

March 19, 1991

2/20/91
V.P. Clohery

Dear Colleagues:

We are enclosing a list of those college and university faculty members appearing in our "pool" of persons available to serve as evaluators on North Central Association teams.

Those whose name is preceded by "89-90" served on a team last year. A separate list indicates those serving this year, 1990-91. And those marked with an asterisk indicates university faculty who have served as chairpersons of evaluation teams.

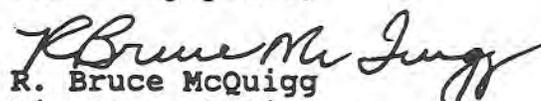
The reason for sending you this extensive list is twofold. First it is to show that we are thankful for having such a good list of higher education representatives.

Secondly, it is to ask you to let us know if you have other faculty members who would like to be asked to serve. NCA teams generally begin their work on Tuesday morning and finish on Friday morning. Beginning this next year, the NCA team will be reviewing the study done as a part of the Performance Based Accreditation plan for the State of Indiana, so it is an especially good experience for university personnel. The host school provides lodging and meals during the visit.

We have teams go to some interesting places, ranging from a penitentiary program with literacy training to a high school which offers such things as 6th year Hebrew. Being on a team is a very good way to not only get acquainted with a particular school, but with persons from many schools from around the state.

We are enclosing several data cards. If you know of colleagues at your college or university who would enjoy being named to a team, please have them fill it out and mail it to us. We will be glad to name them to a team next school year at a time convenient for them.

Sincerely yours,


R. Bruce McQuigg
Director, Indiana

P. S. In the never-ending battle to keep our files up to date, should you see a name which should be removed, we would appreciate your letting us know.

NORTH CENTRAL ASSOCIATION

842 SR 46 BYPASS
BLOOMINGTON, IN 47405
PHONE: 800-468-7405
FAX (812)855-9764

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MAR 26 1991

VICE PRESIDENT FOR
ACADEMIC AFFAIRS

31835

HIGHER EDUCATION PERSONNEL SERVING ON
NORTH CENTRAL ASSOCIATION
EVALUATION TEAMS, 1990-91

Browne, William F.*	IU East
Christoff, Dorothy J.	Purdue
Corey, Noble R.	Indiana State University
Cupp, Robert *	Hanover College
DeKeyser, Raymond	Ball State
Hughes, Jane	Ball State
Keller, Kenneth *	IUPUI - Fort Wayne
Klotz, Jack	IUPUI - Fort Wayne
Lindner, Isabella	St. Mary's of the Woods
Mannan, Golam	IUPUI
Mehlinger, Howard	IU
McQuigg, R. Bruce *	IU
Meyerdierks, Bradford	Burris Laboratory
Schilling, Ed *	IUPUI
Sluder, Leah	Indiana State University
Smith, Frederick *	IU
Sorge, Dennis H. *	Purdue
Spear, Richard *	Indiana State University
Stoner, Jan C. *	Indiana State University
Weaver, Barbara	Ball State

year1	lastname	fir name	schools->schl_y ue
	Adams	Kela O.	I.U. Southeast
89-90	Alton	Elaine V.	IUPUI
	Altstadt	Ron	St. Meinrad College
	Andersen	Hans O.	Indiana University
89-90	Arp	Larry	University of Southern Indiana
	Arrington	J. Don	IUPUI
	Ban	John R.	I. U. Northwest
89-90	Bartlett	John F.	Indiana State University
	Bartz	Walter H.	Indiana Department of Education
	Beesley	Richard V.	Oakland City College
	Bell	Frank D.	Indiana State University
	Bell	Harry H.	Ball State University
89-90	Bertram	Charles J.	University of Southern Indiana
	Best	William P.	IUPUI
	Blackwell	Jacqueline	IUPUI
89-90	Boener	Charlotte	Indiana State University
	Bond	Byron D.	Vincennes University
	Boop	Roger W.	Butler University
	Boyd	Robert	Indiana State University
	Boyle		Valparaiso High School
	Boyle	Janet	Manchester College
	Breitenfeld	Doris	Indiana State University
89-90	Brighton	Kenneth	Indiana State University
	Brill	Art	IUPUI
	Brown	Donald R.	Purdue University
89-90	Brown	Laurence D.	Indiana University
89-90	Browne *	William F.	Indiana University East
	Bueth	Chris	Indiana State University
	Caldwell	Harold L.	Ball State University
	Campanale	Eugene A.	Saint Marys College
89-90	Campbell	Judy	Indiana State University
	Carey	Robert C.	Indiana University - Kokomo
89-90	Christoff	Dorothy J.	Purdue University
	Ciminillo	Lewis	I. U. Northwest
	Ciminillo	Lewis M.	I. U. Northwest
89-90	Clark	Louise P.	Indiana State University
	Coggins	John T.	Purdue North Central
	Contreras	A. Reynaldo	Indiana University
89-90	Corey	Noble R.	Indiana State University
	Cowles	Deborah Ann	IUPUI
	Crismore	Avon	IUPUI - Fort Wayne
	Crowder	William	Purdue University
89-90	Cupp	Robert W.	Hanover College
89-90	Damer	Linda Kay	Indiana State University
	Davis	Bette Joe	IUPUI
	Davis	Rodney E.	Ball State University
	Dehnke	Ronald E.	IUPUI
	DeHority	Marjory L.	IVY Tech
	DeKeyser	Raymond	Ball State University
	Delph	Donna	Purdue University Calumet
	Demas	Carolyn	Vincennes University
89-90	Denner	Melvin W.	University of Southern Indiana
	DiSilvestro	Frank R.	Indiana University
	Doudt	Karen	Manchester College
	Draper	Wallace	Ball State University
	Dunn	Linda	University of Indianapolis
	DuVall	Charles R.	IU at South Bend
	Dye	Lee	Ball State University

	Eastman	Adaline Jones	Ball State University
	Eaton	Jac L.	Butler University
	Englander	Mery. E.	Indiana University
	Finco	Arthur A.	IUPUI - Fort Wayne
	Findley	Dale	Indiana State University
	Foos	K. Michael	Indiana University East
	Fry	C. George	Saint Francis College
	Fuelling	Clinton	Ball State University
	Gable	Karen	IUPUI
	Garner	Warren K.	Manchester College
	Gibson	Robert	Indiana University
	Gilchrist	Mary A.	IUPUI
	Gilman	David Alan	Indiana State University
	Goodman	Jesse	Indiana University
	Gousha	Richard	Indiana University
	Grantham	Jack H.	Indiana State University
89-90	Graves	Raymond J.	Saint Francis College
	Green	James E.	Ball State University
	Griffith	Mariellen	Butler University
	Grote	John	IUPUI - Fort Wayne
	Hall	Janice	Indiana State University
	Hall	Janice L.	Indiana State University
	Hamilton	William H.	Purdue University
	Hamilton	Xandra	Butler University
	Harris	Phillip	Indiana University
			Indiana University
	Henak	Richard	Ball State University
	Horton	Daniel B.	Indiana State University
	Hubbard	Guy	Indiana University
	Hughes	Jane	Ball State University
	Jarmen	Del	Indiana University
89-90	Jeffer	J. Robert	Valparaiso Ivy Tech
89-90	Johnson	Dorothy E.	
89-90	Keller	Kenneth L.*	IUPUI - Fort Wayne
	Keller	Larry	Indiana University
	Kellum	P. Nicholas	IUPUI
	Kelly	Richard L.	Ball State University
	Kienbaum	Barbara E.	Purdue University Calumet
	Kinman	David W.	Indiana University
	Klotz	Jack	IUPUI - Fort Wayne
	Krepel	Wayne	IU at South Bend
	Kuh	George D.	Indiana University
	Kurpius	DeWayne J.	Indiana University
	Lamb	Charles R.	I.U. Southeast
89-90	Lemen	Mildred	Indiana State University
	Lindner	Isabella M.	Saint Mary of the Woods College
	Linnert	Glenn	Indiana Department of Education
	Littlejohn	William R.	Indiana State University
	Malloy	William M.	Indiana State University
	Mannan	Golan	IUPUI
	Maricle	R. Scott	Hanover College
	McCormick	Roy L.	Ball State University
			Indiana University
89-90	McQuigg*	R. Bruce	North Central Association
	Meeks	Kay	Ball State University
89-90	Meyerdierks	Bradford H.	Burriss Laboratory School
	Mistri	Zenobia	Purdue University Calumet
	Moody	Alex C.	Indiana State University
	Moody	John C.	I.U. Southeast
89-90	Murray	William J.	Purdue University
	Nesper	Paul W.	Ball State University

	Nicholson	Everett W.	Purdue University
	Nordland	Flo H.	Purdue University
	Osmon	William R.	Indiana State University
	Overly	Norman V.	Indiana University
89-90	Parish	Charles R.	Ball State University
	Parks	Marshall E.	Indiana State University
	Partner	Bruce E.	Ball State University
89-90	Passmore	Barbara A.	Indiana State University
	Perham	Bernadette	Ball State University
	Pernice	Sue	Indiana State University
	Pershing	James A.	Indiana University
	Peters	Jerry L.	Purdue University
	Peyser	Joseph L.	IU at South Bend
89-90	Phillips	Jerry W.	Oakland City College
	Plummer	Portia	Indiana State University
	Prettyman	Edwin P.	Ball State University
	Preusz	Gerald C.	IUPUI
89-90	Pugh	Richard C.	Indiana University
	Radford	Janice	IUPUI
	Randelia	Gool B.	Ivy Tech Reg #13
	Reed	John O.	Ball State University
	Reinhart	Charles	Vincennes University
	Reisert	John E.	I.U. Southeast
	Rhea	Harold C.	I. U. Northwest
	Riddle	Margaret Lewis	Indiana University
	Riegler	Jack D.	Ball State University
	Risinger	C. Frederick	Indiana University
	Roaden	Bruce	Ball State University
89-90	Roames	Richard	Purdue University Calumet
89-90	Robbins	Edward	IUPUI
	Robison	Richard W.	Manchester College
	Rodriguez	Jerry W.	IUPUI - Fort Wayne
89-90	Roland	Daniel P.	
	Rose	Robert C.	
	Russell	James D.	Purdue University
89-90	Sankar	Milton M.S.	I. U. Northwest
	Sawicki	Florence	I. U. Northwest
89-90	Schilling	Ed	IUPUI
	Schroeder	Tom S.	Ball State University
	Sciara	Frank J.	Ball State University
	Settle	Kenneth B.	University of Southern Indiana
	Shertzer	Bruce	Purdue University
	Shimer	Stanley S.	Indiana State University
	Silvers	Stuart L.	Butler University
	Simbol	Mary Ann	Indiana State University
	Slapar	Trudie Jo	Vincennes University
	Sluder	Leah	Indiana State University
	Smith	Fred	Indiana University
89-90	Smith	Gerald R.	Indiana University
	Smith	J. David	IUPUI
	Smith	James R.	Earlham College
89-90	Sorge	Dennis H.	Purdue University
89-90	Souers*	Marjorie E.	IUPUI - Fort Wayne
89-90	Sparks	Patricia	Ball State University (now Arizona)
89-90	Spear*	Richard	Indiana State University
	St. Clair	Doreen W.	Franklin College
89-90	Stainbrook	James	Ball State University
	Stebbins	Richard J.	Indiana State University
	Stockton	Rex	Indiana University
89-90	Stoner*	Jan C.	Indiana State University
89-90	Strouse	John P.	Ball State University

Susnick
Swafford
89-90 Schilling
Terry
Thacker
Thomas
89-90 Thompson
Tribolet
89-90 Trimbo
89-90 Uhlhorn
Underwood
89-90 Veselack
Vulgan
Watson
Weeks
Whitaker
89-90 Wiersteiner
Wiles
Williams
Wolf
Wright
Wright
Zetzl
Zwick
ADD: Campbell,*
Rentschler,*

R.A.
George E.
Ed
Thomas D.
Phyllis
Jonathon W.
James
Jean Ann
Mary J.
Kenneth W.
Robert
Ronald L.
Ray
Chris
Thomas H.
Donald R.
Samuel R.
Clyde A.
Robert O.
Hugh A.
John K.
R. Thomas
Martha S.
Earl J.
Larry F.
James

Ivy Tech Reg #13
Ball State University
IUPUI
Bethel College
Ivy Tech Reg #13
Ivy Tech Reg #13
Indiana State University
Manchester College
Vincennes University
Indiana State University
Ball State University
Indiana Vocational Technical College
Indiana University
Butler University
Ball State University
Indiana State University
I. U. Northwest
Indiana State University
IUPUI
Ball State University
Ball State University
Butler University
Indiana State University
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Indiana State University



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

159 North Dearborn
Chicago, Illinois 60601
312/263-0456; 800/621-7440
FAX: 312/263-7462

MEMORANDUM--JANUARY 16, 1991

TO: Chief Executive Officers, NCA/CIHE institutions
Consultant-Evaluators

FROM: Patricia A. Thrash, Executive Director *Patricia Thrash*

RE: Staff title changes
Search for new Associate Director

As reported in the November *Briefing*, Associate Director Joseph Semrow left the Commission staff on January 1. His contribution to the work of the Commission over twenty-six years represents an extraordinary achievement that will not be matched. Cecilia López, who joins the staff February 1, will be the staff liaison for most of his institutions. Chief officers of those institutions affected will be informed shortly of this change in staff.

As a part of an ongoing review of Commission staffing, the Commission approved the hiring of an additional professional staff person. The Executive Committee also approved a recommendation that all professional staff who work with institutional evaluations hold the title Associate Director to recognize the significant level of responsibility borne by the staff, each of whom shares similar assignments for working with more than 200 institutions. Jean Mather and Gerald Patton were named Associate Directors effective January 1, 1991. Cecilia López will be joining the staff as an Associate Director. We are also recruiting an additional professional staff person as an Associate Director to work with institutions.

The announcement of that position as it will appear in the *Chronicle of Higher Education* on January 23, January 30, and February 6, is enclosed. Because of your knowledge of the Commission and the work of its professional staff, you are encouraged to submit nominations of persons to be considered.

I look forward to hearing from you. My thanks to you for your continuing interest in and support of the Commission. The staff looks forward to seeing you at the Annual Meeting.

Enclosure

PAT/iab

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JAN 23 1991

VICE PRESIDENT FOR
ADMINISTRATIVE SERVICES



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

159 North Dearborn
Chicago, Illinois 60601
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Announcement for *Chronicle of Higher Education* January 23, January 30, February 6, 1991

North Central Association of Colleges and Schools

Associate Director
Commission on Institutions of Higher Education

The North Central Association's Commission on Institutions of Higher Education is the voluntary regional accrediting commission serving a nineteen-state area with more than 950 affiliated institutions.

The Commission is expanding its professional staff. The staff person will be one of four Associate Directors whose primary responsibilities are to provide assistance to a significant number of institutions of all types and at all degree levels throughout the evaluation/accreditation process, assist in staff development of the Annual Meeting program and professional development programs for consultant-evaluators, help to prepare materials for Commission meetings, contribute to the Commission's publications, and represent the Commission through campus visits, speeches to outside groups, and participation in other appropriate higher education activities. Up to 20% of staff time may be devoted to travel to institutions.

Requirements for the position are: an earned doctorate from an accredited institution and higher education teaching and administrative experience. Knowledge of the accreditation process is highly desirable. Salary is competitive and the benefits program, including TIAA-CREF, is excellent.

The position is open and is to be filled no later than July 1. Closing date for applications is February 20; screening will begin immediately. To be considered, an applicant must submit a letter of application, a current curriculum vitae and the names, addresses, and telephone numbers of three references who may be contacted. Applications should be sent to:

Dr. Patricia A. Thrash, Executive Director
Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
159 N. Dearborn, Chicago, IL 60601



Indiana State
University

Vice President For Academic Affairs

November 21, 1990

Ms. Susan Van Kollenburg
CIHE Annual Meeting Coordinator
North Central Association of Colleges
and Schools
159 North Dearborn
Chicago, IL 60601

Dear Ms. Van Kollenburg:

In response to needed changes on our presentation session, the title is correct as listed, "Evaluations with Special Emphases: Toward the Enhancement of Academic, Intellectual and Social Climate of Indiana State University." However, the position title of the speakers is in error and should be as follows:

- A. Toy Caldwell-Colbert, Assistant Vice President for Academic Affairs, Indiana State University
- Don A. Nelson, Professor of Psychology, Indiana State University

An overhead projector will be needed for our session.

Enclosed is a copy of Indiana State University's self-study report to display at the 1991 Annual NCA Meeting. Inquiries regarding the report should be directed to:

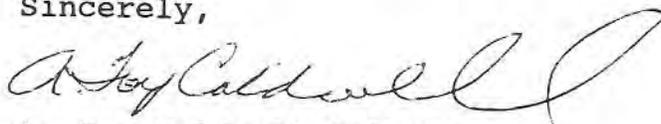
A. Toy Caldwell-Colbert
Office of Academic Affairs
Indiana State University
Terre Haute, Indiana 47809
(812) 237-2304

The report is available at the cost of \$10.00 to cover printing and postage.

Susan Van Kollenburg
Page 2
November 21, 1990

Regarding the Self-Study Fair on Monday, both Don Nelson and I will lead a discussion on our self-study process. See attached form for further details.

Sincerely,



A. Toy Caldwell-Colbert
Assistant Vice President
for Academic Affairs

ATCC/bm

cc: Dr. Nelson
Mr. Dahl
Dr. Clokey ✓
Dr. O'Leary



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

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August 29, 1990

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

Dear President Landini:

This letter is formal notification of the action taken concerning Indiana State University by the Commission on Institutions of Higher Education. At its meeting on August 23-24, 1990, the Commission voted

to continue the accreditation of Indiana State University, and to adopt the other items entered on the attached Statement of Affiliation Status.

Changes in your institution that would require modification of any part of this Statement of Affiliation Status need Commission approval before they are effected. Information about such changes is found in Chapter VI of *A Handbook of Accreditation*.

Information about informing the public of this action is found in Chapter VIII of the Commission's Handbook.

On behalf of the Commission I thank you and your associates for your cooperation. If you have questions about this action or about Commission policies and procedures please write or call Dr. Gerald W. Patton, who is the member of our staff responsible for providing continuing assistance to Indiana State University.

Sincerely,

Patricia A. Thrash
Executive Director

Enclosure: Statement of Affiliation Status

cc: Evaluation Team Member(s)

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SEP 5 1990

Vice President For
Academic Affairs

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS
Commission on Institutions of Higher Education
159 North Dearborn Street, Chicago, Illinois 60601

AFFILIATION STATUS OF
INDIANA STATE UNIVERSITY
Terre Haute, IN 47809

(Effective August 24, 1990)

CONTROL: Indiana State University is a public institution.

STATUS: Indiana State University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Accredited: 1915-.

EDUCATIONAL PROGRAMS: The University offers programs leading to the Associate's (arts and sciences and vocational-technical curricula) degree, the Bachelor's (arts and sciences and professional curricula) degree, the Master's (arts and sciences and professional curricula) degree, the Specialist's (professional curricula) degree, and the Doctor's (research and professional curricula) degree.

LOCATIONS: The University offers courses and programs at its campus in Terre Haute, Indiana; some courses and some programs are also offered at various sites within the state.

STIPULATIONS: None.

REPORTS REQUIRED: None.

FOCUSED EVALUATIONS: None.

COMPREHENSIVE EVALUATIONS: Indiana State University's most recent comprehensive evaluation occurred in 1989-90. Its next comprehensive evaluation is scheduled for 1999-2000.

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We have received the final Report of the North Central Association visitation team. The Report concludes with the recommendation to the NCA Commission that Indiana State University be accredited for the full ten year period, 1990-2000. The Commission will act on that recommendation at its July, 1990 meeting.

The Report offers extensive commentary, analysis, and evaluation of the University. The Report cites the institutional strengths of the University, as perceived by the visitation team, among which are the following:

INSTITUTIONAL STRENGTHS:

competent, well-qualified faculty, "very loyal, hardworking professionals who value their interaction with students, who promote a healthy intellectual environment for learning and who are concerned about their professionals development and the quality of their programs and degrees;"

"strong and committed administrators who have provided responsive and creative leadership during a period of transition in the University's mission, and who enjoy the support of faculty, students, trustees, alumni and community;"

campus atmosphere which "seemed generally positive"; morale which "appeared good at every level"; "an attitude of trust, respect and cooperation [which] characterized most relationships"; and "a tradition of shared governance [which] is a point of pride for both faculty and administration;"

a "growing sophistication about multi-cultural diversity" on the campus, with everyone appearing willing to do even more than is being done," and the Residential Life staff in particular demonstrating "a keen sensitivity to issues of cultural diversity" and designing "proactive initiatives to begin to address issues of racism on the campus;"

physical resources "attractive, well organized, of adequate size, and appropriate configuration," with "offices, classrooms, residence halls, library, laboratories, campus grounds and other sites generally well-kept and attractive;"

the direction of the University in terms of long-range planning objectives and strategies [which] is well-known and discussed within the campus community;

"successful development of private resources for enhancement of the University's educational quality over the past several years", together with "a sound plan for capital development;"

library collections "supportive of both undergraduate and graduate programs, and in some areas, especially strong"; a library automation system "at the cutting edge, [which] provides leadership to academic library systems throughout the State;" a Library which is "a major Indiana State University resource," with a staff "to be commended" for developments and leadership;

faculty, administration and programmatic distinctions in each of the major academic units;

excellent progress in graduate education over the last decade, and an impressive increase in "the quality of students admitted to graduate programs;"

the special emphasis section of the Self-Study which was "ambitious," "productive of serious consideration of ways to make the Indiana State University experience valuable and stimulating to students, faculty, and staff;"

the new General Education program which has "widespread support among faculty, administrators and governing bodies," and for the addition of which the University deserves "considerable credit;" and

the University in general, "a vital and strong academic community," "a competitive position" even with low salaries, and "an attractive place to be;"

The Report includes several suggestions designed and intended to enhance institutional strengths, among which are the following:

address an apparent imbalance between the promotion and tenure standards mentioned in the Handbook and the more stringent standards actually in effect in many departments and

address an apparent unevenness in the scholarly and research activity of faculty, in the administrative performance, and in teaching evaluation procedures across academic units;

monitor low enrollments in some programs and continue to justify favorable student-faculty ratios;

seek a means to consolidate several planning reports into a single, comprehensive document;

seek a means to improve faculty, staff, and graduate assistant salaries and to increase the representation of minorities and women in faculty and staff;

seek ways and means to enhance student retention and to strengthen ties among student services programs;

address grave needs in the areas of state of the art equipment, computer resources, research instruments, and book and periodical acquisitions; and acknowledge and advective institutional strengths and achievements; and

self acknowledgment of and satisfaction in institutional strengths and achievements.

Strengths

Faculty

Administration

Faculty/Administration relationship ; Campus atmosphere

Institutional Planning / Support staff

Physical Resources

Library

Capital Development

Individual Unit / Program praise

Graduate Education

General Education

Special Emphasis

4b Assessment of undergraduate program success

Concerns

- ① Promotion / Tenure Standards
- ② Unevenness in Research / Scholarly Activity
- ③ " " in Evaluation of Teaching
- ④ Assessment - Student Academic Achievement, Undergraduate Program Gen Ed
- ⑤ Women / minorities - Cultural Diversity
- ⑥ low salaries
- ⑦ State of the Art Equipment
- ⑧ Student Recruitment / Retention / Orientation
- ⑨ Planning - Research / Undergraduate ; Special Emphasis ; Institutional Communication
- ⑩ Academic Achievement not documented (Academic Advancement) Support etc
- ⑪ Cultural Diversity Private Investment
- ⑫ Library Collection
- ⑬ Computing
- ⑭ Programs with few products
- ⑮ Placed graduates
- ⑯ Recognize Strengths

NCA Strengths

The University enjoys strong and committed administrators who have provided responsive and creative leadership during a period of transition in the university's mission. The administrators enjoy the support of faculty, students, trustees, alumni and community. The President, in particular, has been acknowledged for his adroit leadership skills both on and off the campus. He has infused confidence and optimism into the morale of the entire university. (p. 20)

The Administration of the University is sound; good people are in place in administrative positions; the direction of the University in terms of long-range planning, objectives and strategy is well-known and has been discussed within the campus community. (p. 21)

Over the past twenty-five years as a University, ISU has been appointing increasingly competent and qualified faculty.... The team observed the faculty to be very loyal, hard-working professionals who value their interactions with students and who promote a healthy intellectual environment for learning. They are concerned about their professional development and the quality of their programs and degrees. (22) (57)

The tradition of shared governance is a point of pride for both the faculty and the administration. (22)

Adjustments necessitated by the recent rapid evolution of the university seem to be continuing with relatively little tension because of the trust engendered by such shared responsibility. (22)

One of the most impressive opportunities for professional growth is the outstanding sabbatical program (23)

The campus atmosphere seemed generally positive to the team.

60, 61

Morale appeared good at every level. An attitude of trust, respect, and cooperation characterized most relationships. There is growing sophistication about multi-cultural diversity. Everyone appeared willing to do even more than is being done (23-24)

The team acknowledges the continuing progress of the University in responding to many of the concerns reflected in the 1980 NCA Report. (24)

The current organizational structure of the Student Affairs Division is designed to facilitate communication and functional program coordination between Student Affairs and academic programs (27)

The Residential Life staff demonstrated a keen sensitivity to issues of cultural diversity and in cooperation with other ISU units, have designed proactive initiatives to begin to address issues of racism on the campus. (30-31)

Overall, the institution's physical resources with respect to educational, support, guidance and advising services are attractive, well-organized, of adequate size, and appropriate configuration to accomplish Indiana State's purposes for service to students. (31), 49, 55, 56

The team found the staff well prepared for their responsibilities with a keen sensitivity to the mission of the University and a great pride in the performance of their jobs. (32)

Although support staff is rarely perceived as sufficient to meet institutional requirements, ISU would seem to have the support personnel necessary to carry out its mission. (32)

The development of private resources for enhancement of the University's educational quality has been quite successful over the past several years (34)

If the Campus Master Plan continues to be successfully implemented ISU will be in an excellent position to meet the needs of students and still have flexibility to meet

Strengths (cont'd)

~~The needs of students~~ incorporate unanticipated program needs and requirements (35)
Offices, classrooms, residence halls, library, laboratories, campus grounds and other sites are generally well kept and attractive (35)

Sound plan for capital development (35)

Library collections are supportive of both undergraduate and graduate programs and in some areas, especially strong (36)

The library automation system is at the cutting edge and provides leadership to academic library systems throughout the state (36)

Library impressed the team as healthy and a major ISU resource (39)

Staff to be commended

A+S - General agreement among the college's faculty and representatives of other units that the college operates well (42)

The college has a clear sense of purpose (42) Chairs & deans work well with central offices to seek support for research, programs and computing initiatives (42)

Positive comments about morale & spirit of cooperation among Science depts (44)

Many faculty have splendid working conditions, and others will see such benefits shortly (49)

HPER - 2 programs enjoy regional, national and even international distinction through the reputations and activities of their faculty (54)

Graduate study - Dean & staff provide strong, stable leadership

Quality of students admitted to graduate programs has increased impressively (58)

University has made excellent progress in graduate education in past decade (59)

IBU is a ^{vital and} strong academic community (60)

IBU is in a competitive position. Is an attractive place to be (61)

Strengths (cont'd)

Special Emphasis

✓ JSU involved its faculty in an ambitious review of campus needs to promote quality and growth in the nineties, (61)

(68-69) Committees had done an outstanding job of identifying the problem areas, collecting data, conducting surveys and analyzing all of this information (61)

Self study with special emphasis was productive of serious consideration of ways to make JSU experience valuable and stimulating to students, faculty & staff. (62)

✓ General Education has widespread support among faculty, administrators and governing bodies (63)

University deserves considerable credit for general education efforts and for making them the centerpiece for the special-emphas (64)

NCA Concerns

✓ Promotion/Tenure Standards (23) (A+S, 47) (61-#7) (73)

✓ Outcomes Assessment/Program Review (23), (50 A+S) (64)

✓ Commensuration of Planning/Budgeting (23) (60)

- Faculty Search authorization
- Computer Planning
- Deans Council/Executive Committee

✓ Unevenness in Research/Scholarly Activity (24) (Bus 51)

✓ Uneven Evaluation of Teaching Across Campus (24)

✓ Student Academic Achievement not uniformly documented (24)

✓ Assessment of undergraduate Programs uneven (24)

✓ Appointment of women and minorities continues to be faculty/Administration Problem (24-5) (Ed - 53)

✓ how salaries for faculty, staff and graduate assistants continue to be problem (25) Major obstacle to progress in graduate programs is graduate student support (43)

Travel budgets are miniscule (49)

✓ Lack of state-of-the-art equipment in many academic programs is critical (25) Equipment maintenance budgets inadequate (45) State-of-the-art equipment needed in sciences (45) 48, 49 Tech (57)

NCA Concerns (cont'd)

Reexamination of student recruiting strategies (26)

Demographics

Examine implications of undergraduate recruiting strategy, as contrasted with research-centered university, (26) (60-#3)

"The recruiting plan does not reflect the emphasis on creating a climate that enhances academic, intellectual and social values in a research, teaching and service atmosphere" (26) ?

✓ Institution lacks adequate human resources to provide expertise to effectively accomplish cultural diversity (27)

Systematize the horizontal organizational functional coordination between academic and student affairs - Assessment system ^{on desired outcomes} (28)

✓ More effective coordination between the Academic Advancement Center and the academic support programs (Learning Skills Center, TRIO programs, athletic tutoring program, as well as with career planning and student counseling. (29)

✓ Orientation / Retention strategies (29)

✓ Cultural Diversity promotion (30)

Efforts to secure private investment on the University should be maintained and expanded. (31)

NCA Concerns (cont'd)

Library collections appear insufficient to support on-site advanced degree program
Planning is required to determine what collections must be on-site to support instruction and research materials required for suitable use in the ^{academic program}

The Science Library is inadequately housed (34) (37-8)

Some problems for housing library collections loom in the future (38)

The Library faces major problems in maintaining collection development (36)
[But the Library overall is a healthy and major ISU resource (39)]

More advanced users of computing services feel less well served by the current organizational and service structure (39) (49)

23

Investigation in greater depth of specific difficulties in computer management might well be indicated (39)
Close monitoring of programs with few graduates (A+S, 43)

P60, #2)

more widely publicized ~~opposite~~ attention to faculty accomplishments (A+S, 44)

Research opportunities and grant awards in the science disciplines are remarkably low (44)

Recognize present level of achievement with full confidence, strong in special messages (60)

Attractive Place to Be (61)

May wish to regularize review of administrators (61)

Special Emphasis (see other notes) (pp 61-69)

Priorities & strategies necessary for implementing and funding the special programs (62)

NCA Site visit report

Concerns, criticisms, counsel

- ✓ P. 23 - recombination of promotion and tenure standards ~~with~~
in the Handbook with more stringent standards in depts
- ✓ - outcomes assessment program review issues - must be addressed
Communication of planning; budgeting
Delays in authorizing faculty searches
Lack of adequate input into corporate planning
Executive Committee + Deans Council
- ✓ Page 24 considerable unevenness in research and scholarly
activity records of the faculty
Evaluation of teaching across campus - uneven
Documenting student academic achievement not uniform
→ Assessment and review of undergraduate progress -
uneven and irregular
- ✓ Appointments of women and minorities continue to be
a faculty / administrative problem. Monitor more
aggressively affirmative action plan
- ✓ P. 25 Low salaries; insufficient dollars for merit
Lack of state - of the art equipment in many academic
programs critical
- Page 24 Recruitment strategy may need to be re-examined
✓ of 27 adequate human resources missing to provide
cultural diversity opportunity?
- Page 28 "Systematize horizontal organizational function coordination"
between Student Affairs and Academic Affairs
especially - assessment system or desired systems
- ✓ Page 29 Need to coordinate Admissions office, Learning Skills, Trio
(and Academic Advisement); athletic training program

NCA Site visit
Concerns (cont'd)

- ✓ P. 29 Orientation / retention strategies : academic advising / assertions ;
Career planning and student counseling
Residential life programs on the weekends
- P. 30 Cultural diversity
- P. 34 maintain and extend efforts to secure private "investments" in the ^{University}
- P. 36 Science Library - inadequately housed
Collection development of library - major problems
Automation system is at the cutting edge
- Page 43 reallocation of resources to areas of increasing enrollment
discusses consolidation ; beginning of close monitoring
of programs with few graduates is movement in right direction.
Graduate student support - major obstacle to program.
- ✓ Page 44 - more widely publicized attention to dept affairs.
- ✓ Research applications and grant awards are remarkably low.
laboratories and classrooms are marginally serviceable
and reasonably well-maintained. Science space
- Page 45 Equipment problems in the sciences
Science teaching ms programs not in high demand
- Page 46 Clear objectives & working timetable for accreditation of social work
are yet to be developed.
- Page 47 Support for research and creative activities is at present rather limited
- ✓ Page 48 Surprisingly few faculty seek support from the Research Committee
and the Arts Endowment of the University
on the whole
- ✓ The increase in scholarly standards is being balanced with the
continuing requirements for strong teaching in an effective manner.
Most difficult resources of A+S are those of the university as a whole:
low faculty salaries, horrendously outdated equipment + tiny operating budgets

constitute the greatest problem

?

1/5 of the faculty has been replaced in the past 5 years ?

Salary compression,

?

✓

Some departments will have nearly 1/4 of their faculty retire in a single year, so a few replacements may have to take place at some points to sustain graduate programs.

✓

Page 49 To date the college has been remarkably successful in filling openings with quality faculty and in retaining faculty.

✓

Many faculty have splendid working conditions thanks to the effects of the Master Plan, and others will see ^{such} benefits shortly.

✓

Equipment difficulties are widespread, however, and faculty are concerned about inadequate input into computer planning. Help is often available for start-up equipment but can be found less often for replacing obsolete equipment.

?

The replacement situation ^(of faculty?) seems to be worsening while the ability to add equipment improves ?

The problems of the college are clearly remediable assuming continued reallocation of resources to programs with strong resources and quality performance, attention to both teaching and scholarship in evaluations, and program development which includes clear assessment of outcomes

Page 50

School of Business

Clearly in a state of transition from teacher education to the multiple face character of a university.

Page 5

School must look to more closely articulated ties between faculty members' teaching and research needed to refocus on the teaching. Examination of some program emphases, including 2 year Associate Degree would seem warranted.

Refining + enhancing new areas might imply efforts to reduce expenditures of resources for education available at other types of institutions

School of Education

Page 52 The School has made significant progress in meeting the demands for change and overall improvement in education

The University School is an integral part of the School of Education

The visiting team had made several recommendations which are already beginning to be implemented

Page 53 Recruitment and retention of minority students and faculty continue to be a challenge for the school and the University as a whole

Page 56 - S of Nursing plans to address two issues of concern in the 1989 NAC site visit report: improving faculty workload + increasing faculty scholarly productivity

Page 57 - Technology - Faculty morale could be strengthened by additional monies for travel and merit salary increases

Equipment in some of the laboratories is dated and limited

The University should not only consider more adequate allocation of funds for equipment but also a reevaluation of funding for maintenance service contracts on extremely expensive items requested

Page 58 School of Graduate Studies, Quality of students admitted into graduate programs is increased impressively.

The School will play an increasingly important role in promoting the recommendations from the 3 special emphasis committees

Page 59 The University has made excellent progress in graduate education and all of its related activities over the last decade.

✓ Page 62 The team urges systematic review by the institution of the recommendations in the subcommittee reports as well as of any suggestions from the NCA team deemed useful.

✓ Faculty and administration will have to develop priorities and strategies for implementing and funding the improvements

Page 63 Remaining difficulties with General Education appear to be those of transition rather than of conception. So: managing advising and graduation checks may be complicated for quite a while

✓ Page 68 Special emphasis: Improvement of Faculty Research etc

The many proposals will require a new funding stream - and a graduated time line for achievement of the goals.

69 - Keep the steering Committee of this special emphasis intact for several years. Central oversight is needed

✓ The team believes that greater success and more satisfaction might be achieved by making each dean accountable for the professional advancement of his or her own faculty/staff

NCA Site Visit Report

- P. 6, line 12 Council ?
- 17 Commission For Higher Education
- 20 program (lc)
- 21 museum ?

- P. 13, line 22 two years ago (5 years ago)
- line 26 prior to enrollment change to -
- during the freshman year.

- P. 14, line 7 faculties - faculty's

- P. 15, top lines ~~percentages of state support~~
- (of ~~Graham's~~ comments at May Board
- meeting)
- line 7 the ISU Foundation
- line 11 was should be were
- line 15 The combined total of private funds

- P. 18, line 25 The Board prescribes duties of and
- provides compensation, including retire-
- ment and other benefits, to

- P. 24, line 5 sensitivity to

- P. 26, line sentence unclear

- P. 33, ~~line 13-14~~ Percentage of state budget ^{deducted} ~~deducted~~ to
- higher education has decreased steadily
- over the past decade (?)

- P. 35, line 18 track record

- P. 37, line 2 CD-ROM
- 39 June 19 Although not as great as would be liked ? Following sentence
- P. 41 Large number of General Education ^{quoted}
- courses may make outcomes assessments
- difficult at best.

42, 43 P. 24

56 The Dean did tour this facility (Chemical Education Bldg)
The team?

~~44-45~~
44+59 # of research / grant figures

47 - vague
48 Arts Enhancement Committee

50 - SDS
51 phony
54 - Recreation Management

University Handbook

* P. 24 Program review / assessment of undergraduate programs - uneven and irregular

pp 44+59

NCA site visit report

P. 13, top ff last sentence in 1965, following a cooperative arrangement ~~made~~ to

P. 6 line 12 council ?

17 Commission For Higher Education

20 program (LC)

21 museum ?

P. 13 line 22 two years ago (5 years ago ~~is~~)

line 26 prior to enrollment - change to - during the freshman year,

P. 14 line 7 faculties - faculty's

P. 15 top lines percentages of state support (cf Graham's comment at May Board meeting)

line 7 the ISU Foundation

line 11 was should be were

line 15 The combined total of private funds

P. 18 line 25 The Board prescribes duties of and provides compensation, including retirement and other benefits, to

Page 24 - line 5 sensitivity to

Page 24 line sentence under

✓ Page 33 line 13-14: % of state budget dedicated to higher education has decreased steadily over the past decade (?)

Page 35 line 18 track record

Page 37 - line 2 CD-ROM

Page 41 - large # of Gen Ed courses may make outcomes assessment difficult at best.

Page 56 - "The Dean did not tour this facility" / closed education
building. The team did not tour?

Page 62 line 16 systematic - spelling

Page 39 - line 19 - Although not as great as would be liked?

2) NCA



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

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August 17, 1990

*Copies to
V.P. Clokey
Dr. C-C*

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

Dear President Landini:

I have received the reports from the readers assigned to review the team report and institutional documents pertaining to the recent North Central visit to Indiana State University.

*# response this
is good!*

The panel of readers concluded that the recommendation of the visiting team should be transmitted directly to the Executive Commissioners without further review. It will therefore not be necessary for you to attend a meeting of a review committee.

The ~~team recommendation will be placed before the Executive Commissioners at their meeting on August 23-24, 1990.~~ At that time they may either adopt the team recommendation as the action of the Commission, or vote to refer the recommendation to a review committee for further consideration. A letter setting forth the action will be sent to you shortly after the meeting.

If you have any questions about these further steps please telephone me at the Commission's Office.

Sincerely,

Gerald W. Patton
Assistant Director

GWP/amg

cc: Panel of Readers

Office of the President
Indiana State University

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AUG 22 1990

Vice President For
Academic Affairs

29505

REPORT OF A VISIT
TO
INDIANA STATE UNIVERSITY
Terre Haute, Indiana

April 2 - 4, 1990

for the
Commission of Institutions of Higher Education
of the
North Central Association of Colleges and Schools

EVALUATION TEAM

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Part I: IntroductionOrganization of the Report

This is the report of a visit to Indiana State University (ISU) in Terre Haute, Indiana, for the purpose of conducting "a comprehensive evaluation for continued accreditation at the Doctor's (research and professional curricula) degree-granting level. This is a comprehensive evaluation with special emphases." The report will be organized into four parts as follows:

- I. Part I, the introduction, summarizes the history of the institution and describes the scope of the team visit.
- II. Part II presents an evaluation of the institution according to the General Institutional Requirements and the Evaluative Criteria for Accreditation of the Commission on Institutions of Higher Education.
- III. Part III offers suggestions from the team in its capacity as consultants. It is hoped that these suggestions may prove useful to the institution; however, they are not directly related to the accreditation decision. In this section, the team will respond to the special emphases of the Self-Study.
- IV. Part IV contains the team's recommendation on the continued accreditation of the institution, including the Statement of Affiliation Status and the team's rationale for its recommendation.

Overview and Accreditation History of the Institution

The university was established 125 years ago by a special session of the General Assembly of the State of Indiana on December 20, 1865. It is the third oldest public institution of higher education in the state. In 1865 it was called Indiana State Normal School and its primary mission was "the preparation of teachers in the common schools of Indiana." The Normal School admitted its

first students on January 8, 1870, and awarded its first bachelor's degrees in 1908 and its first master's degrees in 1928. The General Assembly changed the Normal School's name in 1929 to Indiana State Teacher's College and in 1961 to Indiana State College. The first Doctor of Philosophy degree program was inaugurated in 1965 though a cooperative Doctor of Education program with the School of Education, Indiana University, had been approved in 1948.

The Indiana General Assembly enacted a change in the mission, status, and name of Indiana State College in 1965. It became Indiana State University, a multipurpose, doctoral degree granting institution with continuing commitment to excellence in teaching but new commitments to scholarly research, publication, artistic expression, and expanded forms of public service. ISU was moved from the jurisdiction of the State Teachers College Board of Indiana and placed under the governance of the Indiana State University Board of Trustees.

In 1965, ISU assumed primary responsibility for the development of a four-year, state-assisted college at Evansville. 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.

Today ISU is becoming a mature, comprehensive institution of higher learning, offering degree programs in a broad range of disciplines at the associate, baccalaureate, master's, and doctoral levels. The major academic units within the university 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. Selective admission occurs at both the undergraduate and graduate levels. In 1989-90, ISU enrolled around 12,000 headcount students of which approximately 1,100 were graduate students.

The main campus of ISU adjoins the north side of Terre Haute's central business district and covers some 91 acres in the heart of the city. Two married student apartment complexes sit on a fifteen acre site one mile south of the main campus. A Memorial Stadium and a nine-hole golf course are located two miles east of the campus on 51.6 acres on Wabash Avenue. Northwest of the main campus are 95 acres along the Wabash River designated to be developed as an athletic center. Specific programs are also located at other sites in the Terre Haute area.

Terre Haute is a quiet city with an area population of around 80,000 located in the farmlands of west-central Indiana on the banks of the Wabash River. The university administration feels that the many opportunities and resources of the city and its environs blend well with ISU's programs and activities.

Accreditation History

- The accreditation history is summarized in their self-study as follows:
- 1915 Accreditation as a teacher training institution. (Baccalaureate level)
 - 1930 Listed among the accredited colleges and universities in the North Central states. (Master's level)
 - 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.
 - 1975 Continued accreditation at the doctoral level.
 - 1980 Continued accreditation at the doctoral level with evaluation scheduled in the spring of 1990.

Around twenty other accreditation societies and professional associations have accredited programs and degrees at ISU.

The 1980 NCA evaluation team recommended continuing accreditation for ISU with these concerns: (1) the absence of a long-range planning document, (2) the status of the university's General Education Program, (3) the lack of assessment of academic programs, (4) the large number of relatively small departments and academic units, (5) the shortage of operating and travel funds in the School of Education, (6) the condition of the facilities for the School of Health, Physical Education and Recreation, (7) the inadequacy of the facilities and location for Student Financial Aids, (8) the need for improved interactions and interfacing between student affairs and the instructional units, and (9) improvements needed in remedial services to students. Most of these issues were addressed in the self-study. ISU is continuing to address several of these concerns, but in the team's judgment acceptable progress is being made in all areas.

At the invitation of the North Central Association Commission, ISU elected to identify three areas for special emphasis during its current self-study as follows:

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.

Scope and Structure of the Team Visit

This report, based on a team visit on April 2 - 4, 1990, presents the results of a comprehensive evaluation of Indiana State University for continued accreditation at the Doctor's degree-granting level.

Team members prepared for the visit by reviewing the Self-Study Report, the undergraduate and graduate Bulletins, the Student Handbook, and Institutional Data Book, several additional informational magazines, newsletters, and publications from Indiana State University. In addition, team members read all the standard materials forwarded by the commission office. While on site, various members of the team examined committee, council, and trustee minutes; the University Handbook; also accreditation reports, campus publications, financial audits, admission files, registration procedures, graduate school evaluation documents, planning handouts, faculty personnel files, and many other documents. During the visit, the team met with the President, members of the Board of Trustees, the Indiana Commissioner for Higher Education, four vice presidents, deans, chairpersons, faculty, students, directors, President of the Alumni Association, members of ISU's Foundation, faculty senate members, Research Center directors, Student Affairs program directors, members of the community, and so forth. Team members visited the library, the Art Department studios and gallery, the computer center, the residence halls, the health clubs, the laboratory school, classrooms, laboratories, offices, construction sites, student union, athletic facilities, as examples. The team also met with the three Special Emphases Committees.

Part II. Evaluation

This section of the report focuses upon the visiting team's assessment of the degree to which Indiana State University meets the Five General Institutional Requirements and the Four Evaluative Criteria necessary for accreditation.

Five General Institutional Requirements

The requirements and the findings of the site visiting team are as follows:

1. A. The institution has formally adopted and made public its statement of mission.

The institution has formally adopted a clear statement of mission as a public, state-assisted, ". . . 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." Prior to 1965, its primary responsibilities were training public school teachers and educating undergraduate students. Since 1965, the university has continued to fulfill its traditional responsibilities but 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 mission statement appears in the Higher Education Services Plan, in the University Handbook, and in the university catalogs.

- B. The statement of mission is appropriate to an institution of higher education.

The mission is clearly appropriate to an institution of higher

education.

C. The institution confers certificates, diplomas, or degrees.

ISU offers programs leading to certificates, associate degrees, baccalaureate degrees, masters degrees, specialist degrees, and doctoral degrees. Requirements for each of these programs are clearly detailed in the graduate and undergraduate catalogs.

D. The institution has legal authority to confer its certificates, diplomas and degrees.

Authority to confer all academic degrees is given by the Indiana State University Board of Trustees. The Indiana General Assembly has delegated certain powers and authority to the Board of Trustees, though the General Assembly retains the power to rescind, amend, or add to the powers, duties, and functions delegated to the Board of Trustees. The Indiana General Assembly created a Commission for Higher Education in 1971 which has the power to approve new degree programs.

E. The institution meets all legal requirements to operate wherever it conducts activities.

ISU operates all of its on-campus and off-campus continuing education programs by authority granted from the Indiana State University Board of Trustees. This authority conforms with all applicable federal, state, and local laws.

2. A. The educational programs are compatible with the institution's mission.

ISU's graduate and undergraduate degree programs are fully consistent with the institution's mission to provide for " . . . 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."

- B. The principal educational programs are based on recognized fields of study at the postsecondary level.

In the judgment of the team, ISU's degree programs are based on recognized and traditional fields of study at the postsecondary level.

- C. At least one of the undergraduate programs is two or more academic years in length (or the equivalent).

The majority of the undergraduate degree programs are four or more years in length. The exceptions would be the certificate programs and the associate degree programs.

- D. General education at the postsecondary level is an essential element of undergraduate degree programs and a prerequisite to graduate degree programs.

The faculty senate has recently acted upon significant modifications in the General Education Requirements for the university. In the fall of 1989, a new General Education Program went into effect. All ISU undergraduate students matriculating after summer 1989 are required to complete at least forty-seven hours of General Education course work, including at least eleven hours in Basic Studies and thirty-six hours in Liberal Studies. The Basic Studies component is designed to enhance students' abilities in English composition, communication, and mathematics, and to improve their physical education. The Liberal Studies component exposes

students to important bodies of knowledge and lays a foundation for lifelong learning and responsible citizenship.

Graduate School applicants must have received a bachelor's degree from a college or university accredited by the North Central Association of Colleges and Schools, or a comparable accrediting association.

- E. General education and/or a program of related instruction at the postsecondary level is an essential element of undergraduate certificates and diploma programs two or more academic years in length.

The associate degree programs at ISU require 29 - 38 hours of General Education courses.

- F. The certificate, diploma or degree awarded upon successful completion of an educational program is appropriate to the demonstrated attainment of the graduate.

ISU seeks disciplinary accreditation wherever it exists. Graduate performance on licensure/certification exams is also carefully reviewed. Competitiveness of ISU graduates for career placements and/or entry into graduate or professional schools is also documented at both the graduate and undergraduate levels. In some departments, students and their employers are surveyed after graduation to assess student satisfaction with the preparation which they received and employer satisfaction with the graduates. Institutional data verify that these processes are in place and assisting the university to judge the appropriateness of the attainment of their graduates.

3. Institutional Organization

- A. 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.

ISU'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.

The Board of Trustees governs the university. Their responsibilities are comprehensive, involving all matters requiring attention or action relating to the university. The Board meets nine times during the calendar year in order to establish and regularly review basic policies that govern the institution and protect its integrity. The Board receives its authority from the Indiana General Assembly.

The Board elects annually a president, vice-president, secretary, assistant secretary, and appoints a qualified person, not a member of the Board, to serve as treasurer. The By-Laws of the Indiana State University Board of Trustees is included in the University Handbook.

- B. The governing board includes individuals who represent the public interest.

From the team's opportunity to meet with several members of the Board of Trustees, it appeared that the Board represented a

broad range of executives from service, business, and industrial companies from around the State of Indiana. By design, one student and two representatives from the Alumni Council further enhance the representativeness of the nine member board. Public interest is well served by the diversified slate of trustees.

- C. An executive officer is designated by the governing board to administer the institution.

One of the responsibilities of the Board of Trustees is to search, screen, and appoint a president as executive officer of the university.

- D. A faculty comprising persons qualified by education and experience is significantly involved in the development and review of the educational programs.

Program development and curricular changes begin at the departmental level with a proposal or self-study being prepared by a representative faculty group. "Curricular changes which involve only one school or the college and which have no effect on curricula in other schools or the college, must be approved by the appropriate governing and administrative bodies of that school or the college." Such changes as do not require the approval of the University Curriculum and Academic Affairs Committee (CAAC), after being appropriately discussed by the initiating department with other departments affected by the proposed changes, are forwarded to the dean. From the dean the proposed curricular changes are forwarded to the Vice President for Academic Affairs. The VPAA publishes the proposals in the campus newsletter for two weeks, allowing time for

any faculty member to object to the changes. If no formal objections are submitted to the VPAA, a statement is published that the changes have been approved. The CAAC hears any objections which cannot otherwise be resolved. Exceptional curricular proposals must have the approval of the University CAAC. The recommendations of the CAAC are forwarded to the Senate Executive Committee and then to the Senate.

Similar procedures for graduate curricular changes are carefully stated in the University Handbook. All processes at both graduate and undergraduate levels for curricular change are detailed and codified in the University Handbook, and these are guidelines which clearly involve participation by qualified and appropriate members of the faculty.

- E. Admission policies are consistent with the institution's mission and appropriate to the educational programs.

ISU practices selective admission at both the graduate and the undergraduate levels. The catalogs describe the requirements for admission, but do not directly discuss the criteria by which applications are screened. The Self-Study reports that throughout most of ISU's history the university has provided marginal high school graduates an opportunity to prove that they could succeed in college. However, five 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 must accept special remedial, tutorial, and counseling help during the freshman year. The

percentage of probationally admitted students who continue to graduation is about equal to that for the entire freshman class, but the probationally admitted students tend to take an average of one semester longer.

ISU states in its Higher Education Service Plan that undergraduate and graduate enrollments in subsequent years are expected to remain at or near present levels. The university deliberately limits class size to ensure the faculty's attention to the students. Selective admissions enables both stable enrollments and continuing small classes. These practices are consistent with ISU's mission and appropriate to its educational programs.

F. Admissions practices conform to the admissions policies.

Selection at the graduate level appears from the Basic Institutional Data to be more rigorous than at the undergraduate level. At least a significantly larger percentage of the students are screened out at the graduate level. ISU has the committee structure in place to carefully monitor both the graduate and undergraduate admissions procedures and to support the conditional admissions. Experienced admissions counselors and specialists in evaluating international student records work closely with the admissions committees and the administrators overseeing the programs. A general sampling of student records showed that admission practices conformed to admission policies.

4. Financial Resources

A. The institution has financial resources sufficient to support its activities.

The total budget of the university for fiscal year 1990, excluding auxiliaries, is about \$92.7 million of which sixty-seven percent comes from state appropriations. The auxiliary budget is \$21.5 million for a total institutional budget of \$114.2 million of which the state contribution is about fifty-five percent.

Public resources are modestly augmented by private funds made available to the university, through the discretion of the president, from the ISU Foundation, a wholly separate legal entity. The total private assets of the Foundation, as reported in an audit report dated December 31, 1989, amount to slightly more than \$11.5 million. The interest, dividends, and net gains resulting from the disposition of securities from endowment funds in 1989 were slightly more than \$530,000. This sum, in turn, is augmented through annual giving to the university. In 1989 unrestricted funds from annual giving totaled \$623,000 while restricted funds came to about \$750,000.

The combined total of private funds available to the university to enhance the operating budget is about \$1.9 million annually.

Thus in the judgment of the team, ISU has financial resources sufficient to support its activities.

- B. The institution has its financial statements externally audited on a regular schedule by a certified public accountant or state audit agency.

Indiana State University has an annual external audit. The most recent audit report dated December 31, 1989, was examined by members of the team.

5. Public Disclosure

- A. The institution publishes in its catalog or other appropriate places

accurate information that fairly describes:

- i. its educational programs,
- ii. its policies and procedures directly affecting students,
- iii. its charges and its refund policies, and
- iv. the academic credentials of its faculty members and administrators.

The team confirmed that the institution does indeed publish in its catalogs, in its annual and semester course schedules, in the admissions materials, in the application materials, and in other recruitment literature and public relations materials, all of the above listed information.

- B. The institution makes available upon request accurate information that fairly described its financial resources.

A copy of the university operating budget is available from the offices of many administrators by request. Any member of the community/university may obtain these materials.

Four Evaluative Criteria for Accreditation

The criteria are:

1. The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution.

Indiana State University publishes in its biennial Undergraduate and Graduate Catalogs, in its biennial Higher Education Service Plan, and in its University Handbook statements of mission, purpose, and objectives. The following summaries are paraphrased from the eleven paragraphs on mission found in the University Handbook:

ISU is a comprehensive, state-assisted institution of higher

education, serving 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 through research, scholarship, and creative work in the arts.

Fundamental to the university's undergraduate curriculum is a General Education Program required of all students who seek baccalaureate degrees.

The university offers the majority of its programs and courses leading to degrees on its Terre Haute campus, though many courses and several degree programs are offered at other locations throughout the state.

The university seeks to maintain its ethnic and cultural diversity.

The university's programs are designed to meet the needs of full-time students though it also seeks to serve part-time students in Terre Haute and the state.

The university's selective admission policy is designed to ensure reasonable opportunity for the academic success of students.

The university's educational philosophy and practices are manifest in modest student-to-faculty ratios.

Published research and scholarship and public exhibitions of creative work are expected of faculty in departments and units offering advanced and graduate programs of study.

The university annually dedicates a substantial part of its affairs and activities to public service.

ISU aims to educate its students with a global perspective.

The purposes and objectives are consistent with the mission statements and are appropriate to postsecondary education.

2. The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes.

HUMAN RESOURCES

GOVERNING BOARD. ISU is a public, state-supported institution under the general control of the Indiana State University Board of Trustees, though there are other state boards, offices and agencies which exercise certain statutory controls and have specified duties and responsibilities pertaining to the operation of the university. The structure and composition of the Board of Trustees is explained previously under General Institutional Requirement 3.A. The power, duties, and functions of the Board are outlined in the University Handbook, pages 1 - 3. In general, the Board is responsible for the establishment and maintenance of the university and is specifically empowered by statute to perform the following functions:

The Board constitutes a perpetual body corporate with power to sue and be sued and to hold in trust all funds and property provided by the university.

The Board prescribes the condition of admission of students.

The Board prescribes the tuition and fees to be paid by all students.

The Board prescribes duties of and provides compensation, including retirement and other benefits, to faculty,

administration, and employees of ISU.

The Board may issue and sell bonds for the construction of all campus buildings and necessary appurtenances to the same.

The Board has authority to accept or sell gifts, bequests, and devices of real and personal property for the benefit of the university.

The Board contracts to maintain the laboratory school.

The Board prescribes or approves courses of study in the university.

The Indiana General Assembly has delegated certain powers and authority to the university's Board of Trustees, but it still retains the power to "rescind, amend, or add to the powers, duties, and functions delegated to the Board of Trustees."

The 1971 Indiana General Assembly created a Commission for Higher Education of the State of Indiana. The general purposes of the Commission are "(1) to plan and coordinate Indiana's state-supported system of post-high school education, (2) to review appropriation requests, (3) to make recommendations to the Governor, State Budget Agency, or the General Assembly, and (4) to perform other functions assigned by the Governor or the General Assembly. In addition, the Commission is authorized to approve new graduate degree programs and may review (with the power to approve or disapprove) new associate and baccalaureate degree programs in any academic area." The Governor appoints twelve members to the Commission, serving staggered four-year terms.

In summary, there appeared to be a good articulation between

the Board of Trustees, the President's Office, and the Commission. The system is organized into well-defined positions and units which specify lines of authority and communication. The Board of Trustees members, the Alumni, and the members of the Foundation are well informed, impressively loyal, and totally committed to the successful continuation of ISU.

Administration and Planning. The university enjoys strong and committed administrators who have provided responsive and creative leadership during a period of transition in the university's mission. The administrators enjoy the support of faculty, students, trustees, alumni and the community. The President, in particular, has been acknowledged for his adroit leadership skills both on and off the campus. He has infused confidence and optimism into the moral of the entire university.

The President is the chief executive officer at Indiana State University. The President reports directly to the Board of Trustees. The President has great flexibility within broad board guidelines. For example, the Board's control over positions and dollars is very real and cannot be exceeded by the President, but the President has considerable autonomy over the disposition of resources once they have been received by the campus.

With authority from 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. There is

a vice president over each of these five areas. The President meets with these vice presidents in an Administrative Services and Planning Council "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."

The administration of the university is sound; good people are in place in administrative positions; the direction of the university in terms of long-range planning, objectives and strategies is well-known and has been discussed within the campus community.

The administration respects and operates within the framework of academic governance: programmatic initiatives come out of the academic department, go through the department to the dean and the appropriate faculty committees, and then to the Vice President for Academic Affairs. The deans and the Vice President use the powers of persuasion, negotiation, and consultation to affect the results. They do not force decisions upon reluctant units, but seek ways, within the established framework of academic decision-making, to accomplish what needs to be done.

Faculty. In the 1989-90 year the university engaged the services of 646 full-time and 149 part-time faculty members. Seventy percent (451) 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.

Over the past twenty-five years as a university, ISU has been appointing increasingly competent and qualified faculty who are

expected to teach well, pursue grants energetically, publish or create scholarly works, and to render services to professional organizations and society. The team observed the faculty to be very loyal, hard working professionals who value their interactions with students and who promote a healthy intellectual environment for learning. They are concerned about their professional development and the quality of their programs and degrees. Cross-disciplinary cooperation is admirably evident in many campus activities.

The tradition of shared governance is a point of pride for both the faculty and the administration. The Handbook accurately describes the functioning of the legislative and consultative aspects of faculty governance. A key to the process is the weekly meeting of the Faculty Senate Executive Committee with the President and the Vice President for Academic Affairs, where committee reports and all other matters of interest are freely discussed before proceeding to the Senate floor. In the view of many of the participants, the new General Education Program and the emerging plan for addressing salary issues arose because of the mutual respect generated by this process. The faculty members at the open meeting with the NCA team also voiced pride and confidence in the shared governance system.

Adjustments necessitated by the recent rapid evolution of the university seem to be continuing with relatively little tension because of the trust engendered by such shared responsibility. Curricular and resource issues are especially well handled. The evolution of tenure and promotion standards, though still in process, is taking place in the same atmosphere of mutual accommodation and

of respect for faculty members' varying responsibilities. One area of concern, nonetheless, is the reconciliation of the promotion and tenure standards enunciated in the Handbook with more stringent standards in the documents of many departments. In addition, outcomes assessment and program review issues will no doubt become agenda items and therefore have to be worked into the shared governance system before the next NCA review.

The communication pattern in moving from planning to execution receives some campus criticism yet still seems relatively good to the team. The Master Plan seems to have been a model of communication, but some administrators see a strong need for better communication with central units on other planning and budgeting issues. Delays in authorizing faculty searches receive the most criticism. Lack of adequate input into computer planning comes second. The members of the Faculty Executive Committee want better communication with the Deans' Council on scheduling and other matters. These problems are not especially debilitating but do contrast with the usual high standards of cooperation at the university.

The university has several faculty development programs. One of the most impressive opportunities for professional growth is the outstanding sabbatical leave program. During 1989-90, sixty-four faculty members are on a one or two semester leave (14% of the full-time complement). Faculty are also permitted to use up to one day a week for consulting activities.

The campus atmosphere seemed generally positive to the team.

Morale appeared good at every level. An attitude of trust, respect, and cooperation characterized most relationships. There is growing sophistication about multi-cultural diversity. Everyone appeared willing to do even more than is being done. The clear awareness of and strong sensitivity to cultural differences enables a commitment by the entire campus to learning ways to better understand each other.

The institution rightfully prides itself on the low student to faculty ratios, especially reflected in the small classes which encourages individual attention to students. Even with these favorable loads, however, there appeared to be considerable unevenness in the research and scholarly activity records of the faculty. Some productive faculty members complained that their service loads interfered with their research. The team commends the institution, however, for placing special emphasis on the Enhancement of Research, Scholarship, and Creative Expression.

The team acknowledges the continuing progress of the university in responding to many of the concerns reflected in the 1980 NCA Report. The team recommends that these efforts go forward with particular attention to these items: (1) The evaluation of teaching across colleges is uneven. (2) The institution has yet to develop in all of its disciplines programs by which it documents student academic achievement. (3) Assessment of undergraduate programs is uneven. (4) Appointments of women and minorities continue to be a faculty/administrative problem. The campus is urged to monitor more aggressively its affirmative action plan. (5) Low salaries for

faculty, staff, and graduate assistants are a continuing challenge. Insufficient dollars have been received to allow for the rewarding of merit. (6) The lack of state-of-the-art equipment in many academic programs is critical.

Students and Student Services. Historically, Indiana State University has served the State of Indiana as an open enrollment institution. Entering freshmen typically come from the upper half of their high school classes. More selective consideration for admission began in 1985, which entails more careful review of applicants below the upper half. Entering freshmen in the 30th to 50th percentile may be offered conditional admission. The terms for conditional admissions are clearly delineated in a conditional admission agreement which each student must sign and agree to be governed by.

Indiana State's student recruitment plan reflects the institutional purpose to emphasize undergraduate education. The greatest proportion of entering freshmen come from the three surrounding counties and Lake County in northern Indiana. Indiana State has a minority population of about ten percent, which is comprised primarily of African Americans and is the largest of any state institution in Indiana. The minority population comes primarily from Lake County, Gary Indiana, and Marion County, Indianapolis. The focus of the recruitment plan is to remain on the traditional target areas, and the strategy is to emphasize qualities such as the one to fifteen faculty to student ratio, the relatively small lecture sections, and the university's academic strengths in

undergraduate education in areas such as the School of Technology and programs such as athletic training. Indiana State is characterized as ". . . the biggest little college in Indiana."

The strategy, however, may need to be re-examined based on the declining number of applications from prospective freshmen. In early April of 1990 applications were six percent below the rate of freshmen applications at a comparable time in 1989. The percentage decline in freshmen applications reflects the expected percentage decrease in high school graduates in the state of Indiana in 1990. The Indiana Commission for Higher Education projects a drop in Indiana high school graduates of five percent per year in 1990, 1991, and 1992. Maintaining desirable levels of freshmen enrollment may be difficult under the current recruiting strategy in the face of the demographic characteristics for high school enrollments throughout the traditional target area.

A comparison of the recruitment strategy emphasizing the tradition of being the biggest little college in Indiana does not coincide with the institutional agenda for becoming a more research centered university. The recruiting plan does not reflect the emphasis on creating a climate that enhances academic, intellectual, and social values in a research, teaching, and service atmosphere. The human resources exist to combine the traditional focus, with the commitment to remain an open university emphasizing undergraduate programs, with a research emphasis reflected in faculty expectations for scholarly and creative output, possibly some larger classes, and uses of teaching assistants in the future.

Human resources devoted to student development transcend the personnel associated with student affairs. The faculty, student, and administrative committee on student development demonstrated a clear awareness of the need for faculty, student, and administrative cooperation to accomplish the institution's special focus purposes in student development. The institution lacks adequate human resources, however, to provide expertise to effectively accomplish cultural diversity. The staff of the Afro-American Cultural Center and faculty of the Afro-American Studies Program seem to be the focus of considerable curricular, social, and cultural input for diversity related to the role of African Americans in society. Nevertheless, there is a growing sophistication about multicultural diversity and a determination to find creative ways to use the human resources in the state and the region to reinforce the institution's efforts to achieve its purposes with respect to cultural diversity.

The 1980 report cited a need for improved articulation of activities between the Student Affairs Division and several academic units. The current organizational structure of the Student Affairs Division is designed to facilitate communication and functional program coordination between Student Affairs and academic programs. Indiana State's special emphasis to enhance the academic, intellectual, and social quality of student life is a complex undertaking affecting the entire organizational structure of the university. The Student Development Committee, which developed the special focus in this area, identified seven areas for particular program emphasis. These seven areas crisscross between Student

Affairs and Academic Affairs. The organizational complexity of orchestrating interpersonal interaction across the system to achieve program coordination and compatibility is recognized and addressed through effective horizontal communication by the Dean of Student Services on behalf of Student Affairs. The academic advisement coordinators seem to be an effective forum for cross system functional coordination. The Vice Presidents of Academic Affairs and Student Affairs demonstrate effective organizational, personal, and professional compatibility which enhances horizontal organizational effectiveness. Care should be taken, however, to systematize the horizontal organizational functional coordination. An assessment system that identifies desired outcomes and reviews the input and process elements for financial and human resources as well as the quality of the human interaction in translating the processes into desired outcomes may be the key to codifying the horizontal communication, planning and implementation processes into the structured administrative system in the university.

Support Services. The 1980 report also cited the need to improve remedial services to students. By their very nature, university remedial services are ameliorative. The Learning Skills Center and TRIO programs are structured to assist students who are conditionally admitted. There is a need to coordinate the number of students conditionally admitted by the Admissions Office with the resources and capacities of the Learning Skills Center and TRIO program. Most successful academic assistance programs have elements of high structure with specific learning behaviors to be achieved, and high

expectations for student performance. Successful students tend to bond with the program. These characteristics are apparent in the Learning Skills Center.

The ultimate objective of all such programs is to integrate conditionally admitted students into the intellectual mainstream of the university. The quality of academic services at Indiana State could be further enhanced through more effective coordination between the Academic Advising Center and the academic support programs (the Learning Skills Center, TRIO program and athletic tutorial programs), as well as with the student services programs in career planning and student counseling. Since students with open or non-declared majors frequently exhibit the need for assistance in decision making, the use of student services are often beneficial to these students in finding success in the intellectual mainstream of the university. The focal point for improved effectiveness in bringing academic assistance and academic advising closer together in a more cogent student development experience may be through the development of an institution-wide orientation and retention strategy, which takes cognizance of the commuting student as well as the residential student. The orientation programs emphasizing campus life and academic life recently initiated by Student Affairs with the cooperation of Academic Affairs may serve to combine the efforts of the various programs to enhance the academic, intellectual, and social development of students using support services.

Residential Life. Almost half of the undergraduates at ISU live in university residence halls and due in part to unique features of

location, special efforts have been made in recent years to enhance the quality of both living on campus and pursuit of education. Team members met with the Director of Residential Living, several of his Assistant Directors, an Area Director, and also conferred with one of the dieticians. Two high rise residence halls, Blumberg and Cromwell Halls, were toured, including residential living floors, public areas, the dining hall, and one Le Club (Lifestyle Enhancement Center), a recent program designed to encourage students to be more sensitive of lifestyle and its effects on healthful living. All staff impressed the team with their sensitive awareness and the importance they placed upon enhancement of the quality of residential life in order to facilitate achievement of educational goals.

The residences visited appeared orderly, reasonably attractive, and the absence of graffiti was noted. Halls are not co-ed but are arranged so that first floor facilities, such as dining halls, leisure and recreational areas, and Le Club, are shared by male and female students. Several residential halls are undergoing major renovations, and the New Student Union under construction is to be located in the center of the residential hall area of campus which will bring more coherence to residential life and its various programs. It should be noted that large proportions of students go home on weekends and complaints were voiced by students that greater efforts should be made to make residential life more viable on weekends.

The Residential Life staff demonstrated a keen sensitivity to issues of cultural diversity and in cooperation with other ISU units,

have designed proactive initiatives to begin to address issues of racism on the campus. Special residential hall programs addressing cultural diversity were initiated in 1989-90 and literature and posters were noted in tours of the two halls. But all relevant persons met with recognize that efforts in this direction must be continued. Unfortunately, opportunity was not available to tap students' reaction on this issue.

Physical Resources for Student Services. Overall, the institution's physical resources with respect to educational, support, guidance, and advising services are attractive, well organized, of adequate size, and appropriate configuration to accomplish Indiana State's purposes for service to students. The physical facilities of the Student Financial Aids Office in 1980 were cited as being in need of improvement. The office now seems to be efficiently organized with on-line computer capability for record retrieval. The open landscape design of the office seems to provide each staff person with adequate file space and relative privacy for student interviews. There are private offices for the director and key staff. Accessibility for wheelchair bound students may be a concern given the location in the building.

The university makes creative use of residence hall space that was once excess capacity. Aside from converting a residence hall to an academic building and the current renovation of a residence hall to a student union building, creative use of lounge space in two residence halls as health education centers called "Le Club" reinforces physical fitness, nutrition, and healthful living

attitudes among participants in an attractive, modern facility.

Classified and Professional Staff. The team found the staff well prepared for their responsibilities with a keen sensitivity to the mission of the university and a great pride in the performance of their jobs.

Although support staff is rarely perceived as sufficient to meet institutional requirements, ISU would seem to have the support personnel necessary to carry out its mission. There is no overall governance system or arrangement for representation for the support staff, although secretarial personnel have formed and elected members to a twelve-member Home Office Personnel Council. This group has developed a survey questionnaire for secretarial personnel, with returns expected in the spring or summer of 1990.

Staff support personnel are eligible to take up to twelve hours per year of courses at ISU. These courses are available at a nominal cost. A good medical insurance package is also in place.

FINANCIAL RESOURCES AND PLANNING

Primary responsibility for managing the fiscal resources of the university is borne by the Vice President for Business Affairs who has been at the institution for nearly seven years although less than a year in his present position. The total budget of the university for fiscal year 1990, excluding auxiliaries, is about \$92.7 million of which 67 percent comes from state appropriations. The auxiliary budget is \$21.5 million for a total institutional budget of \$114.2 million of which the state contribution is about

55 percent.

The Vice President explained that the budget calendar begins each year in January with biennial requests to deans/department chairs/directors for inclusion in what is call the Higher Education Service Plan. The plan is submitted to the Commission for Higher Education which in turn evaluates all institutional requests and forwards its recommendations to the General Assembly for legislative action. Appropriations are made for the biennium and are not line-itemed. The Board of Trustees has the authority to reallocate resources in its best judgment and has done so from time to time to improve faculty salaries. While dollars appropriated to higher education in Indiana have continued to increase, the percentage of the state budget dedicated to higher education has decreased steadily over the past decade.

Public resources are modestly augmented by private funds made available to the university, through the discretion of the President, from the ISU Foundation, a wholly separate legal entity. The total private assets of the Foundation, as reported in an audit report dated December 31, 1989, amount to slightly more than \$11.5 million. The interest, dividends, and net gains resulting from the disposition of securities from endowment funds in 1989 was slightly more than \$530,000. This sum, in turn, is augmented through annual giving to the university. In 1989 unrestricted funds from annual giving totaled \$623,000 while restricted funds came to about \$750,000.

The combined total private funds available to the university to enhance the operating budget is about \$1.9 million annually.

The Foundation is governed by an independent board served by an executive director and four other professional staff members. About seventy-five percent of the university's fund raising is done by the Foundation, about twenty-five percent by the university's development staff under the direction of the Vice President for Development. According to the Vice President, the Foundation board oversees the Foundation's investments but seeks the President's advice and direction regarding the allocation of resources within the university.

The development of private resources for enhancement of the university's educational quality has been quite successful over the past several years. Annual giving in 1989 exceeded \$3.5 million, a substantial element in a quiet "capital campaign" which is designed to raise \$40 million by 1995. Of that total amount, which includes capital funds, endowment funds, and operating funds, nearly \$16.8 million has already been raised and it is quite likely that the \$40 million goal will be achieved well before the 1995 target date.

The team believes it is vital to the institution's achievement of its special emphases objectives that these efforts to secure private investment in the university be maintained and extended.

PHYSICAL RESOURCES

The Vice President for Business Affairs oversees the physical plant, university properties, land purchases and special projects. Under his direction is the maintenance of the university buildings and grounds and the management of the capital projects. The ISU

physical facilities include eighty-nine buildings situated on 135 acres. The Self-Study reports that the total physical plant investment is \$229.5 million but that the current replacement value is \$441 million. There is a Campus Master Plan, adopted in 1986 by the University Board of Trustees for the next ten years, which covers major remodeling, renovation, new construction, and replacement projects. The plan appeared to be on schedule with few exceptions and is fulfilling its objectives to provide and maintain modern instructional and research facilities. The plan was developed with extensive study by university personnel and the consultation of an off-campus professional firm. The state's commitment to the principles of the Campus Master Plan has allowed the campus to successfully request financial support for the construction of new facilities, remodeling, and demolition of obsolete structures. If the Master Plan continues to be successfully implemented, ISU will be in an excellent position to meet the needs of the students and still have flexibility to incorporate unanticipated program needs and requirements. The state has a good track record for supporting the institutional requests for general repair and replacement funds over the last five biennial sessions.

The team observed that the offices, classrooms, residence halls, library, laboratories, campus grounds, and other sites were generally well kept and attractive. Deferred maintenance exists but appears controlled. There is a sound plan for capital development which moves forward quietly without too much celebration of its successes.

Libraries. The ISU library system consists of the Cunningham Memorial Library (the main library), the Science Library, and a small collection supportive of the Library Science degree program. The University School also has its own library serving students, staff, and faculty. The Cunningham Library, less than twenty years old, is a spacious, physically attractive facility that is expected to serve its purposes without need for expansion for another decade. In contrast, the Science Library is inadequately housed in the Science Building and must store major parts of its collection elsewhere on campus.

The collections are supportive of both undergraduate and graduate programs and in some areas, especially strong. As with library systems, the library faces major problems in maintaining collection development in view of current inflationary rates for both books and periodicals. For example, the spiralling costs have led to an assessment of needs and usage of the entire periodical collection. A ten percent reduction in periodical holdings was made but this is viewed as providing only temporary relief.

ISU's library automation system is at the cutting edge and provides leadership to academic library systems throughout the state. ISU was the first Indiana university to establish an on-line library system when it installed NOTIS (Northwestern Online Totally Integrated System) and LUIS (Library User Information System). All library holdings are contained in LUIS which enhances both public and technical services. Public terminals are plentiful throughout the libraries and also available in dormitories and faculty offices

and faculty may access the system from their home personal computers. Electronic information resources, CD-ROM (Compact Disk Read Only Memory) reference database stations, have been expanded and patrons have available at no search charge ERIC, MEDLINE, Psyclit, MLA International Bibliography, Science Helper, CCINFO on Chemical Database, Microsoft Programmer's Library, and seven other databases. The Cunningham Library recently installed faculty and student word processing centers at no cost to users, which are reported to be well received and heavily used by students and faculty.

The library has its own mainframe, IBM 4381-23, installed in 1988 which allowed for the expansion of the NOTIS/LUIS system and also supports the library holdings of the University of Southern Indiana and Vincennes University.

Indiana has established a State University Library Automated Network (SULAN) which will provide users with information on over twelve million items in the libraries of all public universities in Indiana and the University of Notre Dame. Because of its strong automated program, ISU has been given a leadership position in developing SULAN and recently was awarded \$883,959 from the Lilly Foundation and \$263,424 from the State to initiate planning for SULAN and to install the first phase of the ISU NOTIS Cluster.

The university library, under able leadership, has put in place the state-of-the-art automation plan which subsequently has become the system adopted by the Indiana Commission for Higher Education. While automation is solidly in place, as are excellent programs of library service, the collections appeared to the team to be

insufficient to support, on-site, advanced degree programs. Clearly the state plan, to bring to all citizens in the state access to the bibliographic records of college and university libraries, has a future objective of moving materials from one location to another. Planning at ISU is required to determine what collections must be on-site to support the instructional and research materials required for suitable use in the academic program and what collections can be used for remote locations. Timeliness of delivery, ease of access, capability to move around in a physical collection are essential components of a university library's program. Once an academic program has been approved and students are enrolled, those students must be supported in their work by able faculty, suitable space and equipment, appropriate library, computing, and other support. Students must not be expected to go elsewhere for materials central to the pursuit of their curriculum needs.

Library space does not appear in any of the plans for capital development nor space planning. Yet some space problems loom. Two thousand volumes are moved out of the Science Library each year into storage; while storage space still is available and there is room for several more years of growth, the building in which the materials are stored is scheduled for renovation. Archival materials also are posing problems of storage. An admirable program of records management has brought systematic control to campus records; regrettably the program also presents important issues with regard to space and preservation.

In summary, the Library, although faced with major problems

in coping with problems of inflation and collective development and integrity and the need for improved Science Library space, impressed the team as healthy and a major ISU resource. The staff are to be commended for developments made in library automation and the leadership provided to libraries in Indiana.

Computer Center. The importance of adequate computer support for the enhancement of research, scholarship, and creativity cannot be overestimated. With reference to the library alone, the availability of the NOTIS system and its extensions, such as keyword searches, are important facilitators of access to information. The planned linking of the major academic libraries in Indiana over a telecommunications network will greatly enhance research resources for ISU faculty as well as for faculties at the other institutions. The present and planned-for computer resources at ISU seem adequate for the expanded use by the library, as well as for present and anticipated administrative computing, and for handling linking of various local area networks. The forthcoming (planned for September, 1990) addition of an internet connection also has major importance for faculty research. Although limited, computer center funding and staffing appear to be adequate to support the three to four-year phase-in of networked personal computers for each faculty member who would like one. More advanced users of computing services are the group on campus which, by common consent both of the computer center and of the faculty involved, feel less well served by the current organizational and service structure. Investigation in greater depth of specific difficulties might well be undertaken.

ACADEMIC PROGRAMS

The administration of academic programs including their development and support systems is the responsibility of the Vice President for Academic Affairs. There are seven colleges: College of Arts and Sciences, School of Business, School of Education, School of Health, Physical Education, and Recreation, School of Nursing, School of Technology, and School of Graduate Studies. Each of the colleges is under the leadership of a dean.

In addition there is an effective Division of Continuing Education, many student academic service offices, several special university instructional services, an admissions office, and the Terre Haute Center for Medical Education.

General Education. A new general education program, introduced in the fall of 1989, exposes all ISU to a common experience through a core of basic studies (11 - 17 hours) which includes English (writing skills), Communication (speaking skills), Mathematics, and Physical Education. It also exposes ISU students to common basic values, i.e. the capacity for independent thinking, critical analysis, and reasoned inquiry; enhanced writing, speaking, reading, and listening abilities; an improved capacity for making informed judgment and responsible choices; and preparation for the challenges of post-collegiate life through a thirty-six hour core in Liberal Studies. These hours are distributed among five core areas: Scientific and Analytic Studies (eight hours minimum); Literacy and Artistic Studies

(five hours minimum); Historical Studies (five hours minimum); and Multi-Cultural Studies (five hours minimum).

Although the program is not sufficiently prescriptive to assure a common educational experience for all ISU students, a common core of skills and exposure to a common set of societal values should be discernible among the students who emerge from the program. An advising program staffed by faculty knowledgeable about and committed to the goals of the program validates student selections of General Education courses. An ongoing assessment of the program is still in the planning stages but is intended to accomplish full review every five years, including not only the curriculum but also the efficacy of advising and program administration. It is too soon to judge the success of the program but both faculty and students who were interviewed about it seemed confident that it was an important and positive change from the previous general education program. Yet a very large number of courses can be selected to meet general education core requirements in liberal studies (some 200 plus courses) which may well make assessment of outcome difficult at best.

College of Arts and Sciences. Arts and Sciences has twenty-two departments and three academic centers, one for Afro-American Studies, one for Science Education, and one for Social Science Education. The General Education Program, the Center for Governmental Services, the Center for Cell Products and Technologies, the Urban-Regional Studies Center, the International Studies Center, programs for Women's Studies and Latin American Studies, a program in General Studies, and the Army ROTC program are also in the

college, as is the University Advisement Center. This complex organization is capably led by a Dean's office which, with the coming of the present dean in 1986, was reorganized into the three functional areas of curricular development, budget and personnel, and student affairs overseen by associate deans. Chairs meet with the dean each week, faculty and committee meetings are held regularly, and cooperation with other university units is quite good. There is general agreement among the college's faculty and representatives of other units that the college operates well.

The College of Arts and Sciences has a clear sense of purpose, which in preparation for the Self-Study it defined as providing quality degree programs and related curricula, providing a variety of instructional services to the campus community, and public service to the Terre Haute community and the various professions of the faculty. The college teaches 69 percent of the university's student credit hours, provides forty percent of the minimum 124 credits for the bachelor's degree, and is home to 54 percent of the tenure-track faculty in the university. University priorities reflected in the special emphasis studies have the enthusiastic support of Arts and Sciences, which has had a large role in developing the new General Education program and is proceeding rapidly with new departmental tenure and promotion criteria. The chairs and deans also work well with central offices to seek support for research programs and computing initiatives.

The college offers a doctorate in six areas of two departments (Life Sciences and Geography), in Clinical Psychology, and (jointly

with the School of Education) in English Curriculum and Instruction. There are forty-three masters programs, sixty-three baccalaureate majors and concentrations, sixty-two minors, nine preprofessional programs, three associate degree programs, and various certificate programs most notably in a wide range of areas of Education. The ongoing reallocation of resources to areas of increasing enrollment deserves commendation, and the beginnings of close monitoring of programs with few graduates is movement in the right direction, particularly in areas involving professional accreditation. Recently developed strengths include Project 30, the nationwide effort funded by the Carnegie Foundation to further cooperation of Arts and Sciences colleges with Education faculty in teacher preparation, and the grant from the Lilly Foundation for development of values education efforts. Moreover, the strengths noted in the previous NCA visit in such areas as remote sensing and various life sciences fields remain in place.

At the graduate level the Psy.D. in Clinical Psychology, the joint doctorate in English instruction, and a "sixth-year" postmasters in English language and literature have been added since the last NCA visit. The American Psychological Association has given provisional accreditation to the Clinical program, which provides admirable opportunity for training in the community clinic in Root Hall.

The major obstacle to progress in graduate programs is graduate student support, with stipends for assistants as low as \$3,000.

The Arts and Sciences faculty had more than 2500 publications,

paper presentations, creative exhibitions, and performances in 1987 and 1988. One book was nominated for a Pulitzer Prize. Grant support came from the National Science Foundation, the National Institutes of Health, and the National Endowment for the Arts, among others. Performances in Music and in Theatre, and exhibitions in Art, have made significant artistic contributions to the Terre Haute community. Some other departments, notably Criminology and Communications, also appear to have built solid regional public service reputations which might bring added attention to the university if more widely publicized.

The faculty members in the departments of Chemistry, Geography and Geology, Life Sciences and Physics are devoted, congenial, vigorous and discipline-qualified. Good morale and a spirit of cooperation is evident. The research productivity varies from marginal to highly exemplary. Amicable arrangements have been developed within the departments concerning teaching loads and release time for research. Although the School of Graduate studies has a vigorous program to facilitate acquisition of research monies, the research applications and grant awards in the science disciplines are remarkably low. The liberal university sabbatical leave policy creates some problems in covering courses but there does not appear to be any great concern in this matter.

The laboratories and classrooms are marginally serviceable and reasonably well maintained. It appears that minimal general rehabilitation of the facilities has occurred in recent years. Some of the research laboratories have undergone modifications to make

them more appropriate for the current interests and needs of the faculty and students. Hallways which were converted into temporary facilities for various items of laboratory equipment over fifteen years ago still remain. The rehabilitation of Science Hall is scheduled in the Campus Master Plan.

Much of the equipment in the science departments appears dated. Newer equipment has been obtained on grant money. Funds for appropriate equipment maintenance are quite inadequate. In certain areas great need is evident for equipment that is "state-of-the-art." This is particularly true in the Life Sciences and Geography departments which have doctoral programs.

The science courses offered and those required for degrees in the science departments are quite traditional. It is professed, however, that although courses do not change in title, they are continually updated to reflect new concepts and technologies.

The number of baccalaureate degrees produced by the science departments per year appears acceptable. Graduate degree production, however, is rather limited. The doctoral programs in Life Sciences and Geography have a good reputation.

The Science Teaching Center provides professional science education courses directed toward people interested in the teaching of science. Its faculty provides academic advisement to students selecting teacher preparation in science. Additional physical space for expansion would facilitate its programs. Although the Center offers master degree programs, there is no evidence that they are in high demand.

The Department of Home Economics is adequately housed in a structure which was remodeled in 1988. Laboratories are sufficiently equipped to accomplish its stated mission. The faculty members are appropriately housed and have academic credentials to qualify for their teaching assignments. The department offers degree programs through the masters in a multitude of different areas. Degree productivity is good. Appropriate professional accreditation for the programs have been obtained.

The Department of Mathematics and Computer Science offers both undergraduate and graduate degrees at the master's level in mathematics and currently has an undergraduate major in Computer Science, with a master's degree in the planning stages. Education school students at both the undergraduate and master's degree levels who plan to teach, or who are teaching mathematics, study the requisite mathematics for these degrees within this department. Recent faculty appointments emphasize combined teaching-research productivity, also reflected in the records of some more long-term faculty. Curricula in both areas are undergoing review and revision so as to keep current with changes in the fields.

The Department of Sociology and Social Work offers bachelor's degrees in Sociology and Social Work and a master's degree in Sociology. Exact enrollment figures were not available but it was reported that there are approximately 75 - 100 undergraduates majoring in Sociology and a somewhat smaller number of Social Work majors. The department does carry a major service function in terms of large numbers of students enrolled in introductory courses and

the number of students who meet cognate requirements by enrolling in upper division offerings. There are fifteen full-time faculty, of which two are social workers. The department is currently recruiting one additional social work faculty.

The major issue discussed with the Sociology and Social Work Department was the status of the bachelor's degree social work program, which is not accredited by the Council on Social Work Education (CSWE), the accrediting body. In a meeting with the department chairperson, three faculty, and an associate dean of the College of Arts and Sciences, there was a candid discussion of developing the social work curriculum in order to meet accreditation standards. Outside consultants were used in the past and there are plans to use more once additional social work faculty are hired. The desire for an accredited program was quite evident in the meeting, but at this point, clear objectives and a working timetable are yet to be developed.

Faculty development is high on the Arts and Sciences list of priorities. The new departmental guidelines for tenure and promotion called for by the university emphasis on faculty development were in preparation at the time of the NCA visit, and the dean's office requires both good teaching and good research for a favorable tenure recommendation. College faculty and administrators are working to assure that standards remain flexible enough to accommodate departments which have graduate programs and those which do not, and there is a continuing dialogue regarding college personnel decisions which have been overturned later on in the review process. Teaching

improvement is the focus of a task force study and is receiving considerable attention. Support for research and creative activities, although at present rather limited, is available in the departments, the college office, and the graduate school. Faculty also can seek support from the Research Committee and the Arts Endowment Committee of the university, although surprisingly few seem to do so. On the whole, the increase in scholarly standards is being balanced with continuing requirements for strong teaching in an effective manner, and the records of Arts and Sciences faculty show continuing progress. All new hires understand that teaching and scholarship will both be expected.

The most difficult resource problems of Arts and Sciences are those of the university as a whole. Low faculty salaries, horrendously outdated equipment, and tiny operating budgets constitute the greatest problems. The university's efforts to reallocate the funds from open faculty lines to salary increases, though not universally accepted because of its implications for class sizes, seems generally well received in Arts and Sciences, as are the attempt to establish salary floors and the possibility of devoting a greater percentage of raises to merit. The rapid turnover which has led to replacement of a fifth of the faculty in the last five years is accelerating because of scheduled retirements, and salary compression has already taken place because of increased competition for replacement faculty. Some departments will have nearly a fourth of their faculty retire in a single year, so a few replacements may have to take place at senior ranks to sustain

graduate programs. Occasionally searches have been hampered by late authorization of replacements and non-competitive offers, but to date the college has been remarkably successful in filling openings with quality individuals and in retaining faculty. Coming retirements are generally seen as offering an opportunity to reallocate funds to build programs and improve salaries and working conditions.

Many faculty have splendid working conditions thanks to the effects of the Master Plan, and others will see such benefits shortly. The equipment difficulties are widespread, however, and faculty are concerned about inadequate input into computer planning. Help is often available for start-up equipment but can be found less often for replacing obsolete equipment. The replacement problem involves scientific instruments, communication equipment, sound systems, and many other items affecting both teaching and research. Moreover, even when equipment is available operating funds often are not, and travel budgets are minuscule. These are base budget funds for equipment and computing in the college, and the retirement of senior faculty may allow for reallocations at the university level over time. But the replacement situation seems to be worsening while the ability to add equipment improves.

In short, the Arts and Sciences College is making solid progress in accordance with the university's goals. Its problems are clearly remediable assuming continued reallocation of resources to programs with strong enrollments and quality performance, attention to both teaching and scholarship in evaluations, and

program development which includes clear assessment of outcomes. The previous NCA report's remark that the college was "surprisingly strong" is even truer now.

The School of Business. The School of Business was reaccredited at both the undergraduate and graduate levels by the American Assembly of Collegiate Schools of Business (AACSB) in 1989.

Its undergraduate offerings include a two-year program leading to an Associate of Science degree and six four-year programs leading to the Bachelor of Science degree. Graduate degrees include the MBA and, in the area of business education, the Master of Science, Master of Arts, Education Specialist, and Ph.D. degrees. Among the six program emphases at the undergraduate level is a new four-year program in Insurance, leading to a BS degree with an insurance major, or alternatively, an insurance minor.

The School of Business has a productive relationship with the College of Arts and Sciences through the General Education requirement. A special initiative focused upon ethics in business has promoted cooperation between the Systems and Decision Sciences program and the Mathematics and Computer Science department, to name a few examples. The Executech program aims for collaborative programming with the School of Technology.

As is true elsewhere in the institution, the School of Business is in transition from the earlier focus upon teacher education to the multiple foci characteristic of a university. The transition is evident both in records of faculty productivity and in the curriculum. Clearly, as a school offering programs within the

context of a university, the School of Business must look to more closely articulated ties between faculty members' teaching and the research needed to inform and direct the teaching; the desirability of such ties is true for faculty teaching at all levels and notably so for those teaching graduate level courses. On the curricular side, examination of some program emphases, including the two-year Associate Degree for a secretarial major, would seem warranted. As the institution evolves, the need for further refining and enhancing rather new areas, such as Systems and Decision Sciences (including, within that program, Management Information Systems) might imply efforts to reduce expenditure of resources for instruction available at other types of institutions.

The School of Education. Since its formation, the School of Education's primary mission has been the preparation of teachers for the public schools. This mission has been broadened since 1965 to include the preparation of a wide spectrum of specialized personnel in order to meet the contemporary needs of schools and other educational agencies. The school offers programs from the baccalaureate to the Ph.D. degree programs as well as several non-degree graduate programs.

The school is accredited by the Commission on Teacher Training and Licensing of the Indiana State Board of Education (1985), the National Council for Accreditation of Teacher Education (1983) and by the pertinent associations which accredit specific programs including the American Board of Examiners in Speech Pathology, the American Speech and Hearing Association, and the American Psychological Association.

Since the last North Central visit in 1980 and the NCATE review in 1983, the education reform movement has become generalized across the country. The School of Education has made significant progress in meeting the demands for change and overall improvement in education. The elementary, secondary, and special education undergraduate teacher education programs have been revised to incorporate the new general education requirements, to place greater emphasis on child development and learning, to increase work in field settings, and to conduct and apply research on teaching.

Collaboration with the public schools has been strengthened through the Partners in Educational Progress program which focuses on school improvement projects conducted by School of Education faculty and public school personnel. Service to schools and other education agencies through workshops, in-service programs, work with student teachers and other forms of traditional collaboration continues to receive attention.

The University School is an integral part of the School of Education. It houses programs from nursery school through the ninth grade. The school's population is diverse. It serves as a laboratory for the preparation of teachers and the application of research findings. The school was accredited by North Central Association in June 1989. The visiting team made several recommendations which are already beginning to be implemented, one of these is the establishment of mechanisms for better articulation of curriculum across grade levels. The school is currently being remodeled and plans to acquire computers for classroom use are being

drafted.

Teaching and general education have received renewed emphasis through the university's participation in Project 30, a national coalition sponsored by the Carnegie Foundation which involves Arts and Sciences and education faculties and focuses on the improvement of teaching at the university level as well as in other settings. Project 30 has been instrumental in increased faculty collaboration and has resulted in notable initiatives such as a forum on university teaching and faculty participation in curriculum committees, which strengthen Indiana State University's traditional commitment to excellence in teaching.

Recruitment and retention of minority students and faculty continue to be a challenge for the School of Education in particular and Indiana State University as a whole. In order to attract minority students, the school is participating in the state of Indiana minority fellowship program and has organized a faculty mentor group. Plans are under way to implement a minority recruitment one-week program for minority ninth graders interested in teacher education. This is an initial step in achieving the minority recruitment and retention goals of Project 30.

The research mission of the school is being strengthened through greater recognition and support of faculty scholarship. The school recognizes that time is needed for significant progress to be made in this area. The school's administration recognizes that the various collaborative efforts in which the faculty are engaged are important vehicles for the enhancement of the professionalism

of faculty members and school personnel. The continuation of present initiatives and additional support of scholarly activity, as well as of collaborative efforts is desirable and should allow the School of Education to continue being a central unit of the university.

In sum, the School of Education at Indiana State University continues to achieve its mission as a professional school engaged in the preparation of personnel for schools and other education agencies. It continues to strengthen its programs and to play an important role in the improvement of education within a context of change.

The School of Health, Physical Education, and Recreation. This school, one of the smallest professional schools of the university, is administered by a dean, recently appointed, and an associate dean who has served the institution for twenty-two years.

There are three departments: Health and Safety, Physical Education, and Recreation and Management. Among the program of study offered through the school are two which enjoy regional, national, and even international distinction through the reputations and activities of the faculty in those programs. They are athletic training and safety management. The athletic training program is one of only two in the United States which is accredited at both undergraduate and graduate levels.

In response to a question about a concern expressed in 1980 NCA team report that relations between the professional schools and the College of Arts and Sciences were strained by an apparent tendency in that college to expand into professional education, both

the dean and associate dean indicated that this was no longer a concern. They also stated that they were encouraged by the inclusion of two courses from their curriculum in the new general education program.

The physical facilities in which the school is housed are superb and equipment presently is truly "state-of-the-art." Strategies for maintaining that enviable position should be devised and implemented as obsolescence of equipment can and does occur rapidly.

Students and faculty in the school can be justly proud of the contribution it makes to the institution's over-all reputation in the larger academic community.

The School of Nursing. On site visits were held with the dean, the assistant dean, the director of research and evaluation, director of the graduate program, and the director of undergraduate programs. The school, established in 1963, offers three degree programs: the Associate of Science degree, the Bachelor of Science degree, and the Master of Science degree. All these degree programs are accredited by the National League of Nursing (NLN): the Associate degree for eight years in 1988, the Bachelor's degree for eight years in 1990, and the Master's degree for five years in 1990, its initial accreditation. There are thirty faculty including the dean, of which about two-thirds are tenured.

In spring semester 1990, there were 398 students enrolled in all degree programs, with about three fourths in the Associate degree program. Students are mostly (82%) from Indiana, with the next

largest proportion (6.3%) from Illinois; currently there are five international students. Students are mostly female (93.2%) and white (96%), and the majority of students work and are enrolled part-time. Although most students are in the Associate degree program, because this degree makes them eligible to become registered nurses, many subsequently return to ISU to obtain Bachelor's degrees. School statistics indicate that 100% of all graduates who seek employment after graduation find jobs.

The School of Nursing building is attractive, well maintained, and adequate for the degree programs. Each faculty has a private office, and department chairpersons and the dean have office suites with adjacent secretary offices. The building is physically accessible, has a large auditorium on the first floor, adequate class and seminar rooms, and a room reserved for computer terminals. The school has its own clinical education building, the Sycamore Nursing Center located nearby. The team did not tour this facility but notes that the NLN site visit report of November 14-17, 1989, noted that it was a modern, attractive building which adequately serves the clinical educational purposes of the school.

Now that all degree programs are accredited, the school has met its major objectives and has no plans for expansion of degree offerings in the immediate future. It plans to further consolidate and build upon its strengths, and direct efforts toward addressing two issues of concerns in the 1989 NLN site visit report: improving faculty workloads and increasing faculty scholarly productivity.

School of Technology. The School of Technology includes the

departments of Aerospace Technology, Electronics and Computer Technology, Industrial and Mechanical Technology, Industrial Technology Education and Manufacturing and Construction Technology. Associate or baccalaureate degrees or both are awarded in some thirteen areas in these departments. Graduate degrees are offered in a limited number of specialties. The departments are staffed by a vigorous, well qualified faculty. Faculty morale could be strengthened by additional monies for travel and merit salary increases. The laboratories and classrooms are generally serviceable and adequately maintained. Equipment in some of the thirty-one laboratories is dated and limited. New equipment has been obtained primarily from industry because of the very limited university funds available for this purpose. It seems appropriate that the university should not only consider more adequate allocation of funds for equipment but also a reevaluation of the funding for maintenance service contracts on extremely expensive items of equipment. One category of equipment in which the school is not deficient is computer hardware.

The School for Graduate Studies. ISU enrolled 1,571 graduate students during the fall of 1988. Nearly seventy-two percent were Indiana residents; sixteen percent were from other states and twelve percent from thirty-nine foreign countries. Fifty-one percent of the graduate students were women. According to the self study, the enrollment in graduate programs has declined slightly since 1982-83, but the number of enrolled, degree-seeking students has actually increased.

ISU has been providing graduate education for sixty-three years. The current mission statement describes the program "...as a selective and carefully focused graduate institution providing professional preparation, scholarship, and research to the state and nation." It offers a wide range of master's degree programs and selected doctoral programs. Since the 1980 North Central Association review, the University has developed four new master's degrees and a doctorate of Psychology degree.

The Dean of the School of Graduate Studies and her two associate deans provide strong, stable leadership. The quality of the students admitted into graduate programs has increased impressively. For example, in 1981 average Graduate Record Examinations scores for Ph.D. candidates were 457 verbal and 490 quantitative. In 1988, graduates had average GRE scores of 622 verbal and 520 quantitative. As ISU has moved from a teachers college to a comprehensive university, increased importance has been placed on faculty and student scholarly, artistic, and research activity. In the team's judgement, the School of Graduate Studies is fully committed to advancing the activities which relate graduate study and research/scholarship/creative expression.

The School of Graduate Studies will play an increasingly important role in promoting the recommendations from the three Special Emphases Committees. It provides guidance, funding, rewards and recognitions to facilitate and motivate faculty interaction with federal government bureaus and funding agencies. The grants and project development function which is in the Graduate School provides

numerous helpful services to faculty to assist their research efforts.

The Graduate School is in the fourth year of a five-year plan developed by the Graduate Dean and a planning committee. In the judgement of the team, the university has made excellent progress in graduate education and all of its related activities over the last decade. The growth in external funding of grants and contracts has been significant and promises to increase even more in the future. Admission standards have been upgraded and criteria for assistantships have been improved. Graduate faculty have increased their productivity. Recruitment of minority graduate students has been increasingly successful. And finally, the relocation of the office of the School of Graduate Studies to remodeled facilities has increase the morale of everyone.

The Terre Haute Center for Medical Education. Special note should be made of the presence of this center whose faculty not only provide the first two years of the four-year medical program of Indiana University but also hold rank in the Life Sciences Department and participate in its graduate programs. These faculty members have well equipped "state-of-the-art" laboratories in the center in which graduate students may carry out degree research.

PART III: ADVICE AND SUGGESTIONS

The team offers the following suggestions in the hope that they will be helpful to faculty and administrative personnel. The suggestions are only advisory. University personnel need not implement any of them as a requirement

for accreditation.

1. There are many planning documents on campus to back up decision making. And even though there is no overall, coordinated short or long-range plan that brings all the planning documents together, the team felt that the administration had a comprehensive working mastery of sufficient detail to inform decision making effectively and to empower strong leadership. The team observes, however, that the general campus understanding of how this coordination is occurring is not always present and we encourage you to continue your efforts to provide feedback and promote communication.
2. Though the team acknowledges concerted campus efforts through its own internal procedures as well as through review required by the Commissioner to reduce the number of low degree conferring programs, we continue the concern from the 1980 NCA team about the large number of small programs and departments yet remaining. We encourage you to persist in your monitoring of this concern.
3. The university has just begun to look at the resource implications of the proposals generated by the self-study process. As it evaluates the implications, the team suggests that the favorable low student/faculty ratios may not be affordable if the university is successful in funding a comprehensive research mission. The team encourages the institution to cautiously evaluate the potential consequence of any resource reallocation in light of the overall objectives of the mission.
4. ISU is a vital and strong academic community. The presence of major research universities nearby provides appropriate role models for continued institutional development. However, the team urges ISU to recognize its present level of achievement with full confidence. It is strong in its

special missions.

5. Though the campus may sometimes feel their salary schedule make recruitment difficult, the team observed that the outstanding fringe benefit package, sabbatical leave policy, early retirement options, and the life style of the community actually gives ISU a competitive position. ISU is an attractive place to be.
6. ISU involved its faculty in an ambitious review of campus needs to promote quality and growth in the nineties. Administrators and staff were also intimately involved. Three areas of special emphases were identified, the pursuit of which has opened up a new era of development for the entire university. The team recommends that in three to five years, ISU review the efficacy of these three areas on its campus and submit a brief report to NCA detailing the value of this approach to the campus. We suggest ISU's experience could inform NCA of the viability of this option for future self-studies.
7. The criteria for tenure and promotion in the University Handbook appear less stringent than the criteria used by many departments. You may wish to view this in context of recent court recognition of the University Handbook as a legal and binding document.
8. The institution may wish to regularize the review of administrators.

The team members met individually with the campus committees assigned to study the three areas of special emphases. The committees had done an outstanding job of identifying the problem areas, collecting data, conducting surveys, and analyzing all of this information in the context of the mission and objectives of the university.

Clearly the Self-Study with special emphases was productive of serious consideration of ways to make the ISU experience valuable and stimulating to the students and to the faculty and staff responsible for educating its students. The subcommittees made an effort to involve the constituencies relevant to their emphasis through survey questionnaires as well as through publicizing the general self-study effort. The subcommittee reports effectively catalog strengths, concerns, and recommendations. Since the Self-Study committee had to boil down the emphases subcommittee reports to rather general statements, without supporting context and specific detail, the subcommittee reports are recommended for further institutional consideration and deliberation.

The historical and analytical approach of the subcommittees made it possible for the NCA team members to relate to the issues and to attempt to bring their training and experience to bear on the discussions. The NCA team responded to the Self-Study summaries of the Special Emphases reports in meetings with the subcommittees, offering suggestions for particular problems as well as commenting on suggestions in the reports. We would urge systematic review by the institution of the recommendations in the subcommittee reports as well as of any suggestions from the NCA team deemed useful.

Some suggestions will follow, but in general the message from the team is to validate your efforts to this point and to urge you to continue your discussions with the campus in general and with the administration in particular toward building consensus and support for the improvements that your recommendations would effect. In coordinating the suggestions from all three areas of special emphases, faculty and administration will have to develop priorities and strategies for implementing and funding the improvements.

The Improvement of the Quality of Student Life through the Enrichment of the Academic, Intellectual, and Social Climate of the Institution.

An extensive revision of the general education program was put into effect in fall 1989 after three years of discussion and preparation. The General Education Council, a faculty group representing all faculties and operating under Faculty Senate legislation, supervises general education offerings. To meet requirements in one of the five general education clusters, a course must include writing, speaking, and critical thinking as well as discipline or interdisciplinary content. The General Education Council reviews all syllabi and votes whether to recommend to the Senate that a course be included. Departments can appeal negative recommendations directly to the Senate.

The new curriculum has widespread support among faculty, administrators, and governing bodies. The clustering of courses in five areas (scientific-analytic, human systems, literary-artistic, historical, and multicultural) is viewed as enhancing the coherence of undergraduates' academic experiences. Although most of the general education courses still originate in Arts and Sciences disciplines, the nature of a course rather than its departmental origin has become the touchstone for inclusion. An enthusiastic commitment to student academic needs characterizes the new program, and faculty across the university, most especially in Arts and Sciences, have made changes in their courses to conform to the stated intentions.

Remaining difficulties appear to be those of transition rather than of conception. For instance, managing advising and graduation checks may be complicated for quite a while in view of the mixture of old- and new-requirement students and the as yet undetermined treatment of equivalencies for transfer students. The so-called "partitioning" of three-credit general education courses

so that one credit meets the requirements of one cluster and two credits of another may likewise cause problems. Budgeting consequences, particularly in areas adding laboratory hours and areas affected by the focus on historical studies, also appear to require careful monitoring. The responsible administrators are aware of the potential difficulties and seem committed to meet changing needs over time.

All concerned are prepared to adjust the approved courses and the program as student accomplishments under the revised requirements become clear. The General Education Council is hoping that more new courses will be forthcoming now that the initial approvals of most revised courses have taken place. In addition, the Council is working to accommodate departments whose curricula are heavily influenced by accreditation requirements. A course assessment is part of each offering approved for inclusion in the program, but the methods for assessment of the overall impact of the general education program have yet to be determined.

The university deserves considerable credit for these general education efforts and for making them the centerpiece of its special emphasis on enhancing the academic, intellectual, and social climate for students. Now that the program is in place, the logical next step is studious assessment of the results. Student desires for more uniform evaluations of faculty teaching in all parts of the university could become a part of the assessment if a faculty consensus is possible. The scheduled five-year review of the general education program in 1994 would seem to be an appropriate time for evaluating the assessment mechanisms as well.

The enhancement of the Honors Program and of Honor Societies is another laudable part of the special emphases on students' academic and social

development. The Honors Director, along with the Honors Council, has expanded student recruitment activities, almost doubling student participation to 200 students. A new brochure should improve visibility and increase understanding of the role of Honors at the university.

Since only general scholarships are presently available to Honors students, investigations are under way as to the possibility of a fund-raising initiative for Honors Program scholarships.

The Honors curriculum and the quality controls seem good, although some individuals felt the need for more departmental input in the selection of Honors faculty. Expansion of Honors courses could be facilitated if funding becomes available to compensate departments for at least a portion of faculty time devoted to such teaching. There is a small operating budget for the Honors Program, and the Honors Office is located in a high student traffic area. The Honors Program is appealing to a larger number of students, and the faculty should be commended for such initiatives and encouraged to continue the enhancement process.

The discussion of Honors issues in the Self-Study has already led to improved contacts between the Honors Director and the Student Affairs officer responsible for Honor Societies. Together they are working out informal arrangements for increasing the activity of Honor Societies as requested in the student survey done during preparation of the Self-Study. The organizational and academic issues raised regarding the Honor Societies can easily be addressed in such an open, cooperative environment. Recognition of Honors Program and Honor Society students in every forum available, perhaps at the same gatherings, could further such cooperation in meeting the students' requests.

Academic Enrichment Activities. Extracurricular activities for enriching

students' aesthetic, intellectual, and social experiences are numerous but not always well-attended or even well-publicized to students. The free admission for the university at some artistic events such as theatre productions offers an extraordinary opportunity for student growth. So does attendance at Convocation Series events or at the excellent lecture series, one of which is funded by an endowment from a former faculty member. Some universities have included attendance at events of this sort in their general education requirements on an ungraded basis. For example, faculty members in Art, Music, or Theatre might be available to hold discussions with students after a performance or an exhibition opening.

Extracurricular activities also offer an occasion to make multicultural experiences available, and quite a few events at the university do provide such opportunities. Both international and ethnically diverse individuals within the university feel that more such events could be scheduled, however. Many faculty and students would like to explore ways to attract multicultural audiences at public events. Le Club, the wellness center, is seen as embodying a potential model which might be transferable to the intellectual realm. The overall attitude of faculty and students alike is the praiseworthy one that the more occasions for multicultural interaction, the greater the intellectual and social growth of the university community.

Quality of Life. The institutional position with respect to the desired academic, intellectual and social climate for the campus is clearly and sincerely stated in President Landini's address to the university in October, 1989, when he stated:

"It is profoundly troubling for me as President of our university to admit that in our academic enclave, where we talk and think and

teach human learning and where we remark the lessons of the past and present, because of the light they shed on the value and dignity of the individual, we fall short of clearly and effectively educating our community in attitudes of tolerance and charity.

I am especially concerned about the rudeness and incivility all too often in evidence in relations between and among our students. I am concerned about the mounting evidence of disrespectful student behavior directed toward their professors. I am concerned about allegations by students that some of their professors and some of the clerical staff have embarrassed and belittled them because of their race or national origin"

The charge to enhance the quality of life at Indiana State University is clearly understood and agreed upon by the Vice President for Student Affairs, who distributed over one hundred copies of the President's fall speech, as well as by the Director of Safety and Security, who has a sound educational philosophy about university law enforcement. There is concern, however, among Student Affairs and Safety and Security staff about verbal harassment and physical confrontations among some students. While there is communication between Student Affairs and Safety and Security staff about physical confrontations outside residence halls, at Black Greek functions, as well as in other areas, continued trust and understanding between Student Affairs and Safety and Security of the intraracial and interracial dynamics is needed to foster self-esteem among Black students and attitudes of tolerance and charity among all students. Safety on campus for women should continue to receive aggressive attention in spite of the seeming low interest among female students in educational programs addressing

safety and assault issues for women.

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. The emphasis on research, scholarship, and creative expression reflects the development of the university over the past twenty-five years into a comprehensive university from one which originally was devoted solely to the education and training of teachers. The transition is still occurring, thus influencing the selection of the particular concerns raised by this Special Emphasis Committee.

The team members who met with the Special Emphasis Committee on the Professional Advancement of Faculty and Staff were impressed with the recommendations submitted by the committee to the Self-Study report. A very thoughtful process has been followed, involving broad input from the campus and extensive surveys of faculty, department chairpersons, and administrators. Numerous initiatives have already been taken to designate groups of faculty, administrators, and staff to further study areas of concern identified through the questionnaires. The faculty senate, academic deans and support offices are currently involved in implementing some of the goals for professional advancement.

The schedule of proposals across sabbatical leaves, grant development, conferences and workshops, educational renewal, technology, faculty exchanges, awards and citations, to mention only a few, will require new funding, commitment of faculty and staff release time, coordination of advancement efforts, and a graduated time line for achievement of the goals.

Clearly the committee has already focused in on a few priorities under each area of concern. Clearly thought and planning have been given to assignment of

responsibilities among the various academic units of the university. The team commends the committee for the horizontal and longitudinal depth of its planning and for the initiatives and implementations that are or occurring or have already occurred.

At this particular time of transition in the history of the institution, it has wisely chosen to emphasize the enhancement and development of its greatest resource - people. With so many initiatives being proposed, started, or on-going, it seems essential to the NCA team that the university keep the steering committee of this special emphasis intact for several years. The multiple agenda that is being stewarded requires some central oversight to assure evenness of progress, efficient use of resources, minimal duplication, and maximum sharing of ideas.

Because of the unique needs, standards, levels of progress across the university in the areas proposed for development, the team observes that greater success and more satisfaction might be achieved by making each dean accountable for the professional advancement of his or her own faculty and staff. The deans in turn could work with their chairpersons. And the chairpersons could provide leadership in building development programs within the departments which encouraged annual contracts with each faculty member for pursuit of professional activities to enhance his or her teaching, research, service skills and knowledge. The overall plans of the colleges and schools would be reviewed and monitored by the Special Emphasis Committee on Professional Advancement. Through this organizational structure, accountability could be achieved, resources might be distributed more fairly, university-wide progress could be assured, and idea sharing, joint activities, use of consultants, and so forth, could be promoted.

There are some recommendations from the Professional Advancement Committee

that would be better pursued from a university-wide perspective. For example, the task force that has studied the sabbatical leaves program for the university as a whole has made some excellent suggestions that should be implemented across the board. Policies relating to grant development and procedures for returning subvention funds to the departments are also areas best resolved at a university-wide level and implemented uniformly within each college/department grouping. The judgments regarding point of initiative for a project might well be made by the Special Emphasis Committee. However, university-wide plans, policies, resources, and programs ultimately must be responded to by individual departments/colleges.

If the Special Emphasis Committee members feel that they cannot assume these additional, on-going assignments, the university might wish to consider establishing a Faculty/Staff Development Office. The team acknowledges that the strength of informal relationships at ISU may be diminished by trying to systematize them into too many formal organizations. The good feelings and cooperation could be replaced by defensiveness and fear if relationships are overly regularized.

The team in summary affirms the steps that have been taken, the recommendations that have been made, and the initiatives that have been implemented. The Special Emphasis Committee on Professional Advancement is urged to go forward with confidence in the directions it has set for itself.

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.

The Office of Research is keenly aware of the institutional concern expressed in the Self-Study emphasis on the enhancement of research, creativity, and scholarship. In addition to providing workshops and assistance on proposal preparations, the office has brought representatives from major federal agencies to a regional workshop which served not only ISU but twenty-seven other institutions in Indiana and Illinois. The office currently offers a grant development competition which provides successful competitors with funding (under \$2,000) to be used for release time, secretarial assistance, and a \$1,000 stipend in return for the faculty member's time and effort used in the preparation of a proposal.

In addition to incentives and assistance such as those mentioned above, the Graduate School encourages active research and scholarship by limiting membership (new or continued) on the graduate faculty to those faculty members actively involved in research.

There is much evidence of scholarship and creativity on the campus, but people feel the publicity about the various activities could be better promoted off the campus. Activities of the faculty, important speakers coming to the campus, cultural opportunities sponsored and participated in by the faculty, often go unnoticed because of lack of community awareness. Committee members told the team that some structural changes have occurred in public affairs and some changes have been observed. They urged that more systematic efforts should be designed to publicize ISU's research, scholarly, creative, and cultural activities.

Regarding specific recommendations on communications, the team proposed the following advice:

- a. Combining current university publications. Consider first a determination

of the purpose and the audience of each publication and then make a decision as to whether a single publication would serve all purposes and all audiences. The impression is that the committee's recommendation comes from busy faculty members who do not want to have lots of paper coming across the desk. Supplements to student newspapers, in general, should only be student materials; official publications of the university should stand on their own.

- b. Publicity pieces. These should be prepared professionally, and by a central agency, and distributed as press releases, widely. Such materials also can be folded into a development program.
- c. "Desktop" publications. This recommendation continues the suggestions related to more publicity; again it requires a careful review of purpose. This new technology offers an extremely professional-looking publication with low costs and high speed of response.
- d. Definite lists of faculty research. While desirable, current lists are often difficult and costly to prepare and to produce centrally. Each department could ensure the careful preparation of a report on its faculty research and publication activities by summarizing these annually into the departmental report. Such annual reports could be reviewed by the Communications Office for special new releases, alumni letters, and so forth. Models of research publications of this variety are available and the campus should pursue the feasibility of such a brochure. Well-presented lists of faculty research interests can be a valuable economic development tool.

Campus Forums, Colloquia, and Conferences. The campus has an active cultural life. Many outstanding events are poorly attended. Any efforts to

increase attendance from on and off campus audiences should be pursued enthusiastically. The recommendation that university speakers also deliver seminars or meet with interested faculty and students to discuss their work is sound and should be followed up.

The recommendations regarding the establishment of a research program and the development of endowed chairs are excellent. Policies should be developed and agreed upon with regard to endowed chairs, e.g., the amount of monies required; whether a life-time appointment is appropriate or a term appointment; whether the funds are to be used to support salary or to be applied only to enhance the work of the holder of chair, e.g., travel, research assistance support, etc. are among these.

Expectations of the Faculty. Campus criteria for promotion and tenure are changing to accommodate the new mission of ISU. The application of the criteria to specific cases is central to the research and scholarly quality of any campus. A continuous review and evaluation of criteria is required on the ISU campus as on every campus.

Campus Research Centers. Campus Research Centers provide valuable opportunities for faculty to get involved in research activities. The meeting of center directors with the team members was useful; for many directors it was the first formal meeting they had attended with their colleagues. The sharing of information was helpful to them. The Self-Study recommendation that a coordinating board be created among the research centers might provide a useful vehicle to continue sharing information. A suitable design for the immediate future might be the convening of informal meetings of center directors to share information about the activities of each center. Faculty could profit from greater awareness of ways in which they might be involved in research projects sponsored by the centers.

PART IV: RECOMMENDATIONS

The team's recommendations to grant continued accreditation at the Doctor's (research and professional curricula) degree-granting level are shown on the attached worksheet for the Statement of Affiliation Status (SAS).

The team recommends no changes in the Control, Status, Educational Programs, Locations, Stipulations, Reports Required, or Focused Evaluations sections of the SAS.

The team recommends that the Comprehensive Evaluations section of the SAS show that the next comprehensive visit be scheduled in ten years for the academic year 1999-2000.

The team recommends continued accreditation with confidence because the university has continued to meet the North Central Association criteria. ISU has responded and is responding to the concerns of the previous visits.

In the team's judgment, the concerns which have been cited characterize institutions of this age, tradition, and mission. The team expresses confidence that over the next decade the university will continue to make good progress.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: INDIANA STATE UNIVERSITY
Terre Haute, IN 47809

TYPE OF REVIEW: A comprehensive evaluation for continued accreditation at the Doctor's (research and professional curricula) degree-granting level. This is a comprehensive evaluation with special emphases.

DATE OF THIS REVIEW: April 2-4, 1990

DATE OF SAS: June 23, 1980

COMMISSION ACTION:

CONTROL: Indiana State University is a public institution.

Institution *Recommended Wording:* NO CHANGE

Team *Recommended Wording:* NO CHANGE

STATUS: Indiana State University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Accredited: 1915-.

Institution *Recommended Wording:* NO CHANGE

Team *Recommended Wording:* NO CHANGE

EDUCATIONAL PROGRAMS:

The University offers programs leading to the Associate's (arts and sciences and vocational-technical curricula) degree, the Bachelor's (arts and sciences and professional curricula) degree, the Master's (arts and sciences and professional curricula) degree, the Specialist's (professional curricula) degree, and the Doctor's (research and professional curricula) degree.

Institution *Recommended Wording:* NO CHANGE

Team *Recommended Wording:* NO CHANGE

LOCATIONS: The University offers courses and programs at its campus in Terre Haute, Indiana; some courses and some programs are also offered at various sites within the state.

Institution *Recommended Wording:* NO CHANGE

Team *Recommended Wording:* NO CHANGE

STIPULATIONS: None.

Institution *Recommended Wording:* NO CHANGE

Team *Recommended Wording:* NO CHANGE

REPORTS
REQUIRED: None.

Team *Recommended Wording:* NO CHANGE

FOCUSED
EVALUATIONS: None.

Team *Recommended Wording:* NO CHANGE

COMPREHENSIVE
EVALUATIONS:

Indiana State University's most recent comprehensive evaluation occurred in 1979-80. Its next comprehensive evaluation is scheduled for 1989-90.

Team *Recommended Wording:* Indiana State University's most recent comprehensive evaluation occurred in 1989-90. Its next comprehensive evaluation is scheduled for 1999-2000.



Indiana State University

Office of the President

June 27, 1990

Mr. Gerald Patton
Assistant Director
North Central Association
of Colleges and Schools
159 North Delaware
Chicago, IL 60601

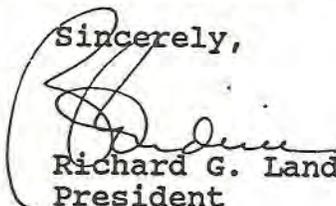
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Personally and on behalf of the University, I should like to express gratitude for your guidance and assistance regarding the institution's self-study and site visit. The process has been of benefit to the University, and we look forward with satisfaction to our continued affiliation with the North Central Association.

Sincerely,



Richard G. Landini
President

mr

- cc: Warren Armstrong
- Wayne J. McIlrath
- Phillip E. Jones
- Thomas J. Knight
- Beverly P. Lynch
- Guillermina Engelbrecht
- Sally Yeates Sedelow



Indiana State
University

Office of the President

June 27, 1990

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Assistant Director
North Central Association
of Colleges and Schools
159 North Delaware
Chicago, IL 60601

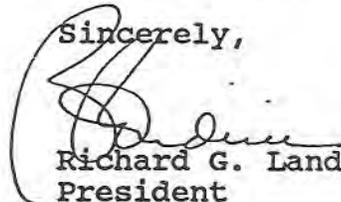
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Beverly P. Lynch
Guillermina Engelbrecht
Sally Yeates Sedelow
Alice Clark
Dee Morgan Kilpatrick

Terre Haute, Indiana 47809
(812) 237-4000

*mailed 6/28/90 -- Remailed 7/11/90
dated copy*



Indiana State University

Office of the President

August 2, 1990

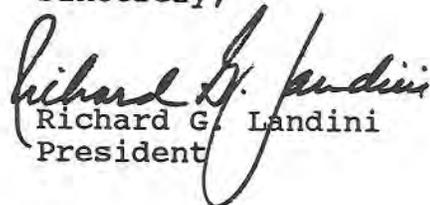
Mr. Henry Johnson
Vice President for Community Affairs
University of Michigan
508 Thompson
2012 Fleming Administration Building
Ann Arbor, MI 48109

Dear Mr. Johnson:

I am forwarding the enclosed materials for the accreditation review process to you and other members of the Reader's Panel for Indiana State University's Evaluation with the North Central Association of Colleges and Schools.

The University undertook a comprehensive evaluation with special emphases entitled, Toward the Enhancement of the Academic, Intellectual and Social Climate of Indiana State University. The self-study report which contains the BID forms, the University Handbook, World Dictionary the student handbook, the graduate and undergraduate catalogues, along with the institutional response letter are enclosed.

Sincerely,


Richard G. Landini
President

km



Indiana State University

Office of the President

August 2, 1990

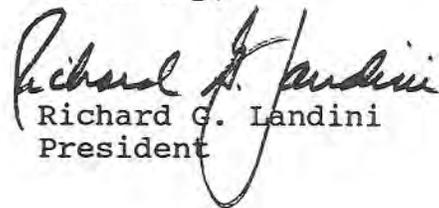
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Vice Chancellor for Research/Dean of Graduate College
University of Illinois
420 Swanlund Building
601 East John
Champaign, IL 61820

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Indiana State University

Office of the President

August 2, 1990

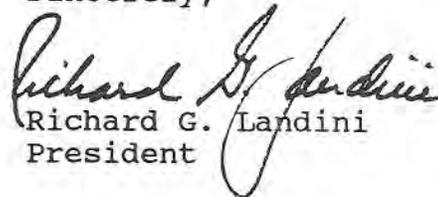
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Head - Department of Agricultural Engineering
University of Arizona
507 Shantz Bldg. #38
Tucson, AZ 85718

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Richard G. Landini
President

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

159 North Dearborn
Chicago, Illinois 60601
312/263-0456; 800/621-7440
FAX: 312/263-7462

June 18, 1990

VP Cluskey

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

Dear President Landini:

Enclosed are four copies of the Report of a Visit to Indiana State University

You are asked to acknowledge receipt of the report and are requested to file on behalf of your institution a formal written response to the evaluation team's report and recommendation. This response becomes a part of the official record of the evaluation; it serves as an integral part of this current process, and it will be included in the materials sent to the next team to visit your institution. Please send the response to me, send copies to members of the visiting team, and set aside some additional copies for the Commission's review process. (See A Handbook of Accreditation 1988-89 p. 31 and A Manual for the Evaluation Visit 1988-89 p. 34-35 and Appendix C.)

You are also asked to let me know which review option you prefer: the Readers' Panel or the Review Committee. A description of these processes appears on pages 37-38 of the Manual. Please review these options and advise me by July 9, 1990, whether you agree essentially with the team's report and recommendation and therefore choose the Readers' Panel, or whether you wish to have the team's report and your materials examined by a Review Committee. The next Review Committee meeting is scheduled for January 18, 1991, at the O'Hare Hilton Hotel in Chicago.

If you have any questions concerning the evaluation team's report or the review option, please let me know.

Sincerely,

*2 copies
out*

Gerald W. Patton
Assistant Director

GWP:amg

cc: Dr. Alice T. Clark

Enclosures

Office of the President
Indiana State University

JUN 22 1990

28836

② NCA



Indiana State University

Office of the President

June 27, 1990

Mr. Gerald Patton
Assistant Director
North Central Association
of Colleges and Schools
159 North Delaware
Chicago, IL 60601

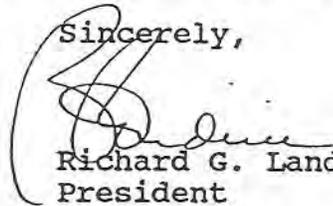
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Terre Haute, Indiana 47809
(812) 237-4000

*6/28/90 -- Remailed 7/17/90
dated copy*

NCA



North Central Association
of Colleges and Schools

Commission on Institutions
of Higher Education

159 North Dearborn
Chicago, Illinois 60601
312/263-0456; 800/621-7440
FAX: 312/263-7462

July 24, 1990

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

UP Clerk
Please prosecute ASAP - or
tell me what has to be done
and I will pursue.
RD
7/20

Dear President Landini:

Thank you for indicating that you prefer the Readers' Panel process for review of the materials resulting from your institution's recent evaluation. I am writing to request that you send the following materials to each of the three readers assigned to your institution: Self-Study (or Focused Visit) Report, Basic Institutional Data forms (if filed), catalogs, faculty and student handbooks, and institutional response. Because the readers have been asked to file their reports by a specific date, your materials should be sent to them by first class mail within a few days of receipt of this letter. Karen L. Solinski, Research Associate, is coordinating the reader process. If you are not able to mail your materials as soon as possible, please call her so that she can notify the readers of the delay. The team report has already been sent to the readers from the Commission office.

The three readers are:

Mr. Henry Johnson, Vice President for Community Affairs, University of Michigan,
2012 Fleming Fleming Bldg., Ann Arbor, MI 48109

Dr. Judith S. Liebman, Vice Chancellor for Research/Dean of Graduate College, University of Illinois
420 Swanlund Building, 601 East John, Champaign, IL 61820

Dr. Gene Nordby, Head, Dept. of Agricultural Engineering, University of Arizona
507 Shantz Bldg. #38, Tucson, AZ 85718

The goal of the readers is to determine the extent to which the documents of the team visit provide support of the team recommendation for action. If a reader identifies problems, he or she may recommend referral of the team report to the Review Committee. If not, the recommendation will be to send the report directly to the Commission for final action. Agreement of at least two of the three readers is necessary to have the team recommendation forwarded to the Commission.

Once the reports of the three readers have been received, we will write to you again to inform you of the recommendation. If the report is referred directly to the Commission, it will be considered at the next Commission meeting which is scheduled for August 23-24, 1990.

Sincerely,

Gerald W. Patton
Assistant Director

Office of the President
Indiana State University

RECEIVED
JUL 30 1990

JUL 30 1990

Vice President For
Academic Affairs

NCA



Indiana State University

Office of the President

August 2, 1990

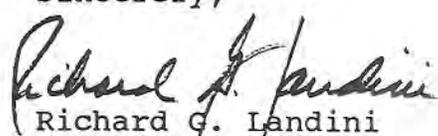
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Indiana State University

Office of the President

August 2, 1990

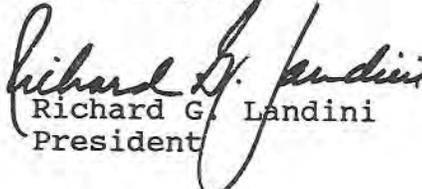
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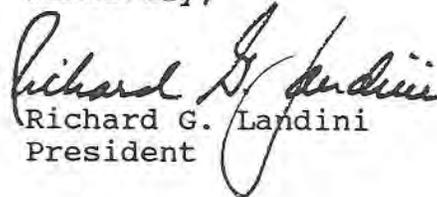
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