

preliminary
report
IUPUI
Goals & Objectives
Committee

April, 1973
Indianapolis, Indiana



PREFACE

The Committee on Goals and Objectives of Indiana University-Purdue University at Indianapolis presents this preliminary report with the primary hope that its recommendations and projections will stimulate reactions and suggestions among groups and individuals who share concerns about the future shape and substance of public higher education based in Metropolitan Indianapolis.

The members of the Committee perceive this document as a tool for planning and discussion, to be refined and revised as conditions and opportunities evolve. A long-range plan of this type combines policy and process.

Like any other plan involving a large, complex, and diverse enterprise, the dynamics of context, the future choices of priorities, and related factors generate certain variables that cannot be fully anticipated. With these reservations, however, the Committee has attempted to apply realistic principles and standards to meet its wide-ranging assignment. The Committee's own objectives have included validity, flexibility, and practicality.

The Committee has tried to organize and delineate a number of insights and dimensions that have been expressed by many participants in its discussions. The participants represented various constituencies served by IUPUI, both internal and external. Further analysis and synthesis will be needed to achieve maximum coherence and comprehensiveness. All persons who share an interest in clarifying and improving this document are invited to communicate with members of the Committee. Both quantitative and qualitative inputs will be welcomed.

A brief explanation of the origin and purposes of the Committee should be noted. It is a relatively small group, appointed by IUPUI Chancellor Maynard K. Hine in late spring of 1971. The Committee conducted a Self-Study of IUPUI and produced a report in response to a resolution of the 1971 Indiana General Assembly (Senate Concurrent Resolution No. 8). The Resolution requested evaluation of autonomous status for the Campus, with projected recommendations. In brief, the Committee recommended continued identification with the I. U. System in a confederative context. The Committee also noted the uneven levels of development of IUPUI divisions and programs and recommended planning to reduce disparities.

In the fall of 1971, Chancellor Hine re-appointed the Committee, with a charge to produce a report on institutional goals and objectives. The charge included identification of the current status of programs and opportunities for inter-disciplinary development, in addition to five-year and ten-year planning projections, with recommended means for implementation. As previously noted, the report was intended to stimulate discussion among faculty, administrative staff, alumni, and community leaders. This publication that follows has been prepared in keeping with the Chancellor's charge.

Members of the Committee are:

Dr. Bernerd Bogar, Chairman, Dept. of Economics,
School of Liberal Arts
Vice Chancellor John C. Buhner (ex-officio)
Dean Alvin S. Bynum, University Division
Dr. Monte Juillerat, Dept. of Agricultural Economics,
School of Science
Dean Lola L. Lohse, Normal College
Dr. Arthur L. Norins, School of Medicine
Vice Chancellor Jack M. Ryder (ex-officio)
Professor James P. White, Indianapolis Law School,
Chairman

TABLE OF CONTENTS

LIST OF RECOMMENDATIONS IN SEQUENTIAL ORDER

PART ONE - THE MISSION.....	1
I. INTRODUCTION.....	2
II. STATEMENT OF GOALS.....	6
III. IMAGE.....	10
IV. THE STUDENT.....	12
 PART TWO - THE ACADEMIC PROGRAMS.....	15
V. ACADEMIC UNITS.....	16
VI. GENERAL CONCEPTS.....	17
VII. UNDERGRADUATE PROGRAMS.....	20
1. ACADEMIC COUNSELING.....	23
VIII. GRADUATE PROGRAMS.....	25
IX. RESEARCH AND SPONSORED PROGRAMS.....	29
1. INDIANAPOLIS CENTER FOR ADVANCED RESEARCH...	33
X. CONTINUING EDUCATION PROGRAMS.....	34
XI. COURSE CONTENT.....	37
XII. INSTRUCTIONAL IMPROVEMENT.....	39
XIII. SCHEDULING.....	41
 PART THREE - THE INSTITUTION.....	44
XIV. FACULTY.....	45
XV. ADMINISTRATIVE ORGANIZATION.....	54
1. Table of organization.....	58a, 58b
2. University Division.....	59
3. Satellite Campuses.....	62
4. Chancellor's Advisory Board.....	63
5. Affirmative Action.....	65

XVI.	SUPPORT FUNCTIONS.....	66
1.	Non-academic Personnel.....	66
2.	Libraries.....	68
3.	Television.....	74
4.	Radio.....	75
5.	Computing Services.....	76
XVII.	CAMPUS PLANNING AND FACILITY DEVELOPMENT	
1.	Campus Planning.....	79
2.	Facility Development.....	86
3.	Housing.....	92
4.	Transportation.....	94
XVIII.	STUDENT ACTIVITIES AND RECREATION.....	95
1.	Recruiting.....	97
2.	Registration.....	99
3.	Health.....	100
4.	Legal.....	102
5.	College Placement.....	103
XIX.	ALUMNI.....	104
1.	Alumni Organization.....	105
XX.	BUDGET FORMULATION.....	106
XXI.	INDIANA UNIVERSITY FOUNDATION.....	110
1.	Student Foundation Committee.....	111
XXII.	MANAGEMENT INFORMATION SYSTEM.....	112
XXIII.	RELATIONSHIP TO CITY AND STATE.....	115
XXIV.	COOPERATION WITH OTHER EDUCATIONAL INSTITUTIONS..	118
XXV.	UNIVERSITY RELATIONS AND PUBLIC SUPPORT.....	119
PART FOUR		
XXVI.	FROM THE COMMITTEE.....	121
PART FIVE - APPENDICES		
1.	Appendix A - General University Facilities and Health Science Facilities	
2.	Appendix B - Decision-Making Process	
3.	Appendix C - Faculty Load Analysis	

4. Appendix D - Interpretation of Faculty Load Analysis
5. Appendix E - Students Per Faculty Member Comparative Data
6. Appendix F - Enrollment Projection
7. Appendix G - Code of Student Rights & Responsibilities

ALL ACADEMIC PROGRAMS, GRADUATE PROGRAMS AND PROFESSIONAL

PROGRAMS SHOULD BE 2. IN ADEQUATE OPERATIONAL AND

FINANCIAL HEALTH

THE COMMITTEE RECOMMENDS THAT THE INITIAL "INPUT" CONTINUE
TO BE MADE TO DESIGNATE THE UNIVERSITY AT INDIANAPOLIS.

THE COMMITTEE RECOMMENDS THAT AN EARLY INCREMENT OF THE
NAME "INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS"
BE MADE BY THE TRUSTEES OF INDIANA
UNIVERSITY AND PURDUE UNIVERSITY.

4. THE COMMITTEE RECOMMENDS THAT A COHESIVE PROGRAM OF PUBLIC
RELATIONS TO IMPROVE THE IMAGE OF THE UNIVERSITY BE DEVELOPED
THROUGH THE APPROPRIATE ALLOCATION OF FISCAL AND HUMAN RE-
SOURCE.

5. THE COMMITTEE RECOMMENDS THAT A MORE AGGRESSIVE PROGRAM
OF RECRUITMENT AND RETENTION OF MINORITY STUDENTS BE ESTAB-
LISHED.

6. THE COMMITTEE RECOMMENDS THAT A POSITION BE ESTABLISHED
IN THE BUREAU OFFICE OF ACADEMIC AFFAIRS TO ASSIST, COORDINATE

1. THE COMMITTEE RECOMMENDS THAT IUPUI CONTINUE TO OFFER A WIDE VARIETY OF CERTIFICATE PROGRAMS, TWO YEAR PROGRAMS, BACCALAUREATE PROGRAMS, GRADUATE PROGRAMS AND PROFESSIONAL PROGRAMS IN RESPONSE TO DEMONSTRABLE OCCUPATIONAL AND RESEARCH NEEDS.
2. THE COMMITTEE RECOMMENDS THAT THE INITIALS "IUPUI" CONTINUE TO BE USED TO DESIGNATE THE UNIVERSITY AT INDIANAPOLIS.
3. THE COMMITTEE RECOMMENDS THAT AN EARLY ENDORSEMENT OF THE NAME, "INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS", AND ITS INITIALS, "IUPUI", BE MADE BY THE TRUSTEES OF INDIANA UNIVERSITY AND PURDUE UNIVERSITY.
4. THE COMMITTEE RECOMMENDS THAT A POSITIVE PROGRAM OF PUBLIC RELATIONS TO IMPROVE THE IMAGE OF THE UNIVERSITY BE DEVELOPED THROUGH THE APPROPRIATE ALLOCATION OF FISCAL AND HUMAN RESOURCES.
5. THE COMMITTEE RECOMMENDS THAT A MORE AGGRESSIVE PROGRAM OF RECRUITMENT AND RETENTION OF MINORITY STUDENTS BE ESTABLISHED.
6. THE COMMITTEE RECOMMENDS THAT A POSITION BE ESTABLISHED IN THE IUPUI OFFICE OF ACADEMIC AFFAIRS TO ASSIST, COORDINATE

AND PROVIDE LEADERSHIP FOR THOSE EFFORTS MADE BY THE INDIVIDUAL SCHOOLS AND DIVISIONS TO ASSURE EQUAL EDUCATIONAL OPPORTUNITY AT IUPUI.

7. THE COMMITTEE RECOMMENDS THAT IUPUI ADOPT AND ANNOUNCE AN UNDERGRADUATE ADMISSION POLICY WHICH WILL ALLOW PERSONS TO ENROLL UPON PRESENTATION OF A HIGH SCHOOL DIPLOMA, ITS EQUIVALENT, OR BY REACHING THE AGE OF 21 YEARS.
8. THE COMMITTEE RECOMMENDS THAT THE PROPOSED CODE OF STUDENT RIGHTS AND RESPONSIBILITIES AS FORMULATED FOR IUPUI BE ADOPTED BY THE BOARD OF TRUSTEES FOR IMMEDIATE IMPLEMENTATION.
9. THE COMMITTEE RECOMMENDS THAT THE NORMAL COLLEGE OF THE AGU BE DESIGNATED THE SCHOOL OF PHYSICAL EDUCATION.
10. THE COMMITTEE RECOMMENDS THAT THE DIVISION OF ALLIED HEALTH SCIENCES BE DESIGNATED AS THE SCHOOL OF ALLIED HEALTH SCIENCES.
11. THE COMMITTEE RECOMMENDS THAT ACADEMIC PROGRAM CONTENT AND DEGREE REQUIREMENTS BE DETERMINED BY IUPUI SCHOOLS BOTH AT THE GRADUATE AND UNDER-GRADUATE LEVEL.
12. THE COMMITTEE RECOMMENDS THAT IUPUI CONTINUE TO OFFER BOTH INDIANA UNIVERSITY AND PURDUE UNIVERSITY DEGREES WITH THE INDICATION THAT THE DEGREES WERE AWARDED AT INDIANAPOLIS.

13. THE COMMITTEE RECOMMENDS THAT IUPUI ENDORSE THE PRINCIPLE OF CREDIT TRANSFERABILITY IN SIMILAR DEGREE PROGRAMS AMONG THE CAMPUSES OF THE INDIANA UNIVERSITY AND PURDUE UNIVERSITY SYSTEMS.
14. THE COMMITTEE RECOMMENDS THAT CURRICULAR REQUIREMENTS FOR DEGREES BE ESTABLISHED IN PROGRAMATIC TERMS WHICH MAY BE MET BY STUDENTS WHO MOVE THROUGHOUT THE PURDUE AND INDIANA UNIVERSITY SYSTEMS SINCE TRADITIONAL RESIDENCY REQUIREMENTS HAVE IMPOSED UNNECESSARY RESTRAINTS.
15. THE COMMITTEE RECOMMENDS THAT THE TERM "SCHOOL" BE USED RATHER THAN THE TERM "COLLEGE" FOR EACH UNIT DETERMINING ITS OWN CURRICULUM AND DEFINING ITS OWN DEGREE.
16. THE COMMITTEE RECOMMENDS THAT ACADEMIC PROGRAMS BE MORE FLEXIBLE IN TERMS OF COURSE REQUIREMENTS AND TIME REQUIRED FOR PROGRAM COMPLETION.
17. THE COMMITTEE RECOMMENDS THAT CREDIT WITHOUT CLASSROOM PARTICIPATION SHOULD BE ENCOURAGED AND BECOME AVAILABLE FOR MANY COURSES IN THE UNIVERSITY, WITH EACH DEPARTMENT RESPONSIBLE FOR DETERMINING STANDARDS AND STATING POLICY CLEARLY FOR EACH OF ITS COURSES.

18. THE COMMITTEE RECOMMENDS THE DEVELOPMENT OF MORE ONE OR TWO YEAR CERTIFICATES OR ASSOCIATE DEGREES WITHIN ALREADY EXISTING ACADEMIC PROGRAMS.
19. THE COMMITTEE RECOMMENDS THAT FOR THE IMMEDIATE FUTURE THE UNIVERSITY GIVE PRIORITY TO STRENGTHENING SEVERAL EXISTING PROGRAMS RATHER THAN TO THE CREATION OF NEW MAJOR PROGRAMS.
20. THE COMMITTEE RECOMMENDS THE FOLLOWING FOR UNDERGRADUATE ACADEMIC COUNSELING AT IUPUI:
 - a. THE ESTABLISHMENT OF AN ADEQUATE NUMBER OF PROFESSIONAL COUNSELING POSITIONS IN THE VARIOUS UNDERGRADUATE UNITS.
 - b. FRESHMAN SHOULD ENTER IUPUI THROUGH UNIVERSITY DIVISION FOR COUNSELING AND FOR THE ENROLLMENT ASSISTANCE NEEDED FOR THEIR INITIAL SEMESTER EXCEPT IN THOSE SCHOOLS WHICH ADMIT FRESHMEN.
 - c. SCHOOLS WHICH ADMIT ENTERING FRESHMEN SHOULD PROVIDE ADEQUATE INITIAL AND FOLLOW-UP COUNSELING.
 - d. STUDENT TRANSFER FROM UNIVERSITY DIVISION TO A SELECTED MAJOR AREA OF STUDY MAY BE ACCOMPLISHED AS EARLY AS THE COMPLETION OF ONE SEMESTER OF COURSE WORK. NORMAL POINT OF TRANSFER IS SOPHOMORE STANDING.
 - e. STUDENTS WHO DO NOT SELECT A DEGREE OR PARTICULAR MAJOR MAY CONTINUE IN UNIVERSITY DIVISION IN AN EXPLORATORY STATUS.

21. THE COMMITTEE RECOMMENDS THAT HIGH PRIORITY BE GIVEN TO FINANCIAL SUPPORT NECESSARY FOR ADEQUATE ACADEMIC COUNSELING.
22. THE COMMITTEE RECOMMENDS THAT A COMMITTEE OF FACULTY AND STUDENTS BE FORMED WITHIN THE UNIVERSITY AND CHARGED WITH DEVELOPING A PROPOSAL TO MEET NEEDS FOR PERSONAL (AS DISTINGUISHED FROM ACADEMIC) COUNSELING. THIS PROPOSAL SHOULD BE SUBMITTED TO THE CHANCELLOR BY OCTOBER 1, 1973.
23. THE COMMITTEE RECOMMENDS THAT IUPUI PROVIDE PROGRAMS OF ADVANCED STUDY BEYOND THE UNDERGRADUATE LEVEL, INCLUDING BOTH MASTERS AND DOCTORAL PROGRAMS, WHERE LOGICALLY INDICATED BY EXISTING PROGRAMS OR BY DEMONSTRABLE NEED FOR NEW PROGRAMS.
24. THE COMMITTEE RECOMMENDS THAT THE GRADUATE STUDIES PROGRAM AT IUPUI HAVE A DEAN AND A COORDINATING COUNCIL MADE UP OF FACULTY CHOSEN BY EACH ACADEMIC AREA RESPONSIBLE FOR ADVANCED STUDIES.
25. THE COMMITTEE RECOMMENDS THAT EACH GRADUATE PROGRAM AT THE MASTERS LEVEL LEADING TO PURDUE OR INDIANA UNIVERSITY DEGREES IN INDIANAPOLIS BE UNDER THE DIRECTION OF AN IUPUI FACULTY MEMBER FOR THAT PROGRAM.

26. THE COMMITTEE RECOMMENDS THE CONTINUANCE OF EXISTING DOCTORAL PROGRAMS AT IUPUI, AS WELL AS THE FUTURE DEVELOPMENT OF DOCTORAL PROGRAMS WHERE SUCH CONFORM TO THE ESTABLISHED MISSIONS OF IUPUI AND MEET A DEMONSTRABLE NEED.
27. THE COMMITTEE RECOMMENDS THAT INDIVIDUAL PROFESSIONAL GRADUATE PROGRAMS AT IUPUI BE ADMINISTERED BY THE SCHOOL CONCERNED, DETERMINING REQUIREMENTS AND MAKING RECOMMENDATIONS FOR GRANTING PROFESSIONAL DEGREES AND THAT ALL SUCH PROGRAMS BE ADMINISTRATIVELY COORDINATED BY THE IUPUI DEAN FOR GRADUATE STUDIES AND THE COORDINATING COUNCIL.
28. THE COMMITTEE RECOMMENDS THAT RESEARCH AND SPONSORED PROGRAMS BE STRENGTHENED AT ALL PROGRAM LEVELS.
29. THE COMMITTEE RECOMMENDS THAT A PERSON BE DESIGNATED WHOSE RESPONSIBILITY IS TO ENCOURAGE, SUPPORT AND SERVE RESEARCH BY FACULTY SERVING THE UNDERGRADUATE PROGRAMS.
30. THE COMMITTEE RECOMMENDS THAT UNIVERSITY GRANTS, SUCH AS FACULTY SUMMER FELLOWSHIPS, BE DESIGNATED FOR INDIANAPOLIS IN A BLOCK SUM TO BE ALLOCATED BY AN IUPUI COMMITTEE.

31. THE COMMITTEE RECOMMENDS THAT ADDITIONAL STATE AND/OR LOCAL GOVERNMENT FUNDS BE SOUGHT FOR EFFECTIVE RESEARCH EFFORTS ON THE PART OF IUPUI FACULTY.
32. THE COMMITTEE RECOMMENDS THAT EVIDENCE OF RESEARCH ACTIVITY BE CONSIDERED ONE OF SEVERAL IMPORTANT CRITERIA IN THE PROMOTION PROCESS, MERIT SALARY INCREASES, AND EVALUATION OF FACULTY EFFECTIVENESS.
33. THE COMMITTEE RECOMMENDS THAT IUPUI GIVE FULL SUPPORT TO THE GROWTH AND DEVELOPMENT OF THE INDIANAPOLIS CENTER FOR ADVANCED RESEARCH.
34. THE COMMITTEE RECOMMENDS THAT CONTINUING EDUCATION SHOULD BE EXPANDED, AND SHOULD HAVE FINANCIAL SUPPORT FROM THE GENERAL FUND BUDGET.
35. THE COMMITTEE RECOMMENDS THAT THE IUPUI OFFICE OF CONTINUING EDUCATION SERVICES HAVE A DIRECTOR WHO WILL BE RESPONSIBLE FOR COORDINATING ALL CONTINUING EDUCATION OFFERINGS, EACH OF WHICH WILL BE SPONSORED BY AN ACADEMIC UNIT OR ADMINISTRATIVE DEPARTMENT.
36. THE COMMITTEE RECOMMENDS THAT THE IUPUI OFFICE OF CONTINUING EDUCATION SERVICES BE AUTHORIZED TO AWARD CERTIFICATES OF COMPLETION BUT IT SHALL NOT AWARD DEGREES

NOR GIVE DIPLOMAS.

37. THE COMMITTEE RECOMMENDS THAT EVERY ACADEMIC DEPARTMENT SHOULD DEVISE METHODS BY WHICH ITS INSTRUCTORS CAN OBTAIN THE STUDENTS EVALUATION OF EACH COURSE TAUGHT IN ORDER TO IMPROVE THE QUALITY OF COURSE OFFERINGS.
38. THE COMMITTEE RECOMMENDS THAT EACH SCHOOL AND DEPARTMENT REVIEW ALL COURSE OFFERINGS EVERY TWO YEARS.
39. THE COMMITTEE RECOMMENDS THAT THE CURRICULUM COMMITTEE OF EACH SCHOOL SHOULD HAVE BROUGHT BEFORE IT FOR CONSIDERATION ALL PROPOSED NEW COURSES, AS WELL AS OTHER COURSES WHICH MAY NEED IMPROVEMENT OR DISCONTINUANCE.
40. THE COMMITTEE RECOMMENDS THAT THE IUPUI OFFICE OF ACADEMIC AFFAIRS (OR, VICE CHANCELLOR AND DEAN OF THE FACULTIES) DEVELOP A PROCESS FOR ADVERTISING THROUGHOUT THE CAMPUS ALL PROPOSED CURRICULAR CHANGES, WITH TIME PROVIDED FOR RESPONSE BY ALL AFFECTED ACADEMIC UNITS.
41. THE COMMITTEE RECOMMENDS THAT THE IUPUI OFFICE OF ACADEMIC AFFAIRS (OR, VICE CHANCELLOR AND DEAN OF THE FACULTIES) COOPERATE WITH ALL EFFORTS TO COORDINATE CURRICULAR CHANGE AMONG THE STATEWIDE CAMPUSES OF INDIANA UNIVERSITY AND PURDUE UNIVERSITY.

42. THE COMMITTEE RECOMMENDS THAT A CENTER FOR INSTRUCTIONAL IMPROVEMENT BE ESTABLISHED TO ASSIST FACULTY IN DEVELOPING MORE ECONOMICAL, AND MORE RELEVANT INSTRUCTION.
43. THE COMMITTEE RECOMMENDS THAT A FACULTY TASK FORCE BE APPOINTED BY THE CHANCELLOR TO DEVELOP A PROPOSAL FOR THE ESTABLISHMENT OF THE CENTER FOR INSTRUCTIONAL IMPROVEMENT, SUGGESTING METHODS OF OPERATION AND IDENTIFYING SOURCES OF FUNDING.
44. THE COMMITTEE RECOMMENDS THAT THE TWO SEMESTER SYSTEM BE CONTINUED AS THE BASIC FORMAT FOR ANNUAL SCHEDULING.
45. THE COMMITTEE RECOMMENDS THAT THE PRESENT FLEXIBLE SUMMER SCHEDULE CONCEPT BE FURTHER DEVELOPED EXPERIMENTALLY TO INCLUDE THE POSSIBILITY OF A WIDE VARIETY OF SPECIAL PROGRAMS, INSTITUTES, AND SUMMER VISITING PROGRAMS.
46. THE COMMITTEE RECOMMENDS THAT THE CENTRAL ADMINISTRATION OF IUPUI CREATE AS SOON AS POSSIBLE A SEPARATE ADMINISTRATION FOR SUMMER SESSIONS.

47. THE COMMITTEE RECOMMENDS THAT THE CENTRAL ADMINISTRATION OF IUPUI WORK WITH ALL ACADEMIC UNITS TO INCREASE SCHEDULE FLEXIBILITY FOR THE IMPROVEMENT OF THE TEACHING PROGRAM AND THE BENEFIT OF THE STUDENTS.
48. THE COMMITTEE RECOMMENDS THAT CLASS SIZE BE MAINTAINED AT A LEVEL WHICH WILL INSURE THAT CLASS DISCUSSION WILL BE POSSIBLE WHERE DESIRABLE.
49. THE COMMITTEE RECOMMENDS THAT THE TERMINAL DEGREE, AS DEFINED BY A DISCIPLINE, BE AN IMPORTANT QUALIFICATION FOR EMPLOYMENT.
50. THE COMMITTEE RECOMMENDS THAT THE DEAN OF FACULTIES APPOINT A COMMITTEE TO PREPARE FOR THE CHANCELLOR A REPORT ON THE UTILIZATION OF PART TIME FACULTY AS RELATED TO INSTRUCTIONAL QUALITY.
51. THE COMMITTEE RECOMMENDS SUBSTANTIAL INCREASES IN SUPPORT SERVICES FOR FACULTY.
52. THE COMMITTEE RECOMMENDS THE CONTINUED STUDY BY THE FACULTY COUNCIL AND THE ADMINISTRATION OF IUPUI OF PROCEDURES AND CRITERIA FOR PROMOTION.

53. THE COMMITTEE RECOMMENDS THAT EACH SCHOOL AND DIVISION
HAVE A TENURE COMMITTEE WHICH WILL MAKE TENURE RECOMMENDATIONS
TO THE DEAN OR DIRECTOR OF THAT SCHOOL.
54. THE COMMITTEE RECOMMENDS THAT A SPECIAL TASK FORCE
REPRESENTATIVE OF THE FACULTY COUNCIL, THE CENTRAL
ADMINISTRATION OF IUPUI, AND SUCH OTHER INTERESTED GROUPS
AS MAY BE IDENTIFIED, BE CREATED TO CONDUCT A THOROUGH
STUDY AND REVIEW OF ALL FACULTY SALARIES.
55. THE COMMITTEE RECOMMENDS THAT A SPECIAL TASK FORCE
REPRESENTATIVE OF THE FACULTY COUNCIL, THE CENTRAL
ADMINISTRATION OF IUPUI, AND SUCH OTHER INTERESTED GROUPS
AS MAY BE IDENTIFIED, BE CREATED TO CONDUCT A THOROUGH
STUDY AND REVIEW OF ALL FRINGE BENEFITS FOR FACULTY.
56. THE COMMITTEE RECOMMENDS THAT A SELF STUDY OF THE IUPUI
FACULTY COUNCIL BE MADE IN 1973-74 TO ASSESS THE VALUE OF
THE PRESENT SYSTEM OF CARRYING OUT THE WORK OF THE COUNCIL.

57. THE COMMITTEE RECOMMENDS THAT EACH ACADEMIC UNIT AT IUPUI RE-EXAMINE ITS FACULTY ORGANIZATION FOR THE PURPOSE OF IMPROVING AND STRENGTHENING STRUCTURES AND PROCEDURES OF SELF-GOVERNMENT WITHIN ITS AREA OF ACADEMIC COMPETENCE.
58. THE COMMITTEE RECOMMENDS THAT THE ALL-UNIVERSITY COUNCIL BE COMPOSED OF AN EQUAL NUMBER OF REPRESENTATIVES FROM EACH OF THE SYSTEM'S CAMPUSES BECAUSE THERE IS AN EQUALITY OF INTEREST IN THE COUNCIL AMONG THE CAMPUSES.
59. THE COMMITTEE RECOMMENDS THE APPOINTMENT OF POSITIONS WITH LINE AND STAFF RELATIONSHIPS AS PORTRAYED IN THE CHART.
60. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION BRING TOGETHER IN A GENERAL NON-ACADEMIC FRAMEWORK ALL UNDERGRADUATE STUDENTS NOT CERTIFIED TO A DEGREE-GRANTING PROGRAM.
61. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION BE MAINTAINED AS A SEPARATE ADMINISTRATIVE UNIT OF IUPUI.

62. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION SHOULD CONTINUE ITS ROLE IN UNDERGRADUATE DEVELOPMENT, WORKING WITH OTHER ACADEMIC UNITS IN SPECIAL PROJECTS DESIGNED TO FACILITATE A SMOOTH TRANSITION FROM HIGH SCHOOL TO COLLEGE.
63. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION ASSUME RESPONSIBILITY FOR THE GUIDED STUDIES PROGRAM.
64. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION BE ASSIGNED SPECIFIC RESPONSIBILITY FOR "ADULT NON-DEGREE STUDENTS", PROVIDING COUNSELING AND SPECIAL PROGRAMMING AS NEEDED.
65. THE COMMITTEE RECOMMENDS THAT IUPUI SHOULD CONTINUE TO SERVE THOSE INDIANAPOLIS-RELATED COMMUNITIES SUCH AS COLUMBUS ON AN AD HOC BASIS, RATHER THAN IN THE FORM OF ESTABLISHED GEOGRAPHICALLY-IDENTIFIED SUB-CENTERS.
66. THE COMMITTEE RECOMMENDS THAT THE CHANCELLOR'S ADVISORY BOARD BE BROADENED TO INCLUDE REPRESENTATIVES OF THE MAJOR PROFESSIONS AND THAT APPROPRIATE REORGANIZATION TAKE PLACE IN THE 1973-74 SCHOOL YEAR.

67. THE COMMITTEE RECOMMENDS THAT THE CHANCELLOR APPOINT AN EXECUTIVE SECRETARY FOR THE CHANCELLOR'S ADVISORY BOARD.
68. THE COMMITTEE RECOMMENDS THAT REPRESENTATIVES OF THE FACULTY, STAFF AND STUDENT BODY SIT AS NON-VOTING MEMBERS OF THE CHANCELLOR'S ADVISORY BOARD.
69. THE COMMITTEE RECOMMENDS THAT THE IUPUI ADVISORY BOARD CONSIDER THE APPOINTMENT OF A SUB-COMMITTEE COMPOSED OF UNIVERSITY AND COMMUNITY REPRESENTATIVES TO SERVE AS A TASK FORCE TO IDENTIFY WAYS BY WHICH THE COMMUNITY AND THE UNIVERSITY CAN BE MORE RESPONSIVE TO EACH OTHER.
70. THE COMMITTEE FURTHER RECOMMENDS THAT BY JULY 1, 1973, THE CHANCELLOR OF IUPUI APPOINT A LARGE CITIZEN'S COMMITTEE COMPOSED OF UP TO 100 MEMBERS, WHICH WOULD REPORT TO THE CHANCELLOR AND HIS ADVISORY BOARD.
71. THE COMMITTEE RECOMMENDS THAT BY APRIL 1, 1973, THE CHANCELLOR CREATE THE POSITION OF AFFIRMATIVE ACTION OFFICER REPORTING AND RESPONSIBLE DIRECTLY TO THE CHANCELLOR.

72. THE COMMITTEE RECOMMENDS THAT EVERY EFFORT BE MADE TO INCREASE THE NUMBER OF WOMEN AND MINORITY GROUP PERSONS ON THE IUPUI FACULTY THROUGH AN AGGRESSIVE RECRUITMENT EFFORT WITH NO SALARY NOR FRINGE BENEFIT DISCRIMINATION REFLECTING FACTORS ASSOCIATED WITH RACE, SEX, RELIGION, NATIONAL ORIGIN, OR AGE.
73. THE COMMITTEE RECOMMENDS THAT THE REPORT OF THE STAFF AFFAIRS COMMITTEE OF THE FACULTY COUNCIL, ADOPTED APRIL 15, 1971, PROPOSING THE ESTABLISHMENT OF A STAFF PERSONNEL REVIEW PANEL, BE IMPLEMENTED IMMEDIATELY.
74. THE COMMITTEE RECOMMENDS THAT THE STAFF PERSONNEL REVIEW PANEL BE REDEFINED AND EXPANDED BY THE CHANCELLOR.
75. THE COMMITTEE RECOMMENDS THAT THE ADMINISTRATION OF IUPUI MOVE AS QUICKLY AS RESOURCES WILL PERMIT TO ESTABLISH A CENTRAL LIBRARY ADMINISTRATION FOR ALL SCHOOL LIBRARIES AT IUPUI OTHER THAN THOSE FOR MEDICINE, NURSING, DENTISTRY, AND LAW.

76. THE COMMITTEE RECOMMENDS THAT THE CENTRAL LIBRARY ADMINISTRATION OF IUPUI BE RESPONSIBLE FOR COORDINATING THE SERVICES OF THESE PROFESSIONAL SCHOOL LIBRARIES WITH THOSE OF ALL OTHER LIBRARY SERVICES AND FACILITIES AT IUPUI.
77. THE COMMITTEE RECOMMENDS THAT FACILITY PLANNING FOR IUPUI IDENTIFY ONE VIABLE LOCATION FOR A CENTRAL AND GENERAL LIBRARY COLLECTION FOR THE ENTIRE IUPUI LIBRARY OPERATION.
78. THE COMMITTEE RECOMMENDS THAT THE CENTRAL ADMINISTRATION OF IUPUI MAKE A SPECIAL ALLOCATION OF \$3,500,000 SPREAD ACROSS THE NEXT EIGHT FISCAL YEARS OVER AND ABOVE THE REGULAR OPERATING BUDGETS FOR BOOK AND BOOK PROCESSING EXPENDITURES.
79. THE COMMITTEE RECOMMENDS THAT THE CENTRAL ADMINISTRATION OF IUPUI COMMIT ITSELF TO A POLICY OF SYSTEMATIC ACQUISITION AND UTILIZATION OF THOSE AVAILABLE TECHNOLOGICAL TOOLS REQUISITE TO CONTEMPORARY LIBRARY DELIVERY SYSTEMS.

30. THE COMMITTEE RECOMMENDS THAT A MAJOR STUDY BE INITIATED IMMEDIATELY THAT WOULD CONSIDER ADMINISTRATIVE ORGANIZATION, PHYSICAL FACILITIES, EQUIPMENT AND A DISTRIBUTION SYSTEM FOR TELEVISION AS AN EDUCATION RESOURCE.
81. THE COMMITTEE RECOMMENDS THAT A STUDY SHOULD BE RENEWED BY IUPUI IN THE DIRECTION OF DEVELOPING AN FM RADIO STATION AT THE CAMPUS.
82. THE COMMITTEE ENDORSES AND RECOMMENDS THAT EARLY ACTION BE TAKEN TO ADMINISTRATIVELY CONSOLIDATE ALL OF THE FOLLOWING UNITS: Research Computer Center, Educational Computer Center, Administrative Data Processing and Hospital Data Processing.

83. THE COMMITTEE RECOMMENDS THAT OVER THE NEXT THREE-YEAR PERIOD, A THOROUGH HARDWARE CONFIGURATION STUDY SHOULD BE MADE IN AN EFFORT TO CONSOLIDATE HARDWARE, ELIMINATE UNNECESSARY DUPLICATION OF EFFORT AND DELIVER MOST COST-EFFECTIVE COMPUTING SERVICES.

84. THE COMMITTEE RECOMMENDS THAT UNDER THE NEW ADMINISTRATIVE STRUCTURE PROVISIONS BE MADE TO PROVIDE DIRECT AND CONTINUING CONSULTATION FOR DEANS, DIRECTORS, DEPARTMENT HEADS, THE BUSINESS MANAGER AND FACULTY ON MATTERS ASSOCIATED WITH COMPUTING, DATA PROCESSING, INFORMATION RETRIEVAL AND OTHER PROBLEMS WHERE AUTOMATION MAY BE A SOLUTION.

85. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY CENTRALIZE MOST OF ITS OPERATIONS, SO FAR AS POSSIBLE, ON THE MAIN CAMPUS.
36. THE COMMITTEE RECOMMENDS THAT STUDENTS, FACULTY AND LOCAL CITIZENS TAKE AN ACTIVE PART IN THE DEVELOPMENT OF OPEN SPACES, BOTH INSIDE AND OUTSIDE, TO TAKE ADVANTAGE OF THE RESOURCES ON AND SURROUNDING THE CAMPUS.
87. THE COMMITTEE RECOMMENDS THAT DURING THE 1973-74 YEAR THE CHANCELLOR CREATE A STANDING COMMITTEE ON CAMPUS PLANNING AND THE ENVIRONMENT TO SERVE IN AN ADVISORY CAPACITY TO THE OFFICE OF EDUCATIONAL RESOURCES AND CAMPUS PLANNING.
88. THE COMMITTEE RECOMMENDS THAT A STATE JUDICIARY BUILDING BE CONSTRUCTED ON LAND ADJACENT TO THE CAMPUS NEAR THE LAW SCHOOL.
89. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY ADHERE TO ITS POLICY OF NOT PERMITTING THE CONSTRUCTION OF ANY FREESTANDING COMMERCIAL BUILDINGS ON CAMPUS.

90. THE COMMITTEE RECOMMENDS THAT WEST STREET BECOME
THE MAJOR NORTH-SOUTH THOROUGHFARE; THAT MICHIGAN
STREET BE DE-EMPHASIZED AS A MAJOR THOROUGHFARE
THROUGH THE CAMPUS; AND THAT NEW YORK STREET BECOME
THE MAJOR EAST-WEST THOROUGHFARE THROUGH THE CAMPUS.

91. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY SHOULD
ENCOURAGE THE MAINTAINANCE OF LOCKFIELD GARDENS'
AS A DESIRABLE HOUSING AREA FOR LOCAL CITIZENS AND
REAFFIRM PUBLICLY THE UNIVERSITY'S POSITION OF NOT
ACQUIRING THAT PROPERTY.

92. THE COMMITTEE RECOMMENDS THAT THE CITY AND THE
UNIVERSITY, TOGETHER WITH THE NEIGHBORHOOD CITIZENS,
WORK ON PLANS TO RENOVATE THE INDIANA AVENUE AREA
CONTIGUOUS TO THE CAMPUS.

93. THE COMMITTEE RECOMMENDS THAT IN ORDER TO MAKE
EFFECTIVE UTILIZATION OF PRIVATE DEVELOPMENT FOR THE
BENEFIT OF THE UNIVERSITY, THE UNIVERSITY SHALL PREPARE
A SET OF SPECIFICATIONS SETTING FORTH SPECIFIC TYPES AND
LOCATIONS OF FACILITIES DESIRED IN ACCORD WITH THE LONG
RANGR PLAN, THE CONDITIONS UNDER WHICH PROPOSALS MAY
BE SUBMITTED AND THE TIME FRAME FOR SPECIFIC PROPOSALS,
THE SPECIFICATIONS AND REQUEST FOR PROPOSALS SHOULD BE
PUBLISHED WIDELY.

94. THE COMMITTEE MAKES THESE SPECIFIC RECOMMENDATIONS:
THE COMMITTEE RECOMMENDS THAT CONSIDERATION BE GIVEN
BY IUPUI AND THE METROPOLITAN DEVELOPMENT COMMISSION
TO THE POSSIBILITY OF ALLOWING THE LAND INCLUDED IN THE
TRIANGLE BOUNDED BY INDIANA AVENUE, BLAKE STREET AND THE
ALLEY IMMEDIATELY NORTH OF WALNUT TO BE USED FOR COM-
MUNITY PURPOSES PROVIDING A LINK BETWEEN LOCKFIELD
GARDENS AND DEVELOPING INDIANA AVENUE.
95. THE COMMITTEE RECOMMENDS THAT THE NORMAL COLLEGE
(THE SCHOOL OF PHYSICAL EDUCATION) SHOULD BE RELOCATED
IN THE AREA SOUTH OF NEW YORK STREET IN THE QUADRANT
ADJACENT TO WHITE RIVER.
96. THE COMMITTEE RECOMMENDS THAT THE RIVER FRONT SHOULD
BE USED AS MUCH AS POSSIBLE FOR RECREATIONAL AND GREEN
BELT AREAS. THE LAND OF THIS AREA SHOULD BE ACQUIRED
BY THE UNIVERSITY AND SHOULD BE USED FOR THIS PURPOSE.
97. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY SHOULD
ACQUIRE LAND BOUNDED BY WEST STREET, MICHIGAN STREET,
INDIANAPOLIS WATER CANAL AND NEW YORK STREET FOR USE
AS A FINE ARTS COMPLEX.

98. THE COMMITTEE RECOMMENDS A TEN-YEAR PRIORITY SCHEDULE FOR FACILITY DEVELOPMENT AT IUPUI BASED ON PROGRAM PRIORITIES AND NECESSARY SUPPORTING SERVICES.
99. THE COMMITTEE RECOMMENDS THAT HOUSING IN THE IMMEDIATE VICINITY OF THE UNIVERSITY SHOULD BE A MIX OF CITIZEN HOUSING, STUDENT HOUSING AND FACULTY HOUSING.
100. THE COMMITTEE RECOMMENDS THAT PRIVATE ENTERPRISE SHOULD BE ENCOURAGED TO PROVIDE CONTIGUOUS HOUSING FOR UNIVERSITY FACULTY, STAFF, STUDENTS AND LOCAL RESIDENTS.
101. THE COMMITTEE RECOMMENDS THAT ALL CURRENT UNIVERSITY HOUSING SHOULD BE MAINTAINED EXCEPT FOR WINONA VILLAGE, A GROUP OF "TEMPORARY" WORLD WAR II UNITS WHICH SHOULD BE DISMANTLED FORTHWITH.
102. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY SEEK INCREASED SERVICE FROM THE PUBLIC TRANSPORTATION SYSTEM SO THAT ADEQUATE TRANSPORTATION TO AND BETWEEN THE GEOGRAPHICALLY SEPARATED CAMPUSES CAN BE PROVIDED AT KEY TIMES.

103. THE COMMITTEE RECOMMENDS THAT THE THREE MAJOR FUNCTIONS
BE BROUGHT TOGETHER IN THE SAME BUILDING, NAMELY STUDENT
ACTIVITIES, STUDENT SERVICES AND RECREATION.
104. THE COMMITTEE RECOMMENDS THAT THE ADMISSIONS OFFICE
SHOULD BE SUPPORTED IN ITS EFFORTS TO EXPAND STUDENT
RECRUITMENT TO REACH MORE PROSPECTS IN THE INDIANAPOLIS
METROPOLITAN AREA, AS WELL AS OTHER AREAS WITHIN COMMUTING
DISTANCE OF THIS CAMPUS.
105. THE COMMITTEE RECOMMENDS THAT AN ON-LINE, COMPUTER
SUPPORTED REGISTRATION SYSTEM AVAILABLE AT VARIOUS LOCATIONS,
AND SIMILAR TO EXISTING HOTEL OR AIRLINE RESERVATION SYSTEMS,
BE INITIATED AS SOON AS ECONOMICALLY FEASIBLE.
106. THE COMMITTEE RECOMMENDS THAT A STUDENT AND EMPLOYEE
HEALTH CARE SERVICE BE ESTABLISHED AND THAT IT NOT BE THE
DIRECT RESPONSIBILITY OF THE MEDICAL SCHOOL.

107. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY, IN COOPERATION WITH THE INDIANAPOLIS LAW SCHOOL AND ITS STUDENT BAR ASSOCIATION, ESTABLISH A UNIVERSITY STUDENT LEGAL SERVICES PROGRAM AVAILABLE TO ALL STUDENTS WHO MEET NORMAL LEGAL SERVICE NEED QUALIFICATION.

108. THE COMMITTEE RECOMMENDS THAT PLACEMENT SERVICES BE MAINTAINED AS A CENTRAL SERVICE AT IUPUI TO SERVE ALL DISCIPLINES EXCEPT MEDICINE AND DENTISTRY.

109. THE COMMITTEE RECOMMENDS THAT ANY SCHOOL OR DEGREE GRANTING DIVISION WHICH PRESENTLY DOES NOT HAVE A CONSTITUENT SOCIETY SHOULD ESTABLISH ONE AS SOON AS POSSIBLE.
110. THE COMMITTEE RECOMMENDS THAT THE FACULTY COUNCIL AND CENTRAL ADMINISTRATION OF IUPUI COOPERATIVELY IDENTIFY A PERMANENT MECHANISM FOR FACULTY PARTICIPATION IN AN REVIEW OF THE BUDGET MAKING PROCESS.
111. THE COMMITTEE RECOMMENDS THAT APPROPRIATE PROCEDURES BE DEVELOPED COOPERATIVELY AMONG IUPUI ADMINISTRATIVE, STAFF, AND STUDENT GOVERNMENT REPRESENTATIVES WITH RESPECT TO COMMUNICATION ABOUT AND INPUT TO THE BUDGET-MAKING PROCESS.
112. THE COMMITTEE RECOMMENDS THE TOTAL CONVERSION AT IUPUI TO THE METHOD OF FISCAL PLANNING KNOWN AS PROGRAM BUDGETING.
113. THE COMMITTEE RECOMMENDS THAT THE OPERATING BUDGET OF THE SCHOOL OF MEDICINE BE PREPARED AND SUBSEQUENTLY TREATED AS A SEPARATE AND DISTINCT FISCAL, AND SEPARATELY IDENTIFIED IN ALL BUDGETARY SUMMARIES OF IUPUI OPERATIONS.

114. THE COMMITTEE RECOMMENDS THAT AN INDIANAPOLIS OFFICE OF THE I. U. FOUNDATION BE ESTABLISHED AND MADE OPERATIONAL NO LATER THAN JULY 1, 1973.
115. THE COMMITTEE RECOMMENDS THAT AN IUPUI STUDENT FOUNDATION COMMITTEE BE ESTABLISHED ON THE CAMPUS OF IUPUI.
116. THE COMMITTEE RECOMMENDS THAT IUPUI, ITS FACULTY, STAFF AND ADMINISTRATION, VIGOROUSLY ENDORSE AND ENTHUSIASTICALLY PARTICIPATE IN THE DEVELOPMENT OF THE UNIVERSITY-WIDE MANAGEMENT INFORMATION SYSTEM.
117. THE COMMITTEE RECOMMENDS THAT AN IMMEDIATE STUDY OF THE ECONOMIC IMPACT OF IUPUI BE UNDERTAKEN AND THAT SUCH A STUDY NOT ONLY UTILIZE UNIVERSITY RESOURCES AND TALENT BUT ALSO INVOLVE COMMUNITY GROUPS CONCERNED WITH THE ECONOMIC DEVELOPMENT OF GREATER INDIANAPOLIS. THIS STUDY SHOULD BE DONE BY AN INDEPENDENT CONSULTANT.
118. THE COMMITTEE RECOMMENDS THAT IUPUI CONTINUE AND ENHANCE ITS INVOLVEMENT IN THE CONSORTIUM FOR URBAN EDUCATION WITH AN EMPHASIS UPON THE AREAS OF EXCHANGE OF FACULTY, COURSE AVAILABILITY AND FACILITY SHARING.

119. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY GIVE FRESH AND IMMEDIATE ATTENTION TO THE DEVELOPMENT OF A PUBLIC INFORMATION PROGRAM NECESSARY TO INFORM THE PUBLIC EFFECTIVELY REGARDING THE UNIVERSITY'S GOALS AND OBJECTIVES, AS WELL AS INTERPRETING THE UNIVERSITY'S CURRENT AND FUTURE ROLE TO THE PEOPLE OF INDIANAPOLIS, CENTRAL INDIANA AND THE STATE.
120. THE COMMITTEE RECOMMENDS THAT EACH CONSTITUENT UNIT OF THE UNIVERSITY CREATE A PLANNING GROUP TO CHART FUTURE DEVELOPMENT CONTINUOUSLY AND THAT COMMUNITY (LOCAL, STATE, NATIONAL) LEADERS BE APPOINTED TO SERVE ON EACH COMMITTEE TOGETHER WITH FACULTY, ADMINISTRATORS, STUDENTS AND ALUMNI.
121. THE COMMITTEE RECOMMENDS THE CREATION OF AN ON-GOING ADVISORY COUNCIL WITH REPRESENTATION FROM CAMPUSES OF THE INDIANA UNIVERSITY SYSTEM TO ASSIST THE DIRECTOR OF UNIVERSITY RELATIONS IN FORMULATING LEGISLATIVE POLICY.

Monthly Services

Physical facilities, such as the building and staff organization, must be planned for the future. It is not enough to plan for the present; the future must be considered. The physical facilities must be planned for the future, and the staff organization must be planned for the future.

The physical facilities must be planned for the future, and the staff organization must be planned for the future. The physical facilities must be planned for the future, and the staff organization must be planned for the future. The physical facilities must be planned for the future, and the staff organization must be planned for the future.

The physical facilities must be planned for the future, and the staff organization must be planned for the future. The physical facilities must be planned for the future, and the staff organization must be planned for the future. The physical facilities must be planned for the future, and the staff organization must be planned for the future.

THE MISSION

The mission of the organization is to provide the highest quality of service to the community. The mission of the organization is to provide the highest quality of service to the community. The mission of the organization is to provide the highest quality of service to the community.

INTRODUCTION

The 1969 merger of the Indiana University and Purdue University academic programs and facilities at Indianapolis created a unique institution of higher education in the State of Indiana. No other university in the state combines the elements of professional studies in law, dentistry, medicine, nursing and engineering, as well as baccalaureate and graduate programs in a wide variety of areas and two-year degree programs such as allied health sciences, criminal justice and engineering technology. Another important aspect of IUPUI's uniqueness is that these programs are centered in the largest urban area of the state with over a million people living in the Indianapolis metropolitan area. These unique characteristics present IUPUI with an especially challenging role in the structure of higher education in Indiana. While IUPUI must continue to give adequate support to professional and graduate programs which have earned world-wide reputations for quality, it also must develop the particular educational services needed by the people and institutions in an urban complex.

High level planning is needed for IUPUI to allocate properly its financial resources among its diverse programs. In planning the University must be viewed as an integrated system consisting of students, faculty, staff administration and a variety of publics. There must be planning for physical facilities, academic programs, student services and financial and auxiliary services.

IUPUI presents exceptional strengths in several of its graduate and professional schools which have a long tradition of outstanding service to their respective professions, the state, the nation and the world, while many of the undergraduate programs and missions lag far behind in development. Historically, the development of the Indianapolis regional campuses did not have a high priority in the developmental goals of Indiana University and Purdue University. Regional campuses were regarded as servicing marginal educational needs throughout the state, with most limited to two-year freshman-sophomore programs.

Because of the uneven development of the various schools in IUPUI, planning will be largely two-pronged.

1. For the schools where excellence has been achieved already, adequate continuing financial support is vital because excellence, like maturity, is a process of becoming. When progress stops, excellence erodes. Nothing must impede the leadership in the outstanding schools from carrying forward the planning process which has brought to them such well deserved recognition.
2. For the underdeveloped undergraduate areas, plans must lead them forward toward achieving excellence. Although this will take time, foresight, and adequate funding, the first steps should be taken now.

Thus, as the work of the University moves forward, the undergraduate schools should show improvement in curricular and faculty strength, in management techniques and in responsiveness to both community and graduate school needs. During this time, the Professional Schools must continue in their leadership roles.

In a comprehensive self-study of Indiana University carried out in 1966, the role of the University's regional campuses was critically examined. In many ways the report was prophetic in its view of development of these campuses; in other ways it fell short of fully appreciating the scope of education demands at geographical locations other than Bloomington.

In terms of general administration, the authors of the report felt that:

"The day may not be far off when (the regional campuses) will become full-fledged members of a federation of autonomous institutions. They will have general control over their own academic affairs, subject, of course, to general university policies and standards."

Only five years later, in 1971, in A Special Indiana University Trustees Report On IUPUI, and The Regional Campuses Vol. III Appendix J, IUPUI recommended the creation of a confederation of Indiana University campuses; each autonomous, yet relying on policy direction and certain centralized services provided most effectively by one Indiana University System. The 1968 reorganization of the University, which created three major administrative units in the Indiana University system was a promising first step toward the concept of confederation.

Viewing Indianapolis specifically, the report envisioned the development of a major, multi-purpose public institution of higher education which would offer a basic college education plus specialized, advanced and professional programs. With the recent addition of four-year baccalaureate degree programs, IUPUI fulfills that expectation. In fact, IUPUI has accepted even broader responsibilities as the science, technology and engineering academic programs of Purdue University in Indianapolis were joined with those of Indiana University. Thus, IUPUI is not a carbon copy of the Bloomington or Lafayette campuses, but is an institution encompassing a broad range of educational objectives of its own.

Many of IUPUI's educational goals arise from the University's urban setting. IUPUI must develop those types of academic programs uniquely suited to its urban environment and, in addition, be deeply involved in the social and economic life of Indianapolis.

STATEMENT OF GOALS

This statement is presented by the Goals and Objectives Committee as an interim statement of purpose.

Indiana University-Purdue University at Indianapolis is an urban University dedicated to responsible involvement in higher education through a wide range of study programs at the undergraduate, professional and graduate level. The University is committed to serving the citizens of this state and nation with excellence in teaching, diversity in research and full application of knowledge toward the solving of community problems. To fulfill this purpose, the University recognizes and accepts the following goals:

1. To search for, admit and retain enterprising and qualified students;
2. To encourage the development of innovative, effective teaching methods and tools, both through technology and behavioral research, which engenders experimental learning and creates an open, rewarding atmosphere for both average and high potential students;
3. To recruit and retain highly qualified faculty and staff.
4. To demand high quality performance of faculty, staff, and students;
5. To encourage students, faculty, and staff to contribute to new learning through individual research efforts;

6. To cooperate and associate with public and private institutions of higher education in Indiana in order to conserve and share human and physical resources to better meet the needs of society;
7. To develop and maintain effective relationships with other institutions providing preparatory and vocational education;
8. To provide the urban community with resources for self-examination, research into new approaches to urban problem solving, and evaluation of on-going efforts to improve the urban environment;
9. To maintain flexible university policies that allow for efficient programing to meet rapidly changing needs in higher education;
10. To maintain a continuing commitment to improvement of the cultural environment on the campus and in the surrounding community, including definition and application of aesthetic standards in such areas as campus planning, support for the arts, and advancement of cultural awareness.
11. To make available lifelong continuous education to meet needs for new knowledge required by a constantly changing society;

The educational goals of an urban university should be as diverse as the student body it serves. For some students, educational goals will be the acquisition of vocational skill which will qualify them for specific employment; others will seek a more liberal education which provides them with an intellectual foundation of thought for future study or employment; and finally, some students will seek the sophisticated

graduate levels of education which are both research and professionally directed. The university's established professional and preprofessional emphasis demands a strong liberal arts program. THE COMMITTEE RECOMMENDS THAT IUPUI CONTINUE TO OFFER A WIDE VARIETY OF CERTIFICATE PROGRAMS, TWO YEAR PROGRAMS, BACCALAUREATE PROGRAMS, GRADUATE PROGRAMS AND PROFESSIONAL PROGRAMS IN RESPONSE TO DEMONSTRABLE OCCUPATIONAL AND RESEARCH NEEDS.

The educational goals of a University involve more than the academic or vocational programs offered to the student. The University should be a center where diverse opinions can be aired and examined; where the student can gain exposure to the wide range of thought which is generated outside the University. Lectures, convocations and other programs should be organized and financed by the University as an on-going educational responsibility.

To fulfill this responsibility, the range of viewpoints of invited speakers and policies regarding invitations must be in keeping with the traditions established by universities.

As part of its educational mission, IUPUI should stress its urban location by service to the community through the involvement of administrators, faculty and students in the affairs of Indianapolis and contiguous counties.

There is more to a university education than attendance at formal classroom lectures. Special student projects and activities are important additional components. A student at an urban university, living at home, could be easily deprived of this rich educational resource if facilities were not available and activities were not encouraged. Despite this, students who for whatever reason, cannot attend classes on campus should still have opportunity for advanced study at the college level through a program of self study. The most desirable arrangement for such students, however, would be a combination of self study with on-campus course work.

IMAGE

There is a need to develop IUPUI's image as a distinct and total University. The problem of IUPUI's image has been raised frequently in the many discussions the Goals and Objectives Committee has had with students, faculty and community leaders.

The name of a university has considerable effect upon its image. THE COMMITTEE RECOMMENDS THAT THE INITIALS "IUPUI" CONTINUE TO BE USED TO DESIGNATE THE UNIVERSITY AT INDIANAPOLIS. Even though the use of the initials seemed awkward at first, the Committee has found that the recognition factor of these initials among the various publics has risen to the point of common acceptability. The initials IUPUI should be used in most presentations, papers and news releases, rather than the full University name. THE COMMITTEE RECOMMENDS THAT AN EARLY ENDORSEMENT OF THE NAME, "INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS", AND ITS INITIALS, "IUPUI", BE MADE BY THE TRUSTEES OF INDIANA UNIVERSITY AND PURDUE UNIVERSITY.

The image of an outstanding university is in part the reflection of its successful graduates and the accomplishments of its faculty, students and staff. There are also other ways in which the public relations of a University can be enhanced. Proper attention to unique characteristics of physical setting, building design, and interesting programs can assist in developing a positive image.

In keeping with the rapidly developing campus, immediate and constant efforts must be made to improve the signage. Currently, there are structures about the campus which are not adequately described on the exterior, making it difficult for students as well as visitors to find their way. It should be the responsibility of the Office of Information Services to investigate and put into action, a plan for production and location of a proper signage system.

THE COMMITTEE RECOMMENDS THAT A POSITIVE PROGRAM OF PUBLIC RELATIONS TO IMPROVE THE IMAGE OF THE UNIVERSITY BE DEVELOPED THROUGH THE APPROPRIATE ALLOCATION OF FISCAL AND HUMAN RESOURCES. Among others, consideration should be given to the establishment of a drive-in information center on the campus, an expanded listing of offices in the Indianapolis Telephone Directory, campus tours for visitors and publicity about faculty speakers, campus activities, semester schedules, special classes and registration information.

THE STUDENT

IUPUI attracts a broad spectrum of students with widely varying backgrounds: full and part-time; undergraduate, graduate, professional and continuing Education students, among whom are students who must be employed while going to school, those who wish to pursue a work-and-study combined program, married students whose home responsibilities keep them in the Indianapolis area, those who prefer an urban campus, those who seek particular IUPUI programs or degrees, and those who prefer to live at home while attending school.

Minority and low income students have been the last group reached by expanding public higher education. Capable minority students must be identified and contacted much earlier than the senior year in high school, perhaps as early as the junior high school level. IUPUI should seek to lead rather than follow other institutions in these recruitment efforts for undergraduate, graduate and professional levels. In addition to recruitment, IUPUI must provide strong programs of financial aid and supportive services for these students. These efforts must be both immediate and long range.

THE COMMITTEE RECOMMENDS THAT A MORE AGGRESSIVE PROGRAM OF RECRUITMENT AND RETENTION OF MINORITY STUDENTS BE ESTABLISHED.

THE COMMITTEE RECOMMENDS THAT A POSITION BE ESTABLISHED
IN THE IUPUI OFFICE OF ACADEMIC AFFAIRS TO ASSIST, COORDINATE
AND PROVIDE LEADERSHIP FOR THOSE EFFORTS MADE BY THE INDIVIDUAL
SCHOOLS AND DIVISIONS TO ASSURE EQUAL EDUCATIONAL OPPORTUNITY
AT IUPUI. This operation should be a function of the Chancellor's
Office located in the Central Administrative Facility.

The report of the 1966 Assembly of University Goals and Governance
states:

"Men and women of all ages--and not only late adolescents and
young adults--need to think of the college or university as a
place they can turn to if they can benefit from the kind of
learning environment it provides."

We support this statement and feel further that when IUPUI becomes
the considered choice of mature men and women, regardless of their
previous education performance, admission should be open to them in
certain programs.

THE COMMITTEE RECOMMENDS THAT IUPUI ADOPT AND ANNOUNCE
AN UNDERGRADUATE ADMISSION POLICY WHICH WILL ALLOW PERSONS
TO ENROLL UPON PRESENTATION OF A HIGH SCHOOL DIPLOMA, ITS
EQUIVALENT, OR BY REACHING THE AGE OF 21 YEARS. Initial counseling
must encourage only those students to enroll who will benefit from the
programs given at IUPUI. Referral into other post-high school opportunities
should be given those applicants who seek training in areas other than
those provided at IUPUI.

The University no longer stands in loco parentis, and therefore must assume that students are responsible adults. With appropriate academic counseling and opportunities, students should be capable of making their own choices and accepting the associated responsibilities which is evidenced by the Code of Student Rights and Responsibilities which treats students as responsible adults. THE COMMITTEE RECOMMENDS THAT THE PROPOSED CODE OF STUDENT RIGHTS AND RESPONSIBILITIES AS FORMULATED FOR IUPUI BE ADOPTED BY THE BOARD OF TRUSTEES FOR IMMEDIATE IMPLEMENTATION.

THE ACADEMIC PROGRAMS

ACADEMIC UNITS

For the purposes of this preliminary report the academic structure of IUPUI is identified as follows:

Indiana University School of Medicine

Indiana University School of Dentistry

Indiana University School of Nursing

Indiana University Indianapolis Law School

School of Liberal Arts

School of Physical Education *

School of Social Service

Herron School of Art

School of Science

School of Engineering and Technology

School of Allied Health Sciences **

University Division

Division of Business

Division of Education

Division of Public and Environmental Affairs

* THE COMMITTEE RECOMMENDS THAT THE NORMAL COLLEGE OF THE AGU BE DESIGNATED THE SCHOOL OF PHYSICAL EDUCATION.

** THE COMMITTEE RECOMMENDS THAT THE DIVISION OF ALLIED HEALTH SCIENCES BE DESIGNATED AS THE SCHOOL OF ALLIED HEALTH SCIENCES.

GENERAL CONCEPTS

In the final report of the Go Committee descriptions of the status of each academic unit with recommendations for projected development will be detailed.

To insure that IUPUI's academic programs are responsive to local needs and that needed flexibility is present in IUPUI academic programs, THE COMMITTEE RECOMMENDS THAT ACADEMIC PROGRAM CONTENT AND DEGREE REQUIREMENTS BE DETERMINED BY IUPUI SCHOOLS BOTH AT THE GRADUATE AND UNDER-GRADUATE LEVEL.

THE COMMITTEE RECOMMENDS THAT IUPUI CONTINUE TO OFFER BOTH INDIANA UNIVERSITY AND PURDUE UNIVERSITY DEGREES WITH THE INDICATION THAT THE DEGREES WERE AWARDED AT INDIANAPOLIS. The policy of location identification on diplomas should be followed throughout the Indiana University and Purdue University systems. The Committee also supports complete transferrability of course credits among units of the Indiana University and Purdue University systems.

THE COMMITTEE RECOMMENDS THAT IUPUI ENDORSE THE PRINCIPLE OF CREDIT TRANSFERABILITY IN SIMILAR DEGREE PROGRAMS AMONG THE CAMPUSES OF THE INDIANA UNIVERSITY AND PURDUE UNIVERSITY SYSTEMS.

THE COMMITTEE RECOMMENDS THAT CURRICULAR REQUIREMENTS FOR DEGREES BE ESTABLISHED IN PROGRAMATIC TERMS WHICH MAY BE MET BY STUDENTS WHO MOVE THROUGHOUT THE PURDUE AND INDIANA UNIVERSITY SYSTEMS SINCE TRADITIONAL RESIDENCY REQUIREMENTS HAVE IMPOSED UNNECESSARY RESTRAINTS.

An academic program is composed of a set of required courses and electives in a planned sequence which fulfills a specific educational objective for which a degree is awarded. The academic department is the primary administrator of most academic programs. Where a number of departments feel there is a large measure of commonality among their programs, the departments are organized into schools. THE COMMITTEE RECOMMENDS THAT THE TERM "SCHOOL" BE USED RATHER THAN THE TERM "COLLEGE" FOR EACH UNIT DETERMINING ITS OWN CURRICULUM AND DEFINING ITS OWN DEGREE.

Academic programs are traditionally described in terms of courses, with each course covering a well-defined area of knowledge. The Committee believes that courses should continue to be basic units of knowledge. Reliance, however, on the traditional course as the foundation of an academic program in a rapidly changing society means that there must be a continuous review of courses and curricula. Courses should be periodically and systematically reviewed by departments and schools for content and for the combination of courses necessary to achieve a degree.

There should be flexibility in the time required for a student to complete a program.

THE COMMITTEE RECOMMENDS THAT ACADEMIC PROGRAMS BE MORE FLEXIBLE IN TERMS OF COURSE REQUIREMENTS AND TIME REQUIRED FOR PROGRAM COMPLETION.

Students should have the option (in many areas) of completing up to half of their requirements through credit established by self-study, by examination, or by experience. Many students should be encouraged to fulfill part of their requirements in this manner. THE COMMITTEE RECOMMENDS THAT CREDIT WITHOUT CLASSROOM PARTICIPATION SHOULD BE ENCOURAGED AND BECOME AVAILABLE FOR MANY COURSES IN THE UNIVERSITY, WITH EACH DEPARTMENT RESPONSIBLE FOR DETERMINING STANDARDS AND STATING POLICY CLEARLY FOR EACH OF ITS COURSES.

The student should be made aware of the respective advantages associated with self-study, class study, program participation, social, and work experiences.

UNDERGRADUATE PROGRAMS

For those students who do not wish to follow traditional four-year degree programs, THE COMMITTEE RECOMMENDS THE DEVELOPMENT OF MORE ONE OR TWO YEAR CERTIFICATES OR ASSOCIATE DEGREES WITHIN ALREADY EXISTING ACADEMIC PROGRAMS.

The Committee has recommended a traditional and relatively stable form of University organizational structure feeling that it is primarily through program innovation that the University should respond to the changing requirements of society and students. This permits new departments and schools to evolve deliberately and at the same time encourages educational flexibility through a system of programs which facilitates the ease with which they can be developed, modified, or discontinued.

It should be possible to have departmental, interdepartmental and interschool programs. In an urban setting, a University must continually seek new programs as it seeks to improve fulfillment of its responsibilities to the students and community. It is the responsibility of all faculty and administrators to bring to the attention of the Dean of Faculties any possible new program which might not fall within the area of any existing school.

Existing programs should be modified or terminated when they no longer serve their purpose, or when they can be replaced or changed to offer much greater benefits to students and the community.

It is the joint responsibility of program directors and academic administrators to evaluate existing programs continually so that programs will be improved, expanded or, if necessary, phased out. Review should be done with the faculty of a school first. The Dean should then discuss results of the program review with the Dean of Faculties. During each review process, the Dean and the Faculty should propose any needed new programs and make a decision whether or not the new programs would be more desirable than any already existing. These decisions should be discussed with both the Dean of Faculties and Chancellor.

THE COMMITTEE RECOMMENDS THAT FOR THE IMMEDIATE FUTURE THE UNIVERSITY GIVE PRIORITY TO STRENGTHENING SEVERAL EXISTING PROGRAMS RATHER THAN TO THE CREATION OF NEW MAJOR PROGRAMS.

While a few programs are adequately staffed and have sufficient supplies, equipment, and appropriate technical support, certain extremely important programs are seriously lacking. Study of existing programs in terms of those elements essential to quality, leads to the conclusion that significant improvement should be made in the following programs by a relative increase in allocation of fiscal and human resources: business education, sociology, anthropology, economics, political science, biology, chemistry, public and environmental affairs, engineering and technology, art, and physical education.

To more effectively serve the unique needs of urban youth and adults, urgent consideration should be given to reordering existing priorities and making modest program additions to provide for a school of Communication Arts; a general studies program for improved counseling, remedial work, and exploration opportunities; an expansion of baccalaureate degree program opportunities in social service; and a program on a consortium basis with other institutions in ethnic studies.

IUPUI, as well as other Universities in the area, supports some small programs at a relatively high cost. While it is desirable that many of these programs be available to students, it is not necessary that all of them be available on all local campuses. Planning and cooperation with other local Universities are encouraged to prevent duplication and yet insure that these programs will remain available in Indianapolis.

Academic Counseling

Crucial to the full development of the student is the process of academic counseling, tied closely to life goals and vocational and career realities. Counseling should begin before enrollment in the University and continue throughout the student's entire educational experience.

Because of lack of personnel available to students beyond the freshman year, the counseling process becomes less viable, often leaving students unaware of changes in departmental or school requirements. Even a freshman may encounter difficulty in finding a counselor available as there is a shortage of personnel now. Particular attention should be given to resolving this problem so that IUPUI will be prepared to offer needed services as enrollments arise.

THE COMMITTEE RECOMMENDS THE FOLLOWING FOR UNDER-GRADUATE ACADEMIC COUNSELING AT IUPUI:

- a. THE ESTABLISHMENT OF AN ADEQUATE NUMBER OF PROFESSIONAL COUNSELING POSITIONS IN THE VARIOUS UNDERGRADUATE UNITS.
- b. FRESHMAN SHOULD ENTER IUPUI THROUGH UNIVERSITY DIVISION FOR COUNSELING AND FOR THE ENROLLMENT ASSISTANCE NEEDED FOR THEIR INITIAL SEMESTER EXCEPT IN THOSE SCHOOLS WHICH ADMIT FRESHMEN.

- c. SCHOOLS WHICH ADMIT ENTERING FRESHMEN SHOULD PROVIDE ADEQUATE INITIAL AND FOLLOW-UP COUNSELING.
- d. STUDENT TRANSFER FROM UNIVERSITY DIVISION TO A SELECTED MAJOR AREA OF STUDY MAY BE ACCOMPLISHED AS EARLY AS THE COMPLETION OF ONE SEMESTER OF COURSE WORK.
NORMAL POINT OF TRANSFER IS SOPHOMORE STANDING.
- e. STUDENTS WHO DO NOT SELECT A DEGREE OR PARTICULAR MAJOR MAY CONTINUE IN UNIVERSITY DIVISION IN AN EXPLORATORY STATUS. Additional counseling and diagnostic testing should be made available to assist these students and encourage a decision towards an educational goal.

THE COMMITTEE RECOMMENDS THAT HIGH PRIORITY BE GIVEN TO FINANCIAL SUPPORT NECESSARY FOR ADEQUATE ACADEMIC COUNSELING.

Personal Counseling

Students often have need for counseling in areas unrelated to academic problems. The University should provide help for such students. How this should be done is unclear.

THE COMMITTEE RECOMMENDS THAT A COMMITTEE OF FACULTY AND STUDENTS BE FORMED WITHIN THE UNIVERSITY AND CHARGED WITH DEVELOPING A PROPOSAL TO MEET NEEDS FOR PERSONAL (AS DISTINGUISHED FROM ACADEMIC) COUNSELING. THIS PROPOSAL SHOULD BE SUBMITTED TO THE CHANCELLOR BY OCTOBER 1, 1973.

GRADUATE PROGRAMS

THE COMMITTEE RECOMMENDS THAT IUPUI PROVIDE PROGRAMS OF ADVANCED STUDY BEYOND THE UNDERGRADUATE LEVEL, INCLUDING BOTH MASTERS AND DOCTORAL PROGRAMS, WHERE LOGICALLY INDICATED BY EXISTING PROGRAMS OR BY DEMONSTRABLE NEED FOR NEW PROGRAMS.

Graduate programs at all levels at IUPUI are important for at least two reasons. One is that the research which is a vital part of the graduate programs of several academic areas is also extremely important to the missions of certain schools. The other is the result of the urban setting in which IUPUI serves a large, part-time student body desiring graduate degrees--some for personal development, but most for positions of greater responsibility in the schools, businesses, professions, and industries of the area.

When local demand is sufficient to support new graduate offerings, program priority should equal the priority given potential new undergraduate programs. The Committee supports the philosophy that the primary responsibility for graduate program quality and content is in the department offering the program. Admission and graduation standards, as well as individual faculty participation in graduate programs, should also be the responsibility of the department. Academic and professional graduate programs should all be administratively coordinated through one graduate office.

THE COMMITTEE RECOMMENDS THAT THE GRADUATE STUDIES PROGRAM AT IUPUI HAVE A DEAN AND A COORDINATING COUNCIL MADE UP OF FACULTY CHOSEN BY EACH ACADEMIC AREA RESPONSIBLE FOR ADVANCED STUDIES.

Existing IUPUI graduate programs at the masters or doctoral level are conducted by local faculty, Lafayette or Bloomington faculty, or a combination of both. While the historical rationale for these patterns was logical in the past, some change is now possible and desirable as IUPUI becomes independently accredited. THE COMMITTEE RECOMMENDS THAT EACH GRADUATE PROGRAM AT THE MASTERS LEVEL LEADING TO PURDUE OR INDIANA UNIVERSITY DEGREES IN INDIANAPOLIS BE UNDER THE DIRECTION OF AN IUPUI FACULTY MEMBER FOR THAT PROGRAM. IUPUI faculty should be responsible for scheduling and, when possible, utilized in staffing the courses. IUPUI faculty, with the assistance of Lafayette or Bloomington faculty when appropriate, should be responsible for admission of student applicants. Students should be considered IUPUI students pursuing either an Indiana University or Purdue University degree.

THE COMMITTEE RECOMMENDS THE CONTINUANCE OF EXISTING DOCTORAL PROGRAMS AT IUPUI, AS WELL AS THE FUTURE DEVELOPMENT OF DOCTORAL PROGRAMS WHERE SUCH CONFORM TO THE ESTABLISHED MISSIONS OF IUPUI AND MEET A DEMONSTRABLE NEED.

It is apparent that IUPUI must offer a range of doctoral studies in keeping with its responsibilities as a comprehensive urban university. The expansion of masters level enrollment, which the development of IUPUI has made possible, will create further demand for doctoral study opportunities. To meet these demands, plans must be carefully prepared, justified, and prudently implemented. While certain programs can be initiated with minimal human and fiscal resources, others may require substantial funding if quality is to be attained.

The most effective means of making full utilization of available faculty talent at the doctoral level is to recognize resources wherever they are located within the Purdue and Indiana University systems. Where the faculty and other resources are predominately located at one place, or logically should be developed at one place, that faculty should be assigned responsibility for the program. If a student may take a major share of his course work on a particular campus, a faculty member on that campus should be assigned the responsibility for coordinating that student's program although other members of the student's doctoral committee may be based at other campuses.

Uncertainties of state policy on master's level programs should not hinder development of criteria and guidelines for new graduate program proposals. Suggested guidelines might include the following:

1. The proposed program must be consistent with the mission of IUPUI.
2. It must strengthen the total masters and doctoral level offerings in public higher education in Indiana and fill critical gaps in this system.
3. It must respond to a demonstrable need in the state of Indiana or in the greater Indianapolis community.
4. There must be a sustained demand assured for the program in the future.
5. Benefits must be commensurate with cost.
6. There must be clear evidence that undergraduate programs are strengthened by the new program.

IUPUI should have the freedom to initiate new graduate programs when it appears advisable and when faculty and other resources satisfy the measures of quality.

THE COMMITTEE RECOMMENDS THAT INDIVIDUAL PROFESSIONAL GRADUATE PROGRAMS AT IUPUI BE ADMINISTERED BY THE SCHOOL CONCERNED, DETERMINING REQUIREMENTS AND MAKING RECOMMENDATIONS FOR GRANTING PROFESSIONAL DEGREES AND THAT ALL SUCH PROGRAMS BE ADMINISTRATIVELY COORDINATED BY THE IUPUI DEAN FOR GRADUATE STUDIES AND THE COORDINATING COUNCIL.

RESEARCH AND SPONSORED PROGRAMS

Currently at IUPUI, sponsored research is predominately carried out by the School of Medicine and related health areas, the presence of faculty who have received national and international acclaim for their scholarly research, and the direction of government grants. The undergraduate faculty, on the other hand, has been primarily engaged in developing baccalaureat programs, teaching large numbers of students, and serving health and non-health areas of the University.

Because of the large discrepancy in research activity between the graduate, professional and undergraduate areas when research is so important to all segments of the University, THE COMMITTEE RECOMMENDS THAT RESEARCH AND SPONSORED PROGRAMS BE STRENGTHENED AT ALL PROGRAM LEVELS.

THE COMMITTEE RECOMMENDS THAT A PERSON BE DESIGNATED WHOSE RESPONSIBILITY IS TO ENCOURAGE, SUPPORT AND SERVE RESEARCH BY FACULTY SERVING THE UNDERGRADUATE PROGRAMS. This responsibility could be assigned to the office of the Dean of Faculties.

The Committee encourages research at the undergraduate level despite the heavy teaching responsibilities of the undergraduate faculty. Effective teaching is strongly related to immediacy of the professor's knowledge, which requires involvement in seeking answers to current problems and researching new areas of his discipline. Discussion of

a professor's area of research may be an exciting part of a course resulting in a valuable classroom experience for both professor and student.

Basically, the committee feels that research is an activity which cannot and should not be directed by administrative fiat as to particular areas. The essence of research is that it arises out of the natural curiosity of the investigator. Such curiosity can, and often does, lead the investigator into many areas. These areas may be directly related to the researcher's field or discipline, may be interdisciplinary, or may be directed toward the teaching process itself. Since IUPUI, as the undergraduate level, is involved in a heavy teaching emphasis, and since IUPUI is an urban university, research by the faculty may naturally be directed toward teaching effectiveness and the elucidation of urban matters. Special research grants may, in fact, be created and sought for such purposes. But at the same time, the Committee recognizes that research may exhibit a wide diversity of interests and that all interests and areas should be encouraged.

University grants should be made more available to fully implement the research potential of IUPUI. THE COMMITTEE RECOMMENDS THAT UNIVERSITY GRANTS, SUCH AS FACULTY SUMMER FELLOWSHIPS, BE DESIGNATED FOR INDIANAPOLIS IN A BLOCK SUM TO BE ALLOCATED BY AN IUPUI COMMITTEE.

The Committee is aware of the need for much more investment in IUPUI by the State of Indiana. Research, no less than any other activity, merits an allocation of a substantial sum. THE COMMITTEE RECOMMENDS THAT ADDITIONAL STATE AND/OR LOCAL GOVERNMENT FUNDS BE SOUGHT FOR EFFECTIVE RESEARCH EFFORTS ON THE PART OF IUPUI FACULTY.

Assuming the University's commitment to research activity and its responsibility to furnish funds and time for research, the Committee feels that the faculty of IUPUI must also share such a responsibility for the implementation of research. THE COMMITTEE RECOMMENDS THAT EVIDENCE OF RESEARCH ACTIVITY BE CONSIDERED ONE OF SEVERAL IMPORTANT CRITERIA IN THE PROMOTION PROCESS, MERIT SALARY INCREASES, AND EVALUATION OF FACULTY EFFECTIVENESS. A statement to such an effect should be distributed to all faculty and the criteria transmitted to new faculty in the hiring process.

Different disciplines offer varying degrees of research opportunities. Research is relevant to the teaching process, basic knowledge, or applied to solving particular problems. Additionally, it is expected at IUPUI research may be heavily accentuated toward the solution of urban problems, in cooperation with, or jointly sponsored by, state and local government and social agencies. In short, we recognize the wide diversity of research interest and opportunities. We believe,

however, that whatever the area of involvement, faculty should be encouraged to participate in a function which we regard as the foundation of all learning and knowledge.

Indianapolis Center For Advanced Research

THE COMMITTEE RECOMMENDS THAT IUPUI GIVE FULL SUPPORT TO THE GROWTH AND DEVELOPMENT OF THE INDIANAPOLIS CENTER FOR ADVANCED RESEARCH. ICFAR has been created with its own board of directors operating as a separate entity from IUPUI. ICFAR is designed to benefit IUPUI programs by sharing opportunities in collaborative programs sponsored by ICFAR. It is anticipated and assumed that every effort will be made to embark upon programs of import to the overall IUPUI missions and to seek appointees for the Center who will bring complementary and supplementary skills to those of the present faculty. As a manifestation of this intent, consultation will be actively sought with those responsible for developing IUPUI priorities and programs to provide maximum interaction. This interaction will benefit both institutions, in that ICFAR will pay for its share of faculty time and IUPUI will pay its fair pro-rated share for educational activities. This will stretch available dollars and increase the breadth and depth of readily accessible faculty expertise and student educational opportunities.

CONTINUING EDUCATION PROGRAMS

In a broad sense, Continuing Education may be defined as any organized educational opportunity which is made available to individuals extending beyond their high school experience. For the purpose of this report, Continuing Education is defined as those credit courses offered off the IUPUI campus or related regional campus or centers and all non-credit courses, programs, and conferences offered either on campus or off-campus.

The need for Continuing Education opportunities responsive to the needs of business, industry, labor, government, the professions and personal development is so well established that it is not necessary to build a case for it here. The Office of Continuing Education Services represents the vehicle whereby education can be provided quickly on demand.

There are, of course, varied levels and types of continuing education. In the professions, for example, formal credentialing and cooperation with professional associations are trends that are significant. Pertinent schools will have special responsibilities in this important area, as they serve practitioners throughout Indiana. This will continue to be the case, for example, in the health professions. This should not preclude, however, coordination of supporting services and related activities.

Elsewhere in this report, a ten-year projection of campus construction needs includes special facilities for continuing education. These facilities would provide central capabilities for this growing area of instruction and service.

The Committee feels that faculty participation in continuing education programs should be encouraged and should be considered an appropriate factor in evaluating performance. In schools and divisions where this area has special importance, this policy should be clarified and made generally known.

THE COMMITTEE RECOMMENDS THAT CONTINUING EDUCATION SHOULD BE EXPANDED, AND SHOULD HAVE FINANCIAL SUPPORT FROM THE GENERAL FUND BUDGET.

THE COMMITTEE RECOMMENDS THAT THE IUPUI OFFICE OF CONTINUING EDUCATION SERVICES HAVE A DIRECTOR WHO WILL BE RESPONSIBLE FOR COORDINATING ALL CONTINUING EDUCATION OFFERINGS, EACH OF WHICH WILL BE SPONSORED BY AN ACADEMIC UNIT OR ADMINISTRATIVE DEPARTMENT.

THE COMMITTEE RECOMMENDS THAT THE IUPUI OFFICE OF CONTINUING EDUCATION SERVICES BE AUTHORIZED TO AWARD CERTIFICATES OF COMPLETION BUT IT SHALL NOT AWARD DEGREES NOR GIVE DIPLOMAS.

Indiana University system-wide coordination of Continuing Education can be effected by the establishment of a system-wide Council of Directors from the various campuses. The purpose of the Council would be to review policy and make recommendations for avoiding unnecessary duplication of effort. Since Continuing Education is the most sensitive index of community needs, as well as being the fastest reactor to community needs, great responsibility must be vested on each campus. For these reasons, the Council of Directors is more desirable than a system-wide School.

COURSE CONTENT

There is a traditional right of the individual faculty member to determine within reasonable limits what is taught in his classroom. This is a major element of academic freedom. There is, however, a responsibility to have courses relate to the needs of the student and society as well as the need to develop improved techniques for the presentation of a course. Freedom to determine one's own objectives and methods can sometimes conflict with relevancy and receptability. To help minimize such conflict, THE COMMITTEE RECOMMENDS THAT EVERY ACADEMIC DEPARTMENT SHOULD DEVISE METHODS BY WHICH ITS INSTRUCTORS CAN OBTAIN THE STUDENTS EVALUATION OF EACH COURSE TAUGHT IN ORDER TO IMPROVE THE QUALITY OF COURSE OFFERINGS.

When courses lose popularity or become outmoded, the faculty faces a set of student concerns. These concerns could be alleviated if faculty are sensitive to change and make needed adjustment as time progresses. THE COMMITTEE RECOMMENDS THAT EACH SCHOOL AND DEPARTMENT REVIEW ALL COURSE OFFERINGS EVERY TWO YEARS. Initiations of the process should be the responsibility of the department head. THE COMMITTEE RECOMMENDS THAT THE CURRICULUM COMMITTEE OF EACH SCHOOL SHOULD HAVE BROUGHT BEFORE IT FOR CONSIDERATION ALL PROPOSED NEW COURSES, AS WELL AS OTHER COURSES WHICH MAY NEED IMPROVEMENT OR DISCONTINUANCE.

But care must be taken because uncoordinated and uncommunicated curricular change can pose serious problems. When change is made it affects many parts of a complex university. Therefore, THE COMMITTEE RECOMMENDS THAT THE IUPUI OFFICE OF ACADEMIC AFFAIRS (OR, VICE CHANCELLOR AND DEAN OF THE FACULTIES) DEVELOP A PROCESS FOR ADVERTISING THROUGHOUT THE CAMPUS ALL PROPOSED CURRICULAR CHANGES, WITH TIME PROVIDED FOR RESPONSE BY ALL AFFECTED ACADEMIC UNITS.

Further, THE COMMITTEE RECOMMENDS THAT THE IUPUI OFFICE OF ACADEMIC AFFAIRS (OR, VICE CHANCELLOR AND DEAN OF THE FACULTIES) COOPERATE WITH ALL EFFORTS TO COORDINATE CURRICULAR CHANGE AMONG THE STATEWIDE CAMPUSES OF INDIANA UNIVERSITY AND PURDUE UNIVERSITY.

INSTRUCTIONAL IMPROVEMENT

THE COMMITTEE RECOMMENDS THAT A CENTER FOR INSTRUCTIONAL IMPROVEMENT BE ESTABLISHED TO ASSIST FACULTY IN DEVELOPING MORE ECONOMICAL, AND MORE RELEVANT INSTRUCTION.

The specific goals of this unit are:

- a) to help new faculty members become more effective teachers;
- b) to give experienced faculty members an opportunity to reinforce teaching skills and to develop new skills with innovative instructional methods;
- c) to assist in developing techniques for evaluating teaching; and,
- d) to insure that the results of evaluations in teaching are available as criteria for promotion.

Specific attention should be given course design, course presentation, and course evaluation as well as when, where, and how to use various methods or techniques such as:

- a) the large lecture sections;
- b) recitation sections;
- c) supplementary learning materials (i.e. audio tapes, written programs, etc.);
- d) computer assisted instruction; and,
- e) laboratory simulation.

Also included should be the development of supplementary learning materials, teaching the slow or disadvantaged student, individually paced instruction, how to stimulate thinking, the use of tests and so on.

The composition of IUPUI, its student body and faculty prompts this recommendation. There is a technically trained faculty which has, for the most part, had little contact with educational methods. Enrollment is growing more rapidly than the budget, making more economical handling of students essential. The number of disadvantaged students is increasing relative to total enrollment. Increased emphasis upon developing the thinking and self-learning ability of students will require the re-orientation of courses and the use of new methods. Where a large percentage of classes are taught by part-time instructors, and where nearly all students are commuters, special materials should be developed and put into use to stimulate more learning per unit of study time.

THE COMMITTEE RECOMMENDS THAT A FACULTY TASK FORCE BE APPOINTED BY THE CHANCELLOR TO DEVELOP A PROPOSAL FOR THE ESTABLISHMENT OF THE CENTER FOR INSTRUCTIONAL IMPROVEMENT, SUGGESTING METHODS OF OPERATION AND IDENTIFYING SOURCES OF FUNDING.

SCHEDULING

THE COMMITTEE RECOMMENDS THAT THE TWO SEMESTER SYSTEM BE CONTINUED AS THE BASIC FORMAT FOR ANNUAL SCHEDULING.

A large portion of the academic program will probably always be geared more or less traditionally to the passage of the seasons in terms of fall, winter, and summer, and wherever this is useful to the realization of academic goals, it should, of course, be continued. The Committee hopes, however, that this traditional pattern of seasonal class scheduling is not so entrenched as to prevent the kind of imaginative flexibility which will permit faculty and students to engage in meaningful learning enterprises in ways and means that are far different from those to which we have become accustomed in the past. The present pattern of class scheduling for the two summer terms was a move in the right direction. The most important point illustrated by the current summer pattern is that IUPUI needs to move as rapidly as possible toward a posture of continuously and imaginatively expanding flexibility with respect to class scheduling. The advent of electronic and machine technology for registration and enrollment purposes should, in a relatively few years, provide the university with the wherewithal to gear class scheduling to student and faculty needs rather than to confine them within the artificial restraints of a purely calendar concept.

The present summer schedule permits a wide variety of class arrangements extending from very short sessions of a few days or a week

to sessions as long as twelve weeks in duration. THE COMMITTEE RECOMMENDS THAT THE PRESENT FLEXIBLE SUMMER SCHEDULE CONCEPT BE FURTHER DEVELOPED EXPERIMENTALLY TO INCLUDE THE POSSIBILITY OF A WIDE VARIETY OF SPECIAL PROGRAMS, INSTITUTES, AND SUMMER VISITING PROGRAMS.

Noting the increasing complexity and importance of the IUPUI summer terms, and the need for general integration of all programs connected with that period, THE COMMITTEE RECOMMENDS THAT THE CENTRAL ADMINISTRATION OF IUPUI CREATE AS SOON AS POSSIBLE A SEPARATE ADMINISTRATION FOR SUMMER SESSIONS.

The kind of flexibility now emerging for the summer terms should become a characteristic of the entire school year. Accordingly, THE COMMITTEE RECOMMENDS THAT THE CENTRAL ADMINISTRATION OF IUPUI WORK WITH ALL ACADEMIC UNITS TO INCREASE SCHEDULE FLEXIBILITY FOR THE IMPROVEMENT OF THE TEACHING PROGRAM AND THE BENEFIT OF THE STUDENTS. This kind of flexibility cannot be achieved with the present systems of registration and enrollment. Schedule flexibility can occur only by the wise application of automatic registration and schedule-making systems.

The Committee believes that there are several other concerns in need of review. These are: 1) the balance between day and night courses, 2) the balance among the days of the week, 3) the efficient use of space, and 4) the offering of some courses where the class meets only once per week.

The concept of a University education requires more than mastery of course material as the major objective. The most lasting impact upon the student should be derived from the interchange of the student with other people in the educational process. There is also an important gain to be derived from being part of and taking part in the discussion process of formal classes. For this reason the traditional form of class structure should be maintained and students required to complete at least half of their program in classes of this type. Classes which are too large do not offer opportunity for discussion: Therefore, THE COMMITTEE RECOMMENDS THAT CLASS SIZE BE MAINTAINED AT A LEVEL WHICH WILL INSURE THAT CLASS DISCUSSION WILL BE POSSIBLE WHERE DESIRABLE.

...at the College level.

The Faculty Board consists of 12 members, 6 of whom are elected by the Faculty and 6 are appointed by the Board of Trustees. The Board of Trustees is the governing body of the College and is composed of 12 members, 6 of whom are elected by the Board of Trustees and 6 are appointed by the State Board of Education. The Board of Trustees is the governing body of the College and is composed of 12 members, 6 of whom are elected by the Board of Trustees and 6 are appointed by the State Board of Education.

THE INSTITUTION

The institution is a private, non-profit, Christian college. It is a member of the Association of Christian Colleges and Universities (ACCU). The institution is a private, non-profit, Christian college. It is a member of the Association of Christian Colleges and Universities (ACCU). The institution is a private, non-profit, Christian college. It is a member of the Association of Christian Colleges and Universities (ACCU).

FACULTY

The foundation of any University is the faculty. A University is known by the abilities and performance of its faculty and by the educational environment in which it works. The most important function of administrative and supporting services is to assist the faculty in teaching and research by providing the best possible environment. To build and maintain an outstanding faculty continuous attention to the quality of new faculty is required and appropriate faculty incentives are necessary to encourage high performance. In addition, adequate staff support is necessary to facilitate full utilization of high quality faculty.

Faculty Quality

In order to insure continuing high quality of full-time faculty

THE COMMITTEE RECOMMENDS THAT THE TERMINAL DEGREE, AS DEFINED BY A DISCIPLINE, BE AN IMPORTANT QUALIFICATION FOR EMPLOYMENT.

A terminal degree is the highest degree offered by a discipline but the definition of terminal degree will vary. It is also recognized that unique programs may call for a high degree of flexibility in evaluating the preparation of a faculty member or director. However, in most instances the terminal degree indicates a necessary preparation for teaching and research at the college level.

Because of its urban location, the University is in a unique position to utilize highly qualified individuals quite effectively on a part-time basis. These people are qualified academically and/or through experience to teach many courses. Because funding limitations have limited the employment of more full-time faculty, reliance upon part-time faculty in some programs is well beyond the point permissible to maintain program quality. The Committee feels strongly that the utilization of part-time faculty should be a direct result of conscious planning to improve program quality rather than that of financial restraint. Therefore, THE COMMITTEE RECOMMENDS THAT THE DEAN OF FACULTIES APPOINT A COMMITTEE TO PREPARE FOR THE CHANCELLOR A REPORT ON THE UTILIZATION OF PART TIME FACULTY AS RELATED TO INSTRUCTIONAL QUALITY.

Faculty Support

In various places throughout the report reference is made to the quality of performance expected of the faculty with little attention to the responsibilities of the University to support of the faculty in a manner consistent with those expectations. While expectation of the faculty are the same as those of a faculty at any first-class institution, faculty support services certainly are not comparable. In many instances the faculty has very limited access to secretarial services, laboratory assistants, paper graders, assistance in developing visual aids, and

even normal instructional supplies. Because of the high percentage of part-time faculty, the full-time faculty must absorb an above-average share of non-classroom responsibilities. This is all in addition to extra preparation time required when libraries are quite inadequate (as mentioned elsewhere) and where laboratories and associated equipment are so restricted.

It is not realistic to expect development of a first-class institution without excellent faculty performance and neither is it realistic to expect professional development and retention of a first-class faculty without support substantially above current levels.

In addition to the instructional improvement center and library resources mentioned elsewhere, THE COMMITTEE RECOMMENDS SUBSTANTIAL INCREASES IN SUPPORT SERVICES FOR FACULTY.

Faculty Promotion and Tenure

A University must continually review its procedures and criteria for promotion and the granting of tenure. As an institution takes on unique responsibilities, faculty may be required to perform a variety of assignments which may not be recognized in a mere traditional evaluation procedure for promotion or tenure. In May, 1972 the IUPUI Faculty Council approved a promotion procedure which focuses judgmental responsibility on the primary unit to which the faculty member belongs. The committee supports the broad procedural aspects of that policy. At the same time, to insure an objective and equitable promotion procedure, THE COMMITTEE RECOMMENDS THE CONTINUED STUDY BY THE FACULTY COUNCIL AND THE ADMINISTRATION OF IUPUI OF PROCEDURES AND CRITERIA FOR PROMOTION.

The Committee also believes that consistent procedures and criteria should be established for the granting of tenure. The Committee is aware that the concept of tenure is currently being evaluated at a wide variety of institutions of higher education. It is still believed, however, that the tenure system is the foundation of the academic freedom necessary to carry out the responsibilities of a university. The dilemma, of course, that the concept of tenure raises is that the job security associated with tenure may also lead to mediocrity and incompetence as it shields a faculty member from evaluation. This

dilemma is a real one and must be faced directly in order to preserve the basic philosophy of tenure, while at the same time maximizing the possibility of a vibrant and active faculty. It is felt that this can be done best in the procedures and criteria for the granting of tenure. THE COMMITTEE RECOMMENDS THAT EACH SCHOOL AND DIVISION HAVE A TENURE COMMITTEE WHICH WILL MAKE TENURE RECOMMENDATIONS TO THE DEAN OR DIRECTOR OF THAT SCHOOL.

It is expected that such a committee will develop procedural and substantive guidelines which would assure the granting of tenure only to each faculty member who has demonstrated the potential for a valued contribution to that individual's school.

Faculty Salaries and Fringe Benefits

THE COMMITTEE RECOMMENDS THAT A SPECIAL TASK FORCE REPRESENTATIVE OF THE FACULTY COUNCIL, THE CENTRAL ADMINISTRATION OF IUPUI, AND SUCH OTHER INTERESTED GROUPS AS MAY BE IDENTIFIED, BE CREATED TO CONDUCT A THOROUGH STUDY AND REVIEW OF ALL FACULTY SALARIES.

It is felt that there are unexplainable inadequacies and discrepancies among faculty with similar preparation and similar teaching and research assignments. Such discrepancies exist within and between departments of the same school, as well as between schools. This is not to suggest that similarity in faculty salaries is a sought for objective. Indeed, salary increments should be used as a reward for performance, and the absence of such increments should be used as a penalty for poor performance. At the same time, it is recognized that salary differentials existed between schools at the time IUI was organized and, perhaps, accentuated with the merger of IU and Purdue missions. Up to this time, the Committee is not aware of any systematic review of such discrepancies and any consistent attempt to alleviate the problem. It should also be noted that current Federal and State statutes make salary differentials for identical work illegal.

Additionally, the committee is aware that differences in fringe benefits also became apparent between the I.U. and Purdue missions at the time of the merger. The Committee feels that such differences in fringe benefits raised a larger problem concerning the most economical and effective fringe benefit package for all IUPUI faculty.

THE COMMITTEE RECOMMENDS THAT A SPECIAL TASK FORCE REPRESENTATIVE OF THE FACULTY COUNCIL, THE CENTRAL ADMINISTRATION OF IUPUI, AND SUCH OTHER INTERESTED GROUPS AS MAY BE IDENTIFIED, BE CREATED TO CONDUCT A THOROUGH STUDY AND REVIEW OF ALL FRINGE BENEFITS FOR FACULTY.

Faculty Participation in University Government

Traditionally, mature universities have developed systematic methods of obtaining faculty input into the decision making process of the institution. At IUPUI, the Faculty Council serves this function.

At best, faculty councils can provide the administration with an intelligent and responsible source of input concerning the ordering of the university's priorities; at worst, faculty government may merely be a method of legitimatizing unilateral administrative action. To function at its best, it must be understood by the administration and faculty that the council represents a sharing of the institution's powers to set policy. If the faculty neglects to consider that institutional development is also shaped by law, tradition and historical development, the process of faculty governance breaks down.

The Faculty Council of IUPUI, only three years old, represents the primary forum where the diverse elements of the University meet with each other and with Administration. Each school is represented by a number of persons proportionate to the size of the faculty, central administration is represented by the Chancellor and Vice Chancellors, and the Dean of each School is an ex officio member. The Constitution requires the ratio of no less than four faculty members to one administrator, thus insuring that the Council will remain, in fact, a Faculty Council.

In many areas, the performance of the IUPUI Faculty Council has been excellent. In other areas, its participation has been minimal or absent entirely.

To provide an assessment of the Council's performance and to suggest areas for improving the Council's effectiveness, THE COMMITTEE RECOMMENDS THAT A SELF STUDY OF THE IUPUI FACULTY COUNCIL BE MADE IN 1973-74 TO ASSESS THE VALUE OF THE PRESENT SYSTEM OF CARRYING OUT THE WORK OF THE COUNCIL.

In addition, faculty participation in university government is also sought at two other levels. The first is at the school level; the second at the All-University, or system, level. Currently, each school or division is required to have a faculty constitution for that unit in order for that unit to be represented on the IUPUI Council. The Committee approves of this requirement. At the same time, the viability of each of these important councils at the school level has not been determined. Therefore, THE COMMITTEE RECOMMENDS THAT EACH ACADEMIC UNIT AT IUPUI RE-EXAMINE ITS FACULTY ORGANIZATION FOR THE PURPOSE OF IMPROVING AND STRENGTHENING STRUCTURES AND PROCEDURES OF SELF-GOVERNMENT WITHIN ITS AREA OF ACADEMIC COMPETENCE.

Due to their immediate knowledge of academic and administrative problems, such councils may, in the final analysis, provide the most important and innovative faculty level of participation in university governance.

The third area of faculty input into the governing process is at the All-University level, where an All-University Council provides a forum for the central administration and representatives of each of the campuses of the Indiana University System. The work of this council will have important effects on the setting of University-wide standards regarding students, faculty, administrators and programs. Because of the far-reaching decisions this Council could make, THE COMMITTEE RECOMMENDS THAT THE ALL-UNIVERSITY COUNCIL BE COMPOSED OF AN EQUAL NUMBER OF REPRESENTATIVES FROM EACH OF THE SYSTEM'S CAMPUSES BECAUSE THERE IS AN EQUALITY OF INTEREST IN THE COUNCIL AMONG THE CAMPUSES.

Administrative Organization

The administrative organization of any modern institution of higher education requires continuous evaluation. In this way, administration can remain responsive to its main purposes, providing leadership and service to facilitate in achievement of the goals and objectives of the institution.

Under the administration of Chancellor Maynard K. Hine from 1968 until 1973, great progress has been made despite lack of adequate funds in reorganizing, consolidating and redefining academic and administrative units. Now, with only modest additions and some minor reorganization to be made, the IUPUI central administrative organization should be prepared to meet the challenge of impending growth.

The committee proposes an administrative structure in the following chart which accommodates the major positions essential to effective administration.

THE COMMITTEE RECOMMENDS THE APPOINTMENT OF POSITIONS WITH LINE AND STAFF RELATIONSHIPS AS PORTRAYED IN THE CHART.

(See Chart I)

Advisory Board--Composed of distinguished citizens who give advice to the Chancellor and make recommendations on all major issues affecting IUPUI.

Assistant to the Chancellor--Would serve in a staff position to assist the Chancellor.

Assistant to the Chancellor and Dean for Sponsored Programs and International Activities--Would serve in a staff position to the Chancellor and in a line position over the administration of Sponsored Programs and International Activities.

Director of Information Services--Would serve in a staff position to the Chancellor for all information, publications and news releases in addition to line supervision of staff assigned to the News Bureau and Publications.

Affirmative Action Officer--As a new position, would serve the Chancellor in review and implementation of the IUPUI Affirmative Action policies and procedures.

Legal Counsel--As a new position, would serve the Chancellor and administrative staff on all legal matters affecting IUPUI. This individual might start with a one-half time appointment teaching in the Indianapolis Law School and move to a full-time administrative assignment as need develops.

Vice Chancellor and Dean of the Faculties--Would serve in a line position in relation to all Deans and Directors of academic units and report directly to the Chancellor.

All academic units would report through the Office of the Vice Chancellor and Dean of the Faculties for the purpose of coordinating all IUPUI and University-wide academic and faculty matters and procedures, such as initial appointments, promotions and tenure. In the Health Science Schools, and in particular, the Schools of Medicine and Dentistry, Deans would have special operational responsibilities with respect to their state-wide programs which require them to work directly with the IUPUI Chancellor and with the President of the University. Because of the extensive state-wide program in medical education, the Dean of the School of Medicine should be assigned the title of Special

Assistant to the President for State-wide Medical Programs and report directly to the President for all matters relating to this program. Other Health Science Deans should be considered for similar designation when their state-wide programs approach the magnitude of the School of Medicine.

The Office of the Dean of the Faculties would have responsibility for the maintenance and development of existing undergraduate programs, emerging graduate programs related to those undergraduate programs, as well as for the identification and development of new areas of academic enterprise.

(See Chart II)

Assistant Dean of the Faculties--An already existing position, would assist the Dean of the Faculties in his duties.

Associate Dean of the Faculties--A new staff position, would be assigned responsibility for undergraduate development, including the improvement of instruction through research and development of new techniques and methods of instruction.

All School Deans--Would report through the Vice Chancellor and Dean of the Faculties.

Dean of Graduate Studies--The title "Dean" would replace the current title of "Director". The Dean would report through the Dean of the Faculties.

Directors of the Divisions of Education and Business--As currently implemented, would report through the Dean of the Faculties.

Director of the Division of Public and Environmental Affairs--Would report both to the Dean of the Faculties and to the Dean of the School of Public and Environmental Affairs.

Director of Libraries--A new position required to coordinate all existing libraries and directly supervise all libraries except Medicine, Dentistry and Law. Would report through the Dean of the Faculties.

(See Chart I)

Vice Chancellor and Dean for Administrative Affairs--Would serve in a line position in relation to certain major administrative functions of the University and in a staff position to the Chancellor for general administrative organization and management.

The positions of Dean for Student Services, Director of Educational Resources and Campus Planning, and Director of Computing Services currently reporting to the Vice Chancellor and Dean for Administrative Affairs, would continue to do so.

Director of Summer Sessions--A new position, would report through the Vice Chancellor and Dean for Administrative Affairs and be assigned responsibility on one-half time to administer and coordinate the growing summer session programs.

Director of Continuing Education Services--This is an existing position but with slight modifications in title and more extensive responsibility for Continuing Education at IUPUI. The term "Director" would be used along with the term "Services" to denote the coordinative function as opposed to the academic function. Reporting would be through the Vice Chancellor and Dean for Administrative Affairs.

Director of Safety and Security Services--Would report through the Vice Chancellor and Dean for Administrative Affairs. The existing title of "Director of Safety" would be expanded to include "and Security Services" to denote the security of person aspects of the Department and the fact that the basic mission is to serve all University constituents.

Director of Institutional Research--A new position, would report through the Vice Chancellor and Dean for Administrative Affairs. The position would be one-half time at the onset and could be combined with the Director of the Summer Session position. The function would not eliminate the role of the Office of Institutional Research, but would build upon it by utilizing existing data, designing new tools and most of all, interpreting studies in terms of improving IUPUI effectiveness.

Vice Chancellor for Business Affairs--A new position, would report directly to the Chancellor of IUPUI, being responsible for system-wide policy implementation and integration through the Vice President and Treasurer of the central university administration. He would have the entire responsibility at IUPUI for all fiscal matters, and should have under his jurisdiction the entire range of services which relate to the proper functioning of university and academic business affairs.

The committee feels, however, that such an appointment should go to a person not only skilled in directing the functions of business operations, but to a person with considerable background in academic matters, a thorough understanding of the academic type of enterprise as distinguished from governmental and profit-making. This position should be initiated by July 1, 1973.

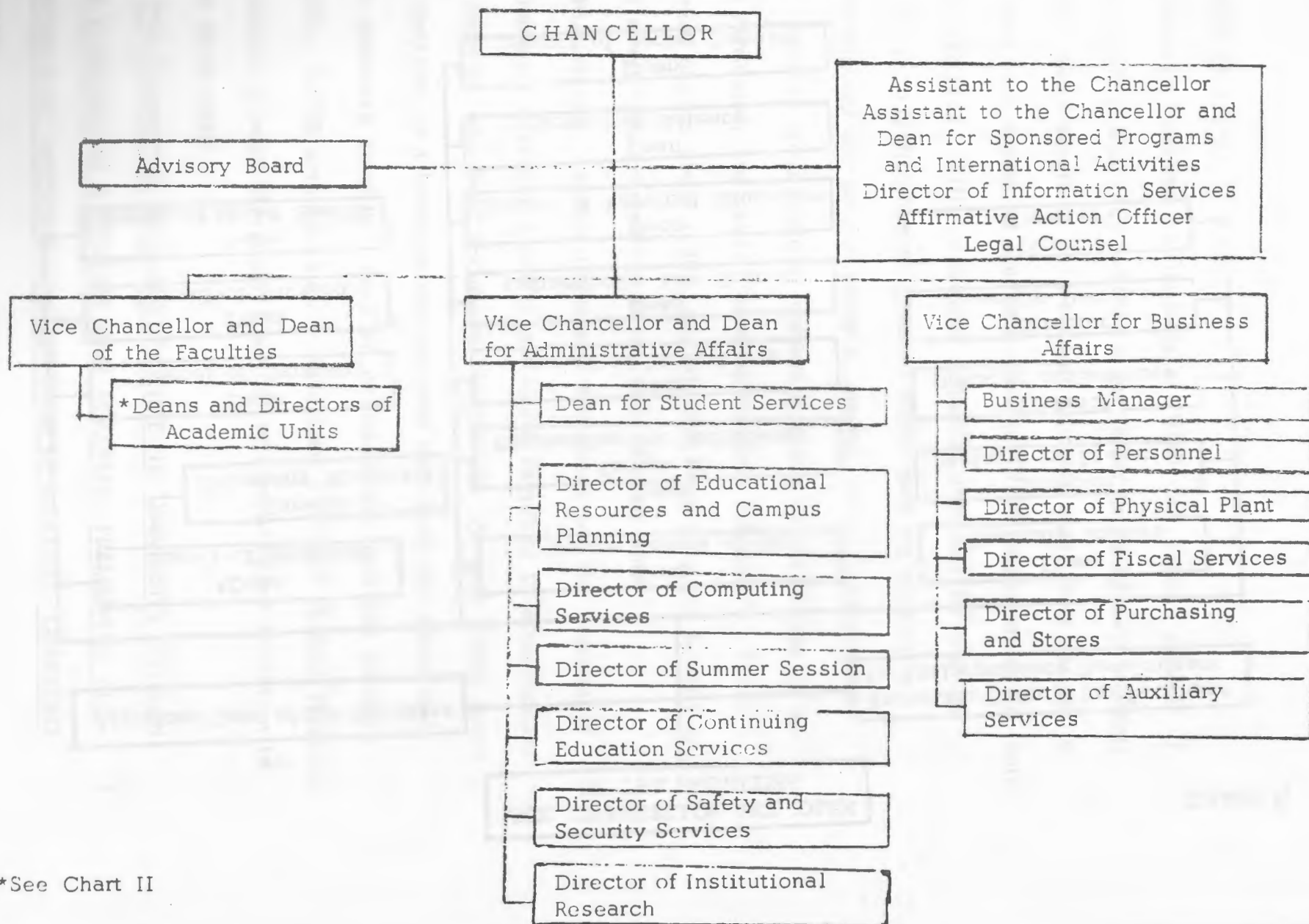
The existing positions of Business Manager, Director of Personnel, Director of Physical Plant and Director of Purchasing and Stores would remain as currently established. All would report through the Vice Chancellor for Business Affairs. The Business Manager would report through the Vice Chancellor for Business Affairs, serving at his pleasure, and being assigned appropriate line responsibilities in the best interests of effective Business Office operation.

Director of Fiscal Services--Represents a consolidation of existing functions of Comptroller, and Bursar. In addition, should include more extensive support of the budget function. Would report to the Vice Chancellor for Business Affairs.

Director of Auxiliary Services--Represents a consolidation of existing functions currently reporting directly to the Business Manager. These service functions would include printing, duplicating, courier service, telephone, mail, housing, Union Building operation, transportation and others as the need develops. Would report to the Vice Chancellor for Business Affairs.

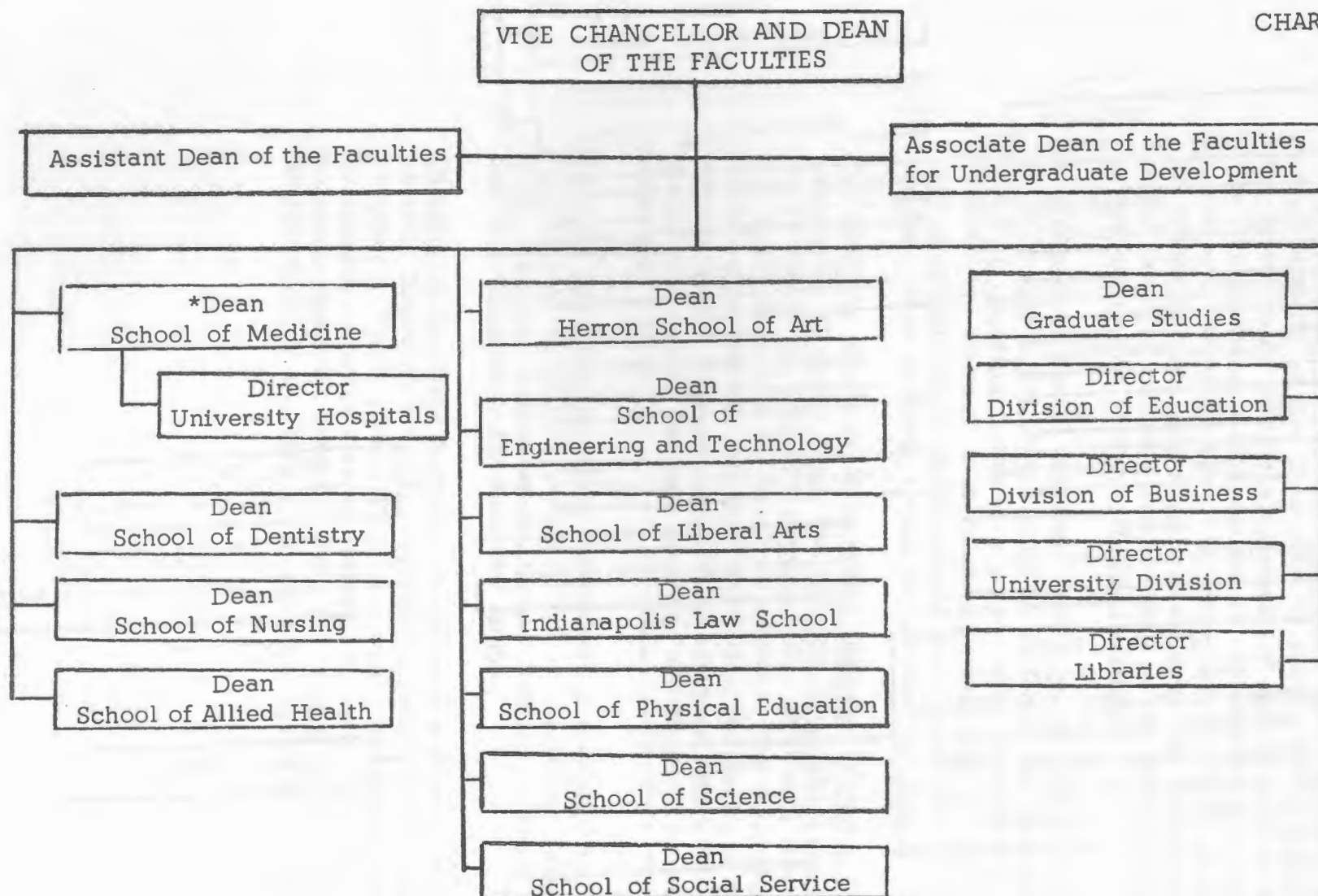
PROPOSED ORGANIZATION
IUPUI
CENTRAL ADMINISTRATION

CHART I



*See Chart II

CHART II



*Also serves as Special Assistant to the President for State-Wide Medical Programs (See Text)

University Division

Although freshmen matriculants at IUPUI may enter a number of schools directly from high school, a far larger group of new students may not. Some programs do not admit students until their second or third years. A number of students come to IUPUI undetermined in their career objectives. Still others are generally qualified for college study but lack proficiency in specific skills such as reading or mathematics and are not yet ready to engage in full college-level study. Another group, largely unidentified and in the charge of no one in particular, are called "adult non-degree students". These latter now number about 1,000, and at best have only the benefit of limited admissions counseling at the time of their entry.

Historically, Indiana University has developed the concept of the University Division (formerly the Junior Division) to accommodate those students who must accumulate twenty-six or more credit hours to be certified to a baccalaureate program that does not admit high school graduates directly. Such an administrative unit has emerged at IUPUI. IUPUI also has quietly developed a Guided Studies Program for students in need of special remedial or compensatory education in certain skill areas.

THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION
BRING TOGETHER IN A GENERAL NON-ACADEMIC FRAMEWORK ALL
UNDERGRADUATE STUDENTS NOT CERTIFIED TO A DEGREE- GRANTING
PROGRAM.

THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION BE MAINTAINED AS A SEPARATE ADMINISTRATIVE UNIT OF IUPUI. It should continue to report, as now, through the Vice Chancellor and Dean of the Faculties to the Chancellor as do other schools and divisions. It should be staffed appropriately with full-time professional counselors and should serve all academic units of IUPUI as required. Further, THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION SHOULD CONTINUE ITS ROLE IN UNDERGRADUATE DEVELOPMENT, WORKING WITH OTHER ACADEMIC UNITS IN SPECIAL PROJECTS DESIGNED TO FACILITATE A SMOOTH TRANSITION FROM HIGH SCHOOL TO COLLEGE.

THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION ASSUME RESPONSIBILITY FOR THE GUIDED STUDIES PROGRAM. The Committee hopes that the many excellent features of the present Guided Studies Program will be maintained, especially its personal flexibility, its use of volunteer faculty, and its lack of bureaucratic organization. The Committee also stresses that the remedial and compensatory characteristics of the Guided Studies Program offer the basis of entry to IUPUI of students who want to attend but, because of educational factors beyond their control, cannot otherwise do so. And not only might it offer a qualified open admissions program, it could also become a valuable portal of re-entry for the able student who has dropped out in the past, wishes to return, and is in need of special educational experiences.

Persons 21 years of age or older should be enabled to enroll for their own personal needs, without the obligation to seek a degree or fulfill other formal requirements. THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY DIVISION BE ASSIGNED SPECIFIC RESPONSIBILITY FOR "ADULT NON-DEGREE STUDENTS," PROVIDING COUNSELING AND SPECIAL PROGRAMMING AS NEEDED.

Satellite Campuses, IUPUI

While the committee has no fault to find with IUPUI's development of the Columbus Center, and can even envisage continuance of the Columbus Center under IUPUI administration for a period of time, it feels that the development of permanent, geographically-identified programs would be a miscarriage of IUPUI's basic mission. Noting the past instances of IUPUI continuing education or "extension" programs in several surrounding communities, THE COMMITTEE RECOMMENDS THAT IUPUI SHOULD CONTINUE TO SERVE THOSE INDIANAPOLIS-RELATED COMMUNITIES SUCH AS COLUMBUS ON AN AD HOC BASIS, RATHER THAN IN THE FORM OF ESTABLISHED GEOGRAPHICALLY-IDENTIFIED SUB-CENTERS. The one possible exception to this general rule, in the opinion of the committee, is the situation where both Indiana University and Purdue University programs are needed. But even in the case of mixed Purdue and I.U. programs, the committee strongly recommends that no permanent control be maintained by IUPUI, and that the central mission in such situations, in addition to getting the new program started, would be to bring the program to maturity and autonomy as rapidly as possible.

IUPUI Chancellor's Advisory Board

THE COMMITTEE RECOMMENDS THAT THE CHANCELLOR'S ADVISORY BOARD BE BROADENED TO INCLUDE REPRESENTATIVES OF THE MAJOR PROFESSIONS AND THAT APPROPRIATE REORGANIZATION TAKE PLACE IN THE 1973-74 SCHOOL YEAR.

THE COMMITTEE RECOMMENDS THAT THE CHANCELLOR APPOINT AN EXECUTIVE SECRETARY FOR THE CHANCELLOR'S ADVISORY BOARD.

THE COMMITTEE RECOMMENDS THAT REPRESENTATIVES OF THE FACULTY STAFF AND STUDENT BODY SIT AS NON-VOTING MEMBERS OF THE CHANCELLOR'S ADVISORY BOARD.

THE COMMITTEE RECOMMENDS THAT THE IUPUI ADVISORY BOARD CONSIDER THE APPOINTMENT OF A SUB-COMMITTEE COMPOSED OF UNIVERSITY AND COMMUNITY REPRESENTATIVES TO SERVE AS A TASK FORCE TO IDENTIFY WAYS BY WHICH THE COMMUNITY AND THE UNIVERSITY CAN BE MORE RESPONSIVE TO EACH OTHER.

THE COMMITTEE FURTHER RECOMMENDS THAT BY JULY 1, 1973, THE CHANCELLOR OF IUPUI APPOINT A LARGE CITIZEN'S COMMITTEE COMPOSED OF UP TO 100 MEMBERS, WHICH WOULD REPORT TO THE CHANCELLOR AND HIS ADVISORY BOARD. This Citizen's Committee would be composed of community leaders from the city, central Indiana and from throughout the state, including men, women, students, senior citizens, representatives of government, ethnic groups, industry, labor, agriculture, insurance and banking, as well as representatives of the

major professions. Members of this Committee will not be required to attend meetings in Indianapolis, but rather will serve as conduits for transmitting public opinion trends to the Chancellor of IUPUI and his Advisory Board.

Affirmative Action

THE COMMITTEE RECOMMENDS THAT BY APRIL 1, 1973, THE CHANCELLOR CREATE THE POSITION OF AFFIRMATIVE ACTION OFFICER REPORTING AND RESPONSIBLE DIRECTLY TO THE CHANCELLOR. The authority and responsibility of the Affirmative Action Officer will stem from the authority delegated under law, as well as from that assigned by the Chancellor.

THE COMMITTEE RECOMMENDS THAT EVERY EFFORT BE MADE TO INCREASE THE NUMBER OF WOMEN AND MINORITY GROUP PERSONS ON THE IUPUI FACULTY THROUGH AN AGGRESSIVE RECRUITMENT EFFORT WITH NO SALARY NOR FRINGE BENEFIT DISCRIMINATION REFLECTING FACTORS ASSOCIATED WITH RACE, SEX, RELIGION, NATIONAL ORIGIN, OR AGE.

SUPPORT FUNCTIONS

Non-Academic Personnel

Ongoing effort should be made to attract highly qualified supporting staff and to provide comfortable and pleasant working conditions. These conditions should include competitive fringe benefits, opportunity for safeguarded parking at reasonable cost, opportunities for advancement, a Staff Personnel Review Panel and, if necessary, retraining for different kinds of work.

THE COMMITTEE RECOMMENDS THAT THE REPORT OF THE STAFF AFFAIRS COMMITTEE OF THE FACULTY COUNCIL, ADOPTED APRIL 15, 1971, PROPOSING THE ESTABLISHMENT OF A STAFF PERSONNEL REVIEW PANEL, BE IMPLEMENTED IMMEDIATELY.

The relevant part of the report is as follows:

"RESOLVED that a Staff Personnel Review Panel be authorized and established for the purpose of exhibiting the expression and concern of the Faculty Council, and be it further

"RESOLVED that this Panel be composed of Faculty and Staff representation from various schools, administrative areas, and auxiliary enterprises of IUPUI; whose purpose would be to function as a sounding board for grievances submitted by Staff personnel, thus assuring them an opportunity for an impartial and adequate hearing for consideration and response; to establish committees for

the purpose of performing fact-finding functions as a basis of supporting recommendations resulting from a review of policy practices and procedures and to otherwise support the Personnel Division's responsibility of developing and maintaining a complete personnel program.

"The Director of Personnel should forward a list of names to the Chancellor for appointment to the Review Panel. Notice of the appointment of this Panel should be sent to all Faculty and Staff members with a statement of its purposes and proper procedures."

THE COMMITTEE RECOMMENDS THAT THE STAFF PERSONNEL
REVIEW PANEL BE REDEFINED AND EXPANDED BY THE CHANCELLOR.

The original purpose of the April 15, 1971 Faculty Council Resolution of (1) providing a hearing panel for specific grievance situations, and (2) providing an advisory panel for considering grievance-generating situations should be retained. To these functions should be added the responsibility for arranging faculty-staff forums to consider all matters touching upon the mutual interests, responsibilities and needs of faculty and staff. These forums could generate wide discussion and eventuate in policy recommendations to various offices of the University.

This expanded purpose can readily be justified by the language of the original resolution, and is exemplified by the following possible areas of mutual faculty-staff concern:

Staff training programs
Time and motion studies
Fringe benefit programs
Conditions of work

Efficiency studies
Grievance procedures
Public relations

Libraries

The Committee is deeply concerned about library development at IUPUI, a concern it shares with nearly all the faculty, students and staff with whom it has talked. There is a widely shared belief that library development at IUPUI is uneven, unbalanced, inadequately supported, and under-administered. The seven principal library installations at IUPUI (Medical-Nursing, Dental, Law, Blake Street, 38th Street, Herron, and Normal College) vary from sophisticated and outstanding to mediocre and nearly non-existent.

This state of affairs is evidenced in several ways. According to the American Library Association or the United States Office of Education, this collection contains only 30% of the volumes needed to meet minimal standards. Using the ALA general undergraduate standard of 50,000 books for the first 600 FTE students, and 10,000 for every additional 200 FTE students, the 1972-73 11,754 FTE students would demand that minimum IUPUI library holdings total 610,000 volumes. In fact, the total holdings at IUPUI for all levels as of May 1, 1972, were 380,336.

Another way to regard the matter is to note that in 1971-72, approximately \$299,434 was budgeted for total book purchases at all IUPUI libraries. \$156,996 of this amount went to three professional libraries, leaving the balance of \$142,438 to be spent on behalf of the undergraduate and emerging graduate programs, in which nearly 12,000 students were enrolled.

Yet it would be grossly unfair to leave the impression that the professional school libraries at IUPUI are escaping the effects of this budgetary situation. While relatively better off than the others, the Medical-Nursing and Dental libraries have serious space and staffing problems, and the Medical-Nursing library has not yet reached the level of minimum collections required by national accreditation standards. The case of the law library is more shocking, since books are the essence of legal education. The Indianapolis Law School is the largest and newest in the State of Indiana, and ranks twenty-third nationally in total student population. Yet, of 137 law schools polled, it ranks 97th in book appropriations and 124th in book expenditures per student. This library is 86th in numbers of professional staff, and 66th in terms of other staff. It needs to be added that this law school achieved autonomy in 1968 (as a separate legal education division of Indiana University, it dates back to 1944), has grown exceedingly rapidly in numbers of students and faculty, and, in direct ratio, in importance as an institution of urban legal education.

The staffs of the individual collections are under-manned but hardworking, and are exerting ingenious leadership. But there is an over-all lack of coherence and planning that is frightening and discouraging. Because there is no general library administration at IUPUI, the Vice Chancellor and Dean of the Faculties is serving, without staff, as an informal central librarian, and is assisted by

a quasi-executive group known as the Library Coordinating Committee. While the Committee finds no fault with those individuals attempting to bolster this patchwork system, it feels it must sharply call attention to what it unanimously finds to be an unjustifiable situation. The Committee recommends THAT THE ADMINISTRATION OF IUPUI MOVE AS QUICKLY AS RESOURCES WILL PERMIT TO ESTABLISH A CENTRAL LIBRARY ADMINISTRATION FOR ALL SCHOOL LIBRARIES AT IUPUI OTHER THAN THOSE FOR MEDICINE, NURSING, DENTISTRY, AND LAW.

Because of certain unique accrediting problems, the administration and development of some professional school libraries must be along reasonably autonomous lines. But this requirement is no rationale for failure to provide contrally coordinated information services of the type dispensed traditionally by libraries.

THE COMMITTEE RECOMMENDS THAT THE CENTRAL LIBRARY ADMINISTRATION OF IUPUI BE RESPONSIBLE FOR COORDINATING THE SERVICES OF THESE PROFESSIONAL SCHOOL LIBRARIES WITH THOSE OF ALL OTHER LIBRARY SERVICES AND FACILITIES AT IUPUI.

The Committee also feels that at the present stage of facility development at IUPUI there is no substitute for the existence of several geographically separated collections. THE COMMITTEE RECOMMENDS THAT FACILITY PLANNING FOR IUPUI IDENTIFY ONE VIABLE LOCATION FOR A CENTRAL AND GENERAL LIBRARY COLLECTION FOR THE ENTIRE IUPUI LIBRARY OPERATION. The Committee is

reasonably certain at this juncture that there can be no alternative to a marked degree of library decentralization at IUPUI, but it is convinced that there must also be, preferably sooner than later, a central or general library for IUPUI, containing the central administration for library services at IUPUI as well as the principal collection.

Most important of all, the Committee returned time and time again to the matter of budgetary appropriations for books and their processing. If IUPUI should have 610,000 volumes now, and has 380,336, then it needs immediately 229,664 books (and this assumes that all books in the present collection are viable and that no culls exist!). Assuming, merely for the sake of stating a figure, that these new books could be had for \$10 apiece, that there is no price inflation, and that fifty cents on the dollar is necessary for processing each book, then \$3,444,960 is needed to bring the total collections at IUPUI up to something approaching American Library Association standards. Keeping in mind that the above are arbitrary and artificial figures, and that many expensive and special collection needs are being left out of account, the Committee recommends THAT THE CENTRAL ADMINISTRATION OF IUPUI MAKE A SPECIAL ALLOCATION OF \$3,500,000 SPREAD ACROSS THE NEXT EIGHT FISCAL YEARS OVER AND ABOVE THE REGULAR OPERATING BUDGETS FOR BOOK AND AND BOOK PROCESSING EXPENDITURES. An

additional allocation would have to be made for staff to accommodate the book processing such a commitment would entail. This also assumes that facility planning will provide the necessary additional space, and that annual operating book budgets will be increased as a matter of course.

The Committee has become convinced that university libraries today require more than merely a minimum number of books and journals on the shelves in situ. The Committee shares with many the conviction that university libraries--and most especially libraries in emerging situations such as IUPUI's--must become integral parts of widely based information retrieval systems external to the university itself. The Committee notes with interest the advent of a central library administrator for the entire I.U. system, and assumes that the "system" to be administered will in effect extend our access to information in all forms far beyond the present confines of IUPUI or of present Indiana University library resources.

Internal systems are important, as well. The Committee has been made aware of the tremendous potential of current library technology to provide an increasing array of bibliographic, research, reference, and reading tools for scholarship and teaching. Much information is available, actually or potentially, in forms other than in books, and in places other than in libraries themselves. To say that the goals are only to meet some arbitrary book collection standard is to sell short the real needs in an urban university for access to vital information.

THE COMMITTEE RECOMMENDS THAT THE CENTRAL ADMINISTRATION
OF IUPUI COMMIT ITSELF TO A POLICY OF SYSTEMATIC ACQUISITION
AND UTILIZATION OF THOSE AVAILABLE TECHNOLOGICAL TOOLS REQUISITE
TO CONTEMPORARY LIBRARY DELIVERY SYSTEMS.

Television

THE COMMITTEE RECOMMENDS THAT A MAJOR STUDY BE INITIATED IMMEDIATELY THAT WOULD CONSIDER ADMINISTRATIVE ORGANIZATION, PHYSICAL FACILITIES, EQUIPMENT AND A DISTRIBUTION SYSTEM FOR TELEVISION AS AN EDUCATIONAL RESOURCE.

The need for consolidated efforts in developing TV production facilities is recognized by administrators and many faculty. The consolidation should concentrate most, if not all, TV production efforts into a single building. The study should develop a long-range plan for design and installation of TV reception capability throughout the campus. Also, it should recognize that this capability cannot be developed quickly and should provide for orderly development over a period of years. It would include considerations of TV physical requirements, implications for equipping facilities, academic programming, technical resources, effective combinations of educational resources, and effective utilization of developments in educational technology. The study also should consider the relation of computer and television capability.

Radio

THE COMMITTEE RECOMMENDS THAT A STUDY SHOULD BE
RENEWED BY IUPUI IN THE DIRECTION OF DEVELOPING AN FM
RADIO STATION AT THE CAMPUS.

The station should be a total educational resource to the University and the community. It would serve as a specific academic resource to such departments as speech and communications. Previously discussed alternatives, including obtaining a channel by reallocation, purchase of an existing facility, or sharing an existing allocation with another educational institution, should be evaluated in the light of current conditions. Particular attention should be given to a former proposal of sharing broadcast activities with a high school station. This arrangement would make possible University broadcasting from late afternoon until day end, as well as weekends and summers. The study should demonstrate a primary prerequisite to a successful application. That prerequisite is an awareness by the University of its own goals, abilities and interests with regard to public broadcasting.

Computing Services

The demands for computing services at IUPUI have grown steadily over the past ten years. Compared with many other state institutions of similar size and complexity, services have fallen short. Although more complex computers have been acquired and additional personnel assigned, Administrative Data Processing has been woefully inadequate and little has been done to support the teaching programs. Research efforts have suffered from inadequate time sharing and real time computing. The extent of hospital data processing support was extremely inadequate for a modern teaching hospital, despite the fact that quality services were being provided under existing budgeting arrangements.

The coordination of computing efforts at IUPUI, under the direction of the Vice Chancellor and Dean for Administrative Affairs and the significant input from the Special Assistant to the President for Information Systems, have brought about important changes in direction which can lead to cost-effective services that meet the needs of all users at IUPUI.

It is expected that demands will sharpen rapidly over the next several years. The advent of computer assisted instruction and the Central Administration's support of the development; the necessity for use of computing in problem solving in the fields of business, mathematics, science, engineering and technology; the increased

interest in health research, including delivery systems; the establishment of The Indianapolis Center for Advanced Research; the development of a system-wide Management Information System; and demands for more effective information retrieval systems; all point to major expenditures and hence increased need for leadership and effective management of all resources.

It is recognized that the appointment of a Director of Computing Services for IUPUI, reporting through the Office of Administrative Affairs, has been authorized and THE COMMITTEE ENDORSES AND RECOMMENDS THAT EARLY ACTION BE TAKEN TO ADMINISTRATIVELY CONSOLIDATE ALL OF THE FOLLOWING UNITS: Research Computer Center, Educational Computer Center, Administrative Data Processing and Hospital Data Processing. Given appropriate study and routine administrative coordination, most cost-effective computing services, including programming and systems analysis, can be provided. Only after the most careful evaluation should changes in the Hospital Data Processing Center be effected, since it is a self-supporting operation and little experimentation is possible.

THE COMMITTEE RECOMMENDS THAT OVER THE NEXT THREE-YEAR PERIOD, A THOROUGH HARDWARE CONFIGURATION STUDY SHOULD BE MADE IN AN EFFORT TO CONSOLIDATE HARDWARE, ELIMINATE UNNECESSARY DUPLICATION OF EFFORT AND DELIVER MOST COST-EFFECTIVE COMPUTING SERVICES.

The new time sharing computer which has been acquired primarily for the Research Computer Center and the terminal interface by ADP with the Data Systems and Services computer both provide valuable experience which will contribute immeasurably to considerations of hardware consolidation over the next three years.

THE COMMITTEE RECOMMENDS THAT UNDER THE NEW ADMINISTRATIVE STRUCTURE PROVISIONS BE MADE TO PROVIDE DIRECT AND CONTINUING CONSULTATION FOR DEANS, DIRECTORS, DEPARTMENT HEADS, THE BUSINESS MANAGER AND FACULTY ON MATTERS ASSOCIATED WITH COMPUTING, DATA PROCESSING, INFORMATION RETRIEVAL AND OTHER PROBLEMS WHERE AUTOMATION MAY BE A SOLUTION.

In his management role, the Director of Computing Services should maintain professional contact with individuals with similar roles in the community, state and nation to maintain currency with the "state of the art".

CAMPUS PLANNING AND FACILITY DEVELOPMENT

Campus Planning

THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY CENTRALIZE MOST OF ITS OPERATIONS, SO FAR AS POSSIBLE, ON THE MAIN CAMPUS.

The University campus must be an exciting and stimulating location for learning. While it might be more efficient for the diverse student body to offer specific courses in several areas of the metropolitan area, it is more important to have the University physically centralized to foster intellectual interchange among students of many backgrounds. This position does not rule out the possibility of having area learning centers, equipped with study carrels and automated learning and information systems, located in various parts of the metropolitan area. A feasibility study is currently being made of this concept.

The Committee believes that the physical development of the campus projects the University's image in the community. Its location near the center of the city presents an unusual opportunity to develop ways in which architecture could be synthesized into a functional yet esthetically pleasing complement to the community. There are three populations which should be included in such planning: the faculty and students; the greater Indianapolis community; and the community immediately contiguous to the University. The University's activities and facilities should be thought of as one aspect of this community.

Certainly, land use and acquisition should be carried out with the interest of all population groups concerned, and multi-use of facilities should be encouraged.

The land use pattern of the University must consider new and innovative forms of construction to insure maximum use in minimal space. There should be a continual determination to protect open space and trees and to enhance the environment.

THE COMMITTEE RECOMMENDS THAT STUDENTS, FACULTY AND LOCAL CITIZENS TAKE AN ACTIVE PART IN THE DEVELOPMENT OF OPEN SPACES, BOTH INSIDE AND OUTSIDE, TO TAKE ADVANTAGE OF THE RESOURCES ON AND SURROUNDING THE CAMPUS. We support the following statement by Struner in which he encourages the development of a truly living university.

"In addition to approving and perfecting the short and long-range plans for physical development of the campus, the students, the faculty and staff should contribute their own creations. Trees and shrubs can be grown and planted by the students. Paintings and watercolors of the staff should be integrated into the interior design. Rugs, furniture, tapestries--all the things that people themselves make to express and extend their talents and dreams--should help perfect the total environment.

The primary goal of campus development is to compliment the intended variety and quality of the curriculum with inanimate objects which individually and in total impart a character and charm, an aura of vitality and magnetism. The mixture of ideas and people and activities--varied but mutually supportive--cannot be confined or fragmented by formalistic concepts of order promulgated by myopic gendarmes who cordon off the grass, forbid entrance, restrict play, direct movement, or close down on spontaneity."¹

¹Struner, Wm. F., "Environmental Code: Creating A Sense Of Place On The College Campus", 43 Jr. of Higher Ed. 97 (1972) at 102.

THE COMMITTEE RECOMMENDS THAT DURING THE 1973-74
YEAR THE CHANCELLOR CREATE A STANDING COMMITTEE ON CAMPUS
PLANNING AND THE ENVIRONMENT TO SERVE IN AN ADVISORY CAPACITY
TO THE OFFICE OF EDUCATIONAL RESOURCES AND CAMPUS PLANNING.

This Committee would be composed of representatives of the University and governmental agencies among others.

The University should take action to be sure it is not contributing to pollution. It currently does have a power plant which does not have adequate stack control. It also has built water cooling towers which emit water vapor which, though harmless, is not pleasing.

Classroom facilities should be functional and only supplied with technical equipment essential for effective utilization. There should be attention to attractive decor. This is a typical area where the University can use its own talent, faculty and student, in combined efforts to create such a setting.

THE COMMITTEE RECOMMENDS THAT A STATE JUDICIARY BUILDING
BE CONSTRUCTED ON LAND ADJACENT TO THE CAMPUS NEAR THE LAW
SCHOOL. The Committee believes that this exception to general University land use policy is advisable, because of its potential for combined legal research efforts and the creation of a significant American legal research center.

THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY ADHERE TO
ITS POLICY OF NOT PERMITTING THE CONSTRUCTION OF ANY FREE-
STANDING COMMERCIAL BUILDINGS ON CAMPUS.

THE COMMITTEE RECOMMENDS THAT WEST STREET BECOME THE MAJOR NORTH-SOUTH THOROUGHFARE; THAT MICHIGAN STREET BE DE-EMPHASIZED AS A MAJOR THOROUGHFARE THROUGH THE CAMPUS; AND THAT NEW YORK STREET BECOME THE MAJOR EAST-WEST THOROUGHFARE THROUGH THE CAMPUS.

THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY SHOULD ENCOURAGE THE MAINTAINANCE OF LOCKFIELD GARDENS AS A DESIRABLE HOUSING AREA FOR LOCAL CITIZENS AND REAFFIRM PUBLICLY THE UNIVERSITY'S POSITION OF NOT ACQUIRING THAT PROPERTY.

THE COMMITTEE RECOMMENDS THAT THE CITY AND THE UNIVERSITY, TOGETHER WITH THE NEIGHBORHOOD CITIZENS, WORK ON PLANS TO RENOVATE THE INDIANA AVENUE AREA CONTIGUOUS TO THE CAMPUS.

THE COMMITTEE RECOMMENDS THAT UNIVERSITY LAND BE CONSERVED FOR UNIVERSITY USE. WHENEVER THE NEED EXISTS FOR A NON-UNIVERSITY BUT CAMPUS-RELATED ACTIVITY THAT SUCH ADDITIONS WOULD BE WELCOME ON PROPERTY ADJACENT TO THE CAMPUS.

THE COMMITTEE RECOMMENDS THAT IN ORDER TO MAKE EFFECTIVE UTILIZATION OF PRIVATE DEVELOPMENT FOR THE BENEFIT OF THE UNIVERSITY, THE UNIVERSITY SHALL PREPARE A SET OF SPECIFICATIONS SETTING FORTH SPECIFIC TYPES AND LOCATIONS OF FACILITIES DESIRED IN ACCORD WITH THE LONG RANGE PLAN, THE CONDITIONS UNDER WHICH PROPOSALS MAY BE SUBMITTED AND THE TIME FRAME FOR SPECIFIC PROPOSALS. THE SPECIFICATIONS AND REQUEST FOR PROPOSALS SHOULD BE PUBLISHED WIDELY.

THE COMMITTEE MAKES THESE SPECIFIC RECOMMENDATIONS:

THE COMMITTEE RECOMMENDS THAT CONSIDERATION BE GIVEN BY IUPUI AND THE METROPOLITAN DEVELOPMENT COMMISSION TO THE POSSIBILITY OF ALLOWING THE LAND INCLUDED IN THE TRIANGLE BOUNDED BY INDIANA AVENUE, BLAKE STREET AND THE ALLEY IMMEDIATELY NORTH OF WALNUT TO BE USED FOR COMMUNITY PURPOSES PROVIDING A LINK BETWEEN LOCKFIELD GARDENS AND DEVELOPING INDIANA AVENUE.

THE COMMITTEE RECOMMENDS THAT THE NORMAL COLLEGE (FORMER SCHOOL OF PHYSICAL EDUCATION) SHOULD BE RELOCATED IN THE SOUTH OF NEW YORK STREET IN THE QUADRANT ADJACENT TO WHITE RIVER. This is in accordance with the recommendations to the

committee by the Dean and Faculty of the Normal College. Playing fields should be created there for use by students of the Normal College and for general intramural usage by all students.

THE COMMITTEE RECOMMENDS THAT THE RIVER FRONT SHOULD BE USED AS MUCH AS POSSIBLE FOR RECREATIONAL AND GREEN BELT AREAS. THE LAND OF THIS AREA SHOULD BE ACQUIRED BY THE UNIVERSITY AND SHOULD BE USED FOR THIS PURPOSE. This area is an environmental and physical asset to the University and should be so developed. This is in accordance with the Metropolitan Development plan to have the river front developed as a green belt area. The Committee would propose that the University launch its beautification plans next Arbor Day and invite the school children of Marion county to assist the University in the beginning of beautification efforts for the river front.

THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY SHOULD ACQUIRE LAND BOUNDED BY WEST STREET, MICHIGAN STREET, INDIANAPOLIS WATER CANAL AND NEW YORK STREET FOR USE AS A FINE ARTS COMPLEX. The Fine Arts Complex would provide an excellent bridge linking the existing University Quarter with the central business district. The Indianapolis Power and Light transformer located there would have to be screened, but a small museum-park area should be developed by the University. It is possible that gifts of funds might be obtained to assist the development of such an area. The Committee

believes that the development of this parcel of land, as a bridge between the University Quarter and the business district would stimulate redevelopment by private developers as well as state and local government of the land contiguous to the Water Company Canal. This would help provide a much more scenic easterly approach to the University.

Facility Development

To fulfill the space requirements for IUPUI as a dynamic institution serving the major Indiana urban center and the state and nation THE COMMITTEE RECOMMENDS A TEN-YEAR PRIORITY SCHEDULE FOR FACILITY DEVELOPMENT AT IUPUI BASED ON PROGRAM PRIORITIES AND NECESSARY SUPPORTING SERVICES. The recommendations are in two categories: General University facilities and Health Science facilities. It would be expected that facilities listed under each biennial period would be under construction by the end of the period.

GENERAL UNIVERSITY FACILITIES - recommended priorities for each biennium. See appendix A for detailed description.

1973-1975

1. Science/Engineering/Technology Building - (Phase II)
2. Student Activities Building - (Phase I)
3. Herron School of Art Buildings (Acquisition and remodeling of existing facilities)
4. Chilled Water Plant (including some utility distribution)
5. Classroom/Office Building (Planning only for 1975-77)
6. Communications and Fine Arts Building (Planning only for 1975-77)
7. Physical Plant and Central Services (Planning only for 1979-81)
8. Land acquisition
9. Site Development and Utilities
10. Repair and Rehabilitation

NOTE: The Indianapolis Center for Advanced Research should develop space on campus during this period. Amount and cost are not within perview of the GO Committee.

1975-1977

- 5A. Classroom/Office Building (Social Service, Liberal Arts, Education and SPEA)
- 11. Central Library and Area Learning Centers
- 6A. Communications and Fine Arts Building
- 12. Law School addition
- 13. Classroom/Office Building (School of Business and SPEA) (planning only for 1977-79)
- 14. Science/Engineering/Technology Phase III (Planning only for 1977-79)
- 15. Student Activities Building Phase II (Planning only for 1977-79)
- 16. Land Acquisition
- 17. Site Development and Utilities
- 18. Repair and Rehabilitation

1977-1979

- 13A. Classroom/Office Building (School of Business and SPEA)
- 14A. Science/Engineering/Technology - (Phase III)
- 15A. Student Activities Building - (Phase II)
- 19. Education Building (Planning only for 1979-81)
- 20. Central Library and Area Learning Center Expansion (Planning only for 1979-81)
- 21. Land Acquisition
- 22. Site Development and Utilities
- 23. Repair and Rehabilitation

1979-1981

- 19A. Education Building
- 20A. Central Library and Area Learning Center Expansion
- 24. Physical Plant and Central Services Facilities
- 25. Continuing Education Building (Planning only for 1981-83)
- 26. Herron School of Art Building (Planning only for 1981-83)
- 27. Science/Engineering/Technology Phase IV (Planning only for 1981-83)
- 28. Land Acquisition
- 29. Site Development and Utilities
- 30. Repair and Rehabilitation

1981-1983

- 25A. Continuing Education Building
- 26A. Herron School of Art Building
- 27A. Science/Engineering/Technology Phase IV
- 31. Law School Expansion (Planning only for 1983-85)
- 32. Land Acquisition
- 33. Site Development and Utilities
- 34. Repair and Rehabilitation

HEALTH SCIENCE FACILITIES - recommended priorities for each biennium. See appendix A for detailed description.

1973-1975

- 1. Medical Science Addition - (Phase I)
- 2. Outpatient Facility Equipment (const. privately funded)

3. Allied Health Planning and Construction
4. School of Nursing Equipment (const. previously funded)
5. Tunnel Additions
6. University Hospital - (Phase III)
7. Riley Hospital - (Phase IV)
8. Nuclear Medicine, University Hospital - (Phase I)
9. Riley Hospital, air handling and electrical
10. Medical Science, air handling and electrical
11. Dental School, remodeling
12. Long Hospital, fireproof stairs
13. Coleman Hospital, remodeling
14. Long Clinical Building, remodeling
15. Riley Hospital, remodeling

1975-1977

- 2A. Outpatient facility equipment (const. privately funded)
- 6A. University Hospital - (Phase III)
16. Ambulatory Services
17. Center for Continuing Health Science Education
- 13A. Coleman Hospital, remodeling
- 15A. Riley Hospital, remodeling
18. Emerson Hall, remodeling
19. Rotary Building, remodeling
20. University Hospital, remodeling

1977-1979

- 3A. Allied Health Planning & Construction
- 16A. Ambulatory Services
- 17A. Center for Continuing Health Science Education
- 13B. Coleman Hospital, remodeling
- 15B. Riley Hospital, remodeling
- 21. Fesler Hall, remodeling
- 20A. University Hospital, remodeling
- 22. Medical Science Building, remodeling

1979-1981

- 13C. Coleman Hospital, remodeling
- 14A. Long Clinical Building, remodeling
- 15C. Riley Hospital, remodeling
- 21A. Fesler Hall, remodeling
- 18A. Emerson Hall, remodeling
- 19A. Rotary Building, remodeling
- 20B. University Hospitals, remodeling
- 22A. Medical Science Building, remodeling

1981-1983

- 14B. Long Clinical Building, remodeling
- 15D. Riley Hospital, remodeling
- 21B. Fesler Hall, remodeling

18B. Emerson Hall, remodeling

19B. Rotary Building, remodeling

20C. University Hospital, remodeling

22B. Medical Science Building, remodeling

16B. Ambulatory Services, remodeling

Housing

When many major universities were founded, students had to seek their own local housing. Because such housing often proved to be inadequate, inconvenient, grossly overpriced or unavailable, the Universities began to provide dormitories to lessen the problems of resident students. Rules concerning housing developed and often left the student no choice of where he was to live. In the past decade, an increasing number of students have again sought their own housing. In response to the growing number of such students, private housing units appeared and attracted even more students. Empty rooms in University dormitories brought serious financial problems to these institutions. As a result, Universities are loathe to enter the housing field today.

One vital but uncertain factor in the enrollment projections is the availability of housing facilities on or close to the University Campus. Lack of such facilities will limit the student body essentially to commuting students. When and if suitable housing becomes available, it will have a strong positive influence on enrollment.

THE COMMITTEE RECOMMENDS THAT HOUSING IN THE IMMEDIATE VICINITY OF THE UNIVERSITY SHOULD BE A MIX OF CITIZEN HOUSING, STUDENT HOUSING AND FACULTY HOUSING. There should be a physical mix of different types of structures, including single family, double, townhouse, lowrise and multiple apartment buildings.

There certainly is a need for conveniently located housing for university students, faculty and staff. Private enterprise should be made aware of these needs and encouraged to build such units adjacent to the campus areas. The University should stress the consideration of local community needs as well as University needs in such projects. It appears today that apartment type units or townhouses would be most in demand rather than traditional dormitories.

THE COMMITTEE RECOMMENDS THAT PRIVATE ENTERPRISE SHOULD BE ENCOURAGED TO PROVIDE CONTIGUOUS HOUSING FOR UNIVERSITY FACULTY, STAFF, STUDENTS AND LOCAL RESIDENTS.

THE COMMITTEE RECOMMENDS THAT ALL CURRENT UNIVERSITY HOUSING SHOULD BE MAINTAINED EXCEPT FOR WINONA VILLAGE, A GROUP OF "TEMPORARY" WORLD WAR II UNITS WHICH SHOULD BE DISMANTLED FORTHWITH.

THE COMMITTEE RECOMMENDS THAT THE THREE MAJOR FUNCTIONS
BE BROUGHT TOGETHER IN THE SAME BUILDING, NAMELY STUDENT
ACTIVITIES, STUDENT SERVICES AND RECREATION. Housing these
functions in close proximity will enhance possibilities for more effective
coordination and will provide student services that are more convenient
and accessible to the students.

Recruiting

The aim of recruiting activities should be to give prospective students the necessary information about the University experience to make an informed decision. In addition, the University should assume some responsibility in forming the student of vocational or career realities as related to the higher educative experience. Students need this type of information for realistic program planning as early as possible. More mini-programs or courses should be made available to high school students during the summer between the junior and senior years as a part of familiarization. This will require more coordination and cooperation with the high schools.

The Committee recognizes that a good relationship now exists between IUPUI and Central Indiana high schools. This partnership in educational opportunities was developed before the merger through the efforts of University Division staff for Indiana University and the Admissions Office staff for Purdue University. Since combining resources at this campus, it became apparent that the University Division should be relieved of the student recruitment responsibility to concentrate on counseling services. It was equally apparent that the most logical point of initial student contact should be with the Admissions Office. The Admissions Office is now providing the leadership in student recruitment with the cooperation of all undergraduate divisions. THE COMMITTEE

RECOMMENDS THAT THE ADMISSIONS OFFICE SHOULD BE SUPPORTED
IN ITS EFFORTS TO EXPAND STUDENT RECRUITMENT TO REACH MORE
PROSPECTS IN THE INDIANAPOLIS METROPOLITAN AREA, AS WELL AS
OTHER AREAS WITHIN COMMUTING DISTANCE OF THIS CAMPUS.

Registration

The registration systems of colleges and universities over the country have been under fire for generations from the students' standpoint for lack of efficiency. IUPUI has not escaped this criticism. In this regard, our system should be tested constantly to determine if it truly serves the student or is merely a neat way of satisfying an archaic administrative procedure. There should be a system which avoids crushes of students at one time in one place, so that selection of courses, payment of fees, and other requirements might be easily completed.

THE COMMITTEE RECOMMENDS THAT AN ON-LINE, COMPUTER SUPPORTED REGISTRATION SYSTEM AVAILABLE AT VARIOUS LOCATIONS, AND SIMILAR TO EXISTING HOTEL OR AIRLINE RESERVATION SYSTEMS, BE INITIATED AS SOON AS ECONOMICALLY FEASIBLE.

It appears urgent from comments received that some provision should be made for mail registration as our numbers grow. It has been suggested by some that even now the graduate non-degree students might benefit from a mail registration, as well as those working students who will take only one course a semester. It seems illogical that these persons should have to make a personal appearance before the first meeting of the class. If a cost factor is important in making a mail system work, then it might be necessary to charge a small fee for that purpose. Those wishing to avail themselves of this opportunity should not mind a nominal charge which would eliminate their taking a day off from work to stand in a line.

Health

In the past, IUPUI had no health service for the students in the non-health areas. Nursing and dental students were cared for on both a formal and informal basis. Many large universities are compelled to set up their own health care facilities because the local community does not offer adequate services. In an urban center, private facilities are available but are often inconvenient for the student. There are also many health related problems which are peculiar to the student which are more easily handled by one familiar with their needs. For these reasons, it seems that IUPUI too will have to offer health care to its students. At this time, full-time students do have the opportunity of seeking help from the student health department. Emergency care also is available to the part-time students. The staff size and facilities which handle the present student population are inadequate. Studies will have to be made to determine the cost of such health care, how this cost is to be distributed, and the mode of its availability.

It is recognized that even though the Medical School and University Hospitals are large and have extensive facilities, they are neither designed for, nor have as their mission, the responsibility of a student health care program. Most universities and medical schools have found it sound policy to keep their medical school and student health care units separate.

At this time, the university's involvement in health care is confined to emergency care for all students and general health care for full-time students.

THE COMMITTEE RECOMMENDS THAT A STUDENT AND EMPLOYEE HEALTH CARE SERVICE BE ESTABLISHED AND THAT IT NOT BE THE DIRECT RESPONSIBILITY OF THE MEDICAL SCHOOL.

Legal

THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY, IN COOPERATION WITH THE INDIANAPOLIS LAW SCHOOL AND ITS STUDENT BAR ASSOCIATION, ESTABLISH A UNIVERSITY STUDENT LEGAL SERVICES PROGRAM AVAILABLE TO ALL STUDENTS WHO MEET NORMAL LEGAL SERVICE NEED QUALIFICATION. These basic legal services should be offered by a trained staff, assisted by qualified law students, at an office on the campus open to all qualified students. The existence of the student legal services should be made known to all students through University informational services.

A survey of IUPUI students indicates that their personal income is low enough that they would qualify for funded legal services under the need qualification, and that they would utilize such legal services. In some institutions (Indiana University at Bloomington) a student fee is used to fund this service, or the service is funded through the normal University budget. IUPUI has no University-wide student fee and has tried to eliminate as many peripheral expenses as possible in order to give the greatest number of students the opportunity to attend the University.

The program at IUPUI would be initiated through use of Community Service funding. For the immediate period envisaged in this report, student fee funding would not be used to support these legal services.

College Placement

College Placement offers counseling, testing and vocational guidance services to students and alumni and endeavors to provide full information about careers and the employment needs of society. College Placement must develop and maintain communication channels among students, faculty, educational administrators, educational institutions, industry and government so that needs and interests of the students can be properly interpreted and implemented.

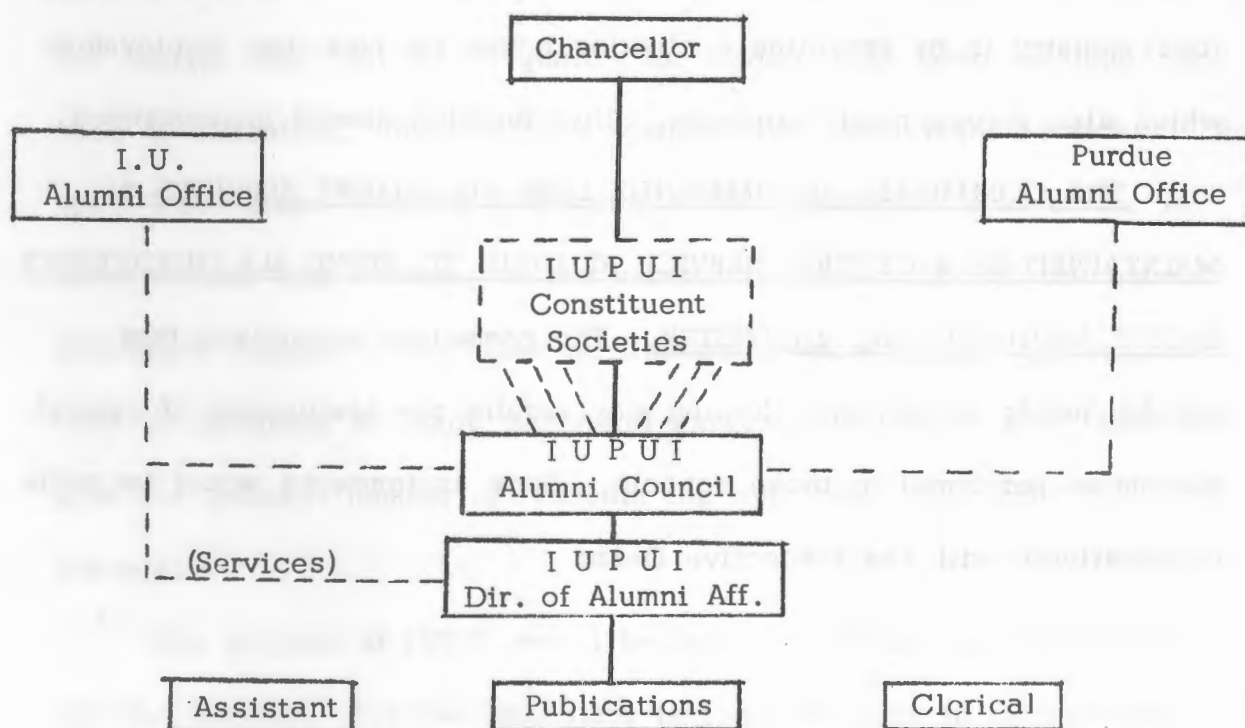
Since success of Placement is dependent upon the interest and cooperation of employers who recruit college graduates, every effort should be made to enlist and nurture this support. One way of serving local industry is by providing a clearing house for part-time employment which also serves needy students. This function should be continued.

THE COMMITTEE RECOMMENDS THAT PLACEMENT SERVICES BE MAINTAINED AS A CENTRAL SERVICE AT IUPUI TO SERVE ALL DISCIPLINES EXCEPT MEDICINE AND DENTISTRY. The committee recognizes that special needs of Law and Nursing may require the assignment of central placement personnel to those schools. Such assignments would be made cooperatively with the respective Deans.

ALUMNI

It is possible and highly desirable that an IUPUI Alumni Association be formed. In the very near future the Alumni Officers of all existing alumni groups directly related to the IUPUI campus should meet and work out the necessary details.

THE COMMITTEE RECOMMENDS THAT ANY SCHOOL OR DEGREE GRANTING DIVISION WHICH PRESENTLY DOES NOT HAVE A CONSTITUENT SOCIETY SHOULD ESTABLISH ONE AS SOON AS POSSIBLE. A strong alumni group, identifying with this campus as well as with the total university, can be of invaluable assistance to the growth and prosperity of the units represented.



Alumni Organization

The IUPUI Alumni Council would be composed of one member each from the central Alumni Offices of Indiana and Purdue, one member each from the constituent societies of IUPUI, and one from the Chancellor's Office. The Director of Alumni Affairs would serve as staff to the Council.

Mailing list services, publication services, etc. would all be negotiated with the Indiana University Central Alumni Office.

Existing I.U. Central Administration charges against IUPUI for central Alumni Services should be rationalized in terms of the new organizational structure.

BUDGET FORMULATION

The Committee feels that IUPUI, as a new and emergent institution, has a remarkable opportunity to pioneer new and creative attitudes toward, and processes of, budget decision-making and operating. The traditional responsibility of administrators is to make ultimate recommendations, and of the Board of Trustees to make final decisions, but the process leading to these events can be made much more representative of the interest, commitments, and investments of faculty, staff, students, and taxpayers.

The determination of priorities, the choice among alternatives, and the allocation of resources (and the latter appear to be increasingly scarce and difficult to obtain), should be made visibly and viably the concern of the entire university constituency.

THE COMMITTEE RECOMMENDS THAT THE FACULTY COUNCIL AND CENTRAL ADMINISTRATION OF IUPUI COOPERATIVELY IDENTIFY A PERMANENT MECHANISM FOR FACULTY PARTICIPATION IN AN REVIEW OF THE BUDGET MAKING PROCESS. The Committee is aware that there already exists at IUPUI some measure of faculty participation in the budget-making process at the departmental level. The Committee feels it is at the departmental level that faculty should have their greatest impact upon plans and operations for realizing academic objectives.

However, the fact has been repeatedly brought to the Committee's attention that budget-making generally represents a vast panorama of murk and mystique to many faculty members. Many faculty members feel frustrated in their attempts to develop a working knowledge of the thrust of the IUPUI budget, and are frank in asserting they have no real knowledge of how the budget was assembled in the first place. The Committee feels this is an unhealthy state of affairs, and that there is no justification for its existence.

While the Committee is convinced that a conversion to the program budget method would go far to alleviate this situation, it also feels more is needed to render the budget-making process believable to those most affected. Without committing itself to details at this time, the Committee believes that its recommendation might result in the establishment of an all-campus Faculty Board of Fiscal Review. Such a body would be consulted during the budget-making process itself. It would be informed at all times of the state of the operating and capital budgets. It would have adequate opportunities to review, comment upon, and make recommendations about budget to be recommended by the IUPUI administration to the President and the Board of Trustees. It would be informed about and have the opportunities to react to budgetary strategies to be undertaken after the official budgets have been approved. Above all, it could be responsible for a continuous and meaningful flow of information to and reactions from the faculty. However, faculty are not the only constituents

influenced by the budget-making process. Staff and students are involved also. Therefore, THE COMMITTEE RECOMMENDS THAT APPROPRIATE PROCEDURES BE DEVELOPED COOPERATIVELY AMONG IUPUI ADMINISTRATIVE, STAFF, AND STUDENT GOVERNMENT REPRESENTATIVES WITH RESPECT TO COMMUNICATION ABOUT AND IN-PUT TO THE BUDGET-MAKING PROCESS.

Again, the Committee is reluctant in this interim report to suggest details, preferring to stress principles. However, given the assumptions of the preceding two recommendations, and their possible resolution, the Committee sees no great difficulty in implementing this recommendation.

Also, THE COMMITTEE RECOMMENDS THE TOTAL CONVERSION AT IUPUI TO THE METHOD OF FISCAL PLANNING KNOWN AS PROGRAM BUDGETING. Working on the assumption that the only way the University can be assured that its available dollars are fully and effectively utilized is to equate the flow of those dollars to problems, programs, projects, and functions (functional cost-accounting), the Committee supports those measures already instituted to convert academic budgeting to the program budget method, and urges total conversion to this method at the earliest possible date. As contrasted to line-budgeting, lump-sum budgeting, percentage-budgeting, and other techniques, this procedure renders the process of budget construction visibly meaningful to all levels of preparers, permits sophisticated analysis of cost-benefits by all concerned, enables each level of review to make its assessments and decisions in terms of clear and widely understood priorities and objectives, and provides maximum opportunity for operating budget controls which are reasonably clear and objective.

There remains a major source of confusion and concern with respect to budgeting. This is the impact upon fiscal affairs at IUPUI of the massive role, locally and state-wide, of the School of Medicine. Throughout its long deliberations, the Committee became increasingly persuaded of the vital role to be played in the affairs of IUPUI of the School of Medicine. The Committee is unanimous in its hope that the future context of IUPUI continue to include this school, without in any way impairing the state-wide, regional, and national leadership which this school has asserted in the past or can assert even more in the future. But the Committee also became increasingly convinced that the fiscal health of IUPUI--and even more important, that of the School of Medicine itself--requires a special budgetary considerations with respect to medicine. Therefore, THE COMMITTEE RECOMMENDS THAT THE OPERATING BUDGET OF THE SCHOOL OF MEDICINE BE PREPARED AND SUBSEQUENTLY TREATED AS A SEPARATE AND DISTINCT FISCAL, AND SEPARATELY IDENTIFIED IN ALL BUDGETARY SUMMARIES OF IUPUI OPERATIONS.

INDIANA UNIVERSITY FOUNDATION

The Committee recommends that strong encouragement be given to the I.U. Foundation to implement plans for establishing a Foundation office in Indianapolis. This is a pressing matter for reasons of expediting information and services for IUPUI students, faculty and staff. A local office would tie local donors more directly to the University and at the same time would tend to make the University more responsive to the donors. Although sentiment for establishing a separate Foundation has been expressed by a number of persons, the Committee feels that a branch of the already established Foundation would serve the same purposes, would eliminate needless duplication of effort, and would support the philosophy of a true I.U. system.

THE COMMITTEE RECOMMENDS THAT AN INDIANAPOLIS OFFICE OF THE I.U. FOUNDATION BE ESTABLISHED AND MADE OPERATIONAL NO LATER THAN JULY 1, 1973.

IUPUI Student Foundation Committee

In 1940 on the Bloomington campus of Indiana University it was determined that there was a real need to open new channels of communication between the student body and the administration of the University to insure the accurate interpretation of campus situations as seen from both viewpoints. Further, the I.U. Foundation, a separate non-profit, fund raising corporation, felt a need to interpret its role to the student body. It was decided that the most fruitful approach would be to select students of recognized stature and give them the mission of educating their fellow students. The I.U. Student Foundation Committee evolved and became the leading force in this undertaking.

With the recommendation that an establishment of a branch of the Indiana University Foundation be established at IUPUI, the COMMITTEE RECOMMENDS THAT AN IUPUI STUDENT FOUNDATION COMMITTEE BE ESTABLISHED ON THE CAMPUS OF IUPUI. This committee would generate interest and enthusiasm for the University among students and faculty members, and most importantly, among the total Central Indiana community. Events similar to the "Little 500" could be used to promote IUPUI and would encourage contributions for student scholarships. To accomplish these things, IUPUI must always work to maintain and broaden its basis of support, both on and off the campus. The establishment of an IUPUI Student Foundation program will be an effective means of accomplishing this.

THE MANAGEMENT INFORMATION SYSTEM DEVELOPMENT PROJECT

During the past decade, Indiana University has developed more rapidly and in more directions than in any other period. The expansion in campuses, faculty, administrators, programs, and courses has occurred largely in response to a surge in demand coupled with the willingness of state and federal governments to finance this growth. Many of these developments were of an ad hoc nature--responses to demands for action with insufficient time devoted to undertaking rigorous analysis and planning activity and to instituting sound control systems.

While these actions have produced generally positive results, certain inadequacies are evident and more will arise during the next few years. More than ever, the University will be held accountable for what it proposes and implements. Further, the state universities are increasingly faced with allocating limited resources. The overall rate of increase of state support has dropped, and the recent economic downturn and changing public attitudes toward higher education have forced a re-examination of policies. New laws concerning higher education can be expected to exert differential impacts on the various elements within the University complex. Many pressures are tending to accelerate the rate of change.

These considerations have vastly increased the complexity of the decision-making process at all organization levels, from the department chairmen to the President and Board of Trustees. The difficulties are compounded by the lack of a coordinated and common communications and information system, as each element has been using its own devices which vary in reliability, relevance, comprehensiveness, logic, and objectivity and assumptions.

Dealing with these problems requires an improved quality and a larger quantity of information than can currently, among other things, be incorporated into planning and control models. The President of the University, recognizing the importance of this matter, has given the highest priority to the task of developing an efficient and sound management information system that can be used by all strategic and tactical decision-making levels.

Because of the unique complexity of IUPUI, the development of an effective management information system, utilizing modern technology based upon new computer concepts, is essential. To meet the pressures of rapid growth and development with limited funds, decision-making must be based upon critical analysis of current data concerning all the factors involved in a decision. New tools provide this opportunity for more effective decision-making if goals are defined, if organization is defined, and if procedures are defined and rigorously implemented.

THE COMMITTEE RECOMMENDS THAT IUPUI, ITS FACULTY, STAFF AND ADMINISTRATION, VIGOROUSLY ENDORSE AND ENTHUSIASTICALLY PARTICIPATE IN THE DEVELOPMENT OF THE UNIVERSITY-WIDE MANAGEMENT INFORMATION SYSTEM.

RELATIONSHIP TO CITY AND STATE

The Economic Impact of IUPUI On Marion County

Any university has an economic impact on the community in which it resides. A university employs students, faculty, staff and administrators. The payroll generated provides purchasing power which is expended locally for a wide variety of goods and services produced at both primary and delivery levels. The university itself is a large consumer of supplies and services. Purchases from note paper to computer hardware are some of the many needs which a university must procure. In addition, a university expends major sums for buildings and equipment.

In addition to such usual university economic activities, IUPUI includes a hospital system which has a substantial economic impact. Expenditures for payrolls, supplies and expenses and capital construction generated by the hospitals all provide an added dimension to the economic scope of IUPUI.

Aside from the regular academic programming, teachers' workshops, lectures, entertainment series, continuing education courses and seminars all add economic vibrancy to the surrounding community.

Finally, the most visable output of IUPUI--its graduates--provide an educated and skilled labor force to all segments of society whether it be engineering, fine arts or medicine.

Fortunately, many of the economic effects of a university are quantifiable and therefore subject to measurement. Modern economic techniques such as input-output analysis can be employed to specifically focus on IUPUI as an economic entity and on the direct results of its activities.

THE COMMITTEE RECOMMENDS THAT AN IMMEDIATE STUDY OF THE ECONOMIC IMPACT OF IUPUI BE UNDERTAKEN AND THAT SUCH A STUDY NOT ONLY UTILIZE UNIVERSITY RESOURCES AND TALENT BUT ALSO INVOLVE COMMUNITY GROUPS CONCERNED WITH THE ECONOMIC DEVELOPMENT OF GREATER INDIANAPOLIS. THIS STUDY SHOULD BE DONE BY AN INDEPENDENT CONSULTANT.

Such a study, it is felt, will have several beneficial effects. First, it will provide a systematic and precise picture to university officials of sources of income and areas of expenditures. Second, the study would be important to local planners and agencies concerned with economic growth and change in metropolitan Indianapolis. Third, state government, which must provide a large share of the university's budget, would be better informed of the economic benefits of state expenditures in higher education. Currently, when dollar outlays are requested from state and local officials, it is of added importance that a full understanding of the influence of state expenditures be disseminated to those responsible for state funds.

While an economic impact study focuses on the activities of a university which are quantifiable, it also will serve to focus attention on the subjective influence of a university on the surrounding community.

A university represents a vibrant and dynamic force in the community. It not only serves the student directly, but also provides assistance and expertise to state and local government, school systems, development commissions, manpower programs and other political, social and economic agencies. The University represents a resource to industry, the arts and sciences. Finally, it provides a meeting place for the diversity of ideas and programs so necessary to a growing community.

Cooperation with Other Educational Institutions

The committee did not address itself fully to the important area of interinstitutional cooperation since IUPUI is deeply involved in the activities of the Consortium for Urban Education. The Consortium brings together a number of Central Indiana colleges for a variety of educational purposes which ultimately help students through a broader choice of opportunities in higher education. The full value of CUE has yet to be determined since it is still in the infant stage of development and needs more time and interaction.

THE COMMITTEE RECOMMENDS THAT IUPUI CONTINUE AND ENHANCE ITS INVOLVEMENT IN THE CONSORTIUM FOR URBAN EDUCATION WITH AN EMPHASIS UPON THE AREAS OF EXCHANGE OF FACULTY, COURSE AVAILABILITY AND FACILITY SHARING.

High School Relations

The staff of the Admissions Office should continue to make regular contacts with counselors and principals and with high school students through "Career and College Days" wherever possible. The continuation of the organized programs for parents and students to visit the undergraduate facilities of IUPUI would seem to be another prime method of recruiting students and encouraging moral support from their parents.

UNIVERSITY RELATIONS AND PUBLIC SUPPORT

IUPUI is underpublicized, undervalued, and underadvertised within the local and regional community. Outstanding evidence was contained in the Indianapolis Chamber of Commerce Fantus Report, issued in the spring of 1972, which stressed the need for "a strong well recognized University in Indianapolis". It is urgent that methods be developed to interpret the University's current and future role to the local and regional community.

The Goals and Objectives Committee places the very highest priority on improving and increasing public knowledge and awareness of the University's role in society and its contributions to the improvement of life.

THE COMMITTEE RECOMMENDS THAT THE UNIVERSITY GIVE FRESH AND IMMEDIATE ATTENTION TO THE DEVELOPMENT OF A PUBLIC INFORMATION PROGRAM NECESSARY TO INFORM THE PUBLIC EFFECTIVELY REGARDING THE UNIVERSITY'S GOALS AND OBJECTIVES, AS WELL AS INTERPRETING THE UNIVERSITY'S CURRENT AND FUTURE ROLE TO THE PEOPLE OF INDIANAPOLIS, CENTRAL INDIANA AND THE STATE.

THE COMMITTEE RECOMMENDS THAT EACH CONSTITUENT UNIT OF THE UNIVERSITY CREATE A PLANNING GROUP TO CHART FUTURE DEVELOPMENT CONTINUOUSLY AND THAT COMMUNITY (LOCAL, STATE, NATIONAL) LEADERS BE APPOINTED TO SERVE ON EACH COMMITTEE TOGETHER WITH FACULTY, ADMINISTRATORS, STUDENTS AND ALUMNI.

The Indiana General Assembly must be made more aware of the programs and needs of IUPUI as well as those of the Bloomington Campus. Many legislators and community leaders have expressed their fears to the Goals and Objectives Committee that the interests of IUPUI are not properly expressed in the Indiana General Assembly. In response to pressures from Indianapolis community leaders, as well as from within IUPUI itself, THE COMMITTEE RECOMMENDS THE CREATION OF AN ON-GOING ADVISORY COUNCIL WITH REPRESENTATION FROM CAMPUSES OF THE INDIANA UNIVERSITY SYSTEM TO ASSIST THE DIRECTOR OF UNIVERSITY RELATIONS IN FORMULATING LEGISLATIVE POLICY. The Committee urges this Council in an effort to allay the suspicious concern of community leaders and University faculty and staff.

FROM THE COMMITTEE

During the long period of preparation for this report which involved interviews with many citizens and a thorough self study it became increasingly apparent that IUPUI is destined to become a great university. The Committee has taken this view as a fundamental concept.

The manner in which IUPUI will grow will be determined in large part by the structure and organization of Indiana University. In the judgment of the Committee, IUPUI will grow best if it remains a part of the Indiana University system. We believe that the higher education needs of greater Indianapolis and the state of Indiana can be served best if IUPUI is a part of the state-wide system of Indiana University. The Committee considered the merits of this commitment carefully. The prospect of adequate funding for an independent state university in Indianapolis is forbidding, but even more important, the Committee believes that the Indiana University system can provide both financial and academic benefits to the parts of that system. A centralized administration can provide certain services which are best carried out on a large scale, including such areas as state program planning, computer assistance, libraries, institutional research and other centralized functions. A state wide system of Indiana University can rationally develop academic programs in the state based upon their need in local communities as well as throughout the state.

The method of governance and administration of IUPUI recommended by this Committee is in accord with our view of developments within a system. The Committee feels that only with a well structured local administration can IUPUI respond both to the Indiana University system, as well as, to local needs. Moreover, where an IUPUI based program of significant size is considered to be state-wide in its nature, we recommend that the administrator in charge of that program report directly to the President of Indiana University on matters relating to that program.

The Committee report refers to the development of academic programs based on "demonstrable need". IUPUI has developed, and will continue to develop, a wide variety of professional programs designed to meet the occupational needs of the state and region. At the same time, we recognize that if IUPUI is to continue developing as a major institution of higher education, all academic areas of the University must be developed. The Committee feels that development of the arts, humanities, natural sciences and social sciences is a necessary and desirable complement to the professional programs offered.

Not only do these programs provide the academic basis for professional study, but at the upper division and graduate level, they serve to complement professional areas. Programs designed for the professional approach to whom problems will rely are basic academic disciplines such as sociology, economics and political science. Programs in medicine will seek out the cooperations of basic science as well

as the issues in ethics and morality which are the study of philosophies. The term, "demonstrable need", then, is difficult to define in a narrow sense. The Committee subscribes to a broad definition based upon the complementary needs of undergraduate, graduate, and professional programs.

The Committee believes that IUPUI should be an open university which grants the opportunity for higher education to all who wish to pursue the programs we offer. We are aware, however, that academic preparation varies widely among the populations, regardless of motivation. We are prepared to assume the responsibility of remedial and preparatory programming to try to insure the academic success of all students who desire to enter the University. We recommend an open admission policy coupled with academic counselling as well as remedial programs to carry out this policy effectively. IUPUI will have to do everything possible to maximize the probability of success for all students who enter with less than traditional academic preparation.

In keeping with IUPUI's urban location and in recognizing the diverse student body attracted to IUPUI, this report recommends a great deal of flexibility in academic programming. Currently Indiana University, as well as many other colleges and universities is considering academic programming in terms of what has been called an "External Degree Program".

It is interesting to note that IUPUI's current programming has been consistant with the elements of such a degree. For example, much of out scheduling is in the evening which makes college credit courses available to those who work during the day. Additionally, students may enroll for one course or for a whole program.

We foresee that, if recommended changes go into effect, IUPUI will be so structured and managed that it will be easy to change program as change is needed and to be quickly responsive to the needs of the students or the community.

The Committee believes that the needs of all students will be served best by a centralization of facilities and programs. More inter-relationships can be developed among academic programs, greater service to students of different schools, and a co-mingling of disparate student bodies would then be possible. The report indicates the planned growth of facilities on the campus which will bring together more and more students. However, the study centers are planned for outlying areas and are designed for student convenience. The Committee believes that in this way students can receive the best educational experience possible.

The Schools of the Medical Center, Medicine, Dentistry and Nursing, as well as the Indianapolis Law School, are mature and excellent schools of IUPUI.. Other schools are in varying stages of development. The Committee recognizes the importance of maintaining the excellence of these outstanding schools and supports their continued growth and

development. Within the next decade, the less developed schools must plan for a higher level of faculty quality and size, stronger programs and increased service.

The Committee report stresses the resources needed for IUPUI to carry out its responsibilities. The Committee's review of IUPUI's programs uncovered serious funding deficiencies. This deficiency, the Committee believes, is both at the operating level of appropriations as well as at the capital level. The lack of funding is not only in terms of low levels of incremental appropriations, but arises from the fragmented programs which existed in Indianapolis prior to 1968. IUPUI has never received, what may be termed a major investment to adequately fund the diverse and growing programs offered to the community. Thus, many academic departments rely on large numbers of part-time instructors to offer these programs; others are seriously limited in terms of the numbers of students they can teach and programs they can service. At the same time, physical facilities at the undergraduate level, originally planned for a two-year college, are severely strained and facilities for the professional programs must be expanded as more demands are placed on these programs. Thus, the Committee stresses the need for a major reordering to funding priorities which would recognize the expanding role of IUPUI as a major state institution of higher education.

Finally, the Committee hopes for a wide response to this preliminary report in order that it reflect the combined views of all segments of IUPUI. In preparing this report, over the course of two years, the Committee has attempted to elicit the needs and views of many constituencies within the university, from the community, and from the state. We cannot claim that we have totally succeeded in this effort. There has been a great deal of interest in our deliberations and our views have been modified by discussions with such groups. At the same time, the Committee was called upon to act in an advisory role to the administration in order to provide possible solutions to a number of issues which currently face IUPUI and the Indiana University system. We would hope that response to this preliminary report will serve to further enhance and define the future of IUPUI as it serves the region, state and nation.

APPENDIX A

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS

TEN YEAR PLAN

FOR

CAPITAL CONSTRUCTION AND REHABILITATION

1. GENERAL UNIVERSITY FACILITIES

2. HEALTH SCIENCE FACILITIES

Other Type _____

[illegible]

Planned Capital Projects

Other Type _____

[illegible]

Category	Planned Capital Projects	Other
1. Construction		
2. Equipment		
3. Information Systems		
4. Research and Development		
5. Other		

[illegible]

GENERAL UNIVERSITY FACILITIES

Planned Capital Projects

Academic Administrative _____

Other Type _____

Project Description	Biennium 1973-75		Biennium 1975-77		Biennium 1977-79		Biennium 1979-81		Biennium 1981-83	
	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.
Science/Engineering/ Technology, Phase III (Planning only for 1977-79)			100,000							
Student Activities Bldg. Phase II (Planning only for 1977-79)			15,000							
Land Acquisition			424,000							
Site Development and Utilitien			505,000							
Repair & Rehabilitation			343,000	14,000						
			30,583,700							

Planned Capital Projects

Other Type _____

[illegible]

GENERAL UNIVERSITY FACILITIES

Planned Capital Projects

Academic Administrative _____

Other Type _____

Project Description	Biennium 1973-75		Biennium 1975-77		Biennium 1977-79		Biennium 1979-81		Biennium 1981-83	
	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.
Education Building (Planning only for 1979-81)					113,000					
Central Library & Area Learning Ctr. Expansion (Planning only for 1979-81)					115,000					
Land Acquisition					480,000					
Site Development and Utilities					580,000					
Repair & Rehabilitation					971,040	34,000				
					22,114,252					

Planned Capital Projects

Other Type _____

[illegible]

Planned Capital Projects

Other Type _____

[illegible]

Planned Capital Projects

Other Type _____

[illegible]

GENERAL UNIVERSITY FACILITIES

DESCRIPTION AND JUSTIFICATION OF CAPITAL PROJECTS

1. Science/Engineering/Technology Building (Phase II Completion of 1971 Project)

Authorization provided by the 1971-73 General Assembly allotted sufficient funds to initiate one-half of the Science/Engineering/Technology Building requested at that session. The original building concept provided space to remove from the 38th Street campus those programs assigned to Purdue in the original cooperative agreement which required interchange of students between the two campuses. With funding for only one-half the facility, a new building concept was developed, budget agency approval was obtained and architectural work was initiated which should permit bidding in the late spring of 1973.

The new program, for one-half the building, still leaves at 38th Street several departments such as physics, chemistry and geology which are essential to curricula of students seeking both Indiana University and Purdue University degrees. The second half of this building will nearly complete the process of centering all engineering and technology departments on the new campus and leaving most of the science departments for the next phase of the building. Ultimately, the 38th Street campus might serve to provide programs readily separated from other academic programs such as non-credit students who have easy access to that campus. It is desirable that courses for full-time students be geographically close to permit efficient scheduling and effective use of facilities. It is also desirable to keep faculty offices in close proximity.

2. Student Activity Building (Phase I)

Escalation of authority granted in 1971 is requested to permit construction of a student activities building appropriate to the needs of the growing campus. This building would house the School of Physical Education in addition to many administrative offices devoted to student services.

3. Herron School of Art Buildings (Acquisition and Remodeling of Existing Facilities)

Herron Museum Building: During the 1971-73 biennium, a study of the Herron Museum building was undertaken to determine the amount of renovation required to bring this building to code requirements for instructional purposes. Remodeling will be required to meet code compliance because of the change in function from a museum to an instructional facility.

Herron Main Building and Fesler Hall: In order to bring other buildings on the Herron Art School site to effective instructional use, minor remodeling must be accomplished in the main building and in Fesler Hall.

Since the lease agreement on use of the Herron facilities changes in 1975, immediate consideration should be given to purchase of all the property as funds are available. The facilities would then serve the University until at least 1983 when a new building could be available.

4. Chilled Water Plant (including some utility distribution)

A central chilled water plant was requested as item C-9 in 1971-1973. Centralized production of chilled water decreases the demand for mechanical equipment space in the buildings served and makes more space available for academic functions. In addition, the central plant would replace the separate, rather unsightly, cooling towers which must be provided adjacent to or on top of air-conditioned buildings. Operational costs are reduced, and maintenance is improved because one well-trained staff can maintain and repair the equipment for many buildings.

The first phase of the IUPUI chilled water facility could serve the SET building, the present undergraduate buildings, Law School, and new portions of the University Hospital.

A study by Brown Engineering reveals that conversion to central chilled water could conserve an average of \$500,000 per year over a ten year period.

5. Classroom/Office Building

Studies indicate that departments located in three undergraduate buildings now available have already exceeded the capacity of those buildings. The Science/Engineering/Technology building will permit removal of most of the departments located at 38th Street to consolidate programs of Indiana University and Purdue University. Because no significant relief will be provided for programs now operating on the new campus, we must begin planning the next instructional building. The master plan would suggest a structure on the superblock, connected to the SET building or, alternatively, a structure on a vacant site in the area now occupied by undergraduate buildings.

5A. Classroom/Office Building (Social Service, Liberal Arts, Education and SPEA)

The Schools of Social Service and Liberal Arts now occupy insufficient space in the Cavanaugh Building. The new School of Public and Environmental Affairs is in temporary quarters. The Division of Education, now located at 902 N. Meridian, exists in a crowded and undesirable situation. This building would provide a permanent home for Social Services and provide overflow space for Liberal Arts. Education and SPEA would also occupy this facility until new permanent facilities are available for these two units.

6. Communications and Fine Arts Building

The Indianapolis Campus is host to the Indiana Higher Education Telecommunications System. It originates programs for medical education throughout the state, it receives and transmits other academic and extension programs, and it has an advanced audio-visual correlation with the professional schools and undergraduate programs. These functions are now disposed throughout the campus, although their efficient functioning and economic operation would require that they be

gathered into one center, together with the instructional areas which are allied to these services. We request funds to develop a communications center to serve the medical and non-medical functions of IUPUI. Consideration would also be given to housing Educational Television Channel 20 facilities on a lease basis.

- 6A. This building will provide for a wide variety of academic programs in the area of communications, central television and other educational technology production areas, and the headquarters for the Indiana Higher Education Telecommunication System on a lease basis. The building will also give the campus the capability of offering some Fine Arts activities and possibly serve as the location for a campus educational TV station. In addition, the facility would include limited space for art education display galleries, and studios for Channel 20 on a lease basis.

7. Physical Plant and Central Services

Physical Plant services, including headquarters and shops for those skills necessary to remodeling, building maintenance and campus maintenance are now located in a satisfactory building adjacent to the old power plant on the medical campus. Additional facilities will be required to serve the campus as it grows to meet educational and service needs. The project is listed for information without request for funding during the 1973-75 biennium.

8. Land Acquisition

The University announced publicly its long-range plans seven years ago, and began purchasing property within the total campus area. At that time, there were assurances from the City that urban renewal funds would become available for approximately one-half of the total land costs. Those monies were never obtained, so it has become necessary for the University to provide the total funding. A substantial backlog of property owners wanting to sell endangers the University's commitment to the immediate campus neighborhood.

Property Needed

1. To meet construction and parking needs	\$ 463,000
2. Major commercial properties	\$ 490,000
3. Backlog of residential owners waiting to sell	\$ 240,000
4. Opportunity purchases; to purchase some parcels which will become available in the planned campus area	\$ 280,000
5. Associated land acquisition costs; real estate taxes and for demolition of structures	\$ 335,000

9a. Site Development and Utilities

The land acquisition program at Indianapolis has resulted in the acquisition of many small properties with buildings which must be demolished to prevent vandalism and to remove hazards. Such properties then appear as vacant lots which are attractive as dumping sites and which become unattractive nuisances. We propose an allocation of capital funds for rapid development of open areas as part of the campus in accord with the master plan. The program will involve development of walks, planting, lighting and grassy areas for student recreation.

9b. Extension of Steam Distribution System

In 1969, the Board of Trustees of Indiana University decided that it would be more expedient to purchase steam from Indianapolis Power and Light Company than to expand further the steam plant on the campus. This decision, together with the growth of the campus, has required a revision of the steam distribution system

which will eventually lead to the elimination of steam production of steam production on the IUPUI campus. As a consequence of the recommended funds, the present oil-fired steam generator would be leased to IPALCO for peaking and standby purposes. Coal-fired steam generating equipment will be retired. Emergency electric generators, electric distribution and steam distribution facilities will be retained in the existing power plant, as well as the water heating and water softening services for the hospitals.

10. Repair and Rehabilitation

- a. Ball Residence: Because Indiana University has been unable to fund renovation of the Ball Residence within income now generated, the cost of the project has been escalated in accord with increased construction costs. We ask authorization awarded in 1971 to be extended from \$413,222 to \$500,000.
- b. Krannert Building - 38th Street: The principal buildings of the former Purdue Regional Campus in Indianapolis will require minor remodeling as functions change. The Krannert Building requires a ground level entrance for handicapped, ceiling modification of the area formerly used for nursing training, remodeling of space for a new chemistry area and a revision of the heating and cooling systems.
- c. Administration Building - 38th Street: The Standard Oil building will become a general classroom and laboratory building and already functions as such. Necessary revisions include additional of space to the library, installation of an adequate fire alarm system, changes in the air circulation system and improvement of the loading dock.
- d. Rebuild walks at Ball Residence: Walks in the vicinity of the Ball Residence have deteriorated to the point that they present both an aesthetic liability and a safety hazard. Funds are requested to replace these walks.

11. Central Library and Area Learning Centers

A central library will be constructed to serve expanded library needs and area learning centers will be developed in various Indianapolis area locations. The area learning centers would have a high technology capability and would serve as multi-media study and reference resource centers as well as areas where non-formal class activities could be conducted. The centers would encourage independent study by providing access to TV cassetts, computer terminals, and other technological learning aids. Students could study individually and independently, complete small group assignments, and participate in small group teaching learning situations.

The central library would be a true information resource unit housing not only books but also a computer storing master audio tapes and visual frames. This unit would receive requests from students in the area learning centers, retrieve the materials, and reproduce copies at high speed for student use.

12. Law School Addition

Vertical expansion of the School of Law library, locker room requirements, and other general expansion will require the addition of another floor to the Law School Building.

13. Classroom/Office Building (School of Business and SPEA)

Planning money will be required for a facility to house the Division of Business which will probably be designated as a School by the time the building is occupied. Jointly occupying this space will be the new School of Public and Environmental Affairs.

- 13A. This facility will be the permanent home of the School of Business and the new School of Public and Environmental Affairs. Business enrollments presently demonstrate an urgent need for space and SPEA is expected to develop rapidly.

14. Science/Engineering/Technology, Phase III

Planning money to develop space for science, mathematics, physics, and biological science programs into the SET complex.

- 14A. This phase will bring together in the SET complex on the campus at West Michigan Street chemistry, engineering, computer technology, mathematics physics, and biological sciences. It is important to bring these academic areas into close proximity with the health sciences.

15. Student Activities Building, Phase II

Planning money for required space essential to provision of student services and to allow for expanded enrollment in the School of Physical Education located in the Student Activities Building, Phase II.

- 15A. This building will provide an opportunity for vital student services to keep pace with general campus development and increased enrollment. An expanded academic program by the School of Physical Education will require space particularly as the program develops along with the recreational needs of the student activities program. Thus, as this building is completed, the School of Physical Education would expand into the facility it is currently occupying.

16. Land Acquisition

Land acquisition has been projected to complete ownership of properties within ultimate boundaries depicted by the master plan.

17. Site Development and Utilities

Site development, including utility distribution and road work, is allowed at \$500,000 per year in 1973 dollars. The allowance may be inadequate for this campus.

18. Repair and Rehabilitation

Repair and rehabilitation has been projected at a rate of 10% of new space generated the previous biennium with an allowance of 35% of new construction costs. This should be adequate to adjust to changes in function of relatively new buildings. No structures acquired through land acquisition in this area can be modified satisfactorily for University use.

19. Education Building

Planning funds for the School of Education, with its large enrollment, that has been housed in "temporary" quarters for years. This facility is extremely important in the training of teachers to make full use of educational technology which will be available at that time.

- 19A. This facility will be the permanent home for one of IUPUI's largest schools. It will basically be a classroom/office building with a strong laboratory emphasis. Preparation for effective utilization of educational technology will be stressed. This will include computer assisted instruction, television, slide-tapes, and other techniques not yet developed.

20. Central Library and Area Learning Center Expansion

Planning funds for continued development of the library and learning center concept.

20A. See Item 11.

21. Land Acquisition - See 16

22. Site Development and Utilities - See 17

23. Repair and Rehabilitation - See 18

24. Physical Plant and Central Services Facilities

This building will act as a receiving and distribution facility for campus stores and salvage, maintenance shops, and vehicle pool. Administrative offices for Physical Plant will be moved to this area which will be located at the periphery of the campus in order to release critical construction space for health sciences development.

25. Continuing Education Building

Planning funds only for a major structure to house the University's developing continuing education program.

25A. During the next ten years, Continuing Education at IUPUI will assume an imposing posture given the physical facilities and manpower needed to encourage growth. On the basis of a projection of enrollment in the present pattern--short courses and seminars--student enrollments can be expected to double. With proper facilities, in addition to these continuing enrollees, over 35,000 persons should be attending conferences which involve overnight lodging and meal facilities for an average stay of three days.

In a conference center, the needs of these enrollees must be met with a variety of facilities. There must be parking provisions and transportation systems for facilitating movement of personnel, equipment, and materials. The structure will include space for sleeping and dining, library and lounge, and utilization of video and audio tape for study. Several classrooms seating 30 to 60 enrollees, and a number of smaller areas for small informal

activities will be included. Large fully-equipped auditoria, seating at least 1,000, along with smaller lecture halls with a seating capacity of 100 to 250 will be required. Banquet or all-purpose space will be utilized along with necessary recreation facilities usually found in a center of this type--swimming pool, billiards, exercise room, etc. Space will be allocated for the many incidental services required by transients.

Required office space will be included for the faculty and staff. A copy center, an educational resource center, and television originating capabilities are necessary to permit broadcasting via IHETS and local educational TV.

26. Herron School of Art Building

Planning only funds to bring the Herron School of Art to the University Quarter.

- 26A. This will bring the last major unit of IUPUI to the University Quarter. It will be of major benefit to Herron students for them to study at this main campus site and their contributions to student life will be of real significance to the campus. The facility will include classrooms and several art studios, work shops, areas for lithography, silk screen and etching, sculpture rooms and casting rooms, library, and photographic studios. Faculty offices will be a part of this facility although many will be combined with studios.

27. Science/Engineering/Technology Building Phase IV

Phase IV of this development will provide space for increased enrollments for the areas of science, engineering, and technology. Planning funds only.

- 27A. This phase will enable the University to develop in a major way programs that are unique to the Indianapolis area. Programs in science, engineering, and technology will be developed that will serve the special interests of Indianapolis students, business and industry. The building phase will allow the University the flexibility to expand programs in these academic disciplines and to develop new and specialized programs unavailable elsewhere in Indiana.

28. Land Acquisition - See 16

29. Site Development and Utilities - See 17

30. Repair and Rehabilitation - See 18

31. Law School Expansion

Planning only funds.

32. Land Acquisition - See 16

33. Site Development and Utilities - See 17

34. Repair and Rehabilitation - See 18

APPENDIX B

HEALTH SCIENCE FACILITIES INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS Planned Capital Projects (10 YRS) IUPUI - MEDICAL CENTER

PROJECT DESCRIPTION	Biennium 1973-75		Biennium 1975-77		Biennium 1977-79		Biennium 1979-81		Biennium 1981-83	
	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.
<u>New Construction</u>										
Medical Science Addtn. (Phase I)	8,093,701									
Outpatient Facility-equipment (const. privately funded)	1,000,000		700,000							
Allied Health Planning & Const.	100,000				6,065,000					
School of Nursing Equipment (const. privately funded)	865,569									
Tunnel Additions	272,000									
Univ. Hospital, Phase III	215,000		13,825,000							
Riley Hospital, Phase IV	75,000									
Ambulatory Services			180,000		3,150,000*					
Center for Continuing Health Science Education			500,000		2,500,000*					
Subtotal New Construction	10,621,270		15,205,000		11,715,000					

APPENDIX B - CONTINUED

PROJECT DESCRIPTION	Biennium 1973-75		Biennium 1975-77		Biennium 1977-79		Biennium 1979-81		Biennium 1981-83	
	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.	Cost	Gross Sq. Ft.
<u>Rehabilitation; Renovation; Remodeling</u>										
Nuclear Medicine, Univ. Hosp., (Phase I)	500,000	9,000								
Riley Hosp., air handling in surgery and X-ray	650,000	26,000								
Medical Science, air handling and electrical	1,347,335	267,000								
Dental School	2,350,000	52,000								
Long Hosp., fireproof stairs	126,324									
Coleman Hospital	264,280	5,800	1,164,240	22,200	183,600	4,500	400,000	8,400		
Long-Clinical Building	976,500	32,550					525,000	11,000	750,000	12,900
Riley Hospital	150,000	5,000	350,000	10,000	612,000	15,000	2,250,000	47,500	350,000	6,000
Fesler Building					183,000	4,500	650,000	13,700	500,000	8,600
Emerson Hall			225,000	6,400			200,000	4,200	250,000	4,300
Rotary Building			275,000	7,850			350,000	7,400	600,000	10,300
University Hospitals			200,000	5,700	250,000	6,000	450,000	9,500	700,000	12,000
Medical Science Building					310,000	7,600	425,000	9,000	825,000	14,200
Ambulatory Services									525,000	9,000
Subtotal Rehabilitation, etc.	6,364,439		2,214,240		1,538,600		5,250,000		4,500,000	
Totals Construction & Rehabilitation	6,985,709		17,419,240		13,253,600		5,250,000		4,500,000	

*Private funds are planned to match State appropriations

PLANNED CAPITAL PROJECTS (10 YRS)
IUPUI - MEDICAL CENTER
1973 - 1983

The health professional schools of the Indiana University Medical Center complex endorse the development of quality undergraduate programs at Indiana University-Purdue University at Indianapolis. The strengthening of the already extensive programs in the undergraduate IUPUI educational components must not, however, be accomplished by diminishing or diluting the resources and facilities presently identified with the health professional programs.

The School of Dentistry has just completed and occupied a major extension of their building facility and it is anticipated that with this addition their present classroom and clinic areas will be sufficient to meet their needs for some time to come. The School of Nursing will occupy a new building in May of 1973 and it is anticipated that these new classrooms, faculty offices and other support facilities will meet the majority of the needs of the School of Nursing during this decade.

With the exception of the new University Hospital which is a major teaching facility for the clinical programs of the School of Medicine as well as Nursing, the School of Medicine has not had a major building addition since the Medical Science Building was completed in 1958. After extensive planning on the part of the administration of the School of Medicine and with the approval and support of Indiana

University, the medical school curriculum has undergone major revision and the medical education program has been expanded into an integrated statewide system. In addition, the School of Medicine conducts a very large Allied Health Sciences program as a major division of the school.

The following narrative is supplemental to the Planned Capital Projects for the ten-year period 1973 through 1983 (2/1/73 Rev. attached). This ten-year projection for IUPUI - Medical Center capital projects has been reviewed carefully by the Chancellor of IUPUI, the Vice President and Treasurer of Indiana University, and the Associate Dean for Academic Affairs and Facilities Planning of Indiana University. This program has also been submitted to the Commission for Higher Education of the State of Indiana and is to be submitted as the capital request for the Medical Center as part of the budget request of Indiana University to the State Legislature in 1973.

I. New Construction

1. Medical Science Addition - (Phase I)

The 1971-73 request for medical facilities included a request for funding of a major addition to the Medical Science Building to help satisfy the basic requirements for instruction of medical and health professional personnel. Also considered is that additional facilities are required to accommodate the large increasing number of students generated by the Statewide

Medical Education Program. Previous proposals anticipated substantial input of federal matching funds which had been approved by DHEW but not officially funded. Because federal funds have become unavailable within the period during which these facilities must be provided, it appears we must depend entirely on state appropriations. To reduce the impact on state revenues, a portion of the 1971-73 authorization has been allocated to this purpose. This request represents the first phase of the addition to this health sciences facility to be completed in this planning period.

From the 1971 appropriations, a study of the applicability of the principles developed by the Academic Building Systems has been initiated by the University. The University intends to commission an external study of the utilization of the present building, together with the impact of additional space on efficient and effective medical science instruction.

2. Outpatient Facility - Equipment (construction from non-University sources)

Construction of a major outpatient facility has involved the cooperative efforts of the Regenstrief Foundation, Marion County Health and Hospital Corporation, and Indiana University.

The Regenstrief Health Center will serve the needs of the Medical Center hospitals, as well as providing opportunities for instructing medical students in a well-planned ambulatory health care services facility. The building will be physically attached to the Marion County General Hospital and, ultimately to the University Hospital and the medical school buildings by a tunnel connection. Cooperation between the two institutions has involved the provision by Indiana University of part of the land upon which the facility is being constructed and joint efforts to solve the parking and traffic problems in the related areas. Because the building will be used in part for instructional purposes, the Board of Trustees of Indiana University has agreed to ask the General Assembly for an appropriation to provide a proportionate share of the equipment to be used in the building. The original commitment was to seek funding for approximately \$1,000,000 for this purpose; however, since construction has started and more accurate estimates are available, it is hoped that a total of \$1,700,000 can be appropriated for this important teaching facility. The additional \$700,000 has been budgeted for the 1975-77 biennium.

3. Allied Health Sciences Planning and Construction

The division of Allied Health Sciences of Indiana University is a division of the School of Medicine. This major educational component is responsible for the training of many of the paramedical professionals in the State of Indiana. This division has more than outgrown its present quarters which are scattered throughout the Medical Center.

There are currently 1468 students in twelve programs on five campuses. Because the paramedical professions are assuming an increasingly important role in medical services to the people of the state, it is anticipated that enrollments in these areas will continue to grow and it is imperative that we plan a versatile facility to provide the necessary instructional support services.

After the necessary planning has been completed, a major request for new construction has been planned in the 1977-79 biennium for a new Allied Health Sciences Building which, hopefully, will provide this important program with the space and facilities it so desperately needs.

4. School of Nursing Equipment (construction funded from other sponsored support)

In addition to providing modern classrooms and faculty offices for the School of Nursing, the design of the School of Nursing includes closed circuit television capability as well as reception of instructional programs through Indiana Higher Education Television Services.

The major portion of this equipment request involves the provision of color capability for the televised instruction which has already been designed in the building. Some other equipment items are included to help meet the basic needs of the nursing education program.

5. Tunnel Additions

In order for the Regenstrief Health Center addition to the Marion County General Hospital to function as an integral part of the School of Medicine's teaching and patient care programs, it must be connected to medical school buildings and the existing tunnel system. This tunnel addition will provide for effective transportation of patients, personnel and supplies and must be carefully planned because it will cross utility distribution and sewer systems.

6. University Hospital - Phase III

The University Hospital becomes a complete unit after the completion of Phase III. Phase IIA is now under construction. To supply the clinical instructional and patient referral needs of the state, it will demand the initiation of plans for Phase III during the 1973-75 biennium.

After completion of the planning during the 1973-75 biennium, funding has been requested for 1975-77 to complete construction of the final phase of the University Hospital. Completion of this phase in this time frame will relieve many of the other crowded programs of the school. It will make it possible to carry out the extensive planned renovation and remodeling of medical school buildings as indicated on the attached ten-year projection.

7. Riley Hospital - (Phase IV)

The master plan for the development of the new additions to the childrens' hospital and refurbishing of the older portions indicates some modifications to original plans must be made. The revisions will lead to a more

economical solution for the plans of both wings A and B and an intensive care center which is to be added. The funds requested will provide for the detailed planning which should begin in the 1973-75 biennium to meet the projected program. The Riley Board of Governors has authorized the funds for planning wings A and B.

8. Ambulatory Services Building Planning and Construction

Planning funds have been budgeted for the 1975-77 biennium for this important building. The most feasible approach to the construction of such a facility must be determined. It can either be attached or adjacent to the existing Regenstrief Health Center near Marion County General Hospital, or it may be more appropriate to locate a separate facility closer to the University Hospital. This planning phase will answer these important questions. Funding for construction of the facility has been programmed for 1977-79 and only a portion of the funds have been requested of the General Assembly. It is anticipated that private funds would be forthcoming which would be used to match the state appropriations to complete this facility.

9. Center for Continuing Health Science Education

This will be a key construction project for the School of Medicine educational programs. Planning funds have been budgeted for 1975-77 and construction funds have been programmed for 1977-79. It is anticipated that the funding from the General Assembly will be matched by private funds to complete this facility. This Health Sciences Education Center will provide for a major expansion of the Medical School Library facilities. It will also house medical education support services and facilities such as the Medical Educational Resources Program, including audio-visual studios and offices; expanded space for Medical Illustration and Modeling; and other educational services currently crowded into corners and closets of the Medical Center. These services are in dire need of modern facilities.

II. Rehabilitation; Renovation; Remodeling

10. Nuclear Medicine - University Hospital (Phase I)

In constructing Phase I of the University Hospital, an opportunity became available to acquire through gift funds, a large and effective x-ray and a linear accelerator for

cancer therapy. The availability of this generous gift made necessary a shift in the distribution of space within the building to accommodate the equipment, and consequently the area assigned to nuclear medicine was left unfinished. Completion of the nuclear medicine unit is essential to a medical center in its armamentarium of methods of cancer therapy and will require the additional funds programmed.

11. Riley Hospital - Air Handling and Electrical

The Riley Hospital has been constructed primarily with private funds but becomes a University responsibility for maintenance and operation. Subsequent to completion of Phase I in 1965, the air conditioning and the x-ray and surgical units became inadequate. It has been necessary, on occasion, to suspend operations in these areas during warm months of the summer. The inadequacy stems partly from designed features, but primarily from changes in utility. Surgery, for example, has increased the team size from a maximum of twelve to a maximum of twenty, and operations are now performed at temperatures below 68 degrees Fahrenheit, whereas the space was originally designed to provide temperatures of 75 degrees Fahrenheit. In addition, these units have added heat producing equipment which makes the modification to the air conditioning system essential.

12. Medical Science Building - Air Handling and Electrical

The mechanical systems in the Medical Science Building, constructed in 1958, have proven inadequate to meet the needs of the building. When temperature needs are satisfied for either heating or cooling in various areas of the building, air delivery to that space is reduced to a minimum. Relative humidity and odor becomes a major problem. The exhaust fans continue to remove air at full capacity, but the pressure in the spaces are then so far below atmospheric pressure that air is drawn in through building cracks at windows, doors, etc., and from other adjacent spaces. These conditions make it difficult to maintain satisfactory temperatures in any part of the building. Originally, the system was designed with oil bath filters. Such filters created heavy accumulations of dirt in the duct work and the filters were subsequently removed. A continuing program of duct cleaning has been inaugurated but accumulations in the ducts, which are practically inaccessible, continue to create problems in areas which have been cleaned. Dirt accumulations include animal hair and animal care facility bedding which have been ingested into the system by air circulation. Dirt

Dirt accumulations periodically loosen and when discharged produce soiled conditions in offices and laboratories, sometimes necessitating the abandonment of an experiment or replacement of paper work.

This modification to the electrical and air handling system in this building is also essential because the precooling coils are a constant source of maintenance problems; chillers are obsolete and undersized; fans are not isolated properly and are transmitting vibrations to the building structure; the well water system is inadequate to serve the equipment rooms. These changes will require major modifications of the electrical system including a new 13.8 KV switch gear.

13. Dental School Remodeling

The effective utilization of the addition to the Dental School and an increase in student enrollment, eventually by 35-40%, will depend to a considerable degree, upon internal renovation of the existing building. The original building was constructed in 1933, and the first addition completed in 1960. The upgrading and modernization of the electrical service in the original structure has been designated as essential by consulting engineers. Air-conditioning of the original building is necessary to make

it a modern educational facility and to make the clinical area useful for patient care and instruction during warm and humid weather.

The basement area of the original structure will be renovated to include a women employees' lounge and a library stack area. The first floor renovation will include a doubling of the size of the present grossly inadequate library and the inclusion of student study carrels. The plan includes alteration of an existing lecture hall to provide a room for dental hygiene classroom instruction, a seminar room, and offices for the Division of Continuing Education.

Renovation of the second and third floors of the Dental School and modernization of the clinical areas and laboratory areas, that include some equipment that is more than 35 years old and no longer suitable for modern teaching techniques, is planned. Replacement of dental equipment, as recommended by the Council on Dental Education at the time of the October, 1969 Site Visit, is also included.

14. Long Hospital - Fireproof Stairs

Fireproof stair towers for safety and to comply with safety code as requested by State Fire Marshal - April, 1972,

are requested. This modernization will make the space in this building available for important medical school programs.

15. Coleman Hospital Remodeling

When Phase II of the University Hospital construction is completed, the Department of Obstetrics and Gynecology and its patients will be moved into the new facility.

Coleman Hospital building will then become a major source of usable space to perform a number of temporary moves in order to undertake major renovation of other Medical Center buildings. In the biennium 1973-75, only a small portion of Coleman Hospital will be renovated to subdivide some of the open ward areas into partitioned office space. During the decade, it is planned that this entire building will be remodeled, renovated and generally upgraded.

16. Long-Clinical Building Remodeling

The renovation of wards A and B in Long Hospital has been made possible through Sponsored Program funding of the School of Medicine. Additional renovation funds are needed to begin to convert the remainder of the Long Hospital and the Clinical Building into usable offices and

project teaching labs for the clinical faculty of the school. This building may also provide some temporary housing for some of the Allied Health Sciences programs.

17. Riley Hospital - Remodeling

Part of the master plan for Riley Hospital is the modernization of facilities and improvement of the quality of patient care by replacing ceilings and improving lighting in several of the old ward units. Space will be remodeled to house clinical faculty offices and project teaching laboratories for the Department of Pediatrics and the interdisciplinary programs such as pathology, neurology and psychiatry which make up the comprehensive pediatric program of the school.

18. Fesler Hall

Renovation plans for Fesler Hall are projected during the 1977-79 biennium and proceed through the 1981-83 biennium. During that time a total of 26,800 sq. ft. will be renovated and remodeled to improve the Hurty Hall A-B-C postgraduate and continuing education classrooms and to upgrade faculty and staff office space primarily on the first, second, and fourth floors.

19. Emerson Hall

Only minor renovation is planned during the ten-year projected program for Emerson Hall. In 1962, Emerson Hall

was completely rehabilitated and only the fifth floor remained unrehabilitated and unremodeled. It is planned that beginning with the biennium 1975-77 renovation will be started on the fifth floor and during the last four years of the ten-year program, additional remodeling will be completed in some of the existing offices and laboratories within the building.

20. Rotary Building

The Rotary Building has been neglected for a number of years. It is planned during this ten-year improvement program that approximately 90% of the Rotary Building will undergo renovation and remodeling. This building will continue to house faculty offices, classrooms and clinic areas required for the educational programs of the school.

21. University Hospitals

During the eight-year period beginning 1975-77, the University Hospitals will require the completion of unfinished areas as well as remodeling of currently occupied areas which will be utilized for different purposes. An area must be identified to appropriately house the medical records of the University Hospitals and space is needed for administrative offices and service facilities of the University Hospital.

22. Medical Science Building

During the six-year period beginning 1977 through 1983, approximately 30,800 sq. ft. of laboratories and offices within the Medical Science Building must be remodeled. This building represents the major basic science teaching facility for medical, dental, nursing and allied health science students, and remodeling will be needed in the classrooms, laboratories and carrel facilities utilized by all the students in these disciplines.

23. Ambulatory Services

It is planned that the Regenstrief Health Center and the new University Hospital will provide the majority of the ambulatory service needs of the faculty of the School of Medicine. However, it is anticipated that by the biennium 1981 through 1983, renovation of a portion of the existing facilities will be necessary and appropriate funds are planned in this budget projection.

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS

PROPOSED OPERATIONAL

DECISION-MAKING PROCESS *

IN RELATION TO THE CENTRAL ADMINISTRATION

AND BOARDS OF TRUSTEES

OF INDIANA UNIVERSITY AND/OR PURDUE UNIVERSITY

In the process of creating Indiana University, the General Assembly gave the Board of Trustees broad powers to operate the University for the benefit of the people of the State of Indiana. While the Board of Trustees may delegate authority for decision-making to the President, the Treasurer, administrative staff and faculty, it cannot delegate the ultimate responsibility for the decisions made by university employees.

Since it is recognized that the Board of Trustees cannot delegate responsibilities, the most vital task of the Board of Trustees is to delegate wisely broad powers of authority for decision-making to the President. The President, in turn, must delegate his powers of authority similarly to various committees and councils, administrators, faculty members and other staff to carry on productively the work of the University.

The attached chart outlines a proposal for delegated authority for operational decision-making in connection with IUPUI in relation to the central administration and Board of Trustees of Indiana University and/or Purdue University. The decision-making model is consistent with recommendations made earlier. It is not considered to be entirely complete, but rather to illustrate the autonomy sought. For operational purposes, the individual or Board indicated in the column headings where the bar graph extends furthest to the right would be the final decision maker. Of course, all decisions made at a lower level would eventually be subject to review by the Board of Trustees. Where the bar is filled in under several columns, approvals are required by the designated individuals or bodies starting at the left and ending at the right.

While this definition may not give full recognition to the role of the Faculty, in particular, in recommending and advising on University decisions, individual faculty members and faculty bodies are expected to wield great influences in the decision-making process. Furthermore, other staff in their respective spheres of operation would also have a significant impact upon the process.

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS

PROPOSED OPERATIONAL

DECISION-MAKING PROCESS *
IN RELATION TO THE CENTRAL ADMINISTRATION
AND BOARDS OF TRUSTEES
OF INDIANA UNIVERSITY AND/OR PURDUE UNIVERSITY

<u>Categories of Authority</u>	<u>Faculty</u>	<u>Dept. (Head or Chairman)</u>	<u>Unit (School or Division)</u>	<u>Chancellor</u>	<u>Board of Advisors IU-PUI</u>	<u>President of IU and/or PU</u>	<u>Board of Trustees of IU and/or PU</u>	<u>Other</u>
<u>1. ADMINISTRATION</u>								
Appointment of:								
Chancellor -----					X	X	X	
Vice Chancellors -----				X	X	X	X	
Deans -----				X	X			
Other Administrators ----- (Non-Academic)				X	X			
Salary Remuneration of:								
Chancellor -----					X	X	X	
Vice Chancellors -----				X	X	X	X	
Deans -----				X	X			
Other Administrators ----- (Non-Academic)				X	X			
Establishment of:								
Schools or Divisions -----	X			X	X	X	X	X
Academic Departments -----	X	X	X	X	X			
Other Administrative Units -----				X	X			

* i.e., Delegated Operational Authority

<u>Categories of Authority</u>	<u>Faculty</u>	<u>Dept. (Head or Chairman)</u>	<u>Unit (School or Division)</u>	<u>Chancellor</u>	<u>Board of Advisors IU-PUI</u>	<u>President of IU and/or PU</u>	<u>Board of Trustees of IU and/or PU</u>	<u>Other</u>
--------------------------------	----------------	---------------------------------	----------------------------------	-------------------	---------------------------------	----------------------------------	--	--------------

2. FACULTY

Appointment, Salary

Remuneration &

Tenure of:

Department Chairmen -----X-----X-----X

Other Faculty Members -----X-----X-----X

Promotion of:

Department Chairmen -----X-----X-----X

Other Faculty Members -----X-----X-----X

Academic Assignment -----X-----X

3. CURRICULUM & DEGREES

Adoption of Programs

Leading to Degrees -----X-----X-----X-----X-----X

Adoption, Modification
or Elimination of

Courses -----X-----X-----X-----X

Establish or Modify

Requirements for

Degrees -----X-----X-----X-----X

Certification of

Fullfillment of

Requirements for

Degrees or Licenses,

Certificates -----X

Award Degrees -----X-----X-----X-----X-----X

Grading System -----X-----X-----X-----X-----X

Admissions &

Readmissions Policies -----X-----X-----X-----X-----X

<u>Categories of Authority</u>	<u>Faculty</u>	<u>Dept. (Head or Chairman)</u>	<u>Unit (School or Division)</u>	<u>Chancellor</u>	<u>Board of Advisors IU-PUI</u>	<u>President of IU and/or PU</u>	<u>Board of Trustees or IU and/or PU</u>	<u>Other</u>
--------------------------------	----------------	---	--	-------------------	---	--	--	--------------

4. ORGANIZATION & DELIVERY
OF AUXILIARY SERVICES

Library	-----X-----	-----X-----	-----X-----	-----X-----				
TV and Audio-Visual	-----X-----	-----X-----	-----X-----	-----X-----	-----X-----			
Research Computing	-----X-----	-----X-----	-----X-----	-----X-----	-----X-----			
Administrative Data								
Processing			-----X-----	-----X-----	-----X-----			
Parking Program Policies								
& Administration				-----X-----	-----X-----			
Safety & Security				-----X-----	-----X-----	-----X-----	-----X-----	

5. STUDENT SERVICES

Student Code of Conduct	-----X-----			-----X-----	-----X-----			
Policies & Procedures in								
Student Activities	-----X-----		-----X-----	-----X-----	-----X-----			
Financial Aids Administra-								
tion			-----X-----	-----X-----				
Placement Administration			-----X-----	-----X-----				
Admissions Administration			-----X-----	-----X-----				
Registration Administration			-----X-----	-----X-----				
Athletics	-----X-----			-----X-----	-----X-----			
Student Activity Fee								
Budgets					-----X-----			
Student Health Administration					-----X-----			
Student Housing Administration					-----X-----			

<u>Categories of Authority</u>	<u>Faculty</u>	<u>Dept. (Head or Chairman)</u>	<u>Unit (School or Division)</u>	<u>Chancellor</u>	<u>Board of Advisors IU-PUI</u>	<u>President of IU and/or PU</u>	<u>Board of Trustees of IU and/or PU</u>	<u>Other</u>
--------------------------------	----------------	---	--	-------------------	---	--	--	--------------

6. CONTINUING EDUCATION

Program Development	-----X-----	X-----	X-----	X-----				
Fee Structure	-----		X-----	X-----				
Geographic Service Area	-----			X-----	X-----	X-----	X-----	
Policies & Procedures	-----X-----		X-----	X-----	X-----			

7. OPERATING BUDGET

Legislative Requests	-----			X-----	X-----	X-----	X-----	
Central Administrative								
Service Charges	-----			X-----	X-----	X-----	X-----	
Allocation of Funds to								
Schools & Major								
Divisions or Units	-----			X-----	X-----			
Salary Adjustments	-----			X-----	X-----			
Allocation of Funds Within								
Schools & Major								
Divisions or Units	-----		X-----	X-----				
Fringe Benefits Policy	-----			X-----	X-----	X-----	X-----	

<u>Categories of Authority</u>	<u>Faculty</u>	<u>Dept. (Head or Chairman)</u>	<u>Unit (School or Division)</u>	<u>Chancellor</u>	<u>Board of Advisors IU-PUI</u>	<u>President or IU and/or PU</u>	<u>Board of Trustees or IU and/or PU</u>	<u>Other</u>
--------------------------------	----------------	---	--	-------------------	---	--	--	--------------

8. PLANNING & DEVELOPMENT

New Construction								
(Setting Priorities)-----								X
Major Renovation								
(Setting Priorities)-----				X				X
Minor Renovation								
(Setting Priorities)-----				X				
Long-Range Plan-----	X		X	X	X			X
Allocation of Capital Funds-----				X				X
Bonding-----				X	X		X	X
Real Property Acquisition								
or Sale-----				X	X		X	X
Naming of Buildings &/or								
Rooms-----				X				X

9. BUSINESS SERVICE ORGAN- IZATION & DELIVERY

Physical Plant								
Housekeeping								
Utilities								
Purchasing								
Personnel								
Payroll-----				X				
Accounting								
Bursar								
Transportation								
Real Estate Management								
Auxiliary Services								
Audit (Internal) -----								X

<u>Categories of Authority</u>	<u>Faculty</u>	Dept. (Head or Chairman)	Unit (School or Division)	<u>Chancellor</u>	Board of Advisors <u>IU-PUI</u>	President or IU <u>and/or PU</u>	Board of Trustees or IU <u>and/or PU</u>	<u>Other</u>
--------------------------------	----------------	--------------------------------	---------------------------------	-------------------	---------------------------------------	--	---	--------------

10. HOSPITALS

Room & Service Rates -----X-----X-----X
 Operating Policies -----X-----X-----X

11. IU-PUI FOUNDATION

Sponsored Programs-----X-----X-----X-----X-----X
 Overhead Allocation-----X-----X
 Gifts & Grants -----X-----X

12. FEE STRUCTURE

Credit Course or Program

Fees-----X-----X
 Student Activity Fees-----X-----X
 Administrative Fees-----X-----X
 Service Fees-----X-----X
 Athletic Fees -----X-----X

<u>Categories of Authority</u>	<u>Faculty</u>	<u>Dept.</u> <u>(Head or</u>	<u>Unit</u> <u>(School or</u>	<u>Chancellor</u>	<u>Board of</u> <u>Advisors</u> <u>IU-PUI</u>	<u>President</u> <u>of IU</u> <u>and/or PU</u>	<u>Board of</u> <u>Trustees</u> <u>of IU</u> <u>and/or PU</u>	<u>Other</u>
--------------------------------	----------------	---------------------------------	----------------------------------	-------------------	---	--	--	--------------

13. UNIVERSITY RELATIONS

Publications-----					X			
News Service-----					X			
Community Relations-----					X			X
Legislative Liaison-----					X			X
Special Events-----					X			
Signage System-----					X			X
Nomenclature Policies-----					X			X

14. AULMNI RELATIONS

Publications-----					X			X
Activities-----					X			X

15. COMMENCEMENT-----X

FACULTY LOAD ANALYSIS

[illegible]

FACULTY LOAD ANALYSIS - 1971 ACTUAL DATA

School, Division	Student Class Hrs per F.T.E. Faculty member	Student Credit Hours per F.T.E. Faculty member		
	Section Courses	Section Courses	Indiv. Study	All Courses
MEDICAL				
School of Dentistry	186	137	0	137
School of Medicine	372	379	554	512
School of Nursing				
Nursing Instruction	283	110	37	107
38th St. Campus	203	102	0	102
Downtown Campus	122	130	0	130
AVERAGE	227	113	37	111
AVERAGE MEDICAL	241	179	546	327
NON-MEDICAL				
School of Social Service	386	197	100	197
Herron School of Art				
Herron	411	173	0	173
Fine Arts	487	385	0	385
AVERAGE	423	206	0	206
School of Law	548	548	0	548
Normal College, A.G.U.	281	281	200	280
Division of Business	253	356	200	355
Division of Education	265	304	77	301
School of Public and Environmental Affairs				
Criminal Justice	584	584	0	584
Metropolitan Studies	415	415	50	320
AVERAGE	553	553	50	522

School of Public and Environmental Affairs	584	584	0	584
Criminal Justice	415	415	50	320
Metropolitan Studies				
AVERAGE	553	553	50	522
School of Engineering and Technology				
Engineering	218	184	100	184
Construction Technology	346	197	58	180
Electrical Technology	311	237	100	233
Manufacturing Technology	237	177	24	169
Computer Technology	269	224	10	214
Industrial Supervision	331	331	0	331
AVERAGE	272	209	42	200
School of Science				
Psychology	558	538	83	512
Chemistry	431	322	33	314
Mathematics	306	302	18	299
Physics	265	203	33	202
Biology	682	540	200	537
Geology	356	273	200	272
Other	332	300	118	331
AVERAGE	405	355	78	348
School of Liberal Arts				
Economics	634	607	200	606
English	634	607	200	606
French	261	253	135	252
Geography	232	229	0	229
German	541	541	0	541
History	262	262	300	262
Philosophy	434	441	25	430
Political Science	431	433	100	430
Sociology	474	474	300	472
Spanish	771	771	300	764
Speech	215	205	0	205
Other	195	195	80	194
AVERAGE	513	399	0	399
	353	348	133	346
AVERAGE NON-MEDICAL	364	322	78	317
IUPUI AVERAGE	319	270	524	321

FACULTY LOAD ANALYSIS SUPPLEMENT

	Headcount Teaching Faculty		Instructional Faculty Only			TOTAL	
	<u>F/T</u>	<u>P/T</u>	<u>F.T.E. Section Courses</u>	<u>F.T.E. Indiv. Courses</u>	<u>F.T.E. TOTAL</u>	<u>Student Class Hours</u>	<u>Student Credit Hours</u>
School of Dentistry	74	128	84.65	.00	84.65	15,707	11,597
School of Medicine	438	143	44.27	138.07	182.34	16,464	93,298
School of Nursing	126	18	79.51	2.30	81.82	18,045	9,097
TOTAL MEDICAL	638	289	208.43	140.37	348.81	50,199	113,992
<hr/>							
School of Social Svc.	20	9	16.85	.06	16.91	6,508	3,327
Herron School of Art	22	18	25.01	.00	25.01	10,569	5,142
School of Law	29	4	19.18	.00	19.18	10,507	10,507
Normal College, A.G.U.	6	4	5.17	.09	5.26	1,451	1,469
Division of Business	6	47	24.37	.26	24.63	8,598	8,737
Division of Education	30	35	24.58	.35	24.95	6,518	7,503
School of Public and Environmental Affairs	3	5	1.84	.12	1.96	1,017	1,023
School of Engineering and Technology	52	26	53.08	2.77	55.85	14,424	11,194
School of Science	68	73	85.72	2.18	87.90	34,680	30,628
School of Liberal Arts	77	125	118.28	1.12	119.40	41,772	41,290
TOTAL NON-MEDICAL	313	346	374.08	6.95	381.05	136,044	120,819
<hr/>							
TOTAL IUPUI	951	635	585.07	147.32	732.39	186,612	235,015

FACULTY LOAD ANALYSIS

It would appear that many schools and divisions have contact hours considerably above state benchmarks of approximately 300 class hours per faculty member in lower division courses. The overall IUPUI average of 319 student class hours per faculty member is not widely variant. However, the average 364 class hours per faculty member in the non-health areas is 20% above national figures and applies to the total range of programs including lower division and upper division, graduate, and professional instruction. We have not been able to obtain similar comparative data for the health areas, but it seems probable that 241 class hours per instructor may be high in these areas. If we ignore the very small units in which the data are subject to the problems of small sample size, it would appear that Law, Herron Art, Science, Social Service, Liberal Arts, and Business are all too far above a 300 average. The Normal College, Engineering and Technology, and Education seem to be within acceptable limits.

One of the general problems with measuring student contact hours is that of somehow equating study in individual courses, thesis advising, etc. No uncomplicated national measures seem to be available; therefore, we suggest that the Goals and Objectives Committee attempt to set some sort of target toward which IUPUI units might move. We have previously proposed to the committee that forty Student Credit Hours of individual study per full time faculty member might be an appropriate load. On further reflection this seems excessive. This would imply that a faculty member might be expected to spend from 16 to 24 hours per semester for each credit hour for which the student was

registered. This seems higher than is needed.

In addition to teaching functions it is of course recognized that faculty members have a variety of other contributions to make to the institution and it appears difficult to set standards for these. Solely because they are available, the following guidelines from the Purdue Regional Campus Administration are suggested for the consideration of the committee: Departmental Chairmen, approximately 5% of the number of full time faculty in the department, thus for a department with 10 faculty members, half-time for departmental administration; with 20 faculty members, the equivalent of one person for department administration, etc.

For student counseling and advising we suggest that it may be possible to rationalize these on the basis of the fact that a faculty member has a total of 640 hours (40-hour week) to 960 hours (60-hour week) to devote to his total activities during a semester. Reasonable counseling time might involve one hour per semester per F.T.E. student, and thus a counseling allotment of one faculty member for each 600 students might be appropriate. Needless to say, this would probably be fractions of several faculty members rather than devoting a single faculty member totally to counseling.

We have no suggestions to offer regarding departmental research. Sponsored research would of course support additional faculty members to the extent that these are funded by the granting agency.

INTERPRETATION OF FACULTY LOAD ANALYSIS

DESCRIPTIVE INFORMATION FOR INTERPRETATION OF

FACULTY LOAD ANALYSIS-1971 ACTUAL DATA CHART

I. Description of Terms

- A. Definition: Total Student Class Hours are the sum of the products of the number of students in each regularly scheduled class multiplied by the number of catalog hours that class meets each week. (i.e., a class of thirty students meeting 3 times a week would yield $30 \times 3 = 90$ student class hours. The total for any unit is obtained by adding all classes in that unit) These data are obtained from the Registrar's records of class enrollments as of the official "date of record" for fall semester 1971.
- B. A full-time equivalent (F.T.E.) faculty member provides a usable measurement of the total effort expended in each of the functions in which a faculty is engaged. (i.e. A full-time faculty member who devotes 70% of his effort to instruction and 30% of his effort to organize research would count as one headcount faculty member devoting 0.70 F.T.E. in instruction and 0.30 F.T.E. in research.)
- C. Definition: The Total FTE faculty effort is the sum of each faculty member's per cent of effort recorded for instruction on the Fall 1971 Individual Service Report.
- D. Student Class Hrs per F.T.E. = $\frac{\text{Total Student Class Hr.}}{\text{Total FTE Faculty Effort for Instruction}}$
- E. Section Course= courses which meet in a formal session each week at a scheduled time.
- F. Individual Study= where the schedule is "arranged" and the class instruction is often on a one student to one faculty basis.
- G. All Courses= the sum of the credit hours for each section course and each individual study course for the academic unit.
- H. Student Credit Hour=the numerical credit value that is awarded for completing a course, usually described in semester, term, or quarter hours, related to progress through the institution.
- I. Student Credit Hour per FTE faculty member= $\frac{\text{Total Student Credit Hour}}{\text{Total FTE Faculty Effort for Instruction}}$

II. Columns

- A. Column 1-This column is divided into 2 separate subdivisions titled Health and Non-Health to correspond with the current format that the HEC is using for program located on the IU campus at Indianapolis. Under each of these two sub-divisions the various schools, divisions, and departments are identified.
- B. Columns 2-4 Use appropriate definitions outlined above.

The term "full-time-equivalent" (FTE) is a descriptive, statistical measure. It is a useful device for reporting and planning purposes. FTE totals are derived from comparable proportions of individuals' activities, as these proportions relate to definitions of "full-time".

A full-time faculty member, reported and defined as such by the Dean of a School, may have several kinds of assignments, such as teaching, organized research, administrative duties, or public service. Proportions of such categories are reported annually.

An example would be a full-time faculty member whose activities include the assignment of three-fourths of all available time to teaching and the remaining one-fourth to organized research. For the purpose of reporting instructional FTE, this individual's total would be .75.

This figure corresponds to the same category of proportion for other faculty members. Two full-time faculty members, both of whom spend three-fourths of their time on teaching duties, would be reported, in sum, as 1.5 instructional FTE.

Part-time faculty are reported in terms of proportion to full-time and of proportions of assigned duties. An example would be a part-time faculty member whose status is reported as being one-fourth of full-time, all of whose time, however, involves teaching assignments. This part-time faculty member would be counted as .25 instructional FTE.

Full-time-equivalent enrollment also is based on definitions of "full-time," in terms of numbers of academic credits per student per semester.

Measures in use include 15 credits for undergraduates and 12 credits for graduate or professional students. Thus, to derive an FTE total for undergraduates, all credits for undergraduates during a semester total of graduate and professional credits, would apply in calculating FTE enrollment on those levels.

APPENDIX E

STUDENTS PER FACULTY MEMBER COMPARATIVE DATA

STUDENTS PER FACULTY MEMBER

COMPARATIVE DATA

	<u>Enrollment</u>	<u>FTE Faculty</u>	<u>Student/Faculty Ratio</u>
National (1970) ¹	8,581,000	468,000	18.3
Indiana Public Institutions (1967) ²			12.2
Big 10 Institutions (1972) ³			
Illinois (Urbana-Champaign)	30,877	3,681	8.4
Indiana (system)	65,389	3,459	18.9
Iowa	19,239	3,293	5.8
Michigan State	41,649	2,493	16.7
Michigan (system)	39,986	4,733	8.4
Minnesota (system)	65,249	8,262	7.9
Northwestern	15,571	2,375	6.6
Ohio State (system)	50,804	3,015	16.9
Purdue (system)	35,864	3,905	9.2
Wisconsin (system)	<u>59,997</u>	<u>3,800</u>	<u>15.8</u>
TOTALS	424,625	39,016	10.9
Public Urban Universities (1972) ³			
(with medical schools)			
UCLA	27,000	1,800	15.0
Cincinnati	29,506	2,805	10.5
Louisville	10,182	1,402	7.3
Toledo	14,903	670	22.2
Wayne State	<u>36,765</u>	<u>1,850</u>	<u>19.9</u>
TOTALS	118,356	8,527	13.9
Public Urban Universities (1972) ³			
(without medical schools)			
Cleveland State	13,642	643	21.2
Houston	24,805	1,455	17.0
Illinois (Chicago Circle)	18,290	1,170	15.6
Louisiana State (New Orleans)	11,546	487	23.7
Massachusetts (Boston)	4,235	270	15.7
Missouri (St. Louis)	9,750	336	29.0
Missouri (Kansas City)	9,018	441	20.4
CUNY	142,441	8,815	16.2
San Francisco State	18,928	1,296	14.6
Wisconsin (Milwaukee)	<u>29,959</u>	<u>2,304</u>	<u>9.1</u>
TOTALS	282,614	17,217	16.4

	<u>Enrollment</u>	<u>FTE Faculty</u>	<u>Student/Faculty Ratio</u>
Urban Medical Centers (1972) ³			
Illinois - Chicago MC	3,183	641	5.0
Louisiana State (N.O.) M.C.	1,066	1,396	0.8
IUPUI (1971) ⁴			
Health	3,156	328	9.6
Non-Health	12,752	412	31.0
TOTALS	15,908	740	21.5

APPENDIX F

ENROLLMENT PROJECTION, VERSION OF 12/18/72. EXECUTED, 12/28/77

ISPU1--ALLIED HEALTH

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		-- PROJECTED --										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	9	11	15	17	15	15	17	18	20	19	20	22	20
SOPHOMORES	29	58	67	69	75	82	82	80	82	84	84	84	84
JUNIORS	102	123	142	154	160	174	175	180	180	180	180	180	180
SENIORS	134	154	158	175	188	200	200	200	200	200	200	200	200
TOTAL UNDERGRADUATES	265	346	382	415	438	469	474	478	482	483	484	486	484
1ST YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
2ND YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
3RD YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
4TH YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
MASTER'S DEGREE CANDIDATES	12	19	22	25	29	35	38	42	44	47	49	52	55
DOCTORAL DEGREE CANDIDATES	0	0	1	1	2	5	5	5	6	6	7	7	7
TOTAL GRADUATE	12	19	23	26	31	40	43	47	50	53	56	59	62
SUBTOTAL	277	365	405	441	469	509	517	525	532	536	540	545	546
THESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL STUDENTS	0	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL OTHER	0	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL	277	366	406	442	470	510	518	526	533	537	541	546	547

INQUIRY--BRIEFINGS

HEADQUARTS ENROLLMENTS -- ACTUAL AND PROJECTED

[illegible]

II--MEDICAL GIS

DOCUAT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		----- PROJECTED -----										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
ESHMAN	75	67	70	72	72	78	78	78	80	80	82	82	82
PHARMACY	44	54	58	59	70	78	74	78	78	80	80	82	82
NICPS	0	0	0	0	0	0	0	0	0	0	0	0	0
NICRS	0	0	0	0	0	0	0	0	0	0	0	0	0
AL UNDERGRADUATES	119	121	136	141	144	150	154	156	158	160	162	164	164
1 YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
2 YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
3 YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
4 YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
AL PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
STEP 15 DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
CICRA DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
AL GRADUATE	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	119	121	136	141	144	150	154	156	158	160	162	164	164
ESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
ENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
NTINDING EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0
ECIAL STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
AL OTHER	0	0	0	0	0	0	0	0	0	0	0	0	0
AL	119	121	136	141	144	150	154	156	158	160	162	164	164

TUPH--DENTAL HYGIENE

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		----- PROJECTED -----										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	0	0	0	0	0	0	0	0	0	0	0	0	0
SOPHOMORES	37	35	40	42	42	42	45	45	45	45	45	45	45
JUNIORS	37	36	34	40	42	42	42	45	45	45	45	45	45
SENIORS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL UNDERGRADUATES	74	71	74	82	84	84	87	90	90	90	90	90	90
1ST YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
2ND YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
3RD YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
4TH YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
MASTER'S DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
DOCTORAL DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL GRADUATE	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	74	71	74	82	84	84	87	90	90	90	90	90	90
THESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OTHER	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	74	71	74	82	84	84	87	90	90	90	90	90	90

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

Supra-Nursing

*Revised 12-18-72
dated 12/18/72*

	-- ACTUAL --		----- PROJECTED -----										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	162	242	230	205	210	215	220	225	230	230	230	230	230
SOPHOMORES	428	431	400	405	410	415	420	430	430	430	430	430	430
JUNIORS	196	225	230	235	240	245	250	250	250	250	250	250	250
SENIORS	186	205	230	235	240	245	250	250	250	250	250	250	250
TOTAL UNDERGRADUATES	972	1103	1090	1080	1100	1120	1140	1155	1160	1160	1160	1160	1160
1ST YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
2ND YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
3RD YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
4TH YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
MASTER'S DEGREE CANDIDATES	122	117	125	130	135	140	145	150	155	160	165	170	175
DOCTORAL DEGREE CANDIDATES	0	0	0	0	5	7	8	10	10	15	15	15	15
TOTAL GRADUATE	122	117	125	130	140	147	153	160	165	175	180	185	190
SUBTOTAL	1094	1220	1185	1210	1240	1267	1293	1315	1325	1335	1340	1345	1350
THESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL STUDENTS	0	180	180	180	180	180	180	180	180	180	180	180	180
TOTAL OTHER	0	180	180	180	180	180	180	180	180	180	180	180	180
TOTAL	1094	1400	1365	1390	1420	1447	1473	1495	1505	1515	1520	1525	1530

TUPUI--GENERAL ACADEMIC

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		-- PROJECTED --										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	4855	4197	4293	4480	4680	4662	4708	4620	4594	4456	4411	4328	4064
SOPHOMORES	2053	1513	1590	1648	1722	1771	1761	1775	1761	1730	1686	1668	1634
JUNIORS	1298	1237	1233	1271	1332	1382	1381	1375	1358	1331	1317	1291	1250
SENIORS	568	1000	1021	1000	1042	1068	1112	1120	1109	1094	1084	1053	977
TOTAL UNDERGRADUATES	9184	7947	8131	8399	8776	8883	8962	8890	8822	8641	8498	8340	7925
1ST YEAR PROFESSIONAL	0	0	20	25	30	31	30	30	35	35	35	35	35
2ND YEAR PROFESSIONAL	0	0	10	15	20	20	20	20	20	20	20	20	20
3RD YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
4TH YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL	0	0	30	40	50	51	50	50	55	55	55	55	55
MASTER'S DEGREE CANDIDATES	1857	1725	1807	2119	2504	3059	3309	3379	3424	3449	3499	3524	3824
DOCTORAL DEGREE CANDIDATES	2	4	2	2	2	2	2	12	20	25	30	40	50
TOTAL GRADUATE	1859	1729	1809	2121	2506	3061	3311	3391	3444	3474	3529	3564	3874
SUBTOTAL	11043	9676	9971	10560	11332	11994	12323	12331	12321	12170	12082	11959	11854
THESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	2	0	0	0	0	0	0	0	0	0	0	0
SPECIAL STUDENTS	0	1127	1157	1187	1223	1228	1237	1225	1220	1201	1187	1172	1129
	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OTHER	0	1129	1157	1187	1223	1228	1237	1225	1220	1201	1187	1172	1129
TOTAL	11043	10805	11127	11747	12555	13222	13560	13556	13541	13371	13269	13131	12983

ENROLLMENT PROJECTION, VERSION OF 12/18/72. EXECUTED, 12/28/72

IUPUI--DCTS

HEADCOUNT ENGAGEMENTS -- ACTUAL AND PROJECTED

[illegible]

ENROLLMENT PROJECTION, VERSION OF 12/18/72. EXECUTED, 12/28/72

IUPUI--HERRON

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		PROJECTED										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	206	157	113	118	122	123	122	119	118	115	113	111	103
SOPHOMORES	63	75	76	92	96	99	97	99	96	96	93	92	90
JUNIORS	62	66	68	72	87	91	94	92	94	91	91	88	86
SENIORS	41	43	55	54	57	69	72	74	73	74	72	72	70
TOTAL UNDERGRADUATES	374	297	312	336	362	379	385	384	381	376	369	363	349
1ST YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
2ND YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
3RD YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
4TH YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
MASTER'S DEGREE CANDIDATES	11	3	3	3	3	3	3	3	3	3	3	3	3
DOCTORAL DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL GRADUATE	11	3	3	3	3	3	3	3	3	3	3	3	3
SUBTOTAL	385	300	315	339	365	382	388	387	384	379	372	366	352
THESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	4	4	0	0	0	0	0	0	0	0	0	0	0
SPECIAL STUDENTS	0	8	10	10	10	10	10	10	10	10	10	10	10
TOTAL OTHER	4	12	10	10	10	10	10	10	10	10	10	10	10
TOTAL	389	312	325	349	375	392	398	397	394	389	382	376	362

INPUT--LAW

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		-- PROJECTED --										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	0	0	0	0	0	0	0	0	0	0	0	0	0
SOPHOMORES	0	0	0	0	0	0	0	0	0	0	0	0	0
JUNIORS	0	0	0	0	0	0	0	0	0	0	0	0	0
SENIORS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL UNDERGRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0
1ST YEAR PROFESSIONAL	347	263	263	270	277	283	290	297	306	316	325	339	336
2ND YEAR PROFESSIONAL	404	312	322	330	338	347	355	363	375	386	398	419	414
3RD YEAR PROFESSIONAL	187	380	390	400	410	420	420	440	454	468	482	482	500
4TH YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL	938	955	975	1000	1025	1050	1065	1100	1135	1170	1205	1240	1250
MASTER'S DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
DOCTORAL DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL GRADUATE	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	938	955	975	1000	1025	1050	1065	1100	1135	1170	1205	1240	1250
THESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OTHER	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	938	955	975	1000	1025	1050	1065	1100	1135	1170	1205	1240	1250

ENROLLMENT PROJECTION, VERSION OF 12/10/72. EXECUTED, 12/28/72

TURPI--ACAGU

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		PROJECTED										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	66	62	65	68	70	69	70	68	68	66	65	64	59
SOPHOMORES	54	63	64	67	70	72	71	72	70	70	68	67	66
JUNIORS	44	49	52	53	56	58	60	59	60	58	58	57	56
SENIORS	18	35	35	38	38	40	42	43	43	43	42	42	41
TOTAL UNDERGRADUATES	182	209	216	226	234	239	243	242	241	237	233	230	222
1ST YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
2ND YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
3RD YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
4TH YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
MASTER'S DEGREE CANDIDATES	0	15	30	32	33	35	36	35	35	30	30	30	26
DOCTORAL DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL GRADUATE	0	15	30	32	33	35	36	35	35	30	30	30	26
SUBTOTAL	182	224	246	258	267	274	279	277	276	267	263	260	248
THESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OTHER	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	182	224	246	258	267	274	279	277	276	267	263	260	248

TUPHI--GRADUATE SCHOOL OF SOCIAL SERVICE

HEADQUARTER ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		-- PROJECTED --										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	0	0	30	60	90	105	105	105	105	105	105	105	105
SOPHOMORES	0	0	0	25	55	70	85	85	85	85	85	85	85
JUNIORS	0	0	30	80	100	100	100	100	100	100	100	100	100
SENIORS	0	0	60	15	75	90	90	90	90	90	90	90	90
TOTAL UNDERGRADUATES	0	0	120	180	320	365	380	380	380	380	380	380	380
1ST YEAR PROFESSIONAL	102	51	95	100	100	50	50	50	50	50	50	50	50
2ND YEAR PROFESSIONAL	102	92	85	90	90	105	105	105	105	105	105	105	105
3RD YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
4TH YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL	204	143	180	190	190	155	155	155	155	155	155	155	155
MASTER'S DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
DOCTORAL DEGREE CANDIDATES	0	0	0	0	0	10	15	20	20	20	20	20	20
TOTAL GRADUATE	0	0	0	0	0	10	15	20	20	20	20	20	20
SUBTOTAL	204	143	180	190	190	165	170	175	175	175	175	175	175
THESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	0	0	50	100	100	100	100	100	100	100	100	100
SPECIAL STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OTHER	0	0	0	50	100	100	100	100	100	100	100	100	100
TOTAL	204	143	180	240	290	265	270	275	275	275	275	275	275

ENROLLMENT PROJECTION, VERSION OF 12/18/72. EXECUTED, 12/28/72

IUPUI--SCHOOL OF MEDICINE

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		-- PROJECTED --										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	0	0	0	0	0	0	0	0	0	0	0	0	0
SOPHOMORES	0	0	0	0	0	0	0	0	0	0	0	0	0
JUNIORS	0	0	0	0	0	0	0	0	0	0	0	0	0
SENIORS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL UNDERGRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0
1ST YEAR PROFESSIONAL	196	199	200	200	200	200	200	200	200	190	190	190	190
2ND YEAR PROFESSIONAL	220	233	260	290	290	300	300	310	320	320	330	340	350
3RD YEAR PROFESSIONAL	217	254	265	290	320	320	330	340	350	360	370	380	390
4TH YEAR PROFESSIONAL	212	226	250	265	290	320	320	330	340	350	360	370	380
TOTAL PROFESSIONAL	835	911	975	1045	1100	1140	1150	1180	1210	1220	1250	1280	1310
MASTER'S DEGREE CANDIDATES	46	77	49	49	49	53	53	53	53	53	53	53	53
DOCTORAL DEGREE CANDIDATES	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL GRADUATE	66	77	49	49	49	53	53	53	53	53	53	53	53
SUBTOTAL	901	988	1024	1094	1149	1193	1203	1233	1263	1273	1303	1333	1363
THESIS STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OTHER	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	901	988	1024	1094	1149	1193	1203	1233	1263	1273	1303	1333	1363

TUPUI--GRADUATE MEDICINE

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		-- PROJECTED --										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	0	0	0	0	0	0	0	0	0	0	0	0	0
SOPHOMORES	0	0	0	0	0	0	0	0	0	0	0	0	0
JUNIORS	0	0	0	0	0	0	0	0	0	0	0	0	0
SENIORS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL UNDERGRADUATES	0	0	0	0	0	0	0	0	0	0	0	0	0
1ST YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
2ND YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
3RD YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
4TH YEAR PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PROFESSIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0
MASTER'S DEGREE CANDIDATES	58	58	70	75	78	83	87	90	95	100	105	110	113
DOCTORAL DEGREE CANDIDATES	68	87	93	75	65	63	60	60	60	57	57	55	55
TOTAL GRADUATE	126	145	163	150	143	146	147	150	155	157	162	165	168
SUBTOTAL	126	145	163	150	143	146	147	150	155	157	162	165	168
THESIS STUDENTS	0	4	4	4	4	4	4	4	4	4	4	4	4
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OTHER	0	4	4	4	4	4	4	4	4	4	4	4	4
TOTAL	126	149	167	154	147	150	151	154	159	161	166	169	172

INPUT--ALL PROGRAMS

HEADCOUNT ENROLLMENTS -- ACTUAL AND PROJECTED

	-- ACTUAL --		-- PROJECTED --										
	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
FRESHMAN	5417	4726	4823	5060	5299	5304	5360	5273	5255	5141	5066	4982	4703
SOPHOMORES	2726	2245	2319	2433	2558	2637	2653	2680	2663	2636	2587	2569	2532
JUNIORS	1739	1736	1786	1905	2017	2092	2102	2101	2087	2055	2041	2011	1967
SENIORS	1347	1443	1559	1517	1640	1712	1766	1777	1765	1751	1738	1707	1628
TOTAL UNDERGRADUATES	11229	10150	10487	10915	11514	11745	11881	11831	11770	11583	11432	11269	10830
1ST YEAR PROFESSIONAL	766	685	707	740	752	713	720	727	741	741	750	764	761
2ND YEAR PROFESSIONAL	831	758	803	851	879	912	925	943	965	976	998	1029	1034
3RD YEAR PROFESSIONAL	501	734	774	815	854	877	893	923	947	971	995	1005	1033
4TH YEAR PROFESSIONAL	312	328	350	384	415	444	457	473	483	493	503	513	523
TOTAL PROFESSIONAL	2410	2505	2634	2790	2899	2946	2995	3066	3136	3181	3246	3311	3351
MASTER'S DEGREE CANDIDATES	2258	2166	2271	2598	2996	3573	3836	3917	3974	4007	4069	4107	4414
DOCTORAL DEGREE CANDIDATES	70	92	97	79	75	88	91	108	117	124	130	138	148
TOTAL GRADUATE	2328	2258	2368	2677	3071	3661	3927	4025	4091	4131	4199	4245	4562
SUBTOTAL	15967	14913	15489	16392	17484	18352	18803	18922	18997	18895	18877	18825	18743
THESIS STUDENTS	0	4	4	4	4	4	4	4	4	4	4	4	4
EVENING STUDENTS	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTINUING EDUCATION	0	2	0	0	100	100	100	100	100	100	100	100	100
SPECIAL STUDENTS	0	1316	1348	1378	1414	1419	1428	1416	1411	1392	1378	1363	1320
	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL OTHER	0	1322	1352	1378	1518	1523	1532	1520	1515	1496	1482	1467	1424
TOTAL	15967	16235	16841	17819	19002	19875	20335	20442	20512	20391	20359	20292	20167

CODE OF STUDENT RIGHTS & RESPONSIBILITIES

APPENDIX G

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS

CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

REVISED AND APPROVED BY

INDIANA UNIVERSITY-PURDUE UNIVERSITY

AT INDIANAPOLIS FACULTY COUNCIL, April 15, 1971

Preamble

At the University, the pursuit of knowledge will be greatly facilitated by freedom of expression and decision-making as stated in the following Statement of Student Rights and Responsibilities. It is in this spirit that Indiana University-Purdue University at Indianapolis establishes this Statement of Student Rights and Responsibilities. The Statement seeks to encourage free student participation in the life of the University and enhance reciprocal responsibility for maintaining that life. In exercising these rights, however, students must bear the responsibility to act in accordance with local, state and federal laws, and University rules. Additionally, nothing contained in this Statement shall be construed as any denial of or limitation upon the legal authority or responsibility of the Boards of Trustees to establish policies and to make rules and regulations governing the operation of Indiana University-Purdue University at Indianapolis.

PART I

Statement of Student Rights

- 1-1. Students have a right to accurate and plainly stated
2. information relating to the maintenance of acceptable
3. academic standing, graduation requirements and individual
4. course objectives and requirements.
- 1-2. (a) Academic, medical, counseling and disciplinary
2. records of students shall not be available to persons
3. outside the University without the express consent of
4. the student, except under legal compulsion.
5. (b) Within the University, the use of such records
6. shall be limited to the purposes for which such records
7. are maintained.
8. (c) Disciplinary records shall be kept separate
9. from other students records and no records shall be
10. kept which reflect the beliefs of students.
- 1-3. In all academic evaluations, the student has the right
2. to fair and impartial treatment.
- 1-4. (a) Students have a right to establish, issue, and
2. distribute (consistent with appropriate regulations
3. concerning the time, place and manner of distribution)

4. student directed publications which are in no way
5. published under the auspices of the University or
6. without any financial support from the University.
7. (b) Student directed publications which are published
8. under University auspices shall be free of censorship.
9. Additionally, students have a right to a written statement
10. of University policy setting forth provisions which
11. protect student editors and managers against arbitrary
12. suspension or removal, and which establish adequate
13. safeguards for editorial freedom within the prevailing
14. standards of responsible journalism.

- 1-5. The student has the right to freedom from discrimination
2. on the basis of race, creed, sex or national origin.

- 1-6. The University welcomes student opinions and views in
2. the formulation of institutional policy affecting academic
3. and student affairs.

- 1-7. Students have a right to participate in the formulation
2. of rules and regulations pertaining to University
3. operated housing.

1-8. The University has no general authority to undertake
2. or permit searches of University controlled premises
3. occupied by students, or the personal possessions of
4. students, if those searches would be otherwise
5. unauthorized by law.

1-9. (a) The University will not interfere with the rights
2. of students to join associations which promote their
3. common interests as students.

4. (b) Student organizations holding a fiscal-legal
5. relationship with the University are subject to University
6. policies, procedures and regulations pertaining to
7. such organizations.

1-10. Students have the right to sponsor programs for the
2. University community and to invite speakers of their
3. choice on University property. University facilities
4. for these activities shall be made available on a fair
5. and impartial basis, in accordance with established
6. procedures.

1-11. Students are free to engage in peaceful and orderly
2. protest, demonstrations, and picketing (consistent
3. with appropriate regulations published by the University
4. concerning the time, place and manner).

- 1-12. (a) The administration of discipline shall accord
2. procedural fairness to the student.
3. (b) Disciplinary proceedings shall be instituted only
4. for violations of standards of conduct.
5. (c) Standards of conduct shall be clearly expressed
6. and published so that they are readily available to
7. the student body.

- 1-13. Students have the right to freely exercise their full
2. rights as citizens. They may engage in off-campus
3. activities provided they do not claim to represent
4. the University.

- 1-14. Appropriate policies, rules, procedures, and practices
2. to implement and protect these rights and freedoms
3. shall be established throughout the University.

PART II

Statement of Student Responsibilities

Definitions

- 2-1. (a) "University" shall mean Indiana University-Purdue
2. University at Indianapolis.
3. (b) "University Community" means the students, faculty,
4. and staff of the University.
5. (c) "University Student" means any person duly admitted
6. and enrolled in any course in the University.
7. (d) "University Property" means property owned,
8. controlled, used or occupied by the University.
9. (e) "Disciplinary Penalties" mean admonition or
10. warning; reprimand, or the use of counseling
11. procedures; issuance of a formal written warning,
12. disciplinary probation; suspension or expulsion.
13. (f) "Expulsion" means permanent termination of student
14. status.
15. (g) "Suspension" means termination of student status
16. for a limited and specific time.
17. (h) "Disciplinary Probation" means a probationary
18. student status imposed for a limited and specific
19. time.
20. (i) "Dangerous Weapon" means any weapon (including a
21. firearm), device, instrument, material or substance,
22. which in the manner it is used or is designed to be
23. used, is known to be capable of producing death
24. or bodily injury.
25. (j) "Activities Conducted Under University Auspices"
26. means an activity sponsored by an administrative
27. or academic department or a recognized student
28. organization.

2-2. These rules shall apply to all persons enrolled as
2. students at Indiana University-Purdue University at
3. Indianapolis, and shall be deemed a part of the terms
4. and conditions of admission and enrollment of all
5. students.

2-3. These rules apply to student conduct which takes
2. place on University property and to activities
3. conducted under University auspices on or off University
4. property.

2-4. Students are reminded that they are not exempt from
2. the laws of the United States, the State of Indiana
3. and City of Indianapolis.

2-5. A student who violates the standards of conduct imposed
2. by the University may be subject to disciplinary penalties.
3. The following actions constitute misconduct for which
4. students may be subject to disciplinary penalties when
5. committed in or on University property unless otherwise
6. specified:

7. (a) Dishonesty, such as cheating, plagiarism, knowingly
8. furnishing false information, and forgery, alteration,
9. or the unauthorized use of University documents,
10. records, identification, or property.

11. (b) Intentional or reckless actions which obstruct,
12. disrupt, or physically interfere with a University
13. class, meeting or gathering.
14. (c) Intentional or reckless actions which obstruct,
15. disrupt, or physically interfere with the use of
16. University premises, buildings, rooms or passages.
17. (d) Unauthorized entry to, or use, or occupancy of
18. University facilities.
19. (e) Use of, or threatened use of, physical force
20. or violence to restrict the freedom of action or
21. movement of another, or to endanger the health
22. or safety of any person.
23. (f) Use of, or threatened use of, physical force
24. or action to prevent or compel University action.
25. (g) Initiation or circulation of a report or warning of
26. an impending bombing, false alarm or fire, or
27. other crime, emergency or catastrophe, knowing
28. that the report is false and that it is likely to
29. cause public inconvenience or alarm, or to
30. knowingly transmit such a report to an official
31. or to an official agency.
32. (h) Failure to comply with directions of University
33. officials and their authorized agents acting in
34. the performance of their duties.
35. (i) Theft of or damage to property of the University
36. or property of a member of the University community
37. or a campus visitor.
38. (j) Possession or use of alcoholic beverages in or
39. on University property, contrary to law or
40. University regulation.
41. (k) Use, possession, or distribution of narcotics
42. or other drugs except as expressly permitted by
43. law.

44. (l) Lewd, indecent or obscene conduct on University
45. property.
46. (m) Possession, display or use of firearms or other
47. dangerous weapons on University property in
48. violation of the laws of the United States or
49. the State of Indiana; and even though not in
50. such violation, display or use of firearms or
51. other dangerous weapons without good cause.
52. (n) Conduct which substantially interferes with the
53. maintenance of appropriate order and discipline
54. in the operation of the University.

PART III

Statement of Procedures

- 3-1. (a) Authority over student conduct has been lodged
2. with the dean of each academic division within Indiana
3. University-Purdue University at Indianapolis. The
4. Chancellor of IUPUI has requested each such dean to
5. appoint a person within each division to carry out
6. this function under the general guidelines established
7. by the Board of Trustees. If central administrative
8. implementation of disciplinary procedures is undertaken,
9. the authority to institute disciplinary proceedings resides
10. in the Dean for Student Services. The appropriate Dean
11. or persons designated by him may investigate offenses,
12. initiate and conduct disciplinary conferences after
13. appropriate consultation, initiate disciplinary hearings,
14. present evidence at such hearings, and administer
15. penalties subject to these rules.
- (b) The Dean's Office may elect to terminate disciplinary
16. proceedings at any time with the approval of all parties.
- 3-2. Disciplinary penalties may be imposed on a student if:
2. (a) he assents to them after conferring with the
3. appropriate Dean or Director or the Dean for
4. Student Services; or

4. (b) a Hearing Commission finds he has committed
5. an offense.

- 3-3. The following Procedures will apply if the central
2. University administration assumes jurisdiction in a
3. particular case.

The Conference

- 3-4. A notice from the Dean for Student Services requesting
2. a student to attend a disciplinary conference shall be
3. sent to the student's address by certified mail or
4. delivered to him personally and shall inform the student
5. of the following:
6. (a) the offense he is alleged to have committed, by
7. quoting the relevant Section of this Code;
8. (b) the date, time and place of alleged commission,
9. and other relevant circumstances;
10. (c) the date, time, and place of the conference;
11. (d) that he may have an advisor or counsel at the
12. conference;
13. (e) that he need not answer questions;
14. (f) that if he remains silent, his silence will not
15. be taken as an admission against him;
16. (g) that any statement he makes at the conference
17. may not be introduced as evidence against him
18. at a disciplinary hearing;

19. (h) that he may elect to have the proceedings
20. transferred to a Hearing Commission by so
21. notifying the Dean's Office on or before the
22. time specified for the conference. If he makes
23. such an election, he need not appear for the
24. conference and the case shall be transferred to
25. a Hearing Commission.

3-4. The Conference shall be set for a reasonable time after
2. the date of the notice, and no sooner than seven days.

3-5. If the Dean for Student Services' Office decides that the
2. proceedings should be transferred to a Hearing Commission
3. without a conference with the student, the notice of
4. charges shall advise the student of such decision.
5. Whenever a case is transferred to a Hearing Commission,
6. the Dean's Office shall have no further jurisdiction in
7. the matter except as directed by the Hearing Commission.

3-6. If the student does not appear for the conference and
2. has not made an election to transfer the case to a
3. Hearing Commission, the Dean's Office may reschedule
4. the conference; dismiss the charges; impose any of the
5. disciplinary penalties described under Section 2-1 (e)
6. other than suspension or expulsion; or, may transfer
7. the case to a Hearing Commission. The student shall
8. be promptly notified, by certified mail or personally, of

9. the action taken and any disciplinary penalties
10. imposed under these circumstances shall not be
11. subject to further hearing or appeal.

3-7. Following the conference the Dean's Office may:

2. (a) dismiss the charges;
3. (b) impose any of the disciplinary penalties
4. defined under Section 2-1 (e).

5. The student shall be notified in writing of the action
6. proposed by the Dean's Office. This notification shall
7. include a statement to the effect that the student may
8. elect to assent to the action or that he may request a
9. hearing before a Hearing Commission. The student's
10. election shall be made in writing, signed personally by
11. the student, and delivered to the Dean's Office no later
12. than the seventh day following the date on which the
13. notice was delivered. If no such election is made
14. within the seven day period, the action proposed by the
15. Dean's Office shall become effective and not subject to
16. further election or appeal. Under extenuating circumstances
17. the Dean's Office may extend the seven day period.

The Hearing Commission

3-8. Each Hearing Commission shall consist of three members,
2. two faculty members and one student member. Each
3. Hearing Commission shall be constituted from a group
4. of twenty faculty appointed by the Chancellor upon
5. recommendation of the Indiana University-Purdue
6. University at Indianapolis Faculty Council and from a
7. group of students consisting of one representative chosen
8. in and from each of the respective Schools of Indiana
9. University-Purdue University at Indianapolis. These
10. appointees shall constitute the Hearing List. The
11. Chancellor shall designate one of his appointees as
12. Chairman of this Hearing List.

3-9. The Chairman of the Hearing List shall organize the
2. Hearing Commissions and designate one faculty member as
3. Presiding Officer of each Commission. The Chairman shall
4. designate by lot the order in which cases will be assigned
5. to Commissions. If any vacancy on the Hearing List
6. occurs because of the failure or refusal of appointing
7. authorities to make appointments or fill vacancies, the
8. Chancellor may make appointments, fill vacancies, or
9. take such other action as is necessary to constitute the
10. Hearing List or any Hearing Commission.

3-10. When a case is transferred to a Hearing Commission,
2. the hearing will be held before a Hearing Commission,
3. presided over by the Presiding Officer. Copies of all
4. communications from the Dean for Student Services to a
5. student, whose case is pending, shall be sent to the
6. Presiding Officer of the Hearing Commission.

3-11. The Office of the Dean of Student Services shall give
2. notice in writing to the student of the Hearing by sending
3. the notice to the student's address by certified mail or by
4. delivering the notice to him personally. The notice shall
5. inform the student of the following:
6. (a) the offense he is alleged to have committed,
7. by quoting the relevant section of this Code;
8. (b) the date, time and place of alleged commission,
9. and other relevant circumstances;
10. (c) the date, time and place of the hearing;
11. (d) that he may have an advisor or legal counsel at
12. the hearing and that the University may also be
13. represented by legal counsel if he elects to do so;
14. (e) that the student need not answer questions;
15. (f) that if he remains silent, his silence will not
16. be taken as an admission against him, nor may
17. his silence be used to impeach his credibility;
18. (g) the penalties that may be imposed by the Hearing
19. Commission;
20. (h) that the hearing would be closed to the public;

- 21. (i) that the failure to appear at the hearing would
- 22. be action for which the Dean for Student Services
- 23. could impose the penalty of suspension without a
- 24. hearing;
- 25. (j) the names of those who may be presented as
- 26. witnesses at the hearing;
- 27. (k) the names of those whose statements would be
- 28. offered as evidence at the hearing;
- 29. (l) a copy of a form for the student's response.

3-12. The hearing shall be set for a reasonable time after the
2. date of notice, but not sooner than ten days.

3-13. The student's response shall be sent to the Office of the
2. Dean for Student Services, or delivered personally, within
3. seven days from the date of the notice of a Hearing and
4. shall state:

- 5. (a) whether the student admits the offense and
- 6. assents to a penalty to be imposed by the
- 7. Dean for Student Services;
- 8. (b) whether he denies committing the offense, or
- 9. other defenses he may have;
- 10. (c) whether he will be accompanied by an advisor
- 11. or legal counsel;
- 12. (d) the names of witnesses he intends to present;
- 13. (e) the names of those whose statements would be
- 14. offered at the hearing.

3-14. Within a reasonable time prior to the hearing, the Dean
2. for Student Services shall afford the student charged
3. with an offense an opportunity to inspect statements,
4. affidavits, or other evidence which will be presented at
5. the hearing, and the student, as to his evidence, shall
6. afford the Dean for Student Services a similar opportunity.
7. If requested by the student, the Dean for Student Services
8. shall state who has been assigned to represent his office
9. at the hearing.

3-15. No Hearing shall be held unless all members of the Hearing
2. Commission are present. If any member of a Hearing
3. Commission is unable to serve or should recuse himself
4. from serving, the Chairman of the Hearing List shall
5. appoint another Commission member from the Hearing List.

3-16. The Presiding Officer, in consultation with other members,
2. shall maintain necessary order and shall make all rulings
3. necessary for the fair, orderly, and expeditious conduct
4. of the hearing. The Hearing Commission may examine all
5. witnesses. When it appears necessary to avoid undue
6. hardship or to avoid injustice, the Hearing Commission
7. may, in its discretion, grant a reasonable continuance of
8. the hearing. The Hearing Commission shall provide for a
9. taped transcript of all proceedings, which transcript shall
10. be maintained for a reasonable period of time.

3-17. The Dean for Student Services and the student, or his
2. advisor or legal counsel, may present and examine
3. witnesses, present other evidence, and may cross-
4. examine witnesses. The student charged with an
5. offense may testify if he wishes, but shall not be
6. ordered to testify by the Hearing Commission.

3-18. Failure of University representatives to appear at a
2. hearing shall result in dismissal of all charges against
3. the student.

3-19. The burden of proving that the student has committed
2. the offense or offenses charged shall be on the University.

3-20. The decision of the Hearing Commission shall be solely
2. based upon matters introduced at the Hearing and must
3. be based upon substantial and convincing evidence. A
4. decision shall be made by majority vote, and the Presiding
5. Officer shall have a vote in all matters.

3-21. The Hearing Commission shall make a finding whether the
2. student has committed the offense or offenses for which
3. he is charged. If the Hearing Commission finds that the
4. student has committed the offense or offenses for which
5. he has been charged, it shall impose one of the disciplinary
6. penalties enumerated under Section 2-1 (e) of this Code.

- 3-22. Within ten days after the conclusion of the Hearing,
2. the Hearing Commission shall render a written decision
 3. including a brief explanation of the decision. The Hearing
 4. Commission shall promptly furnish copies of its decision
 5. to the student, the Office of the Dean for Student Services,
 6. and the Chairman of the Campus Appeals Board.

The Appeal

- 3-23. There shall be an Appeal Board which shall consist of
2. three faculty members and two student members. The
 3. faculty members of the Appeal Board shall be appointed
 4. by the Chancellor upon recommendation of the Indiana
 5. University-Purdue University at Indianapolis Faculty Council
 6. and the Chancellor shall designate one of them as the
 7. Chairman of the Appeal Board. Each of the respective
 8. Schools of Indiana University-Purdue University at
 9. Indianapolis shall nominate a student representative.
 10. From this list of nominees, two students shall be chosen
 11. by lot to serve as the student members of the Appeal Board.
 12. The members of the Appeal Board shall hold office from the
 13. first day of October for a term of one year, but they shall
 14. complete the review of any case which they have begun
 15. to consider. No member may serve more than two
 16. consecutive terms. If any vacancy on the Appeal Board

17. occurs because of the failure or refusal of appointing
18. authorities to make appointments or fill vacancies, the
19. Chancellor may make appointments or fill vacancies, or
20. take such other action necessary to constitute the Appeal
21. Board.

- 3-24. The student or the University may appeal the decision
2. of a Hearing Commission to the Appeal Board.

- 3-25. An appeal may be initiated by filing a notice of appeal
2. with the Appeal Board not later than ten days after the
 3. date of the written decision of the Hearing Commission.

- 3-26. Upon receipt of the notice of appeal, the Chairman of
2. the Appeal Board shall arrange a date, time, and place
 3. for the Appeal Hearing. When it appears necessary to
 4. avoid undue hardship or to avoid injustice, the Appeal
 5. Board may, in its discretion, grant a reasonable continuance
 6. of the appeal.

- 3-27. The penalty imposed by the Hearing Commission shall be
2. suspended upon receipt by the Dean for Student Services
 3. of the notice of appeal.

3-28. The Chairman of the Appeal Board shall notify the student

2. and the Office of the Dean for Student Services:
3. (a) the date, time and place of the Appeal Hearing;
4. (b) that either may submit written statements to the
5. Appeal Board, before the Appeal Hearing;
6. (c) that, at the Hearing, either may make oral
7. arguments to the Appeal Board, or that the
8. respective advisor or legal counsel may do so;
9. (d) that the Appeal Hearing would be closed to the
10. public.

3-29. At a reasonable time prior to the hearing, the Dean for

2. Student Services and the student shall give each other
3. copies of their respective written statements.

3-30. The Hearing Commission shall make available to the Appeal

2. Board the record of the original hearing.

3-31. No Hearing shall be held unless all members of the Appeal

2. Board are present. If any member of the Appeal Board is
3. unable to serve or should recuse himself from serving, the
4. Chancellor shall appoint another Appeal Board member in
5. accordance with the provisions of Section 3-22.

3-32. The Chairman of the Appeal Board, in consultation with

2. other members, shall maintain necessary order and shall
3. make all rulings necessary for the fair, orderly, and
4. expeditious conduct of the Appeal Hearing.

- 3-33. (1) On the basis of the oral arguments, the written
2. statements, and a review of the evidence, the Appeal
3. Board must render a decision within ten days of the
4. hearing and may:
5. (a) affirm the decision of the Hearing Panel; or
6. (b) reduce or modify the penalty; or
7. (c) set aside the decision of the Hearing Commission
8. and order a new hearing; or
9. (d) set aside the decision of the Hearing Commission
10. and dismiss the charges.
11. (2) The effective date of penalties set by the Hearing
12. Commission shall be observed, if possible, if not, the
13. Appeal Board shall set a new effective date for imposing
14. the penalties.

- 3-34. The Appeal Board shall promptly furnish copies of its
2. decision to the student, the Office of the Dean for
3. Student Services, and the Chancellor.

Supplementary Rules

- 3-35. The authority, rights, power, duties, and procedures
2. provided for in these rules are not exhaustive. Appropriate
3. and reasonable actions to supplement these rules may be

4. necessary. If such actions have been taken, the Hearing
5. Commission and Appeal Board in making decisions shall
6. consider whether they were taken in the interest of a
7. fair, orderly, and expeditious disposition of cases.

Summary Suspension

3-36. (a) Under conditions of extreme emergency the Chancellor
2. may suspend a student without resort to ordinary disciplinary
3. proceedings. The Chancellor may do so if he has reason to
4. believe that the continuation of status as a student threatens
5. serious physical harm to that student, to others, or to the
6. property of others.
7. (b) The student may be prohibited from entering or
8. remaining on University property and warned that if he
9. does so he may be subject to a trespass action.
10. (c) The student may request a hearing before a Hearing
11. Commission to determine whether the Chancellor's action
12. is justified. The hearing shall be arranged within five days
13. by the Chairman of the Hearing Lists and shall follow the
14. procedures provided in these Rules. If the student has
15. been excluded from the University property, he shall be
16. admitted for the limited purpose of participating in the
17. hearing.