the School and its five standing committees. A Chairmen's Advisory Council composed of the department chairpersons, the Assistant Dean, and a faculty representative from the Faculty Council advise the Dean.

The School offers the following academic programs: four master's degree programs, 15 baccalaureate programs, six associate degree programs, and a concentration in the School of Education's Ph.D. in Curriculum and Instruction.

Twenty-eight, or 54.9 percent of the fifty-one regular faculty in the School of Technology have earned doctorates. An additional eight faculty are pursuing the terminal degree. Twenty-four of the regular faculty hold graduate faculty status.

Admission to the School of Technology is open to all freshmen who have been given regular admission to the University. Transfer students are considered for admission based on a 2.0 grade point average from the transfer institution. All programs in the School of Technology follow the general admission requirements of the University, with the exception of the Professional Pilot Technology major and the Aerospace Administration major, which require a 2.2 grade point average, and teacher education programs, which require a 2.5 grade point average. The majority of students enrolled in programs within the School of Technology are residents of Indiana.

All full-time faculty are expected to serve as academic advisors to students. Advisors must be informed about curricular requirements in all departments because of the interrelationship of many programs in the School. Technology students have the second highest rate of retention in the University, attributable, at least in part, to the effectiveness of advisement and individual attention to students' needs and interests.

Completion of a new building and renovation of two existing buildings in 1982 brought major improvement to School laboratories, classrooms, and offices. Relocation of several programs to another renovated facility is scheduled for the 1991-93 biennium. Equipment needs in several programs remain paramount, but major purchases in electronics, manufacturing, and aerospace technology have provided state-of-the art facilities in some laboratories.

With well-established undergraduate programs and maturing master's degree programs, the School is in the formative stages of developing a Ph.D. degree program in Technology which would be one of the first such programs in the nation and would meet a critical need in preparing faculty for Technology programs in the next century.

Development of an Aerospace Resource and Training Laboratory will assist the Department of Aerospace Technology in meeting its goals and objectives for preparing professional pilots and aerospace administrators. A proposed Aerospace Research and Evaluation Center is under consideration to provide opportunities for faculty, graduate students, and advanced undergraduate students to study such topics as human resources and development in flight training, evaluation of training techniques, the development of flight instructor preparation, and the technological assessment and testing of aviation hardware appropriate to general aviation safety.

The Department of Electronics and Computer Technology is anticipating an expanded facility to accommodate graduate research. A Medical Electronics undergraduate degree program designed to prepare specialists in biomedical electronics is currently under development.

The upgrading of faculty knowledge and skills is a major goal in the Department of Industrial and Mechanical Technology. Opportunities for faculty to attend technical workshops and seminars and to conduct projects in the industrial environment are widely available but require detailed planning of schedules and enhanced resources to have broad impact on the curriculum. Study of alternative means of delivering classroom and laboratory instruction more efficiently is also on the department agenda. Relocation of the mechanical technology program in a new setting is eagerly anticipated in the early 1990's.

SCHOOL OF GRADUATE STUDIES

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

In 1947, a sixth year curriculum was established for those working toward a school superintendent's certificate. A year later, a cooperative program with Indiana University was ap-

proved, which permitted students to earn the Doctor of Education degree. The Educational Specialist degree program was first offered in 1958.

Course work leading to the Doctor of Philosophy degree was initiated in September 1965. The first degree programs were in Elementary Education and in Guidance and Psychological Services. In 1968, Ph.D. degree programs in Secondary Education (currently titled "Curriculum and Instruction") and Educational Administration were added. Ph.D. degree programs in Life Sciences and in Geography were approved in 1967 and 1968, respectively. The Doctor of Psychology degree program was initiated in Fall 1981.

In July 1976, responsibility for administration of the grants and contracts activities of the University was transferred from the Office of Academic Affairs to the School of Graduate Studies. With this assignment came University-wide recognition that research and graduate study were distinguishable but inseparable enterprises.

The School of Graduate Studies is administered by the Dean and two associate deans, who are supported by a writer/research assistant, a recruitment/admission supervisor and software specialist, and six clerical personnel. Among the responsibilities of the Dean are the implementation of policies developed by the Graduate Council, the allocation of graduate assistantships and fellowships to the academic deans, the approval of the graduate faculty, development and support of grant and contract proposals, and the facilitation of research, scholarship, and creative expression throughout the University.

Master of Arts and Master of Science degrees are offered in 71 different specializations and the Master of Education in 11 fields. Programs leading to the Master of Library Science, the Master of Business Administration, the Master of Public Administration, and the Master of Fine Arts degrees are also offered. Four Educational Specialist degree programs are offered. Since the 1980 North Central Association review, the University has developed new Master of Science degree programs in Marriage and Family Therapy, Nursing, and Electronics and Computer Technology, and a Doctorate of Psychology degree program in Clinical Psychology.

The Doctor of Philosophy degree is offered in Educational Administration; Elementary Education (with specializations in Early Childhood Education and Child Psychology, Elementary Educational Administration, Reading and Language Arts, Mathematics, Science, Social Studies, and Special Education); Geography (with specializations in Economic Geography and Physical Geography); Guidance and Psychological Services (with specializations in Counselor Education, Counseling Psychology, School Psychology, and Student Personnel Work in Higher Education); Life Sciences (with specializations in Ecology, Microbiology, Physiology, and

Systematics); and Curriculum and Instruction (with specializations in Business Education, English, Industrial Technology Education, and Secondary Education). The Doctor of Psychology degree is offered in Clinical Psychology.

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

In Fall 1988, Indiana State University enrolled 1,571 graduate students, some 13 percent of the total student population. One thousand one hundred and twenty-five, or 71.6 percent, were Indiana residents; 255, or 16.2 percent, were from 40 other states; and 191, or 12.1 percent, were from 39 foreign countries. The graduate program attracts a higher percentage of non-residents than the undergraduate programs. Approximately 61 percent of the graduate students were women. This compares with an undergraduate figure of 51 percent women.

Although total enrollment in graduate programs has declined slightly (3,164 enrolled students in 1988-89, compared with 3,247 in 1982-83), the number of enrolled, degree-seeking students has actually increased. Since Fall 1981, when Indiana State initiated the Psy.D. degree program, the number of enrolled doctoral students has increased from 137 to 187 in Fall 1988. During that same time period the number of master's degree students increased from 932 to 1,000. This increase in enrollments corresponds with an increase in the number of admissions to degree programs. Three hundred and ninety-eight students were admitted to degree programs in Fall 1981, while 533 students were admitted in Fall 1988.

Indiana State University has continued to attract qualified graduate students into its degree programs. A study of the December 1981 graduates indicated that the average undergraduate grade point average for master's degree recipients was 2.99; and Ph.D. degree recipients had a 2.60 undergraduate grade point average. In 1988, master's degree graduates' average undergraduate grade point average was 3.23, and the Ph.D. degree graduates' average was a 3.10. Graduate Record Examinations scores for Ph.D. degree candidates reveal similar increases. The Ph.D. degree recipients in December 1981 had average GRE scores of 457 verbal and 490 quantitative, while the December 1988 graduates had average GRE scores of 622 verbal and 520 quantitative. Recipients of the Psy.D. degree in December 1988 had even higher GRE scores: 670 verbal and 580 quantitative.

As Indiana State University has evolved through several stages, from a teachers college to a comprehensive university, increased importance has been placed on faculty and student scholarly, artistic, and research activity. External funding has increased from \$800,000 in 1976 to nearly \$4,000,000 in 1987-88. During that same period, the number of proposals submitted

annually increased about 30 percent and the number funded increased 44 percent. At the present time, approximately one-half of all proposals submitted to external agencies are funded.

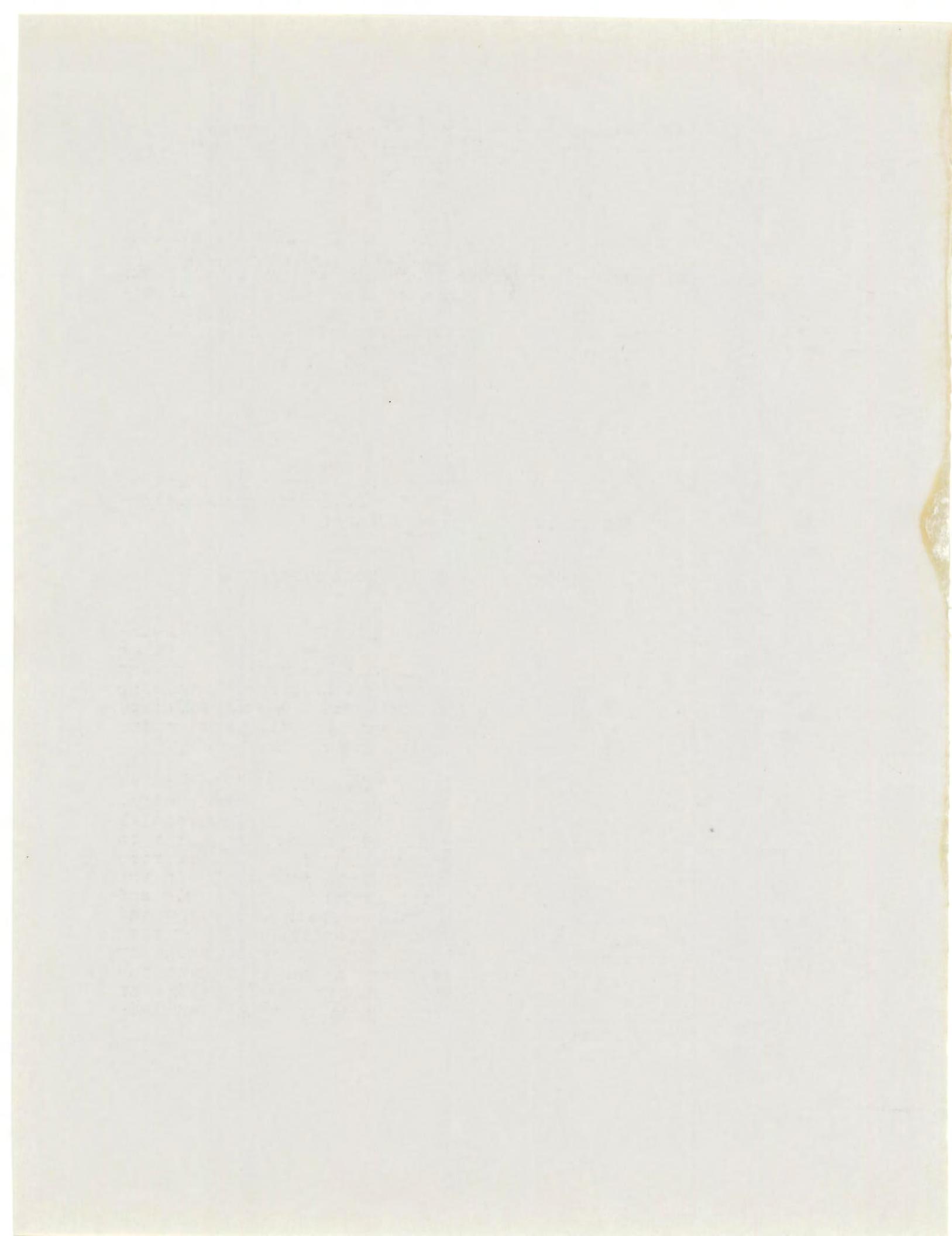
The School works with a private consulting agency in Washington, D.C., to enhance faculty interaction with federal government bureaus and funding agencies. The School also regularly provides to faculty such support services as funding database searches, distribution of published grant information, assistance in proposal writing and budget development, and workshops on specialized funding techniques. To expand the focus and responsibility of the grants and project development function of the Graduate Studies office, the position of director was recently changed to Associate Dean for Research.

The University has experienced good progress in graduate education and in research, scholarship, and creative expression in the last decade: an increase in degree-seeking graduate students; an improvement in the credentials of students enrolled in graduate programs; a broadening of geographic diversity of graduate students; the addition of four master's degree programs and one doctoral degree program; accreditation of three doctoral programs by the American Psychological Association; enhanced institutional support of research and creative work; increased faculty participation in creative and scholarly activity; growth in external funding of grants and contracts; an increase in academic standards in the award of assistantships and fellowships; an upgrading of admission standards in several graduate programs; evidence of increased scholarly productivity among members of the graduate faculty; an increase in institutional, school/college, and department efforts to attract minority graduate students; and the relocation of the office of the School of Graduate Studies to remodeled facilities.

Planning for the School of Graduate Studies is conducted in the academic units and on the several administrative levels. Program planning is done within departments and the schools or college with frequent consultation with the Dean of Graduate Studies. Planning for the Graduate School is conducted by the Dean and the Graduate Council. The School is in the fourth year of a five-year plan developed by the Dean and a planning committee. Plans for the first half of the next decade will be developed during the 1989-90 academic year.

The School of Graduate Studies is committed to further advancement of the enterprises that link graduate study and research/scholarship/creative expression.

CHAPTER V



CAMPUS SUPPORT UNITS AND SERVICES

The University provides a full range of academic, student life, and administrative support services, each of which is important to the needs of students, faculty, and staff and thus to the educational, research, and service missions of the institution. Chapter V summarizes these services and briefly describes the offices which offer them, arranged according to the administrative organization of the University.

ACADEMIC AFFAIRS

Nine separate but interdependent offices providing services to the University community are within the administrative authority of the Vice President for Academic Affairs.

ADMISSIONS AND UNIVERSITY-HIGH SCHOOL RELATIONS

The Office of Admissions and University-High School Relations was a part of the Student Affairs division until 1983, when it was assigned to Academic Affairs with other offices in Student Academic Services. In 1988, the Director of Admissions was also given the title of Assistant Vice President for Academic Affairs, a change designed to reflect the importance of student recruitment and admissions to all academic units and the University.

The primary responsibility of the Office of Admissions is to recruit new freshman and transfer students to the institution. It fulfills this responsibility by building a pool of potential applicants for admission, encouraging prospective students to become applicants for admission, and assisting in the transition of students from matriculation to full-fledged membership in the academic community. Office staff visit Indiana high schools and regional community colleges, attend college fairs, develop and distribute recruitment literature, arrange for campus visitation by high school students, and coordinate student recruitment by academic departments. Especial attention is given to the recruitment of minority students, partly through participation in national and regional organizations which promote college attendance among minority students.

STUDENT ACADEMIC SERVICES

Student Academic Services was moved from Student Affairs to Academic Affairs in 1983. Within the unit are the Offices of Registration and Records, Student Financial Aid, Educational Opportunity Programs, University Testing, and International Student Affairs.

The activities of the Student Academic Services division are coordinated and directed by an Associate Vice President for Academic Affairs and Dean of Student Academic Services. The Associate Vice President works closely with the other academic units to ensure that students' needs are met and to provide the institutional data required for effective planning and evaluation. Preparation of the undergraduate and graduate catalogs is the responsibility of the division.

The provision of student services is a cooperative effort among the Student Academic Services departments and the Office of Admissions and University-High School Relations. This effort was enhanced with the purchase and installation in 1986 of Information Associates' Student Information System. The Student Information System (SIS) is an integrated system which allows on-line access to student demographic information, prospect and applicant records, enrollment and academic records, financial aid information, and student accounts. In addition, the FOCUS fourth-generation language software was purchased and is used extensively in the offices for reporting, application development, and institutional research.

Registration and Records

The Office of Registration and Records is the service unit of the University responsible for the registration and enrollment of all students. This office maintains current and historical enrollment records, issues transcripts, provides enrollment certification, certifies candidates for degrees, prepares the schedule of classes, and assigns classrooms. In addition, the office provides statistical reports to educational and governmental agencies and to other units of the University. Recent software acquisitions and the commitment of the staff to computer application development have resulted in the enhancement of student services and of information availability.

Several years ago, an advance registration system was implemented, which allows students to register in the current semester for courses offered in the next semester by consulting their advisors and submitting registration forms to their academic units. The benefits have included a reduction of the time and effort required for registration on the student's part, the

availability of a management tool for academic departments to monitor and adjust course offerings, an earlier disbursement of financial aid, and more time for advisor/student interaction.

Last year a computer-based procedure was developed and implemented whereby students can gain access to their own student records to inspect and test the accuracy of address information, current and advance registration class schedules, financial aid document tracking and award information, and account balances. Student access has been extensive and has resulted in heightening student awareness of their status and the need to contact the appropriate office to file documents, clear encumbrances, or make class schedule adjustments.

A University Voice Response system has been developed, which will provide similar information by telephone. This system is currently being used in the Office of Student Financial Aid to handle telephone inquiries regarding the status of financial aid awards. When it has been thoroughly tested, the other components will be made available. Plans are currently under way to enhance this system further by adding registration and schedule changes by telephone. A degree audit system (On Course) was recently installed as an upgrade to the SIS system. The On Course system stores degree program requirements and provides automated analysis of degree progress. Entry of degree program requirements is currently under way. The continued development of software applications to enhance service to students and the University community are a top priority of the Office of Registration and Records.

Student Financial Aid

The Office of Student Financial Aid has broad responsibility for the award and administration of virtually all financial aid funds which flow to the institution. Critical to meeting this responsibility is a complete understanding and continuous monitoring of regulations, legislation, and philosophies which affect the delivery of student aid. The professional staff is expert in such issues, is able to provide effective counsel to students, and can speak with authority in disseminating information to other departments of the institution.

In 1980, financial aid packaging shifted from a manual operation to automated system of financial assistance. In 1984, the office was moved to a new location. This change increased physical space and brought forth a new image of more favorable experiences for students.

In 1986, the installation of the SIS integrated system resulted in marked improvement of the delivery of financial assistance and reporting capability. With computerization, many of the problems associated with financial aid processing were

eliminated. Students receive accurate and timely notification of financial aid awards, federal reports are more detailed and accurate, and credibility has been given to a previously tedious and slow process. Manual retrieval of paper records has been improved by incorporating a color-coded filing system. The recent installation of the Voice Response system has provided a mechanism to respond to student inquiry accurately but without utilizing human resources which are then available for other tasks. In recent years, the student employment referral system has been enhanced to improve service to both student employees and employers. The growing complexity of student aid programs and program administration will necessitate full utilization of every program, development of creative new programs, and the continued development of technology to meet increased demands. The changes which have been made have greatly improved the operations of the Financial Aid office, although these improvements are not always apparent to students. Continued effort will be made to facilitate distribution of financial aid and to inform students of the services available to them.

Educational Opportunity Programs

The Educational Opportunity Programs unit was established in 1979, combining several University services which assist under-prepared students to complete undergraduate degrees. The Educational Opportunity Programs consist of two federally funded programs--Student Support Services and Upward Bound--and the Academic Enrichment and Learning Skills Center, which is a University-sponsored program.

The Student Support Services program is designed to help first-generation or low-income college students succeed academically. The program offers such assistance as counseling tutorial services and instruction in reading. The role of the Upward Bound Program is to provide to high school students educational and cultural experiences that will encourage them to attend college and be better prepared to enter the work force.

The Academic Enrichment and Learning Skills Center provides academic assistance and support for all University students who need it and for conditionally admitted students who are required to participate in the program as a condition of admission to the University. The center staff teaches a non-credit basic study skills class which is required for program participants, provides individual and group tutoring, administers assessment instruments, monitors student progress, and is developing a computer-assisted tutorial program. The center has outgrown its present physical facilities and will soon move to larger quarters.

Plans and goals for the Equal Opportunity Programs unit include serving an increased number of students and writing

grants to support the hiring of additional competent staff members at competitive salaries and the purchase of additional equipment for testing and assisting the students served.

University Testing

The University Testing Office collects and analyzes college-entrance examination scores and demographic data on new freshman students, scores objective tests for faculty, administers tests for credit by examination on behalf of national testing programs such as Educational Testing Service, administers research tools proficiency examinations for the University's doctoral programs, supports faculty data collection, and conducts institutional research. Recently a new professional staff position for an assessment specialist was added. Quality improvement funding from the State has made it possible to perform new and additional assessment in connection with the new General Education Program and the Learning Skills Center.

International Student Affairs

The University offers a distinct service for international students whose cultural heritage adds a desirable dimension to the University environment. The Office of International Student Affairs coordinates various campus and community activities and programs and provides admissions counseling and advisement for both undergraduate and graduate international students. The director serves as a liaison to the Immigration and Naturalization Service, United States Office of Education, foreign embassies, ambassadors and consuls at home and abroad, the Institute of International Education, and education sponsors and agencies.

The mission of the unit is to assist international students in fulfilling their educational goals by providing encouragement, support, and counseling to lessen the cultural difficulties that impede success while promoting international goodwill and sharing of cultures. A significant improvement in the efficiency of delivery of student services has resulted from the addition of an international student advisor who advises students individually regarding personal problems and the resolution of conflicts. The director has assumed a more active involvement in overseas recruitment activities such as the Southeast Asian recruitment fairs.

The development and implementation of an international student admissions tracking system has automated the processing of application materials. The system provides up-to-date information on the status of each student's application and generates requests for those materials required to complete the student's file. Often the speed of application processing determines whether the student will enroll at Indiana State University. A

concerted effort is being made to involve international students more fully in the life of the University and the Terre Haute community. The International Student Newsletter, a new international music program on WISU-FM, and increased involvement in Student Life and Student Government Association activities are evidence of this development.

INSTRUCTIONAL SERVICES

The mission of Instructional Services is to extend the University's resources, teaching, research, and public service activities to both on- and off-campus constituents of all ages; to enhance their quality of life by developing and offering programs and services in conjunction with academic and administrative units of the University; and to serve as a link between campus and community.

The Dean of Instructional Services reports to the Vice President for Academic Affairs. Reporting to the Dean are the Assistant to the Dean, who is responsible for the University Convocations programs and the Evening/Saturday program, and the directors of the Audio-Visual Center, Television Services, Off-Campus Programs, Conferences and Non-Credit Programs, the Independent Study Program, and the Vocational-Technical Services Center. The Dean is directly responsible for Summer Sessions planning and the High School Summer Honors program.

Students enrolled in several programs conducted through Instructional Services tend to be parents, to be older than the typical student, and to work full-time. Many are interested exclusively in non-credit programs. A majority of students in summer courses, however, are also enrolled during the academic year, reflecting the demographic characteristics of the entire student body.

Students enrolling in academic credit programs through Instructional Services must meet the normal requirements for admission, advisement, and retention.

Future plans and goals of Instructional Services include the enhancement of the capabilities of Television Services by replacement of obsolete equipment, the equipping of a television classroom, and the improvement of the television studio; an operational study of the Audio-Visual Center and Television Services to provide more efficient and effective services to the campus; the establishment of a University-wide committee to evaluate the services provided to non-traditional students to identify more effective ways of serving this growing student population; an analysis of the University's summer session schedule, curricular offerings, and promotional efforts to strengthen

the program; and an evaluation of the organizational structure of Instructional Services to improve its effectiveness and efficiency for its many constituencies.

LIBRARY SERVICES

The Cunningham Memorial Library collection currently contains 1,070,350 cataloged print items and another 763,785 microforms, media items, and other materials. The main library building has been in service nearly twenty years. The library staff numbers 29 professional librarians, 48 support staff, nearly 100 student assistants, two associate deans, and the Dean. The professional librarians fill the ranks of Assistant Librarian, Senior Assistant Librarian, Associate Librarian, and Librarian.

Cunningham Memorial Library was the first academic library in Indiana to implement an integrated automated system, installing in 1985 NOTIS (Northwestern Online Totally Integrated System), which provides an on-line public access catalog LUIS (Library User Information System) and on-line circulation, acquisitions, cataloging, and serials control. In 1986, Rose-Hulman Institute of Technology and St. Mary-of-the-Woods College joined the NOTIS cluster. With NOTIS now the basis for the State University Library Automated Network (SULAN), the libraries of the University of Southern Indiana and Vincennes University have also been added to the Indiana State University cluster.

When it is fully implemented, SULAN will permit Indiana State University faculty and students to have access not only to on-line catalogs of the Cunningham Memorial Library cluster but to the libraries of Indiana University, Purdue University, and the University of Notre Dame--collections totaling more than 12 million volumes. Access to electronic databases worldwide will also be available.

Main Library attendance in 1988-89 was 643,117, an increase of 22.5 percent over the previous year. Total attendance for all campus libraries was 717,093. The circulation of Library materials for the year 1988-89 was 598,614 items.

The main library building will serve without need for expansion for another decade. Plans for the immediate future focus upon maintaining the quality of the collection in the face of persistent erosion of acquisition budgets by inflation and upon sustaining the position Cunningham Memorial Library has as the pacesetter in academic library automation in Indiana.

CHILD CARE

For many years, the University had conducted a limited pre-school child care program as part of an internship laboratory for the Early Childhood Education program. Facilities were provided in the Family Housing complex. Following inquiries and suggestions from several campus groups, including the University Faculty Senate, Faculty Women's Club, and Student Government Association, the University President appointed a committee to consider the child care issue.

Based on the committee recommendations, an expansion of the child care program was approved to include infant/toddler through school-age child care. Infant/toddler and pre-school child care is provided in the University Family Housing complex. The total capacity of the center was recently expanded from 40 to 68 children, of which 16 are infants/toddlers.

School-age child care for before and after school as well as on nonschool days is provided through facilities in the University School. The capacity is flexible based solely on need. A fixed fee schedule per day is applied.

For infant/toddler care, a fee schedule has been established based on total household income. In addition, the University has subsidized the program to cover additional expansion start up costs and a portion of the operating costs. Children of University faculty, staff, and students are given priority in enrollment, but community children may be admitted on a separate fee schedule if vacancies exist.

ADMINISTRATIVE AFFAIRS

The Vice President for Administrative Affairs is responsible for a wide range of administrative units. Those which provide support services for the entire University community are Campus Telecommunications, the Employee Assistance Program, Personnel Services, Safety and Security, University Archives and the Computer Center. The Vice President for Administrative Affairs serves also as Secretary of the University.

CAMPUS TELECOMMUNICATIONS

In June 1985, as part of its continuing program to enhance the campus environment, the University replaced all existing telephone cable throughout the campus and installed a 6,000 line SL-1 XN private branch exchange (PBX) manufactured by Northern

Telecom. This system allows each member of the faculty and staff to be given a separate telephone and phone number with world-wide incoming and outgoing direct dialing privileges. This latter capability has eliminated delays associated with operator-assisted calling.

Since the initial installation, the PBX system has been upgraded and expanded to provide additional features and services. The capability to directly interface with multi-channel circuits was added in September 1988 to allow direct access to long distance carrier high volume services, thus allowing the University to reduce the per minute cost of a long distance call by twenty-five percent. In September 1989, a significant upgrade was completed which made it possible to expand the features offered and gave the PBX expansion capability that should enable it to support growth for the next 10 years.

The new system also permitted installation of a private telephone in each student apartment and residence hall room or suite on campus with features similar to those that may be provided by a telephone company to a private residence. A system of personal security codes was implemented which made it possible for students to place long distance calls and be charged for those calls placed.

In August 1989, the University assumed direct management of the long distance operation. Rates for student long distance calling are approximately ten percent lower than those charged by the previous contractor.

The University is also in the initial phases of a program to link all personal computers and mainframes into a campus-wide network which will allow high speed data exchange and sharing of resources between these now semi-isolated units. A key component of this network is a transmission system using fiber optic cable. The first element brought on line was a connection between the mainframe computers in the Computer Center and in Cunningham Memorial Library. Root Hall, the School of Business, and the School of Education are all scheduled to be linked to the "backbone" system prior to January 1, 1990. Connections linking all other major classroom and administrative buildings are scheduled to be completed by March 1990.

EMPLOYEE ASSISTANCE PROGRAM

In 1987 the Employee Assistance Program (EAP) became operational, following study and recommendations from a faculty/administration committee. The program includes a health promotion/wellness component as well as treatment response for early detected and chronic alcohol/substance abuse cases.

The program has received excellent support on the campus from staff as well as supervisors, department heads, and deans. A nutrition/weight control/exercise activity has been successfully repeated several times. In June 1989, more than five hundred employees, retirees, and family members participated in a first-ever health screening fair on the campus.

On September 1, 1989, the EAP office received funding as the Region 7 coordinating office as a part of the Governor's Drug Free Indiana project. Under the grant, efforts will be coordinated with public agencies and industry in an eight-county area to combat drug and alcohol abuse.

Positive results of the EAP should be reflected in improved productivity, a positive attitude toward the University, and reduced health insurance claims.

PERSONNEL SERVICES

During 1984-85, the Office of Personnel Services directed a classification review and study of all biweekly classified positions in response to issues regarding pay grades and classifications. Input was sought from each of the major units through the vice presidents. Twenty-four (24) pay grades were consolidated into fifteen (15). Numerous classification titles were deleted with special emphasis on the review of secretarial/clerical classifications which were reduced from fourteen (14) to six (6). The revised classification system became effective July 1, 1986. A minimum number of appeals were satisfactorily addressed following review by the Personnel Services office.

In the fall of 1986, the initial steps toward the establishment of a performance appraisal system for biweekly support staff were introduced to the campus through a series of meetings for the staff and immediate supervisors.

During the spring of 1987, pilot departments were selected to test procedures and the evaluation instrument. The performance appraisal system was applied on a campus-wide basis for the 1987-88 fiscal year. Very few complaints were received; all were resolved within the vice presidential areas.

As part of the pay plan revision, the traditional "steps" identified in the pay schedule were eliminated and replaced with pay ranges for each pay grade. Entry level flexibility was also introduced to provide acknowledgment for years of experience or training.

In 1982, the work week for clerical and support staff was reduced from 40 to 37 1/2 hours per week, with no change in the salary base. More recently, the vacation policy for administrative and biweekly staff was liberalized to allow a two-year

accumulation maximum. After three months of satisfactory employment, vacation may be used as it is accumulated. Prior to this change, vacation time was accumulated during one fiscal year, to be taken during the following fiscal year.

Supported administratively by the Office of Personnel Services, the Office Personnel Council (OPC) is an elected representative group which meets regularly to address topics and issues related to the work environment for clerical/technical support staff. Council Bylaws have been accepted and approved by the Indiana State University Board of Trustees.

The OPC is composed of twelve representatives and alternates elected from within each of twelve designated areas. Monthly meetings are held in addition to the general annual meeting. The Director of Personnel Services serves as an ex officio member of the Council and as an information bridge linking the Council and the Administration.

SAFETY AND SECURITY

The Office of Safety and Security coordinates security, traffic service, fire safety, and environmental safety. In August 1984, the offices were moved to an east campus location, with expanded facilities to better accommodate the various functions. The unit has twenty uniformed officers, three investigators, two environmental safety staff members, and five traffic services and support staff.

In July 1985, based on a task force report on campus safety issues, the position of Environmental Safety Coordinator was established. Fire safety and hazardous waste handling as well as disaster planning were combined to better address campus needs in these areas. The coordinator has since completed several training programs for certification in asbestos containment, hazardous material handling and disposal, and fire safety. An Environmental Safety Committee has also been appointed to better coordinate safety issues throughout the campus. Representatives include faculty, administrators, support staff, and students.

During the spring of 1985, a new identification card system was introduced to the campus for all students and staff. The system is linked to the campus mainframe computer through a network of personal computers and card readers to incorporate functions of Food Services, the Library, the Office of Inter-collegiate Athletics, Recreational Sports, and the Controller's Office.

A cadet corps composed of specially trained students has been formed to assist with parking regulation enforcement. The effect has been improved parking regulation compliance and the opportunity to release uniformed officers to do other police work.

Computerization of the unit is nearing completion as parking and traffic files are going on-line with the central registration system. A hand-held computer ticketing system is currently under study to improve parking lot enforcement with on-line data.

UNIVERSITY ARCHIVES

University Archives was established with the assistance of a grant from the National Historical Publications and Records Commission in 1983. The one-year grant provided funding for a professional archivist to survey the institution's records and develop recommendations for a University archives and records management program.

In June 1986, the Board of Trustees approved a University archives policy. The following year the University Archives Committee approved campus-wide distribution of records management guidelines for University offices and officials.

In keeping with its mission to collect and preserve "historical records and manuscripts which supplement the official records of the university and place it in a local/regional context," the University Archives has encouraged development of a regional history collection. The concept of such a collection has been approved by the University Archives Committee.

In support of its mission to serve as the memory of the institution, the University Archives maintains an active public exhibits program. Frequently developed in cooperation with Public Affairs units of the institution, programming features of these exhibits highlight the University's history and the people, places, and events which comprise our heritage.

The University Archivist, in support of archival education, has developed senior/graduate level courses in Archival Administration at the request of the Department of History. The 1988-89 academic year witnessed the first such offerings.

State-wide and regional visibility of the University Archives has been enhanced through publications activity. During the past year, the University Archivist assumed the position of Editor for the SIA NEWSLETTER, published by the Society of Indiana Archivists.

COMPUTER CENTER

The Indiana State University Computer Center is a service unit, responsible for facilitating computing for faculty, staff, and students in their instructional, research, and administrative duties. The center is responsible for all larger computing systems on campus (mainframes and minicomputers) as well as the public microcomputer labs.

For many years, the Computer Center operated one mainframe for all campus needs with access through terminals in public clusters and in offices. In 1982, a second computer was added along with a switching system to allow access to either computer or any printer. With continued expansion, six larger machines now are all accessible through the switch. The first public microcomputer labs were installed in 1984. Today there are nine labs, plus a tenth (in Conferences and Non-Credit Programs) which is operated by the center and used for certain campus-wide functions.

The current computers and their dates of installation are as follows:

IBM 4381-13	(1985)	Administrative (IA) software
IBM 4381-23	(1988)	Administrative (FOCUS) software, some academic programs, Library
Prime 750	(1984)	Medusa CAD software
Vax 11/750	(1984)	Unix applications
Sequent	(1988)	Unix applications
Vax 8350	(1987)	Academic research and instruction

The University's microcomputer labs were updated during the summer of 1989. Five of the ten labs were provided 80286-level technology. Two are located in residence halls and the others at convenient locations around campus. The labs are normally open 91 hours per week and are staffed by consultants who can provide assistance and security. Five labs have laser printing capability at a nominal cost. Most labs may be reserved for class use, but the total reserved time is under 10 percent of the open hours. Lab access is open to any faculty or staff member or student, whether or not enrolled in computer classes. This policy was adopted to encourage independent student use as well as to support formal course offerings.

The services of the Computer Center are provided by a full-time staff of 41, with 60-70 part-time student workers. The staff is organized into five areas:

CSCS (Computing Support and Consulting Services)
Consulting, documentation, workshops, general user support

Technical Support
Communications, operating systems, graphics, networks

Administrative Systems
Support of Information Associates (IA) and other administrative software

ERS (Equipment Repair Service)
Repair of terminals and microcomputers

Office Services
Operate laser printer service and other support functions

Except for ERS work on departmentally-owned units, there is no charge made for Computer Center facilities or staff support.

Looking ahead, a major task is to develop a networked approach, connecting the larger computers with individual workstations, including various local area networks (LANs) now in existence. Using the fiber optics cable of the new telephone system, the installation of a campus network "backbone" began during 1989-90. A first priority is linking the microcomputer labs, most of which are already on a LAN. The center is also greatly expanding its services--including design, installation, maintenance, and ongoing support--to departments which are planning to network.

In the planning stage is the conversion of the present bookstore building into use for public microcomputer labs and terminal clusters, which will allow access to the labs and support services on a 24-hour, 7-day basis.

Another major goal is to develop campus-wide computing awareness to make data more accessible. The Office of Registration and Records now has terminals at which any student can view his/her academic record. Departments have access to view their budgetary accounts on-line. By improving campus computer literacy, such data will be provided and used on a daily basis as needs are identified.

STUDENT AFFAIRS

The Student Affairs division provides programs and services which seek to enhance the academic progress of students and to contribute to their personal development. The goals of the

division are to promote, support, and strengthen the academic mission of the University, to provide developmental or remedial services at critical periods during a student's enrollment, and to provide opportunities outside the classroom for students to reach their potential as individuals and as members of groups. Achievement of these goals requires collaboration among Student Affairs staff, students, faculty, and institutional staff in other administrative units.

In the present organizational structure, the Dean of Student Life, the Dean of Residential Life, the Dean of Student Services, the Director of Student Research, and the Director of Tirey Memorial Union are the principal administrators. The Vice President for Student Affairs meets with the deans as a council at least twice a month and with division staff periodically in unit meetings. Among the many major program developments of the last decade, several provide especially important services to the University community.

RESIDENTIAL LIFE

Residential Life is involved in an ongoing process of renovation and renewal of the residence hall system. One hall was completely renovated before the Fall 1989 semester to provide housing for fraternities. Structural changes provide meeting rooms, office space, and storage spaces for these organizations. Another hall has been designated an Honors housing unit that has both quiet floors and floors for Honors students. These floors include study rooms and/or computer clusters. A full range of educational efforts are made in the residence halls from workshops and seminars to posters and fliers on bulletin boards. Particular attention is given to issues affecting students' life styles--for example, human relations and AIDS education.

STUDENT SUPPORT SERVICES

Career Counseling

An excellent facility has been remodeled specifically to house on one floor all three components of the Career Center: Placement Services, Professional Practice Programs, and Career Planning Services. In addition to the usual office spaces, the facility includes interview rooms and a lounge for the use of recruiters and a library of occupational information staffed by a professional librarian hired by the University Library and supported by the Career Center. A computer programmer is steadily enlarging the range of related computer services. The growth in staffing for the center was made possible by a successful request to the Indiana General Assembly for quality improve-

ment funds. Those funds also purchased equipment and materials and are a part of the continuing funding for the center in years to come.

Placement of university graduates is inevitably linked with employment opportunities and the health of the nation's economy. Even with the economic fluctuations of the past decade, Indiana State University has succeeded in improving the placement of its graduates throughout the employment spectrum with the creation of the Career Center, a consolidation of the Placement Bureau and the Professional Practice Program, and the addition of a career counseling service. In the past few years, the Career Center has increased significantly the number of graduates referred to private and public sector employees; scheduled many more campus interviews by business, industry, and government representatives; and documented high correlation between graduates' employment and their education and training. Although the University prepares fewer public school teachers, they have found positions in their fields in the face of limited opportunities throughout many of the 1980's. Success in placement is partly attributable to the continuous revision of program curricula in response to employment needs and partly to the guidance students are given in defining career goals and in matching their interests with career opportunities.

Leadership Training

Student Affairs staff have promoted a Leadership Task Force--a student organization involved in consultation, design, and presentation of programs and workshops on leadership for students. When appropriate, the concepts of organizational development are also incorporated into presentations. Professional staff in the division design and teach a credit course on leadership (Counseling 517, Student Leadership Education).

Health Care

All students who seek medical assistance at the Student Health Center are assessed, treated by medical professionals, and provided educational information related to their condition. Medical staff include physicians, laboratory and X-ray technicians, and a registered pharmacist. A Student Health Promotion unit has been established within the Health Center, offering counseling and programming in the areas of stress and weight management, exercise, and diet. Two lifestyle enhancement centers (Le Clubs) have been established in conjunction with this unit. In addition, a gynecological clinic has been established, along with educational efforts regarding AIDS, sexually transmitted diseases, and other human sexuality issues.

Orientation/Retention

During the past decade, Student Affairs staff have given considerable effort to planning and implementing orientation programs for new students. The present program includes three days of on-campus activities concentrating on personal skills and transitional issues crucial to the new student's success. Planning for an expanded orientation program as well as additional recruitment and retention efforts is under way as a joint effort between Academic Affairs and Student Affairs staff.

Counseling Services

The Student Counseling Center has increased its outreach efforts with the employment of qualified local professionals on a part-time contract basis to assume the work loads of full-time staff who have resigned or retired. The Student Counseling Center and Residential Life have been experimenting with a counselor position shared between the two units. The early results are favorable.

HULMAN MEMORIAL STUDENT UNION

A new Student Union will be opened at the heart of the campus in early 1991. A remodeled nine-story residence hall will provide offices for student organizations and Student Life staff, meeting rooms, formal and informal lounge areas, several assembly rooms, a 400-seat auditorium, a recreation area and a health fitness area. Attached to this structure will be a building constructed by a private developer to house a food court, various commercial operations serving students, and the University Bookstore. The new Union will create a focus for the campus community and enhance the appeal and visibility to students of extra-curricular activities and programs. A plaza extending through the former intersection of two closed streets will provide a major advance in the development of the pedestrian environment of the campus.

STUDENT RESEARCH

Supported by special State funding, the Office of Student Research has recently expanded its assessment activities with an enlarged staff and upgraded computing hardware and software. The office measures and analyzes attitudes and opinions of enrolling students, continuing students, alumni, and withdrawing/non-returning students regarding the university experience. From the extensive database being compiled, the Student Affairs division obtains information needed to plan and implement better student

programs and services. In addition, the Director of Student Research serves as an ex officio member of the University Assessment Committee and functions as a skilled resource in the committee's review and planning efforts in the area of student performance assessment.

OFFICE OF THE PRESIDENT

Four administrative units report to the President: the Offices of Affirmative Action, Intercollegiate Athletics, Legal Affairs, and State Government Relations.

AFFIRMATIVE ACTION

The Affirmative Action Program at Indiana State University had its beginnings in the late 1960's with the establishment of a Commission on Human Relations. The Commission's responsibilities included investigation of alleged discrimination encountered by a student, staff, or faculty member on campus. In 1972 a Director of Affirmative Action was appointed as a part-time assignment. A committee structure was developed to initiate appropriate campus research regarding equal employment opportunity and affirmative action. An Affirmative Action Plan was approved by the Board of Trustees in 1973; it has subsequently been revised and updated, most recently in 1987. Annual reports are prepared to provide ongoing review.

The first full-time Director of Affirmative Action was appointed in 1977. The director, the Affirmative Action Committee, and related committees and commissions have concerned themselves with studies of faculty salaries, discrimination, and review of University compliance with Affirmative Action principles in employment, admissions, and financial aid.

In employment, systematic recruitment procedures are well established and widely publicized and have helped make the appointment process more public, defined, and equitable. Searches to fill available positions are advertised, and a good faith effort is made to recruit and appoint minorities and women for positions in which there have been few or none in the past.

Specific efforts have been undertaken by the Affirmative Action Office to initiate inservice training in employment law. Workshops on sexual harassment and race discrimination have contributed to campus awareness of the importance these issues have in terms of the quality of life experienced by students, faculty, and staff.

LEGAL AFFAIRS

In 1984, a decision was made to restructure the system of internal legal advice and support. Formerly, a local law firm had been retained and was consulted on occasion as matters of legal consequence arose. Generally, the relationship was one of advisement after the fact, although some consultation prior to the taking of action was included in the relationship. It was determined that in-house counsel, which would be available on a regular basis for consultation and advice, together with continuing inservice education for key administrators, would be beneficial in avoiding litigation and the consequent loss of resources in defense.

The position of Assistant to the President for Legal Affairs was established. This position reports directly to the University president and provides legal counsel on matters affecting the University. The various vice presidents and other key administrators may also seek advice on University matters. The work is largely preventive, to assist in employment, contract, and other risk-management matters so as to avoid disagreement and litigation. The University's insurance carrier still provides legal defense in matters of litigation, coordinating work through the Assistant to the President for Legal Affairs.

INTERCOLLEGIATE ATHLETICS

The Intercollegiate Athletic Program is administered by the Director, two assistant directors, and the Director of Sports Information. The University participates in the Gateway Athletic Conference for seven women's sports and Division 1-AA football. The University offers six additional men's sports. The University is a twelve-year member of the Missouri Valley Conference.

During 1986-87, the athletic program eliminated five sports: men's and women's bowling, wrestling, and men's and women's gymnastics. During the summer and fall of 1989, new playing surfaces were installed for the sports of football, baseball, and basketball.

STATE GOVERNMENT RELATIONS

For three decades prior to 1986, the person filling the position of Vice President for Business Affairs also served as the University's chief liaison officer with the Indiana General Assembly and the state administrative agencies. As both state

government and state universities grew in size and complexity, it became apparent that one person could not adequately perform the dual role as the chief business officer of the University and the top liaison officer with the numerous entities of state government. Further, it was determined by the President of the University that the person dealing with the political and administrative intricacies of state government, some of which are quite sensitive, should report to and be responsible to the President. Thus, the position of Assistant to the President for State Government Relations was established in January 1986.

The State Government Relations liaison represents the University and its President to state government, including the Indiana General Assembly and its Committees, the Commission for Higher Education, the State Budget Committee, and the Indiana Department of Commerce. Additional responsibilities in this area include an important role in the preparation and presentation of the University's biennial budget and in the development of documents and responses prepared at the request of state agencies. The liaison is also responsible for assisting and encouraging University faculty and administrators to have a greater degree of interaction with state government agencies, especially in securing grants. Special projects involving the University and federal and local government agencies and private organizations are assigned to this person periodically.

DEVELOPMENT AND PUBLIC AFFAIRS

The division of Development and Public Affairs is responsible for designing and implementing a program of financial resource development from private contributions which will both underwrite and enhance the academic mission of the University. The division maintains a comprehensive program of both internal and external communication. The division is responsible for creating productive relationships with the institution's alumni. The division is charged with the enhancement of the institution's image and promotion of its programs as well as serving the campus community and the Wabash Valley through programming of the multi-purpose Hulman Center.

The current organizational structure of the division includes the Associate Vice President for Development, the Executive Director of the Indiana State University Foundation, the Director of University Relations, the Director of Alumni Relations, and the Director of Hulman Center as principal administrators reporting to the Vice President for Development and Public Affairs.

DEVELOPMENT

The Office of Development has the responsibility to identify, plan, and implement all University fund-raising programs. The Office of Development operates a continuing effort to obtain supplementary funds to enhance the resources of the University through generation of private gifts to support operating, endowment, and capital purposes.

ALUMNI AFFAIRS

The Indiana State University Office of Alumni Affairs establishes programs to promote a positive relationship between the Alumni and the University and to represent the interests of alumni on campus.

Providing services for over 65,000 former students, the Alumni Office serves as headquarters for the ISU Alumni Association, a voluntary organization governed by an elected Alumni Council. Alumni are informed of University and alumni matters through The Alumni, the official publication of the Alumni Association. The Student Alumni Association, sponsored by and working with the Alumni Office, serves as a link between students and alumni.

UNIVERSITY RELATIONS

The Office of University Relations has the responsibility for assessing public attitudes and interpreting them for the principal administrative offices; communicating the accomplishments of the University to internal and external publics; fostering communication among faculty, students, and administrators; and projecting the image of Indiana State University to its many publics. Its principal offices include the News Service and the Publications Office.

INDIANA STATE UNIVERSITY FOUNDATION

The Indiana State University Foundation is organized to promote the educational purposes of the University. It is empowered to receive gifts for the exclusive use and benefit of Indiana State University. Gifts are used to support current needs, provide for academic enrichment, and assist in student financial aid. The ISU Foundation is governed by its own Board of Directors.

BUSINESS AFFAIRS

The Business Affairs division administers the business and financial activities of the University. Its functions include 1) the coordination of the preparation of a biennial legislative budget request and administration of an internal budget after funds are appropriated by the Indiana General Assembly; 2) the maintenance of fiscal records, in accord with procedures prescribed by federal and State agencies; and 3) the fulfillment of other management responsibilities related to budget control, financial accounting, system design, internal auditing, payroll, purchasing, and management of the physical plant.

All Business Affairs department heads are accountable to the Vice President and Treasurer. As Treasurer of the Board of Trustees, the Vice President for Business Affairs is responsible for the receipt and custody of all University funds and the payment of all claims presented to the University.

The Vice President's office coordinates the preparation of the biennial legislative budget proposal and participates in the development of the internal operating budgets.

The Vice President serves also as liaison to the Commission for Higher Education, the State Budget Agency, and the Indiana General Assembly on fiscal matters and participates in the planning, construction, and financing of physical facilities and the long-range master planning for the general expansion of the University.

CONTROLLER

The Controller and staff maintain the fiscal records of the University and maintain the financial records of all student organizations; supervise the operations of the bursar, accounts receivable, accounts payable, financial reports, contract and grants, and National Direct Student Loan Administration; and assist in the development and administration of the internal operating budget.

BUSINESS SYSTEMS

The Business Systems unit is responsible for planning, analyzing, and coordinating the implementation of automated procedures and systems for various organizational units of Business Affairs.

INTERNAL AUDITING

Internal Auditing staff reviews the accounting, financial, and other managerial procedures of the University for the purpose of 1) determining whether the system of internal control is functioning and adequate; 2) ensuring that institutional policies and procedures are followed; 3) verifying the existence of assets as shown on the records of the University and ensuring the maintenance of proper safeguards; and 4) preventing or discovering malpractices through spot audits.

PAYROLL

The Payroll Office gathers and processes all data related to employee earnings and benefits, including vacation and sick leave programs. The office also produces and files all required federal and State tax reports and private fringe benefit reports.

PURCHASING AND STORES

The Purchasing department is responsible for 1) developing of bid specifications for items purchased as prescribed by statute; 2) maintaining competitive bidding practices; 3) ensuring the timely delivery, quality, and quantity of items purchased; 4) conducting surveys to determine the needs of the various segments of the University; 5) developing practical standards for equipment and supplies; 6) and maintaining central stores for the receiving, storing, and distribution of high-volume materials utilized by the various campus departments.

PHYSICAL PLANT

The Physical Plant staff is responsible for 1) the operation and maintenance of all academic and service buildings, grounds, walks, roads, and parking areas of the University; 2) the utility distribution system and the motor pool; 3) safety inspection of plant facilities; 4) campus mail service; 5) trash collection and disposal; 6) and oversight of planning and supervision of construction of new facilities and major renovation of existing buildings.

UNIVERSITY FACILITIES

The Office of University Facilities is responsible for 1) construction contract management; 2) purchase of land for campus expansion; 3) liaison with the Physical Plant department; 4) arrangement of interim financing for construction projects, preparation of bond prospectuses, and working with investment banking firms; 5) assisting in preparation of legislative budget requests; 6) assisting in the preparation of cost information studies mandated by the Indiana Commission for Higher Education; 7) preparation of space inventory and utilization studies and equipment inventory studies also mandated by the Indiana Commission for Higher Education; 8) and special projects as requested by the Vice President for Business Affairs and Treasurer.

PROLOGUE TO SPECIAL EMPHASES

The University has identified three subjects deserving of special emphases in its accreditation Self-Study. Student development, faculty and staff development, and the enhancement of research, scholarship, and creative expression are central to the continued development of the institution. They are worthy of careful examination and University-wide attention in the years ahead. The general organization and implementation of the special emphasis studies are described in this prologue.

ORGANIZATION AND PROCEDURE OF THE SPECIAL EMPHASES

The Coordinator and Associate Coordinators of the Self-Study appointed members of the Steering Committee to each of three special emphasis subcommittees (Appendix A). Additional appointments were based on the nominations of the academic deans and the institutional vice presidents. Care was given to ensure broad representation of academic and administrative units on the subcommittees. A member of the Steering Committee was selected to chair each subcommittee; and the Associate Coordinators served as liaison between the subcommittees and the Coordinator.

Each subcommittee was assigned a particular range of inquiry under the guidance of an Associate Coordinator. Planning retreats were arranged and topics within the emphases were selected for particular study. The subcommittees developed work schedules compatible with the Self-Study timetable, held regular meetings to review collected materials, conducted surveys among campus populations, and drafted reports and recommendations. The Student Development subcommittee entertained presentations by administrators responsible for several service programs.

The results of the special emphases studies are summarized in the following three chapters of this report. Each chapter defines the reasoning, methodology, and recommendations of the study group. Taken all in all, the studies reveal their natural interrelatedness; and the suggestions and recommendations made constitute a useful base upon which to build an agenda of institutional planning for the 1990's.

CHAPTER VI

THE ENHANCEMENT OF THE ACADEMIC, INTELLECTUAL, AND SOCIAL CLIMATE OF INDIANA STATE UNIVERSITY STUDENTS

An Indiana State University education means a good deal more than formal instruction in the classrooms, laboratories, studios, and libraries of the University. Students learn as well from faculty in informal settings and from each other, from professional staff assigned to support their social relationships, from the residential environment, and from the larger community beyond the campus in which many live and work. The University encourages and stimulates the entire range of experience which prepares students to contribute constructively to an ever-changing society.

An Indiana State University education encompasses more than training in a discipline or field. Students must not only achieve mastery of a body of information but learn how to think, how to communicate effectively, how to adapt to new conditions and circumstances, how to know, understand, and respect themselves and others, how to build and maintain a socially responsible system of values, and how to learn continuously throughout their lives.

The University seeks to instill in students a thirst for knowledge and an appreciation of the intellect, the life of the mind.

To examine the ways in which the University shapes the academic, intellectual, and social conditions and circumstances of its students, a committee of faculty, administrators, and students selected seven subjects for intensive examination: 1) the New General Education Program, 2) Academic Advisement, 3) Residential Life and Academic Motivation, 4) Career Planning and Placement Counseling, 5) Personal and Educational Counseling, 6) the University Honors Program, and 7) New Roles for Honor Societies.

Programs in each of the areas were already in place. All receive substantial commitment from the University. Each and all offer opportunities to enrich the academic and intellectual experience of students. The committee collected information by soliciting the views of representatives of each of the several programs, by reviewing materials submitted by those representatives, and by developing and administering questionnaires (Appendix B) to selected student recipients of program services.

The committee set out to acquire an understanding of each program and its purposes, to assess each program's goals, functions, and scope, and to identify and recommend ways in which each program might be expanded and improved. Following weekly meetings during a three-month period, committee members prepared written reports, circulated them within the committee, and met to compile the final report and formulate recommendations. An analysis of each of the existing programs and a list of recommendations for future development constitute the substance of Chapter VI.

THE NEW GENERAL EDUCATION PROGRAM

The initiation of a new General Education Program required of all undergraduates throughout the University took place in Fall 1989. The faculty groups involved in developing the program in 1985-87, aware of the relevant literature and of similar initiatives at other institutions, eschewed the idea of simply importing a program from elsewhere. Instead, they relied heavily on ideas and concerns generated at a series of Arts and Sciences faculty forums, a variety of formal and informal interchanges that grew out of those group discussions, and extended discourse with faculty and administrators of the University's five professional schools. The University Faculty Senate then approved the program in the spring of 1988. Thus, in a very real sense, the program represents the faculty's collective vision of what it means for a student to be educated at Indiana State University.

The new program, courses for which were developed and approved during the 1987-88 and 1988-89 academic years, shifts the focus of General Education from the more traditional distribution requirements in the three standard academic groupings of the arts and sciences to five innovative clusterings of courses. Each of the five is structured to help develop students' capacities for independent thinking, critical analysis, and reasoned inquiry; to improve their writing, speaking, reading, and listening abilities; to enhance their capacities for making informed judgments and responsible choices; and to help them acquire the knowledge, skills, and values to meet the challenges of their post-collegiate lives.

Proposing to ensure that the program meets its stated goals and purposes, the committee encourages attention in the next several years to three critical subjects:

General Education Advisement

Students deserve advisors who can help them select courses and course patterns which provide a coherent general education appropriate to their individual needs. A General Education

advisor certification program has been established, providing a cadre of faculty advisors knowledgeable about the goals, curriculum, and regulations of the General Education program. It is the Committee's view that only certified advisors should be permitted to validate students' selection of General Education courses.

Ongoing Assessment of the Program

Three distinct components have been built into the program. The Coordinator of General Education has broad oversight responsibilities for the entire program. The General Education Council and the University Curriculum and Academic Affairs Committee screen courses to ensure that they are designed to meet program goals. The entire program is to be reviewed every five years, beginning in 1994. These reviews will assess the curriculum, advising, and administrative aspects of General Education to ensure that students' needs are being met.

Adequacy of Resources

For several more years, the issue of adequate resources will require careful attention. The implementation of the program has necessitated immediate adjustments in the staffing patterns of some departments, most notably history, the sciences, and mathematics. More adjustments seem likely as the program evolves and patterns of demand for courses become clearer.

ACADEMIC ADVISEMENT

The committee reviewed the purpose and function of academic advisement and its operation at several levels. The principal goal of academic advisement is to assist students in planning programs of study that will lead to successful completion of degree objectives. Academic advisement is an integral part of each student's educational experience. Faculty advisors assist students in the selection of appropriate courses, in the preparation of class schedules, and in the development of study habits and strategies. In addition, advisors refer students to special student services as required, evaluate and assess student academic progress, and serve as informed mentors.

Students admitted unconditionally to the University are assigned faculty advisors in the disciplines in which they intend to major. Students who have not decided upon a major area of study are assigned to the Academic Advisement Center. The College of Arts and Sciences and each of the University's professional schools has a non-designated major classification for students who have indicated a general interest in that unit's programs but have not chosen or been admitted to a major. In schools in which all majors follow the same curricular pattern

for the first two years, the students may be advised in a central advising office. However, each student has an assigned faculty advisor after the second year.

Students in the lowest quartile of their high school graduation classes are admitted conditionally, if at all. Students in the next quartile may also be granted conditional status, following a review of transcripts and standardized test scores. Conditionally admitted students are assigned to the Learning Skills Center, a non-academic unit which reports to the Director of the Educational Opportunity Programs. There they participate in a comprehensive, one-year program of academic advisement, tutorial service, and study skills improvement. As admissions standards have increased, many students who were formerly granted unconditional admission status are now admitted conditionally and are required to participate in the Learning Skills Center programs.

Each summer all entering students are invited to attend the New Student Orientation and Registration Program (NSORP), a comprehensive, two-day orientation program for students and their parents. Many of the auxiliary units of the University participate in the program, but the major activity is academic advisement. Major objectives of this advisement are to introduce students to their academic units, to explain degree requirements and curricular patterns, and to assist students in registering for their first semester of classes.

The University has recently installed Student Information System (SIS), a mainframe software package which provides academic advisors with rapid access to relevant student information. In addition to hard-copy academic information, such as grade reports and transfer credit summaries, a full range of student records is available to academic advisors. Access to this information permits the advisors to respond more quickly to student inquiries and to monitor student academic progress more effectively. One component of SIS stores degree program requirements for each major and also student-specific degree plan information in order both to automate the degree checkout process and to provide advisors with a mechanism for tracking students' progress toward graduation. The program will make graduation checkout easier and more accurate.

A Minority Student Mentor Program is under development. New and continuing minority students will be selected for summer employment in faculty or administrative offices under the direction of a mentor. Assigning students to a mentor is intended to help new students make the transition to University life and encourage upperclassmen to remain enrolled.

The student surveys which the committee gathered, the results of which are somewhat questionable because of the low response rate (13%), reveal that students generally regard their advisement as adequate or better. Most report, however, that

they meet with advisors only once or twice each semester and that they receive little or no assistance beyond preparation of class schedules.

Although the current system of academic advisement functions reasonably well, the University will address itself to a number of areas in which improvements are possible.

With computerized advanced registration, more time is available for consultation between students and advisors. An increase in the number, length, and frequency of academic advisory conferences may yield positive results. Such efforts may require released time for some faculty advisors. In any case, the value of academic consultation deserves widespread publicity on campus.

Faculty advisors should assume a role beyond simply that of a schedule maker. It would be particularly valuable for advisors to assume a mentoring role, which would entail greater involvement with students and their educational lives.

Every effort should be made to meet the General Education advisement objective of allowing only certified advisors to authorize a student's selection of General Education courses.

The Office of the Registrar, the Office of Admissions, and other University offices concerned with the processing of student data should be encouraged to continue their progress toward automation of all student record functions. Additional methods for the distribution of information to students should be developed, since survey results indicate that students do not always receive information pertinent to deadlines and other advisement matters.

The roles of the Learning Skills Center and the Academic Advisement Center and their relationship with advisement in the academic units should be examined carefully to ensure that student needs are being met.

Student orientation programs should be reviewed and enhanced. Although some confusion exists as to which administrative unit of the University has primary authority for the New Student Orientation Program (NSORP) planning and implementation, the program has been a notable success. NSORP also provides an opportunity to inform incoming students of the goals and nature of the new General Education Program, and NSORP group leaders need to reinforce this information in their sessions with new students. Academic units may want to consider establishing orientation sessions for their majors, as the School of Nursing has done in the past two years.

RESIDENTIAL LIFE AND ACADEMIC MOTIVATION

Recent studies reveal that students who live in residence halls profit more academically, socially, and intellectually than do students who live off campus. This is attributable to a number of factors, including the influence of hall staff and increased contact with faculty. At Indiana State University, residence halls house approximately 47 percent of the full-time undergraduate population. Approximately 50 percent of the 4,300 residential students are freshmen.

The activities of the residence hall staff are of paramount importance to the success or failure of programs designed to enhance the academic and social lives of students. Each residence hall has a director who holds a master's degree in counseling and guidance, college student personnel, or a related area and who is responsible for the overall programming in the hall. Additional staff are graduate assistant directors (students working on master's degrees in a related field) and resident assistants (who have been carefully selected and extensively trained). The resident assistants constitute the first line of contact with residential students. They are responsible for the environment on each floor and for assisting students in successful adaptation to residence hall life. All Residential Life staff take part in training programs designed to reinforce and develop the concepts of residence hall living as a positive force in the students' academic experience. Each residence hall director must annually develop a written proposal for programming that will satisfy the goals and objectives of the Residential Life program. A special charge given to directors requires that they address the goal of Achievement of Community with Diversity. General objectives of this goal are to end discriminatory behavior in the residence halls and to promote the acceptance and, ultimately, the appreciation of diversity.

The Residential Life staff has developed a proposal which includes, as an eventual goal, the division of residence hall students into underclass and upperclass units. This division will allow staff to focus programming and activities on students who have different developmental needs.

Recognizing the increasing role of computers in the University, Residential Life has added computer clusters in the Lincoln Quadrangle and in Rhodes Hall. These clusters, which are open to all students, contain word processing and other software packages. The clusters were funded with Residential Life monies but are managed by the University Computer Center.

Recently, changes have been made in the living environment of the residence halls to enhance the education of residential students at the University. The designation of certain floors as "quiet floors" provides a dedicated area especially conducive to study and reflection. Over the past five years, the number of

such floors has increased from 4 to 15, an indication of the popularity of this idea. Another living environment change has been the implementation of Honors/Scholars floors. This two-year-old program was initially designed to place residential students in the University Honors Program in close proximity to one another. This year, the concept has been expanded to include students designated as Scholars--that is, those who belong to an honor society. Faculty members are involved in the programming for the Honors/Scholars floors, and meal passes are provided to them to encourage their participation.

Facilities in several residential halls are designed to encourage an awareness of lifestyle and its effect on healthful living. Called Le Club, these facilities include recreational equipment and space for small classes. The Student Health Promotions programs assist residential students in making more informed decisions about lifestyle choices.

One of the goals of Residential Life is increased participation with other units and programs of the University. The relationships established with the Computer Center, faculty participation with the Honors/Scholars students, and the use of student interns from the Departments of Physical Education and Recreation and Leisure Studies to staff the Le Club facilities are evidence of this effort.

In general, the Residential Life programs reveal the University's effort to improve the intellectual and social lives of students residing in campus living facilities. These efforts are seen in the appointment of qualified staff, the continued assessment of student needs, and the design of programming in response to those needs. To maintain and expand this positive influence, the University is advised by the Committee to consider several possibilities:

Institutional resources could be made available to support additional computer clusters, more Le Club facilities, and soundproofing in the residence halls. The committee believes consideration should be given to establishing programming fees in residence halls, earmarked for special projects or programs, and additional ways to share programming costs with other units of the University should be expanded.

Residential Life could build upon existing association with the academic community, involving faculty in the selection of programs of educational and cultural merit. It could also consider including in its programming an orientation course focusing on the integration of residential and academic life, which would convey important educational information for students, particularly freshmen.

Residential Life could explore creative possibilities for currently unused space in the residence halls, perhaps establishing soundproof rooms for practicing musical instruments,

or establishing browsing/study rooms with materials supplied by the Library. The feasibility of obtaining a satellite receiver could also be explored, for both practical and educational reasons. The University, rather than an external agency, would then control the cost of cable access as well as the available programming options.

The establishment of financial awards to residence hall floors for academic excellence or desirable living environments is worthy of consideration. Such an incentive would promote academic and social responsibility and provide avenues for floors to generate funds for equipment, materials, and special presentations and programs.

CAREER CENTER

The primary goal of the Career Center is to provide career development services and opportunities to current and former students. It assists students in developing a sense of purpose and direction for their professional lives by teaching the tasks necessary to arrive at intelligent career choices and the job search skills required to implement these choices. The center offers career planning services, professional practice opportunities, and placement services. To facilitate career planning, the center has a career library, computer-assisted guidance programs, individualized career assessment services, special programs and workshops on career planning and job search topics, referral to campus and community resources, and a course focusing on career and life planning. Staff from the Center are involved in NSORP in order to begin working with interested students early in their academic careers.

The Career Center also sponsors the Professional Practice Programs, or Co-op, which provide career-related work experiences for academically qualified students. Professional Practice students usually work and attend school in alternate semesters, or they may choose to work part-time and attend school part-time. Such work experiences often give students a competitive edge in the search for employment after graduation. Co-op coordinators work with faculty members and employers to develop and monitor appropriate work experiences.

In addition, the Career Center operates the Placement Service, which offers a variety of services to undergraduate and graduate students as well as alumni. Among those services are job search workshops, referrals to employers, job vacancy listings, maintenance of credential files, and on-campus job interviews.

The Career Center has moved to new and more appropriate housing and now has all of its staff and programs in the same building, conveniently located near the residence halls. It has

recently undertaken cooperative ventures with the Cunningham Memorial Library staff and the School of Business, has developed an Alumni Consultant Program, and has created several advisory councils. These efforts are noteworthy and should bring increased recognition to the center. Unfortunately, there is substantial evidence that many students are unaware of the excellent services available at the Career Center.

The University plans to consider several actions aimed at increasing the visibility and strengthening the offerings of the center.

The center staff could work with academic deans and department chairpersons to promote better understanding of its functions. Students in non-professional programs in Arts and Sciences rarely utilize Career Center services, so it is especially important to develop closer relationships with departments and faculty in the College.

Because of the nature of the academic advisement process, the Career Center should make a special effort to promote its services among advisors, perhaps by developing workshops and programs for faculty members.

COUNSELING CENTER

The Student Counseling Center is the only mental health unit on campus established exclusively to serve the needs of University students. Its specific mission is to provide counseling services that enhance the academic and social development and performance of students. However, it also serves other related groups, such as prospective students, spouses of students in marriage counseling, and faculty who might be seeking career assistance due to special circumstances. The staff accomplishes its mission by working with students to enable them to focus on coping skills, on developing new study strategies, and improving decision-making skills.

The Counseling Center offers both direct and indirect services to its clientele, although currently the time is devoted almost exclusively to direct services. These services include individual, couple, and group counseling to address concerns such as separation from family, identity issues, and value conflicts.

Another kind of direct service involves educational and vocational counseling. In addressing vocational concerns, the staff works closely with the staff of the Career Center. The educational function entails workshops that deal with such topics as test anxiety, communication in relationships, assertiveness training, and eating disorders.

Indirect services consist of consultation, supervision/training, working with campus organizations, liaison work with Student Affairs, and community/professional services. The committee has urged University consideration of three recommendations:

The Student Counseling Center should be staffed with additional certified personnel to facilitate the development and expansion of preventative programming.

A counselor with expertise and special training in addictive services should be added.

The services of a psychiatrist should be available at the center to provide for the administration of psychotropic medication, which some students may require.

THE UNIVERSITY HONORS PROGRAM

The University Honors Program provides especially bright students additional opportunities for excellence. Freshmen with high SAT or ACT scores or with records of exceptional high school performance are invited to participate in the program. Students in the program are members of the Indiana State University Honors Student Association and may choose to live in a residence hall which has units reserved for Honors students.

Honors faculty are a group of scholars who are highly regarded as teachers among their peers. The goals of the program are to stimulate students' intellectual curiosity through a variety of dynamic interdisciplinary courses and to promote the exchange of ideas between and among superior students and exceptional teacher/scholars. The program also encourages this camaraderie of talented students and dedicated faculty beyond the classroom walls, through Honors housing and informal activities.

A survey of current and former participants and graduates of the University Honors Program disclosed overwhelmingly positive perceptions of the Honors experience. Students generally perceived classes to be intellectually challenging and culturally enlightening. They appreciated the demanding nature of the writing assignments, the quality of the faculty, and the association with other students of similar intellectual achievements. However, the majority believed that there is a lack of recognition from students not enrolled in the program and from the University community in general.

Drawing upon suggestions for further program improvement found in the student survey, the committee has recommended expansion of the curriculum, increased recognition for participants, improved publicity for the program, and more faculty/student

interaction in informal settings. The committee also recommends that procedures for the selection of Honors faculty be clarified and that future assignments include additional women and minority faculty.

Recognizing that the attraction and retention of qualified students is essential to a vital Honors Program, the committee encourages increased attention to the recruitment of prospective students, especially freshmen.

NEW ROLE FOR HONOR SOCIETIES

The Honors Program is a University enterprise for excellent students enrolled in General Education coursework. Several national honorary societies are chartered on campus to recognize outstanding performance throughout the baccalaureate degree programs. Many more societies are discipline-based and thus are limited only to students in individual majors or related programs. Though appreciative of the recognition which membership in honor societies bestows, most students have traditionally invested little time or energy in activities of the societies save a single annual project, support of department functions, or selecting and initiating the following year's membership.

Recently, officers of many of the honor societies have met to discuss ways in which the societies might have ongoing influence in the life of the University. An Honor Society Newsletter is now produced by the Office of Student Life.

The committee has proposed that the Office of Student Affairs, in consultation with the advisors and officers of honor societies and the University Honors Program, assume responsibility for coordinating the activities of honor societies, arranging a joint meeting of all honor societies at least once a year and promoting academic excellence in tangible ways among the entire student body. The Honor Society Newsletter should have the support of every honor society on campus and should be published more frequently. The availability of housing options for residential students in honor societies and of study areas for commuter students in honor societies should be clarified and that information widely disseminated. Finally, the committee recommends that the deans of the College and the schools explore the possibility of utilizing honor society students as tutors, especially for the new General Education Program.

CONCLUSION

During the Fall 1989 semester, new or expanded efforts to enhance the academic, intellectual, and social climate for students are already identifiable. In the first semester of imple-

mentation of the new General Education Program, training sessions for advisors have been conducted by the Coordinator of General Education in preparation for advisement of freshmen for the Spring semester. A University Assessment Committee made up of faculty, administrators, and University Testing Office staff is proposing assessment projects for consideration by appropriate academic units of the University, including the attainment of the declared goals of the General Education Program. Adjustments in the staffing patterns of some departments continue in response to the demands of the program. Anticipation of student interests has proven to be particularly challenging.

Automation of student records and of the registration process has progressed during the Fall semester, bringing the institution closer to a more efficient basis for student advising. Advisor access to student records is a step closer to implementation, and the training of advisors and students in the new system is under way. Telephone registration is also well on its way to becoming a reality. The committee responsible for NSORP will review the organization and locus of responsibility for planning and carrying out new student orientation next summer.

In its programming this year, Residential Life staff is focusing upon the importance of cultural diversity in the University and the society. Student organizations, fraternities, sororities, and the residence halls are developing programs pointed toward the elimination of racism on the campus. A minority student mentoring program was implemented at the start of the year, with 60 upperclassmen volunteering to serve as mentors for 90 minority freshmen. The potential for expanding the effort next year is being considered currently. Le Club membership is now at 600, and programs have been expanded to include alcohol education and fitness assessments.

A new position of Dean of Student Services has been established to direct all functions of the Career Center, the Student Health Service, and the Student Counseling Center. The Dean has initiated seminars and workshops for all academic deans and department chairs to increase awareness of the Career Center services.

The Honors Program attracted 115 freshmen in Fall 1989 as a result of intensified recruitment efforts. Enrollment in the program in 1989 exceeds 200 for the first time.

A promising agenda for further enrichment of the academic, intellectual, and social climate for students will be proposed for institutional review and action in the years ahead.

CHAPTER VII

THE SABBATICAL LEAVES PROGRAM

Strong support for the University's sabbatical leaves program is widespread. Faculty members describe it as vital to the enhancement of their professional expertise. With the support of department colleagues who assume the responsibilities of faculty on leave, more than 10 percent of the faculty have regularly applied for and received leaves with pay each year during the past decade. The examination of ways to enhance flexibility in scheduling leave periods and to document leave project results produced five recommendations.

Proposals for faculty leaves should show specific evidence of how the leave will contribute toward the professional development of the individual involved and, thereby, toward the overall achievement of department, school/college, and/or University goals and objectives. The committee throughout its report stressed the importance of developing explicit objectives for individual faculty, departments, and academic units.

While retaining the flexibility of the present leave policy, requirements for accountability of the use of leaves should be developed and enforced.

Accountability requirements should include the sharing of the benefits of leave activities with appropriate University colleagues.

The leave policies should be modified to provide opportunity for banking of leave time for two-semester leaves.

The leave policies should be amended to allow mini-leaves of less than one semester in length.

GRANT DEVELOPMENT

The award of grants in support of research, training, or creative expression is widely regarded among the University's faculty as important to the individual, the University, and the profession. The numbers of proposals submitted and awards received have increased in the past decade. Administrative support of grant development has expanded, most notably in the Office of Research in the School of Graduate Studies and in the schools and the College of Arts and Sciences.

Subvention funds returned to the department of the grant recipient and to the school/college in which the department is housed provide some additional support for research. The responses to the questionnaires included suggestions aimed at streamlining the administrative review process, increasing cleri-

cal support for grant development, arranging for released time for faculty developing grant proposals, adjusting the reward system as a spur to involvement in the development of grants, and distributing more information about grant opportunities and the availability of subvention funds.

The committee recommends that the University consider five suggestions:

the development of additional incentive programs, to encourage grant writing;

the return of a larger amount of subvention money to the departments to encourage additional grant applications;

the streamlining of procedures for submitting and gaining approval of grants;

planning and initiation by each academic unit of on-going programs to make faculty aware of the resources available for the planning and writing of grant proposals; and

the provision of more graduate assistants and released time for faculty conducting major grant activities.

SUPPORT OF PROFESSIONAL CONFERENCE AND WORKSHOP ATTENDANCE

The responses to the committee's questionnaire reveal clearly that the faculty believes that attendance at and participation in professional meetings, conferences, and workshops are essential to ongoing professional development. More than half of the respondents reported their involvement in such meetings during the past year. Most reported that funds available in support of travel to professional meetings was inadequate and that personal funds were used to meet travel costs. An inquiry of six midwestern universities similar to Indiana State University revealed that average allocations for travel at the University is below the average allocation at five of the six institutions. Support of travel to international meetings was also identified as desirable by faculty on the campus.

The committee recommends consideration of the following:

Each faculty member annually determine an area related to his/her professional activity which could be strengthened through participation in a conference or seminar on additional support.

Provision for sharing information gained from professional meetings, seminars, and research activities be incorporated in the professional development plans of each department.

Provision of creative funding options for professional travel and development activities be expanded and implemented.

Specific contributions of international understanding to the attainment of program goals and objectives be determined. Professional activities, including attendance at international conferences, that will help to realize these contributions be undertaken.

EDUCATIONAL RENEWAL

The committee observed that some of the respondents had completed terminal degrees or had acquired postdoctoral education or training since joining the University. Some had enrolled in low-cost credit courses on campus or at other institutions; some had upgraded their professional or technical knowledge in non-credit courses, workshops, or seminars offered in the private sector or in summer assignments in the workplace; some had developed computer competence in minicourses offered at no charge by the University Computer Center; many had participated in department colloquia, interdisciplinary seminars or projects, or professional conferences held on the campus. Most stated that more educational renewal was desirable, that an increase in institutional support for further education and training or retraining was essential, and that interest in contributing to interdisciplinary workshops for their University colleagues was high.

With such understandings in mind, the committee suggests that existing University policies of low-fee enrollment for faculty and no-cost workshops be continued to meet identified faculty needs;

that faculty be encouraged to conduct workshops and seminars, some interdisciplinary, to help meet the information and expertise needs of colleagues;

that the contributions that "real world" employment experiences can make toward enhancing some professional development be recognized and faculty be encouraged to plan to pursue practitioner experience; and

that colloquia and seminars that bring experts in various fields to campus be expanded, with necessary increases in institutional support being provided.

TECHNOLOGY

Faculty responses to the committee's questionnaire revealed a broad interest in expanding the use of personal computers in instruction and research. Many faculty expressed a need for computers in their offices and the desire for an expansion of workshops in computer applications offered by the Computer Center. Faculty respondents indicated extensive use of the automated retrieval system in Cunningham Memorial Library and of database searches provided without charge by Library staff. Some faculty reported that they use computer-aided instruction and computer simulation in the classroom. Video tapes and other audio-visual materials are widely employed in instruction, but the current technology in support of these media are inadequate. A need for better department and University planning for the replacement or upgrading of computer and other technical equipment was generally cited.

The committee recommends that the University consider a high budget priority assigned to instructional and research equipment;

the encouragement of faculty members to investigate ways in which computer technology can enhance their professional effectiveness;

an increase in convenient computer facilities for all faculty; and

faculty investigation of external sources of support for instructional and research technology.

FACULTY EXCHANGE PROGRAM

Most faculty expressed an interest in participating in exchange programs with other universities, including those in other nations. Attendance at workshops and conferences shorter than one semester's duration was also appealing. Suggestions for expansion of existing University colloquia, seminars, and conferences featuring faculty from other institutions were also numerous. The establishment of endowed chairs to support the appointment of distinguished faculty to the University was identified by some respondents as having high priority; others assigned more importance to short-term appointments for visiting faculty.

The committee recommends that

the University explore the means by which faculty exchange with other institutions can be developed;

academic departments develop plans for greater utilization of specialists from other universities and the non-academic world to complement and enhance faculty expertise; and the establishment of endowed chairs and other, less permanent appointments of distinguished faculty.

AWARDS AND CITATIONS

Institutional recognition of contributions to the University and the profession was judged as satisfactory by some respondents and inadequate by others. Many believed that greater recognition of creative endeavors, teaching excellence, and service was necessary; a lesser number called for more acknowledgement of research achievement. Greater clarity and specificity in the criteria for determining recipients of all awards was widely expressed. Publicity on and off campus for award recipients was also encouraged. Dissatisfaction with the procedures and standards for determining annual salary increases was common among the respondents.

The committee recommends

that the criteria employed in the identification of outstanding teaching, service, research, and other creative efforts be refined;

that the University introduce an award in recognition of years of distinguished service by faculty and administration; and

that department plans include the development by faculty of clearer criteria in addressing annual salary increases.

ADDITIONAL TOPICS FOR PROFESSIONAL DEVELOPMENT

The committee solicited responses on a range of other topics which influence the campus atmosphere and environment. Construction of a performing arts center, development of a communications center for television and radio broadcasting, expansion of outdoor recreational areas, and general renovation of classrooms and laboratories gained significant support. Several open-ended questions focused upon sources of satisfactions and discontents. Most respondents cited an atmosphere of collegiality, active support of peers, academic freedom, shared governance, and enjoyment of teaching students. Low salaries, imbalances in teaching assignments and compensation within departments, administrative

structure and duplicative committee assignments, and the absence of pride in the institution were identified by many as in need of attention. Additional sources of funding for many of the committee's recommendations were acknowledged as vital to their realization.

The recommendations proposed for University consideration were

that the University undertake a major fund drive to support capital improvements and other measures needed to improve faculty/staff professional advancement;

that the University continue to involve the faculty in the planning of future facilities improvement and the enhancement of the institutional climate; and

that additional attention be given to modernizing classrooms and improving the learning environment.

The committee surveyed the department chairpersons' and deans' views on professional development, and the vice presidents solicited responses in a similar fashion from professional staff in their units. On many of the topics, those responses matched closely the views of the faculty; on others, differences in perspective, interest, or experience produced different conclusions. Chairpersons and deans differed from faculty respondents, most notably in the categories of evaluation and recognition of performance. Chairpersons and deans were more inclined to support existing criteria for annual salary determination than were faculty. Chairpersons tended to share the faculty view that teaching was less likely to receive adequate recognition than research. Deans thought that research was not as highly valued as teaching.

Staff respondents indicated a greater percentage had taken credit classes and completed degrees since joining the University than had faculty. They reported that their attendance at professional meetings was funded at higher levels than was provided for faculty but that those meetings were primarily job-related rather than for educational enrichment. More administrative faculty and staff had office access to computer facilities and had taken workshops in computing.

Professional staff indicated a greater inclination to feel that accomplishments were recognized and were somewhat more satisfied with the criteria used to determine their annual salary increases. They cited satisfaction with the benefits package, the library resources, the variety of educational and recreational opportunities provided by the University, the general atmosphere of trust among their colleagues, and the freedom to express dissenting opinion and to be creative. They expressed the need for improved salaries, improved faculty-staff relations, and improved office environments.

RECENT INITIATIVES IN SUPPORT OF PROFESSIONAL ENHANCEMENT

The standard review section of the Self-Study compiled from reports by department chairpersons, deans, and vice presidents provides strong indication of the interest being focused upon professional development for faculty and staff. The following activities, efforts, projects, and initiatives are representative of the increasing awareness of the importance of professional growth to the University of the 1990's and provide a firm base for responding to the recommendations addressed by the committee.

The University Faculty Senate in the fall of 1989 completed a two-year analysis of the sabbatical leaves program with approval of revisions which call for clearer definition of the professional purposes for leaves, provide for greater support for year-long leaves, and strengthen requirements for reporting results of leave projects.

Working with the Deans' Council, the Vice President for Academic Affairs in the fall of 1987 called for a review or refinement by department chairpersons and faculty of existing standards and criteria for departmental evaluation for faculty appointment, retention, tenure, promotion, and graduate faculty membership. When this department and school/college work is completed, institutional expectations for faculty performance will be clearly stated and goals for professional development can be individually developed.

Recognition of the value of excellent teaching and nurturing of the craft of teaching have made some noteworthy advances in the past two years. The 1989-90 Faculty Senate has charged one of its standing committees to review and revise the criteria and procedures for selecting the annual recipients of University teaching awards. The University is participating in Project 30, a national coalition, sponsored by the Carnegie Foundation, of 32 institutions of higher education whose faculties in the Arts and Sciences and in Education have joined to address a series of issues related to teacher preparation. One result of the project, now in its second year, has been to assemble faculty throughout the University to discuss the importance of university teaching and the ways in which it might be enhanced on the campus.

The College of Arts and Sciences launched a Task Force on the Improvement of Undergraduate Education in the spring of 1989 to discuss ways of identifying and supporting teaching excellence. And the new General Education Program, with its emphasis on incorporating speaking, writing, critical thinking, and valuing across the curriculum, will call upon faculty in the Arts and Sciences and throughout the University to continue to hone their pedagogical skills.

The School of Graduate Studies introduced in the spring of 1989 a program to support the development of grant proposals by faculty. With funding from the University Foundation, the program invites faculty who have not had substantial grant proposals accepted in the past to apply for monetary assistance in the development of proposals requesting significant funding in the scheduling of visits to funding agencies, and in the writing of proposals. The School of Graduate Studies has also established a periodic competition for interdisciplinary research grants with funds provided by the Foundation. Thus far, several successful proposals have evolved into funded projects and publication. The third of this type competition is scheduled for the spring of 1990.

The University Faculty Senate created in the 1988-89 year an Arts Endowment Committee, which provides for institutional funding of artistic and creative activities similar to the support provided for scholarly and research projects.

Several research and service centers have been created in recent years to support the professional development of faculty and to provide stimulation to economic development of west central Indiana, the State, and the region.

The Technology Services Center develops contractual agreements to assist industrial firms in the application of current technology to the production process and, thereby, involves faculty in the application of their expertise to industrial problems at the same time that it expands faculty knowledge of industrial research and development.

The Center for Research and Management Services in the School of Business contracts to undertake studies and provide solutions to management problems of small and medium-sized business firms in the region and throughout the State. Faculty and their students thus gain experience and understanding of business development at the same time that they contribute to the improvement of the commercial and industrial sectors of the economy.

The Center for Cell Products and Technologies is an interdisciplinary research center which brings together the perspectives of the natural sciences, the social sciences, and the behavioral sciences to the wide-sweeping issues of biotechnology. The center draws faculty together to develop research projects, seek funding and publication, and provide consultation to firms in the private sector in need of broad understanding of the societal concerns about their research and production.

The Blumberg Center, funded by an endowment in the University Foundation, supports research projects in the field of special education by Education faculty and sponsors colloquia in which those faculty present the results of their work to colleagues and

the community. The center also assists faculty in developing grants for funding by external agencies and has brought scholars to the campus for as long a period as one academic year.

All of the schools and the College have sponsored seminars, colloquia, and conferences on the campus in the past year and have brought notable scholars to present the results of their research and to interact with campus faculty and students. The Joseph S. Schick Lecture Series in the Department of English; the Willey Colloquium Series in the School of Education; a workshop on the law and physical education and sports in the School of Health, Physical Education, and Recreation; a conference on Ethics in the Marketplace in the School of Business; the Contemporary Music Festival in the Department of Music; and the University Speakers Series, which brings distinguished scholars, public figures, and statesmen in a multitude of disciplines, were some of the more than 100 scholarly and professional events hosted by the campus last year.

Providing all faculty and professional staff with computing facilities is a major challenge, but the University has moved steadily toward that goal in the past several years. The Director of Computer Resource Development estimates that faculty have more than 250 University-owned microcomputers in offices and in departmental clusters around campus, providing approximately 38 percent coverage. The plan now in place calls for 100 percent access for faculty within five years. The development of campus networking has begun with installation in Root Hall for local and wide-area networks, permitting faculty workstations and classroom access to all large machines on campus, as well as to off-campus sites that support INTERNET and BITNET. The School of Business and Holmstedt Hall, housing the social science disciplines, will soon be added to the network. Two terminal clusters, seven University microcomputer clusters, and 13 department microcomputer clusters are currently available for instructional use. The Department of Electronics and Computer Technology and the Department of Foreign Languages now possess facilities to operate and author interactive videodisc programs, bringing to computer-aided instruction a degree of sophistication that is exponentially higher than that available using a conventional microcomputer.

The Research Institute for Development of Interactive Learning Systems (RIDILS) brings together a team of experts in systems design, human factor analysis, and curricular design who are developing instructional packages for use by Indiana State University students and those at other universities. The campus Audio-Visual Center, the Media Laboratory in the School of Education, the CAD/CAM facilities in the School of Technology, and the Cartography Laboratory in the Department of Geography and Geology provide access to high-quality instructional materials, and two high-tech media classrooms are planned in the renovation of Holmstedt Hall to be completed in the summer of 1990.

The Campus Master Plan includes the construction of a rehearsal and performance center for the Department of Music for the 1991-93 biennium, the renovation and enhancement of television studios for statewide delivery of classroom instruction during the current biennium, the improvement of outdoor recreational facilities over the next several years, and renovation of five classroom and office buildings in the next three years.

Additional comments regarding the University's response to the recommendations of the committee on faculty development will be presented in the final chapter of the Self-Study.

CHAPTER VIII

THE ENHANCEMENT OF RESEARCH, SCHOLARSHIP, AND CREATIVE EXPRESSION

Teaching excellence has been a distinguishing characteristic of Indiana State University throughout its history. During its first century, the institution encouraged faculty scholarship and research related to the education and training of public school teachers. With the development in 1965 of a comprehensive, doctoral degree-granting university, artistic, scholarly, and research activities in all of the disciplines offered by the institution emerged as a logical expectation of faculty. In the appointment, retention, tenure, and promotion processes, appropriate balances between pedagogical and professional excellence assumed even greater importance throughout the University.

Having completed a quarter of a century of service, and now entering its second generation as a comprehensive institution, the University acknowledges the importance of equal weight and emphases on research, scholarship, and creative expression and on teaching excellence. Thus the University has identified the subject of enhanced opportunity for research, scholarship, and creative expression as one of the three special emphases of the Self-Study.

Assigned the task of assessing the current state of research and creative effort on the campus and of proposing strategies to expand and enhance it in the decade ahead, a committee of eight members began its work with the conviction that faculty excellence in research, scholarship, and creative expression fulfills the obligation of the University to contribute to advancement of the academic disciplines and to the betterment of society which supports it. The committee recognized as well that, in fulfilling this obligation, the faculty also stimulates and enriches the educational experiences of its students, both undergraduate and graduate.

The relatively small sizes of the University's classes in almost all fields and a favorable student-to-faculty ratio provide exceptional opportunities to undergraduates as well as graduate students to work closely with faculty on artistic and research projects. Recent examples of such collaboration include development of graph theory in computer science; investigation of fibertropic microphones and ecological problems of swamp rabbits in the life sciences; examination of the problems of exceptional students and the social realities of aging in the social sciences; performances of oral interpretations, experimental stage plays, and original musical compositions in the fine arts; consultation by private companies on marketing or manufacturing problems in business and technology disciplines; participation

with public school teachers and administrators in school improvement projects; and conducting screening tests for community health agencies in nurse-managed clinics.

The rewards of vigorous research and creative enterprises extend far beyond the classroom, the laboratory, the studio, and the library. The rewards include the recruitment and retention of excellent students, the fostering of pride among members of the campus community, the development of external support and resources, and contributions to the quality of life on campus, throughout the nation, and beyond. Pursuit of strategies to increase the artistic, scholarly, and research productivity of the faculty are of major importance to the advancement of the University.

The committee on research, scholarship, and creative expression collected data from the Graduate Studies Office, the Academic Affairs Office, the academic deans, various University publications, an opinion survey (Appendix K) distributed to all members of the faculty, and a series of informal conversations with students, faculty, and staff. The areas on which the committee chose to concentrate were: 1) Application of Computers and Automation; 2) Organizing Knowledge: Library Automation; 3) Grants and Contract Development; 4) Consulting/Applied Research Centers; 5) Interdisciplinary Projects; 6) Physical Facilities, Laboratories, Studios, and Performance Halls in the Campus Master Plan; and 7) the Balance Between Scholarship and Performance and Classroom Instruction.

Based on its analysis of the current level of research, scholarship, and creative activity in the University, the committee set forth a series of recommendations for future attention, in five general categories:

ENHANCEMENT AND NURTURING OF THE UNIVERSITY ENVIRONMENT IN SUPPORT OF RESEARCH, SCHOLARSHIP, AND CREATIVE EXPRESSION

Communication

The committee was impressed by the extent and quality of the research and creative productivity of the faculty revealed by its study. Faculty resumes, reports from the Office of Research in the School of Graduate Studies, University publications--such as A Select List of Professional Activities of Indiana State University Faculty, the School of Graduate Studies' Newsletter, and Academic Staff, Research and Creative Expression: Answers for Industry--and faculty curriculum vitae reveal that scholarship, research, and artistic creativity are manifest throughout the University.

Major improvements in physical facilities, the development of institutional services and funding programs, and an elevation of professional expectations of faculty have strengthened the scholarly character of the institution. Many academic enterprises could be strengthened, however, and the scholarly and creative productivity of the faculty could be reinforced in the interest of enriching the education of its students.

The committee concluded that the research, scholarship, and creative accomplishments of the faculty are imperfectly understood and undervalued within the University and in the larger community. Reports prepared by the faculty are not compiled for comprehensive review or publication by the University. Consequently, many faculty have a limited awareness of the achievements of their colleagues, and the publics so important to the support of the University are often uninformed of the quality of work produced within the institution.

The committee thus recommends that the general communication of faculty productivity be addressed by

combining current University publications -- Academic Notes, University Notes, and Campus Calendar -- into a single publication, perhaps issued as a weekly supplement to the campus student newspaper, The Statesman, and mailed to each and all faculty and staff;

producing publicity pieces featuring outstanding faculty and their work to be distributed to mass media, alumni, and other interested parties;

generating reports and reviews of faculty work in "desktop" publications such as newsletters to reach specific discipline-oriented organizations and groups; and

maintaining a definitive list of completed and in-progress research for use of the entire University, particularly the Office of Public Affairs.

Campus Forums, Colloquia, and Conferences

To inform faculty, staff, and students about the nature as well as the extent of faculty work, the committee encourages the expansion of lectures, performances, exhibits, and public forums featuring recipients of University Research/Creativity Awards, Caleb Mills Teaching Awards, and other school/college awards, such as the Distinguished Professor Award in Arts and Sciences.

To celebrate scholarly and creative achievement, the committee recommends expansion of the University Speakers Series and the University Convocation Series and suggests that the guests in these programs be invited specifically to discuss their work-in-progress with faculty and students. The committee further recom-

mended the establishment of a researcher program to bring to campus for a semester nationally acclaimed artists, scholars, and researchers. The committee encourages the development of endowed chairs in a number of disciplines across the University. It recommends as well the award of at least one honorary degree each year to an individual celebrated for artistic, scholarly, or research achievement.

The intellectual environment of the campus is also enhanced by the hosting of conferences and colloquia each year. While many such events perform primarily a service function to professional organizations, some bring together a community of scholars to share their research findings and, as a result, provide an added stimulant to students and faculty. Among the recent academic and professional gatherings on the campus have been conferences on Teaching the Middle Ages, The Renaissance, Technology Preparation, Principles of Technology and Technology Education, and Environmental Health, as well as many state and regional association annual meetings. The expansion of conference facilities scheduled to be developed as part of the Campus Master Plan will accommodate an even larger number of scholarly events in the near future as will the expansion of performance and gallery facilities encourage more music festivals and art exhibits.

Physical Facilities

Since the last North Central Association visit in 1980, the University has made major improvements in the facilities which support research, scholarship, and artistic enterprise. New and renovated buildings house state-of-the-art research laboratories in manufacturing, packaging, electronics, and robotics in the School of Technology. The Department of Art occupies a recently renovated building housing several studios. The School of Health, Physical Education, and Recreation occupies an outstanding new building in which there are state-of-the-art research laboratories. A new animal research facility has been added to the Science Building. Root Hall, opened in the fall of 1989, provides an exceptional environment for theoretical and applied research in computer science, archival research in folklore, and clinical research in support of the doctoral program in clinical psychology. New or redesigned research laboratories for the Department of Geography and Geology and the Department of Life Sciences have also been completed in recent years.

Equipment

The committee is mindful of the magnitude of the task of maintaining laboratory and research equipment essential to the improved or expanded facilities. Most disciplines in the University, even those in the arts and humanities, are rapidly becoming equipment-intensive; and existing department, school/college, and University equipment budgets fall short of meeting all the

demands placed upon them. Maintenance and repair costs escalate rapidly, even for equipment recently acquired. The demands of computing, summarized in Chapter 8, are equally heavy. Committee recommendations on initiatives, including funding proposals, appear later in Chapter VIII.

Expectations of Faculty

The committee encourages the ongoing articulation throughout the University of the expectation that faculty continue to increase the publication of their scholarship and research and make even more frequent their performances and exhibitions in the world of fine arts.

Recent decisions on faculty reappointment, tenure, promotion, and appointment to the graduate faculty reveal the application of vigorously applied standards. Department and school/college consideration of specific criteria for such evaluations is understood to be central to the redefinition of professional expectations. Faculty responses to the committee's survey suggest that, despite the evident changes in standards applicable to advancement and despite the demonstrable evidence of scholarly and creative productivity, some faculty perceive an absence of evidence that research, scholarship, and creative endeavors have a high institutional priority. Further examination of any and all disparities between institutional expectations and faculty performance is clearly necessary.

UNIVERSITY COORDINATION OF RESEARCH, SCHOLARSHIP, AND CREATIVE EFFORT

The committee found that essential services are available, through the School of Graduate Studies and elsewhere, to faculty and staff in their pursuit of external funding of their projects. Dissemination of information about funding sources and assistance in the development and submission of proposals are two such services. A Washington liaison is available to facilitate contacts with federal agencies, and the Office of the Assistant to the President for Governmental Relations serves as bridge from the University to State agencies. The Office of Graduate Studies covers travel expenses of faculty seeking direct personal contact with business and industry and with federal, State, and private funding agencies.

The Office of Graduate Studies has initiated several important programs designed to encourage faculty to pursue external funding. Through the Interdisciplinary Research Initiative, two rounds of competition have funded eight 18-month and two-year projects involving 56 faculty and 23 departments; and subsequent submissions to external funding agencies have generated grants totaling 140 percent of the University's original investment. In

the spring of 1989, a new Grant Development Program was initiated to provide financial support for faculty to develop, prepare, and submit project proposals to external funding agencies. Funds cover the costs of proposal writing, typing, copying, and travel to specialized libraries and to funding agencies. Review of proposals by colleagues and specialists and editing advice are also features of the program.

The impact of these services and programs is measurable in the increase in the number of grant proposals submitted and funded and in the dollar amount of awards in the years since the last North Central Association visit. The committee was encouraged by such progress but takes note of survey responses that many faculty do not seem to know about or take full advantage of the services and programs available for grant development. The committee recommends that

the Grants Development Program be continued;

that interdisciplinary research programs be resumed and extended to fine arts projects;

that faculty be encouraged to use the services of the Washington liaison more extensively;

that research and service centers be evaluated on their effectiveness at securing extramural funding; and

that grant development continue to be encouraged and rewarded by the University.

The committee recommended the creation of a Research Council, charged with the formulation of policies to expedite research, with the development of conferences and seminars on research opportunities, and with the proposal of ways and means to recognize significant scholarly and creative achievements by faculty.

COORDINATION OF EXISTING CONSULTING/RESEARCH CENTERS

The committee reviewed the functions and operation of nine centers, each of which initiates and facilitates the interaction of faculty with the public and private sectors beyond the campus: the Center for Research and Management Services; the Indiana Small Business Development Center; the Technology Services Center; the Interdisciplinary Center for Cell Products and Technologies; the Center on Governmental Services; the Rowe Center for Communication Disorders; the Center For Economic Education; the Center for Vocational-Technical Services; and the Blumberg Center for Interdisciplinary Studies.

The committee commented favorably on the roles and functions of the centers and on the contributions each is making to the University and the larger community. It suggests that more interaction between and among the centers would be productive, capitalizing upon the opportunities for interaction among the faculty in many disciplines which a campus the size of Indiana State University offers. A model for such cooperation is a project developed by the Center For Research and Management Services and the Technology Services Center entitled "Business Initiative" which was funded by the Indiana Economic Development Council and the Indiana Corporation for Science and Technology.

To achieve more interaction, the committee recommends that consideration be given to the creation of a Coordinating Board, made up of the directors of the various centers, which would facilitate discussions on common goals, opportunities, available resources, and operational problems and which would disseminate information on research opportunities to faculty throughout the University.

UNIVERSITY LIBRARIES AND INFORMATION ACCESS

The committee reported a campus-wide appreciation of the University libraries and their staff as providing an outstanding institutional resource in support of research, scholarship, and creative expression efforts of the faculty. The implementation in 1985 of NOTIS (Northwestern Online Totally Integrated System) and its public-access catalog LUIS (Library User Information System) marked the establishment of the first on-line university library in the State.

The advances in library automation give scholars increased access to Library collections, to materials in libraries in other universities in Indiana, and to an ever-expanding array of databases nationwide. LUIS provides all of the traditional "card catalog" information about books and periodicals in the Library as well as their availability and location. The system also accommodates Boolean searching of the collection from terminals throughout the Library, across the campus, and from any office or home computer equipped with a modem. Funding from the Indiana General Assembly in 1986 supported the addition to the NOTIS cluster of catalog information from library collections of two private academic institutions, Rose-Hulman Institute of Technology and St. Mary-of-the-Woods College. Indiana State University is currently providing leadership in the development of a State University Library Automation Network (SULAN), which is being funded jointly by the State and the Lilly Foundation. The network will provide patrons with information on the 12 million items in the libraries of all public universities in Indiana and the University of Notre Dame.

For searches beyond Indiana collections, scholars and students may consult the OCLC database, a union catalog of more than 21 million items housed in libraries throughout the United States and abroad. Since 1981, Indiana State University libraries have also offered on-line searches of databases of periodical citations; and in 1987 many of these resources have been made available on CD-ROM format at Library terminals, enabling users to conduct searches directly. Access to commercial databases, such as ERIC, MEDLINE, Psychit, and ABI/Inform, will soon become available as will full texts of periodical and reference works in other collections.

To assess strengths and weaknesses in the Library collections, Library staff recently completed a conspectus, developed by the Research Libraries Group. Results of this assessment established that holdings supporting both undergraduate and graduate programs were strong and that strengths were especially noteworthy in some fields, such as the unique collection in lexicography. The Library, however, experiences funding difficulties similar to those confronting most academic libraries nationwide. Inflation in the costs of books and periodicals exceeded the general rate of inflation in the past decade and particularly the annual budgetary increments provided to the University by the State. The Library materials base budget would have to be increased by 25 to 30 percent to restore the purchasing level of 1980. Serial costs are especially burdensome, and an effort in 1987-88 to reduce the impact on book acquisition budgets of increases in periodical subscriptions led to an assessment of scholarly needs and usage of the entire periodical holdings. The resulting discontinuance of 10 percent of the periodical holdings generated only a temporary relief to the budgetary pressures of the inflationary spiral. Individual academic programs are also in need of library holdings development, notably the Business disciplines, Technology fields, and a number of Arts and Sciences disciplines.

The committee reinforces the University's concern that significant supplements to Library holdings beyond current inflationary rates will be necessary to maintain overall collection strengths and to expand scholarly and instructional research in selected areas. The Library staff and administration are addressing the long-range implications of library automation and electronic access to databases to the philosophy and strategy of library collection development in the decades ahead.

DEVELOPMENT OF FUNDING IN SUPPORT OF ENHANCED RESEARCH, SCHOLARSHIP AND CREATIVE EXPRESSION

Many of the recommendations that have resulted from the Self-Study propose substantial increases in funding support for offices, services, acquisitions, and programs. Improved facilities, new equipment, guest and visiting scholars, additional

support staff, endowed faculty chairs, expanded assistance in grant development, funded scholarly and creative project competition, library acquisition increases, and expanded publications on faculty productivity compete with scores of equally deserving interests for institutional dollars -- the enhancement of faculty and staff salaries, new academic program development, department supplies and expense needs, improved stipends for graduate students, and many other legitimate operational expenses across the University. The University emphasizes the importance of a continuing review of institutional allocation patterns to permit even greater emphasis on research, scholarship, and creative efforts. It observes that increases in extramural funding by public and private agencies not only supports specific research projects but generates, through indirect costs, additional dollars to fund necessary services and associated research and creative enterprises.

The committee suggests that the University's Development Office and the Indiana State University Foundation increase their efforts and expand their programs to solicit donations of equipment and expertise from business and industry and contributions to support research and creative projects from private donors. An increase in faculty productivity predictably generates not only greater claims on external funding but greater needs in services and facilities, and the University must find ways to be responsive.

RECENT DEVELOPMENTS

Since the committee completed its survey of research, scholarship, and creative activity on the campus, the University has implemented or initiated consideration of several of its recommendations.

The Dean of the Graduate School has expanded the Office of Grants and Project Development into the Office of Research.

The Council of Deans has under discussion the roles and responsibilities of a Research Council.

The Academic Initiatives undertaken by the Vice President for Academic Affairs have directed the attention of faculty and chairpersons in the academic departments to the development of more detailed expectations for research, scholarship, and creative productivity.

The University's Campus Master Plan calls for new construction and renovation projects in Technology and the Departments of Art and Music and for the establishment of new computer facilities during the 1991-93 biennium.

Additional steps in the management of information through automation of Library collections and electronic databases continue on schedule.

Other institutional efforts related to the ongoing enhancement of research, scholarship, and creative effort appear in the final pages of the preceding chapter, and additional plans arising from consideration of all three special emphases are presented in the chapter that follows.

EPILOGUE TO THE SELF-STUDY

Indiana State University concludes its institutional self-study with the firm conviction that it meets each of the General Institutional Requirements and the Evaluative Criteria for Accreditation. It has been functioning with an institutional mission essentially unchanged in a decade. Its human, financial and physical resources are sufficient to fulfill its mission and are managed successfully to meet its obligations and accomplish its stated purposes.

The University's established evaluation mechanisms, reinforced by its accountability to the Indiana Commission for Higher Education, the Indiana General Assembly, several State agencies, and a wide range of program and discipline accrediting organizations confirm its effectiveness in performing its stated instructional, research, and service responsibilities. The self-study process and the special emphasis analysis have provided useful supplements to the ongoing institutional consideration of challenges and opportunities of the 1990's.

The University expresses confidence in its ability to respond dynamically and resourcefully to changing circumstances, to sustain its academic integrity in an environment of rapid change, to build upon its strengths and to address its problems, and to shape its future.

CHAPTER IX

INSTITUTIONAL DEVELOPMENT: TOWARD AN AGENDA FOR THE NEXT DECADE

Concluding comments in each of the three chapters on special emphases have described the immediate responses which the University has made to the recommendations which have emerged from the special emphasis subcommittees. The benefits to the institution of the North Central Association Self-Study were thus discernible even in the course of the composition of this document. Chapter IX reviews the University statements, plans, and reports which provide the context for future institutional development. It describes initiatives under way which will advance that development. It sets forth a campus review process which will help to build an institutional agenda for the next decade.

THE UNIVERSITY'S MISSION STATEMENT

A University statement of mission was approved by the Board of Trustees coincident with the North Central Association's accreditation visit in 1980. In the years since, several important elements of the University's mission have been addressed, partly in response to an initiative by the Indiana Commission for Higher Education designed to standardize mission statements for all public institutions of higher education in the State. The University has initiated several important modifications of policies and programs during the last ten years, most notably a major revision of the General Education Program and changes in the standards of admission to the University.

An updated mission statement has been prepared for institutional distribution. The statement of University mission, role, and scope provides an appropriate body of principles by which the University will be guided and developed through the remaining years of the twentieth century.

HIGHER EDUCATION SERVICES PLANS

The Indiana Commission for Higher Education established in 1985 a requirement that each university prepare a plan for institutional development which focuses upon the next biennium but sets forth in outline form anticipated developments for the ten-year period to follow. Commission expectations for the Higher Education Services Plans have evolved in the years since 1985, and the Plan to be submitted in February 1990 addresses primarily those institutional projects which will require Commission approval or additional state funding. A review of the three

Services Plans confirms the consistency of institutional planning over the past five years and the accuracy of institutional projections of program development, enrollment patterns, budgetary needs, physical facilities improvement, and specialized campus initiatives.

The current Services Plan (Appendix F) identifies some fifteen projects requiring additional State funding and eight new academic degree programs requiring Commission approval. Projects of particular relevance to the special emphases are 1) ongoing development of the new General Education Program; 2) new directions in academic computing; 3) the creation of a teaching evaluation and support center; 4) expansion of television capabilities to deliver instruction to sites throughout the State; 5) expanded support of Business and Technology assistance centers for economic development; 6) State support for a federally-funded Technology Transfer Center; 7) the development of an environmental health research center; 8) continuing enhancement of Library collection development and automation; 9) improvement of graduate student assistantship stipends; and 10) interdisciplinary degree programs in social gerontology and international relations. Most of the projects are proposed for introduction in the 1991-93 biennium, pending funding support from the State.

SPECIALIZED PLANNING INITIATIVES

The University has put into action plans for several targeted developments, most notably the construction and renovation of physical facilities, the articulation of the professional expectations of faculty, the academic expectations of students, the enhancement of the intellectual climate, and the development and further expansion of academic computing. Each of these plans calls for action in the 1990-91 academic year and, thus, addresses and responds to the recommendations of the special emphases subcommittees.

Campus Master Plan

The Campus Master Plan includes the construction of a central computing/administrative services building, renovation of two academic buildings, and the construction/renovation of a new Student Union/mall complex. All of these projects are funded and scheduled for completion in 1990-91. The Plan identifies for the 1991-93 biennium the construction of a rehearsal/performance hall for the Department of Music and the renovation of an academic building for the Department of Communication and departments in the School of Technology. An improved environment for instruction, research, and creativity is an assured result of this planning.

Academic Initiatives

The Academic Initiatives were enunciated in 1987 as the basis for continuing examination of essential elements in the academic enterprise of the University. Articulation of professional expectations of faculty, pursuit of programmatic quality, review and revision of standards for student performance, and enhancement of the intellectual environment of the campus have proceeded in a measured and systematic fashion during the past few years. Results of these efforts are tangible, but their consideration should be expected to continue as a central part of institutional review throughout the next decade. An important phase of this process will be undertaken in the 1990-91 year when policies, plans, and standards developed in the academic departments are gathered for consideration at the school/college level and then University-wide.

Academic and Administrative Computing Plan

In the spring of 1988, the Director of the Computer Center, working with the Academic Computing Advisory Council and representatives of other administrative units, developed a four-year plan for the development of academic and administrative computing. An institutional pool of dollars has permitted a broad and encompassing approach to institutional planning of computing, but the development of priorities also arose from departmental and school/college plans as well. Additional computer laboratories and clusters, more faculty microcomputers, new mini- and main-frame computers for research campus networking, state-of-the-art software, an expanded and enhanced computer-integrated manufacturing and management system, and further advances in data management and on-line administrative processes are identified as having the highest priority in a long list of computing needs for the campus. The most important of these items are being purchased during this academic year and the next.

CLIMATE STUDY: RACISM ON CAMPUS

Prompted by perceptions of an increase in expressions of racism in society at large and within the University community, the University Human Relations Committee called for the development and implementation of a survey of campus attitudes and opinions on racism and discrimination. In the spring of 1989, three forms of the survey were distributed, one to faculty and administrators, one to students, and one to clerical and support staff. Questions about racism, faculty-staff-student interactions, institutional policies, procedures, and practices, and specific examples of discrimination were included in each survey.

The Human Relations Committee also solicited from black students and black student organizations concerns and suggestions for improvements in institutional facilities, services, and organizations. The committee developed a list of responses and, through the Vice President for Student Affairs, requested attention to them by the University.

The University has responded promptly and specifically to expressions of concern in the climate survey about racism and discrimination and to the proposals received by the Human Relations Committee. In his Fall address to the faculty, the President gave prominent attention to the importance of civility, respect, and tolerance within the University community. He asserted as a right of all members and guests of that community freedom from "oral or physical threats, racial slurs, ethnic insults, badgering, hectoring, tormenting and other forms of oral abuse because of their race, religion, ethnic background, sexual orientation, national origin or physical handicap." He called upon the faculty to encourage all students to understand and appreciate cultural diversity as an institutional and societal ideal.

The Vice President for Academic Affairs formed a task force on minority faculty recruitment which has proposed a series of immediate and long-range strategies to improve the effectiveness of search and screen committees in identifying and hiring minority faculty. The Admissions Office has developed new strategies to recruit additional minority students and thus build upon the acknowledged tradition of Indiana State University as an institution committed to the education of minority students. Several academic and Student Life offices have developed programs to provide mentoring to minority students in their freshman year on campus to improve their opportunities to remain in school and to graduate. A coordinating group has been formed to link these individual programs to an institutional mentoring program.

The University Affirmative Action Committee undertook in the spring of 1989 a study of the experiences and needs of international students and presented a report to institutional administrators to review and to respond to recommendations. The University has had a decade of extensive experience with educating international students and is committed to maintaining their contributions to the cultural diversity of the University environment.

ADDITIONAL INITIATIVES

Matching Equipment Funds

The University is implementing in the Spring 1990 semester a fund to provide matching contributions for equipment grants from

public and private agencies. Aware of the overriding importance of improving research and instructional equipment, these University Foundation funds will enable faculty to seek external support for essential equipment with the knowledge that the University will assist in meeting matching obligation of such grants.

Fund-Raising for Academic Excellence

The University is in the process of developing a major fund-raising campaign in support of academic excellence. This effort will be conducted by the Development Office and will focus on supporting several of the categories of recommendations contained in the special emphases reports.

Task Force on Student Retention

The Vice President for Academic Affairs has formed a Task Force on Student Retention which will first identify the primary influences on students' decisions to withdraw from the University and then develop strategies to provide constructive counsel and assistance to students whose life goals depend upon completion of a baccalaureate degree. The task force is expected to produce and report recommendations by the end of the Spring 1990 semester and implementation of recommendations will be targeted for the 1990-91 year.

Performance Assessment

For some time, the University has been engaged in developing means by which student performance can best be evaluated and institutional effectiveness assessed. Campus-wide efforts to study the assessment of student outcomes began in the mid-1980's with the creation of a task force to investigate the extent and nature of outcomes assessment activities in the various academic units of the University. In addition to compiling information now being used by the University Assessment Committee, members of the task force participated in one of the early conferences sponsored by the Assessment Forum of the American Association for Higher Education. Additionally, in the planning of the new General Education Program, which was implemented in Fall 1989, an integral element built in was an assessment of adherence to the requirements and expectations of the program and an evaluation of student response to it.

In the broader area of institutional effectiveness, most of the University's efforts have focused on the formulation of performance objectives and the collection of assessment data for the Indiana Commission for Higher Education. For example, the University now routinely monitors such quantitative indicators of institutional quality as the dollar value of extramural grants awarded, the hours of computer availability per student per week,

the mean overall grade point average and retention rate of students participating in tutorial programs, the number of scholarly presentations and articles by faculty, and the number of off-campus clients served by assistance centers in the Schools of Business, Education, and Technology.

Despite its organized efforts in this area, the University has experienced many of the difficulties reported by institutions throughout the nation in developing quantitative measurements of student performance or institutional effectiveness which are dependable, cost-effective, and useful to the educational process. Using information it has gathered and the findings of the earlier task force on student assessment, the University Assessment Committee is preparing recommendations for future institutional consideration. The University is committed to implementing an assessment/evaluation program to supplement and complement the range of qualifying or graduation evaluations of student knowledge and skills in individual disciplines. It is not yet content with the value or legitimacy of efforts undertaken to this point.

New Student Union

The opening of the new Student Union in the fall of 1990 will offer a major impetus to student development in the University. The location of the Union and its enhanced capacity to present a wide range of programs and services will enable it to reach more students than has been heretofore possible. The desirable goal of building among students a strong sense of community will finally be achievable in this new facility.

Student Information System

The full implementation of the Student Information System will work to the benefit of students and faculty advisors alike. Telephone registration will complete the established advanced registration system to respond to the curricular planning needs as well as to the convenience of both undergraduate and graduate students. And an on-line student record system will enable academic advisers to determine on a computer screen in the advisee's presence the academic progress of the advisee, the courses remaining to be completed, the student's financial status, and any other factors affecting the student's institutional eligibility. Academic advisement will be more efficient and effective and will also be more responsive to students' needs.

All of these initiatives are designed and calculated to enrich the learning, scholarly, intellectual, and social environment of the University. As the institution continues to grow and advance commensurate with State, national, and international developments, additional initiatives will be introduced and pursued. The University subscribes to a well-known

principle that it must always be in a "state of becoming," never fully or completely developed, never content with the depth and quality of its scholarship, and forever engaged in the advancement of new frontiers of knowledge and cultural improvement.

CONCLUSION

During the Spring 1990 semester, the comments, suggestions, reports, and recommendations of the special emphases subcommittees will be reviewed with appropriate committees of faculty government, deans, and administrators. The intent is to engage the University in the composition of an agenda for future action. An understanding of the challenges that will test the University in the months and years ahead and the development of appropriate responses are the desired results of the institutions' Self-Study.

The University community looks forward to the opportunity to consult with the members of the North Central Association visitation team on effective strategies to achieve the goals and ambitions of the University.

CHAPTER X

APPENDICES

APPENDIX A

SUBCOMMITTEE MEMBERSHIPS

Student Development

John Jessell, Professor of Counseling, (Chairperson)
James Backes, Professor of Communication
John Cooley, Associate Dean of Business
Bob Elsey, Dean of Student Life
Gene England, Coordinator of General Education
Paula Etchison, Student Government
Linda Ferguson, Registration
Dennis Graham, Vice President for Business Affairs
Karen Hartman, Nursing
Brooks Morse, Graduate Student Council
Howard Richardson, Associate Coordinator, (Liaison)

Faculty/Staff Professional Advancement

Millie Lemen, Professor of Physical Education, (Chairperson)
Mary Ellen Adams, Professor of Administrative Systems and
Business Education
Sarah Hayes, Nursing
Brad Lawson, Technology
Bill Maxam, Administrative Services
Don Rininger, Instructional Services
Richard Spear, Faculty Senate Representative, Professor of Health
& Safety
Everett Tarbox, Humanities
James Rentschler, Associate Coordinator, (Liaison)

Research, Scholarship, and Creative Expression

Sheron Dailey, Professor of Communication, (Chairperson)
James Davis, Chair of Art Department
Don Dusanic, Professor of Life Sciences
Kenneth Knight, Physical Education
Joel Lonergan, Director of University Relations
Connie McLaren, Associate Professor of Business
Lisa Witt, Graduate Student
Mary Ann Carroll, Associate Coordinator, (Liaison)
Betty Bartlett Davis, Associate Dean, Library Services

Standard Review Committee

Don Nelson, Professor of Psychology, (Chairperson)
William Crichfield, Director of Internal Auditing
Linda Ferguson, Associate Registrar
Dennis Graham, Vice President of Business Affairs
Ronald Leach, Dean of Library Services, Professor of
Library Science
William Osmon, Associate Vice President of Academic Affairs,
Registrar and Dean of Academic Services

APPENDIX B

The University is currently undergoing a self-study which includes the area of student development. The student development subcommittee is interested in your thoughts regarding academic advisement and career counseling at Indiana State University. Please respond to the following questions and return the questionnaire in the enclosed envelope by March 31st. Thank you for your participation.

College/School: _____

Major: _____

Classification: Freshman Sophomore Junior Senior Graduate
(circle one)

ADVISEMENT

1. In addition to assisting with preparation of your class schedule, what kinds of information or assistance does your faculty advisor provide?

2. How often do you meet with your faculty advisor?

3. Please indicate the types of registration in which you have participated:
Walkthrough at Hulman Center _____
Advance registration (pre-registration) _____
Late registration _____

How would you compare your academic advisement experiences for the types of registration in which you have participated in terms of how they met your needs?

4. In your opinion, whose responsibility is it to ensure that you are taking classes that will lead to your degree objectives?

5. In what ways do you believe the academic advisement process could be improved?

CAREER INFORMATION AND ASSISTANCE

1. What type of career information is provided as part of the class content of your major courses?

2. From what sources have you obtained career information?

3. The I.S.U. Career Center offers career-related services in the following areas: Career Planning Services, Professional Practice Program (Co-op), and Placement Services. Indicate your knowledge of these services by checking accordingly.

	Little or No Knowledge	Some Knowledge	Much Knowledge
--	---------------------------	-------------------	-------------------

Career Planning Services _____

Professional Practice Program (Co-op) _____

Placement Services _____

For those services with which you have had contact, describe your experiences with these services:

Career Planning Services:

Professional Practice Program:

Placement Services:

This survey seeks your responses for the North Central Accrediting (NCA) Self-Study Committee at Indiana State University. Every ten years Indiana State is required to put together a report that is reviewed by the North Central Accrediting Agency. One area that the NCA Self-STudy committee is investigating is what can be done to enhance the academic, intellectual and cultural climate of Indiana State University. Thus we need your suggestions. What do you feel the Office of Residential Life could do in the following areas to contribute to your development as a student at ISU?

1. Residence Hall Staff: (more staff, less staff, different, etc.)
 2. Facilities: (Le Clubs, Quiet Floors, Computer Clusters, Recreation rooms, etc.)

3. Programs: (Health issues, Human Relations Concerns, Career Opportunities, Leadership Training, Etc.)

4. Other:

QUESTIONNAIRE FOR HONORS PROGRAM STUDENTS

INTRODUCTION: In an attempt to gauge the opinions of students who have been or are involved in Indiana State University's Honors Program, the members of a University sub-committee and the Director of Honors would appreciate your taking several minutes to answer six questions about your participation in the Program. Your answers can be brief, but feel free to address the inquiries in as much detail as you choose.

Please return your completed questionnaire in the enclosed envelope by Friday, March 31st.

Thanks for your participation in this important survey.

Please check:

- Graduate of Honors Program
- Current Participant
- Former Participant

I. What major advantage(s), from a student's perspective, do you perceive in the Honors Program?

II. Do you feel that your participation in the Honors Program received sufficient recognition from students not enrolled in the Program and from the University community in general? Why or why not?

- III. Was your coursework (content, faculty, assignments, etc) in the Honors Program appropriately challenging? Why or why not?
- IV. What relationships do you perceive between your Honors Program studies and your major field (or, for graduates, career path)?
- V. Do you feel that the Honors Program made you more effective in your written and oral communications? Why or why not?
- VI. Beyond any of the relevant responses made to the preceding five questions, what do you suggest could be done additionally to maintain or increase the strength of ISU's Honors Program?

Again, our thanks for your time and thoughts.

Return to: Professor James Backes, Department of Communication,
Indiana State University, Terre Haute, IN 47809

Honor Society Questionnaire

Indiana State University is currently undergoing a self-study which includes the area of student development. The student development subcommittee is interested in your thoughts regarding honor societies at Indiana State University. Please answer the following questions and return the questionnaire in the enclosed envelope by March 31. Thank you for your participation.

Honor Organization: _____

Classification: (circle one)

Student Officer **Faculty Advisor** **Administrative Advisor**

1. What support services and/or facilities currently exist that particularly enhance your society's work at ISU?

 2. What support services and/or facilities are needed to enhance your society's work at ISU?

 3. What support services and/or facilities currently exist that enable your society to interact with other such societies at ISU?

 4. What support services and/or facilities are needed to enable your society to interact with other such societies at ISU?

5. What services (tutoring, study improvement hints, job application, etc.) would your society be interested in rendering to other students of ISU?

 6. What support services and/or facilities are needed to enable your society to offer the services you describe in question #5?

APPENDIX C

FACULTY DEVELOPMENT SURVEY
Questions for Faculty

Department _____

Year Appointed to Indiana State University Faculty _____

ACADEMIC LEAVES

(Please Mark Y for Yes; N for No; DK for Don't Know.)

1. What aspects of the University leave policy are most attractive to you? What changes would you like to see made in the leave policy?

Attractive aspects: _____

Changes desired: _____

2. Have you applied for a leave each time you were eligible? Y N DK
3. How many sabbatical leaves have you had since coming to ISU? _____
4. Have you had a request for a leave turned down? Y N DK
5. Have you been discouraged from applying for a leave? Y N DK
6. Have you had a delay of more than one semester in obtaining a leave for which you applied?
If Yes, why was the leave delayed? _____

7. Would you like to be able to "bank" a leave and apply it to a full year's leave after 10 or 12 years?
If Yes, what kind of leave project would you like to pursue? Y N DK
8. Would you take advantage of mini-sabbaticals of a few weeks' duration which provide opportunity for travel, foreign study, or other work on special research projects if they were available? Y N DK
9. Does your department cover teaching assignments of faculty on leave by requiring the other faculty members to handle additional teaching? Y N DK

10. Does your department cover advising assignments of faculty on leave by requiring the other faculty members to handle additional advising?

Y N DK

GRANTS, SPONSORED RESEARCH, AND CONTRACTED PROJECTS

11. How many grant applications have you submitted since you have been at ISU?

12. How many of your grant applications have been funded?

13. Are there University restrictions with regard to grant, sponsored-research, or contracted-project provisions that inhibit incentive to become involved in these areas? If Yes, please indicate which restrictions cause problems and what changes you would like to see made in relevant policies.

Y N DK

Problems: _____

Recommendations: _____

14. Do you believe subvention money (money received from grants which the University returns to the School and Department of the grantee) is handled in a way that provides incentive to faculty to pursue projects that yield such money? If No, please indicate existing problems and recommend changes you would like to see made in relevant policies.

Y N DK

Problems: _____

Recommendations: _____

15. Have you used the assistance available for writing grant applications?

Y N DK

16. If more assistance for writing grant applications were available, would you use it?

Y N DK

17. Would being paid a stipend for preparing a grant application serve as an incentive for you to write grant applications?

Y N DK

18. Have you had released time for pursuing research projects?

Y N DK

19. If more released time were available for faculty research, would you use it? Y N DK
20. Have you used secretarial assistance to help prepare professional papers, research reports, etc.? Y N DK
21. If more secretarial assistance for preparing professional papers, research reports, etc., were available, would you use it? Y N DK
22. Have you used the statistical analysis and computer application assistance available for research projects? Y N DK
23. If more statistical analysis and computer application assistance for conducting research projects were available, would you use it? Y N DK
24. Have you used graduate assistants to help carry out research-related activities? Y N DK
25. If more assistance to help carry out research-related activities were available from graduate assistants would you use it? Y N DK
26. Please state the specific kind of assistance you would like to have with regard to any of the areas referred to in items 15 through 25.
-
-
-

PROFESSIONAL CONFERENCES, WORKSHOPS, AND TRAVEL

27. How many conferences have you attended in the last academic year (1987-1988) that were: Fully funded by ISU? _____; Partially funded by ISU? _____ Not funded by ISU? _____
28. During 1987-88 (academic year) how much money did you receive from each of the following sources to attend professional conferences and workshops: Department? \$ _____ School or College? \$ _____ University? \$ _____ Other Sources? (give amount and source): \$ _____ Source: _____
29. Do you believe adequate funds are available through your department or school/College to provide faculty travel to give presentations at conferences and workshops? Y N DK

30. Are you satisfied with the existing provisions for faculty attendance at professional conferences and workshops? Y N DK
If No, what problems exist in this regard and what are your recommendations for change?

Problems: _____

Recommendations: _____

31. If more travel funds were available to you, would you participate in more professional meetings? Y N DK

32. If more travel funds were available to you would you be more interested in serving as an officer in professional organizations? Y N DK
If No (items 31 or 32), what kinds of incentives would encourage you to participate in and/or serve as an officer of professional organizations?
-
-
-

33. Would you be willing to make monetary contributions designated for faculty travel to the ISU Foundation? Y N DK

34. Have you had financial assistance to serve as a representative of ISU at international conferences or workshops? Y N DK
If Yes, what was the amount of the assistance? \$ _____

35. If financial assistance were available to you, would you participate in international conferences and workshops? Y N DK
If Yes, what kinds of conferences or workshops would you like to attend?
-
-
-

FACULTY RENEWAL

36. Have you participated in a post-doctoral program to upgrade professional/technical knowledge since being appointed to the ISU faculty? Y N DK

If yes, please identify the institution at which the program was taken and indicate when the program was taken.

37. Would you be interested in developing/offering a post-doctoral program at ISU. Y N DK
If yes, please indicate the type of program. _____
-
38. Have you completed the requirements for an advanced degree since being appointed to the ISU faculty? Y N DK
If Yes, please indicate what kind of degree _____
-
39. Have you earned any other academic credit through formal educational workshops, classes, or programs since your appointment to the ISU faculty? Y N DK
40. Have you participated in formal noncredit educational endeavors to upgrade professional/technical knowledge since being appointed to the ISU faculty? Y N DK
41. Would you participate in formal noncredit educational endeavors (see item 40) if funding and/or other support were available to you? Y N DK
If Yes, please describe the kinds of programs and/or support that could accommodate your needs.

-
42. Have you used ISU tuition benefits to enroll in courses? Y N DK
If Yes, what kinds of courses did you take?

-
43. Have you pursued a retraining program because of a change in your teaching assignment or field? Y N DK
If Yes, indicate the type of program and the source(s) from which the funding needed was obtained.

-
44. Would you participate in faculty development opportunities that provided funding for one-year programs in retraining or updating? Y N DK

45. Would you participate in faculty development opportunities that would permit faculty to work in "real world" positions for a one-year or one-semester time period? Y N DK
46. Would you take advantage of enrollment provisions that would enable you to enroll in a course at ISU without being assigned a conventional letter grade? Y N DK
47. Would you be willing to conduct interdisciplinary seminars or workshops for ISU faculty in your area of expertise? Y N DK

TECHNOLOGY

48. Do you have an ISU-owned microcomputer in your office? Y N DK
49. If No, do you need a microcomputer in your office? Y N DK
50. If Yes, does the microcomputer in your office have the memory capabilities and software you need? Y N DK
51. Would access to a microcomputer cluster in your building serve your needs? Y N DK
52. Have you taken advantage of ISU Computer Center workshops? Y N DK
53. Do you need additional training in using microcomputers or specific software applications? Y N DK
54. Do you use computer-aided instruction in your teaching? Y N DK
55. Do you use database searches? Y N DK
56. Do you use LUIS? Y N DK
57. Do you use computer simulations in your teaching? Y N DK
58. Do you use video-tape players in your teaching? Y N DK
59. Do you teach any classes in which you use television as the primary method of delivery of course content? Y N DK
60. With regard to items 54 through 59, do you have any concerns or recommendations pertaining to improving the quality or overall use of these technologies?
If Yes, please list them. _____

61. Do you believe you have the state-of-the-art equipment needed for the courses and/or programs in which you teach? Y N DK

If No, what kinds of problems exist in equipment and services available?

FACULTY EXCHANGE PROGRAMS

62. Do you believe ISU should have a formal faculty exchange program? Y N DK
63. Would you be interested in participating in a faculty exchange program between universities within this country or abroad? If Yes, please indicate the universities in which you are interested. Y N DK
-
-
64. Have you participated in faculty exchange programs between universities? Y N DK
65. Are you aware of faculty participation in faculty exchange programs between universities? If Yes, please indicate the type and location of the program. Y N DK
-
-
66. Would you be interested in participating in opportunities to present seminars, workshops, etc., in overseas locations? Y N DK

FACULTY AWARDS AND CITATIONS

67. Do you believe adequate recognition exists for accomplishments in teaching? Y N DK
If No, please indicate how recognition for outstanding teaching could be given more effectively.
-
-

68. Do you believe adequate recognition exists for accomplishments in research and creative endeavors? Y N DK
If No, please indicate how recognition for outstanding accomplishments in these areas could be given more effectively.

69. Do you believe the criteria used to determine which faculty in your department will receive merit pay are adequate? Y N DK
If No, what changes in the criteria do you recommend?
(Responses to each of these items presumes money has been allocated for merit--whether or not the amount is "adequate.")

70. Do you believe faculty should be given a standardized recognition award for years of service (e.g., after 15 and 25 years) prior to retirement? Y N DK

OTHER

71. Does ISU need a Performing Arts and Cultural Center? Y N DK

72. Does ISU need a Communication Center with television/radio state-of-the-art equipment? Y N DK

73. Does ISU need outdoor recreational areas (mini-parks, fitness trail, etc.) on or near campus? Y N DK

74. Please list anything else you believe would enhance the ISU academic environment.

75. Do you believe ISU should initiate a major development drive to provide funds for the enhancement of the academic environment? Y N DK

76. Please list any other factors you believe are important with regard to improving your professional development at ISU.

77. Please list the three factors that have contributed most to your satisfaction as a member of the ISU faculty.

FACULTY DEVELOPMENT SURVEY
Questions for Department Chairpersons

Department _____

Please respond to the following questions on the basis of your knowledge of your department and faculty.

Academic Leaves:

(Please Mark Y for Yes; N for No)

1. Does your department have a procedure for determining priority in granting faculty sabbatical leaves? Y N

If Yes, what procedure is used to establish the priority?

2. Are there problems unique to your department that negatively affect granting leave requests? Y N

3. Does your department hire adjunct faculty to cover the teaching loads of faculty on leave? Y N

If No, how is the teaching load of persons on leave handled?

4. Does your department cover advising assignments of faculty on leave by requiring other faculty members to handle additional advising? Y N

If No, how is the advising responsibility of the person on leave handled?

5. What accountability procedures are required when a faculty member returns from a leave?

Grants, Sponsored Research, and Contracted Projects:

6. Are there restrictions on faculty financial benefits with regard to grant, sponsored-research, or contracted-project provisions that inhibit incentive to become involved in these areas?

Y N

If Yes, please indicate which restrictions cause problems and what changes you would like to see made in the relevant policies.

7. Do you believe subvention money (money received from grants returned by the University to the Department of the grantee) is handled in a way that provides incentive to faculty to pursue projects that yield such money?

Y N

If No, please indicate problems with current policies and recommend changes you would like to see made in relevant policies.

Problems: _____

Recommendations: _____

8. How much subvention money was received by your department for the 1987-88 academic year?

9. For what purposes was the subvention money used?

10. If more subvention money were returned to the department for faculty uses, how would you use it?

11. Are incentives provided by the department to encourage faculty to write proposals for grants that yield subvention money?

Y N

If Yes, what are these incentives? _____

12. How many grants during the past two years have been submitted by faculty members in your department? _____

13. How many grants during the past two years have been funded for faculty members in your department? _____

What is the total dollar amount funded? _____

14. Would a larger number of external grants be generated if faculty had more released time for research? Y N

15. Would you support the giving of more release time to faculty to generate more grants? Y N

Please explain. _____

16. Would a larger number of professional papers, research reports, etc., be produced if more secretarial assistance for faculty were available? Y N

17. Would a larger number of faculty be involved in conducting research if more statistical analysis and computer application were available? Y N

18. Would a larger number of faculty be involved in conducting research if more graduate assistants were available to help carry out research-related activities? Y N

Professional Conferences, Workshops, and Travel:

19. Do you believe adequate funds are available in your department to provide faculty travel to give presentations at conferences and workshops? Y N

If No, what problems exist in this regard and what are your recommendations for change?

20. Do you believe adequate funds are available in your department for faculty travel to attend professional conferences and workshops? Y N

If No, what problems exist in this regard and what are your recommendations for change?

21. How much money (per faculty member in your department) has been allocated by ISU for faculty participation in conferences, workshops, etc. during 88/89? \$ _____

22. Does your department supplement University funding with funds from other sources for faculty participation in conferences, workshops, etc.? Y N

23. Does your department have procedures to facilitate sharing information gained by faculty who have had funded travel to attend professional meetings? Y N

If Yes, please describe.

24. Do you believe financial and other provisions should be made for faculty participation in international conferences and workshops? Y N

If Yes, what kinds of conferences or workshops would you like faculty to attend, and what provisions would be needed to enable them to participate?

Faculty Renewal:

25. Do you have funds available in your department for faculty who need upgrading or retraining with regard to their academic responsibilities? Y N

26. Have faculty been released (with pay) from teaching assignments during the academic year to obtain retraining? Y N

If Yes, please describe extent of released time.

27. Are you pursuing outside resources from which funds might be secured for faculty development? Y N

If Yes, when (date) do you expect faculty development projects to be funded? _____

28. Would you provide departmental financial support for faculty development opportunities that would permit faculty to work in "real world" positions for a one-year or one-semester time period? Y N

29. Does your department have funds available for in-house colloquia and seminars? Y N
If Yes, how much money is available for one academic year? \$ _____
What is the source(s) of these funds? _____
-

30. Is your department involved in developing programs that will attract professionals to the campus for updating and renewing ISU faculty members in specific academic areas? Y N

If Yes, what programs are being developed? _____

Technology:

31. How many faculty members in your department have ISU-purchased microcomputers in their offices? _____
32. How many additional computers are needed to provide one to each faculty member in your department who needs one? _____
33. Approximately how much money would be required to provide the additional microcomputers needed by your faculty? \$ _____
34. Is there a systematic plan to determine what is needed in the future and to maintain state-of-the-art equipment needed in classrooms and offices? Y N

How can this goal be achieved:

35. If funds were available, what would you purchase within the next few years for use in classrooms and offices?
-
-
-

Faculty Exchange Programs:

36. Are you aware of faculty participation in faculty exchange programs between universities? Y N

If Yes, please indicate the type and locations of the program.

37. Does your department have a program that involves bringing faculty to ISU from other institutions for program and faculty enrichment? Y N

If Yes, please describe. _____

If No, please describe how this experience could be developed.

38. Is your department interested in developing faculty exchange programs on an international basis? Y N

If Yes, what is being done in this regard? _____

39. Is your department interested in establishing ISU-sponsored seminars, workshops, programs, etc., with other universities in overseas locations? Y N

If Yes, how could this objective be achieved? _____

40. Would your department support funding for the creation of distinguished chairs in your academic area? Y N

41. Is your department involved in programs which bring in experts in your academic areas for limited periods of time for enrichment of programs and faculty development? Y N

42. If No (items 39 and 40), would you do so if funds were available? Y N

Faculty Awards and Citations:

43. Does your department grant awards for excellence in teaching, research, and creativity? Y N

If Yes, please describe what is done. _____

44. Do you think adequate awards and citations for accomplishments in teaching exist? Y N

If No, please indicate how recognition for outstanding teaching could be given more effectively.

45. Do you believe adequate awards and citations for accomplishments in research and creative endeavors exist? Y N

If No, please indicate how recognition for accomplishments in these areas could be given more effectively.

46. Do you believe the criteria used to determine which faculty in your department will receive merit pay are adequate? Y N

If No, what changes in the merit pay criteria do you recommend? (Responses to each of these items presumes money has been allocated to merit--whether or not the amount is "adequate.")

47. Do you think faculty should be given a standard recognition award for years of service (e.g., after 15 and 25 years) prior to retirement? Y N
48. Do you favor recognition for service to the Department, School/College, and University? Y N
- If Yes, explain. _____
-
49. Do you favor recognition for service outside the University? Y N
50. professional service Y N
51. community service Y N
52. Service to the State of Indiana Y N

Other:

53. Does ISU need a Performing Arts Cultural Center? Y N
54. Does ISU need a Communication Center with Television-Radio state-of-the-art equipment? Y N
55. Does ISU need outdoor recreational areas (mini-parks, fitness trail, etc.) on or near campus? Y N
56. Do you believe ISU needs to undertake a fund drive for \$50-75 million to obtain the financing needed for the facilities and technology developments referred to above? Y N
57. Please list any other factors you believe are important with regard to improving professional faculty development in your department.
58. What are the three things you believe have contributed most to the high quality of the faculty in your department?

FACULTY DEVELOPMENT SURVEY
Questions for Deans

School/College _____

Please respond to the following questions on the basis of your knowledge of your academic unit and faculty.

Academic Leaves:

(Please Mark Y for Yes; N for No)

1. Does your school/college have a procedure for determining priority in granting faculty sabbatical leaves? Y N

If Yes, what procedure is used to establish the priority?

2. Are there problems unique to your school/college that negatively affect granting leave requests? Y N

3. Does your school/college hire adjunct faculty to cover the teaching loads of faculty on leave? Y N

If No, how is the teaching load of persons on leave handled?

4. What accountability procedures are required when a faculty member returns from a leave?

5. How many faculty, in the last two years, have taken a sabbatical leave that was followed by an early retirement leave after teaching one semester? _____

6. Is it possible for a faculty member in your school/college to take a sabbatical leave followed by an early retirement leave without an intervening period of teaching? _____

7. How do you determine if faculty taking leave should be replaced? _____

8. Do you usually have money available to pay regular faculty for handling overload assignments of faculty on sabbaticals? Y N

9. Do you usually have money available to pay adjunct replacements for the faculty on sabbaticals? Y N
10. Have incentives been established to encourage full-year leaves? Y N

If Yes, please describe the incentives. _____

Grants, Sponsored Research, and Contracted Projects:

11. Are there restrictions on faculty financial benefits with regard to grant, sponsored-research, or contracted-project provisions that inhibit incentive to become involved in these areas? Y N

If Yes, please indicate which restrictions cause problems and what changes you would like to see made in the relevant policies.

12. Do you believe subvention money (money received from grants returned by the University to the School and Department of the grantee) is handled in a way that provides incentive to faculty to pursue projects that yield such money? Y N

If No, please indicate problems with current policies and recommend changes you would like to see made in relevant policies.

Problems: _____

Recommendations: _____

13. How much subvention money was received by your school/college for the 1987-88 academic year? \$ _____
14. For what purposes was the subvention money used?
- _____

15. Do you favor having more subvention money returned to the school/college for faculty uses? Y N

If Yes, what percent do you favor having returned? ____ %
What are the uses for which you would like the money returned?

16. Are incentives provided by the school/college to encourage faculty to write proposals for grants that yield subvention money? Y N

If Yes, what are these incentives?

17. How many grants during the past two years have been funded for faculty members in your school/college? _____

18. What is the dollar amount of these grants? \$ _____

19. Would a larger number of external grants be generated if faculty had more released time for research? Y N
Would you support the giving of more released time to faculty to generate more grants? Please explain.
-
-

20. Would a larger number of professional papers, research reports, etc., be produced if more secretarial assistance for faculty were available. Y N

21. Would a larger number of faculty be involved in conducting research if more statistical analysis and computer application assistance were available? Y N

22. Would more faculty be involved in conducting research if more graduate assistants were available to help carry out research-related activities? Y N

Professional Conferences, Workshops, and Travel:

23. Do you believe adequate funds are available in your school/college to provide faculty travel to give presentations at conferences and workshops? Y N

If No, what problems exist in this regard and what are your recommendations for change?

24. Do you believe adequate funds are available in your school/college for faculty travel to attend professional conferences and workshops?

Y N

If No, what problems exist in this regard and what are your recommendations for change?

25. How much money (per faculty member in your school/college) has been allocated by ISU for faculty participation in conferences, workshops, etc.?

\$ _____

26. Does your school/college supplement University funding with funds from other sources for faculty participation in conferences, workshops, etc.?

Y N

27. Does your school/college have procedures to facilitate sharing information gained by faculty who have had funded travel to attend professional meetings?

Y N

If Yes, please describe.

28. Do you believe financial and other provisions should be made for faculty participation in international conferences and workshops?

Y N

If Yes, what kinds of conferences or workshops would you like faculty to attend, and what provisions would be needed to enable them to participate?

Faculty Renewal:

29. Do you have funds available in your school/college for faculty who need upgrading or retraining with regard to their academic responsibilities? Y N
30. Have faculty been released (with pay) from teaching assignments during an academic year to obtain needed training? Y N
31. Are you pursuing outside resources from which funds might be secured for faculty development? Y N
- If Yes, when (date) do you expect faculty development projects to be funded? _____
32. Would you provide school/college financial support for faculty development opportunities that would permit faculty to work in "real world" positions for a one-year or one-semester time period? Y N
33. Does your school/college have funds available for in-house colloquia and seminars? Y N
- If Yes, how much money is available for one academic year? \$ _____
What is the source(s) of these funds? _____
34. Is your school/college involved in developing programs that will attract professionals to the campus for updating and renewing ISU faculty members in specific academic areas? Y N
- If Yes, what programs are being developed? _____

Faculty Exchange Programs:

35. Are you aware of faculty participation in faculty exchange programs between universities? Y N
- If Yes, please indicate the type and location of the program.

36. Does your school/college have a program that involves bringing faculty to ISU from other institutions for program and faculty enrichment? Y N

If Yes, please describe the program you have. _____

If No, please describe how you think this kind of program could be developed.

37. Is your school/college interested in developing faculty exchange programs on an international basis? Y N

If Yes, what is being done in this regard? _____

38. Is your school/college interested in establishing ISU-sponsored seminars, workshops, programs, etc., with other universities in overseas locations? Y N

If Yes, how could this objective be achieved? _____

39. Would your school/college support funding for the creation of distinguished chairs in your academic area? Y N

40. Is your school/college involved in programs which bring in experts in your academic areas for limited periods of time for enrichment of programs and faculty development? Y N

41. If No (items 39 and 40), would you do so if funds were available? Y N

Faculty Awards and Citations:

42. Does your school/college grant awards for excellence in teaching, research, and creativity? Y N

If Yes, please describe what is done. _____

43. Do you think adequate awards and citations for accomplishments in teaching exist? Y N

If No, please indicate how recognition for outstanding teaching could be given more effectively.

44. Do you believe adequate awards and citations for accomplishments in research and creative endeavors exist? Y N

If No, please indicate how recognition for outstanding accomplishments in these areas could be given more effectively.

45. Do you think the criteria used to determine which faculty in your school/college will receive merit pay are adequate? Y N

If No, what changes in the merit pay criteria do you recommend? (Responses to each of these items presumes money has been allocated to merit--whether or not the amount is "adequate.")

46. Do you believe faculty should be given a standard recognition award for years of service (e.g., after 15 and 25 years) prior to retirement? Y N

47. Do you favor recognition for service to the Department, School/College, and University?

If Yes, please explain. _____

48. Do you favor recognition for service outside the University? Y N

49. professional service Y N

50. community service Y N

51. service to the State of Indiana Y N

Other:

52. Does ISU need a Performing Arts Cultural Center? Y N

53. Does ISU need a Communication Center with Television-Radio state-of-the-art equipment? Y N
54. Does ISU need outdoor recreational areas (mini-parks, fitness trail, etc.) on or near campus? Y N
55. Would you support a fund drive to obtain the financing needed for the facilities and technology developments referred to above? Y N
56. Please list any other factors you believe are important with regard to improving professional faculty development in your school/college.
62. What are the three things you believe have contributed most to the high quality of the faculty in your school/college?

FACULTY/STAFF DEVELOPMENT SURVEY
Questions for Administration & Academic Staff

Department/School _____

Year Appointed to Indiana State University Staff _____

Original appointment as Faculty _____ or Administration _____

ACADEMIC LEAVES

(Please Mark Y for Yes; N for No; DK for Don't Know.)

1. What aspects of the University leave policy are most attractive to you? What changes would you like to see made in the leave policy?

Attractive aspects: _____

Changes desired: _____

2. Have you applied for a leave each time you were eligible? Y N DK
3. How many sabbatical leaves have you had since coming to ISU? _____
4. Have you had a request for a leave turned down? Y N DK
5. Have you been discouraged from applying for a leave? Y N DK
6. Have you had a delay of more than one semester in obtaining a leave for which you applied?
If Yes, why was the leave delayed? _____

7. Would you like to be able to "bank" a leave and apply it to a full year's leave after 10 or 12 years?
If Yes, what kind of leave project would you like to pursue?

8. Would you take advantage of mini-sabbaticals of a few weeks' duration which provide opportunity for travel, foreign study, or other work on special research projects if they were available? Y N DK
9. Does your department cover assignments of staff on leave by requiring the other staff members to handle additional duties? Y N DK

GRANTS, SPONSORED RESEARCH, AND CONTRACTED PROJECTS

10. How many grant applications have you submitted in the last two years? _____
11. How many of these grant applications have been funded? Dollar amount funded \$ _____. _____
12. Are there University restrictions with regard to grant, sponsored-research, or contracted-project provisions that inhibit incentive to become involved in these areas? If Yes, please indicate which restrictions cause problems and what changes you would like to see made in relevant policies. Y N DK
Problems: _____

Recommendations: _____

13. Do you believe subvention money (money received from grants which the University returns to the School and Department of the grantee) is handled in a way that provides incentive to staff to pursue projects that yield such money? If No, please indicate existing problems and recommend changes you would like to see made in relevant policies. Y N DK
Problems: _____

Recommendations: _____

14. Have you used university assistance available for writing grant applications? Y N DK
15. If more assistance for writing grant applications were available, would you use it? Y N DK
16. Would being paid a stipend for preparing a grant application serve as an incentive for you to write grant applications? Y N DK
17. Have you had released time for pursuing research projects? Y N DK
18. If more released time were available for research, would you use it? Y N DK
19. Have you used secretarial assistance to help prepare professional papers, research reports, etc.? Y N DK

20. If more secretarial assistance for preparing professional papers, research reports, etc., were available, would you use it? Y N DK
21. Have you used the statistical analysis and computer application assistance available for research projects? Y N DK
22. If more statistical analysis and computer application assistance for conducting research projects were available, would you use it? Y N DK
23. Have you used graduate assistants to help carry out research-related activities? Y N DK
24. If more assistance to help carry out research-related activities were available from graduate assistants would you use it? Y N DK
25. Please state the specific kind of assistance you would like to have with regard to any of the areas referred to in items 15 through 25.

PROFESSIONAL CONFERENCES, WORKSHOPS, AND TRAVEL

26. How many conferences have you attended in the last academic year (1987-1988) that were: Fully funded by ISU? _____; Partially funded by ISU? _____ Not funded by ISU? _____
27. During 1987-88 (academic year) how much money did you receive from each of the following sources to attend professional conferences and workshops: Department? \$ _____ School or College? \$ _____ University? \$ _____ Other Sources? (give amount and source): \$ _____ Source: _____
28. Do you believe adequate funds are available through your department or School/College to provide travel to give presentations at conferences and workshops? Y N DK
29. Are you satisfied with the existing provisions for attendance at professional conferences and workshops? If No, what problems exist in this regard and what are your recommendations for change? Y N DK

Problems: _____

Recommendations: _____

30. If more travel funds were available to you, would you participate in more professional meetings? Y N DK
31. If more travel funds were available to you would you be more interested in serving as an officer in professional organizations? Y N DK
If No (items 31 or 32), what kinds of incentives would encourage you to participate in and/or serve as an officer of professional organizations?

32. Would you be willing to make monetary contributions designated for travel to the ISU Foundation? Y N DK
33. Have you had financial assistance to serve as a representative of ISU at international conferences or workshops? Y N DK
If Yes, what was the amount of the assistance? \$ _____
34. If financial assistance were available to you, would you participate in international conferences and workshops? Y N DK
If Yes, what kinds of conferences or workshops would you like to attend?

ACADEMIC RENEWAL

35. Have you participated in a post-graduate/doctoral program to upgrade professional/technical knowledge since being appointed to ISU? Y N DK
If yes, please identify the institution at which the program was taken and indicate when the program was taken.

36. Would you be interested in developing/offering a post-doctoral program at ISU. _____ Y N DK
If yes, please indicate the type of program. _____
37. Have you completed the requirements for an advanced degree since being appointed to ISU? _____ Y N DK
If Yes, please indicate what kind of degree _____
38. Have you earned any other academic credit through formal educational workshops, classes, or programs since appointment to ISU? _____ Y N DK
39. Have you participated in formal noncredit educational endeavors to upgrade professional/technical knowledge since being appointed to ISU? _____ Y N DK
40. Would you participate in formal noncredit educational endeavors (see item 40) if funding and/or other support were available to you? _____ Y N DK
If Yes, please describe the kinds of programs and/or support that could accommodate your needs.

41. Have you used ISU tuition benefits to enroll in courses? _____ Y N DK
If Yes, what kinds of courses did you take?

42. Have you pursued a retraining program because of a change of position? _____ Y N DK
If Yes, indicate the type of program and the source(s) from which the funding needed was obtained.

43. Would you participate in development opportunities that provided funding for one-year programs in retraining or updating? _____ Y N DK
44. Would you participate in development opportunities that would permit you to work in "real world" positions for a one-year or one-semester time period? _____ Y N DK

45. Would you take advantage of enrollment provisions that would enable you to enroll in a course at ISU without being assigned a conventional letter grade? Y N DK
46. Would you be willing to conduct interdisciplinary seminars or workshops for ISU faculty/staff in your area of expertise? Y N DK

TECHNOLOGY

47. Do you have an ISU-owned microcomputer in your office? Y N DK
48. If No, do you need a microcomputer in your office? Y N DK
49. If Yes, does the microcomputer in your office have the memory capabilities and software you need? Y N DK
50. Would access to a microcomputer cluster in your building serve your needs? Y N DK
51. Have you taken advantage of ISU Computer Center workshops? Y N DK
52. Do you need additional training in using microcomputers or specific software applications? Y N DK
53. Do you use database searches? Y N DK
54. Do you use LUIS? Y N DK
55. Do you believe you have the state-of-the-art equipment needed to achieve your goals and to meet your responsibilities? Y N DK
If No, what kinds of problems exist in equipment and services available?

EXCHANGE PROGRAMS

56. Would you be interested in participating in an exchange program between universities within this country or abroad? Y N DK
If Yes, please indicate the universities in which you are interested.

57. Have you participated in exchange programs between universities? Y N DK

58. Are you aware of participation in exchange programs between universities? Y N DK
If Yes, please indicate the type and location of the program.

59. Would you be interested in participating in opportunities to present seminars, workshops, etc., in overseas locations? Y N DK

AWARDS AND CITATIONS

60. Do you think adequate recognition exists for accomplishments in your area of responsibility? Y N DK
If No, please indicate how recognition could be given more effectively.

61. Do you think adequate recognition exists for accomplishments in research and/or creative endeavors? Y N DK
If No, please indicate how recognition for outstanding accomplishments in these areas could be given more effectively.

62. Do you think the criteria used to determine who will receive merit pay are adequate? Y N DK
If No, what changes in the criteria do you recommend?
(Responses to each of these items presumes money has been allocated for merit--whether or not the amount is "adequate.")

63. Do you think administration and academic staff should be given a standardized recognition award for years of service (e.g., after 15 and 25 years) prior to retirement? Y N DK

OTHER

64. Does ISU need a Performing Arts and Cultural Center? Y N DK
65. Does ISU need a Communication Center with television/radio state-of-the-art equipment? Y N DK

66. Does ISU need outdoor recreational areas (mini-parks, fitness trail, etc.) on or near campus?

Y N DK

67. Please list anything else you believe would enhance the ISU academic environment.

68. Do you believe ISU should initiate a major development drive to provide funds for the enhancement of the academic environment?

Y N DK

69. Please list any other factors you believe are important with regard to improving your professional development at ISU.

70. Please list the three factors that have contributed most to your satisfaction as a member of the ISU staff.

FACULTY/STAFF DEVELOPMENT SURVEY
Questions for Administration & Support Staff

Office of Appointment _____

Year Appointed to Indiana State University _____

Original appointment as Support Staff _____ or Administration _____

PROFESSIONAL CONFERENCES, WORKSHOPS, AND TRAVEL (WORK-RELATED)

1. How many conferences have you attended in the last academic year (1987-1988) that were:
Fully funded by ISU? _____;
Partially funded by ISU? _____;
Not funded by ISU? _____
2. During 1987-88 (academic year) how much money did you receive from all sources to attend work-related professional conferences and workshops? _____

3. Do you believe adequate funds are available through your area to provide travel to give presentations at conferences and workshops?

Y N DK

4. Are you satisfied with the existing provisions for attendance at professional conferences and workshops?

Y N DK

If No, what problems exist in this regard and what are your recommendations for change?

Problems: _____

Recommendations: _____

5. If more travel funds were available to you, would you participate in more work-related professional meetings?

Y N DK

6. If more travel funds were available to you would you be more interested in serving as an officer in work-related professional organizations?

Y N DK

If No, (items 6 or 7), what kinds of incentives would encourage you to participate in and/or serve as an officer of professional organizations? _____

7. Would you be willing to make monetary contributions designated for travel to the ISU Foundation: Y N DK
8. Have you had financial assistance to serve as representative of ISU at international conferences or workshops? Y N DK
- If Yes, what was the amount of the assistance? \$ _____
9. If financial assistance were available to you, would you participate in international conferences and workshops? Y N DK
- If Yes, what kinds of conferences or workshops would you like to attend? _____

PROFESSIONAL DEVELOPMENT

10. Have you completed the requirements for an advanced degree since being appointed to ISU? Y N DK
- If Yes, please indicate what kind of degree. _____
-
11. Have you earned any other academic credit through formal educational workshops, classes, or programs since appointment at ISU? Y N DK
12. Have you participated in formal noncredit educational endeavors to upgrade professional/technical knowledge since being appointed to ISU? Y N DK
13. Would you participate in formal noncredit educational endeavors (see item 12) if funding and/or other support were available to you? Y N DK
- If Yes, please describe the kinds of programs and/or support that could accommodate your needs.
-
-
14. Have you used ISU tuition benefits to enroll in courses? Y N DK
- If Yes, what kinds of courses did you take?
-
-

15. Have you pursued a retraining program because of a change of position?

Y N DK

If Yes, indicate the type of program and the source(s) from which the funding needed was obtained.

16. Would you participate in development opportunities that provided funding for one-year programs in retraining or updating?

Y N DK

17. Would you take advantages of enrollment provisions that would enable to enroll in a course at ISU without being assigned a conventional letter grade?

Y N DK

18. Would you be willing to conduct interdisciplinary seminars or workshops for ISU faculty/staff in your area of expertise?

Y N DK

TECHNOLOGY

19. Do you have an ISU-owned microcomputer in your office?

Y N DK

20. If No, do you need a microcomputer in your office?

Y N DK

21. If Yes, does the microcomputer in your office have the memory capabilities and software you need?

Y N DK

22. Would access to a microcomputer cluster in your building serve your needs?

Y N DK

23. Have you taken advantage of ISU Computer Center workshops?

Y N DK

24. Do you need additional training in using microcomputers or specific software applications?

Y N DK

25. Do you use database searches?

Y N DK

26. Do you use LUIS?

Y N DK

27. Do you use FOCUS?

Y N DK

28. Do you believe you have the state-of-the-art equipment needed to achieve your goals and to meet your employment responsibilities?

Y N DK

If No, what kinds of problems exist in equipment and services available?

AWARDS AND CITATIONS

29. Do you think adequate recognition exists for accomplishments in your area of responsibility?

Y N DK

If No, please indicate how recognition could be given more effectively.

30. Do you think adequate recognition exists for accomplishments in research and /or creative endeavors?

Y N DK

If No, please indicate how recognition for outstanding accomplishments in these areas could be given more effectively.

31. Do you think the criteria used to determine who will receive merit pay are adequate?

Y N DK

If No, what changes in the criteria do you recommend? (Responses to each of these items presumes money has been allocated for merit--whether or not the amount is "adequate.")

32. Do you think administration and academic staff should be given a standardized recognition award for years of service (e.g., after 15, and 25 years) prior to retirement?

Y N DK

OTHER

33. Does ISU need outdoor recreational areas (mini-parks, fitness trail, etc.) on or near campus?

Y N DK

34. Please list anything else you believe would enhance the ISU academic environment.

35. Do you believe ISU should initiate a major development drive to provide funds for the enhancement of the academic environment?

Y N DK

36. Please list any other factors you believe are important with regard to improving your professional development at ISU.

37. Please list the three factors that have contributed most to your satisfaction as a member of the ISU staff.

APPENDIX D

SUB-COMMITTEE ON ARTISTIC, RESEARCH AND SCHOLARLY WORK,
NCA PLANNING COMMITTEE: SURVEY OF FACULTY

1. What support services and/or facilities currently exist that particularly enhance your artistic, research or scholarly work?

2. What support services and/or facilities are needed to enhance your artistic, research or scholarly work?

3. Does your department currently have a graduate program?
Please Circle: No Graduate Master's Doctoral
Program Program Program
Is your department prepared for and/or interested in developing any additional graduate programs? (If yes, please specify.)
No

4. The University has established several centers, such as the Technology Services Center and the Blumberg Center, that serve specialized functions. Have you found these helpful?

What new centers or equivalent programs could be established to assist you in your artistic, research or scholarly work?

5. What do you consider are Indiana State's major strengths in artistic, research and/or scholarly areas?
6. Faculty members are often encouraged to develop a balance between service, teaching, and artistic/research/scholarly efforts. If you had 100 units that you could assign to each of these components, how would you distribute the balance under the following circumstances:
- Your Current State: Service _____ Teaching _____ A/R/S Work _____
- Your Personal Ideal: Service _____ Teaching _____ A/R/S Work _____
- Current University Status:
Service _____ Teaching _____ A/R/S Work _____
- University Ideal: Service _____ Teaching _____ A/R/S Work _____
7. The subcommittee realizes that a specific concern of yours may have been omitted from this form. Please feel free to offer any additional observations.
8. OPTIONAL: Please indicate your primary focus in your artistic, research or scholarly work.

Please return your comments by February 17 to Sheron Dailey, Department of Communication. You may use the enclosed envelope if you wish.

APPENDIX E

INDIANA STATE UNIVERSITY
HIGHER EDUCATION SERVICES PLAN

I. THE UNIVERSITY AND ITS MISSION

The Indiana State University Higher Education Services Plan, 1985, included a detailed statement of the contemporary mission of the University. The statement in that document (Appendix A) remains descriptive of the present mission of the University.

Included in this 1987 Plan is a slightly revised statement of institutional mission, based in the main on discussions with the Commission for Higher Education since 1985. (See Appendix B).

The substantive matter in the 1987 Plan reveals that the University neither anticipates major changes in its mission nor expects important changes in direction in its educational role and scope of operation. Undergraduate and graduate enrollments in subsequent years are expected to remain at or near present levels. The present "mix" of students--resident and non-resident, undergraduate and graduate, part time and full time, men and women--is likely to continue for the next several years. It is our expectation that minority student enrollment will increase in number and percentage of the whole. (See Appendix C).

The initiatives cited in each of the biennial categories are calculated to be maintained and expanded in years subsequent to their implementation.

The prologue to the University's 1985 Plan serves equally well as an introduction to its 1987 Plan:

The foundations are firmly in place for the University's second generation as a comprehensive, academically strong, medium-size undergraduate institution, serving a diversified student body, and as a selective and carefully focused graduate institution providing professional preparation, scholarship, and research to the State and nation.

II. DEVELOPMENT PLANS

1987-89

INSTRUCTION: FACULTY. The improvement of faculty and staff salaries is one of the top priorities of the 1987-89 biennium. Funds provided by the General Assembly for attraction and retention of faculty will assist the University in maintaining high quality in instruction and research. Institutional development plans for the decade ahead have produced new initiatives in faculty selection, evaluation, and retention, including a systematic recording of faculty professional activities and elevated standards for faculty retention and tenure.

INSTRUCTION: PROGRAMS. A major change in the University's General Education Program was proposed by the faculty and approved by the administration and Board of Trustees in the spring of 1987. The program is scheduled for full implementation by the fall of 1989. Preparations for this change will be a central effort of the University during the 1987-89 biennium. The major budgetary costs of the transition will not be experienced until the 1989-91 biennium. A description of the new General education Program is provided in Appendix D.

The General education Program has two major components: Basic Studies (required course work in English composition, oral communication, mathematics, and physical education) and Liberal Studies. The Liberal Studies requirement is designed to enhance students' general competencies and to develop knowledge in specific subject matters. Each Liberal Studies course will be designed to develop students' abilities to think critically, communicate effectively, make informed judgments and responsible choices, and function as participating citizens, lifelong learners capable of adapting to social, technological, ecological, and economic changes. A variety of integrative features make the University's new General Education Program a unique and valuable core of our students' undergraduate education. It will serve as a base for a lifetime of further learning.

The School of Education began a revision of its undergraduate teacher education program in 1987. The faculty has prepared a statement of principles and guidelines for the process. The principles and guidelines are informed by national and state reports as well as new accreditation standards. The revision process will continue through the 1988-89 academic year.

Although several new degree programs may be considered on campus within the next biennium, none is now scheduled for the review of the Commission. Baccalaureate programs in insurance and in telecommunication and data communication technology and master's degree programs in athletic training and in educational computing technology are in advanced states of study.

Planning for off-campus offerings includes the full implementation of the M.Ed. degree program in Elementary Education at Evansville, undertaken with the cooperation of the University of Evansville, beginning in the fall of 1987. Under

discussion are additional graduate programs in education offered in cooperation with the University of Evansville. A state-wide Health and Safety master's degree program may be presented for Commission review in the fall of 1987. This program will make extensive use of the IHETS network, as will many of the courses in our Vocational Technical Education programs, which are offered at various sites across the state. Plans leading to the offering of the M.P.A. degree in Evansville, with the cooperation of the University of Southern Indiana, will be given final on-campus review by the end of the present year. Planning will continue for cooperative activities with Indiana Vocational Technical College, especially on the subjects of general education, the articulation of specific Associate of Science programs, and the initiation of faculty development training programs. Cooperative planning with Vincennes University is also underway, with especial attention to upper level and graduate programming. A proposal to conduct a two-year, non-degree program in Malaysia (to be financed by Malaysian sources) is presently under consideration.

The University will continue its initiative on the recruitment of minority students. Plans will be strengthened by the allocation of program start-up funds in support of a scholarship program for qualified minority students.

INSTRUCTION: SUPPORT FACILITIES. A special program of assistance to the instructional activities within the University is the student follow-up analysis, now being developed for full implementation during the 1988-89 academic year. Correlated with that program is a systematic assessment of academic outcomes, allowing a more precise evaluation of the results of instruction. A campus group has been established to study and initiate student assessment programs in a variety of areas. Close monitoring of retention and graduation rates is in place for students conditionally admitted to the University. In addition, Indiana State University will present a proposal designed to address the remedial education needs of students from the Terre Haute area who do not meet admissions criteria.

A special appropriation of the 1987 General Assembly has made possible the introduction of a career planning component as an integral part of the services offered by the Career Center. Additions to the program include career planning counselors, computer-assisted programs, and specialized library holdings.

The University's online library records system will include all holdings of other local colleges by the end of 1988. Plans include an extension of the system in support of scholarly exchanges of information beyond the local area. The development of work stations linked to the library computer, of additional computers on campus, and a mass storage devices, and the acquisition of desktop publishing software will enhance the processing of scholarly information.

Among other computer-related developments, a computer graphics lab will become available and two additional general microcomputer labs will be installed in dormitories by the end of 1987-88. These developments will significantly enhance the

availability of computers for student use. The consolidation of administrative computing on a new mainframe, with more integrated software, is another important activity of this biennium.

A general updating of instructional equipment, including computing resources, is a major objective of this biennium. State support has made significant progress in this area possible.

Completion of new facilities adjoining the present physical education building will allow all departments and programs of the School of Health, Physical Education and Recreation to be located together. Further facilities development, including construction of a new academic building and a student center and services complex, will proceed as set forth in the Campus Master Plan.

RESEARCH. The University will continue the gradual expansion of its research effort, which has tripled in dollar value the grants and contracts of the past five years. University progress will include all types of basic and applied research. An increased focus on interdisciplinary research will be in evidence, with instructional support given to projects featuring cooperative research by faculty in several disciplines.

Research computing capacity will be enhanced during this biennium by the dedication of additional minicomputers to academic purposes, including large-scale research projects.

A special research center added during the 1986-87 academic year, the Interdisciplinary Center for Cell Products and Technologies, is expected to show significant activity during the years immediately ahead.

PUBLIC SERVICE. The continued growth of the Center for Research and Management Services and the Technology Services Center will provide further assistance to local and state business and industry. This assistance will be strengthened by recently approved state funding. New training programs for federal projects are also planned.

The School of Education's Partners for Educational Progress program, inaugurated in the fall of 1986, will continue to establish sustained collaborative relations between university professors and school teachers and administrators for the purpose of improving teaching and learning in public schools. A state and national advisory committee has been formed. Advisors are brought to campus to suggest ways to develop the program, which is intended to become a regular part of the work of the School of Education.

General cultural enrichment will be provided through expansion of a number of University services in addition to its degree programs: The annual Contemporary Music Festival, the Turman Gallery, the Convocations series, various conferences and non-credit programs, the University Theater program, among others.

1989-91

INSTRUCTION: FACULTY. The elevation of faculty and staff salaries to competitive levels will remain a major objective of the University.

INSTRUCTION: PROGRAMS. Initiation of the new General Education Program will be a major instructional activity of the University during the 1989-91 biennium. Major costs will arise from increased laboratory science offerings, added staff for the new mathematics requirement, and from upgraded services of the Writing Center. Although other important changes in the curriculum will accompany implementation of the new General Education Program, the above mentioned areas are presently estimated to require more than \$600,000 in additional funds. Some of the new programs mentioned for the 1987-89 biennium may not receive full implementation before the 1989-91 biennium. Other academic programs under consideration for possible future development include a doctoral program in social gerontology, master's degree programs in computer science and aerospace studies, and baccalaureate programs in international management and human resource management.

Although it is not now clear that new degree programs will be involved, a major area of curricular emphasis in this biennium will be international education. Greater attention will be given to faculty and student exchanges with institutions abroad and to the enhancement of international study within the curriculum.

An accreditation review by the North Central Association will provide a major impetus in evaluation of many existing programs and activities of the University.

INSTRUCTION: SUPPORT FACILITIES. The upgrading of computing equipment will continue. The replacement of the mainframe by a modern minicomputer is planned. This change will provide new graphics capabilities for instruction and research. A machine-to-machine network will be established in order to consolidate computing power across the campus and to provide better communication between computers. Development of a gateway on the online library system will provide students and faculty access to remote library collections and databases.

The replacement of old and obsolete instructional equipment will continue to be emphasized during this biennium.

Completion of the new academic building in service to several disciplines of the College of Arts and Sciences and completion of the student services complex will contribute substantially toward realization of the goals of the campus Master Plan. Construction of a new student services administration building will also begin. Demolition and renovation of older buildings will also proceed, allowing for more efficient use of campus space and greater dimensions of energy conservation.

RESEARCH. A Gerontology Research Center may be an appropriate addition to the University's research programs during this biennium. The Blumberg Center for Interdisciplinary Studies in Special Education will continue to receive major state and federal grant support for conferences and service and training projects enhancing special education throughout the state. Applied and basic research will continue to be given a high priority by the institution.

PUBLIC SERVICE. The University will continue to be influenced by the needs of society, developing new ventures for public service as needs are demonstrated. The primary vehicles for this effort will be public service units already in place, including those mentioned for the 1987-89 biennium and the Office of Conferences and Non-credit Programs, the Office of Projects in the School of Education, the Vocational-Technical Services Center, and the Center for Government Services.

1991-1993

INSTRUCTION: FACILITIES. The drive to remain competitive in faculty and staff salaries will take on a greater urgency as increasing numbers of the present faculty reach retirement age. Special attention will be given to the recruitment and selection of new faculty.

INSTRUCTION: PROGRAMS. Further consolidation of changes related to the new General Education Program and reconsideration of programmatic evaluations occasioned by the North Central Association review will occur during the 1991-93 biennium. Consideration of the possible reorganization of some programs and facilities will follow, among them may be a separate academic unit for the fine and performing arts and the administrative consolidation of health-related programs.

As the nation approaches a period in which there will be a shortage of people with earned doctoral degrees, attention will be given to an analysis of areas of instructional strength and research proficiency in which doctoral programs might be initiated.

INSTRUCTION: SUPPORT FACILITIES. Projections of computer resource development suggest that present microcomputer labs will become more closely integrated in the campus network of mainframes and minicomputers. Also included will be the connection of individual student-owned micros to the system, and the linkage of a variety of administration systems housed in various units of the University.

Completion of a student administrative services building, a conference wing on the present Alumni Center, and new music facilities will contribute to fulfillment off the goals of the Campus Master Plan.

RESEARCH. Basic and applied research will continue to receive a high priority at the institution. During this biennium particular attention will be directed toward the use of technology in information transmission and learning. Continued growth in external support of research is expected.

PUBLIC SERVICE. Service activity previously identified will be expected to show continued growth in amount and quality.

1993-97

INSTRUCTION. Special attention during this period will be given to academic quality improvement. Admission standards of the University will be reviewed, as will those of particular programs. Although at this time it is not clear what new programs will be developed, there will be a change in programmatic emphasis as a result of recent increases in enrollment patterns and special instructional strengths. Further program consolidation will take place, especially among the less active programs. Improvement of facilities will continue as the University enters the final stages of its Campus Master Plan and special attention is give to the updating of instructional equipment. With computing hardware becoming more powerful, smaller, and more decentralized, the emphasis at the centralized computing facility will be towards the maintenance of databases and communication facilities that are disk-based. These should tie into outside sources of data and provide information to remote users.

RESEARCH and PUBLIC SERVICE. Basic and applied research in all areas of instructional expertise will continue to receive strong University support, as will a wide range of public service activities.

Appendix A

INDIANA STATE UNIVERSITY HIGHER EDUCATION SERVICES PLAN

A. THE MISSION, ROLE AND SCOPE OF THE UNIVERSITY

I. Introduction

Indiana State University is in its one hundred and twentieth year of educational and cultural service to the people of Indiana. During its first century, the University evolved through successive stages of development as a Normal School, a Teachers College (1929), and a College, until 1961, assuming as its primary responsibilities the training of public school teachers in particular and the education of undergraduate students generally. During the last two decades, the University has continued to fulfill its traditional responsibilities and has added the broader mission of educating regional, national and international student populations, of offering a wide range of master's degree programs and selected doctoral programs, and of providing vital scholarly and professional services to the State and the nation.

The foundations are firmly in place for the University's second generation as a comprehensive, academically strong, medium-size undergraduate institution, serving a diversified student body, and as a selective and carefully focused graduate institution providing professional preparation, scholarship, and research to the State and nation.

II. The Undergraduate Mission

Indiana State University has an historic responsibility to provide educated and formally trained individuals for a democratic society and to develop individual talent and intellectual potential.

The size and character of the undergraduate student population afford the University a distinctive opportunity to fulfill and continue its responsibility through the remainder of this century. Approximately eighty percent of the 10,000 undergraduates are full-time students, and more than half of those students live in University residence halls. About eighty per cent of the undergraduates are Indiana residents, representing every county in the State. Within the remaining 20 per cent are citizens of every other state in the nation and of some 70 nations of the world. The proportion of men and women is approximately equal. Minorities comprise about 8 per cent of the total. This compact yet diversified scholastic community provides an environment responsive to the University's educational philosophy and style.

The University deliberately limits class size to ensure the faculty's attention to the students. Very few lecture courses enroll more than 100 students, even in introductory courses. The faculty to student ratio compares favorably to that of independent colleges, and full time, senior faculty members are as accessible to freshman students as they are to advanced students. Graduate teaching assistants are assigned to only a few multiple-section introductory courses, and they are supervised closely by full time faculty members.

For more than 25 years the core of all undergraduate degree programs has been a general education (liberal arts) program that requires students to support their major course of study with an understanding of the physical and mathematical sciences, the social and behavioral sciences, and the arts and humanities. Approximately 40 percent of every student's program of study leading to a baccalaureate degree is composed of liberal arts courses.

In the College of Arts and Sciences and the five professional schools--Business; Education; Health, Physical Education, and Recreation; Nursing; and Technology--the undergraduate curriculum includes 12 associate degree programs and over 100 baccalaureate degree programs, comparable in range and quality to those of our sister institutions, public and independent. Some 20 national organizations have accredited these programs.

Nearly all full time faculty members teach in the University's undergraduate programs. Regular faculty members possess terminal degrees in their fields, and they are actively engaged in research and professional service to their disciplines and to the State and nation. Scholarship, professional creativity, and research are understood to be essentials in the mastery of subject matter, whether taught to freshmen or doctoral students.

The University addresses the full range of needs and interests of its diverse undergraduate student body. About 40 percent of the unconditionally admitted freshman students rank in the upper quarter of their high school graduating classes. More than 70 percent of enrolled freshmen identified this University as their first or only choice of institutions to attend. An Honors Program challenges talented students, beginning with their first semester on the campus. An advanced placement program recognizes levels of prior achievement. Individual readings courses and research projects are available in virtually all undergraduate major programs. Internships and cooperative education programs provide academically oriented work experience. Some fifteen general and discipline-based national honorary scholastic societies reinforce academic excellence.

Only those freshmen in the upper half of their high school graduating classes are admitted unconditionally to the University, and 70 percent of the students in recent freshman classes are in this group. Their SAT/ACT scores are equal to the average in Indiana, and their competencies and skills assure them reasonable prospects for succeeding in college work. More than half of these students are first generation college students, and many of them are from households in which the primary wage earner is a skilled, semi-skilled or service worker. Most enroll in college with a major already chosen, but some change their majors during their first two years, as they acquire greater understanding of the diversity of knowledge and of their own interests and abilities. By the time these students become University seniors, they have acquired linguistic and mathematical fluency comparable to that of students who grew up in suburban, college-oriented and professional families. Through careful academic advisement, exposure to experienced faculty members, reinforcement of academic and interpersonal skills in campus life and residence hall organizations, and structured counseling in career choice and development, the University prepares Indiana State students to be productive and successful citizens of the State and nation.

The University's admission policies have been complemented in recent years by a steady rise in academic standards and expectations of students. Curricular and grade point requirements higher than University minima have been established for admission to many individual programs. Standards for retention in the University and within programs have been raised, toward the goal of early screening of those students who hold no promise of completing a baccalaureate degree. The College of Arts and Sciences has recently established a grade point average for its major and minors substantially higher than the University minimum for graduation, and the School of Education has introduced a competency examination as a requirement for graduation. Although more is expected of our students, our retention and graduation figures reveal that more is being accomplished as well.

Throughout most of its history the University has provided marginal high school graduates an opportunity to prove that they could succeed in college. Two years ago, the University altered its historic position and instituted minimum admission standards, at the same time raising the standards for unconditional admission. Probationally admitted students, those in the lower half of their high school graduating class, must at the outset present clear potential for success in college work and must accept special remedial, tutorial, and counseling help prior to enrollment. A significant number of students admitted on this basis has met and even exceeded the minimum retention standards. The percentage of this group continuing to graduation is about equal to that for the entire freshman class; but students admitted with probationary status tend to take an average of one semester longer than unconditionally admitted students to

complete baccalaureate degrees. Through strong support for determined students, the University is continuing its historic role of providing students of many backgrounds an opportunity for college education in a state which has below average advancement rates for post-secondary education, thereby increasing the odds for students to succeed.

Judged by a variety of measures, including the graduation rates of our entering freshmen, the performance of our baccalaureate graduates in the nation's graduate programs, the employment of our graduates in the work force and their subsequent accomplishments in careers and as citizens, the University's undergraduate programs have proven themselves to be of high value to graduates and to the State of Indiana. Recent changes in the standards set for student achievement promise to enhance that value even more.

III. The Graduate Mission

The University provides, in nearly every academic department, graduate instruction which meets the personal and professional needs of qualified students. Built on the research and scholarship of the faculty, graduate degree programs reinforce and expand the students' desire for new knowledge and its application to society's needs. The graduate curriculum currently includes over 90 master's degree programs, ten education specialist programs, and seven doctoral degree programs in a wide range of the arts and sciences and in the professional fields of business, education, the health professions, and technology. Many of these programs were introduced during the 1960's when graduate student enrollments helped to shape the emerging graduate curriculum. In recent years one doctoral program and three master's degree programs have been implemented in response to demonstrated need and demand. The University's curricular plans for the coming decade are consonant with this recent pattern.

Two-thirds of our present cohort of graduate students are enrolled in master's degree programs. Most are part-time students and residents of Indiana. All but five of the master's degree programs are offered exclusively on campus. Those five have been substantially available for many years in Evansville and selectively in Merrillville, Indianapolis, and Vincennes. With but few exceptions, such as the programs in economics and geology, our master's degree programs attract students primarily from within the State. An orientation to State needs has encouraged the admission of all qualified baccalaureate graduates to master's degree programs which professionalize public school teaching licenses. Admission to most other graduate programs is selective. Although admission criteria are being revised and raised throughout the Graduate School, our Fall, 1985, enrollment is at the highest level since 1980.

In addition to preparing graduates for employment in the State, our master's degree programs reinforce the academic environment of the institution and enhance the theoretical and applied research of the faculty. Bright and highly motivated undergraduates benefit from contact with graduate students working within their departments. Faculty members throughout the University have the opportunity to test their scholarly and creative efforts in graduate seminars. Contracted and funded research projects in business, technology, the physical and social sciences, and education employ graduate assistants to gather and evaluate data which contribute to the educational and economic development of the State. Close faculty supervision and collaboration with master's degree students are possible because most programs enroll between 10 and 20 students per semester; less than ten percent of the departments enroll one hundred students, and less than five percent enroll fewer than five students per semester. Complementary to undergraduate instruction, our master's degree programs build upon and extend departmental strengths and contribute in important ways to the character of the University.

The doctoral degree programs generally enroll full time students, from institutions throughout the nation and from many foreign nations, whose scores on the Graduate Record Examinations rank in the top one-half to one-third, nationally. Accredited nationally and engaged in the placement of graduates throughout the country, these doctoral programs build upon the academic strengths of the University, and they contribute to the advancement of their disciplines. They are also unusually supportive of each other on the campus. The four Ph.D. programs in the School of Education, for example, share a common foundation, or core. Students with psychology specializations within Guidance and Psychological Services take classes with students in the Clinical Psychology doctoral program, and vice versa. Through the Bureau of School Services, doctoral students and faculty work with public school systems in the State to address current educational problems.

The Life Sciences doctoral degree program has significant ties to the biotechnology industry in Indiana and to the two year Indiana University Medical Education Center on our campus. The remote sensing capabilities developed in our Geography doctoral programs make important State and national contributions in the evaluation of the earth's resources and advance the state of the art. The three departments offering doctoral work in the field of psychology have working arrangements through internships, consulting agreements, and research projects among a wide range of social agencies, private and public health organizations, business and industrial corporations, and other educational institutions. The accreditation of all three programs by the American Psychological Association places the University in select company, nationally.

The character and quality of the University's doctoral programs are firmly established and nationally acknowledged.

IV. The Service Mission

The University's service to the community, region, and state has grown in scope and volume during this generation, coincident with the increase of society's dependence upon that service. Drawing upon individual and institutional interest, talent, and expertise, the University provides specialized training outside the conventional classroom through contracts with school corporations, municipal, State and federal agencies, hospitals, business and industrial organizations, professional associations, and financial institutions. Campus offices such as the Center for Research and Management Services, the Center for Technology Services, the Radiation Laboratory, the Center for Governmental Services, the Bureau of School Services, and the Office of Continuing Education, conduct studies, analyses, surveys, polls, and consultations, develop business and industrial applications of new knowledge and technology, and provide technical assistance for economic development through public and private support.

The intellectual, creative and cultural life of the region and State reflects the active participation of University faculty, staff and students and the formal support of academic departments and of University resources. Plays, concerts, festivals, exhibits, lectures, convocations, and conferences are presented throughout the year to the University and public community. Professional expertise and the commitment of faculty and staff contribute to the definition and resolution of social issues and help to fulfill the University's service mission.

V. The Indiana Higher Education Classification System

Indiana State University does not fit comfortably into classification VI as currently described in the system approved by the Commission for Higher Education. The foregoing text confirms that the University offers broad-based undergraduate work, broad-based master's degree study, and selected doctoral level study and research. The graduate enrollment is exceeded in size by only about 40 percent of the graduate schools in the nation. Our graduate program must be acknowledged, therefore, as a significant component of the University's educational mission.

Two additional comments are appropriate to the clarification of the classification language. First, the identification of students being served as principally full-time is accurate for our undergraduates but not our graduate students. Secondly, the mention by the Commission of sponsored research in a limited range of fields may lead to an unwarranted conclusion that faculty members carry out research only in those fields where graduate instruction is offered and, perhaps even more narrowly, where doctoral programs exist. The linking of faculty research

and advanced degree programs is more narrow and restrictive than is necessary or appropriate. Some of our best and most significant research and scholarship are conducted by faculty members who have only occasional contact with graduate students. We consider that fact unexceptional and offer the caution that university mission and classification language should not define such diversity and quality in narrow categories.

B. THE CONTEXT FOR HIGHER EDUCATION

I. Introduction

Colleges and universities will be influenced in the coming decade by the general trends of higher education, demographic trends, the state of the national economy, and changes in social attitudes. Given the national focus on quality of education, universities are in a good position to define and influence an improvement of quality, both within the institutions and in the public school systems in their spheres of influence. Escalating costs of services and goods, the likelihood of continued unemployment and underemployment of many citizens, increased tax burdens, and a lack of adequate federal funding, suggest the wisdom of reducing the burden of tuition and other costs, so that there may be real educational opportunity for minorities, the underprivileged and, indeed, for those from the middle socioeconomic stratum. Meanwhile, it will continue to be necessary to upgrade and replace aging facilities, to replace worn out or outdated equipment, and to incorporate new technology into our educational program.

II. Demographics and Enrollment

As the nation's population continues to move about and as the age distribution curve shifts away from the domination of youth, Indiana will experience a decline of a few percent each year in the number of graduating high school seniors. This is expected to amount to an overall reduction in the number of Indiana high school graduates from a peak of 80,000 in 1982 to about 62,000 in 1995. In addition, economic pressures will result in smaller relative discretionary incomes for many families and in increasing costs to the family for higher education. These negative influences will be somewhat counteracted, however, by the continuing explosive development of high technology. The shift of the nation from an industrial to an information- and service-intensive economy will place a premium on educated and educable workers. Further, there will be an increasing need for institutions of higher education to reach out to their communities, locally and state wide. This trend will be driven partially by a shift in the age distribution of the population toward an increase in the number of middle aged and older persons. Of perhaps even more significance will be the accelerating rate of change of social conditions, requiring continuing education and retraining for many persons in middle

life. The balance of these contrary forces will cause higher education enrollments to remain relatively stable for the next few years, although the number of full time students will probably decline.

III. Assumptions about University Services

Although the "computer revolution" has thrust itself upon our society in the past few years, it is just the beginning of far reaching and profound changes resulting from technological advances and the shift to an information-intensive society. This change will provide unique opportunities for intellectual leadership at all educational institutions; but it will also provide a challenge that will tax them greatly. Because of the expected high rate of change in technology, it will be necessary for faculty members to relearn their disciplines, for each new development in technology implies new ways of studying and teaching traditional disciplines. In some cases, it will require the establishment of entirely new disciplines. As a result, universities will be required to provide more professional and vocational programs to satisfy demands for competent personnel for highly specialized jobs. It is not possible to predict with precision the ebb and flow of student demand, but it is certain that universities will have to remain flexible and adaptable to social needs, so that society itself might survive the trauma of technological and demographic change.

Although replacement of vacant faculty positions will permit some flexibility, increased funding will be urgently needed for transitional costs and to keep hardware and software reasonably apace with the available technology.

Apart from curricular needs, higher education faculty members will be obliged to stay abreast of a rapidly changing high technology, in order to continue to be of service in the community in providing consultation, technical assistance, and training programs for business and industry. Although basic research will always remain the ultimate foundation of progress in science and technology, applied research will assume greater importance as part of higher education's progress toward greater community service.

IV. Career Preparation and General Education

Career preparation will continue to be an important element of higher education. It alone will not suffice, however, in providing broadly educated leadership for the State and nation in politics, business, science, industry, the arts, and other fields crucial to the welfare of the nation. Universities must continue to offer educational programs of high quality based on a liberal arts foundation of language study, history, the arts, mathematics, and science. It will be important to enhance these

programs to ensure that college graduates possess appreciation of diverse disciplines, good basic communication and reasoning skills, and interest in lifelong learning.

V. Student Access and Choice

With participation rates of Indiana citizens in post-secondary education below the national average, students in junior and senior high schools should be encouraged to enroll in college preparatory courses. They need additional information on financial aid, college selection, career choices, and college curricula, and a comprehensive understanding of the full costs of college attendance. Special efforts must be made to assist minority and underprivileged students in understanding the causal relationship between education and future careers and life options. Universities must be diligent in sending knowledgeable faculty members, admissions officers, and others to the State's high schools to help with the informational process and to give students a sense of the value of college to their life and work.

In the next decade, while the need for instruction off-campus and at distant sites will intensify, the capacity of campus-based faculty members to deliver such instruction in the traditional manner will decrease. Tighter budgets and a gradual redeployment of faculty resources to high-need areas, coupled with more emphasis on on-campus activities, such as research and other creative efforts, will mitigate against extensive faculty travel for classroom instruction. However, new technologies can be used to replace the traditional and, in fact, to enhance the quantity and quality of off-campus instruction. With appropriate allocation of resources, it will be possible to use technologies, such as two-way closed-circuit television, videocassettes, and interactive laser disks, to provide high quality instruction in virtually every discipline. Although a majority of college-bound high school graduates should continue to engage in the on-campus experience of education and personal growth, the development of the appropriate techniques and materials can result in access to higher education by many persons who would otherwise find such access difficult or impossible. It would provide choices that are not now easily available to many citizens.

In the future, cooperative programs among educational institutions and between those institutions and other organizations and agencies will increase. Programs mounted cooperatively by higher education and public school systems can improve the transition from high school to college for some students. Agreements between and among universities designed to share instructional resources can reduce costs for some degree programs offered in smaller population centers in the State. Cooperation between universities and industry can stimulate economic development while bringing some private funds for the

support of select university programs. Such cooperative efforts may provide a means of extending the purchasing power of public funds.

VI. Economic and Legal Factors

Our general assumptions about the national economy are that, in the next decade, inflation and interest rates will increase from present relatively low rates. There will probably be at least one recession in that period, and economic pressures resulting from huge national deficits, decreasing productivity, and foreign competition are likely to continue. Although the economy of Indiana has tended in past years to follow the national trends, it has shared less equally in national prosperity. Universities in partnership with state and local governments can help break this pattern by providing technical assistance and expertise to support existing business and industry and to attract new enterprise to the State and region.

Despite the decrease from recent double digit rates, inflation will continue to be a major factor in educational cost increases. Recent trends favoring a strong dollar, relatively high unemployment, and low commodity costs have kept inflation down, but there is not much reason to believe that the current rate (about four percent) will continue. The dollar is presently overvalued in the international marketplace. If its value decreases, inflation will increase accordingly. Concern about the slowing economy, increases in commodity prices, cost of living adjustment clauses for workers, and lagging productivity in industry may also lead to pressures that tend to increase inflation. Projections for inflation affecting higher education in the next three years are shown in the following table.

	1985-86	1986-87	1987-88
General Inflation	4.3-4.5%	5.0-5.5%	6.0-6.5%
Fuel and Utilities	4.3-4.5%	5.0-5.5%	6.0-6.5%
Medical	8-10%	10-11%	10.5-11.5%

Interest rates will edge up as a result of the cost of financing the federal debt and because the United States has moved from the status of lender to that of borrower in the world banking community. Interest rates will climb in both the short- and long-term markets, although a recession could have some quieting effect on increases.

In recent judgments the judicial courts have shown a tendency to identify certain proprietary rights of students in the education provided by a college or university. Such institutions may anticipate an increase in litigation on issues involving the quality of the education received and in challenges to grading systems and grades. In a society which now may be characterized as litigious, universities will have to define

published policies on academic progress in even more detail. The implications for universities are profound. Litigation challenging employment decisions will probably continue at current or increased levels despite greater institutional attention to administrative precautions.

VII. Resources Available to Universities

Presuming a continuation of large annual federal budget deficits, foreign trade imbalances, and other pressures on the national economy, and presuming also a continuation of the shift of funding responsibility for education from the federal government to the states, overall federal support for higher education is likely to become even more difficult to obtain for student aid, for fundamental and applied research in areas not directly related to national defense, for equipment, and for the support of developmental efforts in the application of technology to instruction.

Education costs to students, in the form of tuition, have increased more rapidly than either general inflation or the State's increase in university appropriations. The failure of the federal government to keep student aid funding equal to rising student fees has affected minority and lower-income families most, although middle income families are presently threatened by a decline in student aid. With reduction in the already low discretionary incomes of those most dependent upon student aid, the current decline in the percentage of such students attending college will continue and perhaps accelerate without restoration of federal and state support of student assistance programs.

The national concern for quality in American education and the real possibility of shortages of competent teachers in some fields may provide some impetus for new federal funding of higher education. The recent emphasis on support for defense-related research, if it continues, may draw support away from basic research and the equipment, facilities and human resources which such research requires.

As universities increase their involvement in applied research, consultation, and technical assistance, some additional monies will be available from business and industry, especially for research on specific industrial problems. More intense pursuit of philanthropic contributions in support of scholarships, endowed professorships, facilities, and unrestricted purposes will increase private support to university enterprises. State support of public higher education, however, will continue to be the most important source of institutional support funds.

C. INSTITUTIONAL PLANS

I. Introduction

Among the short and long term plans identified in the Indiana State University 1983-85 Services Plan, the University has been successful in gaining approval for the implementation of a master of science degree program in nursing, a baccalaureate degree program in management information systems, and a master of science degree program in electronic and computer technology. A baccalaureate degree program in automated manufacturing technology is presently under study by the Commission. Admission, retention, and graduation requirements in the University and in individual programs and schools have been raised or tightened. Some advance on the improvement of the University's ability to attract and retain faculty in high demand fields was made possible by supplemental State funding for 1985-86.

In the category of capital projects, the State has provided funds for an addition to the Physical Education building and the construction of a new research animal care facility. The first phase of an on-line computer system for the University Library is now in operation, and the Library's checkpoint security system has been replaced. Additional instructional and administrative computer capabilities have been introduced to the University. A new comprehensive communication system has replaced the twenty-five year old campus telephone system. The Physical Plant Department has been relocated into the former Tri-Industries facility, acquired in the past year. Renovation and rehabilitation of several University buildings have been accomplished.

II. Long-term plans: 1986-87 through 1995-96

A. Enrollment Management

Indiana State University intends to maintain its current enrollment totals and the present balance between undergraduate and graduate students during the next decade. It expects to offset the decline of the size of high school graduating classes in Indiana and the midwest in several ways: by working with other universities and colleges and the public schools in Indiana to increase the participation rates of Indiana citizens in post-secondary education; by attracting through intensive recruitment a portion of recent Indiana high school graduates larger than the 4.4 percent of recent years; by revising and developing the curriculum to remain responsive to student and employer demands in undergraduate and graduate preparation; and by promoting through expanded evening and Saturday classes and short-term credit and non-credit courses the continuing education of adults necessary for personal and social progress in the next century.

We believe that the current enrollment is adequate to support a diversity of programs and the faculty expertise necessary to provide significant student choice. The present enrollment allows the University to offer a positive and responsive learning environment. Thus we believe that a stable enrollment is important to the institution's character and mission.

B. Curriculum development

Among new degree programs in various stages of analysis and development for possible implementation in the next decade are a doctoral degree in gerontology; master of science degrees in computer science and aerospace technology; and bachelor's degrees in physical therapy, employee health and fitness, international management, technical education, and airway science. University and State resources provided in response to projected student and employer demand will determine which of these program will be added to our offerings. In addition to the development of new programs and the updating of existing programs, the University intends to continue to evaluate the balance between career education and the liberal education of its undergraduates--a balance vital to the State and nation's reliance upon a well educated citizenry. Admission, retention and graduation requirements will also be subject to continuing review and revision in the interest of ensuring the educational quality experienced by the University's graduates as they assume positions of leadership in business and industry, government, science, education, and the arts. The University continues to have under consideration the organization of a College (or School) of Fine and Performing Arts, consisting of the Departments of Art, Music, and Theater presently in existence in the College of Arts and Sciences. No new degree programs are contemplated in this administrative reorganization.

C. Educational access and choice

To increase the participation rates of Indiana citizens in post-secondary study, the University intends to expand its efforts to persuade public school students of the value of college education and the need for curricular and skills preparation for successful college work. We expect to continue to emphasize the benefits of the on-campus experience for full-time students, and we have under study approaches and mechanisms to deliver courses and programs to part-time, employed adults in areas of the State now underserved, and to expand cooperative arrangements with sister institutions, as outlined in the Short-Term Plan Section. An expanded statewide telecommunications system and advanced recording technology hold promise of providing this education more efficiently than by sending faculty to distant sites. Substantial new resources will be necessary, however, to develop these alternatives successfully. We also plan an intensive effort to recruit qualified students from a growing minority population in the State, and thus to help to reverse the recent decline in minority enrollments in higher

education. Specialized training programs for employees in western Indiana and in selected communities elsewhere in Indiana will increase as part of the University's service mission.

D. Capital development

Fulfillment of the campus master plan described in the Short-Term Plan section will continue through much of the decade. Renovation and replacement of deteriorating facilities, redesign of vehicular and pedestrian traffic patterns, improvement of the campus infrastructure, and further development of walkways and greenswards are essential in the enhancement of the residential environment of the campus.

Equipment replacement and modernization will remain a major priority for the decade. Inadequate appropriations in past years have deferred systematic replacement of aging equipment, and the computer revolution has placed additional strain on equipment budgets. Short-term plans discussed below will address immediate needs for additional mainframe and minicomputer capacity for instruction, research, and administration. Microcomputer laboratories using advanced software will complement the study of most students, including those in such diverse disciplines as the graphic arts, political science, the physical sciences, English, foreign languages, psychology, sociology, economics, music, and the health fields.

E. Resource enhancement

In many disciplines the demand for qualified faculty will continue to exceed the supply, and by the mid 1990's a shortage of doctorates will begin to be evident in most disciplines, as retirements deplete the ranks of the current generation of senior faculty. Although the greatest turnover in faculty will not occur at Indiana State University until the following decade, 1995-2005, national competition today and in the immediate future for qualified replacements in many disciplines will limit the University's capacity to shift faculty positions from low demand to high demand disciplines. The improvement of faculty compensation to levels competitive with institutions in the Midwest will require constant attention and support over the ten-year period.

Tuition increases in the past decade have exceeded both the national rate of inflation and the increase in state appropriations. While private contributions to scholarship funds have grown in recent years, they provide but a small part of the financial support which more than half of the entering freshmen depend upon to meet their educational expenses. Financial aid for students from low and middle-income families must receive greater funding from state and federal governments in the decade ahead. The recent increase within the University of funded

research grants and contracts to our faculty will continue if the decline in public funding for such projects in the last several years is reversed. Institutional contracts with business and industry, through which technical assistance and state of the art technology and research are added to the production line and marketplace, will continue to develop and will provide funding for certain kinds of University enterprises. It should be noted, however, that the contribution such university expertise makes to the development of Indiana's economy must spur the growth of State appropriations to higher education, at levels approaching the national average.

III. Short-term Plans, 1986-89

A. Instructional Initiatives

The University plans to emphasize in the next three years selected revision of its curriculum, reinforcement of academic standards, development of cooperative agreements among sister institutions, and exploration of new course and program delivery systems beyond the campus. Two new degree programs, a master of science degree in athletic training and a master of science degree in educational computing technology, are currently under study. Should they gain University approval, they will be forwarded for Commission action within the next two years.

A substantial restructuring of the University's general education program is scheduled for adoption during the present academic year.

The Coalition of Teacher Education Programs, initiated in 1984, is working towards agreement on curricular revision and academic standards among the six universities producing most of the public school teachers in Indiana.

Planning is underway for the offering of certification renewal units for public school teachers, as an alternative to the requirement of a master's degree for state professionalization.

Discussions are taking place with Vincennes University to offer on that campus upper level courses leading to baccalaureate degrees in selected disciplines and to articulate the bachelor of science program at Indiana State University with the Vincennes associate of science program in Nursing.

In response to the creation of a Graduate Studies Center in Evansville, the University will seek to continue and expand its offering of master's degree courses and programs to citizens in that community.

Several possible initiatives with Indiana Vocational Technical College include the provision of general education courses for associate of science degree students, the

articulation of the University's associate degree program in nursing with the IVTC licensed practical nurse program, and the offering of graduate program instruction for IVTC faculty on the local campus and via the IHETS video network.

Recent revision of standards for admission to the University will be evaluated for several years prior to any further revision, but additional criteria for program admission will be considered, as warranted, and increased standards for retention and graduation will be selectively adopted in some programs.

Measures for evaluating the effectiveness of remedial and developmental skills courses are being developed to improve competency standards and sharpen criteria for probationary student admissions.

B. University Services

Technical and consultative services to business and industry and contracts for studies and research projects with private firms and public agencies have expanded steadily in the past several years. The Center for Research and Management Services, in the School of Business; the Center for Technology Services, in the School of Technology; the Bureau of School Services, in the School of Education; and, within the College of Arts and Sciences, the Center for Governmental Services, in the Department of Political Science, and the Radiation Laboratory, operated by the departments of Chemistry and Physics, in undertaking a wide variety of projects of value to the community, region, and state, have demonstrated the University's commitment to its service mission. Several additional public service centers are under consideration on the campus. Since some of the projects are not funded to cover all of their costs and few projects provide sufficient administrative commodity costs have kept inflation center operations, the financial burden of these services to the University is growing. The 1987-89 budget proposal will request additional funding for these important enterprises.

The completion of our library automation project will enable the University to link its collection with those of the Rose-Hulman Institute of Technology, Saint Mary of the Woods College, Vincennes University, Indiana Vocational-Technical College (Terre Haute), other colleges in western Indiana, and a number of industrial companies, organizations and agencies in the region. A proposal to the Commission for support drawn from the Public-Private Participation Fund is only the first step in this development. When completed, regional library automation will allow for the listing of the holdings of each participating library on computer files available by terminal to all other participants.

C. Faculty attraction and retention

The capacity of the University to attract and retain faculty members in key disciplines has been seriously compromised in recent years. Salary increases offered by comparable institutions in the Midwest have moved the University from a competitive position to the bottom rank in all significant salary comparisons. The supplement to standard salary increases included in the 1985-86 appropriation prevented further deterioration, but an increase of ten percent beyond the inflation rate would raise the University only to the median of the 13 schools in the midwest cited for salary comparisons.

Despite the fact that the University has drawn from internal resources funds to augment the salary increases appropriated by the State in each of the last eight years, the resultant salary levels have been inadequate to retain recent appointees or attract new faculty in several areas of high demand. Thus, non-competitive salary ranges have inhibited the University's efforts to develop new curricular emphases. The number of regular teaching faculty members has declined each year since 1980, and increased. In those high demand fields in which recruitment has been successful, initial salaries have averaged \$3,000 higher than comparable entry level salaries elsewhere on the campus. Anticipating a shortage of qualified faculty members in an increasing number of fields, produced by a growing demand for replacements of retiring faculty nationwide during the next few years, the University is convinced that enhancement of faculty salaries is central to the maintenance of existing institutional quality and requisite for its advancement.

D. Student recruitment and financial assistance

The University is committed to maintaining stable enrollments through the remainder of the 1980's and beyond. Effective recruitment of students is a high institutional priority. Two additional factors are equally important in keeping open student access to higher education: restraints on the rate of increase in tuition and the maintenance of adequate levels of student financial aid, including competitive compensation for graduate assistants and fellows. The University intends to increase its scholarship program from private gifts and contributions, but it also plans to advocate the return to the ratio of State appropriation to student tuition which was in place a decade ago. To that end the University will encourage the State and federal governments to restore levels of student aid to those of 1980. Special effort will be made to maintain minority enrollments at least at the current level.

E. Capital Projects

Over the past ten years, the University has constructed only one new academic building and it will break ground in early 1986 for a second. The remainder of our capital projects has been

restricted to the renovation and rehabilitation of old academic facilities or the modification for academic use of buildings constructed for other purposes. The extent of such work to be done in the immediate future has prompted the preparation of a campus master plan, which will identify the most efficient and effective means to provide quality environments for academic programs and support services currently located in six campus buildings. The master plan will also address the traffic and parking patterns and residential quality of the entire campus. The plan will be completed during the current academic year. Requests for planning and architectural design funds will be presented to the Commission early in 1986, and a consequent request for capital construction authorization will be included in the 1987-89 budget proposal.

A major capital need for the short-term future centers on the enhancement of equipment budgets to replace worn and outmoded equipment and to develop further the computing capabilities of the university. In the last three years, the University has acquired, by means of State appropriated funds and internal reallocation, instructional minicomputers (including a CAD system), the first phase of library automation, five microcomputer laboratories, and the first phase of a mainframe system to integrate administrative operations. The progress of computer improvement requires substantial additional funding to complete the administrative system and library automation, to accommodate (by additional microcomputer laboratories and rapidly developing software) the application of computers to instruction in a dozen more disciplines, and to keep the computer-oriented programs current with state-of-the-art technology and applications.

CONCLUSIONS

The distinguished history, tradition, and academic record of Indiana State University, from its beginning in 1865 to the present day, give eloquent and persuasive testimony and good promise of continued educational and cultural service to the people of Indiana. The entire University community--students, faculty, and staff, trustees, and some 65,000 graduates--looks forward with confidence to the next decade and, indeed, to the next century. Its confidence and pride are reinforced by empirical evidence of its ability to advance the frontiers of knowledge and its capacity for continued service as a major educational and cultural resource for the State and nation.

Although most programs are planned for full-time students, the University serves and continually seeks to provide greater educational opportunity for students who can pursue courses and degree programs on a part-time basis at both on- and off-campus locations or through the statewide Indiana Higher Education Telecommunications System. Particular attention is given to the needs of students from west central Indiana, many of whom are not of traditional college age, and to the provision of educational opportunities for minorities.

The University's philosophy of selective student admission is designed to ensure reasonable opportunities for academic success. The University's standards in program admission, retention, and graduation underscore an institutional commitment to academic excellence.

In keeping with the University's educational philosophy and its strategic planning, the student-to-faculty ratio is comparable to many of the State's larger independent, liberal arts colleges and universities. Members of the University's professoriate are assigned to all levels of course work, from freshman through graduate levels. Department courses are designed and scheduled to limit class size and to encourage and facilitate faculty-student interaction. The employment of graduate teaching assistants is mainly restricted to a few multiple-section, introductory courses, and their work is carefully supervised by senior members of the faculty.

A wide range of student support services is available within the University, for the purposes of enhancing the residential character of the institution and of complementing the academic work and preparation of its students. These services include instruction in basic academic skills, personal counseling, career guidance, and job placement.

Basic and applied research are characteristic of the work in all of the University's academic departments and units, including those engaged primarily in undergraduate instruction. Research and service projects are assisted through grants and contracts with external agencies. Such projects and others sponsored directly by the University contribute to the academic and economic development of the University and the State. The University is a center of intellectual, creative, and cultural activities for its region and the State.

Appendix B

INDIANA STATE UNIVERSITY MISSION STATEMENT

Indiana State University, founded in 1865, is a comprehensive, state-assisted institution, serving undergraduate and graduate students, producing research and scholarship in many fields and disciplines, and providing service to the State, region, and nation.

During its first century, the University evolved through successive stages of development as a normal school, a teachers college, and a college, fulfilling its primary mission, the academic preparation of public school teachers and the education of undergraduate students. During the last quarter of a century, the University has assumed the responsibilities of a comprehensive university, adding new programs at undergraduate and graduate levels while continuing to serve traditional objectives and meeting the educational needs of contemporary society.

The University is governed by a Board of Trustees appointed by the Governor and is academically organized by six major units: the College of Arts and Sciences; and the professional Schools of Business, of Education, of Health, Physical Education, and Recreation, of Nursing, and of Technology.

Fundamental in the undergraduate curriculum for all students is a general education program, which constitutes approximately 40 percent of the course work required for a baccalaureate degree. More than 100 baccalaureate degree programs are offered in a comprehensive array of undergraduate majors. Offerings at the associate degree level are limited to twelve degree programs, typically associated with baccalaureate programs of similar subject matter. The graduate curriculum consists of a broad range of master's degree programs and a limited selection of more advanced programs offering doctoral degrees in education, psychology, geography, and the life sciences.

Although the University offers many service-oriented courses and non-degree programs, the institution's emphasis is on credit-awarding courses leading to academic degrees. The University offers courses and several of its degree programs at sites throughout the State, some in cooperation with other higher education institutions. The primary focus of its instructional activities is programs offered on the campus at Terre Haute. The campus is largely residential in nature, with a student body of moderate size projected to remain between 10,000 and 12,000 students. Students come from all areas of the State and nation and from approximately 75 foreign countries.

Appendix C

INDIANA STATE UNIVERSITY
STUDENT ACADEMIC SERVICES
OFFICE OF THE DEAN

ENROLLMENT PROJECTIONS BY
CLASSIFICATION FOR 1987-1997 WITH
ACTUAL ENROLLMENTS FOR 1980-1986
TOTAL ENROLLMENTS

YEAR	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	TTL-UGRAD	GRAD	TOTAL
ACTUAL							
1980	3731	2483	2050	2294	10558	1804	12362
1981	3587	2471	2087	2352	10497	1594	12091
1982	3276	2385	2131	2508	10300	1633	11933
1983	3156	2239	1999	2556	9950	1637	11587
1984	3224	2094	2082	2571	9971	1667	11638
1985	3182	2186	1914	2478	9760	1731	11491
1986	3332	1930	1808	2449	9519	1689	11208
PROJECTED							
1987	3393	2161	1712	2256	9522	1628	11150
1988	3398	2197	1917	2132	9644	1507	11151
1989	3449	2201	1941	2382	9974	1409	11382
1990	3285	2236	1946	2391	9857	1581	11439
1991	3139	2130	1977	2401	9647	1586	11233
1992	3014	2036	1886	2442	9378	1589	10967
1993	3050	1957	1804	2336	9147	1614	10760
1994	2982	1981	1736	2238	8937	1544	10482
1995	3059	1937	1758	2162	8916	1480	10396
1996	3066	1988	1721	2190	8964	1430	10394
1997	3110	1992	1763	2148	9014	1446	10460

Appendix D

INDIANA STATE UNIVERSITY GENERAL EDUCATION PROGRAM

The General Education Program at Indiana State University provides an essential foundation and broad academic base for students in all curricula, both liberal arts and professional. It also encourages each student's development as a rounded human being, an informed citizen, and an individual capable of functioning effectively in an evolving society.

All students working toward a bachelor's degree at Indiana State University are required to complete at least 47 hours of General Education coursework, including at least 11 hours in

Basic Studies and 36 hours in Liberal Studies. Students selected to participate in the Honors Program may apply credits earned in Honors toward the fulfillment of their General Education requirements.

Basic Studies (11-17 hours)

The Basic Studies component of General Education is designed to enhance students' abilities in English composition, communication, and mathematics, and to improve their physical education. Requirements in each of the four Basic Studies areas follow:

- A. English 105 (Freshman Writing), 3 hours, is required of all first-year students. Those with an SAT verbal score of at least 350 (ACT equivalent, 15) may enroll directly in this course. Those with lower test scores must, during their initial semester, enroll in English 101 (Fundamentals of Writing, 3 hours).

English 305 (Advanced Expository Writing), 3 hours, (or a substitute course approved by the Department of English) is required of all students with junior standing.

A student who does not earn a passing grade in one of the abovementioned writing courses must repeat that course the following semester.

- B. Communication 101 (Introduction to Speech Communication), 3 hours, is required of all first-year students, except as noted below. If an agreement exists between the Department of Communication and a student's major department, a student may meet the communication requirement by taking one of the following courses: Communication 102 (Communication Theory), Communication 202 (Public Speaking), Communication 215 (Business and Professional Communication), or Communication 302 (Speech Communication for the Teacher). A stu-

dent may also meet the communication requirement by passing a for-credit equivalency examination administered by the Department of Communication.

- C. **Mathematics 111 (Intermediate Algebra), 3 hours**, (or its equivalent) is required of all students, unless they are able to demonstrate their mathematical competence in one of the following ways: (1) having received passing grades in two years of algebra and one year of geometry at an accredited high school, (2) having received an SAT mathematics score of at least 550 or an ACT mathematics score of at least 25, or (3) passing a not-for-credit proficiency examination administered by the Department of Mathematics and Computer Science.
- D. **Physical Education, 2 hours**. All students must take two one-hour courses in physical fitness, physical activity, lifetime activity, health, or recreation.

Liberal Studies (36 hours)

The Liberal Studies component of General Education exposes students to important bodies of knowledge and lays a foundation for lifelong learning and responsible citizenship. All Liberal Studies courses are designed (1) to develop students' capacities for independent thinking, critical analysis, and reasoned inquiry; (2) to improve students' writing, speaking, reading, and listening abilities; (3) to enhance students' capacities for making informed judgments and responsible choices; and (4) to help prepare students to meet the challenges of their post-collegiate lives.

In selecting courses from among the options listed below, students must meet the minimum credit hour requirements for all five core areas, and they must take enough additional coursework to total 36 credit hours. At least 9 hours of this coursework must be at the 300/400 level.

- A. **Scientific and Analytic Studies, 8 hours minimum**. Coursework in this area is designed to help students better understand the nature of science, the history of science, scientific ways of knowing, logic, and mathematics.
- B. **Human Origin, Process, and System Studies, 8 hours minimum**. Coursework in this area is designed to improve students' understanding of the emergence of humankind and of human cultures, their awareness of complex human processes, and their familiarity with the dynamics by which communities, organizations, institutions, and other human systems operate.

- C. **Literary and Artistic Studies, 5 hours minimum.** Coursework in written and oral literature, art, music, drama, film, dance, and other art forms is intended to deepen students' understanding and appreciation of life's aesthetic and creative dimensions.
- D. **Historical Studies, 5 hours minimum.** Coursework in this area exposes students to the effects of time and change in human societies.
- E. **Multi-Cultural Studies, 5 hours minimum.** Coursework in this area is designed to open minds of students to the world's cultural diversity.

Liberal Studies Regulations

In addition to the requirement that students take at least 36 hours of Liberal Studies coursework, at least 9 of which must be at the 300/400 level, there are four principal regulations that apply to the selection of Liberal Studies courses:

- 1. No more than 6 hours from any one discipline may be counted for Liberal Studies credit in Area A; no more than 4 hours from any one discipline may be counted for Liberal Studies credit in Areas B, C, D, or E. A complete list of disciplines appears below.
- 2. A student may take no more than two courses from any one discipline for Liberal Studies credit, and a student may take no more than two courses from among the courses offered for Liberal Studies credit by the schools of the University.
- 3. For the most part, a student may not receive General Education Liberal Studies credit for courses in his or her major. There are three exceptions, each of which is subject to the regulations stated above and applies only to courses listed within the five core areas: (a) a student may count cognate courses--that is, courses which are required for a major but are taught outside the discipline in which the degree is given; (b) students pursuing a double major may count cognate courses required for the first major as well as all of the courses required for the second major; and (c) a student may count courses outside his or her specific major within a discipline which offers two or more majors.
- 4. Subject to Regulations 1 and 3 above, a student who has completed an approved course sequence for Liberal Studies credit may earn Liberal Studies credit for an additional course in the discipline in which he or she has taken the sequence if two conditions are satisfied: (a) none of the credit for the sequence may reside in Area A and (b) the sequence must involve at least 6 hours of coursework.

APPENDIX F

INDIANA STATE UNIVERSITY
HIGHER EDUCATION SERVICES PLAN

I. THE UNIVERSITY AND ITS MISSION

The mission of Indiana State University has remained essentially unchanged since its adoption and approval by the University's Board of Trustee's in 1987. The statement of mission was appended to the University's 1987 Higher Education Services Plan and is included in this 1989 Plan (Appendix A).

The 1989 Plan reveals that the University neither plans nor anticipates important changes in its mission or major changes of direction in pursuit of its educational goals. In the years ahead the University expects to maintain its undergraduate and graduate student enrollments at or near the present levels. Considered in terms of residents and non-residents, undergraduate and graduate students, part-time and full-time students, men and women, and racial and ethic backgrounds, the student cohort is not likely to undergo major changes in the next several years. (See Appendix B.)

In 1990 the University will celebrate the 125th year of its founding by the Indiana General Assembly in 1865. In the same year the institution will advance upon its second generation as a university comprised of a comprehensive array of undergraduate, professional, and master's degree programs and carefully chosen, clearly focused programs of doctoral study. Each and all of the University's degree programs, undergraduate and graduate, are informed by high levels of scholarship and research and are intended to meet the educational and cultural needs of the State and nation.

II. DEVELOPMENT PLANS

1989-91

BUDGET ADJUSTMENTS

The Indiana State University 1989-91 operating budget request identified additional funds for the retention and attraction of faculty and staff as the institution's highest priority for the biennium. The appropriation enacted by the General Assembly fell well short of the University's request and far below a level required to reverse the decline in the competitiveness of faculty and staff salaries.

The University's second highest priority--additional funds to assist in the appointment of new staff and in the acquisition of equipment for science laboratory courses, both of which are

correlatives of a newly instituted (1989-90) General Education Program--was not addressed at all in the legislative appropriation.

The absence of financial support for these important activities notwithstanding, the University decided that faculty and staff salaries had to be raised to levels higher than those allowed by the appropriation increase for the biennium. It was decided also that the new General Education Program would be initiated. Unforeseen when the University's biennial budget request was submitted was the sharp increase in the cost of health insurance programs. Thus, the University was forced to reallocate funds in the 1989-90 fiscal year.

The legislative appropriation for 1989-90 included \$547,769 which was calculated to address price inflation in supplies and expenses. The University chose to allocate institutional supplies and expenses budgets in the 1989-90 year at 1988-89 levels. Funds otherwise intended for supplies and expenses were applied to faculty and staff salaries, to the hiring of additional faculty in the new General Education Program, and to rising costs in health insurance. Critically important needs were at least partially met, therefore, whereas other important needs--adjustments in the student wage scale, increases in scholarly travel budgets, and increases in allocations to cover rising postage costs--were deferred.

NEW PROGRAMS

Bachelor of Science Degree and Master of Science Degree in Human Resource Development for Higher Education and Industry. The University proposes to offer statewide through its Department of Industrial Technology Education a program for persons preparing to teach in a vocational program at an IVTC campus or to provide training in an industrial setting. Most of the courses will be offered over IHETS, but some will be available by using adjunct faculty at remote sites or by having University faculty travel to such sites. State support for this program has been requested totalling \$265,750 in 1989-90 and falling to \$188,900 in 1993-94. The other program costs will be covered by means of reallocation of existing human and monetary resources. This new program contributes to fulfillment of the institution's mission by making the faculty expertise of one of its strong academic departments available through two needed degree programs offered statewide.

Master of Science Degree in Physical Therapy. In 1990 the University will submit for approval a proposal to offer a Master of Science degree program in Physical Therapy. The program will respond to the critical need for physical therapists in Indiana and nationwide and will follow the national trend of treating the master's degree as the entry-level degree in this field. In addition, the program will capitalize on the University's outstanding faculty, facilities, and equipment in the areas of biomechanics, exercise physiology, rehabilitation, anatomy and

physiology, biostatistics, and research methodology and on resources of the Terre Haute Center for Medical Education, which is located on campus. The program is now estimated to require \$175,000 in additional State funds.

OTHER PLANS

Center for the Transfer of Manufacturing Technology. The University, through its School of Technology, hopes to submit a proposal to the National Institute of Standards and Technology to operate in Terre Haute a Center for the Transfer of Manufacturing Technology. The center will build upon the University's existing activities in this area, which are coordinated through its Technology Services Center. In addition to substantial in-kind support from the University and direct funding from the federal government, the State will be expected to make a substantial cash contribution to operation of the center.

1991-93

SIGNIFICANT BUDGETARY INITIATIVES

Faculty and Staff Salary Increases. A primary objective of the University's operating budget request for the 1991-93 biennium will be the acquisition of funds to support faculty and staff salary increases larger than projected rises in the cost of living. These increases are needed partly because faculty salaries at Indiana State University have continued to decline in relation to salaries at twelve historically comparable midwestern universities. This decline has occurred despite a decade-long practice of using internal reallocation to supplement salary funds appropriated by the State. The competitive disadvantage of the University in retaining faculty has resulted in an increasing incidence of faculty resignations resulting from offers of substantially higher salaries elsewhere. Uncompetitive salaries have also produced an increasing frequency of unsuccessful faculty searches because of rejections of salary offers by the candidates who have the desired qualifications for vacant positions. Similarly, the University has difficulty competing in the local employment market for clerical, trades, maintenance, and other support staff.

General Education Program. Inauguration of the new General Education Program in the fall of 1989 has led to a 50% enrollment increase in laboratory courses in the natural sciences and to substantial enrollment increases in mathematics, communication, and history courses, because the program contains new or expanded requirements in these areas. To provide instructors for the net increase in sections of courses and to purchase and maintain needed laboratory equipment, the University will ask for a \$275,000 addition to its legislative appropriation in 1991.

Computer Networking. Utilizing quality improvement appropriations from the General Assembly, internal reallocations, and purchase plans for faculty and students negotiated with computer manufacturers, the University has increased dramatically the number of microcomputers on campus in recent years. With computing power now dispersed away from the traditional central mainframes but those machines still required for storing large amounts of shared data, the primary need now is for connections among the microcomputers, minicomputers, and mainframes on campus and between those machines and other computers across the country. To establish and maintain a campus network for faculty, for resident students in the dormitories, and for commuters via dial-in ports and to connect this system with a national higher education computer network, the University will seek a \$400,000 supplement to its budget base for 1991-92 and an additional supplement of \$100,000 in 1992-93.

Graduate Student Stipends. To respond to the increasing demand for doctoral-level geographers, biological scientists, clinical psychologists, counseling psychologists, school psychologists, and specialists in curriculum and instruction and educational administration, the University must raise graduate assistantship and fellowship stipends to levels that will allow it to compete for and retain students who wish to do their graduate work in the Midwest region. For this purpose, the University will request as part of its 1991-92 legislative appropriation an addition of \$300,000 and as part of its 1992-93 appropriation a further supplement of \$300,000. These funds will be used to help attract additional students to its regionally and nationally recognized doctoral programs and, thus, to help prepare graduates for the growing number of positions available in universities, government, business, industry, and public schools. A special emphasis will be placed on recruiting minority students who can eventually help bring greater racial balance to college and university faculties and to the staffs of other organizations in the State.

Enhancement of Television Capabilities. Expansion of the institution's IHETS-based master's degree program in Health and Safety and initial implementation of its staff development program for Indiana Vocational Technical College personnel more than doubled the number of televised credit classes from the fall of 1988 to the fall of 1989 and stretched the University's Television Services personnel and equipment resources to their limits. Thus, additional resources will be required to fully implement the proposed cooperative agreement with Vincennes University to offer a bachelor's degree in Business Administration in Vincennes and Jasper and to initiate the planned delivery of general education courses for IVTC students in associate's degree programs articulated with Indiana State University bachelor's degree programs. To carry out these plans and still others now in the conceptualization stage, the University will request additional funding totaling \$250,000 in 1991-92 and \$90,000 in 1992-93.

Business and Technology Assistance Centers. The University's Center for Research and Management Services in the School of Business and the Technology Services Center in the School of Technology continue to expand the range and volume of services they provide to the community, the region, and the State. However, since most of the clients served are small and medium-sized businesses, the fees collected usually do little more than defray the actual costs of the services and do not contribute toward administrative costs and other overhead expenses. The increasing demand for these services has convinced the University that its assistance centers should continue operation even though funds which would otherwise be used for instructional equipment have had to be diverted to support the operating budgets of the centers. Desiring not to continue to delay the replacement of obsolete and unusable instructional equipment, the University will request increased State support for these assistance centers during the 1991-93 biennium. The request will be for a \$370,000 budgetary supplement in 1991-92.

Improved Access to Scholarly Information. In accordance with the State University Library Automation Plan, the University, in its 1991-93 biennial budget request, will seek additional dollars to improve access to scholarly information by users of the Indiana State University NOTIS Cluster in west central and southwestern Indiana. The proposed \$375,000 addition to the legislative appropriation in 1991-92 and the added supplement of \$100,000 in 1992-93 will be used for purchase of additional computerized reference databases and mainframe search software, improved document delivery utilizing overnight courier and telefacsimile, and enhancement of local library collections.

Expansion of the Child Care Program. The increasing demand for child care services by faculty and staff and the need to make the services available for at-risk children in the community will require that the University seek additional State funds for expansion of the program. With all-day care provided for infants through five-year-olds and before- and after-school services available for school-age children, the program has the potential for becoming a model comprehensive child care operation, but additional funding will be required for that to happen. In addition, such funding will enable the child care enterprise to fulfill even better its role as a practicum site for the University's several degree programs in early childhood education. To achieve these goals, the institution will request a \$200,000 supplement to its budget base in 1991-92.

Center for the Enhancement of Teaching. To coordinate the institution's ongoing efforts to improve the effectiveness of teaching on campus, the University intends to establish the Center for the Enhancement of Teaching. Among the services organized through or provided by the center will be (1) counseling regarding such teaching tasks as syllabus preparation and test design, (2) presenting teaching improvement workshops,

(3) videotaping of faculty for diagnostic assessment of teaching, (4) publishing a newsletter designed to share useful teaching ideas, (5) coordinating student evaluations of teaching and assisting faculty in interpreting and evaluating results, (6) assisting in the development of grant proposals related to teaching, (7) developing a master teacher program, (8) coordinating guest speakers on topics related to teaching, and (9) conducting an annual orientation of new faculty. To support staffing and operation of the center, the University will seek a \$200,000 addition to its budget base in 1991-92.

Center for Applied Research and Development in Environmental Health. In 1991 the University plans to establish the Center for Applied Research and Development in Environmental Health to address current pressing environmental health issues, especially those related to exposure to wastes, pollutants, and other chemical and organic hazards. Drawing upon the institution's faculty expertise in the Departments of Health and Safety, Life Sciences, and Chemistry and in the School of Technology, the center will focus its efforts on identifying and developing measures to minimize and solve the problems it studies. That is, the center will search for solutions, rather than follow the more common approach of seeking to identify additional problems. To establish and operate this research and development center, the University will seek \$200,000 in additional State funding as part of its 1991-92 legislative appropriation.

Employment Search Laboratory. The University, through its Career Center, plans to establish an Employment Search Laboratory to assist students in developing skill in using both traditional and technologically advanced job-search tools. The need for such a facility has arisen because of the increasing use of telephone interviews and other forms of technology-based data gathering to screen candidates for positions. In the laboratory, students will use print resources, computer assistance guidance software, computer databases on potential employers, and video/audio systems to develop and critique their skills in the job-search process. Though accessible to all students, the laboratory will be designed especially to serve minorities and non-traditional students. To provide staff, equipment, and supplies for the Employment Search Laboratory, the University will seek a \$85,500 addition to its budget base in 1991-92 and another supplement of \$30,000 in 1992-93.

CAPITAL PROJECTS

Construction of a Music Practice/Rehearsal/Performance Hall. The University will request funds to construct an addition to its Fine Arts Building to provide rehearsal and recital space for the Department of Music. The addition will replace space lost with the demolition of Tirey Memorial Union South and the Classroom Building.

Renovation of Gillum Hall. After administrative operations have been moved from Gillum Hall to the new Central Computing and Administrative Services Building, Gillum Hall will be renovated to accommodate offices and program facilities for the Department of Communication and for several departments in the School of Technology. The departments which will occupy Gillum Hall will be displaced by the demolition of Parsons Hall, the Classroom Building, and Tirey Memorial Union South.

Renovation of the Fine Arts Building. The 50-year-old Fine Arts Building, which houses the Departments of Music and Art, will be renovated to correct a number of building code problems, to improve the teaching environment, and to upgrade the mechanical and electrical systems.

Creation of a Student Computing Complex. When the activities of the University Bookstore are relocated in the Hulman Memorial Student Union, the building in which the Bookstore is located will be adapted for use as a Student Computing Complex. Most of the computer laboratories to be located in the facility will be moved from buildings identified for demolition.

Electrical Distribution Upgrade. The University's historic quadrangle consists of fifteen 50- to 70-year-old buildings served by a 40-year-old, University-owned, 4160-volt electrical distribution system. The system is not only obsolete, thus creating servicing and parts-replacement problems, but it also includes leaking switches and brittle cabling that could fail at any time. The 4160-volt substation and transformers will be removed, and the cabling and building switchgear will be upgraded and tied into the University's 15-kilovolt distribution system.

Land Acquisition. The University will continue acquiring residential and commercial properties within the established campus boundaries. As envisioned in the Campus Master Plan, the objective of these purchases will be to move parking and traffic to the periphery of the campus in order to create a more desirable learning environment.

Repair and Replacement of the Infrastructure. As is true at many institutions, the University suffers from an aging infrastructure. Needs include street, sidewalk, and curb replacement; steam tunnel and steam pipe repair and replacement; and electrical distribution repair and replacement.

NEW PROGRAMS

Doctor of Philosophy Degree in Technology. The School of Technology is developing a program leading to the Doctor of Philosophy degree in Technology. Capitalizing on the personnel, facilities, and other resources of its nationally recognized master's degree programs, the School has designed a curriculum

primarily aimed at the preparation of faculty for university-level schools of technology across the country. The need for doctoral programs in technology, only one of which is in existence now, has become widely acknowledged in recent years as the disciplines within the field have become more specialized and have grown to resemble less the industrial arts education of the past and the more theory-oriented engineering disciplines. Recent recognition by the U.S. Department of Education of the National Association of Industrial Technology as the approved accrediting body for schools of technology underscores the separate and distinct character of technology as an academic field. The University's doctoral program in Technology will be designed to provide state-of-the-art preparation of professors in this maturing field.

Educational Specialist Degree in Educational Administration in Evansville in Cooperation with the University of Evansville. The University expects to submit for approval a proposal to offer the Educational Specialist degree in Educational Administration in Evansville in cooperation with the University of Evansville. This program will meet a demonstrated need in that city for an advanced graduate degree in Educational Administration and, at the same time, will make better use of the faculty and administrative personnel which Indiana State University provides or pays to deliver its Master of Education degree in Elementary Education at the same location. This plan fits well with the institution's recently successful efforts to increase enrollments in its on-campus Ed.S. and Ph.D. programs in Educational Administration.

Master of Arts/Master of Science Degree in Social Gerontology. During the 1991-93 biennium the University plans to seek Commission approval of a program leading to a Master of Arts or Master of Science degree in Social Gerontology. The program will be interdisciplinary, involving faculty in the Departments of Sociology and Social Work, Psychology, and Life Sciences principally but also drawing upon expertise in the Departments of Economics, Home Economics, Counseling, Management and Finance, and History. As the percentages of elderly in the State and region continue to rise, this program will respond to the increasing demand for professionals prepared to meet the special needs of this age group.

Master of Arts/Master of Science Degree in Computer Science. The University will propose a Master of Arts and Master of Science degree program in Computer Science. In recent years the number and expertise of the University's Computer Science faculty have risen substantially, and the equipment and software resources available to them have been enhanced to a level that will support a master's degree program. As the need for better trained professionals in computer science has increased in government, business, and postsecondary education, the logic of establishing at the University a graduate program in this field

has become apparent. The planned program, to be developed in accordance with guidelines of the Computer Science Accreditation Board, is intended to help meet that need.

Master of Science Degree in Health Promotion. The University is likely to submit for approval an interdisciplinary program leading to a Master of Science degree in Health Promotion. Employers in business, industry, higher education, and government now recognize that specialists in health promotion must be well educated beyond a single area such as fitness, nutrition, or counseling and are beginning to seek persons prepared in all of these areas. Thus, the institution is working on a proposal which would draw upon its resources in fitness, health education, nutrition, dietetics, and counseling in the Departments of Physical Education, Health and Safety, Home Economics, and Counseling. The program will probably be administered through the Department of Physical Education.

Bachelor of Arts/Bachelor of Science Degrees in International Relations and in Latin American Studies. During the 1991-93 biennium, the University will submit for approval a program leading to a Bachelor of Arts or Bachelor of Science in International Relations and one leading to a Bachelor of Arts or Bachelor of Science in Latin American Studies. With this goal in mind, the institution recently hired a Director of International Studies, who will work with several departments in the College of Arts and Sciences and with several of the professional schools to develop these programs. They will be designed to capitalize on especially strong undergraduate offerings in the Departments of Economics, Political Science, and History and in several departments in the Schools of Business and Education.

Bachelor of Science Degree in Bio-Medical Technology. The University expects to propose a program leading to a Bachelor of Science degree in Bio-Medical Technology. Based in the Department of Electronics and Computer Technology, the program will draw primarily upon the faculty expertise, equipment, and facilities in that area but will also utilize the resources of the Department of Industrial and Mechanical Technology and the Department of Life Sciences, which offers a wide variety of courses in human biology for pre-medical, nursing, and medical technology students. Graduates will be prepared for positions in the medical equipment industry and in hospitals with large inventories of technologically advanced equipment--positions which are becoming increasingly common and more difficult to fill with appropriately educated individuals.

Bachelor of Science Degree in Radiologic Technology. If the University inaugurates a Master of Science degree program in Physical Therapy, it is likely to begin soon thereafter developing a baccalaureate program in Radiologic Technology which will utilize some of the same faculty, equipment, and facilities resources. In addition, the program will draw upon expertise in the Departments of Life Sciences and Physics. Graduates in

Radiologic Technology will be prime candidates for the master's degree program in Physical Therapy, but many will be needed to fill the increasing number of radiologic technician positions which require baccalaureate-level knowledge and skills.

Associate of Science Degree in Emergency Medical Services and Bachelor of Science Degree in Emergency Services Management. Partly in response to a request by the State's Emergency Medical Services Commission, the University will probably propose to offer an Associate of Science degree in Emergency Medical Services and a Bachelor of Science degree in Emergency Services Management. Building on existing faculty expertise and instructional facilities, the Department of Health and Safety will develop programs which will allow students to earn some credit by correspondence, some by work experience, and some through IHETS, as well as by regularly scheduled courses on campus. These programs will be designed to meet recognized needs in the State and the region.

OTHER PLANS

Cooperative Agreements with Indiana Vocational Technical College. By 1991 the University expects to have in effect several cooperative agreements with Indiana Vocational Technical College to facilitate transfer of credit from several of IVTC's associate's degree programs to related bachelor's degree programs in technology offered by this institution.

1993-99

INSTRUCTION

Most of the institutional efforts in the area of instruction during the six-year period 1993-99 will be designed to strengthen the General Education Program, the undergraduate degree programs it serves, and the master's and doctoral degree programs. The General Education Program will be systematically and carefully evaluated during its first five years of existence. Minor modifications aimed at improving its effectiveness are likely. Several academic departments in the College of Arts and Sciences and the professional schools have already planned significant program reviews. All academic units will review their programs with the aim of revising their undergraduate majors and minors and graduate majors as needed, in order to improve quality and better prepare students for the twentieth century. Part of the strengthening will be realized in the appointment of new assistant professors with state-of-the-art training. They will replace a large number of our senior faculty who will retire during the 1990's.

Several of the academic units will design courses and programs to meet the needs of individuals who already hold baccalaureate and graduate degrees. The School of Business

expects to offer special programs in the summer for middle-level executives, to develop knowledge and skills in international marketing, international accounting, and international finance. The School of Education plans to develop innovative courses to meet the continuing education needs of employed teachers.

Another means by which academic programs will be strengthened is interdisciplinary cooperation. Marketing programs in the School of Business, the Fashion Merchandising program in the Department of Home Economics, and the Music Merchandising program in the Department of Music plan to pool and share some of their resources in ways that will enhance the quality of all of the retailing programs on campus.

Several proposals for new degree programs are likely to be submitted during the period 1993 to 1999. A graduate program under consideration focuses on intercultural studies. It would lead to a Doctor of Philosophy earned in the Department of English. Master's degree programs under study include Public Accounting, Kinesiology, Gerontological Health and Fitness, and Environmental and Occupational Health. Baccalaureate degree programs are being considered in Industrial Hygiene and in Transportation Safety and an associate's degree program in Fire Science. All of these programs would capitalize on existing strengths of the University and help it better meet the needs of the State and region.

RESEARCH

Consequent to recent retirements in the Department of Life Sciences, the University has hired several assistant professors who have quickly established research programs. Several senior faculty members in Life Sciences and other natural science disciplines have found encouragement to increase their research activity in an expanded intramural grant program and the establishment of the University's Interdisciplinary Center for Cell Products and Technologies. The University has reason to expect a substantial increase in the range and number of projects funded by the National Science Foundation, the Public Health Service, and other agencies which support research in the life sciences. Increased research activity will further strengthen the doctoral program in Life Sciences and will help the institution fulfill a major part of its educational mission.

The doctoral program in Educational Administration has gained new momentum with the hiring of three new persons in the department, each of whom is actively engaged in scholarship and research. The department expects to focus its expertise in studies of the principles and practices of educational governance in the State.

Research activity can be expected to increase throughout the University during the 1990's, partly because of administrative support provided by research and service centers in the College of Arts and Sciences and in the professional schools and partly because of an increase in intramural funding of research and creative activity. New research facilities in the School of

Health, Physical Education, and Recreation and expanded computing capabilities in the Department of Mathematics and Computer Sciences have already produced increases in research and scholarship. Renovation of Holmstedt Hall will bring together the institution's social science departments and upgrade their research facilities. One concomitant of that improvement will be a major increase in research and scholarly publication.

PUBLIC SERVICE

The University seeks to establish a Center for the Transfer of Manufacturing Technology, supported in part by State and federal funds. If that ambition is realized, a good deal of the increase in the volume and range of public service during the 1990's will revolve around the activities of the Center. If the Center does not come into existence, the University will continue to increase its level of service to business and industry in the local area, the State, and the region, through its Center for Research and Management Services and Technology Services Center.

The University also plans to expand its public service activities to the elementary and secondary schools of the State. For three and a half years, the institution's Partners for Educational Progress program has been the focus of efforts to work with public schools in creating a better educational environment for the State's youth. With monetary support from the Lilly Endowment, this program has steadily expanded during the period. One likely addition to the activities of the program is a Small Schools Services Project, through which faculty will work with administrators in school corporations of less than 2500 students to help meet the special needs of those districts.

Other public service efforts in the 1990's will continue programs begun in recent years. The University's Employee Assistance Program now coordinates the State's west central Indiana activities of the Commission for a Drug-Free Indiana. The Department of Home Economics recently completed a project with the Indiana Commission on Vocational and Technical Education. That department and the Department of Industrial Technology Education have undertaken projects on vocational education with the Indiana Department of Education. The Department of Criminology is involved in discussions with the Indiana Department of Correction and the Indiana State Police regarding training of personnel. These and other projects will continue to be important elements of the University's public service mission and are representative of the activities which will characterize its performance in the 1990's.

CHAPTER XI
BASIC INSTITUTIONAL DATA FORMS

North Central Association of Colleges and Schools
 Commission on Institutions of Higher Education
 159 N. Dearborn, Chicago IL 60601 312/263-0456; 800/621-7440

Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT

Opening Fall Enrollment for Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: Indiana State University-Terre Haute, IN

		Current Year	One Year Prior	Two Years Prior
UNDERGRADUATE		19 89 - 90	19 88 - 89	19 87 - 88
Freshman	Bachelor's oriented (Definition I-A & B)	3,059	3,132	2,742
	Occupationally oriented (Definition I-C)	-	-	-
	Undeclared (Definition I-D. Jr. or Community Colleges only)	-	-	-
Sophomore	Bachelor's oriented (Definition I-A & B)	2,190	1,954	1,792
	Occupationally oriented (Definition I-C)	-	-	-
	Undeclared (Definition I-D. Jr. or Community Colleges only)	-	-	-
Junior		1,756	1,550	1,588
Senior		2,059	2,048	2,047
TOTAL UNDERGRADUATE		9,064	8,684	8,169
GRADUATE				
Master's		334	376	396
Specialist		4	3	4
Doctoral		194	102	160
TOTAL GRADUATE		532	481	560
PROFESSIONAL (by degree)				
TOTAL PROFESSIONAL				
UNCLASSIFIED		28	82	37
TOTAL ALL LEVELS		9,624	9,247	8,766

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT

Opening Fall Enrollment for Current Academic Year and Previous Two Years
(Report for this campus and its extension operations only)

Name and location of institution: Indiana State University-Terre Haute, IN

		Current Year		One Year Prior		Two Years Prior	
		19 89 - 90		19 88 - 89		19 87 - 88	
UNDERGRADUATE		Resident	Extension	Resident	Extension	Resident	Extension
Freshman	Bachelor's oriented (Definition I, A & B)	353	17	345	26	344	20
	Occupationally oriented (Definition I, C)	-	-	-	-	-	-
	Undeclared (Definition I-D, Jr. or Community Colleges only)	-	-	-	-	-	-
Sophomore	Bachelor's oriented (Definition I, A & B)	189	5	159	5	161	2
	Occupationally oriented (Definition I, C)	-	-	-	-	-	-
	Undeclared (Definition I-D, Jr. or Community Colleges only)	-	-	-	-	-	-
Junior		182	18	154	9	151	12
Senior		329	9	306	8	301	9
TOTAL UNDERGRADUATE		1,053	49	964	48	957	43
GRADUATE							
Master's		449	129	458	166	449	147
Specialist		17	0	16	0	16	3
Doctoral		75	0	84	0	68	1
TOTAL GRADUATE		541	129	558	166	533	151
PROFESSIONAL (by degree)							
TOTAL PROFESSIONAL		-	-	-	-	-	-
UNCLASSIFIED		379	230	411	283	438	273
TOTAL ALL LEVELS		1,973	408	1,933	497	1,928	467

Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall Enrollment for Current Year and Previous Two Years
(As defined by the institution • Report for this campus only)

Name and location of institution: Indiana State University - Terre Haute, IN

FORMULA USED BY INSTITUTION TO COMPUTE FTE: Undergraduate FTE = Total Credit Hours ÷ 15
Graduate FTE = Total Credit Hours ÷ 12

	Current Year	One Year Prior	Two Years Prior
	<u>19 89 - 90</u>	<u>19 88 - 89</u>	<u>19 87 - 88</u>
UNDERGRADUATE (See definitions I.A thru D)	9,089.8	8,810.0	8,315.1
GRADUATE (See definition II)	785.7	803.3	832.6
PROFESSIONAL (See definition III)	-	-	-
TOTAL	9,875.5	9,613.4	9,147.7

Basic Institutional Data Form A

PART 4 - SUMMER SESSIONS ENROLLMENT

Most Recent Sessions and Previous Two Years
(Report for this campus only)

	Current Year	One Year Prior	Two Years Prior
	<u>19 88 - 89</u>	<u>19 87 - 88</u>	<u>19 86 - 87</u>
TOTAL UNDERGRADUATE	3,771	3,848	3,935
TOTAL GRADUATE	1,482	1,581	1,638
TOTAL PROFESSIONAL	-	-	-
TOTAL	5,253	5,429	5,573

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: Indiana State University - Terre Haute, IN

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

*The increase in enrollment counts for 1989-90 is due to a change in procedure to provide an accurate count of first-time graduate enrollment.

	Current Year	One Year Prior	Two Years Prior
	19 89 - 90	19 88 - 89	19 87 - 88
FRESHMAN			
Number of applicants with complete credentials for admission to the freshman class	6,101	5,383	4,513
Number of applicants accepted	5,655	5,131	4,436
Number of freshmen applicants actually enrolled	2,668	2,683	2,262
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	1,171	1,032	943
Number of advanced-standing undergraduate applicants accepted	1,082	932	763
Number of advanced-standing undergraduate applicants actually enrolled	674	568	486
MASTER'S			
Number of applicants with complete credentials for admission to master's program	763	727	648
Number of applicants accepted for master's program	490	476	485
Number of applicants actually enrolled in master's program	304*	113	119
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs	13	13	7
Number of applicants accepted for specialist programs	11	9	6
Number of applicants actually enrolled in specialist programs	4	1	0

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Basic Institutional Data Form B - Part 1 Continued

Name and location of institution: Indiana State University-Terre Haute, IN

DOCTORAL	Current Year	One Year Prior	Two Years Prior
	19 89 - 90	19 88 - 89	19 87 - 88
Number of applicants with complete credentials for admission to doctoral programs	348	241	198
Number of applicants accepted for doctoral programs	73	48	41
Number of applicants actually enrolled in doctoral programs	47	28	25

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Basic Institutional Data Form B

PART 2 - ABILITY MEASURES OF FRESHMEN

(Report as applicable for this campus only)

Name and location of institution: Indiana State University-Terre Haute, IN

Check if appropriate: No scores used or routinely collected

A. Class ranking of entering freshmen	
Percent in top 10% of high school class	12.2
Percent in top 25% of high school class	38.0
Percent in top 50% of high school class	80.2
Percent in top 75% of high school class	99.4

C. Mean ACT scores for entering freshmen	
Composite	17.4
Mathematics	16.4
English	17.2
Natural Sciences	16.8
Social Studies	19.7

B. SAT scores for entering freshmen		
	Verbal	Math
Class average SAT score	394	437
Percent scoring above 500	11.9	28.8
Percent scoring above 600	1.2	6.3
Percent scoring above 700	0.0	0.4

D. Other tests used for admission or placement	
Test name	
Mean or composite	
Range	

Basic Institutional Data Form B

PART 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report as applicable for this campus only • Current year only)

A. Graduate Record Examination (for total Graduate School excluding professional schools)	1390	Range High	680	Range Low
B. Miller Analogies Test (for total Graduate School excluding professional schools)		Range High		Range Low
C. On a separate sheet, indicate other test data used for admission to professional programs.				

Basic Institutional Data Form B

PART 4 - UNDERGRADUATE STUDENT FINANCIAL AID

(Report for this campus only and current year only)

Name and location of institution: Indiana State University - Terre Haute, IN

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	\$3,805,363	2651
	Loans	8,078,301	4176
	Employment	838,723	680
STATE	Grants and Scholarships	2,566,906	2641
	Loans	-0-	-0-
INSTITUTIONAL	Grants and Scholarships	3,888,495	3387
	Loans	-0-	-0-
	Employment	2,187,636	N/A
FROM OTHER SOURCES	Grants and Scholarships	245,703	292
	Loans	16,200	4
Unduplicated number of undergraduate students aided			5171
Number of students receiving institutional athletic assistance			196
Percentage of institutional aid for athletic assistance			5.38%

PART 5 - GRADUATE STUDENT FINANCIAL AID

(Report for this campus only and last full fiscal year • Do not include professional students)

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Fellowships	\$ 42,622	10
	Loans	907,097	326
	Employment	17,865	19
STATE	Grants and Fellowships	7,119	12
	Loans	-0-	-0-
INSTITUTIONAL	Grants, Fellowships, Asst.	2,558,266	892
	Loans	-0-	-0-
	Employment	-0-	-0-
FROM OTHER SOURCES	Grants, Fellowships, Asst.	9,425	11
	Loans	6,108	2
Unduplicated number of graduate students aided			712

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Basic Institutional Data Form B

PART 4 - UNDERGRADUATE STUDENT FINANCIAL AID

(Report for this campus only and current year only)

Name and location of institution: Indiana State University-Terre Haute, IN

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	\$3,805,363.00	2651
	Loans	8,078,301.00	4176
	Employment	838,723.00	680
STATE	Grants and Scholarships	2,736,620.25	2798
	Loans	0	0
INSTITUTIONAL	Grants and Scholarships	3,521,031.25	3230
	Loans	0	0
	Employment	0	0
FROM OTHER SOURCES	Grants and Scholarships	245,703.35	292
	Loans	16,200.00	4
Unduplicated number of graduate students aided			5171
Number of students receiving institutional athletic assistance			196
Percentage of institutional aid for athletic assistance			39.14%

PART 5 - GRADUATE STUDENT FINANCIAL AID

(Report for this campus only and current year only • Do not include professional students)

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Fellowships	\$ 42,622.00	10
	Loans	907,096.74	326
	Employment	17,865.00	19
STATE	Grants and Fellowships	7,118.67	12
	Loans	0	0
INSTITUTIONAL	Grants, Fellowships, Asst.	2,558,265.60	892
	Loans	0	0
	Employment	0	0
FROM OTHER SOURCES	Grants, Fellowships, Asst.	9,425	11
	Loans	6,108	2
Unduplicated number of graduate students aided			712

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Basic Institutional Data Form C

PART 1 - INSTRUCTIONAL STAFF AND FACULTY / NUMBER AND DEGREES EARNED

(Report for this campus only)

Name and location of institution: Indiana State University for 1988-89 Academic Year & Fall 1989

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

NOTE: All figures reflect head count.

	NUMBER FULL-TIME	NUMBER PART-TIME	FULL-TIME FACULTY & STAFF HIGHEST DEGREE EARNED					
			Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor	282	3				23		270
Assoc. Professor	150					54		96
Asst. Professor	178	6				103		75
Instructor	61	28			6	55		
Teaching Assts. & * other teaching pers		112						
Research staff & ** Research Assts.		13						
Undesignated rank								
Number of instructional staff added for current academic year	52	58			3	28		21
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	62	83			4	30		28

**Grant Appointments

*Lectures

PART 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor	41,730	56,016	29,189
Assoc. Professor	33,435	51,523	25,804
Asst. Professor	27,805	47,335	21,129
Instructor	17,745	30,643	13,000
Teaching Assts. and other teaching pers.			
Research staff and Research Assts.			
Undesignated rank			

Basic Institutional Data Form D

FINANCIAL INFORMATION

(Report for this campus only)

Name and location of institution: Indiana State University - Terre Haute, IN

The purpose of this form is to obtain an accurate picture of the institution's fiscal status. The form requests Balance Sheet data, including Assets, Liabilities and Fund Balances, and Current Funds Revenues, Expenditures, and Other Changes for three years. It asks for information on Institutional Indebtedness and for a Summary of Major Cash Flows (Non-recurring Cash Outflows, Recurring Cash Outflows, and Non-recurring Cash Inflows) for the last complete fiscal year and the current fiscal year, along with those projected for the next fiscal year.

The institution's audit materials lend themselves readily to the completion of this report.

Fill in each item in the report form, using zero where there is nothing to report. Please give totals for checking purposes. Enter figures to the nearest dollar.

An institution maintaining separate corporations for the management of service enterprises (dormitories, bookstores, athletics, etc.) or for other purposes should include the operations of such corporations in this report.

Please provide the following information:

1. The institution's fiscal year is July 1 to June 30
2. Indicate here if the fiscal year has been changed during the three year reporting period
3. Income is reported on cash basis or accrual basis
4. Expenditures are reported on cash basis or accrual basis

Cash basis: Items are reported as income and as expenditures only when cash is received or made available to the institution and when it is paid out.

Accrual basis: Income is taken into the accounts as it becomes due the institution or when a bill is rendered; expenditures are taken into the accounts when obligations are incurred.)

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Basic Institutional Data Form D

PART 1 - BALANCE SHEET DATA

Last Completed Fiscal Year and Previous Two Years

Name and location of institution: INDIANA STATE UNIVERSITY, TERRE HAUTE, INDIANA

ASSETS		Last Completed FY	First FY Prior	Second FY Prior
CURRENT FUNDS		19 88 - 89	19 87 - 88	19 86 - 87
Unrestricted	Cash & Investments	14,985,011	13,417,712	12,609,131
	Investments	0	0	0
	Accounts receivable gross net	4,070,106	5,147,736	3,017,916
	Less allowance for bad debts	0	0	0
	Inventories	1,436,148	1,336,655	2,764,681
	Prepaid expenses and deferred charges	261,984	725,026	538,268
	Other (Identify)	0	0	0
	Due from	319,936	819,890	515,668
Total unrestricted		21,073,185	21,447,019	19,445,664
Restricted	Cash	0	0	0
	Investments	0	0	0
	Other (Identify) Accounts Receivable	957,372	1,436,054	1,073,548
	Due from	0	0	0
	Total restricted	957,372	1,436,054	1,073,548
TOTAL CURRENT FUNDS		22,030,557	22,883,073	20,519,212
ENDOWMENT AND SIMILAR FUNDS - Loan Funds				
	Cash & Investments	1,997,531	1,751,982	1,676,956
	Investments	0	0	0
	Other (Identify) Notes Receivable	4,671,287	4,734,289	4,584,638
	Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS		6,668,818	6,486,271	6,261,594
PLANT FUND				
Unexpended	Cash & Investments	14,409,617	12,382,070	9,007,619
	Accounts Receivable	9,620	502,698	1,121,718
	Other (Identify) Due From	951,134	1,310,212	0
	Total unexpended	15,370,371	14,194,980	10,129,337
Investment in plant	Land	17,551,436	15,442,828	14,242,314
	Land Improvements	0	0	0
	Buildings	158,409,089	146,854,980	142,339,316
	Equipment	52,584,437	49,288,910	45,862,473
	Library books	0	0	0
	Other (Identify)	0	0	0
	Total investment in plant	228,544,962	211,586,718	202,444,103
	Due from	0	0	0
Other plant funds (Identify) Retirement of Indebtedness		7,950,641	7,464,507	7,126,117
TOTAL PLANT FUNDS		251,865,974	233,246,205	219,699,557
OTHER ASSETS (Identify) Agency Funds		717,181	692,205	2,613,478
TOTAL OTHER ASSETS		717,181	692,205	2,613,478
TOTAL ASSETS		281,282,530	263,307,754	249,093,841

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Basic Institutional Data Form D

PART 1 - BALANCE SHEET DATA (cont.)

Name and location of institution: INDIANA STATE UNIVERSITY, TERRE HAUTE, INDIANA

LIABILITIES		Last Completed FY	First FY Prior	Second FY Prior
CURRENT FUNDS		19 88 - 89	19 87 - 88	19 86 - 87
Unrestricted	Accounts payable	363,278	248,032	126,257
	Accrued liabilities	7,234,481	7,680,006	7,126,310
	Students' deposits	291,754	282,083	225,503
	Deferred credits	234,719	123,857	261,862
	Other liabilities (identify)	0	0	0
	Due to	981,134	1,310,212	16,394
	Fund balance	11,967,819	11,802,829	11,689,338
	Total unrestricted	21,073,185	21,447,019	19,445,664
Restricted	Accounts payable	29,477	7,327	9,476
	Other (identify) ^{Accrued} Liabilities	31,953	60,054	30,585
	Due to	289,936	819,890	499,274
	Fund balance	606,006	548,783	534,213
	Total restricted	957,372	1,436,054	1,073,548
TOTAL CURRENT FUNDS		22,030,557	22,883,073	20,519,212
ENDOWMENT AND SIMILAR FUNDS		0	0	0
	Restricted	413	263	150
	Quasi-endowment	0	0	0
	Due to	0	0	0
	Fund balance	6,668,405	6,486,008	6,261,444
TOTAL ENDOWMENT AND SIMILAR FUNDS		6,668,818	6,486,271	6,261,594
PLANT FUND				
Unexpended	Accounts payable	43,467	0	0
	Notes payable	0	0	0
	Bonds payable	0	0	0
	Other liabilities (identify)	0	0	0
	Due to	0	0	0
	Fund balance	15,326,904	14,194,980	10,129,337
	Total unexpended	15,370,371	14,194,980	10,129,337
Investment in plant	Notes payable	0	2,360,000	2,360,000
	Bonds payable	57,785,000	49,700,000	49,615,000
	Mortgages payable	0	0	0
	Other liabilities (identify)	0	0	0
	Dued to Fund Balance	170,759,962	159,526,718	150,469,103
Other plant fund liabilities (identify) ^{Retirement of Indebtedness}		7,950,641	7,464,507	7,126,117
TOTAL INVESTMENT IN PLANT FUND		251,865,974	233,246,205	219,669,557
OTHER LIABILITIES (identify) Agency Funds		717,181	692,205	2,613,478
TOTAL OTHER LIABILITIES		717,181	692,205	2,613,478
TOTAL LIABILITIES		67,982,871	63,283,929	62,884,289
FUND BALANCE		281,282,530	200,023,825	186,209,552

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Basic Institutional Data Form D

PART 2 - CURRENT FUNDS REVENUES, EXPENDITURES, AND OTHER CHANGES

Last Completed Fiscal Year and Previous Two Years

Name and location of institution: INDIANA STATE UNIVERSITY, TERRE HAUTE, INDIANA

		Last Completed FY	First FY Prior	Second FY Prior
		19 88 - 89	19 87 - 88	19 86 - 87
REVENUES				
Tuition and fees		23,404,516	21,614,993	20,937,646
Federal appropriations		201,977	118,615	86,327
State appropriations		62,184,698	57,386,267	54,562,952
Local appropriations		0	0	0
Grants and contracts		9,844,774	8,984,097	8,805,032
Endowment income		0	0	0
Auxiliary enterprises		18,067,517	19,069,430	18,671,937
Other (Identify)		3,773,757	3,265,686	2,995,504
Total Revenues		117,477,239	110,439,088	106,059,398
EXPENDITURE AND MANDATORY TRANSFERS				
Educational and General	Instruction	38,703,391	36,626,045	35,053,632
	Research	3,932,308	3,776,840	4,152,866
	Public services	1,146,857	761,835	748,227
	Academic support	8,943,427	6,980,433	6,548,802
	Student services	2,555,201	2,441,468	2,183,459
	Institutional support	12,583,512	12,301,867	11,785,632
	Operation and maintenance of plant	15,138,525	14,628,036	14,220,159
	Scholarships and fellowships	9,762,742	8,832,205	7,888,474
	Other (Identify)	0	0	0
	Mandatory transfers for:	0	0	0
	Principal and interest	0	0	0
Auxiliary Enterprises	Renewal and replacements	0	0	0
	Loan fund matching grants	22,388	22,222	13,000
	Other (Identify)	(91,709)	0	0
	Total Educational and General	92,696,642	86,370,951	82,594,251
	Expenditures	21,109,572	22,919,619	22,393,566
	Mandatory transfers for:			
	Principal and interest	409,039	408,385	267,051
		0	0	0
Total Auxiliary Enterprises		21,518,611	23,328,004	22,660,617
TOTAL EXPENDITURE & MANDATORY TRANSFERS		114,215,253	109,698,955	105,254,868
OTHER TRANSFERS AND ADDITIONS/DELETIONS				
(Identify) Transfers Out and Deletions		3,039,772	612,072	1,547,964
EXCESS (deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)		222,214	128,061	(743,434)

North Central Association of Colleges and Schools
 Commission on Institutions of Higher Education
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Basic Institutional Data Form D

PART 3 - INSTITUTIONAL INDEBTEDNESS

Name and location of institution: INDIANA STATE UNIVERSITY, TERRE HAUTE, INDIANA

Amount of indebtedness at the end of each of the last three fiscal years. Exclude annuity contracts for which the institution maintains an adequate reserve. Exclude short-term debt incurred in anticipation of accrued income which permits liquidation of the debt within the subsequent financial year. (Indicate indebtedness which is self-liquidating.)

	Last Completed FY	First FY Prior	Second FY Prior
TOTAL AMOUNT OF DEBT TO OUTSIDE PARTIES	<u>19 88 - 89</u>	<u>19 87 - 88</u>	<u>19 86 - 87</u>
For Capital Outlay	57,785,000	52,060,000	51,975,000
For Operations	0	0	0

Basic Institutional Data Form D

PART 4 - SUMMARY OF MAJOR CASH FLOWS

(plant funds)

	Last Completed Fiscal Year	Current Fiscal Year	Planned Next Fiscal Year
NON-RECURRING CASH OUTFLOWS			
Plant and equipment expenditures	13,167,0000	11,000,000	8,000,000
Renovations (other than current maintenance)	0	1,500,000	2,000,000
Prepayment of debt (exclusive of regular current payments) Pay off Interim Financing	2,360,000	3,600,000	0
Prepayment penalties and interest related to the above	0	0	0
Other (such as payments for early termination of contracts, lay suits, etc.)	0	0	0
RECURRING CASH OUTFLOWS			
Leases	0	0	0
NON-RECURRING CASH INFLOWS (e.g., major bequests, capital fund drives, collections) (Identify)			
Student Fee Bonds Series D	11,525,000		
Student Fee Bonds Series E		19,000,000	
Interim Financing		3,600,000	0

North Central Association of Colleges and Schools
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Basic Institutional Data Form E

LIBRARY / LEARNING RESOURCE CENTER

Report for current year and previous two years and for this campus only • Estimate if necessary

Indiana State University

Name and location of institution: Terre Haute, IN 47809

This form has been revised in 1988 to be compatible with the 1988 IPEDS (Integrated Postsecondary Education Data System) forms on libraries.

Check here if you have specialized libraries and you are not including them in these data. If you are not, please identify the specialized libraries on the back of this sheet.

	Current Year	One Year Prior	Two Years Prior
	19 88 - 89	19 87 - 88	19 86 - 87
A. COLLECTIONS			
Number of volumes	824,937	819,813	819,200
Volume added during the year	20,854	18,785	25,215
Number of physical units of microforms (especially microfiche and microfilm)	699,440	677,437	658,830
Number added during the year	16,932	13,979	29,658
Number of titles of non-print media (i.e., films, film-loops, filmstrips, slides, video-tapes, and disc and tape recordings)	24,078	35,144	47,805
Number of titles of non-print media added to the collection during the year	153	184	326
Number of serials purchased (including periodicals)	4,512	4,688	4,705
Government documents not reported elsewhere	271,772	261,476	221,407
Number of machine-readable titles	113	90	67
Number of other (non-periodical) serial titles	1,355	1,336	1,296
B. USE AND SERVICE			
Use of collection (number of books or materials in circulation annually among students or faculty divided by the number of students enrolled or faculty (FTE)):			
Student use of book collection	48.3	50.3	50.5
Student use of reserved books	1.2	1.4	1.4
Student use of non-print materials (non-print media units—film strips, tapes, etc.—used annually in the library/center or checked out)	1.6	1.9	1.8
Faculty use of the collection	44	43	43
Use of other collections through interlibrary loan	5,065	4,887	4,170
Hours open per week	97	97	97
On-line data base searches per typical week Librarian conducted/Edu User conducted	28 / 170	26 / 38	23 / 0
Presentations to service groups per week	16	19	19.5

North Central Association of Colleges and Schools
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Basic Institutional Data Form E

LIBRARY / LEARNING RESOURCE CENTER (continued)

Indiana State University
 Terre Haute, IN 47809

		Current Year	One Year Prior	Two Years Prior
		19 88 - 89	19 87 - 88	19 86 - 87
C. STAFF				
Number of FTE professional staff		29	28	28
Number of FTE non-professional staff (excluding students)		47.5	44.5	44.5
Number of FTE student assistants		30.8	28.5	30.7
Number of contributed services staff				
D. FACILITIES				
Ratio of current library seating/study space to total student body		16.4	16.5	16.5
Number of public service terminals		58	28	23
Estimated linear shelving space remaining for expansion		25,346	26,596	27,796
Estimated linear feet of materials stored off-site		4,000	3,000	2,500
E. EXPENDITURES				
Total salaries (excluding fringe benefits) of professional staff		943,820	915,987	837,105
Total salaries (excluding fringe benefits) of non-professional staff (excluding students)		587,420	553,257	512,237
Total salaries (excluding fringe benefits) of student assistants		169,477	167,454	163,857
Expenditures for collection	Printed materials	284,068	257,976	305,087
	Serials	589,457	575,580	513,413
	Microforms	6,513	5,627	N/A
	Machine-readable materials	10,236	4,880	N/A
Expenditures for binding and rebinding		44,552	50,542	53,543
Expenditures for on-site production of materials				
Expenditures for other services (X box to indicate contracted services)	Preservation <input type="checkbox"/>	8,343	2,278	N/A
	Computer services <input type="checkbox"/>	63,713	63,654	72,213
	Unreimbursed on-line data base searches <input type="checkbox"/>	11,879	10,729	8,200
	Telecommunications <input type="checkbox"/>	58,935	58,009	34,488
Other operating expenditures (including replacement of equipment and furnishings but excluding all capital outlay)		267,018	155,361	125,427
TOTAL LIBRARY EXPENDITURES		3,045,431	2,821,334	2,625,570

North Central Association of Colleges and Schools
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 159 N. Dearborn, Chicago IL 60601 312/263-0456; 800/621-7440

Basic Institutional Data Form F

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: Indiana State University-Terre Haute, IN

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past two years, and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

See attached for undergraduate degrees

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current year first)		
		1989 - 88	1988 - 87	1987 - 86
Ex. Bachelor of Arts	History	35	31	37
Doctor of Philosophy	Educational Admn	3	2	2
" " "	C & I (Secondary Ed)	2	0	1
" " "	G&PS (Counseling Psy)	9	3	14
" " "	G&PS (School Psych)	2	2	3
" " "	Geography (Phys Geog)	2	2	3
" " "	" " (Econ Geog)	0	1	1
" " "	Life Sciences (Micro)	1	0	3
" " "	" " (Phys)	1	1	0
" " "	ElEd (Read&Lang Arts)	1	1	2
" " "	" " (Early Chldhd Ed)	0	2	1
" " "	C&I (Industrial Arts)	0	2	1
" " "	" (Business Ed)	0	1	0
" " "	" (Ind Tech Ed)	0	1	0
" " "	G&PS (Counseling Ed)	0	1	0
Doctor of Psychology	Clinical Psychology	5	7	6
Educational Special	Sch Admn (Sch Supt)	19	15	13
" " "	School Psychology	0	2	2
" " "	C&I (Secondary Ed)	0	1	1
" " "	C&I (Curriculum Spec)	0	1	0
" " "	C&I (Education Med)	0	0	1
" " "	C&I (Early Chldhd Ed)	0	0	1
Master of Arts	Comm (Theatre)	4	3	1
" " "	" (Oral Int of Lit)	1	1	0
" " "	" (Rad/TV/Film Prd)	2	0	0
" " "	" (General Studies)	0	1	1
" " "	" (Rhet & Comm)	0	0	1
" " "	Criminology	0	1	0
" " "	Earth Science	0	0	1
" " "	Economics	2	1	1
" " "	English	6	4	8
" " "	" (Lexicography)	1	0	0
" " "	Foreign Lang (Spanish)	1	1	0
" " "	Geography	2	3	5

Basic Institutional Data Form F

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

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Name and location of institution: Indiana State University-Terre Haute, IN

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CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current year first)		
		1989 - 88	1988 - 87	1987 - 86
Ex. Bachelor of Arts	History	35	31	37
Master of Arts	Geog (Urb-Reg Plan)	1	0	0
" " "	Geology	1	2	0
" " "	College Student Per	0	1	0
" " "	History	0	0	4
" " "	Humanities	1	0	0
" " "	Industrial Arts Ed)	0	2	1
" " "	Life Sciences	1	3	3
" " "	Music	0	0	1
" " "	PE (Sports Admn)	1	0	0
" " "	Physical Education	0	0	1
" " "	PE (Athletic Trng)	2	2	3
" " "	PE (Exercise Science)	2	0	0
" " "	Physics	1	2	2
" " "	Political Science	0	0	1
" " "	Psychology	0	1	0
" " "	Sociology	1	0	0
" " "	Vocational-Tech Ed	0	0	1
Master of Bus Admn	Business Administrat	26	34	38
Master of Education	All Grade Education	7	12	7
" " " "	Early Childhood Ed	6	4	6
" " " "	Elementary Education	98	96	106
" " " "	ElEd (Kind.-Primary)	8	6	4
" " " "	Elem School Admn	1	2	1
" " " "	Jr Hi/Middle Sch	2	4	3
" " " "	Reading (Elem)	4	2	4
" " " "	" (Sec JH/MS)	1	1	1
" " " "	School Psychology	6	4	3
" " " "	Secondary Sch Admn	3	1	1
" " " "	School Counselor	0	5	1
" " " "	Secondary Education	16	35	35
Master of Fine Arts	Fine Arts	5	2	7
Master of Lib Sci	Library Science	5	2	5
Master of Pub Admn	Public Administration	8	14	13

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CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current year first)		
		1989 - 88	1988 - 87	1987 - 86
Ex. Bachelor of Arts	History	35	31	37
Master of Science	Agency Counseling	20	13	18
" " "	Art	1	4	3
" " "	Business Education	7	2	2
" " "	Chemistry	1	2	1
" " "	College Student Per	5	6	6
" " "	Comm(Brdcst Mgt/Prog)	2	1	3
" " "	" (Rad/TV/Flm Prd)	2	2	2
" " "	" (General Studies)	1	4	1
" " "	" (Oral Int of Lit)	0	1	0
" " "	" (Theatre)	0	0	1
" " "	" (Pub/Inst Brdcst)	0	0	1
" " "	CD(Audiology)	1	0	0
" " "	"(Ed Audiologist)	1	0	0
" " "	"(Sp-Lang Path)	10	7	8
" " "	Criminology	16	10	6
" " "	Economics	16	10	12
" " "	Educational Media	7	9	9
" " "	Educational Psych	2	0	1
" " "	Electronics/Comp Tech	10	10	3
" " "	English	4	0	0
" " "	Foreign Lang(Spanish)	0	1	0
" " "	Health & Safety	0	1	2
" " "	H&S(Occ Saf Mgt)	5	0	0
" " "	" (Hlth Prog/Fac Ad)	2	2	2
" " "	" (Hlth & Saf Ed)	0	1	0
" " "	History	6	4	1
" " "	Home Economics	8	14	5
" " "	Industrial Arts Ed	4	14	2
" " "	Ind Prof Tech	9	8	10
" " "	Life Sciences	3	7	3
" " "	Marriage/Fam Ther	8	7	5
" " "	Mathematics	8	15	14
" " "	Music	5	10	12

Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Current Academic Year and Previous Two Years
(Report for this campus only)

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* AUGUST 1989 UNDERGRADUATE RECIPIENTS NOT AVAILABLE

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current year first)		
		19_89 - _88	19_88 - _87	19_87 - _86
Ex., Bachelor of Arts	History	35	31	37
BS	ACCOUNTING	46	70	102
BS	ADMINISTRATIVE SYSTEMS	6	10	13
BS	AEROSPACE ADMINISTRATION	4	0	0
AB	ANTHROPOLOGY	1	1	2
BS	ANTHROPOLOGY	2	0	0
AS	APPLIED COMPUTER TECH.	17	25	26
AS	ARCHITECTURAL TECHNOLOGY	4	3	6
AB	ART	0	1	0
BFA	ART	11	13	21
BS	ART	2	2	6
AB	ART HISTORY	1	0	0
AS	ASSOC ELEC(INDUST CONTROL)	2	0	4
AS	ASSOC ELECTRONICS(INSTRU)	0	1	2
AS	ASSOC IN CRIMINOLOGY	7	4	5
AS	ASSOC IN MANUFACTRNG SUPRVSN	1	1	3
AS	ASSOC. NURSING	100	91	86
BS	AUTOMOTIVE TECHNOLOGY	9	16	15
BS	AVIATION ADMINISTRATION	13	30	25
BS	BACCALAUREATE NURSING	25	19	31
BS	BUS ED (BOOKKEEPING/ACCOUNT)	1	4	0
BS	BUS ED (CLERICAL)	0	0	1
BS	BUS ED (SECRETARIAL)	0	0	3
BS	BUSINESS ADMINISTRATION	58	120	158
BS	BUSINESS EDUCATION	5	2	0
AAS	CD & EARLY CHILDHOOD ED-AAS	4	4	9
AB	CHEMISTRY	0	1	0
BS	CHEMISTRY	8	8	7
BS	CHILD DEV & FAMILY LIFE	4	5	2
BS	COMMUNITY HEALTH EDUCATION	0	6	4
BS	COMPUTER INTEGRATED MFG TECH	5	6	0
AB	COMPUTER SCIENCE	2	3	2
BS	COMPUTER SCIENCE	36	68	72
BS	CONSTRUCTION TECHNOLOGY	6	13	25
AB	CRIMINOLOGY	2	6	2
BS	CRIMINOLOGY	47	81	55
BS	DIETETICS	8	10	6
AS	DRAFTING TECHNOLOGY-INDUSTRL	2	0	0
AB	EARLY CHILDHOOD EDUCATION	1	0	0
BS	EARLY CHILDHOOD EDUCATION	4	2	7
AB	ECONOMICS	3	2	0
BS	ECONOMICS	20	32	33
AB	ELECTRONICS TECHNOLOGY	0	1	0
BS	ELECTRONICS TECHNOLOGY	44	68	70

Basic Institutional Data Form F

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: Indiana State University-Terre Haute, IN

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past two years, and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

* AUGUST 1989 UNDERGRADUATE RECIPIENTS NOT AVAILABLE

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current year first)		
		19 89 - 88	19 88 - 87	19 87 - 86
Ex., Bachelor of Arts	History	35	31	37
AB	ELEMENTARY - 46	5	3	10
BS	ELEMENTARY - 46	97	98	91
AB	ENGLISH	0	1	4
BS	ENGLISH	8	7	7
AB	ENGLISH TEACHING	0	3	0
BS	ENGLISH TEACHING	7	14	10
AB	ENVIRONMENTAL HEALTH	1	1	0
BS	ENVIRONMENTAL HEALTH	13	18	24
BS	FAMILY ECONOMICS & HOME MGMT	0	0	2
BS	FINANCE	34	36	43
AB	FOOD & NUTRITION	0	1	0
BS	FOOD & NUTRITION	1	1	0
AB	FRENCH	1	0	2
AB	FRENCH TEACHING	2	0	1
BS	GEN INDUSTRIAL SUPERVISION	2	4	5
AS	GENERAL FLIGHT	0	0	1
BS	GENERAL HOME ECONOMICS	0	1	1
BS	GENERAL INDUSTRIAL TECH	2	1	2
AA	GENERAL STUDIES	6	1	1
AS	GENERAL STUDIES	0	0	2
BS	GEOGRAPHY	3	3	3
AB	GEOLOGY	0	0	1
BS	GEOLOGY	2	3	7
AB	GERMAN	0	0	1
AB	GERMAN TEACHING	0	0	1
BS	GRAPHIC ARTS MANAGEMENT	5	6	4
BS	HEALTH-SAFETY	1	2	1
AB	HISTORY	2	2	1
BS	HISTORY	3	5	5
BS	HOME ECONOMICS EDUCATION	5	6	7
BS	INDUSTRIAL ARTS	9	16	22
BS	INDUSTRIAL AUTOMOTIVE TECHNOLOGY	0	1	0
AB	INTERDISCIPLINARY STUDIES	0	1	1
AB	INTERIOR DESIGN & HOUSING	0	0	1
BS	INTERIOR DESIGN & HOUSING	13	5	9
AB	JOURNALISM	1	0	1
BS	JOURNALISM	5	5	10
BS	JUNIOR HIGH/MIDDLE SCHOOL	0	4	1
BS	KINDERGARTEN - PRIMARY	2	4	2
AB	LATIN	1	0	1
AB	LIFE SCIENCES	3	3	4
BS	LIFE SCIENCES	10	20	19
BS	MANAGEMENT	47	58	54

Basic Institutional Data Form F

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: Indiana State University-Terre Haute, IN

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past two years, and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

* AUGUST 1989 UNDERGRADUATE RECIPIENTS NOT AVAILABLE

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current year first)		
		19 89 - 88	19 88 - 87	19 87 - 86
Ex., Bachelor of Arts	History	35	31	37
BS	MANAGEMENT INFORMAT SYSTEMS	22	19	24
BS	MANUFACTURING TECHNOLOGY	9	10	5
BS	MARKETING	40	52	61
BS	MARKETING EDUCATION	1	3	2
AB	MATHEMATICS	0	1	0
BS	MATHEMATICS	0	6	5
AB	MATHEMATICS EDUCATION	2	2	3
BS	MATHEMATICS EDUCATION	14	20	19
BS	MECHANICAL TECHNOLOGY	21	21	25
AS	MED LAB TECHNICIAN	2	5	9
BS	MEDICAL TECHNOLOGY	4	6	7
AB	MUSIC	0	0	1
BS	MUSIC	0	0	0
BS	MUSIC CONC BUSINESS ADM	0	2	0
AB	MUSIC CONC MERCHANDISING	0	1	2
BS	MUSIC CONC MERCHANDISING	4	4	14
BS	MUSIC EDUCATION	11	12	1
BM	MUSIC PERFORMANCE	0	2	0
AB	MUSIC THEORY	0	1	0
BS	PACKAGING TECHNOLOGY	4	8	7
AB	PHILOSOPHY	1	0	1
BS	PHYS ED-SPORTS STUDIES	9	12	11
BS	PHYSICAL EDUCATION	13	20	20
BS	PHYSICAL EDUCATION ALL-GRADE	4	11	9
AB	PHYSICS	0	1	0
BS	PHYSICS	3	1	3
AB	POLITICAL SCIENCE	2	2	1
BS	POLITICAL SCIENCE	11	10	24
BS	PROF. PILOT TECHNOLOGY	17	21	22
AB	PSYCHOLOGY	3	3	24
BS	PSYCHOLOGY	16	21	3
AB	RADIO-TV-FILM	5	0	40
BS	RADIO-TV-FILM	20	39	0
AB	RECREATION & LEISURE STUDIES	1	0	14
BS	RECREATION & LEISURE STUDIES	10	7	1
BS	RESTAURANT MANAGEMENT	2	0	2
AB	RUSSIAN	0	0	1
AB	SAFETY MANAGEMENT	1	0	13
BS	SAFETY MANAGEMENT	8	8	0
AB	SCHOOL MEDIA SERVICES	1	0	1
BS	SCHOOL MEDIA SERVICES	0	1	1
BS	SCHOOL MEDIA SERVICES - T	1	4	2
AB	SCIENCE EDUCATION	1	1	1

Basic Institutional Data Form F

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: Indiana State University-Terre Haute, IN

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past two years, and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

* AUGUST 1989 UNDERGRADUATE RECIPIENTS NOT AVAILABLE

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current year first)		
		1989 - 88	1988 - 87	1987 - 86
Ex., Bachelor of Arts	History	35	31	37
BS	SCIENCE EDUCATION	8	10	7
AS	SECRETARIAL (2 YEARS)	14	16	24
AB	SOCIAL STUDIES EDUCATION	1	0	1
BS	SOCIAL STUDIES EDUCATION	18	13	11
BSW	SOCIAL WORK	5	11	13
AB	SOCIOLOGY	1	0	1
BS	SOCIOLOGY	10	16	13
AB	SPANISH	2	1	0
AB	SPANISH TEACHING	1	0	1
AB	SPECIAL EDUCATION - 46	1	0	1
BS	SPECIAL EDUCATION - 46	11	15	16
BS	SPEECH COM & THEATER TEACH	2	1	2
BS	SPEECH COMM ORAL INTERPRET	0	0	1
AB	SPEECH COMM PUBLIC RELATIONS	0	0	1
BS	SPEECH COMM PUBLIC RELATIONS	8	4	5
AB	SPEECH COMM THEORY&RESEARCH	0	0	1
BS	SPEECH COMM THEORY&RESEARCH	6	4	3
AB	SPEECH-LANGUAGE PATHOLOGY	0	2	3
BS	SPEECH-LANGUAGE PATHOLOGY	8	6	6
AB	TEXTILES & CLOTHING	1	1	0
BS	TEXTILES & CLOTHING	8	8	16
AB	THEATER	0	1	2
BS	THEATER	4	3	6
AS	TRADE AND INDUSTRIAL EDUC	2	1	0
BS	URBAN REGIONAL STUDIES	3	8	6
BS	VISUAL ARTS EDUCATION	5	6	8
BS	VOCATIONAL TRADE IND TECH	0	0	2
BS	VOCATIONAL TRADE IND TECHN	13	12	21
TOTALS:		1197	1540	1720

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Basic Institutional Data Form F

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Current Academic Year and Previous Two Years
(Report for this campus only)

Name and location of institution: Indiana State University-Terre Haute, IN

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past two years, and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM (list current year first)		
		1989 - 88	1988 - 87	1987 - 86
Ex. Bachelor of Arts	History	35	31	37
Master of Science	Nursing	4	5	3
" " "	Physical Education	3	8	7
" " "	PE(Athletic Trng)	19	18	18
" " "	PE(Exercise Science)	1	0	2
" " "	PE(Sports Admn)	2	1	3
" " "	PE(Adapted)	0	0	1
" " "	Physics	1	2	1
" " "	Political Science	4	6	7
" " "	Psychology	2	2	0
" " "	Pol Sci(Urb-Reg Plan)	0	1	0
" " "	Science Education	1	1	1
" " "	Social Studies	1	0	1
" " "	Social Science	0	0	1
" " "	Soc(Gerontology)	3	1	2
" " "	" (Org Sys)	4	2	1
" " "	Special Education	16	25	12
" " "	Voc-Tech Education	10	13	9

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FISCAL YEAR
 1988-1989
 11-21-89

Basic Institutional Data Form G

PART 1 - OFF-CAMPUS DEGREE PROGRAMS

Name and location of institution: INDIANA STATE UNIVERSITY, TERRE HAUTE, IN.

Report on all degree programs that can be completed within the United States without the student attending your campus.
 The report form may be copied if additional space is needed.

- **Location of offering.** Identify the location (name, city and state). If it is an external degree program, indicate "non-residential." Enter M for a location on a military base, H for a hospital, and P for a prison.
- **Full-time administrator.** Enter X if the location has a full-time administrator. (A full-time administrator is someone assigned solely to the site with principally non-clerical duties.)
- **Number of degree programs.** List the number of degree programs that can be completed at the location.
- **Degree awarded.** List the degree awarded upon successful completion of the program.
- **Number of students.** Report headcount (not FTE) number of students attending courses/programs at the location.
- **Number of faculty.** Report headcount (full-time and part-time) of persons teaching in off-campus locations, categorized by those: with both home campus and off-campus teaching assignments; with only off-campus teaching assignments.

LOCATION OF OFFERING		M=military H=hospital P=prison	FULL-TIME ADMINIS- TRATOR	NO. OF DEGREE PROGRAMS	DEGREE AWARDED	NO. OF STUDENTS OFF-CAMPUS ONLY	NO. OF FACULTY WITH	
NAME, CITY, STATE							Home & Off-Campus Assignments	Off-Campus Assignments Only
*IVTC	COLUMBUS, IN			1	MS	2	2	
AVS	CONNERSVILLE, IN			2	BS MS	27	3	
HS	CROWN POINT, IN			1	MS	6	1	
U.	EVANSVILLE, IN			3	MS MED MPA	713	25	1
U.	FORT WAYNE, IN			1	MS	12	3	
U.	HAMMOND			1	MS	19	6	
IVTC	INDIANAPOLIS, IN			2	BS MS	115	7	
PI	MISHAWAKA, IN			1	MS	5	3	
U.	VINCENNES			2	BS MS	89	15	
PI	BATESVILLE			1	MS	1	1	
PI	BEDFORD			1	MS	1	1	
U.	LAFAYETTE			1	MS	11	3	
IVTC	NEW ALBANY			1	MS	32	2	
*	IVTC	INDIANA VOC. TECH. COLLEGE						
	PI	PRIVATE INDUSTRY						
	AVS	AREA VOCATIONAL SCHOOL						
	HS	HIGH SCHOOL						
	U.	UNIVERSITY						
	PB	PUBLIC BUILDING						

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Basic Institutional Data Form G

PART 2 - CREDIT-BEARING COURSES OFFERED OFF-CAMPUS WITHIN THE UNITED STATES

Name and location of institution: INDIANA STATE UNIVERSITY, TERRE HAUTE, IN

(CREDIT-BEARING COURSES LISTED ON PART I ARE NOT DUPLICATED ON THIS PAGE)

Please report on all credit bearing courses offered off-campus that do not lead to degrees that can be completed without the student attending your campus. (Note: Study abroad programs should be listed on Data Form G, Part 3.) The report from may be copied of additional space is needed.

- **Location of offering.** Identify the location (name, city and state). If it is an external degree program, indicate "non-residential." Enter M for a location on a military base, H for a hospital, and P for a prison.
- **Full-time administrator.** Enter X if the location has a full-time administrator. (A full-time administrator is someone assigned solely to the site with principally non-clerical duties.)
- **Number of credit-bearing courses.** List the number of credit-bearing courses offered at the site.
- **Course credit.** Indicate (X) for undergraduate or graduate credit.
- **Number of students.** Report headcount (not FTE) number of students attending courses at the location.
- **Number of faculty.** Report headcount (full-time and part-time) of persons teaching in off-campus locations.

NAME, CITY, STATE	M-military H-hospital P-prison	FULL-TIME ADMINIS- TRATOR	NO. OF CREDIT BEARING COURSES	COURSE CREDIT		NO. OF STUDENTS ATTENDING	NO. OF FACULTY
				Under- gradu- ate	Graduate		
IVTC BLOOMINGTON, IN			1		X	1	1
PI BOONVILLE, IN			8	X	X	98	6
PI CLINTON, IN			1	X		14	1
HS COVINGTON, IN			2	X	X	21	2
AVS EDINBURGH, IN			5	X	X	10	1
IVTC GARY, IN			6	X	X	13	2
HS GREENWOOD, IN			4	X	X	10	2
AVS HARDINSBURG, IN			5	X	X	13	1
HS JASPER, IN			10	X	X	65	9
IVTC MADISON, IN			4	X	X	11	3
U. EVANSVILLE, IN			21	X	X	64	11
IVTC INDIANAPOLIS, IN			3	X	X	22	4
HS PRINCETON, IN			9	X	X	76	7
IVTC RICHMOND, IN			2	X	X	5	1
IVTC SELLERSBURG, IN			1		X	1	1
PI SPENCER, IN			2		X	9	2
HS SULLIVAN, IN			2		X	9	1
U. TERRE HAUTE, IN			1		X	1	1
IVTC COLUMBUS, IN			3	X		50	2
PB CHICAGO, IL			3	X	X	13	1
PB DUBLIN, OH			3	X	X	7	1
PB ELY, MN			1	X		5	2
AVS NEWBURGH, IN			1	X		9	1
AVS MICHIGAN			4	X	X	11	1
AVS WISCONSIN			3	X		4	1

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Basic Institutional Data Form G

PART 3 - COURSES AND PROGRAMS OFFERED OUTSIDE THE UNITED STATES

Include study abroad programs

Name and location of institution: INDIANA STATE UNIVERSITY, TERRE HAUTE, IN

- **Location of offering.** Identify the location (name, city, country). If it is an external degree program, indicate "non-residential." Enter M for a location on a military base, enter SA for undergraduate study abroad programs.
- **Full-time administrator.** Enter X if the location has a full-time administrator. (A full-time administrator is someone assigned to the site with principally non-clerical duties.)
- **Degree programs.** If a degree can be completed at the site without the student having to attend the home campus, indicate the degree(s) awarded and the number awarded.
Credit courses. List the number of credit courses at the site. Indicate (X) undergraduate or graduate credit.
- **Number of students.** Report headcount (not FTE) attending courses at the location, categorized by those: from the institution's home campus, from other institutions, students who are foreign nationals.
- **Number of faculty.** Report headcount (full-time and part-time) of persons teaching in off-campus locations, categorized by those: with both home campus and off-campus teaching assignments; with only off-campus teaching assignments.

LOCATION OF OFFERING		FULL-TIME ADMIN.	DEGREE PROGRAMS		CREDIT			NO. OF STUDENTS			NO. OF FACULTY	
NAME, CITY, COUNTRY	SA-study abroad M-military		Degrees Awarded	No. Awarded	No. of Courses	Under-grad.	Grad-uate	From Home Campus	From Other Institutions	Foreign Nationals	From Home Campus	Off-Campus Only
NONE												

Basic Institutional Data Form H

INTERCOLLEGIATE ATHLETICS

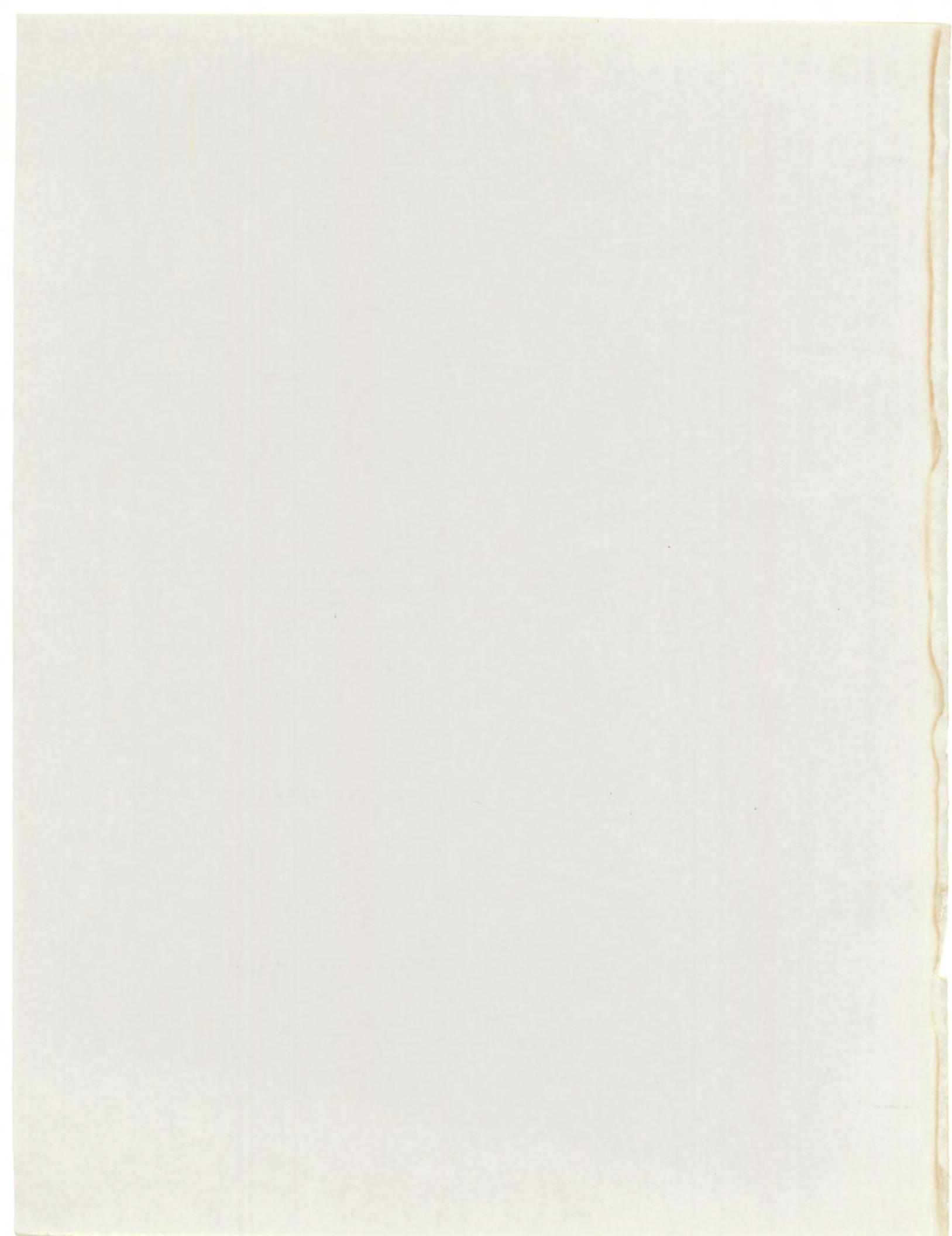
Name and location of institution: INDIANA STATE UNIVERSITY, TERRE HAUTE, INDIANA

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions, b) student athletes identified as members of a particular team, and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership:
GATEWAY CONFERENCE/MISSOURI VALLEY CONFERENCE

NAME OF SPORT	FOR MOST RECENT ACADEMIC YEAR 1988/89								OPERATING BUDGET FOR INTERCOLLEGiate ATHLETIC PROGRAMS				
	# OF STUDENTS PARTICIPATING IN INTERCOLLEGiate ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES						
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	1988 - 89	1987 - 88	1986 - 87
Administration (includes all coaching salaries and fringe benefits)									4	5	1,037,633	1,266,104	1,196,282
Scholarships (includes all athletic scholarships)									0	0	1,116,965	971,528	978,000
Baseball	44	0	28	0	2,612	0	2	0	1.5	0	69,833	39,500	40,000
Football	109	0	103	0	5,023	0	12	0	8	0	312,245	178,500	277,000
MBAS	14	0	18	0	5,400	0	1	0	2.5	0	208,590	134,000	173,200
MGYM	0	0	1	0	3,360	0	0	0	0	0	0	0	0
MTEN	9	0	9	0	3,305	0	0	0	0	.5	13,500	14,500	7,000
MTRK	60	0	40	0	1,840	0	4	0	1	0	44,000	26,000	22,500
Softball	0	17	0	18	0	3,508	0	1	0	1	31,952	20,200	18,500
Volleyball	0	17	0	15	0	4,564	0	1	0	1	31,650	19,700	18,500
WBAS	0	11	0	16	0	4,876	0	4	0	2	62,710	31,800	35,000
WGYM	0	0	0	1	0	1,874	0	0	0	0	0	0	0
WRST	0	0	1	0	4,424	0	1	0	0	0	0	0	0
WTEN	0	6	0	6	0	4,787	0	0	0	.5	13,500	0	7,000
WTRK	0	31	0	24	0	2,687	0	2	0	1	34,000	21,000	18,500
Other	0	0	11	9	1,409	1,714	0	2	8	0	0	0	0
Bowling	0	0	0	2	0	3,043	0	0	0	0	0	0	7,500
Cross-Country	19	11	0	0	0	0	0	0	0	0	0	0	0

CHAPTER XII
INDEX TO ACCREDITATION CRITERIA



The General Institutional Requirements and Accreditation criteria of the North Central Association are shown below, along with documents and page numbers where evidence can be located which portrays the manner in which each criterion and requirement is fulfilled by Indiana State University.

General Institutional Requirements

- 1a. The institution has formally adopted and made public its statement of mission.
 1. Self-Study Report, pp. 21-22
 2. Higher Education Services Plan (Self-Study Report Appendices E & F)
 3. University Handbook, Section I
- 1b. The statement of mission is appropriate to an institution of higher education.
 1. Self-Study Report, pp. 21-22
 2. Higher Education Services Plan
- 1c. The institution confers certificates, diplomas or degrees.
 1. Self-Study Report, Chapter IV: Educational Units
 2. Indiana State University Graduate Catalog
 3. Indiana State University Undergraduate Catalog
 4. Basic Institutional Data Form F, pp. 266-269
- 1d. The Institution has legal authority to confer its certificates, diplomas and degrees.
 1. Self-Study Report, pp. 11-14
- 1e. The institution meets all legal requirements to operate wherever it conducts activities.
 1. Self-Study Report, pp. 11-14 & 20
 2. Higher Education Services Plan
- 2a. The educational programs are compatible with the institution's mission.
 1. Self-Study Report, Chapter IV: Educational Units
 2. Higher Education Services Plan
- 2b. The principal educational programs are based on recognized fields of study at the postsecondary level.
 1. Self-Study Report, Chapter IV, and pp. 13-14

- 2c. At least one of the undergraduate programs is two or more academic years in length (or the equivalent). If no undergraduate programs are offered, at least one of the graduate programs is one or more academic years in length (or the equivalent).
1. Self-Study Report, Chapter IV
 2. Graduate Catalog
 3. Undergraduate Catalog
- 2d. General education at the postsecondary level is an essential element of undergraduate degree programs and a prerequisite to graduate degree programs.
1. Self-Study Report, Chapter IV
 2. Graduate Catalog, pp. 25-39
 3. Undergraduate Catalog, pp. 27-29
 4. Supplement to Undergraduate Catalog (General Education)
- 2e. General education and/or a program of related instruction at the postsecondary level is an essential element of undergraduate certificate and diploma programs two or more academic years in length.
1. Self-Study Report, Chapter IV
 2. Undergraduate Catalog
- 2f. The certificate, diploma or degree awarded upon successful completion of an educational program is appropriate to the demonstrated attainment of the graduate.
1. Self-Study Report, Chapter IV
 2. Self-Study Report, pp. 13-14
- 3a. There is a governing board, legally responsible for the institution, which establishes and regularly reviews basic policies that govern the institution and protect its integrity.
1. Self-Study Report, pp. 22-24
 2. Graduate Catalog, p. v
 3. Undergraduate Catalog, p. 235
 4. Minutes of Board of Trustees Meetings
- 3b. The governing board includes individuals who represent the public interest. (Note: In rare situations the commission may approve alternative means by which the interests of the public are appropriately represented when unusual circumstances prohibit public representatives on the board.)
1. Self-Study Report, pp. 24-25

- 3c. An executive officer is designated by the governing board to administer the institution.
1. Self-Study Report, pp. 25-26
- 3d. A faculty comprising persons qualified by education and experience is significantly involved in the development and review of the educational programs.
1. Self-Study Report, pp. 27-29
 2. Self-Study Report, Chapter IV: Educational Units
 3. University Handbook
- 3e. Admissions policies are consistent with the institution's mission and appropriate to the educational programs.
1. Self-Study Report, pp. 29-30
 2. Self-Study Report, Chapter IV: Educational Units
 3. Graduate Catalog
 4. Undergraduate Catalog
- 3f. Admissions practices conform to the admissions policies.
1. Self-Study Report, pp. 59-60
 2. Self-Study Report, Chapter IV: Education Units
- 4a. The institution has financial resources sufficient to support its activities.
1. Self-Study Report, pp. 31-34
 2. Basic Institutional Data Form D, pp. 259-263
- 4b. The institution has its financial statements externally audited on a regular schedule by a certified public accountant or state audit agency.
1. Self-Study Report, pp. 32-34
 2. Annual Audit Report
- 5a. The institution publishes in its catalog or other appropriate places accurate information that fairly describes
- i. its education programs,
 - ii. its policies and procedures directly affecting students,
 - iii. its charges and its refund policies,
 - iv. the academic credentials of its faculty members and administrators
1. Graduate Catalog
 2. Undergraduate Catalog

- 5b. The institution makes available upon request accurate information that fairly describes its financial resources.

1. Annual Audit Report

The Evaluative Criteria for Accreditation

An accredited institution:

1. has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution;

The history, mission, and purposes of Indiana State University are described in Chapters II and III of the self-study report, and elaborated upon in the Higher Education Services Plan, which can be found in Appendices E and F of the Self-Study Report.

2. has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes;

Human, financial, and physical responses are described in Chapter III of the Self-Study Report, and are included in discussion of educational programs in Chapter IV. Support Services and other responses are elaborated upon in Chapter V.

3. is accomplishing its purposes;

Evidence that Indiana State University is accomplishing its purposes is found in the array of resources and programs described in Chapters IV and V. Supporting evidence also resulted from data gathered for the special emphasis projects, as described in Chapter VI. Results are summarized in Chapter VI, VII, and VIII, and the data are available for inspection on the site visit exhibit table. A brief summary of current efforts to assess accomplishment of the institutions educational purposes is found in Chapter IX.

4. can continue to accomplish its purposes.

The entire self-study process is directed toward the assurance of institutional stability. Efforts to augment and enhance future performance formed the basis of the special-emphasis projects, which are summarized in Chapters VI-VIII. Future plans and projects stimulated by the self-study process are discussed in Chapter IX, which is based in part on the Higher Education Services Plan prepared for the Indiana Commission for Higher Education.